

**Project funded by the Erasmus+ Programme of the European Union**

**„Get in shape for Europe” (GISE)**

**Project number: 2018-1-RO01-KA229-049580**

**Interim Evaluation (partnership level) - questionnaire**

**PARTNER: ……Poland……**

In order to have an image of the quality of the implementation of our project in the first year, we would like to receive some feedback from you. Please complete this form, which should take no longer than 60 minutes.

The form is divided in the 10 criteria for the evaluation. Each headline has a set of question that you need to answer by scoring them according to your opinion. Under every section there is a comment box in which you are welcome to write your additional comment supporting the scoring. It will be a great help for the evaluation to get some elaborated comments.

Please give a score between 1 and 5; the definition of the scores is as follows:

**1 2 3 4 5**

**Very Low Low Medium High Very high**

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| **Criterion I. Objectives of the partnership**  To what extent do you believe that activities organized during the first year contributed to the achievement of partnership’s objectives, mentioned in the application form? | **1** | **2** | **3** | **4** | **5** |
| * **O1**-to develop, by August 2020, for pupils in 5 European schools, social, civic and intercultural competences, by promoting democratic values and fundamental rights, inclusion and nondiscrimination, active citizenship |  |  |  |  | **x** |
| * **O2**-to develop, by August 2020, for pupils in 5 European schools of critical thinking about the use of the Internet, mass-media and social networks as a weapon against discrimination and manipulation |  |  |  | **x** |  |
| * **O3**-the exchange of experiences, best practices, methods and tools between teachers from 5 European schools on the development of social, civic and intercultural competences and facilitating   their integration into schools activity |  |  |  |  | **x** |
| * **O4**-institutional development of partner schools through the exchange of experiences, methods, tools and good practices on the development of social, civic and intercultural competences and the management of European projects by supporting and strengthening European cooperation |  |  |  |  | **x** |
| **Comments/Observations/Suggestions for the next year:**  So far, most of the project's objectives are being implemented as part of the proposed activities according to the project’s meetings agenda. | | | | | |

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| **CRITERION II.**  **Impact of partnership activities on professional and personal development of the TEACHERS from the project team: knowledge, skills/ abilities/competencies and attitudes** To what extent do you consider that the activities carried out during the first year of the project contributed to ... | **1** | **2** | **3** | **4** | **5** |
| Improving knowledge about the European Union (values, principles, history, policies, etc.) |  |  |  |  | **x** |
| Improving knowledge about partner countries in the GISE project (Poland, Italy, Greece, Bulgaria) |  |  |  |  | **x** |
| Improving the skills/competencies to design and to implement lesson projects/extracurricular activities that contribute to the development of social, civic and intercultural competences among students, the promotion of European values among students |  |  |  |  | **x** |
| Developing the skills/competencies related to European project management |  |  |  |  | **x** |
| Developing ICT skills through the use of new technologies in project activities (eg Kahoot platform) |  |  | **x** |  |  |
| Developing teamwork skills |  |  |  |  | **x** |
| Increasing teachers interest in ERASMUS + projects |  |  |  |  | **x** |
| Increased interest in personal and professional development / lifelong learning through participation in ERASMUS + projects |  |  |  |  | **x** |
| Raising teachers motivation for designing and applying methods and strategies designed to contribute to the development of social, civic and intercultural competences among students, to promote European values |  |  |  |  | **x** |
| A more positive attitude towards the European Union |  |  |  |  | **x** |
| Increasing teachers interest and motivation to apply new strategies and methods in didactic and extracurricular activities |  |  |  |  | **x** |
| Stimulating teachers interest and motivation for new knowledge and experience |  |  |  |  | **x** |
| **Comments/Observations/Suggestions for the next year:**  The use of the new technologies in project activities (eg Kahoot platform) should be more visible during the activities. As so far the development of the ICT skills was mainly done through PowerPoint presentations and WORD documents. | | | | | |

