

MICE-T



MODEL INSTRUMENTS FOR A COMMON EVALUATION



Education and Culture

Socrates

MICE-T

MODEL INSTRUMENTS FOR A COMMON EVALUATION

PREFACE

TOWARDS A EUROPEAN CULTURE OF EVALUATION

Project self-evaluation is a key element for schools to focus on in order to achieve higher quality European projects and in order to embed the European dimension in the curriculum more effectively. This is an essential first step towards quality improvement and should be an integral part of all project work. It might also act as the catalyst for the introduction of a culture of self-evaluation at school.

It is by no means our intention to replace any kind of national system of evaluation, but partner schools in an international partnership should also deal with evaluation as a group and have at least a common approach to this evaluation. Good project evaluation requires clear and agreed objectives for the project, appropriate evaluation instruments and well trained evaluators. Every project is unique and an evaluation is efficient only if it is adapted to the project and its aims. In a European project context on the other hand there should be a common approach as well. That's why the MICE project on the one hand tried to provide a common European platform for the creation of evaluation instruments and on the other hand worked out a modular system with elements to be selected and adapted to each project.

MICE-T is a Socrates Comenius 2 project. The aims of the project are to improve the quality of European projects within schools through self-evaluation and to help schools achieve this by providing appropriate evaluation material and by training the teachers in using it. The project involved the production of a manual, the creation of a web site and the organization of national and international training sessions.

The manual is freely available on the Internet in 4 languages: English, Dutch, French and Romanian. The web site contains practical material and a discussion forum and, in addition to local in-service days, the team also organizes Comenius 2.2 courses, and will continue to do so in the future.

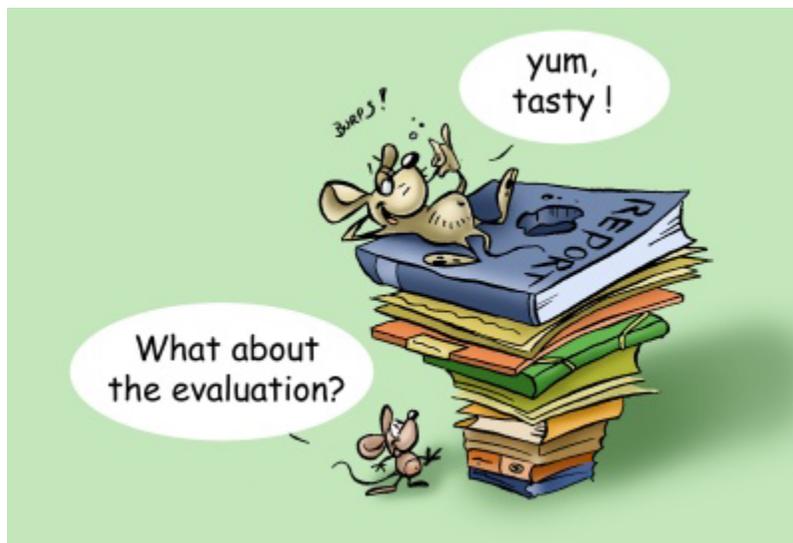
All useful information is available on <http://www.MICE-T.net>

We hope that this project will provide concrete support for schools on their road to self-evaluation of project work and will contribute to quality improvement in education in general.

On behalf of the MICE-team

Guy Tilkin, coordinator
Project manager
Alden Biesen

Lies Kerkhofs
General manager
Alden Biesen



The MICE-team:

Partners:

Guy Tilkin

Landcommanderij Alden Biesen (BE)

guy.tilkin@alden-biesen.be

<http://www.Alden-Biesen.be>

Myriam Leroux

Rectorat de Nantes, D.A.R.I.C. (FR)

daric@ac-nantes.fr

Ludo Mateusen

Marjolijn Smith-Voerman

AEDE – Nederland (NL)

mateusen@chello.nl

smithvoerman@planet.nl

Rosetta McLeod

Aberdeen City Council (GB)

RMcLeod@education.aberdeen.net.uk

Monica Calota

Serban Iosifescu

N.A.T.E.M. (RO)

Monica.Calota@socrates.ro

serbani@ise.ro

External evaluator :

Mary-Anne Halton

Dominican College, Dublin (IE)

halton@iol.ie

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A COMMON EUROPEAN TOOL FOR THE SELF – EVALUATION OF EUROPEAN EDUCATIONAL PROJECTS AT SCHOOL

INTRODUCTION

How can you evaluate your European Educational Project yourself?

An evaluation can have different perspectives: normative evaluation (inspection perspective), formative evaluation (improvement perspective). In this case we restricted ourselves to the improvement perspective.

Evaluation is a process:

- supporting a project, with the intention to check whether or not the objectives are met,
- allowing improvement of the results,
- simplifying decision making, including changes in the objectives and in the ways they are met.

Project evaluation involves several steps, as it keeps up with all the stages of the project:

- the collection of data concerning the objectives of the project and the subject of the evaluation,
- the analysis and the interpretation of this data and the conclusions drawn from it,
- setting targets for improvement.

Evaluation helps you to:

- simplify the elaboration of your project and the consultation with your partner schools,
- simplify the development of the project,
- show actual proof of what you have achieved, your progress,
- bring the results and the achievements more to the open,
- simplify the filling in of the application forms and the final reports of each project year
- improve a current project.

The evaluation guide presented here contains several tools to help you in the different phases of the process:

- 1) A **step by step** guide for the management of the evaluation of your project.
- 2) Guidelines for the **creation of your own evaluation instruments**
- 3) The ***list of instruments*** is an introduction to possible instruments for evaluation. If you want to create an evaluation instrument for a certain aspect of the project you can choose from this list.
- 4) The ***table of evidences (indicators)*** offers a breakdown of possible effects (and evidences for it) of a European project at school, divided in four 'levels' (pupils, teachers, the school and the partnership) and in several domains (e.g. language skills, subject skills, social skills, European citizenship...). This table will help you to **prioritize your objectives** for the project at school as well as within the partnership. Please use this table to select the areas the project (and the evaluation) will focus on. This can be done at school by the 'European team' and within the partnership during an international partnership meeting. Make sure that all partners are informed about each other's objectives, priorities and evaluation plans.
- 5) ***Model instruments for evaluation*** are practical examples of ready to use instruments for the evaluation of a particular aspect (or effect) of the project. Every page shows a list of 'indicators' (possible evidences of effects of the project) and some proposals to collect information on them. If you want to create your own evaluation instrument you can always use combinations of the examples proposed.
- 6) A practical example of **management tools** for the evaluation of a Comenius project

When?

An evaluation will only be useful and effective, if it is introduced at the start of the project. How can you measure improvement if you don't have any data from the start and if you don't know what you wish to improve? Evaluation, as mentioned before, must be part of the project and must appear at all key-moments (at the start, on-going, intermediate report, meetings with partners, final report, ...).

Who is going to undertake the evaluation?

In the context of self-evaluation the institute/school itself will decide who will do the job. Several people may be involved (teachers, the principal, the project coordinators, all together or separately). If you wish to involve pupils in the evaluation, they must also be consulted when making the initial subject choices and regarding other relevant matters. It could also be very useful to choose, appoint or designate one or more people with a specific responsibility for the evaluation. They will collect data, documentation on the

project and create a portfolio or a project log. One might even consider the idea that different schools, involved in different partnerships, assist each other in the evaluation.

