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Girls4Economy

TEACHERS' TRAINING IN CLUJ-NAPOCA

20-24 OCTOBER 2025, CLUJ-NAPOCA

Evaluation report

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1. Introduction

The international Teachers' Training held in Cluj-Napoca from 20 to 24 October 2025 represented a key activity under Work Package 2 of the Girls4Economy project – *Train-the-trainers meeting*.

The main aims of the training were to:

- introduce the project framework, methodology, and the Teachers' Toolkit,
- strengthen teachers' digital and network competences in line with DigComp and DigCompEdu frameworks,
- prepare educators for the pilot implementation phase in their home countries,
- provide hands-on experience through simulations, group work, and reflective activities.

A total of **12 teachers/educators** from Poland, Romania, Lithuania, and the Czech Republic participated in the training. The evaluation presented in this report is based on:

1. **An online questionnaire** (12 respondents),
2. **Feedback gathered during simulations and practical activities,**
3. **Insights from a structured focus group,**
4. **Observations from the trainer team.**

2. Methodology of the Evaluation

2.1. Data Collection Tools

- **Online questionnaire** including Likert-scale items and open questions on satisfaction, relevance, implementation readiness, and usefulness of the training.
- **Feedback from simulations and practical activities**, capturing teamwork dynamics, use of digital tools, and understanding of project methodology.
- **Focus group discussion**, exploring expectations, challenges, and support needs for the pilot implementation.
- **Trainer observations**, documenting participant engagement and learning progress.

2.2. Alignment with Project Framework

The training followed the structure and content of the **Teachers' Toolkit**—including theoretical foundations, methods and assessment, tools and ideas, and classroom scenarios—and addressed the socio-digital and network competences identified as crucial for girls from disadvantaged regions

3. Findings from Simulations and Practical Activities

The simulations on Days 2 and 3 allowed participants to test the methodology, explore classroom scenarios, and apply digital tools in a project-based learning context.

Strengths observed:

- strong engagement and motivation across groups,
- good teamwork and communication skills,
- quick adaptation to digital collaboration tools,
- ability to transfer theoretical content into practical tasks.

Areas for development:

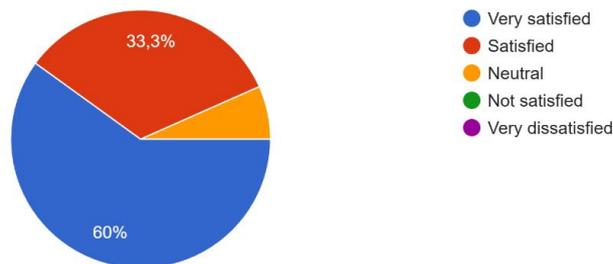
- some teachers needed support when applying the SMART model to planning,
- a few participants were less familiar with more advanced digital tools,
- teachers would benefit from further practice with assessment strategies and peer feedback techniques.

4. Key Findings from the Questionnaire

4.1. Overall Satisfaction

Participants expressed a high level of satisfaction with the training.

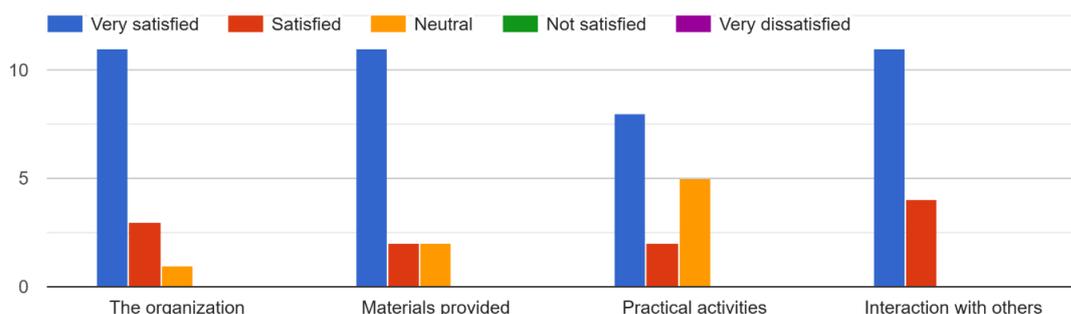
How would you rate your overall satisfaction with the training?



Most indicated that:

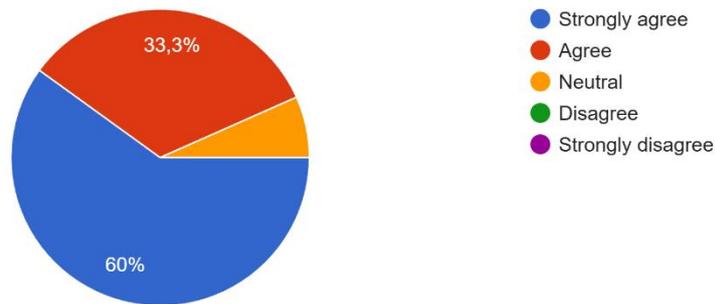
- **the organization of the training was excellent**, with the majority rating it as *very satisfactory*,
- **the provided materials were useful and supportive**, helping them understand and apply the methodology,
- **the practical activities were engaging and meaningful**, offering hands-on opportunities to work with the tools, some participant indicated they would need more time to develop the outcomes in scope they would like,
- **interaction with other participants was highly valuable**, with almost all respondents reporting very high satisfaction.