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| **CRITERION III.**  **Impact of partnership activities on professional and personal development of the STUDENTS from the project team/European Club: knowledge, skills/ abilities/competencies and attitudes** To what extent do you consider that the activities carried out during the first year of the project contributed to ... | **1** | **2** | **3** | **4** | **5** |
| Improving knowledge about the European Union (values, principles, history, policies, etc.) |  |  |  |  | **x** |
| Developing critical thinking about the use of the Internet, mass-media and social networks as a weapon against discrimination and manipulation |  |  |  | **x** |  |
| Improving knowledge about partner countries in the GISE project |  |  |  |  | **x** |
| Improving knowledge of the ERASMUS + program |  |  |  | **x** |  |
| Teamwork, cooperation |  |  |  |  | **x** |
| Communication with others / ability to adapt to various communication situations |  |  |  |  | **x** |
| The availability to accept other views |  |  |  | **x** |  |
| Problem solving |  |  |  | **x** |  |
| Negotiation, acceptance of compromises |  |  |  | **x** |  |
| A better understanding of the concept of linguistic and cultural diversity |  |  |  |  | **x** |
| Respect and empathy towards people belonging to other cultures and ethnicities, More tolerance and understanding of the values of others, Opening to other cultures, other civilizations |  |  |  |  | **x** |
| A more positive attitude towards the European Union |  |  |  |  | **x** |
| Increased interest towards the European Union |  |  |  |  | **x** |
| Increased trust in the European concept |  |  |  |  | **x** |
| Developing communication skills in English |  |  |  |  | **x** |
| The development of literacy skills and developing skills to "learn to learn" (comprehension of texts, summarizing them, formulating points of view and pronouncing arguments from written texts, learning strategies etc.) |  |  |  | **x** |  |
| Development of digital competencies |  |  |  | **x** |  |
| **Comments/Observations/Suggestions for the next year:**  Cooperation between the students from different countries is mainly implemented during the transnational activities. Maybe we could think of some activities for the students so that they can work together on some kind of projects (mainly online maybe in international groups) with their peers from different countries between the transnational meetings. This would give them a chance to stay in touch and get to know one another better, as well as develop different skills, from cooperation to improvement of language competences.  There should be more activities in which the students would be able to improve their negotiation skills and problem solving as well as literacy skills and digital competences. | | | | | |

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| **CRITERION IV. Impact of GISE project activities on school.** To what extent do you consider that the project activities carried out during the first year of the project contributed to ... | **1** | **2** | **3** | **4** | **5** |
| Increase cooperation between project team teachers |  |  |  |  | **x** |
| Promoting the institution's image in the local community |  |  |  |  | **x** |
| Increasing the capacity of the institution to implement projects under the ERASMUS + program |  |  |  |  | **x** |
| Supporting the strengthening of the European dimension through the development of European projects |  |  |  |  | **x** |
| **Comments/Observations/Suggestions for the next year:**  The cooperation between the project teachers is good, the distribution of tasks to be done is equal, even though the coordinating teacher has the most work to do, The image of the institution in the local community has improved due to the fact that the school is implementing an international project. | | | | | |

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| **CRITERION V. Management and coordination** | **1** | **2** | **3** | **4** | **5** |
| * There is a clear distribution of responsibilities and of tasks to each partner during the first year of project. |  |  |  |  | **x** |
| * There is an equitable distribution of tasks and responsibilities to the partners during the first year of project. |  |  |  |  | **x** |
| * The partners’ opinions is taken into account in taking decisions at the partnership’s level. |  |  |  |  | **x** |
| * The project’s coordinator answered in time to the questions related to the activities’ development. |  |  |  |  | **x** |
| * The strategies used by the European coordinator is appropriate to create a suitable working environment for the well development of the project. |  |  |  |  | **x** |
| * All the partners are aware of their tasks and responsibilities during the first year of project. |  |  |  |  | **x** |
| * The European coordinator made known to the partners the work plan. |  |  |  |  | **x** |
| * The working plans made by the European coordinator useful for the development of the activities in the partner institution. |  |  |  |  | **x** |
| * The evaluation instruments used during the first year of the project were appropriate selected. |  |  |  |  | **x** |
| Commitment to the project by the coordinator   * Do you think that the European Coordinator is complying with its role? |  |  |  |  | **x** |
| **Comments/Observations/Suggestions for the next year:**  The Coordinator is doing a great job managing the project work and the cooperation with the partners. All the tasks for the partners are clear and if a partner has any questions or problems, the coordinator always helps. | | | | | |