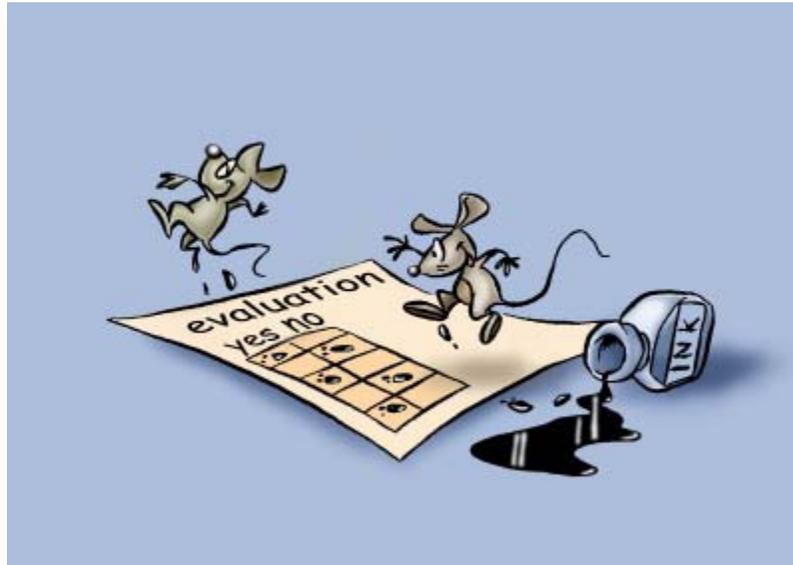
Please keep in mind:

- It is impossible to evaluate everything. Please select the key objectives you want to focus on.
- Effects can be short or long term.
- Always look for evidences: “Where is the proof?”
- Add the collected material to a special portfolio. (useful for meetings, presentations, inspection..).
- Also ask: “What does this mean for us?” and “What are we going to do next?”.
- The introduction of evaluation, from the very start of a project, should also contribute to the introduction of a culture of evaluation in the school.

The instruments proposed here are not ‘tablets of stone’. They are ‘suggestions for evaluation’. **The MICE team welcomes all comments and amendments.** If you have other ideas or new examples of instruments, please mail us. This site will be updated regularly.

© **MICE project.** All the material on this site can be freely used at school for evaluation and presentations. Please add ‘by courtesy of MICE project’ at the bottom of the text.

1) STEP BY STEP



Self evaluation of your international project

The process of creating a Comenius project starts with defining the needs of the partner schools. (e.g. Comenius plan) and discussing the aims of the project.

The Mice grid offers you an overview of possible effects of your project on pupils, teachers, the school and on the partnership. This grid will help you to define possible aims of your project and to prioritize these aims. There can be common aims for all partners in the project but each school can define its own specific aims as well. Clear aims at the very start are a pre-requisite for a good application and for a successful evaluation once your project has been approved.

1) The aims of the evaluation (why do we evaluate?)

There can be many reasons to evaluate your project. It is important to know from the beginning what you want to achieve through this evaluation. The 'what' and 'how' of the evaluation will depend on the 'why'.

Why do you evaluate certain aspects of your project?

1. To measure the quality of the project
2. To find out which objectives have been achieved and to what extent
3. To show the strong and the weak points
4. To identify the obstacles that hindered the development of the project in that year
5. To give advice for the next year in order to improve the project
6. To obtain a clear portfolio for the report
7. To make the project more visible

8. To bring the work that is done more to the open
9. To learn how to evaluate
10. To see which element of the curriculum can be covered by the project
11.

2) What do we focus on?

You can evaluate different aspects of the project.

The process of the project itself (on the school level)

- Work plan and organization of activities: clear, well balanced or not:
- Methodology and involvement of students: is there enough space for students to be active, creative and independent learners and to develop their own ideas
- The link to the curriculum
- The interdisciplinary aspect
- The composition of the groups. Does the composition contribute to better group interactions
- Management of the project (division of tasks, deadlines)
- Communication at school or partnership level

The effect of the project on students, teachers

- Knowledge
- Skills
- Attitudes

Products

Articles, exhibitions, CD-Rom, European Day, presentations to an audience, exams, assignments, a stand, web pages....

In the MICE project we created a breakdown of possible effects of a Comenius project on students, teachers and the school. For these effects and other aspects of the project (e.g. visibility, coordination etc.) we defined the performance indicators. All this is presented in a grid (chapter 3). This grid will help you define and prioritize your aims and will also help you target your evaluation.

3) How ?

In this stage we will try to link the aims set at the very start of the project with performance indicators and instruments in order to make results visible.

You agreed to evaluate your project. You defined your goals and decided on the priorities for the evaluation. Will you find all the evaluation instruments in the MICE material?

No, it isn't as simple as that.

Every project is unique and an evaluation is efficient only if it is tailor made for the project and its aims. In a European project context on the other hand there should be a common approach to project evaluation. That's why the MICE material always starts with the aims and its performance indicators (as a common approach) and is conceived as a modular system, adaptable to all projects.

Does it imply that you have to take on extra work? On the site you can find model instruments. Which can be used as they are. But it is advisable to adapt them to your own project. All members in the partnership can create instruments; it is not a matter of qualification.

The best instruments are the ones you created yourself simply because they will refer to the specific aspects of your project. While making them you will learn how to use them in the most appropriate way for your project; you will become familiar with the techniques of self evaluation and you will acquire know how and skills that can be used in other fields of education as well.

For the creation of your own evaluation instrument please go to chapter 3

4) Management : who and when ?

Who is going to evaluate?

Who is responsible for the evaluation of the project in your own school? It is not necessarily the project coordinator. Define key persons: try to involve many participants: management, teachers, students, parents.

When?

Arrange an evaluation planning meeting.

Discuss key moments, timing

Create a work plan for evaluation.

In order to measure the progress that has been made related to the aims, you need to know the situation from the very beginning of the project e.g. concerning: the attitude of your colleagues, the ICT-skills of your students, the European citizenship awareness, the language skills.... Depending on what you want to evaluate. The starting situation can be judged based on the opinion of the teachers, observations in the past using data already available (marks, reports ...).

For an example of an evaluation plan: please look at chapter 5: Managing the evaluation.

5) **What do we do with the outcomes of the evaluation ?**

Evaluation is about improving quality, and it is important the results of the evaluation process are used to set targets and plan for improvement. Planning takes place at all levels of an education system, with priorities or targets being set at national, local or school level. As an ongoing element of the self-evaluation cycle, schools should try to manage the planning process effectively and set clear targets for action together with realistic timescales. A good development plan should summarise the school's aims and objectives, and include the results of the self-evaluation process together with the targets for improvement.

Analyse and interpret the collected data individually and with the team

Arrange a meeting: what does this mean for us?

Also pay attention to the positive elements.

Adapt, if necessary, the objectives, the work plan, activities, products, means of communication, management structure.

Create a portfolio of evidence

Include the relevant elements in your report

3) HOW TO CREATE YOUR OWN INSTRUMENTS?



