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# WP4: Formative Evaluation of the Jump@School intervention

JUMP@SCHOOL PROJECT

P4 - Centre for Social Innovation (ZSI)



[www.jumpatschool.eu](http://www.jumpatschool.eu)

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## 1. Introduction

Besides the impact analysis, which forms the main part of the Jump@School evaluation model, a formative evaluation was also included. The main aim of the formative evaluation was to validate as to how far the goals set in the Jump@School logic model of intervention were achieved in reality and in a sense, provide background and context information regarding the process of the experiment.

1. Individual Development Plan Agreement (IDPA)
2. Individual monitoring process journal (IMPJ)
3. Workshop feedback form
4. Workshop reflection form
5. Experiment monitoring template

The data from the last instrument, 'the experiment monitoring template' fed into the condensed report from national researchers which can be found in the Jump@School website.

This report, aims to present the results from the descriptive analysis of the other four data collection tools. The 'individual monitoring process journal' completed by the Jump@Operators aimed to document the student's paths as regards to the individual sessions with the Jump@Operators. Among others it documented the dates of the meetings as well as their duration. The analysis of this instrument was done together with that of the IDPA and the results can be found in the section below '**Individual sessions**'.

First, the Jump@Operators' reflection and feedback to the different workshops is presented per workshop. This is followed by the assessment of the same workshops by the students of the Jump@School intervention per school, finally the analysis of the individual sessions between the Jump@Operators and the individual students are presented according to cohort. All the quotes are snippets of the responses from the respondents.

## 2. Jump@Operators' reflection and feedback of workshops

This section presents the reflections and feedback for each individual workshop/school as reported by the Jump@Operators and assessed through the 'workshop reflection forms'. Since the workshops were (usually) held by more than one person, there was sometimes more than one reflection form assessed per workshop. In other cases however the Jump@Operators merged their assessment of the workshop into one form. Below, the information is presented by workshop, merged – stemming from both reflection forms. The Jump@Operators were asked to note which of the following topics they dealt with in the workshops

1. **School motivation** (increase students motivation to go to school),
2. **Valuing learning** (increase students attitude that learning in school is useful and important),
3. **Engagement with learning** (help students develop skills to engage more with learning),
4. **Self-confidence with learning** (strengthen students' belief and confidence in their ability to understand and do well in school),
5. **Commitment to complete and education** (strengthen students' commitment to stay in school until they complete their school leaving certificate),
6. **Anxiety** (help students to better deal with feelings of worrying and nervousness),
7. **Self-regulation & Control** (help students develop skills to plan and organise their schoolwork as well as keep track of their progress),
8. **Withdrawal** (to reduce students' feelings of not belonging to school or giving up in particular subjects or school generally. Help them to successfully deal with failure and feelings of helplessness);

and to shortly describe the activities undertaken, as well as rate the effectiveness of each of the activities based on a 5-point Likert scale: 1 – Very ineffective, 2 – Ineffective, 3 – Neither effective not Ineffective, 4 – effective, 5 – very effective. In order to provide concise information, the effectiveness of the activities addressing each of the aforementioned topics, as rated by the Jump@Operators themselves, is provided in an extra table in order to increase legibility of the text. Wherever words assessing impact (such as 'much' etc.) are written within single quotation marks, this means that they stem from a (in this case 5-point) Likert scale. Due to inadequate data input (often data was completely missing or not in English), not all qualitative information can be summarised in this report. The Likert-scale entries, representing the Jump@Operators' rating of effectiveness of each activity conducted to address a topic are presented in a table below each workshop's summary: 1 – Very ineffective, 2 – Ineffective, 3 – Neither effective not Ineffective, 4 – effective, 5 – very effective.

### *2.1. Learning to learn (ES01)*

The goal of the workshop was to discover how one learns, to reflect on the learning process through a specific collective task, to discover one’s own interests and abilities in the school environment as well as learn by taking others as example and acknowledging that effort and knowledge help to achieve one’s goals.

School motivation	4
Valuing learning	4
Engagement with learning	-
Self-confidence with learning	4
Commitment to complete and education	-
Anxiety	-
Self-regulation & Control	5
School motivation	-

**Table 1: Effectiveness of the activities addressing the respective topic based on a 5 point Likert scale: 1 – Very ineffective, 2 – Ineffective, 3 – Neither effective not Ineffective, 4 – effective, 5 – very effective. (ES01: Learning to learn)**

The activity to address **school motivation** was a video of synchronised swimming (‘Informe Robinson’) – ‘It shows the reality of a young man with learning difficulties who discovers with synchronised swimming how he can develop his skills. He becomes motivated and works to achieve his goals.’ The workshop was conducted in two sessions – during the first, the ‘abilities and interests’ test was filled out and the video viewed. In the second session, the ‘types of learning’ questionnaire was filled out, and mental maps developed, to which the tower construction activity followed. In order to induce increased **valuing of learning**, a test of abilities and interests was performed. Aiming at boosting the students’ **self-confidence with learning** was the ‘mind pap: Types of learning (Model VAK)’ activity, through which students could understand that ‘we are all different and [so are] the methods we need for studying’ –in this activity the students did a test and then they worked in teams to create maps connecting different ideas. The activity of ‘Towers Building’ was aimed at helping students to develop skills in planning and organising schoolwork (**Self-regulation**). The precise aim was stated as ‘recognising the importance of evaluating one’s work to reroute the style of life, if we needed’.

Subject of assessment	Jump@Operators’ estimation	Students’ assessment
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To what extent the workshop lived up to students' expectations	5	4.3
Workshop's relevance to students	4	3.9
To what extent students' thought of workshop as being interesting	5	4.4
To what extent the workshop stimulated the students' learning abilities	4	4
To what extent students can confidently apply workshop skills in future schoolwork	4	3.8

**Table 2: Jump@Operators' estimation vs students' assessment (ES01: Learning to learn)**

An improvement suggestion was scheduling more time for the workshop which would lead to improving the quality. A challenge faced was convincing the students to attend it.

## *2.2. Self-esteem and motivation (ES01)*

The workshop was fragmented into three shorter and compact entities. The results presented below are aggregated from the feedback of both Jump@Operators. The goal of the workshop was to let students be inspired through [their] own motivational phrases, create group ties, deepen their interpersonal knowledge and promote cohesion and self-esteem. Further goals were realising that achieving ones goals depends on themselves and understanding the importance of knowing which one's goals are and how they are attainable. In the last entity of the workshop, the goal was to detect erroneous thoughts and learning how to overcome them while in the process acquiring positive thoughts/seeing the positive way of the things, being conscious about one's own abilities and being realistic about possibilities. For this activity all students read the document 'The 10 mechanisms to create erroneous thoughts'. Then, the group was split into two and each group studied 'a couple of cases', indicating the wrong thoughts.

School motivation	3
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Valuing learning	-
Engagement with learning	-
Self-confidence with learning	5
Commitment to complete and education	5
Anxiety	4
Self-regulation & Control	-
School motivation	4

**Table 3: Effectiveness of the activities addressing the respective topic based on a 5 point Likert scale: 1 – Very ineffective, 2 – Ineffective, 3 – Neither effective not Ineffective, 4 – effective, 5 – very effective. (ES01: Self-esteem and motivation)**

The activity to address **school motivation** was the ‘motivational phrases’ in which students ‘were given a part of a sentence and were required to seek the person who completed his or her motivational phrase. The group decided which phrase they liked to become their slogan. In one of the later workshop entities a zombie video was shown to change the passive attitude of the students towards studies.

Aiming at boosting the students’ **self-confidence with learning** was ‘the magic shop’, during which ‘each student picks up one feature that they [would] like to have, and leave another [of] theirs, that they do not like.’ It is a process of reflection, where the students can get to know their strengths and weaknesses and work to improve as a student. For the same purpose there was the ‘blind-guide’ activity, during which the group was split in two, with one half acting as the ‘blind’ and the other half as ‘guides’. The ‘blind’ group should be [guided] by fellow ‘guides’. After five minutes, they switched roles. The notion of the activity was to trust each other and be aware about the necessity of accepting help when one has difficulties. In one of the later entities, the activity ‘where your dreams take you’ was presented. ‘This activity consists of watching a video about the importance of one believing in themselves. After watching the video, each student visualises their dreams, drawing them and [sharing] them with the rest.’ In order help students to better deal with feelings of worrying and nervousness (**anxiety**), the video ‘flip the tortilla’ was shown: ‘This video explains the importance of seeing the positive side of everything and how we can turn around the situation when we find obstacles in our lives.’ In order to strengthen the **students’ commitment to stay in school**, the activity of the ‘student wheel’ was put in use. During this activity, the ‘wheel is divided into 10 parts that define an area of student life. Each student evaluates each part from 1 to 10 according to their level of satisfaction. Through this activity you can easily see the aspects of your life that need improvement.’ Finally in order to address the students’ feelings of not belonging and thus **withdrawal**, there was the activity of ‘secret friend’, during which ‘all the students wrote their names, course and characteristics about [themselves]. After that, each student (randomly) chose a paper that contains the name of their secret friend for the entire project. The mission was to encourage and look after him/her.’

Subject of assessment	Jump@Operators' estimation	Students' assessment <sup>1</sup>
To what extent the workshop lived up to students' expectations	4.5	4.2
Workshop's relevance to students	4.5	4.1
To what extent students' thought of workshop as being interesting	4.5	4.5
To what extent the workshop stimulated the students' learning abilities	4	4
To what extent students can confidently apply workshop skills in future schoolwork	4	4

**Table 4: Jump@Operators' estimation vs students' assessment (ES01: Self-esteem and motivation)**

It is assumed by the Jump@Operators that the workshop has 'fulfilled' students' expectations – in this case the Jump@Operators chose not to rate this with the highest possible rating, because they believed that 'you can always improve, especially when [one is] working with students with different needs.' The Jump@Operators undertook certain modifications of the scheduled procedure during the second session of the workshop – they believed the decision they made to include two new activities, made the workshop more complete and efficient; especially because they focused on areas where the students had more needs, for example their self-esteem. In the activity 'I am: Introduction of self-esteem' students wrote positive sentences about themselves. After that, they 'sold' these sentences to their classmates and bought other sentences from other classmates. The effectiveness of this activity was rated as 'very effective'. The Jump@Operators further reported that due to lack of time (only 45 minutes per session) not all the activities proposed for this workshop could be conducted, so only the ones deemed most useful for the students were done. The Jump@Operators highlighted that the workshop **was just a beginning to stimulate the students in their learning needs, because they needed more time to change their attitude and predisposition in their studies.**

### *2.3. Learning to learn (ES02)*

The goal of the workshop was to get to know the learning style of each student, teach them how to organise study time as well as to learn different studying techniques. Additionally, different career paths one can choose depending on their future expectations were presented.

<sup>1</sup> In this case the values reported are an average built over all participants of both the first and second cohort and therefore do not match the values reported by student's in the table summing up students' feedback.

School motivation	-
Valuing learning	4
Engagement with learning	4
Self-confidence with learning	-
Commitment to complete and education	4
Anxiety	-
Self-regulation & Control	4
School motivation	-

**Table 5: Effectiveness of the activities addressing the respective topic based on a 5 point Likert scale: 1 – Very ineffective, 2 – Ineffective, 3 – Neither effective not Ineffective, 4 – effective, 5 – very effective. (ES02: Learning to learn)**

In order to increase **valuing learning** students were motivated to find out their professional path during the eponymous career orientation activity ('professional path'). To enhance students' **engagement with learning** by helping them develop skills to engage more with learning, the activity 'learning styles (VAK)' was applied – during this activity students filled in the 'VAK' (learning style questionnaire) in order to discover which learning style suits them best. Furthermore the educators informed them on study techniques and showed them different tools that they can use for improving their studying. The 'professional path' activity was also meant to strengthen the **students' commitment to stay in school**.

Subject of assessment	Jump@Operators' estimation	Students' assessment
To what extent the workshop lived up to students' expectations	4	4.3
Workshop's relevance to students	5	4
To what extent students' thought of workshop as being interesting	5	4.4
To what extent the workshop stimulated the students' learning abilities	4	4
To what extent students can confidently apply workshop skills in future schoolwork	4	4.2

**Table 6: Jump@Operators' estimation vs students' assessment (ES02: Learning to learn)**

The Jump@Operators noted that there was not 'enough time for finishing all the activities and that students have a lot of doubts [concerning] their professional future. An improvement suggestion was scheduling more time for the workshop which would lead to improving the quality.

## 2.4. Self-esteem and motivation (ES02)

The goals of the workshop were:

- To increase student confidence in their learning ability and improve student self-esteem
- To enhance the group's cohesion and improve the relationship between its members as well as learn how to work in teams and support each other
- For students to identify their positive and negative characteristics and not be ashamed of the negative ones
- To be aware of their self-image
- To think about our life goals and propose short-term goals in different groups
- Discover our interests and abilities and aware of our future prospects

School motivation	4
Valuing learning	4
Engagement with learning	-
Self-confidence with learning	-
Commitment to complete and education	-
Anxiety	4
Self-regulation & Control	-
School motivation	-

**Table 7: Effectiveness of the activities addressing the respective topic based on a 5 point Likert scale: 1 – Very ineffective, 2 – Ineffective, 3 – Neither effective not Ineffective, 4 – effective, 5 – very effective. (ES02: Self-esteem and motivation)**

The activities to address **school motivation** were ‘the magic shop’, during which ‘each student picks up one feature that they [would] like to have, and leave another [of] theirs, that they do not like, and ‘motivational phrases’ which was essentially a painting of murals inspired by different motivational phrases. In order to increase **valuing learning**, the activity of the ‘student wheel’ was put in use. During this activity, each student evaluated their situation in different aspects of their life (academic results, family relationship, school relationship...). Each student evaluated each part from 1 to 10 according to their level of satisfaction. The Jump@Operators believe that through this activity, one can easily see the aspects of their life that need improvement. It is furthermore a process of reflection, where the students can know their strengths and weaknesses and work towards improvement. In order to strengthen students’ belief and **confidence in their ability to understand and do well in school**, the activity of ‘positive words’ was chosen, during which each student wrote positive words on a card hanging on the backs of their classmates. ‘They do it all at once, while freely moving around the room, making sure they have written on all cards. After that, each student can read the positive qualities’ that were identified in them by others. A further activity was ‘I sell’, which is done in pairs. Each student ‘sells’ their partner by writing their best qualities and providing arguments why others should buy them. ‘The backpack’, during which ‘each student writes a

negative characteristic about themselves that they would like to get rid of, and puts it in a common box. While they are leaving the burden in the box, they are supposed to explain what will encourage them to change it, to transform it into an achievement or look for a situation where the negative trait can actually be useful.’ In order to help students to better deal **with feelings of worrying and nervousness** again ‘the magic shop’ came into use, as well as ‘letter to my future’, through which students expressed their concerns and expectations for the future. Aimed at helping students with developing skills in planning and organising schoolwork (**self-regulation**) was the activity ‘towers building’, which had the more precise aim of making the importance of evaluating ones work to reroute one’s style of life if needed clear.