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| **CRITERION VI. Communication between partners** | **1** | **2** | **3** | **4** | **5** |
| * The communication between partners is made regularly. |  |  |  | **x** |  |
| * There was a regular communication flow between the European coordinator and the other partners. |  |  |  |  | **x** |
| * Communication plan established at the beginning of the project was clear. |  |  |  |  | **x** |
| * The contact/responsible persons with the project’s coordination from each partner institution is known by the other partners. |  |  |  |  | **x** |
| * Communication tools are useful and sufficient for the proper development of the partnership. |  |  |  |  | **x** |
| **Comments/Observations/Suggestions for the next year:**  Communication between partners is OK, although sometimes it takes some more time to get a response from some of them. | | | | | |

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| **CRITERION VII. Cooperation between partners** | **1** | **2** | **3** | **4** | **5** |
| * The project result realized until now represents in a clear way the contribution of all partners. |  |  |  |  | **x** |
| * The partners fulfilled until now the responsibilities assumed in the application form. |  |  |  |  | **x** |
| * All the partners contributed with materials to update the project’s site. |  |  |  |  | **x** |
| * All the partners respected the deadlines settled by the European Coordinator. |  |  |  | **x** |  |
| * The partners fulfilled their tasks in an adequate way for the transnational activities in the first year of the project. |  |  |  |  | **x** |
| * The agenda of the project’s transnational activities was sent out in good time so the partners had the opportunity to prepare themselves for the meeting, to come with suggestions. |  |  |  | **x** |  |
| * Due to cooperation between partners, the project’s products and results realised until now have a clear European dimension. |  |  |  |  | **x** |
| **Comments/Observations/Suggestions for the next year:**  The time between the first international meeting in Bulgaria and the second one in Sicily was very short (only one month), thus the agenda for the second one was sent a little late. As a result we had very little time to prepare ourselves for the meeting.  We suggest sending the agendas for the future transnational meetings earlier (at least 2 months before the meeting) so that every partner has enough time to prepare all the materials for it. | | | | | |

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| **CRITERION VIII. Evaluation** | **1** | **2** | **3** | **4** | **5** |
| * The cooperation and communication between the partners are evaluated regularly. |  |  |  | **x** |  |
| * The evaluation activities proposed at the partnership’s level are useful for the good progress of the partnership. |  |  |  |  | **x** |
| * The European coordinator made known to the partners the evaluation plan. |  |  |  |  | **x** |
| * The evaluation instruments/tools/methods used during the first year of the project were appropriate selected. |  |  |  |  | **x** |
| * The evaluation instruments used during the first year of the project were useful to meet the evaluation objectives. |  |  |  |  | **x** |
| * The evaluation activities made during the first year of project were enough. |  |  |  |  | **x** |
| * The results of evaluation were made known to all partners. |  |  |  |  | **x** |
| * The monitoring and evaluation activities were important points on the project’s meetings agenda. |  |  |  |  | **x** |
| **Comments/Observations/Suggestions for the next year:**  Evaluation methods and tools used in the first year of the project as well as their frequency seem to be sufficient and working well. | | | | | |

