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Project Evaluation

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1. Preface

According to the Survival Kit for European Project Management the following issues are important:

- the evaluation should permanently support the project work. General and detailed aims should be checked.
- in general, evaluation is based on judgements of the value und quality of the work made by involved persons.
- Evaluation simplifies decision making and may cause changes of the working process if needed.

Evaluation of ECOLAB aims to:

- strengthen the consultation process and cooperation within the project partnership
- predict the development of the project and prepare the project teams for pressure points in the course of the project life span
- assist the project coordinator in quantifying results and relating these to the project objectives
- be a help for designing interim and final report.

The evaluation process should be seen as a number of stages. In common with the other activities in the project, some of these stages may overlap.

e.g.

Planning of evaluation
Collecting and interpreting evidence
Using the evidence to implement changes
Transfer of evaluative data into the reports.

Quantitative evidence is relatively easy to collect and to analyse. It may include for example the number of teachers attending a training event, the number of 'hits' on a website, or the number of returns of reply slips from the leaflets a project has distributed. Questionnaires may be used.

Qualitative evidence is less easily collected and analysed. It tends to deal with opinions and ideas rather than with hard facts. It is the essential method of course evaluation. Here used instruments are interviews and reports of experts and teacher trainers.

Evaluation instruments:

- Questionnaire *Evaluation Form - How Good is the Event? A tool for the self-evaluation of transnational courses, conferences and seminars, in Survival Kit*, Editor: Holger Bienzle (for all meetings, Expert Meetings and Teacher Trainings)
- Questionnaire to evaluate quality of modules
- Questionnaire to evaluate materials (within the teacher trainings)
- Questionnaire to evaluate quality of Teacher Trainings
- Group interviews
- Single interviews
- Feed back methods (see <http://www.learn-line.nrw.de/angebote/methodensammlung/>)
- Expert reports

2. Preparing evaluation work

2.1 General considerations for the evaluation of teacher trainings (Homann)

Handout for Second Expert meeting

Time: 1st -- 4th June 2006

Location: Siaulia University, Siaulia LT

Evaluation is a systematic collection, analysis and assessment of facts and results. The intention is to get reliable information in order to develop alternatives for future decisions and actions. Evaluation of Teacher Trainings intends to lift up facts and feed back in a methodically conscious and systematic way. The facts and feed back are analysed and proved by reference to the aims of the training. The result of analysis may be a change of materials or alternatives for further work.

"Methodically conscious" means that proven procedures and methods of analysis and assessment are available. "Systematic" means that evaluation does not convey single coincidental answers. Statistically acceptable results should be achieved by asking persons and groups, using a special instrument of questioning.

The main objective of every teacher training is the improvement of the professional competence of the participants. Good or better practice in teaching and education should be the result of any activity. Evaluation tries to find out how educational abilities were strengthened.

Evaluation should only measure what can be measured and what is important for further decisions.

The results must be reliable due to the evaluation instruments and its use (Reliability).

The results must be valid, i.e. they must have a general importance to allow conclusions (Validity).

The effort must be in adequate relations to the facts to be measured.

Aspects of evaluation:

Contents/topics

Importance/relevance of chosen contents for the aims of the teacher training and for the educational practice of the participants

Adequacy of the treatment (temporal size, intensity)

Correspondence with needs and professional situation of the participants

Completeness

Work forms/social forms

Frequency and adequacy of use

Appropriation to the aims of the training and to the learning group

Appropriation to the personal interests and motivations of the participants

Transferability into the daily work of the teachers

Materials/media, here particularly modules

Adequacy of the size

Completeness

Comprehensibility

Importance for practical use

Adequate scientific level

2.2 Questionnaire: Ecolab evaluation of modules (Homann)

Questionnaire: Ecolab evaluation of modules (outline, 23-11-6), example to discuss in Expert Meeting 3

Module 1: Household and Consumption

(Transferable to other modules, so that later comparability is ensured)

How do you judge the common level of <u>scientific information</u> ?					
1	2	3	4	5	6
(adequate)			(not adequate)		

How do you judge the special level of <u>information concerning economical sciences</u> ?					
1	2	3	4	5	6
(adequate)			(not adequate)		

Were your expectations concerning adequate <u>economical didactical information</u> satisfied?					
1	2	3	4	5	6
(yes, full)			(no, not at all)		

Were your expectations concerning <u>methods of teaching</u> satisfied?					
1	2	3	4	5	6
(yes, full)			(no, not at all)		

How helpful were the <u>examples of lessons, lessons units</u> (e.g. also case studies, projects, school programmes) for your practical work?					
1	2	3	4	5	6
(very helpful)			(not helpful at all)		

How helpful were the given strategies for own and independent learning of students?

1

2

3

4

5

6

(very helpful)

(not helpful at all)

Was the use of information and communication technologies (e.g. information profit by internet search) taken into account sufficiently?

1

2

3

4

5

6

(yes, in every regard)

(no, in no regard)

2.3 Summary of First Evaluation Steps of Teacher Trainings and Modules

Summary of First Evaluation Steps of Teacher Trainings and Modules

Preface

- That short report should be a flashlight to illustrate the recent status of project evaluation.
- Expert meetings and local teacher seminars are closely connected with the discussion and testing of modules. Nevertheless the following summary is divided in two parts in order to get clear evidence. (But in reality of seminar, discussion and criticism of seminars and modules were mixed up.)
- In the moment there is not yet a chance for a formal evaluation. (Formal evaluation is in the phase of preparation.) So the base of the following summary is: report of the experts, oral presented results of group work in seminars, a few small and improvised formal feed back by questionnaires and an expert opinion (Turkey), observation of reactions of participants and personal notes of seminar discussion and so on.

Teacher Trainings

The majority of persons involved in trainings (teachers, teacher trainers, school inspectors, headmasters, university personal) judge the seminars positively:

- Good level of information
- Variety of different actions
- Excellent materials and lecturers
- Results very useful for the own work in the different fields of daily practice (school lessons, INSET courses, lectures in the university etc.)

Most of the participants had experiences in European projects (as project partners or member of a target group of projects or user of elaborated materials). They all emphasised the meaning of the ECOLAB topic. That would be much better than another of these usual projects for language education, culture or history. Economy and labour are very important subjects of teaching, especially in the European community and in modern times of globalisation.

They all appreciated the special structure of the ECOLAB partnership (two partners out of the group of *new EU members*, Turkey as a possible aspirant and Germany as *an old member*.) Nearly all participants are interested to be a part of ECOLAB and make own contributions to the planned work.

Modules

Experts and participants of seminars agree in the opinion that module topics are very well chosen, modern and representing the whole field of economic education and prevocational education in secondary schools and for young people of that age.

The structure of modules (learning aims, didactical information out of the national perspective, theory, teaching material, and links) was fully accepted as well.

Discussion results in some details:

- Learning aims: short, exact and very plausible.
- Didactical information: very interesting to compare the national situations and traditions, good evidence to see the convergences and differences. In Lithuania and Czech Republic one may recognize the special situation of an economy and society in the process of transformation. Turkey is more or less rural but has a booming economy and is in a process of modernisation. Economy and prevocational education seem to be more progressed in Germany than in the other partner countries.

- Theory: that part of modules was mostly discussed. Discussion was partly controversial. On the one hand: *Theory rather difficult and ambitious, much traditional economical science (a traditional micro economic structure), hard to work with theory.* But on the other side: *a certain scientific level should be, teachers should have more knowledge than students, the compromise between urgently needed sciences and understandably presentation is all right.*
- Teaching Material and Links: that part was judged best as a practical help, good ideas, even for an active and independent work of students partly by using IKT and internet, teaching examples cannot be transferred one to one in the own practice but provide useful suggestions.

3. Evaluation Study

3.1 Expert Meetings using Questionnaire *Evaluation Form - How Good is the Event?*

3.1.1 Expert Meeting 1; 04.12. – 07.12.2005 Soest

PERFORMANCE INDICATORS

4 = best

1	Quality of the transnational element	❖	1	2	3	4
1.1	Input into the event by the project partners	<ul style="list-style-type: none"> ❖ extent to which each partner contributes to the event ❖ evidence of partners sharing roles and responsibilities during the event or as part of the overall project 			2	6
					1	7
1.2	Link between the aims of the event and the overarching aims of the transnational project/funding programme	<ul style="list-style-type: none"> ❖ mutual understanding amongst partners about project and event rationale and the short-term/long-term objectives of the event and the project ❖ clear evidence in the event programme of synergy with the overarching transnational project and the relevant funding programme 			1	7
						8
1.3	Development of positive attitudes towards Europe	<ul style="list-style-type: none"> ❖ opportunities for the development of positive attitudes towards Europe and transnational activities ❖ extent and quality of the intercultural dimension ❖ extent of the opportunity for participants to share relevant information about their own countries 			1	7
						8
2	Structure, content and delivery of the event					
2.1	Organization of the transnational event	<ul style="list-style-type: none"> ❖ evidence of clear planning ❖ realistic timescales ❖ appropriate selection of delegates 				8
						8
						8
2.2	Effectiveness of content and appropriate range and balance of activities	<ul style="list-style-type: none"> ❖ appropriate content, clearly related to the aims/objectives of the event ❖ relevant mixture of activities: e.g. ice-breaking activities, information-giving sessions, active participation in workshops by participants etc. ❖ appropriateness of social programme 			1	7
					1	7

2.3	Effectiveness of the delivery by trainers/workshop leaders etc.	<ul style="list-style-type: none"> ❖ trainers/leaders have the appropriate subject competence and knowledge ❖ trainers/leaders are good communicators, with the necessary language skills ❖ trainers/leaders have the appropriate didactic experience for delivering professional development 				8		8	8
2.4	Effectiveness of shared ownership of the event	<ul style="list-style-type: none"> ❖ evidence that the needs and expectations of participants have been taken into account ❖ evidence that participants have the opportunity to contribute their own expertise 			2	6		1	7
2.5	Effectiveness of the process of monitoring and evaluation	<ul style="list-style-type: none"> ❖ quality of the mechanism for evaluation, both short-term and long-term if appropriate, including post-event follow-up ❖ evidence of on-going assistance to participants, if appropriate 			2	6		1	7
3	Materials, resources, equipment								
	Provision and suitability of materials, resources and equipment	<ul style="list-style-type: none"> ❖ evidence of appropriate prior information being issued to participants ❖ relevance and quality of materials issued during the event ❖ sufficiency, range and suitability of other resources, including, where appropriate, ICT ❖ provision of support and assistance for technology users ❖ extent to which technology and other resources are used effectively and innovatively 							8
					2	6		1	7
					2	6			
					1	7			
4	Quality of the domestic arrangements								
	Quality and appropriateness of the domestic arrangements and the comfort factor	<ul style="list-style-type: none"> ❖ attention to practical details and catering arrangements ❖ suitability of working venue ❖ quality of overnight accommodation where appropriate ❖ evidence of any special requirements of participants being taken account of 							8
								1	7
									8

3.1.2 Expert Meeting 2, 02..06. – 04.06.2006 Vilnius

PERFORMANCE INDICATORS**4 = best**

1	Quality of the transnational element	❖	1	2	3	4
1.1	Input into the event by the project partners	<ul style="list-style-type: none"> ❖ extent to which each partner contributes to the event ❖ evidence of partners sharing roles and responsibilities during the event or as part of the overall project 				8 8
1.2	Link between the aims of the event and the overarching aims of the transnational project/funding programme	<ul style="list-style-type: none"> ❖ mutual understanding amongst partners about project and event rationale and the short-term/long-term objectives of the event and the project ❖ clear evidence in the event programme of synergy with the overarching transnational project and the relevant funding programme 			1	8 7
1.3	Development of positive attitudes towards Europe	<ul style="list-style-type: none"> ❖ opportunities for the development of positive attitudes towards Europe and transnational activities ❖ extent and quality of the intercultural dimension ❖ extent of the opportunity for participants to share relevant information about their own countries 				8 8 8
2	Structure, content and delivery of the event					
2.1	Organization of the transnational event	<ul style="list-style-type: none"> ❖ evidence of clear planning ❖ realistic timescales ❖ appropriate selection of delegates 			2	8 6 8
2.2	Effectiveness of content and appropriate range and balance of activities	<ul style="list-style-type: none"> ❖ appropriate content, clearly related to the aims/objectives of the event ❖ relevant mixture of activities: e.g. ice-breaking activities, information-giving sessions, active participation in workshops by participants etc. ❖ appropriateness of social programme 			2	8 6 8

