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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: ITALY**

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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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:** |

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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:**  |

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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:**  |

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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:** |

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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:** |

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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:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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:** |

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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:** |

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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:** |

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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?The challenge was to involve the students and the teachers of the school in the activities planned in the project but it has been won since all the teachers and the students were happy and enthusiastic to work to the project |
| **Lessons learned from the first project year:**We have learned the importance of planning and working in team and from the contact with the other colleagues and the activities shared with them we have learned how important is the comparison with other realities and the sharing of the best practices. |

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| **SWOT analysis of the first year of the project** |
| **Strengths / Positive Aspects** | **Weaknesses / negative aspects** |
| Sharing of best praciceWorking in teamImproving language skillsDeveloping of Critical thinkingDeveloping of creative skills | Very short time in the mobilitiesFew opportunities to work in group for teachers during the mobilities |
| **Opportunities** | **Threats** |
| Travelling abroad for studentsMeeting people from other countriesSpeaking EnglishBeing in touch with other cultureExploring and working on social themes | No threats |