The most appropriate occasion for creating the evaluation instruments for the project is a project meeting, when all partners participate.

The first step is to review the aims and the specific objectives of the project, as they are described in the application. We suggest to continue the discussion by asking some questions, for example: “Are you satisfied so far with the project?”, “What objectives are achieved so far?”, “How do you know that those objectives are achieved?”

It is advisable to draw the attention to the indicators in the MICE grid (see below).

Then the partners have to agree on the aspects to be evaluated in the next period of time and here the use of the MICE grid comes in again to help you make choices and set priorities.

At this particular moment there are more options:

- the partners are satisfied with the indicators and instruments existing on the MICE web site or in these guidelines, considering that they are relevant for the chosen fields and appropriate for all the schools involved in the project;
- the partners agree on existing indicators (on web), but the proposed instruments are not satisfactory for everybody. Now, the partners can try to adapt one or more MICE instruments in order to produce something appropriate for the real conditions in their schools.
- the partners create their own indicators and instruments.

So the group is united concerning the project aims (some of them are common for all partners, some of them can be school specific) and the priorities for the evaluation. The next step is the question: “**How do we know** (measure, observe, notice, feel) that a certain aim is achieved?”

Indicators offer us a way of measuring our achievements. But what is an indicator?

An **indicator** is an observable descriptor of processes or products which testifies in practice that an objective is reached or an impact is obtained. An indicator should be relevant to the objectives, user friendly, efficient in use of resources and available at critical moments in the life cycle of the project.

In table 1 you can find some examples of different types of indicators giving evidence that some international projects aims are achieved.

The next key-question, the corner-stone of the creation of an instrument is: “**How do we make those indicators visible?**” This means the translation of the indicator into a concrete evaluation instrument. There are many possible ways to bring effects or results to the surface: questionnaires, interviews, observation, check lists, document analysis..... You cannot use any instrument for any purpose. Some instruments are more suitable for tangible or quantifiable aspects (questionnaires with tick boxes or 1 – 5 scales), other instruments are more suitable for interpretative, more personal aspects (interview, observation....). Please look at the list of instruments on page, to agree the type of instrument that is going to be used and then, establish the content, according to the indicators and to the situation in each school. In this way the indicator should be made visible (and measurable) through the right questions in a variety of tools such as questionnaires, observation grids, interviews etc.

In table 2 you can find some examples of instruments created to make some of the indicators visible.

Through this process you not only created your own evaluation instruments but as a group of partners you will have a better view of concrete results and outcomes. The project and its aims will be clearer to everybody. Via the common participation of all partners in this creation process the “ethos” of the project will be consolidated by ownership and commitment.

Table 1: example of indicators:

The focus for evaluation	Indicators
Evaluating effects of the project on pupil motivation	<ul style="list-style-type: none"> ○ The pupil asks more often for extra work within the project ○ The pupil is willing to study harder ○ The pupil pays more attention in the classroom ○ The pupil takes part more often in extra-curricular activities ○ The pupil feels an ‘ownership’ for the project
Evaluating the effect of the project on the management skills of the students	<ul style="list-style-type: none"> ○ Assuming responsibility ○ Delegating tasks to others, motivating others ○ Solving problems ○ Taking decisions ○ time management ○ budget management ○ public relations ○ negotiating skills ○ collaborative skills
Evaluating effects of the project on teaching skills.	<ul style="list-style-type: none"> ○ Increased implementation of active learning methods ○ Adoption of new pedagogical approaches from partners ○ Contacts with the world outside the school ○ Comparing teaching methods and approaches with colleagues from the partner schools ○ more frequent use of new presentation methods ○ use of new technologies
Evaluating the visibility of the project at school and in the local community	<ul style="list-style-type: none"> ○ A leaflet or regular newsletter about the project is disseminated within the school and local community. ○ The resources in the school (ICT, library) are used in a different way. ○ Specific in-service training for teachers and other members of staff has taken place. ○ There is a European stand in the hall or library ○ The pupils’ project-products are displayed and/or available ○ There are changes in infrastructure, equipment, hardware availability ○ Development of project web sites /discussion forums etc

Table 2: examples of instruments:

The focus for evaluation	Indicators (the chosen indicator is highlighted in bold)	Suggestions for evaluation instruments
Evaluating effects of the projects on pupil motivation	<ul style="list-style-type: none"> ○ The pupil asks more often for extra work within the project ○ The pupil is willing to study harder ○ The pupil pays more attention in the classroom ○ The pupil takes part more often in extra-curricular activities ○ The pupil feels an ‘ownership’ for the project 	<p>Questions for interview</p> <ul style="list-style-type: none"> ○ Were you involved in the decision making process for this project? ○ Are your ideas taken into account when this project was conceived? ○ Do you consider this project as a teachers’ project or a students’ project? ○ Do you feel this project is useful for you? In what way? ○ Did you accept responsibilities for some of the activities? ○ Did you do extra work (outside school hours) for the project? ○ Did you have to work harder when deadlines came near? ○ Did you motivate fellow students? ○ Are you happy with the results? ○ Are you proud being a member of the team? <p>Or: observation of the students during the group discussion about the presentation of the project. Look at:</p> <ul style="list-style-type: none"> ○ Who is (are) taking the lead? ○ Who is going to present what? ○ What words do they use (our project, my part, our product...) ○ Willingness to come forward with the results ○ Who is motivating whom?
Evaluating the effect of the project on the management skills of the students	<ul style="list-style-type: none"> ○ assuming responsibility ○ delegating tasks to others, motivating others ○ solving problems ○ taking decisions ○ time management ○ budget management ○ public relations ○ negotiating skills ○ collaborative skills 	<p>Questions for observation:</p> <ul style="list-style-type: none"> ○ Do the students form a group or sub groups? ○ Do they openly discuss problems within the group(s)? ○ Do they ask the teacher to interfere when a problem arises? ○ Do they evaluate their cooperation and each other’s work? ○ Do they make sure everybody is involved? ○ Do they help the weaker ones? ○ Do they help each other? ○ Do they motivate each other?
Evaluating effects of the project on	<ul style="list-style-type: none"> ○ increased implementation of active learning methods ○ adoption of new pedagogical 	<p>Questions for interview on teaching skills</p> <ul style="list-style-type: none"> - Has your teaching methodology changed since you became involved in a European project? Please explain.....