Subject of assessment	Jump@Operators’ estimation	Students’ assessment
To what extent the workshop lived up to students’ expectations	3.8	4.2
Workshop’s relevance to students	3.8	4.1
To what extent students’ thought of workshop as being interesting	3.5	4.4
To what extent the workshop stimulated the students’ learning abilities	3.8	4
To what extent students can confidently apply workshop skills in future schoolwork	3.3	4

**Table 8: Jump@Operators' estimation vs students' assessment (ES02: Self-esteem and motivation)**

The Jump@Operators considered that the ‘students expectations were [fulfilled] and the group was strengthened.’ A problem encountered, as in all other workshops so far, was the lack of time to perform all the activities. The workshop finished at the time the students just started getting more comfortable. Some students (very few) weren’t very participative and empathetic, which caused some activities taking longer. Initially some students had problems working as a team but this was solved during the course.

### **2.5. Photo-Food (IT01)**

The goal of the workshop was to develop an elaborated knowledge of the students’ ‘learning style’, coping- and problem solving skills as well as specific ‘technological skills’. Furthermore to create a social network and increase self-esteem as well as motivation for school attendance, thus decreasing the risk of dropping out.

School motivation	5
Valuing learning	4,5
Engagement with learning	4,5
Self-confidence with learning	5
Commitment to complete and education	5
Anxiety	5
Self-regulation & Control	4,5
School motivation	4,5

**Table 9: Effectiveness of the activities addressing the respective topic based on a 5 point Likert scale: 1 – Very ineffective, 2 – Ineffective, 3 – Neither effective not Ineffective, 4 – effective, 5 – very effective. (IT01: Photo-Food)**

The activity to address **school motivation** was conveying skills about taking photographs. In order to induce increased **valuing of learning**, the process of taking a photograph was approached and explained from a theoretical perspective, so that the students could understand better and thus appreciate more the practical side. The activity aimed at the **development of learning skills** was interactive ‘theoretical and practical lessons in groups’ in order to stimulate curiosity about learning. Aiming at boosting the students’ **self-confidence with learning** was instructing and allowing the students to take pictures; in essence allowing them to create. In order to strengthen the **students’ commitment to stay in school**, the Jump@Operators tried to appeal to their motivation for ‘a theoretical training’ through practical lessons, invoking the chance of future employment. In order help students to better deal with feelings of worrying and nervousness (**anxiety**), they were positively reinforced during experimentation with the camera. To help them with developing skills in planning and organising schoolwork (**Self-regulation**) they were encouraged to organise and allocate time between the theoretical and practical part and ‘arrange the times considering the needs of the group’. Finally in order to address the students’ feelings of not belonging and thus **withdrawal**, group activities were organised in order to make them feel part of something.

Subject of assessment	Jump@Operators' estimation	Students' assessment
To what extent the workshop lived up to students' expectations	5	4.2
Workshop's relevance to students	4.5	4.1
To what extent students' thought of workshop as being interesting	4.5	4.5
To what extent the workshop stimulated the students' learning abilities	4	3.9
To what extent students can confidently apply workshop skills in future schoolwork	4.5	3.7

**Table 10: Jump@Operators' estimation vs students' assessment (IT01: Photo-Food)**

Challenges encountered was keeping the group's attention during the theoretical part, involving shy students into the activities and creating a cohesive group. Suggested improvements were increased material resources and time planned for workshop.

### *2.6. Guided Fishing Tour (IT01)*

The goal of the workshop was to develop specific expertise in solving skills and thus decrease the risk of dropping out as well as to build a social network.

School motivation	5
Valuing learning	5
Engagement with learning	5
Self-confidence with learning	5
Commitment to complete and education	4
Anxiety	4
Self-regulation & Control	4,5
School motivation	4,5

**Table 11: Effectiveness of the activities addressing the respective topic based on a 5 point Likert scale: 1 – Very ineffective, 2 – Ineffective, 3 – Neither effective not Ineffective, 4 – effective, 5 – very effective. (IT01: Guided Fishing Tour)**

Motivational activities were aimed at offering the students outlook into a possible future employment – besides having the opportunity to hand in their CVs, they got the practical experience of ‘collecting, cleaning and cooking fish’ as a group experience and getting an insight into how large company function.

Subject of assessment	Jump@Operators' estimation	Students' assessment
To what extent the workshop lived up to students' expectations	5	4.2
Workshop's relevance to students	5	4
To what extent students' thought of workshop as being interesting	5	4.2
To what extent the workshop stimulated the students' learning abilities	5	4
To what extent students can confidently apply workshop skills in future schoolwork	4	3.7

**Table 12: Jump@Operators' estimation vs students' assessment (IT01: Guided Fishing Tour)**

A challenge encountered was creating cohesion and the feeling of belonging within the group. More time for the workshops was a suggestion for improvement.

### *2.7. Self-esteem and motivation (IT01)*

The goal of the workshop was to develop problem solving skills in order to manage with feelings of anger and anxiety, motivate students to attend school while stimulating their reflection capacities ‘on their way to set up relationships with people’ and learn to ‘take advantage of every opportunity offered’. The activities were reading and discussing stories about issues such as anger, anxiety and problem solving. Furthermore puzzle games were introduced to facilitate and positively reinforce group dynamics.

School motivation	5
Valuing learning	5
Engagement with learning	5
Self-confidence with learning	5
Commitment to complete and education	5
Anxiety	5
Self-regulation & Control	5
School motivation	5

**Table 13: Effectiveness of the activities addressing the respective topic based on a 5 point Likert scale: 1 – Very ineffective, 2 – Ineffective, 3 – Neither effective not Ineffective, 4 – effective, 5 – very effective. (IT01: Self-esteem and motivation)**

Subject of assessment	Jump@Operators' estimation	Students' assessment
To what extent the workshop lived up to students' expectations	4	4
Workshop's relevance to students	4	4
To what extent students' thought of workshop as being interesting	4.5	4.3
To what extent the workshop stimulated the students' learning abilities	4.5	3.8
To what extent students can confidently apply workshop skills in future schoolwork	4	3.6

**Table 14: Jump@Operators' estimation vs students' assessment (IT01: Self-esteem and motivation)**

A challenge encountered was involving all students – ‘As with any laboratory there are those who participated with greater involvement and interest.’ A suggestion for improvement was allowing for more time in order to facilitate a trusting relationship between the Jump@Operators and the students.

### **2.8. Photography (IT02)**

The goal of the workshop was to ‘increase awareness of photography’ and convey ‘some information to make beautiful pictures’ as well as ‘create relationships with the students’.

School motivation	4
Valuing learning	4
Engagement with learning	4
Self-confidence with learning	4
Commitment to complete and education	3
Anxiety	3
Self-regulation & Control	4
School motivation	3

**Table 15: Effectiveness of the activities addressing the respective topic based on a 5 point Likert scale: 1 – Very ineffective, 2 – Ineffective, 3 – Neither effective not Ineffective, 4 – effective, 5 – very effective. (IT02: Photography)**

The activity to address **school motivation** was working in groups, thus facilitating a different learning atmosphere in a laboratory. In order to induce increased **valuing of learning**, the students were encouraged to reflect on previously acquired knowledge and enhance this. The activity aimed at the **development of learning skills** was demonstrating that everyone can improve. Aiming at boosting the students' **self-confidence with learning** was emerging in a group, in which everyone has a different 'capability' to pick up different but equally important aspects. In order to strengthen the **students' commitment to stay in school**, the Jump@Operators tried to appeal to their motivation by appealing to the motto of 'seeing that the end of the path leads to new paths, achieving a goal is rewarding'. In order help students to better deal with feelings of worrying and nervousness (**anxiety**), more value to emotions was given and the effort was put in place to try to develop better 'managing' skills with which can better address their troubles. To help them with developing skills in planning and organising schoolwork (**Self-regulation**) the rules were used in a purely functional way and as to enhance adult status, rather than the rules alone. Finally in order to address the students' feelings of not belonging and thus **withdrawal**, emphasis was put on the 'value [of] their contribution to the group, boosting the positive feelings of appetite to the group'.

Subject of assessment	Jump@Operators' estimation	Students' assessment
To what extent the workshop lived up to students' expectations	4	4
Workshop's relevance to students	4	3.7
To what extent students' thought of workshop as being interesting	3	4.3
To what extent the workshop stimulated the students' learning abilities	4	3.5
To what extent students can confidently apply workshop skills in future schoolwork	4	3.4

**Table 16: Jump@Operators' estimation vs students' assessment (IT02: Photography)**

Jump@Operators mentioned that 'some students had lower expectations and some higher expectations. On average there were no big differences.' A challenge encountered were the logistics of picking up workshop facilitators whose residences were far away and 'having to go and pick them [students] up from classes'.

### *2.9. Comic and creative writing (IT02)*

The goal of the workshop was to 'increase the consonances of writing and comic' and to make them something fun that could stimulate [students and learning]. There were two parts, one theoretical and one practical.

School motivation	4
Valuing learning	4
Engagement with learning	4
Self-confidence with learning	4
Commitment to complete and education	4
Anxiety	4
Self-regulation & Control	3
School motivation	4

**Table 17: Effectiveness of the activities addressing the respective topic based on a 5 point Likert scale: 1 – Very ineffective, 2 – Ineffective, 3 – Neither effective not Ineffective, 4 – effective, 5 – very effective. (IT02: Comic and creative writing)**

The activity to address **(school) motivation** was letting the participants do something ‘positive’ that would be fun for them. In order to induce increased **valuing of learning**, the students were encouraged to reflect on previously acquired knowledge and enhance this. The activity aimed at the **development of learning skills** was indicating and making them see that everyone can improve. Aiming at boosting the students’ **self-confidence with learning** was emerging in a group, in which everyone has a different ‘capability’ to pick up different but equally important aspects. In order to strengthen the **students’ commitment to stay in school**, the Jump@Operators tried to appeal to their motivation by appealing to the motto of ‘seeing that the end of the path leads to new paths, achieving a goal is rewarding’ and encouraging them to understand the task and make a schema to deal with it. In order help students to better deal with feelings of worrying and nervousness (**anxiety**), the activity quoted was ‘to live all with more serenity’, which is not very clear. In this context it is assumed this was an advice given. To help the students with developing skills in planning and organising schoolwork (**Self-regulation**) the workshop rules were used in a purely functional way and as to enhance adult status, rather than policing. Finally in order to address the students’ feelings of not belonging and thus **withdrawal**, emphasis was put on the ‘value [of] their contribution to the group, boosting the positive feelings of appetite to the group’.

Subject of assessment	Jump@Operators’ estimation	Students’ assessment
To what extent the workshop lived up to students’ expectations	5	4.5
Workshop’s relevance to students	5	4.4
To what extent students’ thought of workshop as being interesting	4	4.5
To what extent the workshop stimulated the students’ learning abilities	4	4.1
To what extent students can confidently apply workshop skills in future schoolwork	4	3.8

**Table 18: Jump@Operators’ estimation vs students’ assessment (IT02: Comic and creative writing)**

A suggestion for improvement was scheduling more time for the workshop.

### **2.10. Self-esteem and motivation (IT02)**

The workshop was concerned with prejudice and stereotypes because they limit the expression of potentiality. As the Jump@Operator put it in their own words, the goal was to ‘reduce negative aspects that limit boys[students]’ and ‘strengthen the individual’s ability to be pro-active in their path’.

School motivation	4
Valuing learning	4
Engagement with learning	3
Self-confidence with learning	4
Commitment to complete and education	3
Anxiety	4
Self-regulation & Control	3
School motivation	3

**Table 19: Effectiveness of the activities addressing the respective topic based on a 5 point Likert scale: 1 – Very ineffective, 2 – Ineffective, 3 – Neither effective not Ineffective, 4 – effective, 5 – very effective. (IT02: Self-esteem and motivation)**

The activity to address **(school) motivation** was finding an alternative to the ‘traditional lesson’ which included exercises, self-narrative, open-minded stimulation questions, visual stimuli and group work. In order to induce increased **valuing of learning**, the students were encouraged to reflect on previously acquired knowledge and enhance it. The activity aimed at the **development of learning skills** was indicating and making them see that everyone can improve. Aiming at boosting the students’ **self-confidence with learning** was emerging in a group, in which everyone has a different ‘capability’ to pick up different but equally important aspects. In order to strengthen the **students’ commitment to stay in school**, the Jump@Operators tried to appeal to their motivation by appealing to the motto of ‘seeing that the end of the path leads to new paths, achieving a goal is rewarding’ and encouraging them to understand the task and make a schema to deal with it. In order help students to better deal with feelings of worrying and nervousness (**anxiety**), emphasis was put on the ‘value [of] their contribution to the group, boosting the positive feelings of appetite to the group’.

Subject of assessment	Jump@Operators’ estimation	Students’ assessment
To what extent the workshop lived up to students’ expectations	3	4.1
Workshop’s relevance to students	4	3.9
To what extent students’ thought of workshop as being interesting	4	4.4
To what extent the workshop stimulated the students’ learning abilities	4	3.5
To what extent students can confidently apply workshop skills in future schoolwork	3	3.8

**Table 20: Jump@Operators’ estimation vs students’ assessment (IT02: Self-esteem and motivation)**

The Jump@Operators mentioned that 'the expectations of students have partially been met because they felt heard and reported having discovered many things important to them.' A suggestion for improvement was scheduling more time for the workshop as well as acquiring more appropriate spaces for conducting the workshop.

In conclusion, taking all the workshops from all schools into consideration, there were no significant deviances from the Jump@Operators' estimation and students' assessment of the workshops and their different aspects. One suggestion for improvement as well as challenge mentioned throughout the schools and by different Jump@Operators was that the time intended for the workshops was too short to both cover all activities, as well as to establish a trusting relationship between Jump@Operators and participants.

### 3. Participants' feedback of workshops

The participants' degree of agreement to the statements in the left column was provided on a scale from 1 to 5, whereby 1 represented 'Disagree strongly' and 5 'Agree strongly'. The arithmetic mean (in bold writing) and median of the responses are reported in the table below. The median is the value separating the higher from the lower half of the data sample and may provide complementary information to the mean.

