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**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: Foreign Language School – Pleven, Bulgaria**

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 |  |  |  |  |  |
| * **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 |  |  |  |  |  |
| * **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 |  |  |  |  |  |
| * **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 |  |  |  |  |  |
| **Comments/Observations/Suggestions for the next year:**  Participants:   * Ehanced of personal English Language skills * Improved learner outcomes * Shared of experience and knowledge with partners * Increased knowledge of partners’ countries history and culture * Introducted to a wide range of applications * Increased confidence in using technology * Improved confidence in class | | | | | |

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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.) |  |  |  |  |  |
| Improving knowledge about partner countries in the GISE project (Poland, Italy, Greece, Bulgaria) |  |  |  |  |  |
| 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 |  |  |  |  |  |
| Developing the skills/competencies related to European project management |  |  |  |  |  |
| Developing ICT skills through the use of new technologies in project activities (eg Kahoot platform) |  |  |  |  |  |
| Developing teamwork skills |  |  |  |  |  |
| Increasing teachers interest in ERASMUS + projects |  |  |  |  |  |
| Increased interest in personal and professional development / lifelong learning through participation in ERASMUS + projects |  |  |  |  |  |
| 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 |  |  |  |  |  |
| A more positive attitude towards the European Union |  |  |  |  |  |
| Increasing teachers interest and motivation to apply new strategies and methods in didactic and extracurricular activities |  |  |  |  |  |
| Stimulating teachers interest and motivation for new knowledge and experience |  |  |  |  |  |
| **Comments/Observations/Suggestions for the next year:**   |  | | --- | | **Observations:**  JOB-RELATED SKILLS | | * Improved personal English Language Skills * Improved confidence in class * Strategies, skills and activities of teaching the information about Europea Union * Enhanced classroom methodological practice * Improving students’ motivation * Better awareness of learning needs, difficulties + behaviour * Knowledge of the affordances of technology and tools * Ability to make informed, contextually-appropriate decisions about what technology to use and when * Improved digital literacies |   **Suggestions:** To share more experience about applications and IT tools of Using Technology in the Classroom  in order to familiarise the participants with recent pedagogical and classroom technology developments, to learn to adapt some ready-made programmes to their particular classroom requirements, to improve participant’s confidence in their own lesson delivery, to produce high-quality learning outcomes for participants by re-enforcing the capacity and international scope of their schools. | | | | | |

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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.) |  |  |  |  |  |
| Developing critical thinking about the use of the Internet, mass-media and social networks as a weapon against discrimination and manipulation |  |  |  |  |  |
| Improving knowledge about partner countries in the GISE project |  |  |  |  |  |
| Improving knowledge of the ERASMUS + program |  |  |  |  |  |
| Teamwork, cooperation |  |  |  |  |  |
| Communication with others / ability to adapt to various communication situations |  |  |  |  |  |
| The availability to accept other views |  |  |  |  |  |
| Problem solving |  |  |  |  |  |
| Negotiation, acceptance of compromises |  |  |  |  |  |
| A better understanding of the concept of linguistic and cultural diversity |  |  |  |  |  |
| 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 |  |  |  |  |  |
| A more positive attitude towards the European Union |  |  |  |  |  |
| Increased interest towards the European Union |  |  |  |  |  |
| Increased trust in the European concept |  |  |  |  |  |
| Developing communication skills in English |  |  |  |  |  |
| 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.) |  |  |  |  |  |
| Development of digital competencies |  |  |  |  |  |
| **Comments/Observations/Suggestions for the next year:**   * To increase awareness of the use of technology presenting different types of information in front of an audience * To enhance personal English Language skills * To share experience and knowledge with students from partner countries * To increased knowledge of partner countries history and culture and European Union * Increased confidence in using technology * Increased awareness of the use of technology in the classroom and the web as a student resource * Increased awareness of how integrating technology into learning experiences can help to integrate school into students’ lives so they become more engaged in their learning inside and outside of school. * Support any fellow students who need extra support, and take instruction well from team leaders | | | | | |

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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 |  |  |  |  |  |
| Promoting the institution's image in the local community |  |  |  |  |  |
| Increasing the capacity of the institution to implement projects under the ERASMUS + program |  |  |  |  |  |
| Supporting the strengthening of the European dimension through the development of European projects |  |  |  |  |  |
| **Comments/Observations/Suggestions for the next year:**   * Teachers know more about Erasmus+ potential for professional development * We have a lot of students who want to work on the project * Our school’s rating increased * Increase parents’ confidence in our institution * Our school is advertised and more sought after thanks to our participation in the project * There is more resonance in the media | | | | | |