teaching skills.	<p>approaches from partners</p> <ul style="list-style-type: none"> ○ contact with the world outside the school ○ comparing teaching methods and approaches with colleagues from the partner schools ○ more frequent use of new presentation methods ○ use of new technologies 	<ul style="list-style-type: none"> - Describe these new methods in more detail. - Do these new methods involve more active learning? If yes, in what way? - Did you meet any difficulties when introducing these new methods? If so, please explain. - What do you think are the benefits of the new approach? - Did the students respond well to the new approach? If so, please describe in which ways. - Where did you learn about the new method(s)? - Has your being in a European project influenced other aspects of teaching? Please explain.
Evaluating the visibility of the project at school and in the local community	<ul style="list-style-type: none"> ○ Leaflets, articles or regular newsletter about the project are available. ○ The resources at the school (ICT, language labs, library) are used in a different way. ○ Specific in-service training for teachers and other members of staff has taken place. ○ Stands or displays are created ○ The pupils' project-products are displayed and/or available ○ There are changes in infrastructure, equipment, hardware availability ○ Development of project web sites /discussion forums etc 	<p>Checklist with yes-no tick boxes</p> <ul style="list-style-type: none"> ○ Is there a leaflet or brochure with information about the project? ○ Is there a newsletter about the project? ○ Are there any articles about the project in the school newsletter? ○ Are there special places in the school dedicated to the project ○ Are there special places in the classrooms dedicated to the project? ○ Are the project-products accessible to all pupils and teachers? ○ Is there a stand about the project in the hall/library? ○ Is the project a regular topic at the staff meetings? ○ Is the project a regular topic on the school radio? ○ Is the project it a regular topic at the school council meeting? ○ Is there an agreed procedure for dissemination of the project by those involved in it to others? ○ Is there information about the project on the school bulletin board? ○ Is there a project-web page? ○ Is the web page updated regularly? Is the web page frequently hit? ○ The hardware at school has been upgraded or changed for the project. ○ The resources at the school (ICT, language labs, library) are used in a different way. ○ The school is officially labelled as a European school.

4) LIST OF INSTRUMENTS

Many instruments/tools are available for teachers who want to evaluate selected activities. Some are well known and often used. We cannot examine into the various tools in any detail

1/ Questionnaires	
What ?	a list of questions asking facts or opinions. There are different types of questions: open questions, closed questions, tick boxes, scales from 1 to 5
Who ?	<ul style="list-style-type: none"> Teachers, project coordinator, person in charge of evaluation
Advantages	<ul style="list-style-type: none"> quantifiable data, easy to use as a common tool , examples are available
Risks and limits	<ul style="list-style-type: none"> too many questions, too time-consuming to process, difficult to phrase the questions, no opportunities for additional questions
Recommendations	<ul style="list-style-type: none"> Target group: students, teachers, parents Recommendations: students can be asked to process the outcomes, limit the amount of questions to the aspects you want to improve (don't ask always how good the project was)
/2. Interviews	
What ?	<ul style="list-style-type: none"> asking questions of one or more people. This tool is often used as a complementary tool to a questionnaire. Interviews can be structured or unstructured
Who ?	<ul style="list-style-type: none"> Teachers, teacher trainees, assistant teachers
Advantages	<ul style="list-style-type: none"> it provides opportunities to go into the project and the process fully and it is an appropriate tool to evaluate opinions, behaviour, values , feelings
Risks and limits	<ul style="list-style-type: none"> an interview should not be a discussion in which the interviewer tends to defend himself
Recommendations	<ul style="list-style-type: none"> Target group: Students, teachers, parents the interviewer should adopt appropriate interview techniques eg. Ensure the interviewer is relaxed. Students/teachers can be interviewed by persons not directly involved e.g. teacher trainees, in-service-teacher-trainers
/3. Observation	
What ?	<ul style="list-style-type: none"> observation of the behaviour and the activities of (groups of)students during project work or work related to the Comeniusproject

Who ?	•
Advantages	• easy to do (no preliminary work)
Risks and limits	• interfering during the observations in order to correct behaviour
Recommendations	<ul style="list-style-type: none"> • Target group: Students especially during group work choose the activities to be observed and focus on selected aspects, • write down your observations immediately during or after the activity observed if possible on a specially designed sheet with criteria, • tell the students what you have observed

/4. Measurement of level of participation.	
What ?	• a quantitative measurement of the activities and resources related to the project. e.g. amount of time (lessons, extra lessons, home work) spent at the project and of the way facilities and resources (computers, books, Internet access etc..) are used
Who ?	• librarian, ICT-manager, administrative staff etc..
Advantages	• easy extra tool of evaluation
Risks and limits	•
Recommendations	<ul style="list-style-type: none"> • Target group: Students, teachers select what you are going to observe (how many times have students asked for internet access, how many e-mail messages have been sent), • don't process the outcomes yourself

/5. Document analysis	
What ?	• the results of the project work of the students. This works can be written work (individual or group), Websites, video presentations etc..
Who ?	• teachers, students
Advantages	<ul style="list-style-type: none"> • added value of the project work when students are assessed and given marks, • can be undertaken by teachers and students of all participating schools,
Risks and limits	• time-consuming
Recommendations	<ul style="list-style-type: none"> • Target group: teachers, management team • Define strict criteria in advance for both teachers and students

	<ul style="list-style-type: none"> Document analysis can also relate to the description of the project and of all kind of materials developed by the teachers or to school policy concerning the international dimension
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/6. Group discussion with students	
What ?	<ul style="list-style-type: none"> exchange of opinions in smaller (minimum 4) and bigger groups (maximum a class) on all kind of aspects of the project
Who ?	<ul style="list-style-type: none"> students, teachers, management team
Advantages	<ul style="list-style-type: none"> easy to process the outcomes, subjectif way of allowing opinions to be expressed people tell their opinion
Risks and limits	<ul style="list-style-type: none"> the chairman is going to defend the project and is not open to criticism
Recommendations	<ul style="list-style-type: none"> Target group: Students, teachers, management begin by completing a very short questionnaire with selected aspects for discussion, ask for suggestions for improvement, ask for evidence and arguments , treat the students as equal partners

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/7. Group discussion with teachers	
What ?	<ul style="list-style-type: none"> regular exchange of opinions and experiences
Who ?	<ul style="list-style-type: none"> teachers, management team
Advantages	<ul style="list-style-type: none"> problem solving, amendment of project
Risks and limits	<ul style="list-style-type: none"> time consuming
Recommendations	<ul style="list-style-type: none"> Target group: teachers, management team define the aspects to be discussed together, take minutes, set targets for improvement.

/8. Learners' report	
What ?	<ul style="list-style-type: none"> students write down a report on what they have learnt regarding skills, attitude (awareness, knowledge
Who ?	<ul style="list-style-type: none"> teachers will read and comment
Advantages	<ul style="list-style-type: none"> the best way to reflect upon the learning process
Risks and limits	<ul style="list-style-type: none"> time consuming to process, selection of students (are motivated students too positive towards the project?)
Recommendations	<ul style="list-style-type: none"> Target group: not too young students select a few students, instructions should be given to enable students to write according to a well structured scheme.