Whenever the median and/or mean fall below 4 (threshold of rather firm agreement) this is highlighted in the table above and addressed accordingly. The choice of colours is trivial and solely serves the purpose of distinguishing the respective schools. Before going into specific and individual characteristics as they manifest in the different workshops across the four different schools, it is noted that the overwhelming majority of the participants' comments highlighted having **fun** during the workshops. The motives of **teamwork**, **social interaction** and **humourful** educators (Jump@Operators and external workshop facilitators) contributing to a **trusting environment** were very often reported across all entities. This is not mentioned in the analysis further below since these elements were not out-rightly addressed by the questionnaire. In order to avoid repetitiveness, the perception of the participants to the statement 'I want to tell others what I learnt at the workshop' (item 12) across all schools and different workshops is summarised here: None of the participants were eager to share their experiences and what they had learned in the different workshops with others. The data suggests that in general, participants of the 1<sup>st</sup> cohort all four schools neither agreed nor disagreed with this statement, however, in some cases tending to rather agree than be neutral. To some extent, this is contradictory to the participants' assessment of the item of the soft questionnaire 'I like telling others what I have learnt at school' which in all four schools saw an improvement from the pretest to the posttest. However, worth noting is that although the participants of the Jump@School intervention tended to be more willing to tell others what they had learnt in school after the intervention, the mean for each group per school was relatively low ranging from 2.9 to 3.3; like with item 12 of the workshop feedback form, in the neutral range.

Country	Spain										Italy											
School	Juan de Garay (ES01)					Mallila (ES02)					Tortoli (IT01)					Iglesias (IT02)						
Workshop title	1st cohort		2nd cohort			Learning to learn	Self-esteem and motivation	Self-esteem and motivation	Learning to learn	Self-esteem and motivation	Photo-Food	Guided Fishing Tour	Self-esteem and motivation	Photography	Comic and creative writing	Self-esteem and motivation						
	Learning to learn	Self-esteem and motivation	Self-esteem and motivation																			
Question	Mean   Median																					
1. The workshop objectives were clear to me.	4.4	4.5	4.4	5.0	4.8	5.0	4.5	5.0	4.5	5.0	4.4	4.0	4.4	4.5	4.2	4.0	4.2	4.0	4.4	4.0	4.3	4.0
2. The workshop lived up to my expectations.	4.3	4.5	4.2	4.0	4.3	4.0	4.3	4.0	4.2	4.0	4.2	4.0	4.2	4.0	4.0	4.0	4.0	4.0	4.5	5.0	4.1	4.0
3. The content was relevant to me.	3.9	4.0	4.1	4.0	4.2	4.0	4.0	4.0	4.1	4.0	4.1	4.0	4.0	4.0	4.0	4.0	3.7	4.0	4.4	4.0	3.9	4.0
4. The workshop was interesting.	4.4	4.0	4.5	5.0	4.6	5.0	4.4	5.0	4.4	5.0	4.5	5.0	4.2	4.0	4.3	4.0	4.3	4.0	4.5	5.0	4.4	4.0
5. The workshop activities stimulated my learning.	4.0	4.0	3.9	4.0	4.3	4.0	4.0	4.0	4.0	4.0	3.5	3.5	4.0	4.0	3.5	3.5	3.5	3.0	4.1	4.0	3.5	4.0
6. The workshop was easy to follow and understand.	4.5	5.0	4.6	5.0	4.9	5.0	4.5	5.0	4.6	5.0	4.3	4.0	4.5	4.0	4.3	4.0	4.4	4.0	4.5	4.0	4.4	4.0
7. The pace of the workshop was appropriate.	4.3	4.5	4.4	5.0	4.5	5.0	4.6	5.0	4.4	5.0	4.1	4.0	4.3	4.0	4.0	4.0	4.3	4.0	4.2	4.0	4.1	4.0
8. The facilitator was helpful.	4.2	4.5	4.5	5.0	4.7	5.0	4.4	5.0	4.5	5.0	4.3	4.0	4.4	4.0	4.3	4.0	4.1	4.0	4.5	5.0	4.1	4.0
9. The facilitator was able to answer all my questions.	4.1	4.0	4.5	5.0	4.9	5.0	4.7	5.0	4.6	5.0	4.3	4.0	4.4	4.0	4.4	4.0	4.1	4.0	4.5	5.0	4.2	4.0
10. The facilitator was open to hear my/our concerns.	4.4	5.0	4.6	5.0	4.8	5.0	4.7	5.0	4.7	5.0	4.3	4.0	4.5	4.0	4.4	4.0	4.4	4.0	4.5	4.0	4.3	4.0
11. I am confident that I will be able to use what I have learned in this workshop in my school work.	3.8	4.0	3.9	4.0	4.2	4.0	4.2	4.0	4.0	4.0	3.5	3.5	3.5	3.5	3.5	3.5	3.4	4.0	3.8	4.0	3.8	4.0
12. I want to tell others what I learnt at the workshop.	3.4	4.0	3.5	4.0	3.8	4.0	3.9	4.0	3.5	3.0	3.5	3.5	3.5	3.5	3.5	3.5	3.4	3.5	3.8	4.0	3.6	3.5

### 3.1. Spain, Juan de Garay (ES01)

The data suggests that participants (both from the first cohort as well as the second) were satisfied with all dimensions of the workshops they attended. With the exception of the pairs of values highlighted in yellow, all others lie between 4 and 5, suggesting strong agreement with the (positive) affirmative statements. There seems to be no strong consensus concerning confidence about the successful application and/or use of the workshop content for future purposes when considering all workshops attended by the first cohort – regarded however differently by the second cohort, who seems to see more future potential in that aspect. As to whether they regarded the content as relevant to themselves, participants of the ‘Learning to learn’ workshop agreed, however not strongly and with falling tendency. Lastly, participants of the first cohort only partly agreed with the workshop’s activities ‘Self-esteem and motivation’ as stimulating their learning [abilities] (item 5) in contrast to the second cohort’s participants who were more affirmative of this statement.

Qualitative feedback assessed by each individual workshop suggests that:

- Participants of the **‘learning to learn’** workshop very often indicated having particularly enjoyed the activity: ‘The tower’. Although one participant also mentioned a test (no further specification) as being beneficial, many others mentioned it under the activities less enjoyed and deemed less beneficial. Some participants also perceived the professional orientation activity as rather less beneficial. Mentioned under beneficial aspects was also learning and discovering one owns’ abilities.
- **‘Self-esteem and motivation’**: Participants most enjoyed ‘transforming negative sentences into positive ones’, ‘writing down bad thoughts’, ‘speaking about [their] dreams’, discovering and ‘reflecting on [their] abilities,’ and learning how to think in a positive way in general. They considered beneficial the activities of ‘writing good qualities about ones classmates’, ‘my dreams’, ‘secret friend’, ‘blind guide’, ‘I am’, ‘student wheel’, and the ‘motivational sentence activity’. One participant mentioned the Jump@Jump@Operators listening to him/her and acknowledging/recognising positive traits of their character as beneficial to themselves. Among the activities less enjoyed were ‘my identity drawing’ but also the video (no further specifics) and also a few of the aforementioned activities deemed by other participants as beneficial. 2<sup>nd</sup> cohort participants particularly enjoyed the mannequin challenge, a video of synchronised swimming, making posters as well as an activity they refer to as ‘the activity of the hand’. One participant did not enjoy the aforementioned activity. Some participants mentioned the following activities as being less enjoyable and/or beneficial: ‘drawing [their] dreams’, ‘the castaway’, ‘have you listened?’, ‘magical store’ and ‘blind guide’.

### 3.2. Spain, Malilla (ES02)

As was the case with the first school in Spain, here as well the data suggests overall high agreement with the statements. Qualitative feedback assessed for each individual workshop suggests that:

- Participants of the **‘learning to learn’** workshop mostly enjoyed and considered beneficial activities surrounding study skills and organisation, different types of learning, and thinking about the future in the activity referred to as ‘letter to my future’. They also mentioned

appreciating the teamwork and humourful interactions ('laughing about ourselves') and support given by the workshop's organisers when confronted with doubt. Also information on vocational training was considered beneficial. In the extra comments participants mentioned that the time available was rather short. Only two participants mentioned something not particularly enjoyed and/or considered non-beneficial: in one case an activity during which they wrote qualities on the backs of classmates, while the other one just mentioned being bored at times.

- For the **'self-esteem and motivation' workshop**, 'the market' was deemed rather less enjoyable and/or beneficial. Participants enjoyed the activities of 'memory types', 'student wheel', 'sell and buy abilities' and a test (no further specification). The experience of teamwork is emphasised as being particularly beneficial as well as speaking about one owns' feelings. Some students felt uncomfortable speaking in public. Often considered beneficial were furthermore activities concentrating around professional orientation, the 'positive cards' activity and 'the magic shop'.

### 3.3. Italy, Tortoli (IT01)

The participants of all workshops were not particularly confident (mean ranging from 3.6 to 3.7) about using their workshop experience in their future school work. Furthermore the affirmative position on the stimulating effects on learning [abilities] of all workshops was not strongly agreed upon either (mean ranging from 3.8 to 4).

Qualitative feedback assessed for each individual workshop suggests that:

- **'Photo-food' workshop** participants mostly **enjoyed the practical part**, i.e. taking pictures of the dishes. When it came to what was less enjoyed, it seems that the theoretical part was equally not enjoyed as it also was considered 'boring' i.e. as one student sums it up, while at the same time being considered useful. Only one of the participants did not enjoy the practical part (he/she considered it useless taking actual photographs) while at the same time particularly enjoyed learning how to use a camera. One participant mentioned enjoying the lab surroundings itself. Besides learning something new and deeming it interesting, some students mentioned in the comments that they also enjoyed the **social aspect** of the workshop - **making new friends**.
- **'Guided fishing tour' workshop** participants' opinions were divided on the aspects of the workshop – while some enjoyed the processing of sea-food, others found it rather unenjoyable. What was mentioned as positive was learning and participating in the whole process of catching the fish/other sea creatures, processing them and eventually cooking. Many perceived going into the water as unpleasant. There was however a great majority who enjoyed everything and did not have anything to comment.
- **Participants of the support action on' self-esteem and motivation'** mostly enjoyed expressing and sharing their thoughts and opinions on stories heard as well as discussing with each other and making up story plots and writing them. One individual reported not having enjoyed or found everything useful in particular, provided however no more specific information.

### 3.4. Italy, Iglesias (IT02)

Like in the other Italian school, the participants of all workshops were not particularly confident about using their workshop experience in their future school work (mean ranging from 3.4 to 3.8). Furthermore the affirmative positions on the stimulating effects of the photography and self-esteem and motivation workshops on learning [abilities] as well as on the content being relevant to the participants were not strongly agreed upon (Mean ranging from 3.5 to 3.9).

Qualitative feedback assessed by each individual workshop suggests that:

- Some participants of the **'photography' workshop** deemed taking pictures and using editing software as well as using a camera to take a video particularly interesting while the gross majority stated they had enjoyed and benefitted from everything. Furthermore some participants particularly enjoyed a more thorough explanation on the use of photography. Few participants mentioned not enjoying making a video or using a PC, perceiving these as not relevant to the workshop, as it was called [still] 'photography'. One participant mentioned disliking or not having benefitted from the interview at the end of the workshop. In the extra commentary there was mention of enjoying the social coming together within the framework of the workshop.
- **'Comic and creative writing' workshop's** participants enjoyed drawing a comic and writing the story behind it. Games and getting to know the other participants were also mentioned as being particularly beneficial. Three participants mentioned not enjoying the imaginative and story-telling aspect as well as the creative writing process overall. One deemed it as 'not useful' for his/her schoolwork. One participant mentioned that he/she was so motivated by the activities that he/she is now interested in pursuing the topic in after-school activities.
- The participants of the **support action on 'self-esteem and motivation'** enjoyed esteem-specific as well as group activities the most. One beneficial motive for them seems to be learning to understand their own selves. Two participants mentioned as not perceiving the motivational or the self-valuation part as beneficial. Socialising with peers was again mentioned next to learning new things as being particularly motivational for one participant.

The **action on 'self-esteem and motivation'** was the only one that took place in all schools and in both cohorts (only data for the 2<sup>nd</sup> cohort in the first school was available), enabling a **comparison**. As with all other workshops, the participants of this workshop did not agree with being eager about sharing what they learned with others (mean ranging from 3 'neither agree nor disagree' to 4 'agree'). Also, the data suggests that participants rather agreed, although not strongly with the statement that what they learned could come in handy and be applied in future school work (mean ranging from 3.6 to 3.9). The 1<sup>st</sup> cohort of the Malilla School in Spain (M=4) as well as the second cohort of the Juan de Garay school (M=4.2) were an exception here – the participants in this case rather agreed with the potential of the learned material being beneficial to their school work, however not strongly. In the schools of Tortoli (M=3.8), Juan de Garay (first cohort) (M=3.9) and Iglesias (M=3.5), workshop participants additionally did not agree about the workshop stimulating their learning [abilities] and in the latter one also on the workshop's content being relevant to them.

More details on the workshops are described in section 2 above and on: [www.jumpatschool.eu](http://www.jumpatschool.eu)

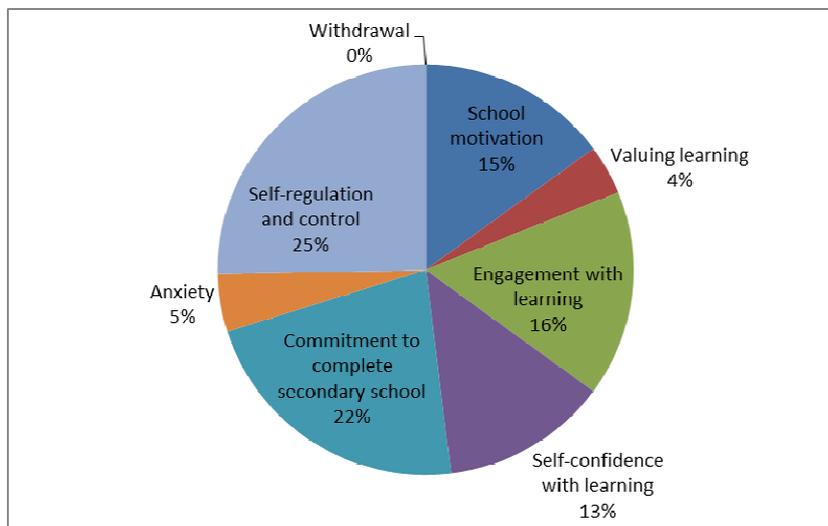
## 4. Individual sessions

Actions suggested by the Jump@Operators or drawn up together with the students in the individual meetings to address the objectives set were individually adapted to each case; thus concisely summarising or categorising them was not feasible<sup>2</sup>. Instead, the graphs below provide an overview of the distributions of all topics (as elicited by the categorisation of objectives by the Jump@Operators themselves), their priorities and number of sessions – all provided on school level.