2.3	Effectiveness of the delivery by trainers/workshop leaders etc.	<ul style="list-style-type: none"> ❖ trainers/leaders have the appropriate subject competence and knowledge ❖ trainers/leaders are good communicators, with the necessary language skills ❖ trainers/leaders have the appropriate didactic experience for delivering professional development 				8			8		8
2.4	Effectiveness of shared ownership of the event	<ul style="list-style-type: none"> ❖ evidence that the needs and expectations of participants have been taken into account ❖ evidence that participants have the opportunity to contribute their own expertise 				8			8		
2.5	Effectiveness of the process of monitoring and evaluation	<ul style="list-style-type: none"> ❖ quality of the mechanism for evaluation, both short-term and long-term if appropriate, including post-event follow-up ❖ evidence of on-going assistance to participants, if appropriate 			1	7					
3	Materials, resources, equipment										
	Provision and suitability of materials, resources and equipment	<ul style="list-style-type: none"> ❖ evidence of appropriate prior information being issued to participants ❖ relevance and quality of materials issued during the event ❖ sufficiency, range and suitability of other resources, including, where appropriate, ICT ❖ provision of support and assistance for technology users ❖ extent to which technology and other resources are used effectively and innovatively 			1	7			8		8
4	Quality of the domestic arrangements										
	Quality and appropriateness of the domestic arrangements and the comfort factor	<ul style="list-style-type: none"> ❖ attention to practical details and catering arrangements ❖ suitability of working venue ❖ quality of overnight accommodation where appropriate ❖ evidence of any special requirements of participants being taken account of 							8		8
											8

3.1.3 Expert Meeting 3, 07.12. – 10.12.2006, Brno

PERFORMANCE INDICATORS**4 = best**

1	Quality of the transnational element	❖	1	2	3	4
1.1	Input into the event by the project partners	<ul style="list-style-type: none"> ❖ extent to which each partner contributes to the event ❖ evidence of partners sharing roles and responsibilities during the event or as part of the overall project 				8 8
1.2	Link between the aims of the event and the overarching aims of the transnational project/funding programme	<ul style="list-style-type: none"> ❖ mutual understanding amongst partners about project and event rationale and the short-term/long-term objectives of the event and the project ❖ clear evidence in the event programme of synergy with the overarching transnational project and the relevant funding programme 			1	8 7
1.3	Development of positive attitudes towards Europe	<ul style="list-style-type: none"> ❖ opportunities for the development of positive attitudes towards Europe and transnational activities ❖ extent and quality of the intercultural dimension ❖ extent of the opportunity for participants to share relevant information about their own countries 			1	8 7 8
2	Structure, content and delivery of the event					
2.1	Organization of the transnational event	<ul style="list-style-type: none"> ❖ evidence of clear planning ❖ realistic timescales ❖ appropriate selection of delegates 				8 8 8
2.2	Effectiveness of content and appropriate range and balance of activities	<ul style="list-style-type: none"> ❖ appropriate content, clearly related to the aims/objectives of the event ❖ relevant mixture of activities: e.g. ice-breaking activities, information-giving sessions, active participation in workshops by participants etc. ❖ appropriateness of social programme 			1	8 8 7
2.3	Effectiveness of the delivery by trainers/workshop leaders etc.	<ul style="list-style-type: none"> ❖ trainers/leaders have the appropriate subject competence and knowledge ❖ trainers/leaders are good communicators, with the necessary language skills ❖ trainers/leaders have the appropriate didactic experience for delivering professional development 				8 8 8
2.4	Effectiveness of shared ownership of the event	<ul style="list-style-type: none"> ❖ evidence that the needs and expectations of participants have been taken into account ❖ evidence that participants have the opportunity to contribute their own expertise 			1	8 7

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2.5	Effectiveness of the process of monitoring and evaluation	<ul style="list-style-type: none"> ❖ quality of the mechanism for evaluation, both short-term and long-term if appropriate, including post-event follow-up ❖ evidence of on-going assistance to participants, if appropriate 				8 8
3	Materials, resources, equipment					
	Provision and suitability of materials, resources and equipment	<ul style="list-style-type: none"> ❖ evidence of appropriate prior information being issued to participants ❖ relevance and quality of materials issued during the event ❖ sufficiency, range and suitability of other resources, including, where appropriate, ICT ❖ provision of support and assistance for technology users ❖ extent to which technology and other resources are used effectively and innovatively 			1 2 0 1	7 6 8 7
4	Quality of the domestic arrangements					
	Quality and appropriateness of the domestic arrangements and the comfort factor	<ul style="list-style-type: none"> ❖ attention to practical details and catering arrangements ❖ suitability of working venue ❖ quality of overnight accommodation where appropriate ❖ evidence of any special requirements of participants being taken account of 			1	7 8 8 8

3.1.4 Expert Meeting 4, 24.05. – 27.05.2007, Isparta

PERFORMANCE INDICATORS**4 = best**

1	Quality of the transnational element	❖	1	2	3	4
1.1	Input into the event by the project partners	<ul style="list-style-type: none"> ❖ extent to which each partner contributes to the event ❖ evidence of partners sharing roles and responsibilities during the event or as part of the overall project 			3 2	5 6
1.2	Link between the aims of the event and the overarching aims of the transnational project/funding programme	<ul style="list-style-type: none"> ❖ mutual understanding amongst partners about project and event rationale and the short-term/long-term objectives of the event and the project ❖ clear evidence in the event programme of synergy with the overarching transnational project and the relevant funding programme 			2 3	6 5
1.3	Development of positive attitudes towards Europe	<ul style="list-style-type: none"> ❖ opportunities for the development of positive attitudes towards Europe and transnational activities ❖ extent and quality of the intercultural dimension ❖ extent of the opportunity for participants to share relevant information about their own countries 				8 8 8
2	Structure, content and delivery of the event					
2.1	Organization of the transnational event	<ul style="list-style-type: none"> ❖ evidence of clear planning ❖ realistic timescales ❖ appropriate selection of delegates 			1	8 7 8
2.2	Effectiveness of content and appropriate range and balance of activities	<ul style="list-style-type: none"> ❖ appropriate content, clearly related to the aims/objectives of the event ❖ relevant mixture of activities: e. g. ice-breaking activities, information-giving sessions, active participation in workshops by participants etc. ❖ appropriateness of social programme 			2	6 8 8

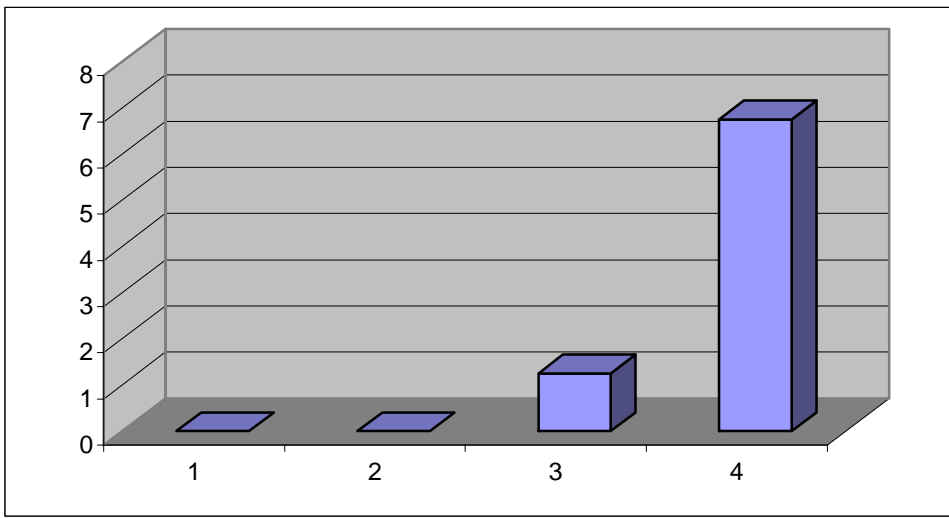
2.3	Effectiveness of the delivery by trainers/workshop leaders etc.	<ul style="list-style-type: none"> ❖ trainers/leaders have the appropriate subject competence and knowledge ❖ trainers/leaders are good communicators, with the necessary language skills ❖ trainers/leaders have the appropriate didactic experience for delivering professional development 				8			8	8
2.4	Effectiveness of shared ownership of the event	<ul style="list-style-type: none"> ❖ evidence that the needs and expectations of participants have been taken into account ❖ evidence that participants have the opportunity to contribute their own expertise 			2	6			1	7
2.5	Effectiveness of the process of monitoring and evaluation	<ul style="list-style-type: none"> ❖ quality of the mechanism for evaluation, both short-term and long-term if appropriate, including post-event follow-up ❖ evidence of on-going assistance to participants, if appropriate 			2	6			1	7
3	Materials, resources, equipment									
	Provision and suitability of materials, resources and equipment	<ul style="list-style-type: none"> ❖ evidence of appropriate prior information being issued to participants ❖ relevance and quality of materials issued during the event ❖ sufficiency, range and suitability of other resources, including, where appropriate, ICT ❖ provision of support and assistance for technology users ❖ extent to which technology and other resources are used effectively and innovatively 			2	6			2	6
					1	7			1	7
					1	7			1	7
					1	7				
4	Quality of the domestic arrangements									
	Quality and appropriateness of the domestic arrangements and the comfort factor	<ul style="list-style-type: none"> ❖ attention to practical details and catering arrangements ❖ suitability of working venue ❖ quality of overnight accommodation where appropriate ❖ evidence of any special requirements of participants being taken account of 								8
										8
										8
										8

3.2 Analysis of the single items of questionnaire (over all Expert Meetings) with graphs

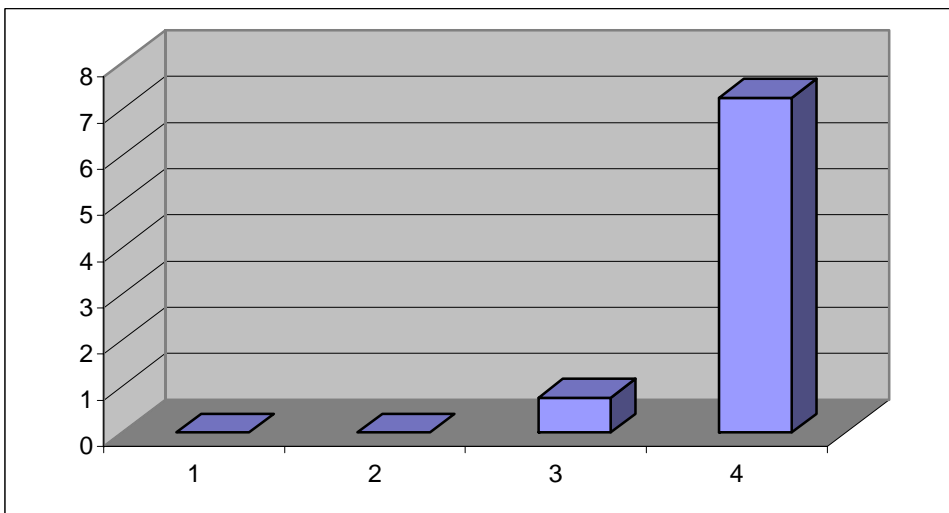
1.1	Input into the event by the project partners	<ul style="list-style-type: none"> ❖ extent to which each partner contributes to the event ❖ evidence of partners sharing roles and responsibilities during the event or as part of the overall project 		1,25	6,25
				0,75	7,25