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| **Criterion IX. Dissemination** | **1** | **2** | **3** | **4** | **5** |
| * The dissemination activities from the partnership’s level were useful for the partnership promotion in the wider lifelong learning community. |  |  |  |  | **x** |
| * The European coordinator made known to the partners the dissemination plan. |  |  |  |  | **x** |
| * The dissemination instruments used were useful to promote the partnership in the wider lifelong learning community. |  |  |  |  | **x** |
| * The dissemination activities made during the first year of project were enough. |  |  |  |  | **x** |
| **Comments/Observations/Suggestions for the next year:**  Dissemination strategy was made clear to all the partners at the very beginning of the project by the coordinator and all the parties are responsible for disseminating the results of each project meeting in their own country/language. | | | | | |

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| **CRITERION X.**  Quality of products and results of the first year of the project | **1** | **2** | **3** | **4** | **5** |
| Project logo |  |  |  |  | **x** |
| Project site |  |  |  |  | **x** |
| Facebook page |  |  |  |  | **x** |
| Project flyer |  |  |  |  | **x** |
| Project poster |  |  |  |  | **x** |
| E-newsletters (no.1, no.2) |  |  |  |  | **x** |
| Twinspace on eTwinning |  | **x** |  |  |  |
| Activities with students in the target group / European Club: |  |  |  |  | **x** |
| ”Teaching common values in Europe” brochure |  |  |  |  | **x** |
| "Interculturality and Non-discrimination" brochure |  |  |  |  | **x** |
| ”Get in shape for Europe” brochure – part 1 |  |  |  |  | **x** |
| **Comments/Observations/Suggestions for the next year:**  Work with Twinspace on eTwinning site should be discussed more precisely between the partners so they know exactly what to do or publish there. Twinspace needs to be updated reguraly and students taking part in the project must be added to Twinspace so that they have a chance to communicate, exchange opinions, take part in forrums, etc. A lot more materials should be put into Twinspace, too. One coordinating teacher form every partner country should be made an Aministrator in Twinspace so that it is easier to upload materials there. | | | | | |

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| **CRITERION XI. Project Implementation** |
| **Challenges and problems**  So far, have you encountered challenges or problems in implementation the project objectives and activities as planned? If so, what challenges and problems have you encountered?  The biggest challenge for us so far has been the extremely short time between the two first transnational meetings in Bulgaria and Sicily and the limited time to prepare for the second one.  Another problem is the fact that some of the students who belong to the European Club and take part in the project do nothing – they don’t take part in any activities and are not eager to work on the project tasks. Some of the students have left the Club claiming it is not what they expected it to be. |
| **Lessons learned from the first project year:**  We should motivate the students to work on the project tasks.  Although apparently the European club at our school has many members, some students enrolled in it are not interested in its activities, which is a huge problem for the team of teachers working for the implementation of the project. Therefore, club members should be chosen more carefully and the process of enrolling students should be more selective. Sometimes less is more. Working with fewer members of the club may seem more effective than fighting the interest of many students who are not committed to the idea. |

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| **SWOT analysis of the first year of the project** | |
| **Strengths / Positive Aspects** | **Weaknesses / negative aspects** |
| 1. Professional and personal development of the teachers from the project team. 2. Increasing teachers and students’ interest in ERASMUS + projects 3. Increased cooperation between project team teachers and students. 4. A more positive attitude towards the European Union 5. Improving knowledge about EU and partner countries in the GISE project. 6. Developing communication skills in English. 7. Stimulating teachers and students’ interest and motivation for new knowledge and experience. 8. A better understanding of the concept of linguistic and cultural diversity. 9. Very good communication, respect and understanding between the partners. 10. Excellent management of the project by the Coordinating school. | 1. Twinspace on eTwinning platform 2. Some students are not willing to work on the project tasks – they just want to travel. 3. Some students lack communication skills and need to improve their English to understand other students and teachers. |
| **Opportunities** | **Threats** |
| 1. Reducing the number of members of the European club may be a chance to create a committed and ready-to-work group of young people dedicated to the project's idea. | 1. More students will leave the European Club 2. Too much work and short deadlines may be discouraging for teachers participating in the project. |