In order to avoid repetitiveness, explanations for each graph are summarised at this point. The **'topics' frequencies'** graph summarises **all objectives** set by students in their individual sessions according to the eight defined topics (see section 2 of this report). Since the students could formulate multiple objectives thus addressing multiple topics, this graph mostly gives information about how many of the students that took part in the workshops were actually troubled by and/or interested in this topic. The **'Priority topics'** graph summarises the distribution of **objectives set by students which were given first priority** according to the eight topics. Since only one objective could have priority one, this graph provides information as to what topics seem to on average, be most relevant to students in the intervention group. Lastly, the **'Number of sessions'** shows the **absolute numbers** of sessions required per student that took place.

### 4.1. Spain, Juan de Garay (ES01) – 1<sup>st</sup> cohort

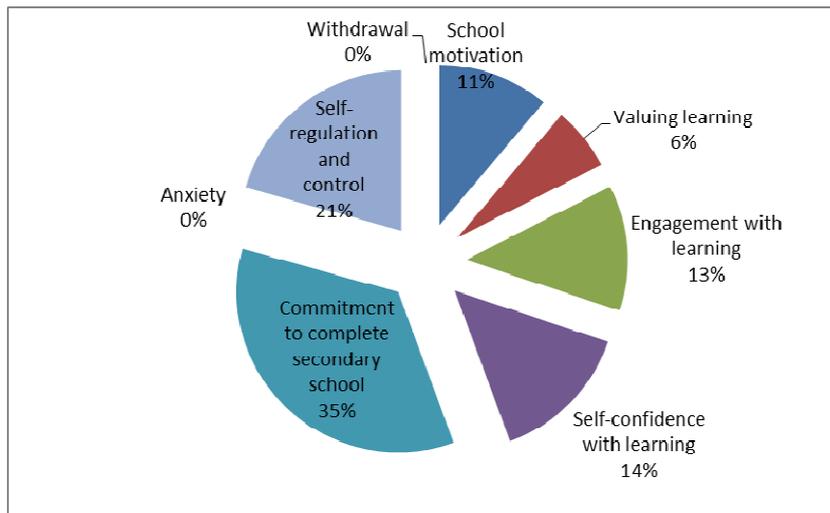
Graph 1: Topics' frequencies, ES01, 1<sup>st</sup> cohort



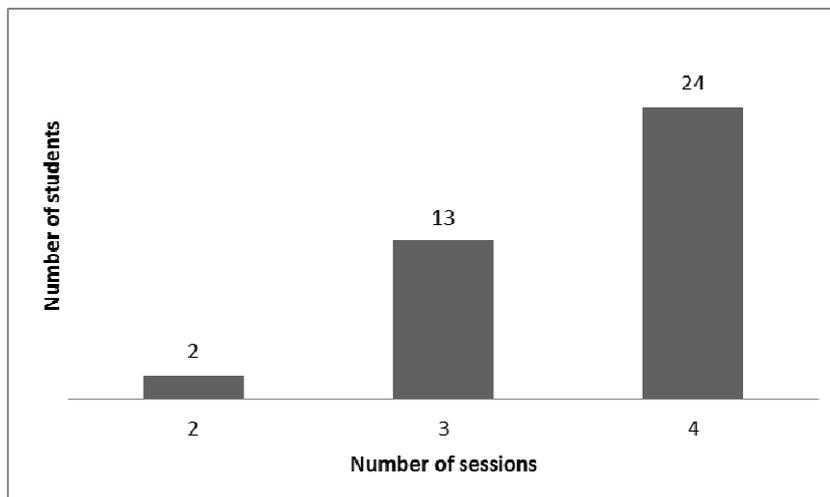
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<sup>2</sup> In case of further interest in the individually adapted and recommended activities (and resources required) as provided by the Jump@Operators in the IDPAs, please refer to the [Annex - IDPA Activities & Resources](#).

**Graph 2: Priority topics, ES01, 1<sup>st</sup> cohort**



**Graph 3: Number of sessions, ES01, 1<sup>st</sup> cohort**

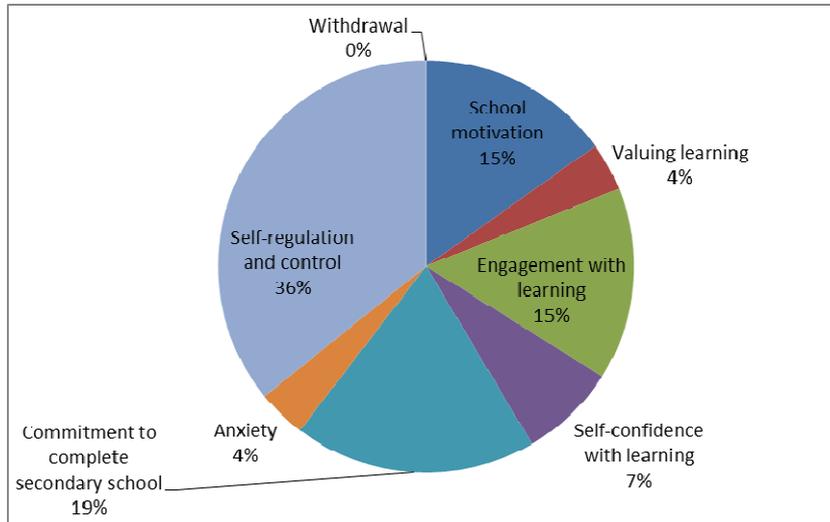


As Graph 1 suggests, the two most important topics addressed by the objectives formulated by students of the 1<sup>st</sup> cohort in Juan de Garay were ‘Self-regulation and control’ (25%) and ‘Commitment to complete secondary school’ (22%), followed by ‘Engagement with learning’ (16%), ‘School motivation’ (15%) and ‘Self-confidence with learning’ (13%’. As far as the priority of topics is concerned, the field was dominated by ‘Commitment to complete secondary school’ (35%), followed by ‘Self-regulation and control’ (21%) and ‘Self-confidence with learning’ (14%) and ‘Engagement with learning’ (13%).

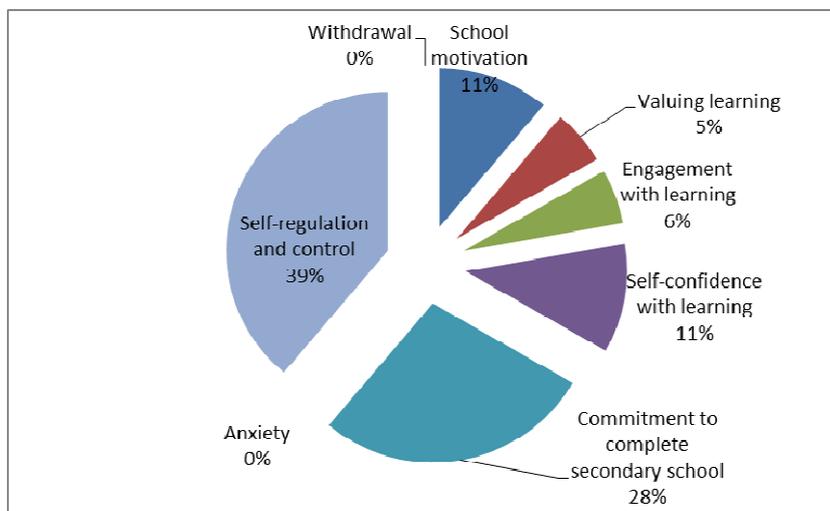
Graph 2 summarises further details of the distribution of prioritised topics. As Graph 3 shows, most students required four (the maximum number) sessions to address their objectives. Sessions lasted between 45 minutes and one hour.

## 4.2. Spain, Juan de Garay (ES01) – 2nd cohort

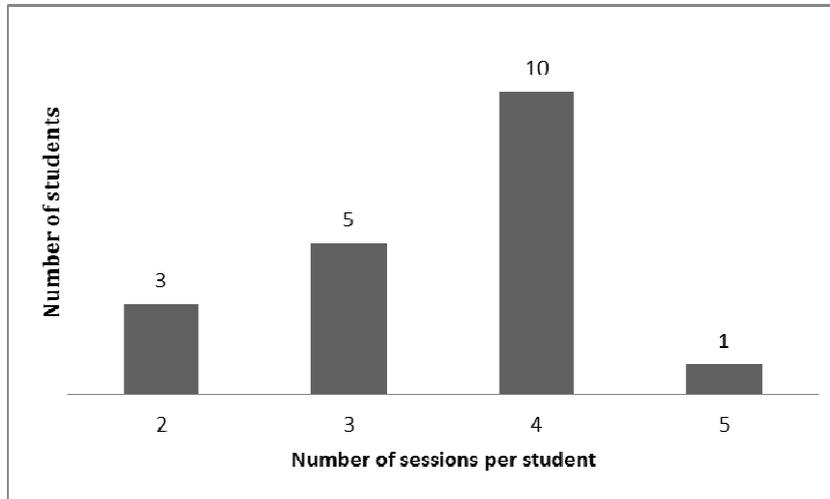
Graph 4: Topics' frequencies, ES01, 2<sup>nd</sup> cohort



Graph 5: Priority topics, ES01, 2<sup>nd</sup> cohort



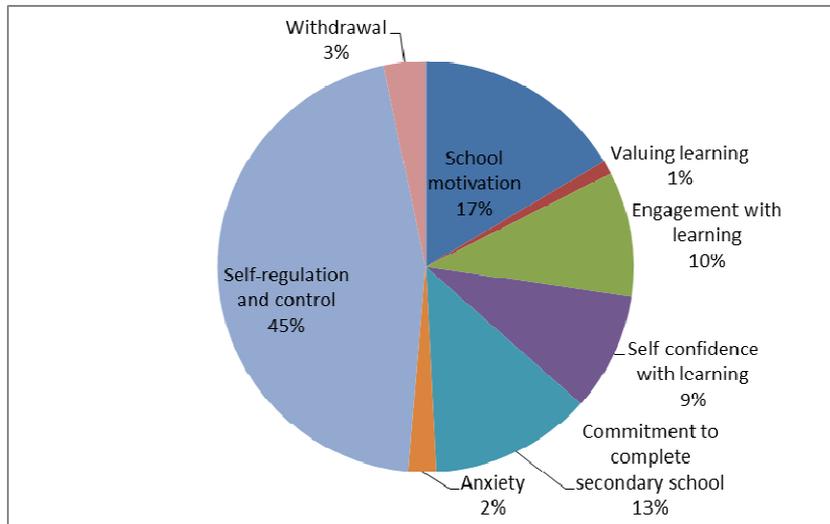
**Graph 6: Number of sessions, ES01, 2<sup>nd</sup> cohort**



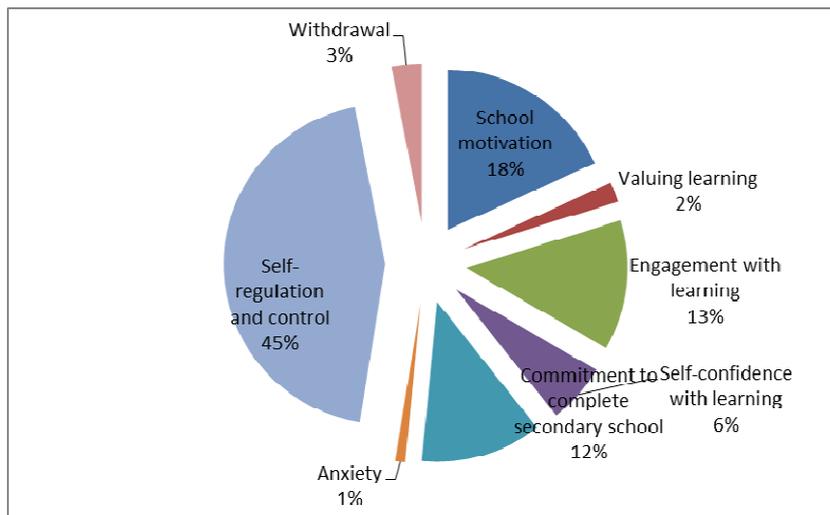
As Graph 4 suggests, the two most important topics addressed by the objectives formulated by students of the 2<sup>nd</sup> cohort of Juan de Garay were ‘Self-regulation and control’ (36%) and ‘Commitment to complete secondary school’ (19%), closely followed by ‘Engagement with learning’ (15%), ‘School motivation’ (15%) and ‘Self-confidence with learning (7%)’. More details on the distribution of further objectives’ topics are provided in Graph 4. As far as the priority of topics is concerned, the field was dominated by ‘Self-regulation and control’ (39%) followed by ‘Commitment to complete secondary school’ (28%), and ‘Self-confidence with learning’ and ‘School motivation’ (both 14%). Graph 5 summarises further details of the distribution of prioritised topics. As Graph 3 shows, most students required four sessions to address their objectives – one individual required even five sessions. A total of 19 participants are depicted in the graph although only 9 participants took part in the intervention in the second cohort in Spain. A further exploration of the data revealed that the Jump@Operators continued working with some of the participants from the first cohort (n=14). This means that IDPAs from 4 participants from the second cohort were missing. All sessions lasted 45 minutes each.

### 4.3. Spain, Malilla (ES02) – 1<sup>st</sup> cohort

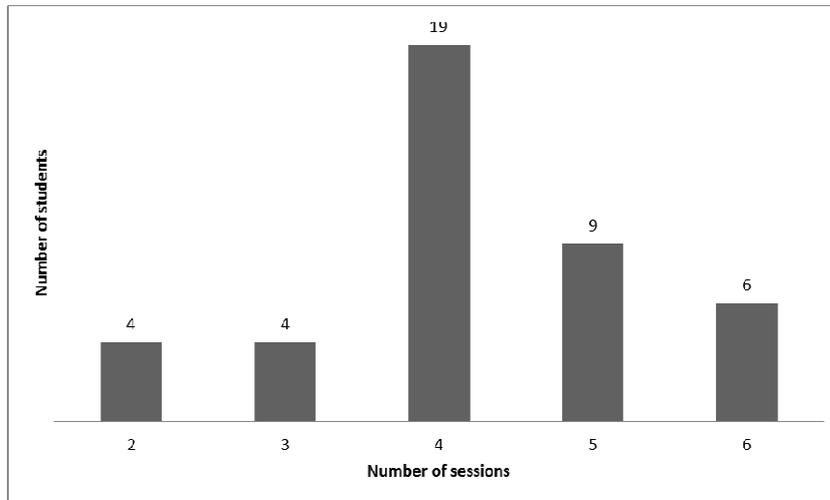
Graph 7: Topics' frequencies, ES02, 1<sup>st</sup> cohort



Graph 8: Priority topics, ES02, 1<sup>st</sup> cohort



**Graph 9: Number of sessions, ES02, 1<sup>st</sup> cohort**



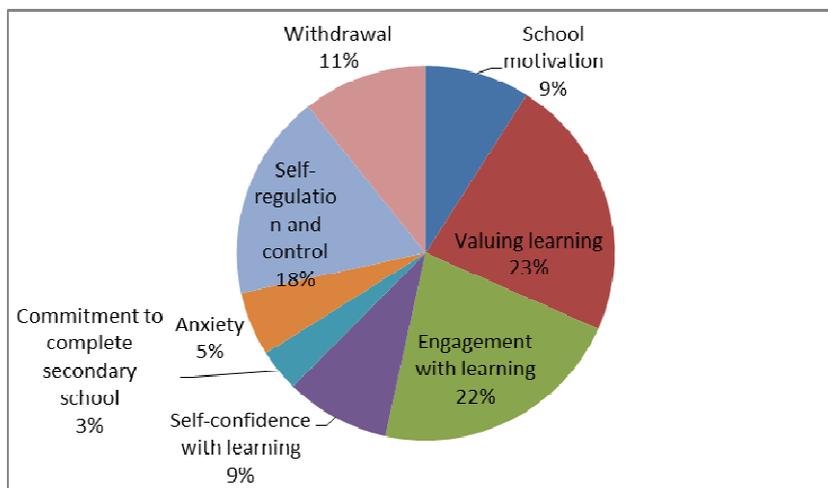
As Graph 4 suggests, the topic by far most often addressed by students' objectives was 'Self-regulation and control' (45%) followed by 'School motivation' (17%) and 'Commitment to complete secondary school' (13%) and 'Engagement with learning' (10%). More details on the distribution of further objectives' topics are provided in Graph 7. As far as the priority of topics is concerned, the field was dominated by 'Self-regulation and control' (45%), followed by 'School motivation' (18%), 'Engagement with learning' (13%) and 'Commitment to complete secondary school' (12%). Graph 8 summarises further details of the distribution of prioritised topics. As Graph 9 shows, from the data received (n=30 instead of IDPAs from all the participants that started the intervention n=42) most students required four (the maximum number of) sessions to address their objectives. All sessions lasted approximately one hour.