How would you rate your satisfaction with training concerning the:



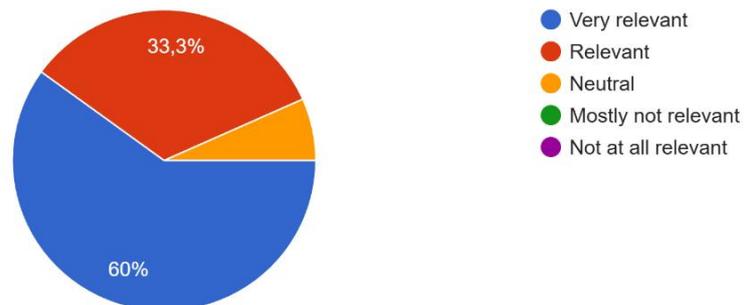
Participants agreed that the training offered strong opportunities for meaningful interaction and discussion. They appreciated the open exchange of ideas, international perspectives, and collaborative group work, which enhanced understanding of the methodology and enriched the overall learning experience.

The training provided opportunity for meaningful interaction and discussion.



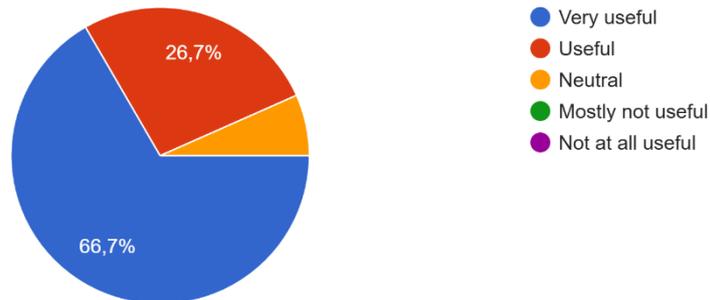
Participants indicated that the training was highly relevant to their teaching needs. They found the methodology, digital tools, and practical activities directly applicable to their classroom practice and supportive of their ongoing professional development.

Was the training relevant for your teaching needs?



Participants rated the Girls4Economy methodology as very useful, noting that it offers practical tools, clear structure, and innovative approaches that can be effectively integrated into their teaching and support students' competence development.

How would you rate usefulness of the Girls4Economy methodology?



They felt better prepared to apply the tools and activities in practice, though some noted they needed more time to study the material (33 %), and they would benefit from continued support during implementation.

Do you feel confident using the Girls4Economy methodology after this training?



5. Findings from the Focus Group

The focus group discussion (23 October) offered in-depth insights into teachers' needs, reflections, and expectations.

Main themes:

1. High relevance of digital and network competences for today's learners

Teachers confirmed the importance of supporting students — especially girls from disadvantaged communities—in areas such as safe online behaviour, self-expression, teamwork, and digital creativity. These competencies match the project's socio-digital competence model.

2. Methodology is useful but needs adaptation to school realities

Teachers identified differences in:

- students' digital readiness,
- school infrastructure,
- time allocation for project-based learning.

They stressed the need for flexible planning and a differentiated approach across the countries and schools.

3. Desire for a shared support space and community of practice

Participants suggested:

- creating a shared Drive for resources,
- scheduling online workshops for participating students,
- online exchange between students across counties and involved schools.

4. Reflection on the teacher's changing role

Educators discussed the approaches to managing the shift from being a content deliverer to a facilitator, in line with DigCompEdu's emphasis on supporting learner autonomy and digital competence development in the project based learning.

5. Main findings (summary)

5.1. Aspects of the training that the teachers found most valuable

1. Practical Activities and Examples

- Many teachers appreciated hands-on activities and real-life examples that helped them immediately apply theory in practice.

2. Digital Tools and Competence

- The introduction and explanation of new digital tools were frequently mentioned as valuable, supporting teachers' digital skills and competence.

3. Sharing and International Cooperation

- Opportunities for sharing information and ideas with colleagues from other countries were highlighted as important, fostering international cooperation.

4. Project Overview and Methodology

- Teachers valued the clear explanation of the project and the Girls4Economy methodology, which made them feel confident about implementation.

5. Interaction and Communication

- Meaningful interaction, discussion, and communication with other participants were seen as beneficial.

6. Support and Partnership

- Teachers appreciated the support from organizers and colleagues.

7. Atmosphere and Organization

- The relaxed, curious atmosphere and good organization of the training were appreciated.

5.2. Areas of support to bring the Girls4Economy methodology into class, teachers asked for

Need for More Practical Steps and Support:

Some teachers expressed a desire for more practical steps and additional support to feel more confident implementing the methodology. For example, one mentioned needing “more practical steps” and “extra support” after the training.

Time to Study Materials:

Several responses indicated that teachers would benefit from more time to study the methodology and materials before applying them in their classes.

Schedule for piloting:

Suggesting the need for a pilot schedule with clearly defined tasks and outcomes.

Ongoing Support:

Some teachers mentioned that questions may arise during the implementation phase and that ongoing support would be helpful.

8. Conclusion

The Teachers’ Training in Cluj-Napoca provided a strong foundation for the pilot implementation phase. Participants left the training motivated, informed, and equipped to promote digital and network competencies among their students.

The evaluation highlights both the training’s success and concrete areas for strengthening support as the project moves into its next piloting stage.