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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. |  |  |  |  |  |
| * There is an equitable distribution of tasks and responsibilities to the partners during the first year of project. |  |  |  |  |  |
| * The partners’ opinions is taken into account in taking decisions at the partnership’s level. |  |  |  |  |  |
| * The project’s coordinator answered in time to the questions related to the activities’ development. |  |  |  |  |  |
| * The strategies used by the European coordinator is appropriate to create a suitable working environment for the well development of the project. |  |  |  |  |  |
| * All the partners are aware of their tasks and responsibilities during the first year of project. |  |  |  |  |  |
| * The European coordinator made known to the partners the work plan. |  |  |  |  |  |
| * The working plans made by the European coordinator useful for the development of the activities in the partner institution. |  |  |  |  |  |
| * The evaluation instruments used during the first year of the project were appropriate selected. |  |  |  |  |  |
| Commitment to the project by the coordinator   * Do you think that the European Coordinator is complying with its role? |  |  |  |  |  |
| **Comments/Observations/Suggestions for the next year:**   * We achieve the desired results for a project in a positive way thanks to good management and coordination of our project coordinator from Romania * We improve our communication skills, e.g. listening, taking instruction and offering support and ideas * Our project coordinator form us as a good team. We work with positive attitude thinking the projact’s goals are important. An attitude like this help us get more opportunities, responsibility, training and promotions over time. | | | | | |

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| **CRITERION VI. Communication between partners** | **1** | **2** | **3** | **4** | **5** |
| * The communication between partners is made regularly. |  |  |  |  |  |
| * There was a regular communication flow between the European coordinator and the other partners. |  |  |  |  |  |
| * Communication plan established at the beginning of the project was clear. |  |  |  |  |  |
| * The contact/responsible persons with the project’s coordination from each partner institution is known by the other partners. |  |  |  |  |  |
| * Communication tools are useful and sufficient for the proper development of the partnership. |  |  |  |  |  |
| **Comments/Observations/Suggestions for the next year:**  Observations:   * A good team is formed between partners and there is very good communication * Each partner takes into account the opinions and desires of the other * We have a say and share the responsibilities | | | | | |

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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. |  |  |  |  |  |
| * The partners fulfilled until now the responsibilities assumed in the application form. |  |  |  |  |  |
| * All the partners contributed with materials to update the project’s site. |  |  |  |  |  |
| * All the partners respected the deadlines settled by the European Coordinator. |  |  |  |  |  |
| * The partners fulfilled their tasks in an adequate way for the transnational activities in the first year of the project. |  |  |  |  |  |
| * 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. |  |  |  |  |  |
| * Due to cooperation between partners, the project’s products and results realised until now have a clear European dimension. |  |  |  |  |  |
| **Comments/Observations/Suggestions for the next year:**  Comments:   * The atmosphere is friendly, creative, innovative and funny during mobilities * Each partner’s products are valuable, made and broken through their own angle, reflecting reality * New contacts, new friends * Each team of the host partner does his best to welcome the guests with dignity, to organize and run the project activities well. * We work well and we achieve a shared goal and outcome in an effective way * Each partner listens to other partners and take everyone’s ideas on board, not just your own * We work for the good of the project * If there is a problem with the project, we we use our communication skills in a friendly and diplomatic way | | | | | |

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| **CRITERION VIII. Evaluation** | **1** | **2** | **3** | **4** | **5** |
| * The cooperation and communication between the partners are evaluated regularly. |  |  |  |  |  |
| * The evaluation activities proposed at the partnership’s level are useful for the good progress of the partnership. |  |  |  |  |  |
| * The European coordinator made known to the partners the evaluation plan. |  |  |  |  |  |
| * The evaluation instruments/tools/methods used during the first year of the project were appropriate selected. |  |  |  |  |  |
| * The evaluation instruments used during the first year of the project were useful to meet the evaluation objectives. |  |  |  |  |  |
| * The evaluation activities made during the first year of project were enough. |  |  |  |  |  |
| * The results of evaluation were made known to all partners. |  |  |  |  |  |
| * The monitoring and evaluation activities were important points on the project meetings’ agenda. |  |  |  |  |  |
| **Comments/Observations/Suggestions for the next year:**  Comments:   * A successful team is one where everyone’s unique skills and strengths help the team achieve a shared goal in the most effective way. * Every partner play an active part in creating a positive energy and atmosphere during the project and take responsibility for the tasks in a project. | | | | | |

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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. |  |  |  |  |  |
| * The European coordinator made known to the partners the dissemination plan. |  |  |  |  |  |
| * The dissemination instruments used were useful to promote the partnership in the wider lifelong learning community. |  |  |  |  |  |
| * The dissemination activities made during the first year of project were enough. |  |  |  |  |  |
| **Comments/Observations/Suggestions for the next year:**  The project’s activities were well spread on local and national media, on local and national radio, among partners from other projects and national programs, through participation of team members in seminars, conferences, competition, Facebook, school site, on the e-Twinning platform. | | | | | |