Over all meetings:

extent to which each partner contributes to the event



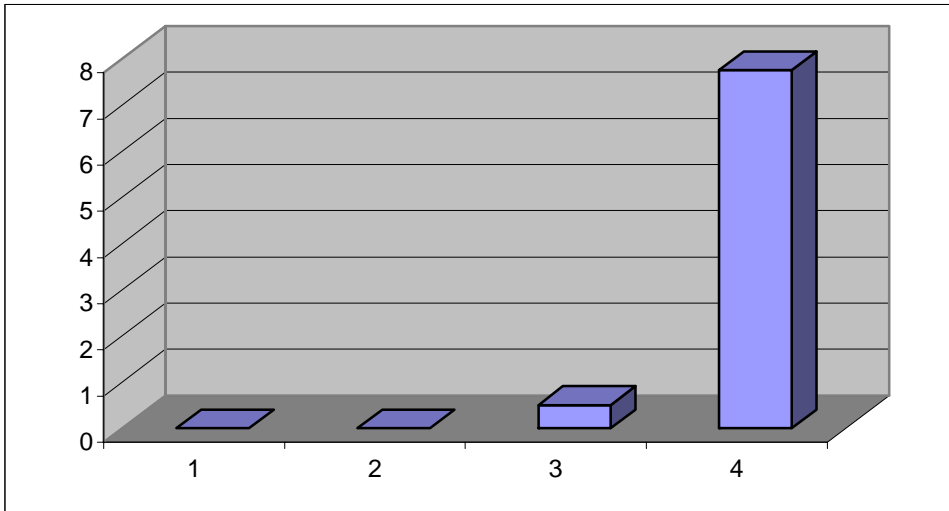
evidence of partners sharing roles and responsibilities during the event or as part of the overall project



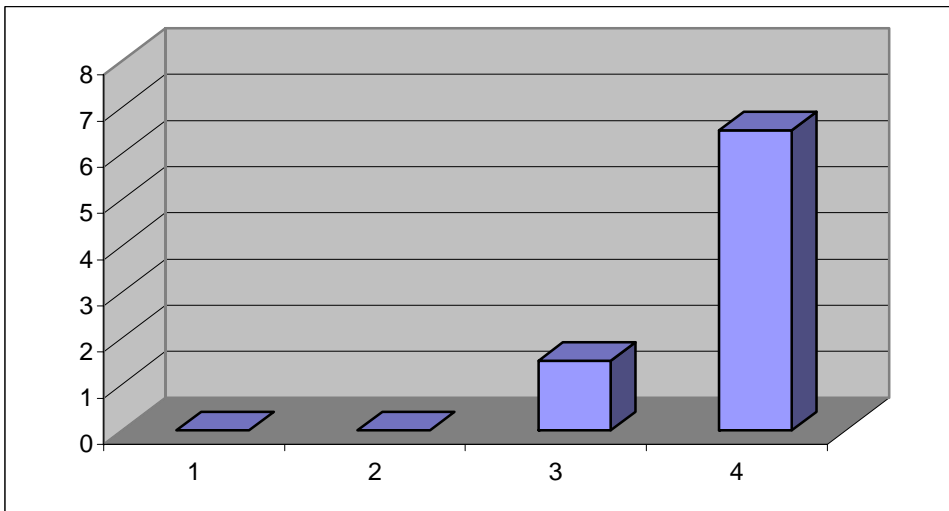
1.2	Link between the aims of the event and the overarching aims of the transnational project/funding programme	<ul style="list-style-type: none"> ❖ mutual understanding amongst partners about project and event rationale and the short-term/long-term objectives of the event and the project ❖ clear evidence in the event programme of synergy with the overarching transnational project and the relevant funding programme 		0,5 1,5	7,5 6,5
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Over all meetings:

mutual understanding amongst partners about project and event rationale and the short-term/long-term objectives of the event and the project



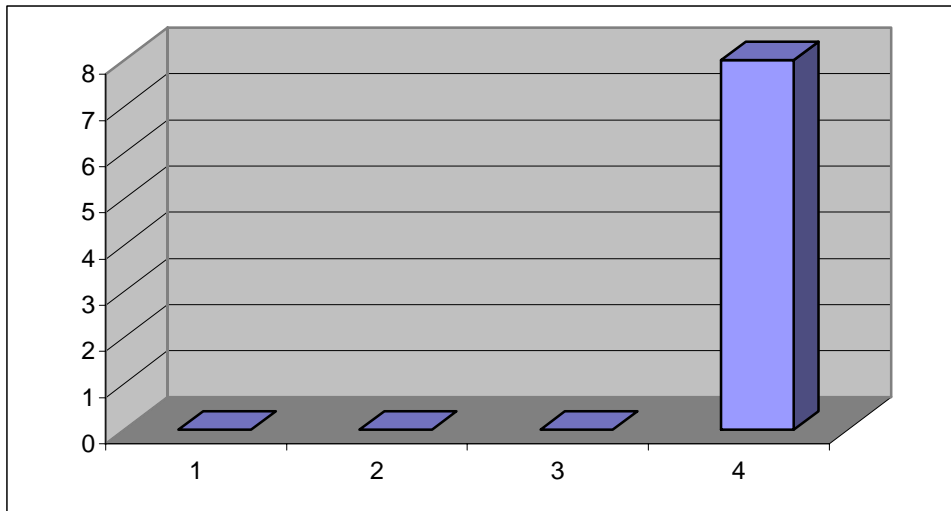
clear evidence in the event programme of synergy with the overarching transnational project and the relevant funding programme



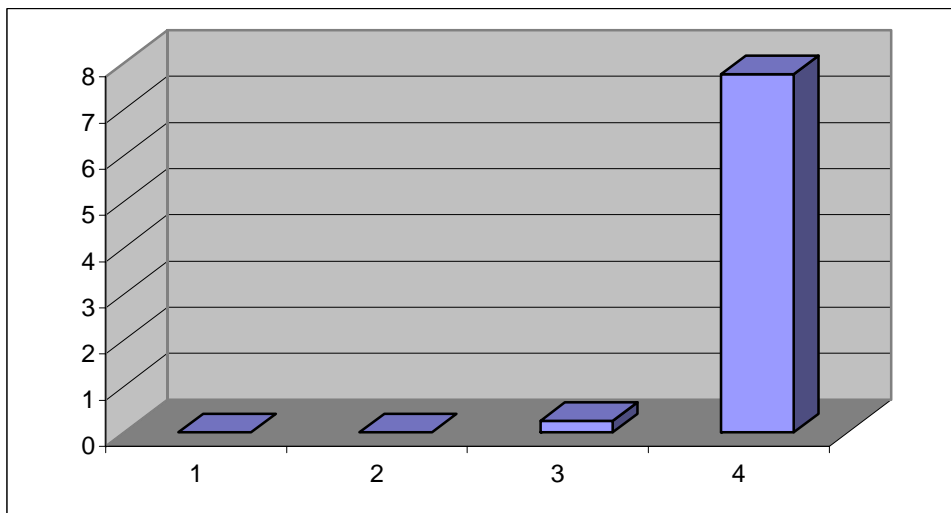
1.3	Development of positive attitudes towards Europe	❖ opportunities for the development of positive attitudes towards Europe and transnational activities			8
		❖ extent and quality of the intercultural dimension		0,25	7,75
		❖ extent of the opportunity for participants to share relevant information about their own countries		0,25	7,75

Over all meetings:

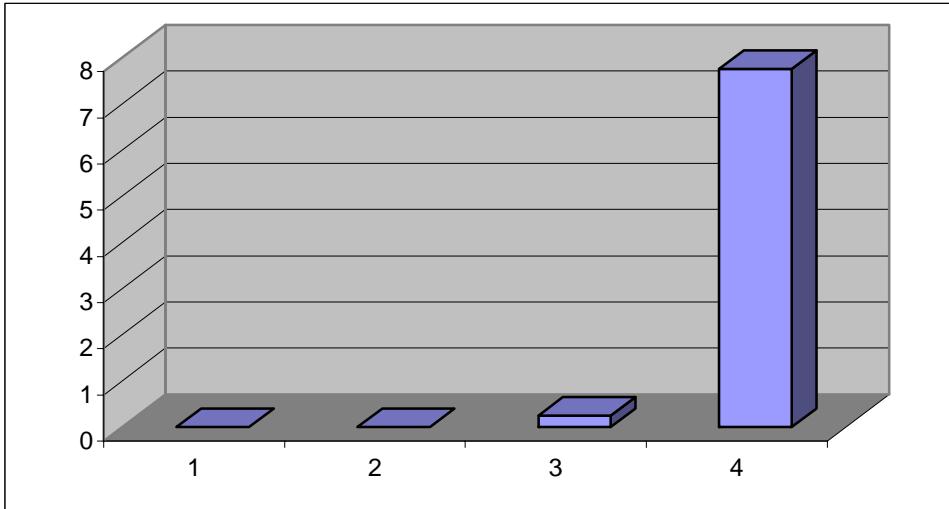
opportunities for the development of positive attitudes towards Europe and transnational activities



extent and quality of the intercultural dimension



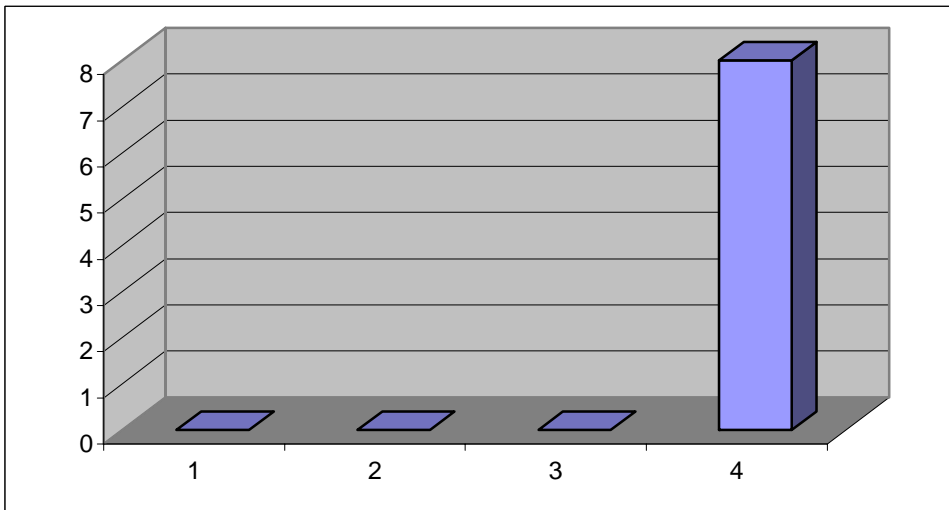
extent of the opportunity for participants to share relevant information about their own countries



