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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: High School “Stefan Procopiu”, Vaslui, Romania**

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:*** In the first year, the activities with the students focused on the promotion of European values (tolerance, freedom, equality, solidarity, non-discrimination, etc.). As a result, students have largely developed social, civic and intercultural competences, by promoting democratic values and fundamental rights, inclusion and nondiscrimination, active citizenship.
* In the second year of the project, we will consider organizing activities aimed at hate speech, cyberbullying, fake news. By participating in these activities, students will develop to a great extent the critical thinking about the use of the Internet, mass-media and social networks as a weapon against discrimination and manipulation.
* Also, in our opinion, the participation teachers in the transnational activities C1 and C3 contributed largely to the achievement of Object no. 3.
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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 results of the evaluation activities (discussions, questionnaires) highlight that the project activities had a great impact on the teachers (the impact is greater on the teachers participating in the transnational activities C1 and C3).
* Certainly, through this project, some bricks have been added regarding the wall "the European dimension of education offered is our high school".
* We hope that these improved skills and abilities will contribute to the design and implementation of new projects that will contribute to the consolidation of topics covered by the GISE project.

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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:*** The results of the evaluation activities (reflection journals, discussions, questionnaires) highlight that the project activities had a great impact on the students (the impact is greater on the teachers participating in the transnational activities C2 and C4). Now students understand better what the European Union means (historically, values, policies, symbols) and have developed a positive attitude towards it.
* It is the first ERASMUS project in which the selected students participate. The students have learned what the ERASMUS program means and, surely, in the future, some of them (especially those who will attend the faculty) will try to apply for other European programs as well.
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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 GISE project represents a great opportunity to promote the high school in the educational community.
* The GISE project can be presented at various local activities (Erasmus days, symposiums, school days, etc.).
* The GISE project is an important piece in the high school's portfolio for participating in the "European School" National Competition. Our high school is among the few schools from Romania that have won the title of "European School" 6 times in a row. The last participation was in 2019 and our high school took 3rd place. The next participation will be in 2022 and the activities of the second year project GISE will be included in the portfolio.
* We hope that in the second year we will develop the project section on the eTwinning platform. It would be great for our high school to have an eTwinning certificate.
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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.
 |  |  |  |  |  |
| * 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.
 |  |  |  |  | **X** |
| * 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.
 |  |  |  |  | **X** |
| 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 didn't answer some questions about the coordinator.
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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:**The main methods and communication tools established in the partnership are:* face to face events during transnational activities;
* virtual communication (email, project website, e-newsletter, minutes etc.);
* Facebook page, eTwinning platform;

In our opinion, these methods and tools are sufficient to ensure a good communication within the partnership and a good implementation of the partnership.  |

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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:** |

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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:****Monitoring and Evaluation Tools used at European and local level:*** questionnaires;
* discussions;
* reflection journals;
* certificates of achievements;
* observation;
* analysis of products/results;
* the minutes of meetings;
* SWOT analysis:
* Work plans;

We consider that the monitoring and evaluation tools used at the partnership level are sufficient and applied periodically to ensure the smooth running of the partnership. At the local level, each partner is free to apply the tools and methods that they consider necessary and which are in accordance with their needs and resources.**At local level, we have applied the following tools and methods:*** Preparation of monthly reports (September 2018-June 2019)
* Preparation of semester reports requested by the County School Inspectorate (January 2019, June 2019)
* Completing questionnaires (students, teachers) at the request of the County School Inspectorate (January 2019, June 2019)
* Evaluation of transnational activities C1 and C3 by completing questionnaires, discussions, developing newsletters, certificates of achievement, minutes.
* Evaluation of transnational activities C2 and C4 by completing questionnaires, discussions, developing newsletters, certificates of achievement, minutes, completion of reflection journals
* Evaluation of local activities through discussions, application of the Exit slip method
* Intermediate evaluation at local level through discussions, completing questionnaires by students and teachers (June-September 2019)
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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:**Positive aspects identified: * + The dissemination instruments set in the application form were realised (poster, leaflet, site, logo);
	+ 2 newsletters with information about transnational activities were made;
	+ Filling in the report about the dissemination activities;
	+ All the partners carried out dissemination activities using their own resources