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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 |  |  |  |  |  |
| Project site |  |  |  |  |  |
| Facebook page |  |  |  |  |  |
| Project flyer |  |  |  |  |  |
| Project poster |  |  |  |  |  |
| E-newsletters (no.1, no.2) |  |  |  |  |  |
| Twinspace on eTwinning |  |  |  |  |  |
| Activities with students in the target group / European Club: |  |  |  |  |  |
| ”Teaching common values in Europe” brochure |  |  |  |  |  |
| "Interculturality and Non-discrimination" brochure |  |  |  |  |  |
| ”Get in shape for Europe” brochure – part 1 |  |  |  |  |  |
| **Comments/Observations/Suggestions for the next year:**  Valuable products on the project schedule were prepared and well presented during the meetings and then in front of parents and classmates. | | | | | |

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| **CRITERION XI. Project Implementation** |
| **Challenges and problems**  So fare, have you encountered challenges or problems in implementation the project objectives and activities as planned? If so, what challenges and problems have you encountered?  Challenges for us were participation in various competitions on the topic of the project as well as participation in local, national and international initiatives to disseminate the project.  We have not got problems. |
| **Lessons learned from the first project year:**  1. „Tolerance”  2.„The euro - How did the Euro get its name? What is the purpose of the euro? How does the euro work? Do EU countries have to use the euro? Who started the Euro? Why was the euro created? Why is the euro important? What are the benefits of euro?“  3. „European Youth Projects – European youth portal, Youth exchanges – Erasmus+“  4. „Children’s rights”  5. „European Wildlife – Fauna and flora of Europe”  6. „Top 5 most unusual places to visit in Europe - Tinto River, Spain, Kjeragbolten, Norway, Hum, Croatia, Giant’s Causeway, Northern Ireland, Green Lake, Austria“ 7. „European Values and Virtues”8. „Terrorism in Europe – What is happening with the terrorism in Europe? Why Europe is still fighting the war on terror? EU fight adainst the terrorism“ 9. „Urban Europe statistics on cities, towns and suburbs“ - is an online [Eurostat](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Eurostat) publication presenting recent statistics on urban life in the [European Union](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:European_Union_(EU))  10. „The Future of Europe and the European Elections"  11. „Institutions of the European Union - the European Parliament, the European Council, the Council of the European Union, the European Commission, the Court of Justice of the European Union, the European Central Bank and the Court of Auditors. What are the four most important institutions of the European Union?“  12. „The life of men and women in Europe – at work, at school at home “  13. „The population in the European Union - What is the population of the European Union? What is the population of the European Union 2018? What is the population of the EU 2019? What is the largest country in the EU in terms of population? How many people are employed by the European Union? What European city has the youngest population in Europe? What is the smallest country in the EU? What European country has the lowest population? “  14. „The European Union - What is the European Union and what is its purpose? Is UK part of European Union? How old is the EU? What countries make up the European Union? What are the five main aims of the European Union? Which countries are not in the EU? What are the benefits of the European Union? “  15. „Intercultural diversity and non-discrimination”  16. "The Future of Europe and the European Elections"  17. „Social Justice”  18. „The most important European events”  19. „Hate speech”  20. “Why migration is a source of knowledge and wealth?”  21. „Euroscepticism - EU-scepticism,means criticism of the [European Union](https://en.wikipedia.org/wiki/European_Union) and [European integration](https://en.wikipedia.org/wiki/European_integration). It ranges from those who oppose some EU institutions and policies and seek reform ([soft Euroscepticism](https://en.wikipedia.org/wiki/Soft_Euroscepticism)), to those who oppose EU membership outright and see the EU as unreformable ([hard Euroscepticism](https://en.wikipedia.org/wiki/Hard_Euroscepticism) or anti-European Unionism/anti-EUism). The opposite of Euroscepticism is known as [pro-Europeanism](https://en.wikipedia.org/wiki/Pro-Europeanism), or European Unionism. Euroscepticism should not be confused with [anti-Europeanism](https://en.wikipedia.org/wiki/Anti-Europeanism), which is a dislike of [European culture](https://en.wikipedia.org/wiki/Culture_of_Europe) and [European ethnic groups](https://en.wikipedia.org/wiki/European_ethnic_groups) by non-Europeans“  22. „Intercultural learning and non-discrimination”  23. „Migration – why is it a source of knowledge and wealth?”  24. „Future of Europe and European elections” |

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| **SWOT analysis of the first year of the project** | |
| **Strengths / Positive Aspects** | **Weaknesses / negative aspects** |
| Participants in the project know more about the EU: What purpose does the EU serve? Why and how was it set up? How does it work? What has it already achieved for its citizens, and what new challenges does it face today?  In a globalised world, can the EU compete successfully with other major economies while maintaining its social standards? How can immigration be managed? What will Europe’s role be on the world stage in the years ahead? Where will the EU’s boundaries be drawn? And what future is there for the euro? | There are not negative aspects. |
| **Opportunities** | **Threats** |
| * - Boost your confidence in contributing ideas to a project * - Listen to others and take their ideas on board * - Play an active part in creating a positive energy and atmosphere during the project * - Support any fellow students who need extra support, and take instruction well from team leaders * - Take responsibility for your tasks in a project | Team working is a bit more complicated than just being in a group of people getting things done. The difference between a good and a bad team is how well they work together. |