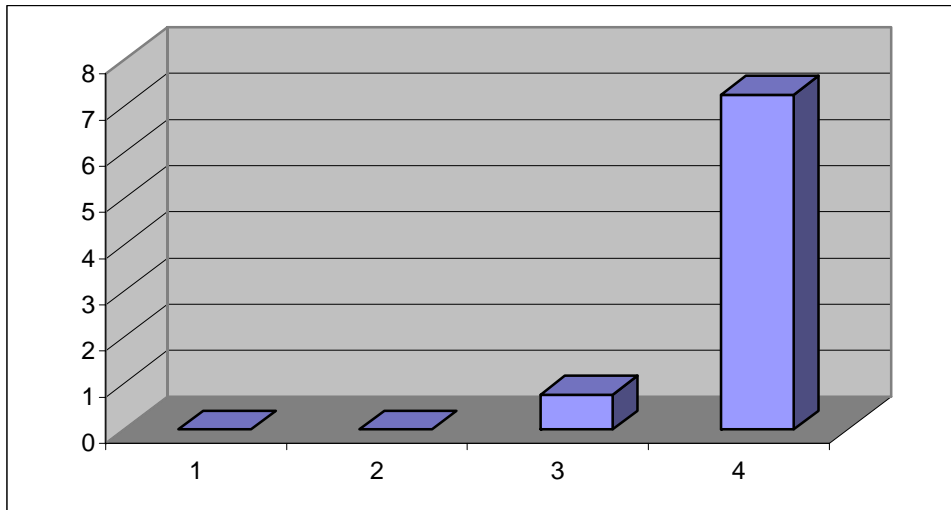
2.1	Organization of the transnational event	<ul style="list-style-type: none"> ❖ evidence of clear planning ❖ realistic timescales ❖ appropriate selection of delegates 		0,75	8,0
				0	8,0

Over all meetings:

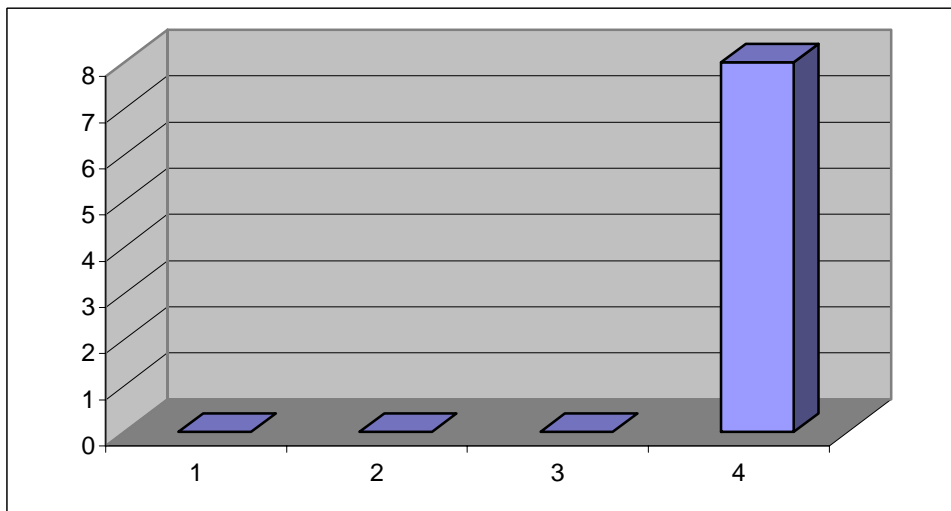
evidence of clear planning



❖ realistic timescales



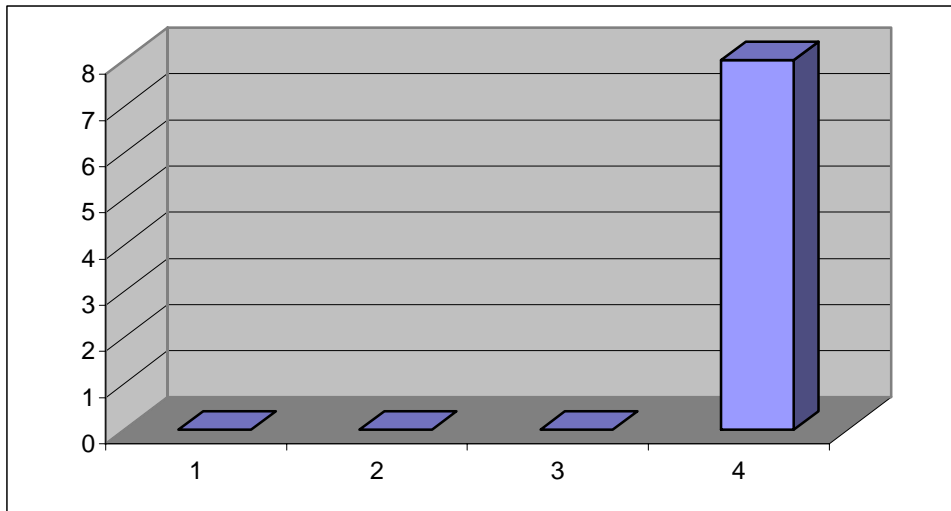
appropriate selection of delegates



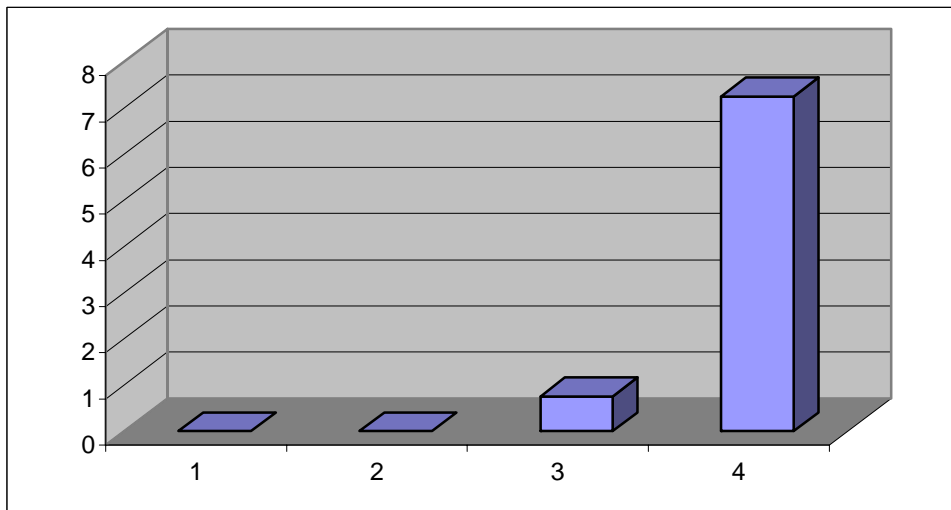
2.2	Effectiveness of content and appropriate range and balance of activities	<ul style="list-style-type: none"> ❖ appropriate content, clearly related to the aims/objectives of the event ❖ relevant mixture of activities: e.g. ice-breaking activities, information-giving sessions, active participation in workshops by participants etc. ❖ appropriateness of social programme 		0,5 0,75 0,5	7,5 7,25 7,5
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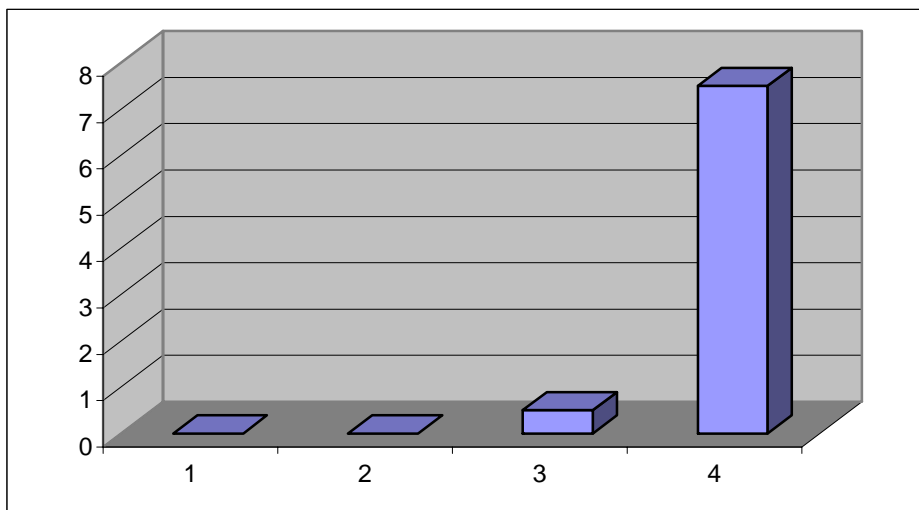
Over all meetings:

appropriate content, clearly related to the aims/objectives of the event



relevant mixture of activities: e.g. ice-breaking activities, information-giving sessions, active participation in workshops by participants etc.

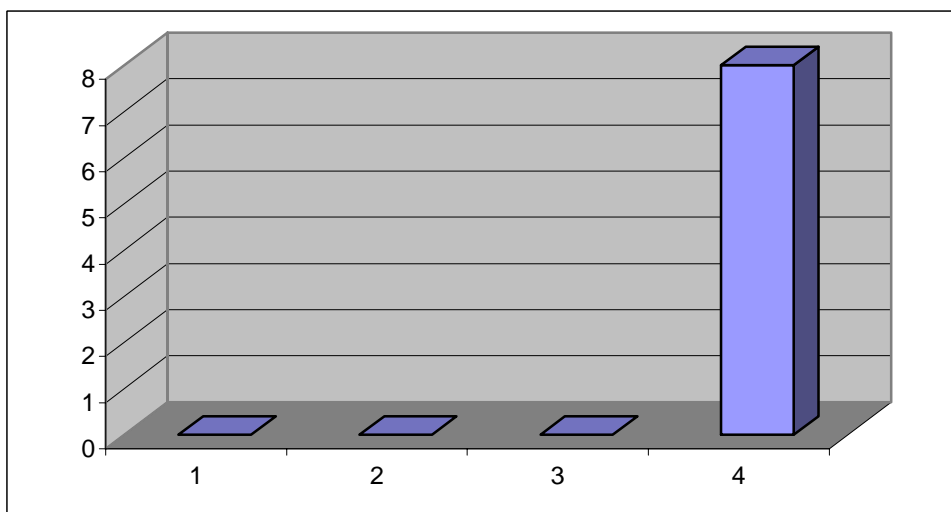




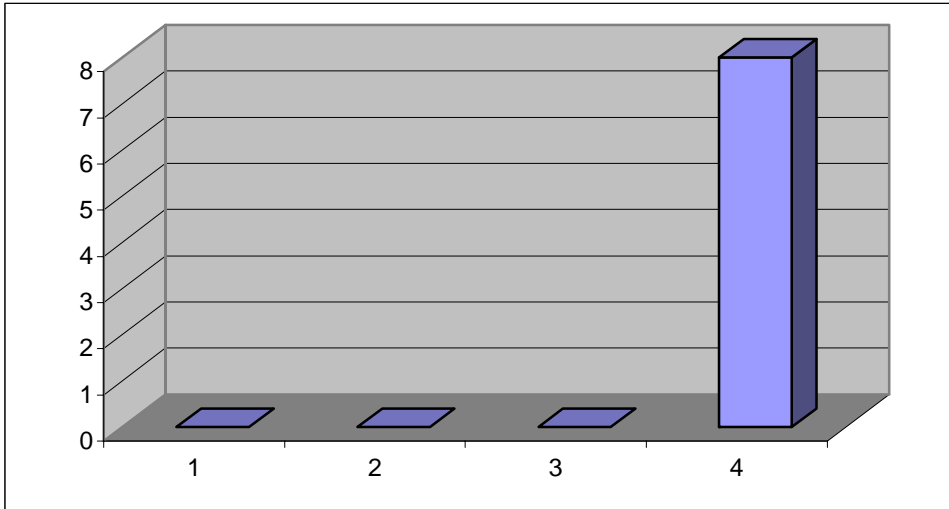
2.3	Effectiveness of the delivery by trainers/workshop leaders etc.	❖ trainers/leaders have the appropriate subject competence and knowledge			8,0
		❖ trainers/leaders are good communicators, with the necessary language skills			8,0
		❖ trainers/leaders have the appropriate didactic experience for delivering professional development			8,0

Over all meetings:

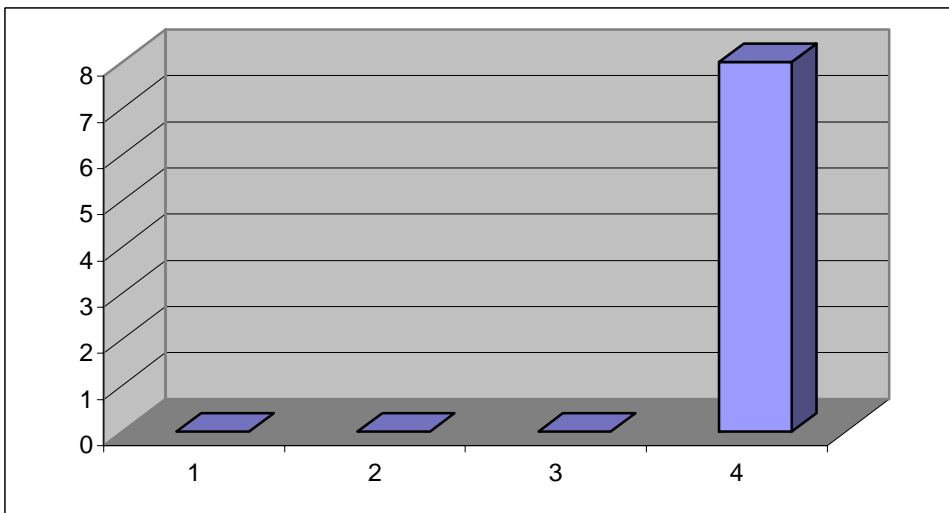
trainers/leaders have the appropriate subject competence and knowledge



trainers/leaders are good communicators, with the necessary language skills



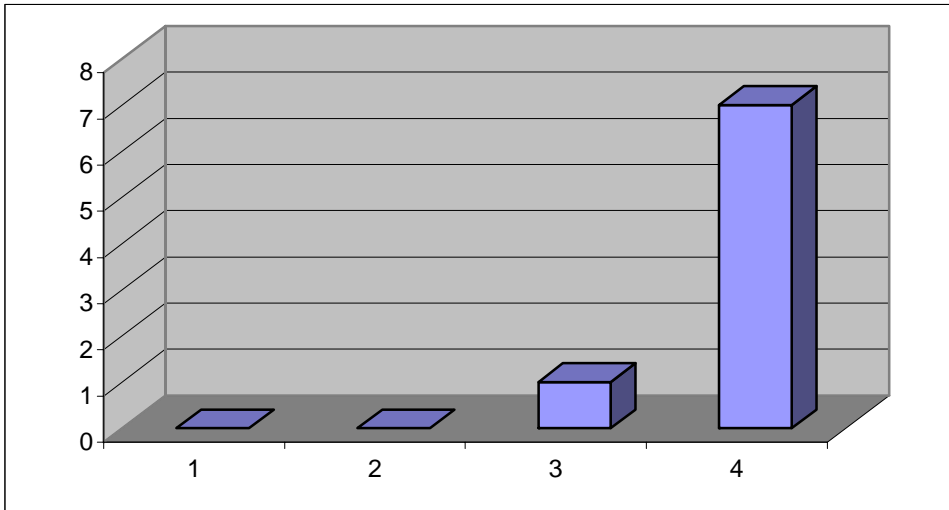
trainers/leaders have the appropriate didactic experience for delivering professional development



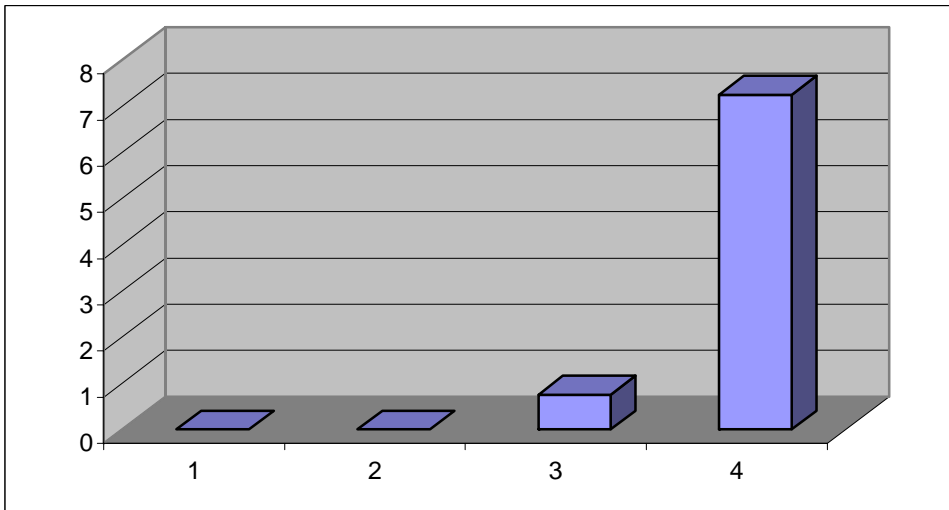
2.4	Effectiveness of shared ownership of the event	<ul style="list-style-type: none"> ❖ evidence that the needs and expectations of participants have been taken into account ❖ evidence that participants have the opportunity to contribute their own expertise 		1,0	7,0
				0,75	7,25

Over all meetings:

evidence that the needs and expectations of participants have been taken into account



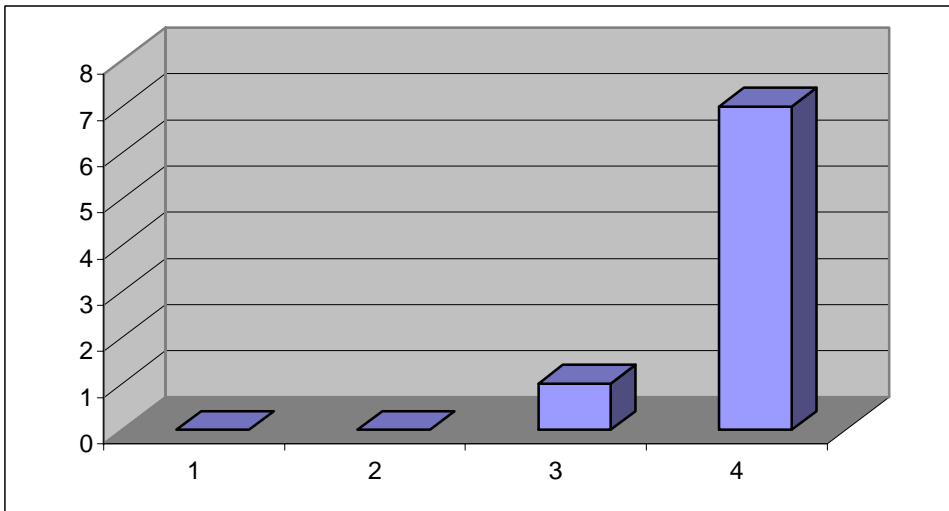
evidence that participants have the opportunity to contribute their own expertise



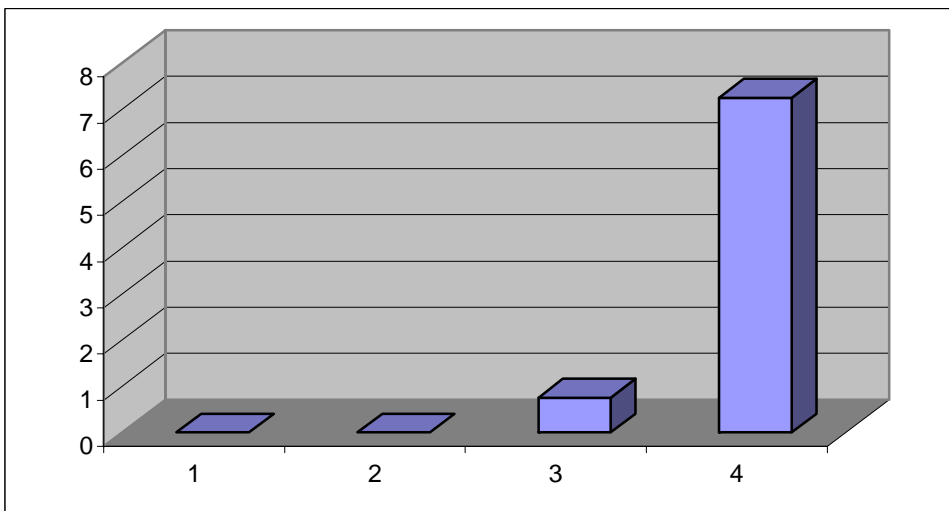
2.5	Effectiveness of the process of monitoring and evaluation	<ul style="list-style-type: none"> ❖ quality of the mechanism for evaluation, both short-term and long-term if appropriate, including post-event follow-up ❖ evidence of on-going assistance to participants, if appropriate 		1,0	7,0
				0,75	7,25

Over all meetings:

quality of the mechanism for evaluation, both short-term and long-term if appropriate, including post-event follow-up



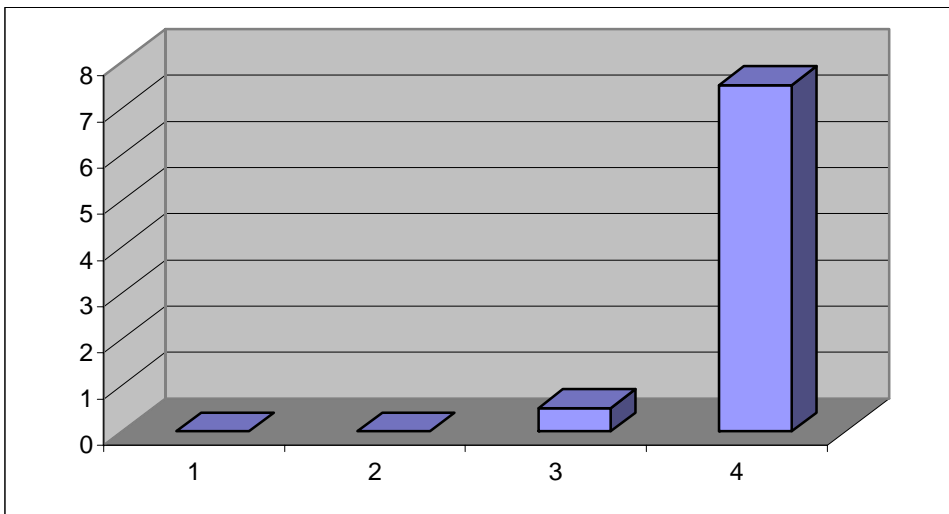
evidence of on-going assistance to participants, if appropriate



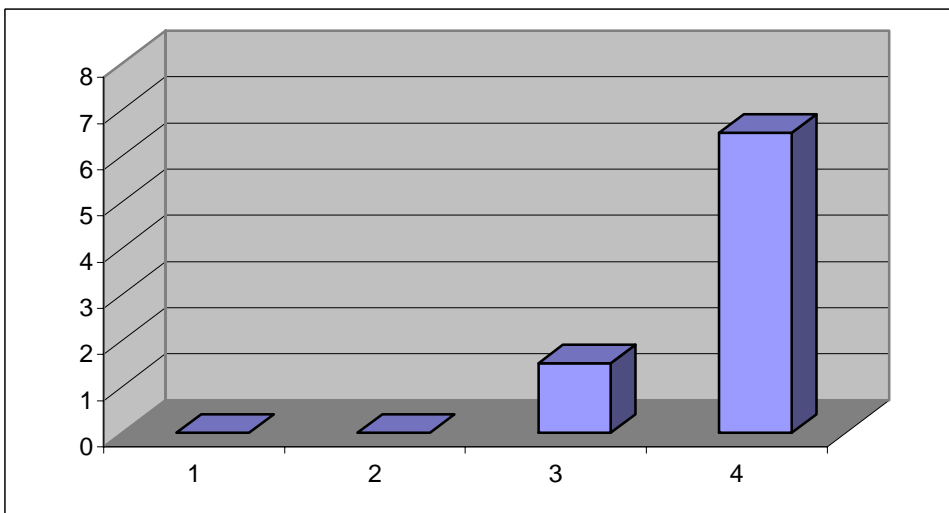
3	Provision and suitability of materials, resources and equipment	❖ evidence of appropriate prior information being issued to participants	0,5	7,5
		❖ relevance and quality of materials issued during the event	1,5	6,5
		❖ sufficiency, range and suitability of other resources, including, where appropriate, ICT	0,75	7,256
		❖ provision of support and assistance for technology users	0,75	7,25
		❖ extent to which technology and other resources are used effectively and innovatively	0,75	7,25