#### 4.4. Spain, Malilla (ES02) – 2<sup>nd</sup> cohort

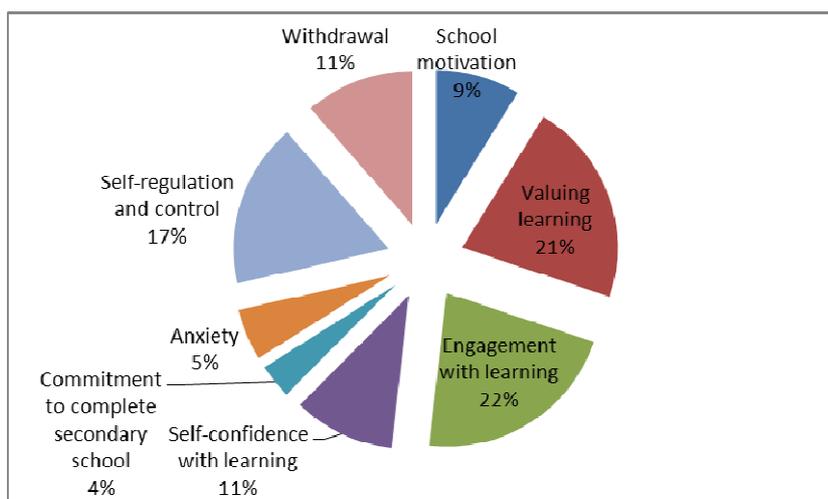
Data on the IDPAs provided for the 2<sup>nd</sup> cohort were only ten entries referring to only five individuals, without a specification of objective topic from the Jump@Operators themselves. Since the categorisation requires context, the assignment of a topic by individuals not involved in the supervision would have been trivial at best. Due to the circumstances and the small number of entries, it was not possible to further analyse the data or make any conclusions on such slim basis. The ‘raw data’ can be found in the Annex (Table 24: Objectives, activities and resources of ES02 - 2<sup>nd</sup> cohort). No data was provided as far as the duration of the individual sessions is concerned.

#### 4.5. Italy, Tortoli (IT01)

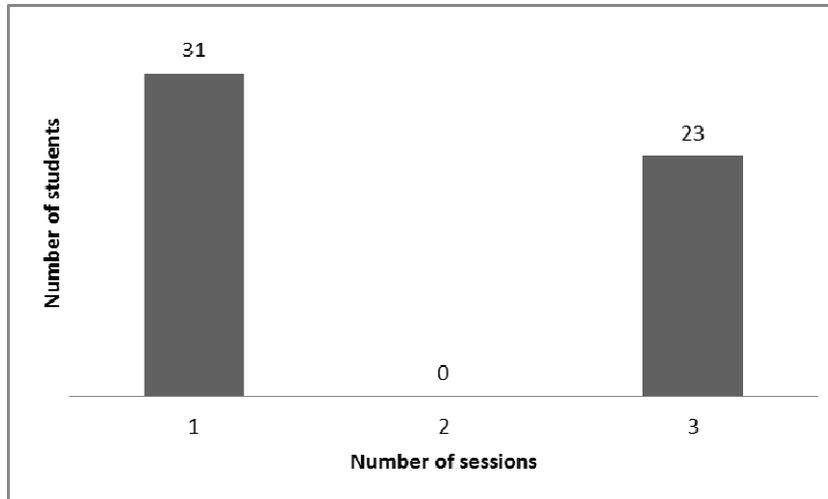
Graph 10: Topics' frequencies, IT01



Graph 11: Priority topics, IT01



**Graph 12: Number of sessions, IT01**



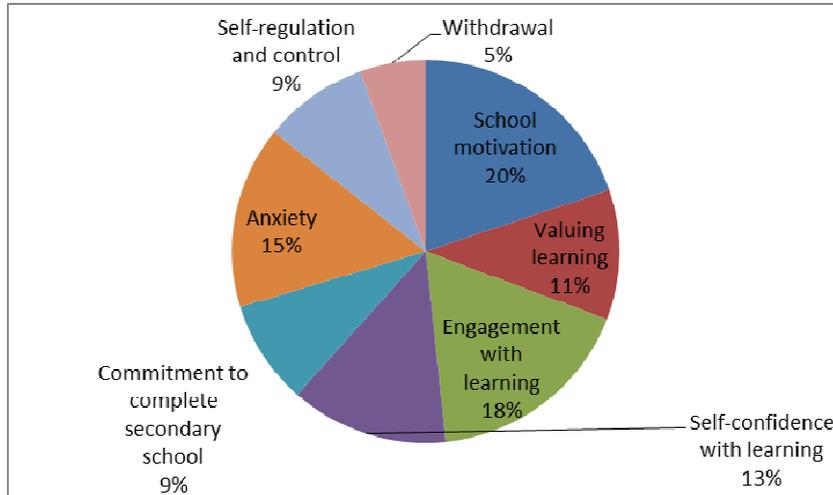
As Graph 4 suggests, the two topics by far most often addressed by students' objectives was 'Valuing learning' (23%) and 'Engagement with learning' (22%), closely followed by 'Self-regulation and control' (18%). More details on the distribution of further objectives' topics are provided in Graph 10. As far as the priority of topics is concerned, the field was almost equally dominated by 'Engagement with learning' (22%), 'Valuing learning' (21%) and 'Self-regulation and control' (17%), followed by 'Withdrawal' and 'Self-confidence with learning' (both 11%) and 'School motivation' (9%). Graph 11 summarises further details of the distribution of prioritised topics. As Graph 12 shows, a comparable number of students required one session and three sessions – 31 and 23 respectively<sup>3</sup>. The sessions lasted from 15 minutes to 1 hour 10 minutes for each meeting.

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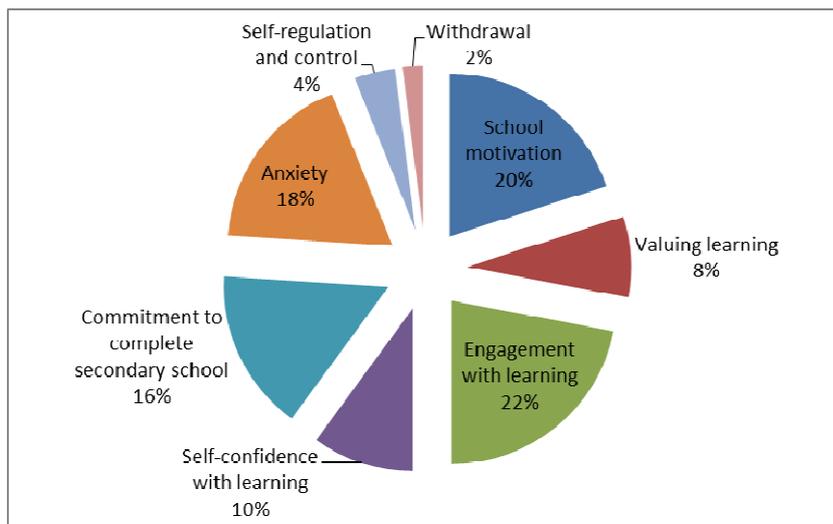
<sup>3</sup> According to the participants flow charts (see report on impact analysis) n=57 started the Jump@School intervention, however n=2 refused to sign the IDPA. From Graph 12 above, 54 from the 55 participants who were expected to have signed the IDPA are depicted. This is because the IDPA of one of the participants was not provided in the data received.

#### 4.6. Italy, Iglesias (IT02)

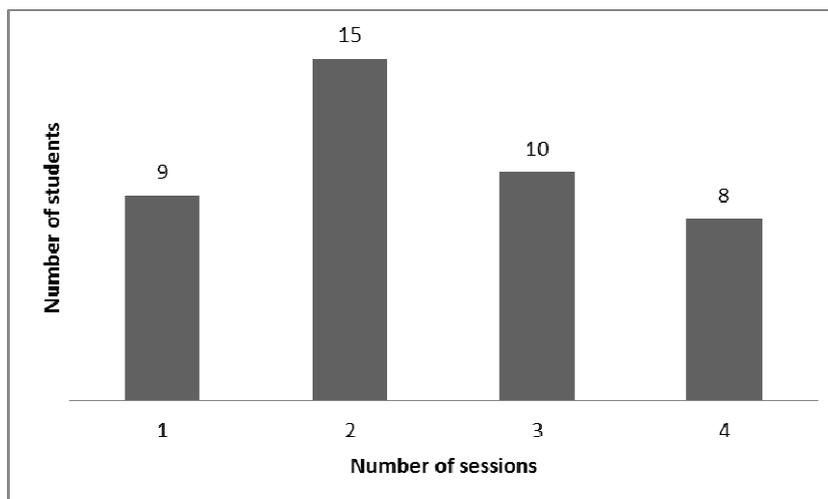
Graph 13: Topics' frequencies, IT02



Graph 14: Priority topics, IT02



**Graph 15: Number of sessions, IT02**



As Graph 13 suggests, the three topics most often addressed by students' objectives were 'School motivation' (20%), 'Engagement with learning' (18%) and 'Anxiety' (15%), followed by 'Self-confidence with learning' (13%), 'Valuing learning' (11%) and 'Commitment to complete secondary school' (9%). More details on the distribution of further objectives' topics are provided in Graph 13. As far as the priority of topics is concerned, the field was almost equally dominated by 'Engagement with learning' (22%) and 'School motivation' (20%), followed by 'Anxiety' (18%) and 'Commitment to complete secondary school' (16%). Graph 14 summarises further details of the distribution of prioritised topics. As Graph 12 shows, most students (15) required two meetings<sup>4</sup>. The sessions lasted anything from 23 minutes to 1.5 hours.

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<sup>4</sup> According to the participants flow charts (see report on impact analysis) n=55 started the Jump@School intervention, however n=4 refused to sign the IDPA. From Graph 12 above, only 42 from the 51 participants who were expected to have signed the IDPA are depicted. This is because the IDPA of 9 of the participants was not provided in the data received.

## 5. Annex - IDPA Activities & Resources

Following are the IDPAs' 'raw data'. Wherever resources are missing as an entry this is because they do not significantly differ from material needs (i.e. workshop materials). One main problem of data preparation was that some of the information was provided in the local language.

### 5.1. Spain, Juan de Garay (ES01) – 1<sup>st</sup> cohort

Objectives	Activities	Resources
Improve my motivation to study.	Initial profile and 'Student wheel'	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Improve my motivation to study.	Initial profile and 'Student wheel'	
Control the stress.	Activity 'I used to think and now I think' (Visual thinking )	
Improve my motivation to study.	Study and organization tools	
Control the stress.	Activity 'SWOT '	
Complete my school leaving certificate.	Initial profile and 'Student wheel'	
Complete my school leaving certificate.	Activity 'I used to think and now I think' (Visual thinking )	
Complete my school leaving certificate.	Study and organization tools	
Complete my school leaving certificate.	Activity 'Fact-action, thought and feeling'	
To be a police in the future.	Orientation (professional itineraries)	
Complete my school leaving certificate.	Initial profile and 'Student wheel'	
Improve my motivation to study.	Activity 'I used to think and now I think' (Visual thinking )	
Improve my study organization.	Study and organization tools	
Improve my motivation to study.	Motivational activities	
Complete my upper secondary school certificate.	Initial profile and 'Student wheel'	
Complete my upper secondary school certificate.	Orientation (professional itineraries)	
To be more motivated.	Activity 'SWOT '	
Improve my study organization.	Activity 'I used to think and now I think' (Visual thinking )	
Get the Upper Secondary School certificate.	Initial profile and 'Student wheel'	
Get the Upper Secondary School certificate.	Initial profile and 'Student wheel'	

Pass the entrance exam to college.	Activity 'SWOT '	
Keep the motivation to study.	Activity 'I used to think and now I think' (Visual thinking )	
Improve my study organization.	Initial profile and 'Student wheel'	
Improve my study organization.	Study and organization tools	
know my professional and academic options (career and academic orientation).	Activity 'Letter for my future'	
know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Improve my drawing skills	Initial profile and 'Student wheel'	
Improve my grade in science.	Study and organization tools	
Improve my study organization.	Activity 'I used to think and now I think' (Visual thinking )	
know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Improve my study organization.	Initial profile and 'Student wheel'	
Improve my motivation to study.	Activity 'Fact-action, thought and feeling'	
Improve my self-knowledge.	Activity 'SWOT '	
Get better grades.	Study and organization tools	
Improve my drawing skills.	Study and organization tools	
Complete my school leaving certificate.	Initial profile and 'Student wheel'	
Complete my school leaving certificate.	Activity 'Student wheel'	
Improve my study organization.	Activity 'I used to think and now I think' (Visual thinking )	
Get better grades.	Initial profile and 'Student wheel'	
Improve my concentration skill.	Activity 'Letter for my future'	
Give up smoking (weed)	Derivation to external resource	
Arrive on time to class	Motivational activities	
Get better grades.	Activity 'I am'	
Improve my concentration skill.	Motivational activities	
Pass this academic course.	Initial profile and 'Student wheel'	
Complete my school leaving certificate.	Study and organization tools	
Improve my motivation to study.	Activity 'Letter for my future'	
To be a good student.	Initial profile and 'Student wheel'	