	<ul style="list-style-type: none"> • The report can also be used to assess the writing and reporting skills of the students
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/9. Role play	
What ?	<ul style="list-style-type: none"> • a simulation play . • e.g. the project will be the subject of a public debate Students are invited to play a role. It will be defended and opposed to. Apart from the two parties involved there is a jury. The participants must be stimulated to come forward with arguments to either defend or accuse the project. Finally the jury comes with a verdict.
Who ?	<ul style="list-style-type: none"> • teacher distribute the roles evaluators/managers
Advantages	<ul style="list-style-type: none"> • very stimulating and fun
Risks and limits	<ul style="list-style-type: none"> • time-consuming • difficult if students are not familiar with role-play • polarization
Recommendations	<ul style="list-style-type: none"> • Target group: students • describe carefully the roles, give the students enough time to prepare the play, appoint students to observe the role play and to make notes, • evaluate the role play as far as the content and the play itself is concerned • clear statement of the case to be discussed, so the debate will be about the core of the project and not about marginal or side

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/10. Presentation to an audience	
What ?	<ul style="list-style-type: none"> • verbal report on the project (possibly with displaying or showing of the products)
Who ?	<ul style="list-style-type: none"> • students , teachers, parents, other students (attending the performance)
Advantages	<ul style="list-style-type: none"> • can be done in classes, during a parents' evening, dissemination of the project, PR of the project, evaluation is fun, stimulates the ownership of the project
Risks and limits	<ul style="list-style-type: none"> • time-consuming to organize
Recommendations	<ul style="list-style-type: none"> • Target group: students • let students organize a parent's evening, students can display their products in groups or individually, • try to involve partners by Internet, video

/11. Diaries	
What ?	<ul style="list-style-type: none"> • writing down regularly experiences, feelings, opinions, thoughts and exchanging them with a critical¹ friend (action-research method)
Who ?	<ul style="list-style-type: none"> • teachers (students)
Advantages	<ul style="list-style-type: none"> • helps to reflect regularly and to be very flexible and open
Risks and limits	<ul style="list-style-type: none"> • requires discipline
Recommendations	<ul style="list-style-type: none"> • Target group: teachers (students) • appoint a critical friend to comment on the evaluation remarks

/12. The Delphi method	
What ?	<ul style="list-style-type: none"> • People are invited to state what they think the qualities, the features or the typical characteristics of the project are. The statements are written down and again circulated among the respondents, so each of them can either support or oppose the statements. This way opinions are collected and at the same time it becomes clear what the number of people is that supports the statement or disagrees with it.
Who ?	<ul style="list-style-type: none"> • the evaluators/managers
Advantages	<ul style="list-style-type: none"> • It is productive in the sense that it produces statements from various perspectives, at the same time it is illuminative since it shows the realm of opinions and the support for each of them.
Risks and limits	<ul style="list-style-type: none"> • It may show results other than those one is willing to take into account. It is a more or less open procedure that may show surprises:
Recommendations	<ul style="list-style-type: none"> • Target group: there is no particular target group. All stakeholders may be involved. • Put the respondents in a productive mode, so they come up with ideas rather than only criticism.

/13.Literary criticism	
What ?	<ul style="list-style-type: none"> • Evaluation by an external expert. The evaluator as an outsider may come up with new perspectives from which to judge the course of events. He or she is like an art critic looking at a piece of art. There are no preset evaluation criteria. The evaluation is just to add to the professional debate of all concerned.
Who ?	<ul style="list-style-type: none"> • an external evaluator
Advantages	<ul style="list-style-type: none"> • Stimulating, open minded, opening new perspectives, confronting
Risks and limits	<ul style="list-style-type: none"> • Denial of the preset goals of the project, subjectivity, Not convincing if the person chosen is not representing the 'communis opinio'.
Recommendations	<ul style="list-style-type: none"> • Choose a critic that is well accepted among all involved, so his/her opinion will be acceptable to the stakeholders.

/14.Scenario development	
What ?	<ul style="list-style-type: none"> • By confronting people with a series of scenarios, they all have to give their judgement about possible future developments. By doing so they implicitly evaluate the past events but at the same time they translate their evaluations into choices for the future. By discussing the scenarios, the atmosphere is optimistic and productive instead of critical and looking backwards.
Who ?	<ul style="list-style-type: none"> • evaluators/managers
Advantages	<ul style="list-style-type: none"> • Productive, constructive, fun, it gives direction to future choices
Risks and limits	<ul style="list-style-type: none"> • By presenting scenarios one puts the respondents on a track. In that way it may be manipulative.
Recommendations	<ul style="list-style-type: none"> • Try to give a broad variety of scenarios differing on essential issues, so respondents do not experience any limitation in their choices for the future, but are mainly stimulated to think creatively.

5) TABLE OF EVIDENCES

What effects do Comenius projects have? Is there evidence of these effects? Are there changes or improvements in the following fields ?			
EVIDENCE OF EFFECTS ON PUPILS/STUDENTS:	EVIDENCE OF EFFECTS ON TEACHERS:	EVIDENCE OF EFFECTS ON SCHOOLS:	EVIDENCE OF GOOD PARTNERSHIP WITHIN AN EEP
<p><u>A1</u></p> <p><u>SUBJECT SKILLS</u> Subject related, possibly cross curricular</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • better knowledge about the topics involved • better insight in practical applications of the subject • better insight in European context of the subject <p>ATTITUDE pupil / student</p> <ul style="list-style-type: none"> • takes initiatives to know more about the subject • asks more questions during the lessons • is more active, shows more motivation <p>VALUE</p> <ul style="list-style-type: none"> • is more study-oriented 	<p><u>B1</u></p> <p><u>SUBJECT SKILLS</u></p> <ul style="list-style-type: none"> • Consultation with partner teachers on subject related matters • Comparison of approaches used by partner teachers • Integration of genuine material from project partners in the lessons • exchanges of pedagogical material • ability to put the subject in a European context 	<p><u>C1</u></p> <p><u>EMBEDDING IN THE CURRICULUM</u></p> <ul style="list-style-type: none"> • list of subjects that deal with the topics of the European projects • list of changes/improvements that would not have been possible without the EEP; • project related methodology, content, didactic approach in the lessons • activities explicitly aimed at promoting European attitudes • intercultural education • activities aiming at foreign language integration • explicit hours devoted to international affairs • extra lessons and activities on the project theme • the assessment of students' work on an EEP 	<p><u>D1</u></p> <p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> • A list of school-specific objectives is available • A list of common objectives is available • The project also concentrates on Socrates-priorities (e.g. European citizenship, equal opportunities, lesser used languages, intercultural awareness, ICT...)
<p><u>A2</u></p> <p><u>FOREIGN LANGUAGE SKILLS/AWARENESS</u></p> <p>GENERAL</p> <ul style="list-style-type: none"> • better oral performance in foreign language • more fluent use of the language • better performance in writing the foreign language 	<p><u>B2</u></p> <p><u>FOREIGN LANGUAGE SKILLS/AWARENESS</u> (being a language teacher or not)</p> <p>GENERAL</p> <ul style="list-style-type: none"> • better oral performance in foreign language • more fluent use of the language • better performance in writing the foreign language 	<p><u>C2</u></p> <p><u>SCHOOL POLICY</u></p> <ul style="list-style-type: none"> • staff meetings related to the project are listed on agendas • agreement of the various departments • involvement of the senior management and the school principal • agreement of the school board • existence of a policy statement which include European projects and activities 	<p><u>D2</u></p> <p><u>CO-ORDINATION</u></p> <ul style="list-style-type: none"> • A clear division of tasks between the partners is available on paper • There is a clear distribution of responsibilities among the partners • There is an agreed decision making procedure; each partner has his say • Contributions made by the partners are valued