Over all meetings:

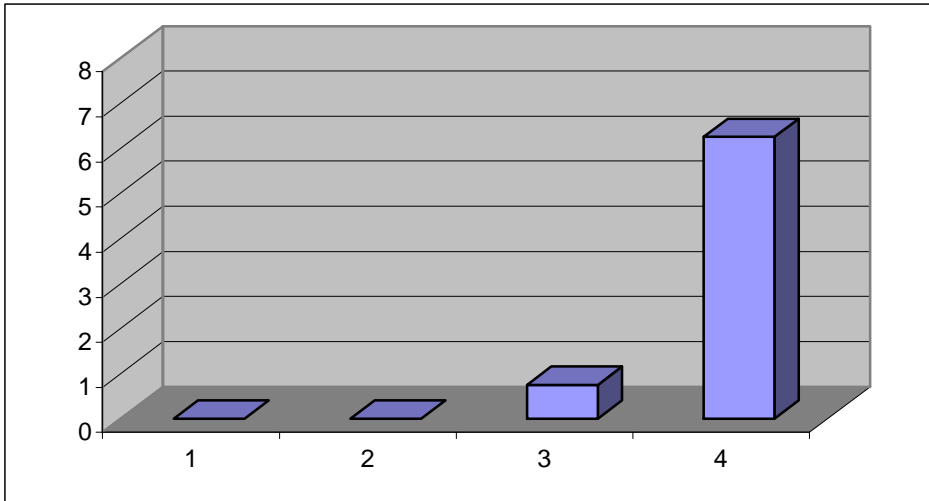
evidence of appropriate prior information being issued to participants



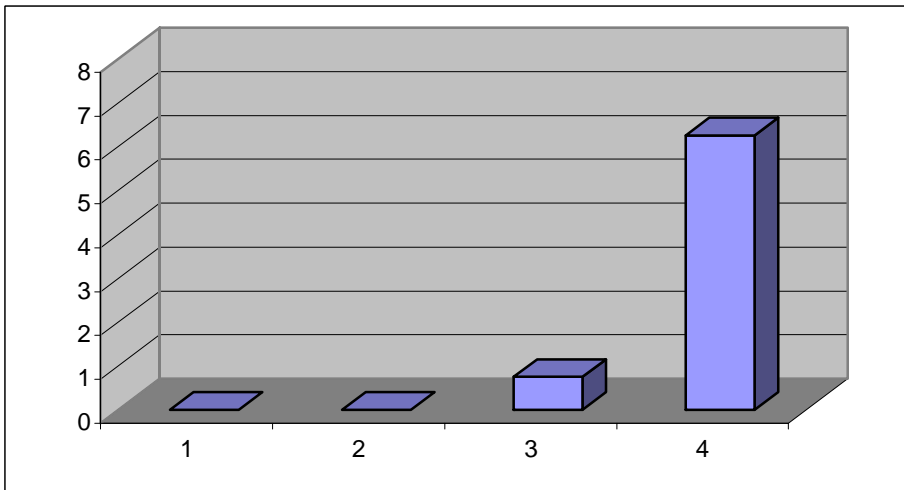
relevance and quality of materials issued during the event



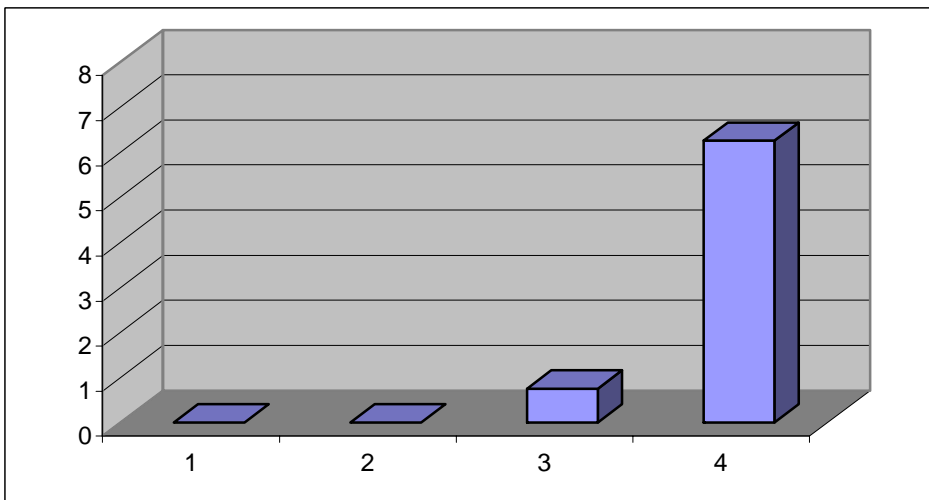
sufficiency, range and suitability of other resources, including, where appropriate, ICT



provision of support and assistance for technology users



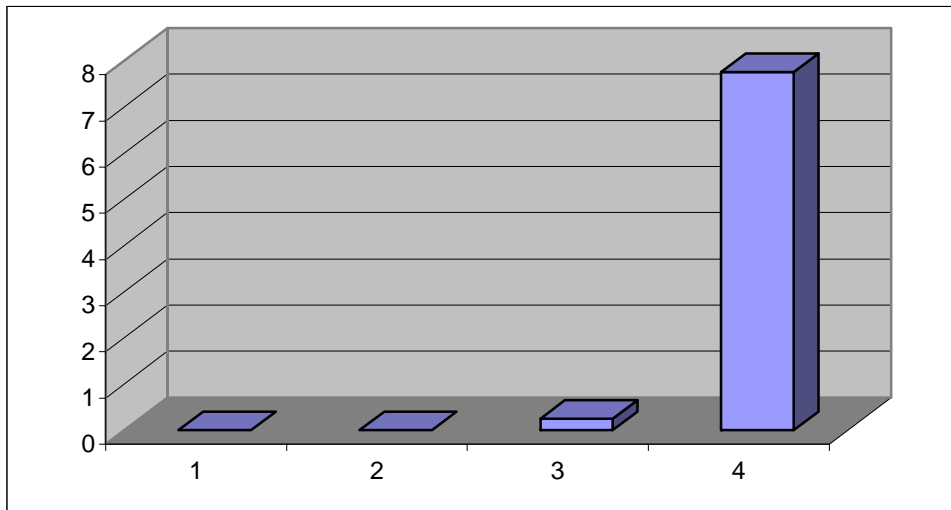
extent to which technology and other resources are used effectively and innovatively



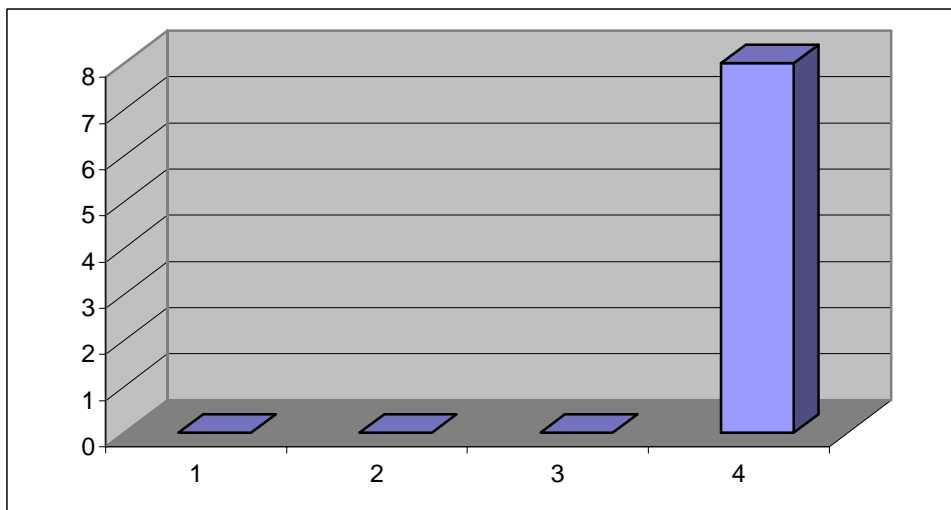
Quality and appropriateness of the domestic arrangements and the comfort factor	<ul style="list-style-type: none"> ❖ attention to practical details and catering arrangements ❖ suitability of working venue ❖ quality of overnight accommodation where appropriate ❖ evidence of any special requirements of participants being taken account of 		0,25	7,75
			0,25	8,0
				7,75
				8,0

Over all meetings:

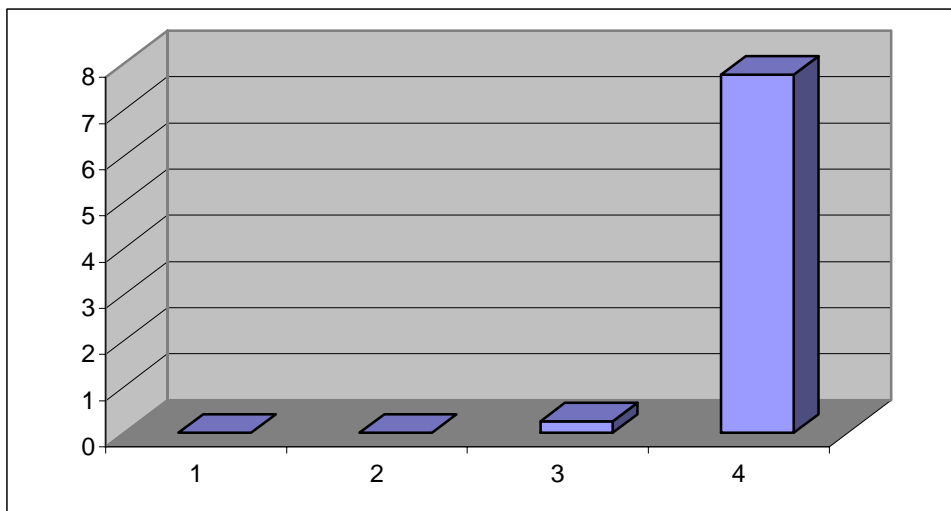
attention to practical details and catering arrangements



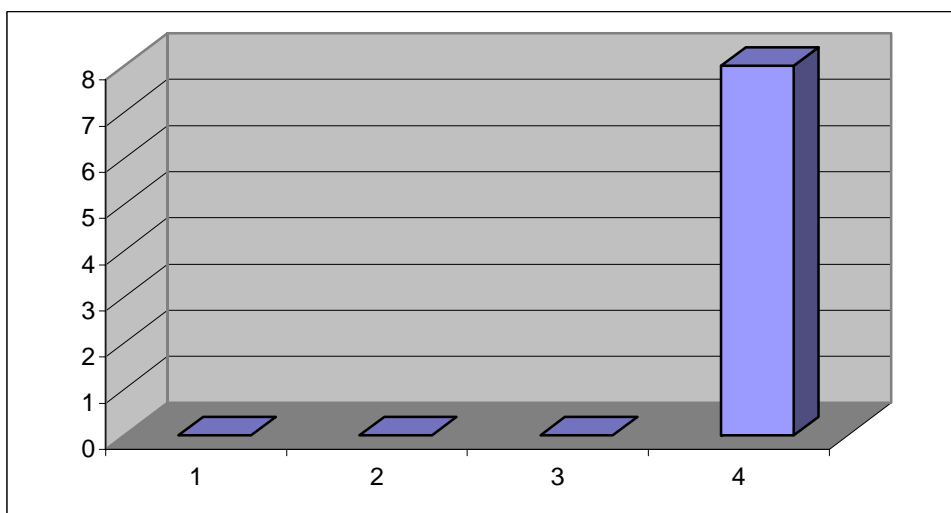
suitability of working venue



quality of overnight accommodation where appropriate



evidence of any special requirements of participants being taken account of



3.3 Teacher Trainings using Questionnaire *Evaluation Form - How Good is the Event?*

(Participants: 20 teacher trainers, 8 experts)

3.3.1 First Teacher Training



226388-CP-1-2005-DE-COMENIUS-C21

**1. Central Teacher Training
07.10. – 10.10.2007
Lithuania, Siaulia**

HOW GOOD WAS THE EVENT?