Improve my efficiency.	Study and organization tools	
Complete my school leaving certificate.	Activity 'Letter for my future'	
Improve my self-knowledge.	Activity 'I used to think and now I think' (Visual thinking )	
know my profesional and academic options (career and academic orientation).	Orientation (professional itineraries)	
know my profesional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Improve my study organization.	Initial profile and 'Student wheel'	
Get better relationship with my father	Activity 'Fact-action, thought and feeling'	
Learn more things.	Initial profile and 'Student wheel'	
Make future plans.	Orientation (professional itineraries)	
Improve my study organization.	Study and organization tools	
Improve my study organization.	Activity 'I used to think and now I think' (Visual thinking )	
Pass all my subjects.	Initial profile and 'Student wheel'	
Pass all my subjects.	Activity 'Letter for my future'	
Pass all my subjects.	Study and organization tools	
Complete my school leaving certificate.	Initial profile and 'Student wheel'	
Complete my school leaving certificate.	Activity 'I used to think and now I think' (Visual thinking )	
Improve my language skills in spanish.	Derivation to external resource	
Complete my school leaving certificate.	Study and organization tools	
Complete my school leaving certificate.	Study and organization tools	
Improve my study organization.	Initial profile and 'Student wheel'	
Improve my study organization.	Orientation (professional itineraries)	
Improve my study organization.	Activity 'Fact-action, thought and feeling'	
Make new friends.	Study and organization tools	
Improve my self-knowledge.	Activity 'SWOT '	
Improve my self-knowledge.	Activity 'SWOT '	
Pass english.	Activity 'I used to think and now I think' (Visual thinking )	
Improve my study organization.	Initial profile and 'Student wheel'	
Make new friends	Activity 'I used to think and now I think' (Visual	

	thinking )	
Improve my self-esteem	Activity 'I am'	
Improve my study organization.	Activity 'I used to think and now I think' (Visual thinking )	
know my profesional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Get better grades.	Initial profile and 'Student wheel'	
To be more focused on my responsibilities and avoid other distractions.	Orientation (professional itineraries)	
Complete my school leaving certificate.	Activity 'I used to think and now I think' (Visual thinking )	
Complete my school leaving certificate.	Initial profile and 'Student wheel'	
know my profesional and academic options (career and academic orientation).	Orientation (professional itineraries)	
To be less lazy.	Study and organization tools	
Get better grades.	Initial profile and 'Student wheel'	
Get better grades.	Activity 'I am'	
Complete my school leaving certificate.	Motivational activities	
Improve my self-esteem.	Activity 'I used to think and now I think' (Visual thinking )	
Pass this academic course.	Initial profile and 'Student wheel'	
Improve my self-knowledge.	Activity 'Fact-action, thought and feeling'	
Improve my study organization.	Orientation (professional itineraries)	
Improve my study organization.	Study and organization tools	
Improve my study organization.	Initial profile and 'Student wheel'	
Pass my compulsory subjects.	Activity 'I used to think and now I think' (Visual thinking )	
Make new friends.	Motivational activities	
To be more focused on my studies.	Initial profile and 'Student wheel'	
Learn how to study.	Study and organization tools	
know my profesional and academic options (career and academic orientation).	Orientation (professional itineraries)	
know my profesional and academic options (career and academic orientation).	Study and organization tools	
Learn how to study.	Study and organization tools	

Pass all the subjects I am repeating.	Initial profile and 'Student wheel'	
know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Complete my school leaving certificate.	Initial profile and 'Student wheel'	
Complete my school leaving certificate.	Study and organization tools	
Complete my school leaving certificate.	Activity 'I used to think and now I think' (Visual thinking )	
know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Improve my motivation to study.	Initial profile and 'Student wheel'	
Improve my self-esteem.	Activity 'Fact-action, thought and feeling'	
Deal with my studies in a positive way.	Orientation (professional itineraries)	
Complete my school leaving certificate.	Initial profile and 'Student wheel'	
Improve my study organization.	Study and organization tools	
Improve my study organization.	Activity 'I used to think and now I think' (Visual thinking )	
Get a job that I like it in the future.	Activity 'Letter for my future'	
Improve my relationships at school.	Activity 'Fact-action, thought and feeling'	
Improve my study organization.	Activity 'Student wheel'	
Improve my study organization.	Activity 'SWOT '	
Improve my study organization.	Activity 'SWOT '	
To be a teacher or a baker in the future.	Orientation (professional itineraries)	
Get better grades.	Initial profile and 'Student wheel'	
To be a police in the future.	Orientation (professional itineraries)	
Improve my motivation to study.	Activity 'Letter for my future'	
Improve my motivation to study.	Activity 'I used to think and now I think' (Visual thinking )	
Complete my school leaving certificate.	Initial profile and 'Student wheel'	
Complete my school leaving certificate.	Activity 'I used to think and now I think' (Visual thinking )	
Complete my school leaving certificate.	Activity 'I am'	
Get a good job (lawyer ) in the future.	Activity 'Letter for my future'	
Complete my school leaving certificate.	Study and organization tools	
Get better grades.	Initial profile and 'Student wheel'	

Improve my behaviour at home.	Activity 'Fact-action, thought and feeling'	
To be more focused on my responsibilities.	Activity 'I used to think and now I think' (Visual thinking )	
know my professional and academic options (career and academic orientation).	Activity 'Letter for my future'	
Improve my self-knowledge.	Motivational activities	
Improve my motivation to study.	Initial profile and 'Student wheel'	
Improve my motivation to study.	Activity 'I am'	
Get better grades.	Activity 'I used to think and now I think' (Visual thinking )	
Improve my study organization.	Initial profile and 'Student wheel'	
Improve my study organization.	Activity 'Letter for my future'	
Learn how to study history.	Study and organization tools	
To be less shy.	Activity 'I used to think and now I think' (Visual thinking )	
Complete my school leaving certificate.	Initial profile and 'Student wheel'	
Complete my school leaving certificate.	Study and organization tools	
To be a teacher in the future.	Orientation (professional itineraries)	
know my professional and academic options (career and academic orientation).	Initial profile and 'Student wheel'	
know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Get better grades.	Study and organization tools	
Improve the relationship with my friends.	Activity 'I am'	
Complete my school leaving certificate.	Activity 'I used to think and now I think' (Visual thinking )	
Get better grades.	Initial profile and 'Student wheel'	
Improve my self-esteem.	Activity 'I am'	
Improve my behaviour at school.	Activity 'Fact-action, thought and feeling'	
Improve my self-esteem.	Activity 'I used to think and now I think' (Visual thinking )	
Improve my motivation to study.	Initial profile and 'Student wheel'	

**Table 21: Objectives, activities and resources of ES01 - 1<sup>st</sup> cohort**

## 5.2. Spain, Juan de Garay (ES01) – 2<sup>nd</sup> cohort

Objective	Activities	Resources
To make new friends.	Los talleres han servido para que pueda conocer nuevas personas y hacer amigos.	
To improve my self-knowledge.	Conocer su situación como estudiante, fortalezas y debilidades para trabajar entorno a ello. Permiten conocer la situación en la que se encuentra y reflexionar sobre sí mismo. Orientación académica/profesional. Actividad: Carta del futuro.	Ficha rueda del estudiante. Información sobre grados medios y superior. Ficha 'carta del futuro'. Rotuladores, aula.
To pass english.	Guión con técnicas de estudio. /Hemos trabajado la planificación y organización escolar./Actividad: 'solía pensar...ahora pienso'	Ficha de técnicas de estudio, esquemas, ejemplos. / Material sobre planificación y organización, esquemas y ejemplos. /Ficha 'solía pensar... ahora pienso' Rotuladores, aula.
To be a teacher or a baker in the future.	Orientación académica/profesional.Hemos utilizado información del test de capacidades e intereses de un taller. / Carta del futuro./ Actividad 'solía pensar...ahora pienso'	Información sobre educación infantil y vías de acceso, etc. Test capacidades e intereses. Ficha 'carta del futuro', ficha 'solía pensar... ahora pienso' rotuladores, aula.
To improve my study organization.	Conocer su situación como estudiante, fortalezas y debilidades para trabajar entorno a ello. / Trabajamos técnicas de planificación y organización del trabajo escolar. / Actividad para trabajar la autoestima 'yo soy'	Ficha rueda del estudiante./ Material sobre planificación y organización, esquemas y ejemplos./ Ficha 'yo soy'/ Rotuladores, aula.
To learn more languages.	Nos hemos centrado en los otros dos objetivos.	
To get the Upper Secondary School certificate.	Trabajamos técnicas de planificación y organización del trabajo escolar.	Material sobre planificación y organización, esquemas y ejemplos. Aula, rotuladores.
To pass the entrance exam to college.	Conocer su situación como estudiante, fortalezas y debilidades para trabajar entorno a ello.	Ficha rueda del estudiante, rotuladores, aula.
To keep the motivation to study.	Cambio de pensamientos negativos a positivos. Trabajar la ansiedad y motivación. Y actividad de 'solía pensar... y ahora a pienso', a modo de reflexión del proyecto y de sus avances como estudiante durante el proceso.	Fichas y ejercicios para practicar y gestionar la ansiedad y reforzar la motivación escolar. Rotuladores, aula. Ficha de 'solía pensar y ahora pienso'
To get better grades.	Sobre todo queremos trabajar su motivación y que continúe estudiando, trabajamos la autoestima, retomamos una actividad del taller 'yo soy'. Y planteamos técnicas de planificación y organización del trabajo.	Ficha de 'yo soy', material técnicas de planificación. Aula, rotuladores.
To improve my concentration skill.	Realizamos actividades sobre todo para trabajar la motivación y la toma de conciencia de su situación como estudiante, lo cual repercute en todos sus objetivos. Actividad: carta del futuro. Y actividad: ventajas/desventajas que permanecer en el instituto. Toma de conciencia.	Ficha carta del futuro. Ficha de ventajas y desventajas.

Llegar puntual a clases	Sesiones de orientación y ayuda a organizarse, técnicas para levantarse por las mañanas. Realizamos un contrato-compromiso entre las dos, para potenciar estos objetivos.	Contrato personalizado, aula, bolígrafos.
To improve my motivation to study.	Orientación académica. Buscamos objetivos claros y cómo alcanzarlos. Ella quiere estudiar educación infantil. Trabajamos la motivación desde esta área. Por otra parte, trabajamos su autoestima, con la actividad 'yo soy'	Orientación académica. Aula. Ficha actividad 'yo soy'
To improve my study organization.	Trabajamos técnicas de planificación y organización del trabajo escolar.	Material sobre planificación y organización, esquemas y ejemplos. Aula, rotuladores.
To get better grades.	Trabajamos técnicas de estudio. Sobre todo para utilizar en la asignatura de historia.	Guión de cómo utilizar técnicas de estudio. Ficha informativa, con ejemplos prácticos. Ficha de 'solía pensar.... Ahora pienso'
To get better grades.	Hemos trabajado la planificación y organización escolar. Además de la actividad de: rueda del estudiante.	Material sobre planificación y organización, esquemas y ejemplos. Ficha de rueda del estudiante. Aula, rotuladores.
To improve the relationship with my friends.	Hemos trabajado la autoestima, con la actividad de 'yo soy'.	Ficha de 'yo soy', rotuladores, aula.
To know my profesional and academic options (career and academic orientation).	Orientación académica. Con el material trabajado en los talleres, sobre todo el de capacidades e intereses, ha complementado esta sesión. Además de información sobre posibles opciones.	Test capacidades e intereses. Folleto informativo, con diferentes opciones académicas.
Sacarme la ESO	Las actividades anteriores, estaban orientadas a este objetivo. En la última sesión, hemos hecho la actividad de 'solía pensar... ahora pienso'	Ficha de 'solía pensar... y ahora pienso'. Rotuladores, aula.
To complete my school leaving certificate.	Actividad de rueda del estudiante. Trabajamos técnicas de planificación y organización del trabajo escolar. Y técnicas de estudio. Trabajamos la autoestima, con la actividad 'yo soy'. En la última sesión, hemos hecho la actividad de 'solía pensar... ahora pienso'	Ficha de rueda del estudiante. Material sobre planificación y organización, esquemas y ejemplos. Guión sobre las técnicas de estudios, ejemplos prácticos. Ficha actividad 'yo soy', Ficha 'solía pensar... ahora pienso'. Aula, rotuladores.
To get a good job (lawyer ) in the future.	Estos objetivos son a largo plazo, por tanto nos hemos centrado en el primero. De todas formas, realizamos orientación profesional, para saber cuáles son las vías para alcanzar la carrera de Derecho, y hemos visto además la opción de otros grados. Por otra parte, hemos realizado la actividad 'carta del futuro'.	Información académica, bachillerato, grados, etc. Ficha 'carta del futuro'
To have my own family in the future.	Idem	
To get better grades.	Trabajamos técnicas de planificación y organización del trabajo escolar.	Material sobre planificación y organización. Esquemas y ejemplos. Aula, rotuladores.
To be more focused on my responsibilities and avoid other distractions.	Orientación. Hemos trabajado la motivación en talleres, temas que hemos utilizado en las individuales. Y orientación profesional.	Ficha informativa sobre salidas profesionales, vías de estudio, etc.