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> improvement in knowledge of grammar, vocabulary or culture of the country of the target language <p>ATTITUDE</p> <ul style="list-style-type: none"> student speaks more often in the foreign language in the classroom less reluctance to address people in a foreign language <p>VALUES</p> <ul style="list-style-type: none"> being more open minded towards other languages 	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> improvement in knowledge of grammar, vocabulary or culture of the country of the target language <p>ATTITUDE</p> <ul style="list-style-type: none"> speaks more often in a foreign language less reluctance to address people in a foreign language <p>VALUES</p> <ul style="list-style-type: none"> being more open minded towards other languages 	<ul style="list-style-type: none"> facilitating teachers extra hours for European activities nomination of a European school coordinator existence of a strategy plan for the introduction of the ED at school existence of a list of possible (extra) curricular activities at different age levels The European dimension is reflected in the general objectives of the school There is a strategy for meeting the training needs of staff 	
<p><u>A3</u></p> <p><u>METHODOLOGICAL SKILLS</u> cross curricular</p> <ul style="list-style-type: none"> gathering material doing interviews doing research doing surveys making reports learner autonomy 	<p><u>B3</u></p> <p><u>TEACHING SKILLS</u></p> <ul style="list-style-type: none"> Increased implementation of active learning methods Adopting new pedagogical approaches from partners; using new teaching methods Contacts with the world outside of the school Comparing teaching methods and approaches with the partner colleagues More frequent use of new presentation methods 	<p><u>C3</u></p> <p><u>CROSS CURRICULAR APPROACH</u></p> <ul style="list-style-type: none"> regular meetings between the teachers involved teamwork on teachers' level cross curricular links on project topics Agreement between departments on the assessments and contents Having two or more teachers in the classroom working on the project topics from their subjects point of view 	<p><u>D3</u></p> <p><u>COMMUNICATION</u></p> <ul style="list-style-type: none"> The partners agreed on a working language The contact persons and teachers in each partner school are identified and known to the partners Communication and exchanges between schools are carried out on a regular basis Working meetings between the partners are well prepared and are productive for the project There is an agreed rolling system for the meeting places Communication and exchanges take place at all levels (pupils, teachers, admin., heads...)
<p><u>A4</u></p> <p><u>MOTIVATION</u> pupil / student</p> <ul style="list-style-type: none"> asks more often for extra work is willing to study harder pays more attention in the classroom takes more often part in extra curricular activities 	<p><u>B4</u></p> <p><u>MOTIVATION</u> The teacher</p> <ul style="list-style-type: none"> applies more often for an extra in-service training, study visits, conferences takes a foreign language course in order to communicate better with the partners proposes to do extra work, to start new 	<p><u>C4</u></p> <p><u>COMMUNITY LINKS</u></p> <ul style="list-style-type: none"> regular contacts with media: newspapers, local TV, radio, ...) contacts with the local authorities contacts with local (multinational) companies 	<p><u>D4</u></p> <p><u>ACTIVITIES</u></p> <ul style="list-style-type: none"> A list of activities agreed between the partners is available and linked to the work plan The product is clearly a result of co-operation

<ul style="list-style-type: none"> feels an 'ownership' for the project 	<p>initiatives</p> <ul style="list-style-type: none"> takes initiatives to disseminate the results of the project is willing to be more involved in cross curricular work increased involvement to make changes wherever needed is open to self evaluation feels an 'ownership' for the project 	<ul style="list-style-type: none"> contacts with local societies (culture, sport) dissemination to other schools looking for local expertise participation in activities organized by the community INVOLVEMENT OF PARENTS WHERE APPROPRIATE 	
<p><u>A5</u></p> <p><u>SOCIAL SKILLS</u> (attitudes, behaviour,...)</p> <ul style="list-style-type: none"> being a good host or guest being able to work in team being able to communicate well capability of making friends being able to discuss in a proper way <p>VALUES</p> <ul style="list-style-type: none"> solidarity to be open minded for other cultures to be open minded for other points of view mutual trust 	<p><u>B5</u></p> <p><u>SOCIAL SKILLS</u> (attitudes, behaviour,...)</p> <ul style="list-style-type: none"> being a good host or guest being able to work in team being able to communicate well capability of making friends being able to discuss in a proper way changes in relationships between teachers, pupils and non teaching staff <p>VALUES</p> <ul style="list-style-type: none"> solidarity to be open minded for other cultures to be open minded for other points of view mutual trust 	<p><u>C5</u></p> <p><u>INVOLVEMENT OF THE WHOLE SCHOOL</u></p> <ul style="list-style-type: none"> Involvement of the principal How many teachers actively involved ? Are all teachers informed ? Involvement of non teaching staff ? How ? Subject during the staff meetings Are parents involved? How? 	<p><u>D5</u></p> <p><u>EVALUATION</u></p> <ul style="list-style-type: none"> The process of co-operation is evaluated on a regular basis There is a clearly agreed feedback procedure
<p><u>A6</u></p> <p><u>ICT SKILLS</u></p> <p>GENERAL</p> <ul style="list-style-type: none"> better, faster use of ICT equipment better Web-documented presentations better, up to date, international information on topics good Web or presentation products appreciation of the use of ICT within the European context opportunities for ongoing collaborative strategies 	<p><u>B6</u></p> <p><u>ICT SKILLS</u></p> <p>GENERAL</p> <ul style="list-style-type: none"> better, faster use of ICT equipment better Web-documented lessons better, up to date, international information on topics good Web or presentation products appreciation of the use of ICT within the European context opportunities for ongoing collaborative strategies 	<p><u>C6</u></p> <p><u>PROJECT VISIBILITY, PRODUCTS, RESULTS</u></p> <ul style="list-style-type: none"> leaflets, regular newsletter, exhibitions Different use of the resources of the school : ICT, language labs, library specific in-service training for teachers and other members of staff European stand in the hall or library The pupils' project-products are displayed and/or available availability of hardware, changes in 	

<p>ATTITUDE</p> <ul style="list-style-type: none"> • more confidence in the use of new technology for contacts, presentation or research <p>VALUES</p> <ul style="list-style-type: none"> • being more open minded for the use of new technologies. • willingness to share knowledge, skills 	<p>ATTITUDE</p> <ul style="list-style-type: none"> • more confidence in the use of new technology in the classroom <p>VALUES</p> <ul style="list-style-type: none"> • being more open minded for the use of new technologies 	<p>infrastructure, equipment</p> <ul style="list-style-type: none"> • development of project web sites /discussion forums etc 	
<p><u>A7</u></p> <p><u>MANAGEMENT SKILLS</u></p> <ul style="list-style-type: none"> • assuming responsibility • delegating tasks to others • motivating others • problem-solving • decision taking • time management • budget management • public relations • negotiating skills • collaborative skills 	<p><u>B7</u></p> <p><u>MANAGEMENT SKILLS</u></p> <ul style="list-style-type: none"> • assuming responsibility • delegating tasks to others • motivating others • problem-solving • decision taking • time management • budget management • public relations • negotiating skills • collaborative skills 	<p><u>C7</u></p> <p><u>MANAGEMENT SKILLS</u></p> <ul style="list-style-type: none"> • assuming responsibility • delegating tasks to others • motivating others • problem-solving • decision taking • time management • budget management • public relations • negotiating skills • collaborative skills 	
<p><u>A8</u></p> <p><u>EUROPEAN CITIZENSHIP</u></p> <ul style="list-style-type: none"> • knowledge and experience of democratic structures and decision making at local, national and European level • sense of belonging to the community at local, national and European level • awareness of own identity in a local, national or European context <p>ATTITUDE</p> <ul style="list-style-type: none"> • being a more active citizen <p>VALUES</p> <ul style="list-style-type: none"> • awareness of human rights values 	<p><u>B8</u></p> <p><u>EUROPEAN CITIZENSHIP</u></p> <ul style="list-style-type: none"> • knowledge and experience of democratic structures and decision making at local, national and European level • sense of belonging to the community at local, national and European level • awareness of own identity in a local, national or European context • application of human rights values • paying more attention to aspects of active citizenship in the classroom, emphasizing these aspects in the subject content 	<p><u>C8</u></p> <p><u>EUROPEAN CITIZENSHIP</u></p> <ul style="list-style-type: none"> • paying more attention to aspects of active citizenship • having extra curricular activities about EC topics on the agenda 	
<p><u>A9</u></p>	<p><u>B9</u></p>	<p><u>C9</u></p>	