PERFORMANCE INDICATORS (4 = best)

General Part

			1	2	3	4
1	Quality of the trans-national element					
1.1	Input into the event by the project partners	<ul style="list-style-type: none"> ❖ extent to which each partner contributes to the event ❖ evidence of partners sharing roles and responsibilities during the event or as part of the overall project 			3 2	17 18
1.2	Link between the aims of the event and the overarching aims of the transnational project/funding programme	<ul style="list-style-type: none"> ❖ mutual understanding amongst partners about project and event rationale and the short-term/long-term objectives of the event and the project ❖ clear evidence in the event programme of synergy with the overarching transnational project and the relevant funding programme 			2 3	18 17
1.3	Development of positive attitudes towards Europe	<ul style="list-style-type: none"> ❖ opportunities for the development of positive attitudes towards Europe and transnational activities ❖ extent and quality of the intercultural dimension ❖ extent of the opportunity for participants to share relevant information about their own countries 			0 1 2	20 19 18

			1	2	3	4
2	Structure, content and delivery of the event					
2.1	Organization of the transnational event	<ul style="list-style-type: none"> ❖ evidence of clear planning ❖ realistic timescales ❖ appropriate selection of delegates 		1	2 3 2	18 17 17
2.2	Effectiveness of content and appropriate range and balance of activities	<ul style="list-style-type: none"> ❖ appropriate content, clearly related to the aims/objectives of the event ❖ relevant mixture of activities: e.g. icebreaking activities, information-giving sessions, active participation in workshops by participants etc. ❖ appropriateness of social programme 			3 3 2	17 17 18
2.3	Effectiveness of the delivery by trainers/workshop leaders etc.	<ul style="list-style-type: none"> ❖ trainers/leaders have the appropriate subject competence and knowledge ❖ trainers/leaders are good communicators, with the necessary language skills ❖ trainers/leaders have the appropriate didactic experience for delivering professional development 			4 3 4	16 17 16
2.4	Effectiveness of shared ownership of the event	<ul style="list-style-type: none"> ❖ evidence that the needs and expectations of participants have been taken into account ❖ evidence that participants have the opportunity to contribute their own expertise 			2 2	18 18
2.5	Effectiveness of the process of monitoring and evaluation	<ul style="list-style-type: none"> ❖ quality of the mechanism for evaluation, both short-term and long-term if appropriate, including post-event follow-up ❖ evidence of on-going assistance to participants, if appropriate 			1 2	19 18

			1	2	3	4
3	Materials, resources, equipment					
	Provision and suitability of materials, resources and equipment	<ul style="list-style-type: none"> ❖ evidence of appropriate prior information being issued to participants ❖ relevance and quality of materials issued during the event ❖ sufficiency, range and suitability of other resources, including, where appropriate, ICT ❖ provision of support and assistance for technology users ❖ extent to which technology and other resources are used effectively and innovatively 		2	4 2 2 3 3	16 16 18 17 17
4	Quality of the domestic arrangements					
	Quality and appropriateness of the domestic arrangements and the comfort factor	<ul style="list-style-type: none"> ❖ attention to practical details and catering arrangements ❖ suitability of working venue ❖ quality of overnight accommodation where appropriate ❖ evidence of any special requirements of participants being taken account of 			3 4 1 3	17 16 19 17

Feed back: Quality of modules and approach to the aims of the Teacher Trainings

			1	2	3	4
5	Quality of modules and activities					
5.1	<u>Household an Consumption</u> Quality and effectiveness of main activities and corresponding materials	<ul style="list-style-type: none"> ❖ Was interesting for me ❖ Is usable for my professional work 			1 2	19 18
5.2	<u>Enterprise and Production</u> Quality and effectiveness of main activities and corresponding materials	<ul style="list-style-type: none"> ❖ Was interesting for me ❖ Is usable for my professional work 			1 2	19 18
5.3	Discussion of Teaching Materials	<ul style="list-style-type: none"> ❖ Was interesting for me ❖ Is usable for my professional work 			2 3	18 17
5.4	Exchange of experiences in teaching economics in the various countries	<ul style="list-style-type: none"> ❖ Was interesting for me ❖ Is usable for my professional work 			2 3	18 17

			1	2	3	4
6	Aims of Teacher Training					
6.1	To get acquainted to each other as a group or team in order to prepare further communication and cooperation	❖ Aim was reached			1	19
6.2	To get knowledge about some parts of the pedagogical, social and economical life of the host country Lithuania and its landscape and people in order to follow the <i>European Idea</i> to know and understand each other and to become aware of the situation and problems in education and society.	❖ Aim was reached			2	18

3.3.2 Second Teacher Training



226388-CP-1-2005-DE-COMENIUS-C21

2. Central Teacher Training
27.04. – 01.05.2008
Soest, Germany

HOW GOOD WAS THE EVENT?

PERFORMANCE INDICATORS (4 = best)

General Part

			1	2	3	4
1	Quality of the trans-national element					
1.1	Input into the event by the project partners	<ul style="list-style-type: none"> ❖ extent to which each partner contributes to the event ❖ evidence of partners sharing roles and responsibilities during the event or as part of the overall project 			2 1	18 19
1.2	Link between the aims of the event and the overarching aims of the transnational project/funding programme	<ul style="list-style-type: none"> ❖ mutual understanding amongst partners about project and event rationale and the short-term/long-term objectives of the event and the project ❖ clear evidence in the event programme of synergy with the overarching transnational project and the relevant funding programme 			1 2	19 18
1.3	Development of positive attitudes towards Europe	<ul style="list-style-type: none"> ❖ opportunities for the development of positive attitudes towards Europe and transnational activities ❖ extent and quality of the intercultural dimension ❖ extent of the opportunity for participants to share relevant information about their own countries 			0 2 2	20 18 18

			1	2	3	4
2	Structure, content and delivery of the event					
2.1	Organization of the transnational event	<ul style="list-style-type: none"> ❖ evidence of clear planning ❖ realistic timescales ❖ appropriate selection of delegates 			2 4 2	18 16 18
2.2	Effectiveness of content and appropriate range and balance of activities	<ul style="list-style-type: none"> ❖ appropriate content, clearly related to the aims/objectives of the event ❖ relevant mixture of activities: eg. ice-breaking activities, information-giving sessions, active participation in workshops by participants etc. ❖ appropriateness of social programme 			2 4 4	18 16 16
2.3	Effectiveness of the delivery by trainers/workshop leaders etc.	<ul style="list-style-type: none"> ❖ trainers/leaders have the appropriate subject competence and knowledge ❖ trainers/leaders are good communicators, with the necessary language skills ❖ trainers/leaders have the appropriate didactic experience for delivering professional development 			2 2 2	18 18 18
2.4	Effectiveness of shared ownership of the event	<ul style="list-style-type: none"> ❖ evidence that the needs and expectations of participants have been taken into account ❖ evidence that participants have the opportunity to contribute their own expertise 			4 2	16 18
2.5	Effectiveness of the process of monitoring and evaluation	<ul style="list-style-type: none"> ❖ quality of the mechanism for evaluation, both short-term and long-term if appropriate, including post-event follow-up ❖ evidence of on-going assistance to participants, if appropriate 			2 2	18 18

			1	2	3	4
3	Materials, resources, equipment					
	Provision and suitability of materials, resources and equipment	<ul style="list-style-type: none"> ❖ evidence of appropriate prior information being issued to participants ❖ relevance and quality of materials issued during the event ❖ sufficiency, range and suitability of other resources, including, where appropriate, ICT ❖ provision of support and assistance for technology users ❖ extent to which technology and other resources are used effectively and innovatively 			4	16
					2	18
					2	18
					2	18
					4	16
4	Quality of the domestic arrangements					
	Quality and appropriateness of the domestic arrangements and the comfort factor	<ul style="list-style-type: none"> ❖ attention to practical details and catering arrangements ❖ suitability of working venue ❖ quality of overnight accommodation where appropriate ❖ evidence of any special requirements of participants being taken account of 			4	16
					2	18
					2	18
					4	16

Feed back: Quality of modules and approach to the aims of the Teacher Trainings

			1	2	3	4
5	Quality of modules and activities					
5.1	<u>Household an Consumption</u> Quality and effectiveness of main activities and corresponding materials	<ul style="list-style-type: none"> ❖ Was interesting for me ❖ Is usable for my professional work 			2 4	18 16
5.2	<u>Enterprise and Production</u> Quality and effectiveness of main activities and corresponding materials	<ul style="list-style-type: none"> ❖ Was interesting for me ❖ Is usable for my professional work 			0 2	20 18
5.3	Discussion of Teaching Materials	<ul style="list-style-type: none"> ❖ Was interesting for me ❖ Is usable for my professional work 			2 4	18 16
5.4	Exchange of experiences in teaching economics in the various countries	<ul style="list-style-type: none"> ❖ Was interesting for me ❖ Is usable for my professional work 			2 4	18 16

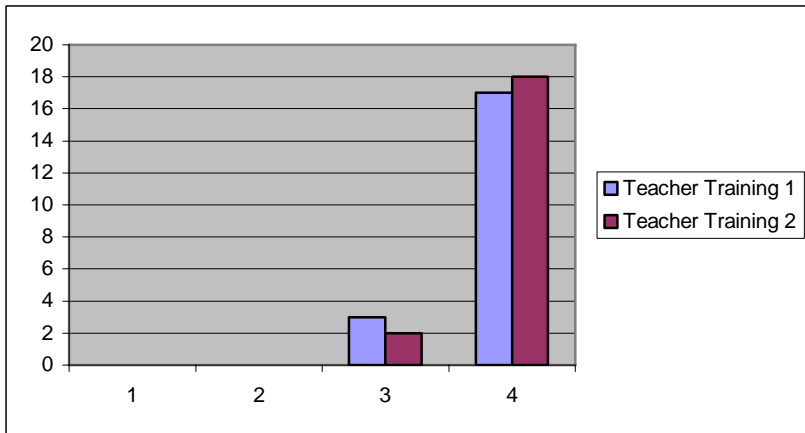
			1	2	3	4
6	Aims of Teacher Training					
6.1	To get acquainted to each other as a group or team in order to prepare further communication and cooperation	❖ Aim was reached			2	18
6.2	To get knowledge about some parts of the pedagogical, social and economical life of the host country Lithuania and its landscape and people in order to follow the <i>European Idea</i> to know and understand each other and to become aware of the situation and problems in education and society.	❖ Aim was reached			4	16