To complete my school leaving certificate.	Conocer su situación como estudiante, fortalezas y debilidades para trabajar entorno a ello. Actividad 'solía pensar... ahora pienso'	Ficha rueda del estudiante. Ficha 'solía pensar...ahora pienso' rotuladores, aula.
To get the Upper Secondary School certificate.	Trabajamos técnicas de planificación y organización del trabajo escolar. Orientación profesional, en concreto para acceder a policia nacional. Conocer su situación como estudiante, fortalezas y debilidades para trabajar entorno a ello. Y actividad de 'solía pensar... y ahora a pienso', a modo de reflexión del proyecto y de sus avances como estudiante durante el proceso.	Material sobre planificación y organización, esquemas y ejemplos. Documentación informativa sobre requisitos para acceder a policia nacional.Ficha rueda del estudiante. Ficha 'solía pensar... y ahora pienso'.Aula, rotuladores.
To learn more new things.		
To improve my language skills in spanish.	Además de la adaptación que recibe en el Instituto, hemos buscado cursos externos, del centro de juventud, pero por tema de fechas de inicio, etc. esta en proceso.	
To complete my school leaving certificate.	Conocer su situación como estudiante, fortalezas y debilidades para trabajar entorno a ello. Visualizar nuestros sueños, metas y objetivos. / Actividad 'solía pensar... ahora pienso'	Ficha rueda del estudiante. Ficha 'solía pensar y ahora pienso', folios, rotuladores, aula.
To get better grades.	Conocer su situación como estudiante, fortalezas y debilidades para trabajar entorno a ello. Trabajamos técnicas de planificación y organización del trabajo escolar.	Ficha rueda del estudiante. Material sobre planificación y organización, esquemas y ejemplos. Aula, rotuladores.
To complete my school leaving certificate.	Trabajar la motivación, visualización de sueños y metas.	Folios, rotuladores, aula.
To improve my self-esteem.	Actividad 'yo soy', para trabajar la autoestima y el autoconocimiento. Actividad 'solía pensar...ahora pienso'	Ficha 'yo soy' y 'solía pensar.... Ahora pienso', rotuladores, aula.
To improve my study organization.	Hemos realizado la actividad de 'carta del futuro': para trabajar su motivación y que visualice lo que quiere ser, para que su organización de cada día tenga un motor y que pueda conectarlo a la hora de trabajar.	Material sobre planificación y organización, esquemas y ejemplos. Ficha de 'carta del futuro' Aula, rotuladores.
To learn how to study history	Hemos trabajado las técnicas de estudio, con ejemplosprácticos para que ella pueda utilizarlos. Además hemos hecho orientación profesional: hemos visto los requisitos y vías para acceder a policia.	Ficha de técnicas de estudio. Información sobre cómo ser policia (caballería). Rotuladores, aula.
To be less shy.	Actividad de autoestima, utilizamos material de taller, para continuar y verbalizar las cosas positivas. Autoconocimiento. Actividad: 'solía pensar...ahora pienso'.	Ficha 'yo soy'. Ficha 'solía pensar...ahora pienso' Rotuladores, aula.
To make new friends	Los talleres han servido para ampliar su grupo, conoer nueva gente de su instituto y de diferentes cursos.	

To know my profesional and academic options (career and academic orientation).	Orientación profesional/academica.	Información sobre diferentes salidas de interés y las diferentes vías para realizarlas de acuerdo a su perfil.
To improve my study organization.	Trabajamos técnicas de planificación y organización del trabajo escolar.	Material sobre planificación y organización, esquemas y ejemplos. Aula, rotuladores.
Get better relationship with my father	Actividad 'hecho, cómo actué, qué pensé...' Actividad para trabajar la empatía, ponerse en el lugar de otro y reflexionar sobre nuestras acciones, qué hemos hecho, y cómo deberíamos de haber actuado, gestionar nuestras emociones y acciones. / Actividad 'solía pensar....ahora pienso'	Ficha 'Hecho, cómo actué, qué pensé, que hice, que debería de haber hecho'.
To complete my school leaving certificate.	Conocer su situación como estudiante, fortalezas y debilidades para trabajar entorno a ello. Trabajamos técnicas de planificación y organización del trabajo escolar.	Ficha rueda del estudiante, Material sobre planificación y organización, esquemas y ejemplos. Rotuladores, aula.
To know my profesional and academic options (career and academic orientation).	Orientación profesional/academica. Actividad: 'solía pensar...ahora pienso'	Hemos utilizado test de intereses y capacidades de un taller, además de información general sobre carreras, profesiones, y vías de estudio. Ficha: 'solía pensar...ahora pienso'
To make new friends	Los talleres le han servido para conocer gente nueva de su instituto. Abrir su círculo de amigos y no tener miedo a conocer nuevas personas.	
To complete my school living certificate	To know the student's situation, strenghts and weaknessess to work about it.	wheel of life coaching tool, markers and classroom
Improve at economics and music		
To have study habits	We worked on different techniques of organizing and planning the school work.	
Being able to motivate myself	We have worked towards this on the different activities carried out at the workshops. Above all at the second workshop where we have talked about the dreams and the goals of the future.	

**Table 22: Objectives, activities and resources of ES01 - 2<sup>nd</sup> cohort**

### 5.3. Spain, Malilla (ES02) – 1<sup>st</sup> cohort

Objectives	Activities	Resources
Pass all my subjects.	Initial profile and 'Student wheel'	
Improve my motivation to study.	Motivational activities	
Pass all my subjects.	Study and organization tools	
Improve my motivation to study.	Motivational activities	
Get better grades.	Initial profile and 'Student wheel'	
Improve the quality of my homework.	Study and organization tools	
Improve my study techniques.	Study and organization tools	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Get better grades.	Motivational activities	
Get better grades.	Motivational activities	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Improve my motivation to study.	Initial profile and 'Student wheel'	
Improve my motivation to study.	Orientation (professional itineraries)	
Improve my motivation to study.	Motivational activities	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Improve my motivation to study.	Activity 'Student wheel'	
Improve my motivation to study.	Motivational activities	
Get better grades.	Study and organization tools	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Get better grades.	Initial profile and 'Student wheel'	
Get better grades.	Study and organization tools	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Improve my motivation to study english.	Motivational activities	
Improve my willpower.	Initial profile and 'Student wheel'	
To be less shy.	Social skills activities	
Improve my study organization.	Study and organization tools	

Have better study habits.	Study and organization tools	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Know my strengths.	Initial profile and 'Student wheel'	
Upgrade my self-esteem.	Motivational activities	
Improve my debilities.	Motivational activities	
Know my strengths.	Motivational activities	
Upgrade my self-esteem.	Motivational activities	
Improve my debilities.	Motivational activities	
Know my strengths.	Motivational activities	
Upgrade my self-esteem.	Motivational activities	
Improve my debilities.	Motivational activities	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Reduce the number of failed subjects.	Initial profile and 'Student wheel'	
Stay in all my school classes.	Motivational activities	
Improve my study organization.	Initial profile and 'Student wheel'	
Improve my study organization.	Study and organization tools	
Improve my study organization.	Study and organization tools	
Improve my motivation to study.	Activity 'Letter for my future'	
Improve my motivation to study.	Orientation (professional itineraries)	
Improve my study organization.	Study and organization tools	
Improve my motivation to study.	Initial profile and 'Student wheel'	
Improve my motivation to study.	Motivational activities	
Improve my motivation to study.	Motivational activities	
Get better grades.	Initial profile and 'Student wheel'	
Get better grades.	Study and organization tools	
Get better grades.	Study and organization tools	
Reduce the number of failed subjects.	Orientation (professional itineraries)	
Reduce the number of failed subjects.	Orientation (professional itineraries)	
Improve my study organization.	Initial profile and 'Student wheel'	
Improve my study organization.	Study and organization tools	

Know new strategies to study.	Study and organization tools	
Improve my concentration.	Study and organization tools	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Upgrade my self-esteem.	Activity 'Student wheel'	
Upgrade my self-esteem.	Motivational activities	
Improve my concentration.	Study and organization tools	
Improve my debilities.	Study and organization tools	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Know my strengths.	Initial profile and 'Student wheel'	
Upgrade my self-esteem.	Motivational activities	
Know my strengths.	Motivational activities	
Upgrade my self-esteem.	Study and organization tools	
Improve my debilities.	Motivational activities	
Reduce the number of failed subjects.	Initial profile and 'Student wheel'	
Improve my motivation for going to school.	Motivational activities	
Improve my motivation for going to school.	Motivational activities	
Improve my motivation for going to school.	Study and organization tools	
Improve my motivation for going to school.	Study and organization tools	
Improve my study organization.	Initial profile and 'Student wheel'	
Improve my study organization.	Study and organization tools	
Improve my study organization.	Study and organization tools	
Improve my study organization.	Study and organization tools	
Improve my studies.	Initial profile and 'Student wheel'	
Improve my studies.	Activities 'Styles of learning'	
To be less shy.	Motivational activities	
To be less talkative.	Activities 'Self knowledge'	
Get better grades.	Initial profile and 'Student wheel'	
Get better grades.	Study and organization tools	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	

Improve the relationship with my classmates.	Motivational activities	
Get better grades.	Initial profile and 'Student wheel'	
Get better grades.	Study and organization tools	
Improve my study organization.	Study and organization tools	
Improve my study organization.	Study and organization tools	
Get better grades.	Initial profile and 'Student wheel'	
Get better grades.	Study and organization tools	
Pass all my subjects.	Study and organization tools	
Get better grades.	Initial profile and 'Student wheel'	
Get better grades.	Study and organization tools	
Improve my study organization.	Study and organization tools	
Improve my grade in history.	Study and organization tools	
Get better grades.	Initial profile and 'Student wheel'	
Improve my study techniques.	Study and organization tools	
Improve my communication skills.	Study and organization tools	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Get better grades.	Motivational activities	
Get better grades.	Motivational activities and initial profile	
Improve my motivation to study.	Initial profile and 'Student wheel'	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Improve my motivation to study.	Motivational activities	
Improve my motivation to study.	Motivational activities	
Improve my motivation to study.	Motivational activities	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Get better grades.	Initial profile and 'Student wheel'	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Improve my motivation to study.	Initial profile and 'Student wheel'	
Improve my motivation to study.	Motivational activities	
Improve my motivation to study.	Motivational activities	

Upgrade my self-esteem.	Activity 'Student wheel'	
Improve my debilities.	Study and organization tools	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Know my strenght	Activity 'SWOT '	
Improve my concentration.	Study and organization tools	
Improve my debilities.	Study and organization tools	
Improve my concentration.	Analysis of his/her schedule	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Improve my motivation to study.	Initial profile and 'Student wheel'	
Know my professional and academic options (career and academic orientation).	Study and organization tools	
Improve my motivation to study.	Motivational activities	
Get better grades.	Initial profile and 'Student wheel'	
Improve my behaviour.	Motivational activities	
Reduce the number of failed subjects	Study and organization tools	
Get better grades.	Study and organization tools	
Reduce the number of failed subjects.	Initial profile and 'Student wheel'	
Get better grades.	Motivational activities	
Get better grades.	Motivational activities	
Improve my study organization.	Initial profile and 'Student wheel'	
Improve my concentration.	Study and organization tools	
Improve my study organization.	Study and organization tools	
Improve my concentration.	Study and organization tools	
Pass all my subjects.	Initial profile and 'Student wheel'	
Pass all my subjects.	Initial profile and 'Student wheel'	
Spend more time studying.	Initial profile and 'Student wheel'	
Improve my study organization.	Study and organization tools	
Improve my concentration.	Study and organization tools	
Complete my school leaving certificate.	Orientation (professional itineraries)	
Get better grades.	Initial profile and 'Student wheel'	

Get better grades.	Study and organization tools	
Improve my study organization.	Study and organization tools	
Improve my concentration.	Study and organization tools	
Pass all my subjects.	Initial profile and 'Student wheel'	
Get better grades.	Study and organization tools	
Pass all my subjects.	Initial profile and 'Student wheel'	
Pass all my subjects.	Study and organization tools	
Improve my motivation to study.	Motivational activities	
Improve my concentration.	Study and organization tools	
Reduce my anxiety.	Activity 'SWOT'	
Get better grades.	Initial profile and 'Student wheel'	
Get better grades.	Motivational activities	
Improve my study organization.	Study and organization tools	
Know my professional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Do all my homework	Initial profile and 'Student wheel'	
Study more.	Initial profile and 'Student wheel'	
Reduce the number of failed subjects	Study and organization tools	
Get better grades.	Orientation (professional itineraries)	
Get better grades.	Analysis of his/her Schedule	
Get better grades.	Initial profile and 'Student wheel'	
Get better grades.	Study and organization tools	
Spend more time studying.	Study and organization tools	
Improve my relationships.	Motivational activities	
Improve my motivation to study.	Initial profile and 'Student wheel'	
Pass all my subjects.	Study and organization tools	
Improve the relationship with my teachers.	Activity 'Role-playing'	
Improve my motivation to study.	Motivational activities	
Improve my study organization.	Initial profile and 'Student wheel'	
Improve my study organization.	Study and organization tools	
Improve my study organization.	Study and organization tools	

Know my profesional and academic options (career and academic orientation).	Orientation (professional itineraries)	
Get better grades.	Initial profile and 'Student wheel'	
Get better grades.	Motivational activities	
Improve my motivation to study.	Motivational activities	
Improve my study organization.	Study and organization tools	
Get better grades.	Initial profile and 'Student wheel'	
Get better grades.	Study and organization tools	
Get better grades.	Motivational activities	
Get better grades.	Study and organization tools	
Get better grades.	Motivational activities	

**Table 23: Objectives, activities and resources of ES02 - 1<sup>st</sup> cohort**

#### 5.4. Spain, Malilla (ES02) – 2<sup>nd</sup> cohort

Objectives	Activities	Resources
To learn to focus.	Student's wheel, learning styles sheet and letter for the future.	Class, sheets, markers, student wheel sheets and the letter for the future.
To learn to study	Study techniques, career opportunities, questions about interests and abilities.	Class, sheets, pens, questionnaire of abilities and interests and study techniques sheet.
To pay attention	Sheet learning styles.	Class, questionnaire about learning styles, sheets and pens.
Organize time	To know where the student is failing, how they are studying and help them with study techniques and time organization.	Fichas rueda del estudiante, salidas profesionales, carta al futuro...
Something to help me with my shyness.	Motivation workshop.	Activities of motivation workshop.
Concentrate on studies.	Student wheel, sheet learning styles and letter for the future. Questionnaires of abilities and interests and study techniques.	Class, sheets, activities sheets, markers and pens.
To improve on studies	Student's wheel, learning styles sheet and letter for the future. Rueda del estudiante. Questionnaire about abilities and interest and study techniques.	Class, sheets, activities sheets, markers and pens.
To embrace teacher issue.	Student's wheel and talk with the student to know what's happening and how help them.	
To organize myself in the study.	To know where the student is failing, how they are studying and help them with study techniques	Student's wheel and study techniques sheet.
To organize my leisure time.	Realize what the student likes to do in their free time and different possibility of activities.	Student's wheel.