EQUAL OPPORTUNITIES

- understanding of the process leading to prejudices, discrimination and racism
- skills to combat exclusion and discrimination
- developing intercultural experiences

ATTITUDES

- having an open eye for discrimination
- behaviour against discrimination and prejudices

VALUES

- equal rights and opportunities

EQUAL OPPORTUNITIES

- understanding of the process leading to prejudices, discrimination and racism
- skills to combat exclusion and discrimination
- developing intercultural experiences
- paying more attention to aspects of equal opportunities in the classroom, emphasizing these aspects in the subject content

EQUAL OPPORTUNITIES

- paying more attention to aspects of equal opportunities and discrimination
- having extra curricular activities about these topics on the agenda

6) MANAGING THE EVALUATION: AN EXAMPLE

Introduction.

The process of evaluation of a project is closely connected to the management of the project itself. Thus, when dealing with evaluation, mentioning the management of the project is inevitable.

This chapter is intended to give guidelines for evaluation

The starting point is a school that wants to participate in a Comenius partnership. Within the school a discussion is held on the objectives, the target groups, the integration into the curriculum.

Then the school starts finding partner schools

As soon as possible a preparatory visit will be organised in order reach agreement with partners and to prepare the application

When the project has started, the process of collecting evidence will be ongoing throughout the project

In the period before the start of the first year of the project some deadlines have to be met.

Drawing up a time schedule may be very helpful, for example:

before 1 st October:	finding a partner school / partner schools
before 1 st November	selecting partner school(s) and applying for grants for a preparatory visit
December/January:	preparatory visit and preparing the application form
before 1 st March:	sending in the application form to the National Agencies (in some a countries the application forms have to be sent in even earlier)
September:	after approval starting the project

Finding partner schools.

Finding partner schools takes time. Start no later than the beginning of the school year in which you want to apply for a Comenius grant.

Some suggestions of the ways to find partner schools

National Agencies

Databases:

<http://partbase.eupro.se/>

Windows on the world: <http://www.wotw.org.uk/>

Via other Comenius schools

Personal contacts

The first mail or letter sent to the headmaster and co-ordinator should cover the following items: Size of the school, location, age of pupils, level, social class, experiences with previous international projects, support of the international projects by the staff and management, special focus on .., mission of the school etc.

Preparatory meeting

After selecting your partner schools the co-ordinators of the project make an appointment to meet each other at one of the participating schools. Before this meeting an agenda must be sent to all the participants, so they can discuss the items with their colleagues and members of staff.

Some suggestions for the agenda are:

- getting to know each other
- a first brainstorming about the project
- introduction of evaluation, the use of the grid, reference to the web site*
- agreements on fields and instruments for evaluation
- completing the application form together, including the question about the way in which the project will be evaluated.

* Discussion of some key questions about evaluation with the partners can be very helpful.

These questions may include:

- What do you understand by evaluation (in your country)?
- What kinds of evaluation do you know? (self-evaluation, external evaluation, ...)
- Do you have any experience in the evaluation of project-based work at school?
- Do you think the MICE material will be useful for the project?

After the introduction of the MICE material and an explanation of the use of the grid, a discussion can be held on the way this grid will be used for the evaluation of the project.

Some suggestions for a discussion on the use of the grid:

- Which fields are identified?
- Choice is up to each school to identify other fields
- Which instruments will be used to collect data?
- The method of exchanging this data and deadlines

This preparatory meeting can be evaluated as well, for example by using the evaluation instrument of a checklist.

Items on this checklist may include:

- The procedure of the meeting itself (agenda, report)
- The drawing up of a project plan and the completion of the application forms
- The atmosphere at the meeting, is there an intercultural understanding?
- Is there respect for each other's ideas?
- What are the agreed communication channels for the project?
- What language will be used by the teachers and the students?
- The organisation of the meeting (meals, school visits, introduction to colleagues, cultural activities, reception by the headteacher etc.).

The next step is to come to an agreement on the procedure to be followed to send in the final application form

- Finalise the item on evaluation in the text of the application form (Use the result of the discussion about this subject)
- Appoint co-ordinating school

First meeting of the project co-ordinators

During the first year of the project the co-ordinators of the project have their first meeting. You have arranged to meet each other at the school of one of the partners.

It is advisable to draw up an agenda for this meeting and send it to all the co-ordinators, so they can discuss the items with their colleagues involved in the project beforehand.

Ask the co-ordinators of the schools to identify the fields that are important to their own schools again.

Here are some suggestions for discussion points on the managing of the evaluation of the project:

- Identification of the common fields.

Are we going to stick to the fields chosen during the preparatory meeting? Identify a very limited number (not more than 5) fields that are common for all the schools and that will be evaluated at the end of the first project year.

- Make clear which other fields are specific for the participating schools.

These fields can be evaluated by the schools themselves

Identification of the instruments.

Which common instruments are we going to use for the following project year?

Which specific instruments are we going to use for the evaluation of the specific fields at school level?

Draw up an evaluation scheme : see example below

Who will be involved and in what way (colleagues, students, the management, school board) When and how often are we going to collect data? Who will be responsible?

Are we going to use a portfolio* at school level? Will it be accessible to everybody?

Where will it be stored?

How much time are we going to spend on evaluation during project meetings at school level? How often are we going to arrange such meetings?

Appointing an international evaluation manager. Who will be responsible for the evaluation of the project in the partnership / at school level? Has the task of the evaluation manager been defined?

- Is there an agreement on communication between the partners and the international evaluation manager?

Discussion of these points is going to take some time and the outcome must be given to the co-ordinators so each of them knows who is the responsible person for a certain task.

* To get colleagues involved in the project a portfolio can be very helpful. Items stored in such a portfolio are, for example, e-mail correspondence between the co-ordinators, reports of meetings, of telephone calls and fax messages.

It may be better if the person who is responsible for the evaluation at school level is not the same person as the one responsible for managing the evaluation of the project.

In some instances the activities undertaken in the field of project evaluation can be used in other aspects of school life.

An evaluation schedule can be very useful for all those involved in the project and in the evaluation of the project in particular. It is important to check the progress of the project regularly and to this end the evaluation manager will have regular e-mail contact with the partners. As mentioned before, copies of these communications can be stored in a portfolio, so everybody can have easy access to them.