Negative aspects identified:* the Facebook page of the project can be used more often to promote the activities of the project
* updating the project site more often, the project section on the eTwinning platform

**At local level, we have made the following dissemination activities:*** Between September 2018 and June 2019, the Romanian team prepared 15 newsletters. These newsletters present information on transnational activities and local activities. These bulletins are posted on the high school website and have been distributed on the Facebook platform.
* (http://lspvs.ro/public.php?idarticol=5)
* In October 2019, the Romanian team created the Facebook page of the project in Romanian language. On this Facebook page, periodically, was posted information on transnational activities and local activities.
* During the period September 2018-July 2019, the members of the project team presented information on local activities and on transnational activities during various meetings in school: methodical commissions, the Board of Directors, the Professional Council. (at least 10 presentations)
* In April 2019, the participants of the transnational activities C1 and C3 presented information on the results of these in the local community: 6 presentations in the county pedagogical activities from the disciplines of mathematics, computer science, English language, social sciences, French language, Economics.
* During the period November 2018-May 2019, the members of the project team posted information on the local activities and the transnational activities on the Facebook page of the County School Inspectorate - the department of educational projects. (at least 10 posts)
* Between October 2018-May 2019, the members of the project team made 4 posts with information on local activities and transnational activities on the forum of the site of the Ministry of National Education, the section dedicated to projects. (<http://forum.portal.edu.ro/index.php?showtopic=244939>)
* Between October 2018 - May 2019, the project team members made 7 posts with information on local activities on the Facebook page of the project in English.
* Realization of the project site.
* Presentation of the project at the event "ERASMUS Days" (October 13, 2018)
* Presentation of the project at the County Symposium "Share us with your experience!" (07.12.2018)
* Making articles on project activities (local and transnational) for local, regional and national symposia (5 participations)
* Presentation of the project at the High School Days (January 2019)
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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:**The dissemination instruments (leaflet, poster, site, logo) are interesting and very useful for us.  |

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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:*** The serious implementation of such a project takes a long time. Sometimes the work can be quite intense.
* eTwinning platform can be a big challenges for us because our experience is reduced from this point of view.
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| **Lessons learned from the first project year:*** sometimes, it is good that fewer activities are mentioned in the application form.
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| **SWOT analysis of the first year of the project** |
| **Strengths / Positive Aspects** | **Weaknesses / negative aspects** |
| * The GISE project is in line with European, national and local priorities.
* work plan in the partnership, with clear assignment of responsibilities and tasks, in compliance with the approved application form;
* Partnership activities create opportunities for personal and professional development of staff members and learners.
* Transnational activities have created favorable contexts for intercultural experiences that have helped to strengthen the attitude of tolerance towards people who have different views, belonging to different cultures and civilizations;
* Each partner can contributes with different skills and experience to good implementation of the partnership.
* The themes of the project are very generous and consistent with the realities of the present.
* The project activities provide opportunities for students and teachers in terms of personal and professional development.
 | * implementing the project requires much time, much work, many papers
* partners come from countries with different cultures, work in different institutional contexts, have different working styles, speak different languages, have different views and experiences on the implementation of European projects, have different needs and expectations. Sometimes these issues can not only promote intercultural tolerance and the exchange of ideas, experiences and methods, but sometimes it can generate some difficulties in understanding some workloads;
* The themes of the project are very diversified and require multiple knowledge.
* Not all students are willing to make additional efforts regarding the involvement in the design and implementation of the project activities.
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| **Opportunities** | **Threats** |
| * The possibility to develop other projects, to continue the collaboration with various partners.
 | * sometimes the amount allocated for participating in transnational activities (especially for students) is sometimes too small
* many rules, especially financial ones
* inflexibility on the part of the National Agency regarding certain rules
 |