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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: 5th General Senior High School of Aigaleo**

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:**  Overall, the goals of the partnership have been achieved to a great extent.  However, we need to mention that, despite the activities that took place which improved the competences of our participants, there hasn’t been a deep change in the culture of the school yet and in the complete integration of all. | | | | | |

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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:**  The participation in this project has provided the teachers with an excellent motivation to learn new methods and approaches, take initiatives in the design and implementation of activities and ,thus, ultimately develop professionally. | | | | | |

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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.) |  |  |  |  | **√** |
|  |  |  |  |  | **√** |
| **Comments/Observations/Suggestions for the next year:**  -This programme has given a unique opportunity to all participating students, and especially to those from a difficult socioeconomic background, to gain great benefits through their participation in all stages of the implementation.  -There has been a very positive attitude embraced by most participants to develop a spirit of cooperation and team work, overcoming a utilitarian approach often adopted in such projects. | | | | | |

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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:**  It is common ground that there has been excellent cooperation among the members of the pedagogical team. | | | | | |

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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:**  The Greek team totally agrees on the full commitment by the European Coordinator in terms of all the aspects of the Erasmusplus project ie the design and the implementation, the work plan, the evaluation instruments, the right flow of communication with the partners and the equitable distribution of responsibilities at the partnership level. | | | | | |

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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:**  The communication among the partners was excellent, without any problems. | | | | | |

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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:**  It is our firm belief that all partners had an excellent sense of responsibility and commitment to the goals of the partnership and , consequently, fulfilled their tasks on time and contributed with materials of high quality. | | | | | |

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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’s meetings agenda. |  |  |  |  | **√** |
| **Comments/Observations/Suggestions for the next year:**  The evaluation instruments and the evaluation activities were very useful as, through them , all partners were in a position to express their views and, as a result, the progress of the partnership was vey good. | | | | | |

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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 dissemination activities are considered to be crucial for the promotion of the partnership and the school in the local as well as the wider lifelong learning community.  In this way, people who are informed about the activities adopted and are interested in them might even ask for collaboration with the institutions involved, promoting even further the goals of the partnership, broadening their horizons and involving more people. | | | | | |

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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:**  Generally speaking, the quality of the products created in the first year of the project is characterised by a high degree of quality, as they are often the result of cooperation or voting among partners or students of the European clubs. | | | | | |

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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?  There has been a very strict bureaucratic framework by the State during the implementation of the activities and especially the mobilities, which is often discouraging for the people involved.  Also, there is a quite heavy programme for the teachers with many teaching hours and a lot of commitments and obligations at school, which prevents them in general from participating in such programmes. |
| **Lessons learned from the first project year:**  Our students had a unique opportunity to raise their awareness on the European values of solidarity, human rights , nondiscrimination and interculturality through their participation in activities, and they could apply this theoretical knowledge in practice, when they came in contact with their fellow students from other countries. |

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| **SWOT analysis of the first year of the project** | |
| **Strengths / Positive Aspects** | **Weaknesses / negative aspects** |
| Through the teamwork, there has been an emphasis placed on the values and elements that unite peoples of the European Union and not on those that divide and create barriers. | We believe that all participants should be more informed about the organisation and the function of the European Union and the institutions as well as the democratic deficit on issues of solidarity, immigration and equality.  In this way, all partners will be in a position to work harder to establish the goals of the EU and, definitely, the realisation of these Erasmusplus programmes leads towards this direction. |
| **Opportunities** | **Threats** |
| These Erasmusplus programmes  offer a great range of opportunities to the partners.  First of all, we had the chance to get to know teachers and students from the participating schools, talk with them, exchange ideas and raise questions which will help us develop our critical skills and become more active citizens.  Actually, it is theory in practice , because we experience all the values in discussion with our partners and appreciate the benefits of this encounter. | In the framework of this Erasmusplus project, it is an imperative to give emphasis on combatting issues of social inequalities and discrimination , so that students learn to respect the individual, no matter what the religion, race, age, sex, colour are. Also, the emphasis should be on promoting respect for the culture of people and their national characteristics , such as the language, religion and customs and not impose uniformity through globalised practices.  Only in this context will European citizens feel real citizens of Europe and develop a European identity, without raising concerns of Euroscepticism. |