Evaluation meeting of the project co-ordinators

At the end of the first working year the co-ordinators will hold an evaluation meeting to discuss the project and to make some changes if necessary. In many projects this meeting will also be used to plan the project for the second working year.

Again it is advisable to draw up an agenda and send it to all the participants, so they can discuss the items beforehand. It is also practical to use a format to enable the participants to compare the outcomes of the collected data.

The co-ordinator has collected the completed forms (see appendix) and has copied them for all the participants. These forms can be used as an appendix to the report of the meeting.

It is very important to create an open atmosphere where everyone is willing to contribute.

There must be some understanding of the particular difficulties teachers in schools may have to face and of difficulties arising. The common 'ownership' of the project requires a feeling of responsibility for the international project within each participating school.

The following list may be used as a guideline for the agenda of the meeting:

1. Plan enough time for the participants to read the forms of the other schools.
2. To instigate the discussion you may start with a review of the project period and stress its strong points.
Don't spend too much time on a very detailed explanation of the development of the project by each school, rather try to focus on the outcomes of the evaluation.
3. Evaluate the evaluation plan. It may include the following discussion points on the evaluation of the project
 - Is it too elaborate? Did it help you to collect the data?
 - Did each co-ordinator collect sufficient evidence at school level?
 - Did the international evaluation manager receive sufficient relevant information in time?
 - Was there sufficient time for evaluation?
 - Did we use the right fields and the relevant instruments to collect the required data?
4. What conclusions can we draw from these data? (interpretation).

Discuss the suggestions for improvements of the project gathered from the reports of the teachers and from the recommendations of the students very thoroughly.

The budget of the Comenius programme includes the participation of a small delegation of students at evaluation and planning meetings.

It is essential to involve the students in the evaluation procedure before and during the meeting of the teachers.

- Let the students participate in the evaluation procedures at school level.
They can help to collect data and to process the outcomes of the questionnaires etc..
They can help to draw up a report of the class discussion in which the project has been discussed
They can prepare some recommendations in order to improve the project in the second working year.

- Let the students participate in the evaluation procedures at the international level. Experience has shown that students like to evaluate the project.
 1. In small groups the students exchange data about the procedure of the project in the different schools: how many hours spent on the project, marks given etc..
 2. They list the most important positive and negative aspects of the project
 3. They are asked to write down 5 - 10 recommendations to improve the project
 4. They prepare a creative report of their discussions for the meeting of the teachers (collage, etc..)

Final evaluation meeting of the project co-ordinators

Again it is advisable to draw up an agenda and send it to all the participants, so they can discuss the items beforehand.

The evaluation of the project throughout the full three years will be an important item on the agenda of this meeting.

As regards the evaluation procedure itself the same discussion points on the evaluation of the project as used during previous meetings may be included:

- Did each co-ordinator collect sufficient evidence at school level?
- Did the evaluation manager receive sufficient relevant information in time?
- Was there sufficient time for evaluation?
- Did everybody feel free to give his / her own opinion? (What about the atmosphere?)
- Did we use the right fields and the relevant instruments to collect the required data?
- What conclusions can we draw from these data? (interpretation).

The formats of the evaluation meeting at the end of the first working year can be used again. In many cases Comenius partner schools want to continue the project and to this end they will change the contents of the project. The evaluation meeting will not only look back at the project that has just been finished but it will also focus on the creation of future projects.

Often a report on the project will be published. These reports refer mainly to activities and products. During the final meeting partners may agree on writing the draft of a common report in which the positive and negative outcomes of the project are described. This report is valuable for the school as a whole and can contribute to greater support for future projects within the school.

Evaluation plan schedule.

Example of an Evaluation Plan schedule for a Comenius project in the second year.

When	School A	Schools B	School C	International evaluation manager (EM)	Remarks
	Identifying fields of grid	Identifying fields of grid	Identifying fields of grid		
Week 39 Planning conference	Identifying common fields Drawing up evaluation plan : evidences, instruments, time schedule, way of communication				
Week 40-41	Meeting Teachers Port-folio box Drawing up evaluation plan	Meeting Teachers	Meeting Teachers	Schools E-mail evaluation plans Copying /distributing /mailing	School A will check Port-folio first day of month
Week 42-43					
Week 44-45	Observations students in port-folio box	Log (one teachers)			
Week 45				EM asks for short reports on class discussions and on meetings	
Week 46-47		Class discussion	Class discussion		
Week 48		Meeting Teachers Minor changes Port-folio	Meeting Teachers Minor changes	Schools e-mail reports class discussions and meetings Teachers Copying/distributing/mailing	

Week 49	Meeting Teachers Minor changes Portfolio box				
Week 2-5	Port-folio box		Interview language teachers		
Week 6	Talk with librarian (quantitative data)				
Week 7-9	Questionnaire students	Questionnaire students	Questionnaire students Class discussion	EM sends format for comparison results school evaluation	
Week 10	Document analysis (student's work)	Assessment of student's work	Presentation of student's work		
Week 11-12	Evaluation meeting (teachers) Filling in forms Students prepare recommendations for the evaluation conference	Evaluation meeting (teachers) Filling in forms Students prepare recommendations for the evaluation conference	Evaluation meeting (teachers) Filling in forms Students prepare recommendations for the evaluation conference	Schools send forms back Copying and distributing Agreement on the agenda of the evaluation meeting	
Week	Conference. Evaluation of the project. Separate and common meetings for teachers and students				

A. Report (general data)

School:	Country:	Number Participating Students: Was participation obligatory?
Teachers involved in the project in year: Name and subject 1 2 3 4	How many lessons were spent on the project by teachers (approximately) To explain the project To work on ICT To develop the theme/content of the project To collect data for the evaluation To coach the students To develop other activities : which activities? To produce paperwork (report to NA)	
How was the project linked to the curriculum? Which subjects were involved?		
Were the students given marks for the project? Explain		
Estimation of how many people were involved in the project outside the school		

B . Evaluation of the common selected fields

Fields	Positive:	Negative:	Which instruments did you use?
<p>Overall summary. Have the objectives been achieved? What is the added value of the project for the students, for you, for the school?</p>			

C. Evaluation of your own selected fields

Fields	Positive:	Negative:	Which instruments did you use?
Overall summary. Have your own objectives been achieved?			

D . Evaluation of the co-operation and of the co-ordination of the project.

Fields	Positive:	Negative:
Communication between co-ordinating school and partner schools		
Appropriate use of means of communication (ICT and other)		
Sending of the evaluation outcomes according to the evaluation plan		
Use of languages		
Overall summary of the co-operation between the partner schools. Overall summary Balance of the co-ordination by the co-ordinating school.		

E . Creative ideas to improve the project

	<i>Write down your ideas!!</i>
General ideas. Be creative!=	
Content of the project	
Working methods and activities	
Communication between partner schools and co-ordination of the project.	
Other remarks	

F. How to improve the management of the evaluation

Did we select the right fields?	
Did we select the appropriate instruments?	
Remarks concerning the evaluation plan	
Communication between partner schools and co-ordination of the project.	