**Table 24: Objectives, activities and resources of ES02 - 2<sup>nd</sup> cohort**

## 5.5. Italy, Tortoli (IT01)

Objective	Activities	Resources
get more information about their fields of interest and opportunities present in the area	all Workshops + self-esteem and motivation session + individual meetings	jumpOss/school/fish company(Fishpond )
work on study method	Individual meetings	jump@oss
increase motivation to school attendance/attainment of the diploma	self-esteem and motivation session + individual meetings	jumpOss /photographer/ fish company
improve the study method	individual meetings	JumpOss
BUILDING A SOCIAL NETWORK USEFUL To INCREASE KNOWLEDGE On The WORK And The Opportunities	Individual meetings + all Workshops	jumpOss / photographer/ fish company
increase motivation to study/ability to problem solving/assertiveness	self-esteem and motivation session + individual meetings	jumpOss
gain self-esteem and self-confidence	self-esteem and motivation session + individual meetings	jumpOss and specialist of the Labs
increase motivation toward study	all Workshops + self-esteem and motivation session + individual meetings	jumpOss
maintain self-control and managing anxiety	all Workshops + self-esteem and motivation session + individual meetings	JumpOss
motivation for study to prevent early school leaving	all Workshops + self-esteem and motivation session + individual meetings	JumpOss
learn a method of study in Italian	Individual meetings	JumpOss + laptop
working on self-esteem	self-esteem and motivation session	jumpOss / photographer/ fish company
building a network + ability to develop a profession	photo-food workshop+ workshop of guided fishing (fishpond)	jumpOss / photographer/ fish company
increase motivation toward study	self esteem and motivation session	JumpOss
increase the knowledge on the net and on job opportunities	find informations on web+ photo-food workshop+ workshop of guided fishing (fishpond)	jumpOss / photographer/ fish company
increase self esteem and self efficacy	all Workshops + self-esteem and motivation session + individual meetings	jumpOss / photographer/ fish company
increase motivation to study + improve the method of study	all Workshops + self-esteem and motivation session + individual meetings	jumpOss / photographer/ fish company
Information about specialized training courses and about job opportunities in Sardinia	all Workshops + self-esteem and motivation session + individual meetings	jumpOss / photographer/ fish company
increase motivation toward study	all Workshops + self-esteem and motivation session + individual meetings	jumpOss / photographer/ fish company
improve the study method	self-esteem and motivation session +	JumpOss

	individual meetings	
working on anger	self-esteem and motivation session + individual meetings	JumpOss
building a social network for the preparation for the world of work	the workshops + individual meetings	jumpOss / photographer/ fish company
improve the study method	acquisition of notions about how to study (through the individual meetings)	jumpOss
building a social network	get to know the territory and the activities (through the individual meetings)	JumpOss
increasing the motivation to get the diploma	all Workshops + self-esteem and motivation session + individual meeting+ Network( School and family involvement+ territorial health services)	jumpOss/school/family/specialists of the labs/territorial services
work-on self-esteem	all Workshops + self-esteem and motivation session + individual meeting+ Network( School and family involvement+ territorial health services)	jumpOss/school/family/specialists of the labs/territorial services
get information about job opportunities	all Workshops + self-esteem and motivation session + individual meetings	jumpOss / photographer/ fish company
anxiety management	self-esteem and motivation session + individual meetings	jumpOss
improve the study method	self-esteem and motivation session + individual meetings	jumpOss
get more information about their fields of interest and opportunities present in the area	all Workshop + individual meetings	jumpOss
improve the study method	self-esteem and motivation session + individual meetings	jumpOss
increase motivation toward study	all Workshops + self-esteem and motivation session + individual meetings	jumpOss / photographer/ fish company
improve the study method	individual meetings	JumpOss
building a social network for the preparation for the world of work	the workshops + individual meetings	jumpOss + Workshops
increase motivation toward study	all Workshops + self-esteem and motivation session + individual meetings+ library	jumpOss + school educator
improve the study method	individual meetings+Remedial courses	jumpOss+ teachers
get information about job opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
increase motivation toward study	all Workshops + self-esteem and motivation session + individual meetings+ library	jumpOss + school educator
get information about job opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators

increase motivation toward study	all Workshops + self-esteem and motivation session + individual meetings	jumpOss / photographer/ fish company
reduce feelings of wanting to leave school	all Workshops + self-esteem and motivation session + individual meetings	jumpOss / photographer/ fish company
get more information about their fields of interest and opportunities present in the area	all Workshops + self-esteem and motivation session + individual meetings	jumpOss / photographer/ fish company
get more information about their fields of interest and opportunities present in the area	all Workshops + self-esteem and motivation session + individual meetings	jumpOss / photographer/ fish company
valuing the learning	all workshop + individual meetings+ remedial courses	jumpOss/specialists/teachers
increase knowledge about working and social network	workshops+individual meetings+web+ social services	jumoOss/specialists/social services Jump@Operators
motivate school skills with a view to going to College	workshops+individual meetings	jumpOss (pc) / photographer/ fish company
working on self-esteem and anxiety	self-esteem and motivation session + individual meetings	jumpOss
get more information about their fields of interest and job opportunities	all Workshops + self-esteem and motivation session + individual meetings	jumpOss (PC) / photographer/ fish company
get more information about their fields of interest and job opportunities	all Workshops + self-esteem and motivation session + individual meetings	jumpOss (PC) / photographer/ fish company
work on self-esteem and self-confidence	self-esteem and motivation session + individual meetings	JumpOss
improve the study method	individual meeting + remedial courses	JumpOss/teachers
commitment to finish the school	all Workshops + self-esteem and motivation session + individual meetings	jumpOss (PC) / photographer/ fish company
reduce feelings of wanting to leave school	all Workshops + self-esteem and motivation session + individual meetings	jumpOss (PC) / photographer/ fish company
increasing the motivation to get the diploma	all Workshops + self-esteem and motivation session + individual meetings	jumpOss (PC) / photographer/ fish company
increase confidence in itself in relation to learning	all Workshops + self-esteem and motivation session + individual meetings	jumpOss (PC) / photographer/ fish company
improve the study method	individual meetings/remedial courses/library	JumpOss/teachers
increase motivation toward study	individual meetings/remedial courses/workshops	JumpOss/teachers
get more information about job opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
information on trainings/internships	individual meetings	jumpOss
improve the study method	individual meetings/library	JumpOss
increase motivation toward study	individual meetings/remedial courses	JumpOss/teachers
get more information about job opportunities	individual meetings + territorial services for	jumpOss+ territorial services for employment

/trainig opportunities	employment (cesil/sil sardegna)	Jump@Operators
increase motivation toward study	individual meetings/library/workshops/self-esteem and motivation session	jumpOss/school educator
improve the study method	individual meetings/remedial courses	JumpOss/teachers
get more information about job opportunities /trainig opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
get more information about their fields of interest and job opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
increase motivation toward study	individual meetings/library/workshops/self-esteem and motivation session	JumpOss/teachers/ school educators
get information on trainings/internships	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
improve the study method	individual meetings/library	JumpOss/teachers/ school educators
increase motivation toward study	individual meetings/remedial courses/library	JumpOss/teachers
get more information about job opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
get information on internships	individual meetings	JumpOss
increase motivation toward study	individual meetings/library	JumpOss/teachers/ school educators
improve the study method	individual meetings/remedial courses/library	JumpOss/teachers
working on anxiety	self-esteem and motivation Lab+individual meetings	JumpOss
get more information about job opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
get information on internships	individual meetings	JumpOss
increase motivation toward study	individual meetings/remedial courses/library	JumpOss/teachers/ school educators
working on anxiety	self-esteem and motivation Lab+individual meetings	JumpOss/teachers
get more information about their fields of interest and job opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
get information on trainings/internships	individual meetings	JumpOss
increase motivation toward study	individual meetings/library	JumpOss/teachers/ school educators
improve the study method	individual meetings/remedial courses/library	JumpOss/teachers
get more information about job opportunities /internship	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
increase motivation toward study	individual meetings/remedial courses/library	JumpOss/teachers
get more information about job opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators

get information on trainings/internships	individual meetings	JumpOss
increase motivation toward study	individual meetings/remedial courses/library	JumpOss/teachers
get more information about job opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
get information on trainings/internships	individual meetings	JumpOss
improve the study method	individual meetings/remedial courses/library	JumpOss/teachers
get more information about their fields of interest and job opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
increase motivation toward study	individual meetings/library	JumpOss/teachers/ school educators
improve the study method	individual meetings/remedial courses/library	JumpOss/teachers
improve the study method	individual meetings/remedial courses/library	JumpOss/teachers
increase motivation toward study	individual meetings/library	JumpOss/teachers/ school educators
get more information about job opportunities /internship	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
improve the study method	individual meetings/remedial courses/library	JumpOss/teachers
increase motivation toward study	individual meetings/library	JumpOss
get more information about job opportunities /internship	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
increase motivation toward study	individual meetings/library	JumpOss/ School educator
get more information about job opportunities /internship	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
get more information about fields of interest	individual meetings	JumpOss
working on anxiety	self-esteem and motivation lab	JumpOss
improve the study method	individual meetings/Labs/library	JumpOss/school educators
increase motivation toward study	individual meetings/remedial courses	JumpOss/ teachers
get more information about job opportunities /internship	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
working on anxiety	self-esteem and motivation lab	JumpOss
improve the study method	individual meetings/Labs/remedial courses	JumpOss/teachers
work on emotions	self-esteem and motivation lab + individual meetings	jumpOss
get more information about job opportunities /internship	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
learn a method of study	individual meetings/remedial courses/labs	JumpOss/teachers
managment of the anger	self-esteem and motivation lab + individual	JumpOss

	meetings	
get more information about job opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss
improve the study method	individual meetings/Labs/Library	JumpOss/school educators
work on self-esteem	self-esteem and motivation lab + individual meetings	jumpOss
work on anger	self-esteem and motivation lab	jumpOss
get more information about job opportunities /internship	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
improve the study method	individual meetings/Labs/remedial courses	JumpOss/teachers
increase motivation toward study	individual meetings/Library	JumpOss/educator
working on anxiety	self-esteem and motivation Lab+individual meetings	JumpOss
get more information about job opportunities /internship	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
strengthen self-esteem	individual meetings	JumpOss
working on anxiety	self-esteem and motivation Lab+individual meetings	JumpOss
increase motivation toward study	individual meetings/remedial courses/Labs	JumpOss/ teachers
get more information about their fields of interest and job opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss
increase motivation toward study	individual meetings/Library/Labs	JumpOss/ educator
work on anger	self-esteem and motivation lab	jumpOss
get more information about job opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
strengthen self-esteem	individual meetings	JumpOss
improve the study method	Libraries/Labs/remedial courses	JumpOss/teachers/educator
increase motivation toward study	individual meetings/labs	JumpOss
work on emotions	self-esteem and motivation lab + individual meetings	jumpOss
get more information about job opportunities /internship	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
improve the study method	Labs/remedial courses	JumpOss/teachers
increase motivation toward study	individual meetings/labs	JumpOss
work on anxiety and self-esteem	self-esteem and motivation lab + individual meetings	JumpOss

get information on trainings/internships	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
get more information about job opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
increase motivation toward study	individual meetings/labs/ remedial courses	JumpOss/teachers
strengthen self-esteem	individual meetings	Jumposs
work on emotions	self-esteem and motivation lab	jumpOss
increase motivation toward study	individual meetings/labs/ remedial courses	JumpOss/educator
improve the study method	individual meetings/remedial courses	JumpOss/teachers
get more information about job opportunities	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
strengthen self-esteem	individual meetings	Jumposs
get more information about job opportunities /internship	individual meetings + territorial services for employment (cesil/sil sardegna)	jumpOss+ territorial services for employment Jump@Operators
increase motivation toward study	individual meetings/labs/library	JumpOss/educator
strengthen and schedule school work	individual meetings	Jumposs

**Table 25: Objectives, activities and resources of IT01**

## 5.6. Italy, Iglesias (IT02)

Objective	Activities	Resources (what character qualities were present in the subjects)
self-esteem, shyness	try to be more sociable	desire to cooperate
Deepen their interests	focus on the needs	availability
experience of working	extracurricular activities	availability
consolidate learning	activities related to the group	practice,
give more importance to the school	go back to school even if they are not promoted	awareness
to gain succes in all the subject	perseverance in school activities	good preparation
less absences	perseverance in school activities	good preparation
find a method of study	specific learning method	availability
physical aspect	dieting, gym,	trust in change
to gain succes in all the subject	studyng	motivation
limit the absences	extracurricular activities	availability
managing anxiety	focus in the present	availability
enhance learning	individual support	availability
self-esteem	dieting, recognise positive aspect of her-self	gym + dietician
to gain succes in all the subject	got to counseling point, positive thinking, study more	motivation
greater autonomy, singing	sing a song	availability
Motivation to study	study more at home	determined,
self-esteem, shyness	self-centered, positive thinking	confident
Motivation to study	study more at home,	logical, patient, motivated
self-esteem, shyness	dieting,	determined,
to gain succes in all the subject	commitment to study	intelligent
to gain succes in all the subject	greater participation in activities and better relationship with teachers	intuitive, motivation
enhance learning	increased participation	motivation
retrieve a subject	increased commitment	intelligence
to gain succes in all the subject	Positive thought	motivation
little anxiety	???	stop looking, trust the other
to gain succes in all the subject	commitment to study	motivation

reflection on the learning difficulties of the French language	study at home new methodologies	available
working about anxiety	contextualize issues, performance anxiety	available
understand when people joke or are serious		
improve relationship with new friends	go out with friends meet new people	friends
aim to define	support school	available
have better results at school	support school	available
retrieve school subjects	take notes study more	
to gain succes in all the subject	take notes	to find a job
to gain succes in all the subject	make checks	motivation
retrieve school subjects	Quality hours of study,	self confidence
to gain succes in all the subject	quantities hours of study	self confidence
to gain succes in all the subject	quantities hours of study	self confidence
concentration during class,		
less absences	follow a work plan	inclined to comparison
anxiety work,	'individual interview,	
work on its resources	relaxation exercise'	talk to the psychologist
anxiety work,	story	openness and trust
retrieve school subjects	working on the past	openness and trust
retrieve school subjects	study at home,	support from the mother,
to gain succes in all the subject	have better results at school	motivation objective
retrieve school subjects (ausstehende prüfungen wiederholen)		
to gain succes in all the subject		
improving self-esteem	study at home new methodologies	interest in extracurricular activities
work on anger	think over on interpersonal relationships	insight
work on resources	think over on interpersonal relationships	insight
cook more	think over on interpersonal relationships	insight
to gain succes in all the subject	motivation to study	sefe and collaborative
be promoted	motivation to study	
be promoted	'1 out less	
be promoted	2 have no distractions	

prevent school dropouts	3 stand alone	
	4 read books	
Concentration and motivation	5 to make notes      6 give me confidence'	
Today's resources + commitment reinforcement (existing resources that can be applied/used)	'commit:	
be promoted	1 bring the divided	
do, tours, hours in the kitchen.	2 do absences	
Motivation to study and the school environment	3 retrieve materials      4'	
personal resources	make something by my self	
school motivation	give value to the school	partially collaborative
be promoted [not repeat class; progress]		
improvements to school [work]	remedial courses school subjects	self-reliance + desire to grow +
	retrieve school subjects	motivation
learn how to make videos	commitment to school	
improvements to school	cross-cutting activities in schools	sensible
improve a school subject	cross-cutting activities in schools	sensible
retrieve school subjects		
retrieve school subjects	1 interesting topics 2 good Behaviour	
Be promoted or postponed with a few school subjects to recover	good behavior and attention in class	concentration
being processed	individual support	sociable
constancy		
confirming the work done	go to the lab and try to make a video	will individual
review the school subjects	study	motivation
confirming the work done	advances in the study	good attitude

**Table 26: Objectives, activities and resources of IT02**