3.4 Analysis of the single items of questionnaire (over all Teacher Trainings) with graphs

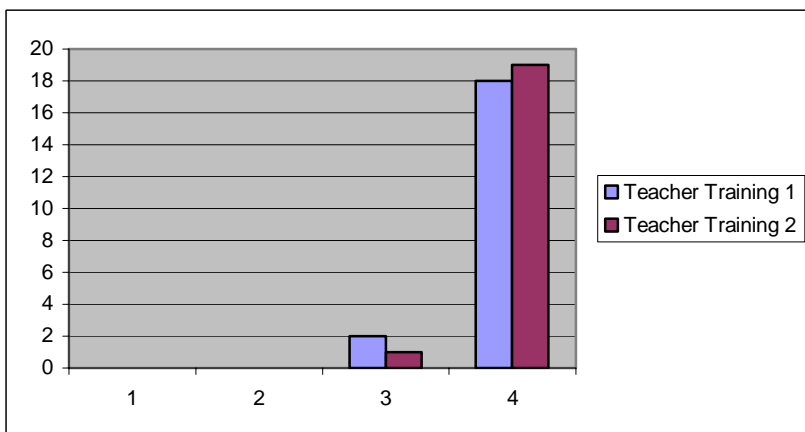
1 Quality of the transnational element

1.1 Input into the event by the project partners

extent to which each partner contributes to the even

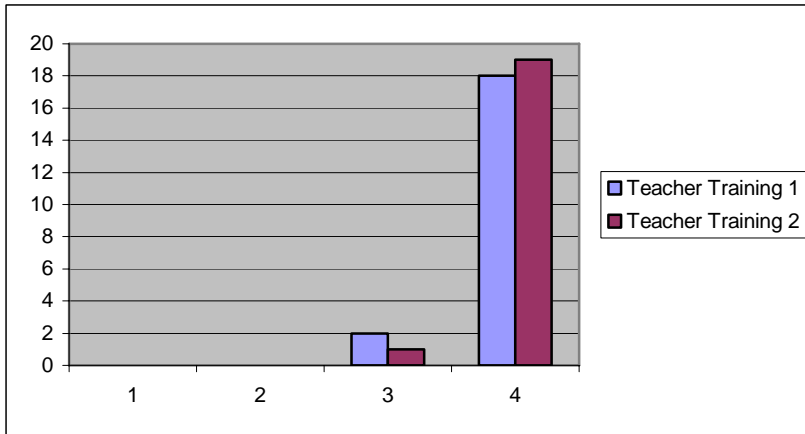


evidence of partners sharing roles and responsibilities during the event or as part of the overall project

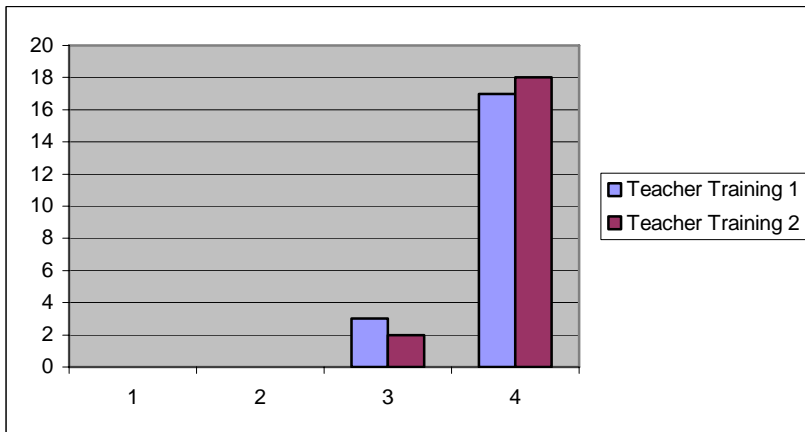


1.2 Link between the aims of the event and the overarching aims of the transnational project/funding programme

mutual understanding amongst partners about project and event rationale and the short-term/long-term objectives of the event and the project

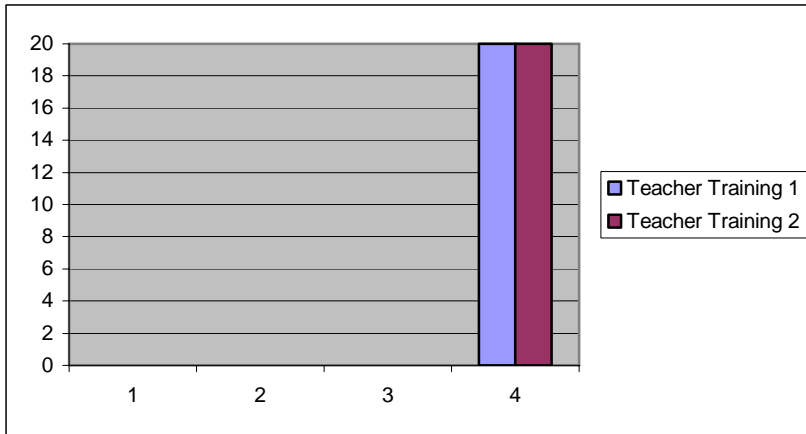


clear evidence in the event programme of synergy with the overarching transnational project and the relevant funding programme

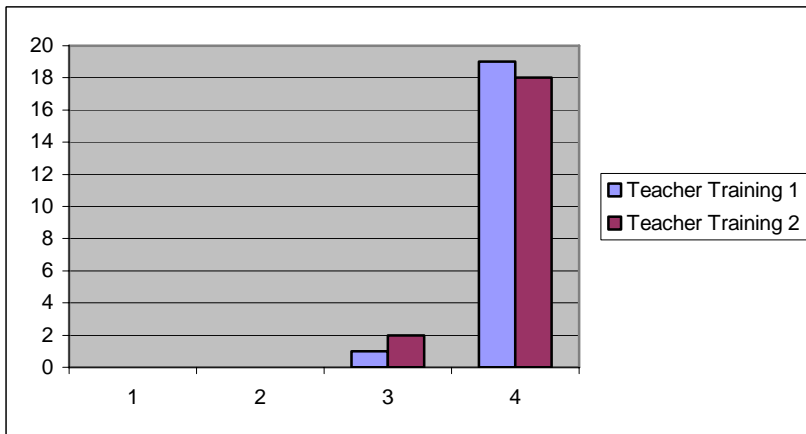


1.3 Development of positive attitudes towards Europe

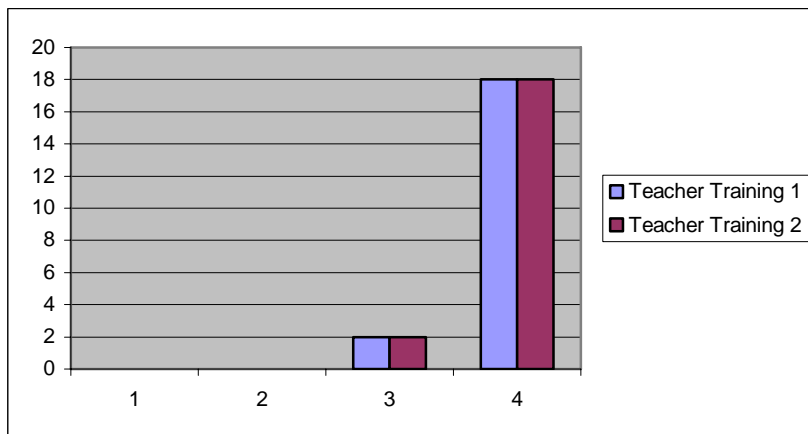
opportunities for the development of positive attitudes towards Europe and transnational activities



extent and quality of the intercultural dimension



extent of the opportunity for participants to share relevant information about their own

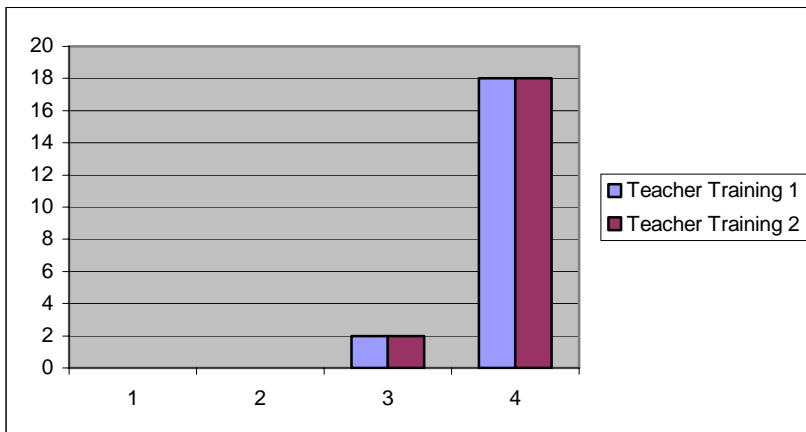


countries

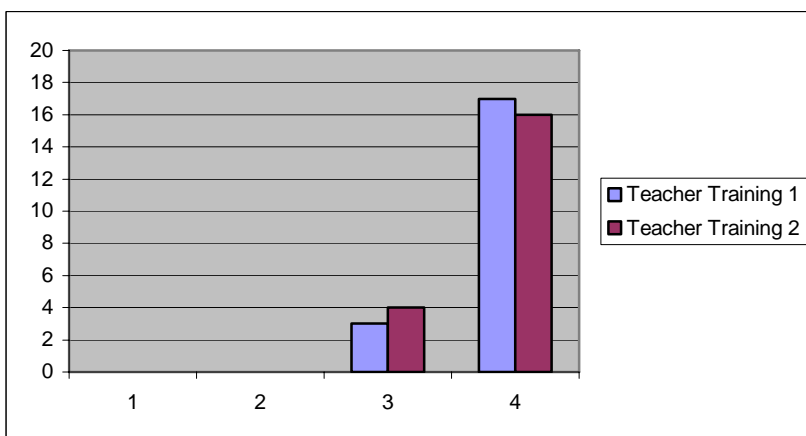
2 Structure, content and delivery of the event

2.1 Organization of the transnational event

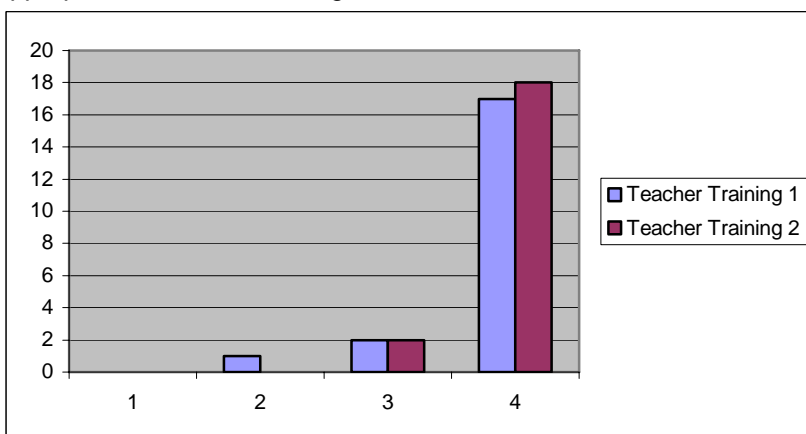
evidence of clear planning



realistic timescales

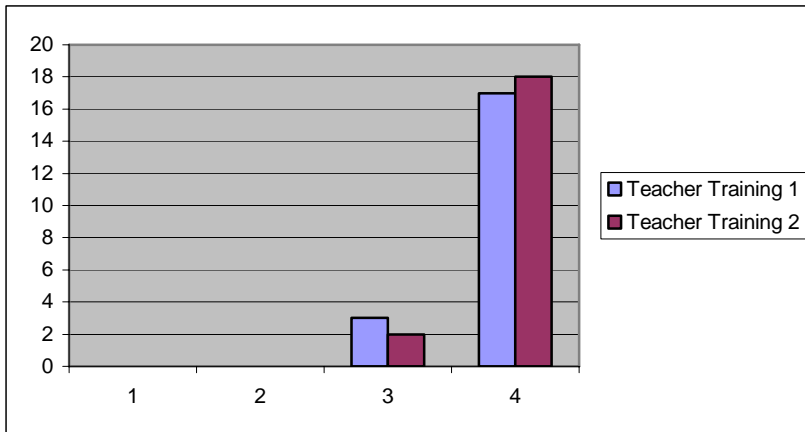


appropriate selection of delegates

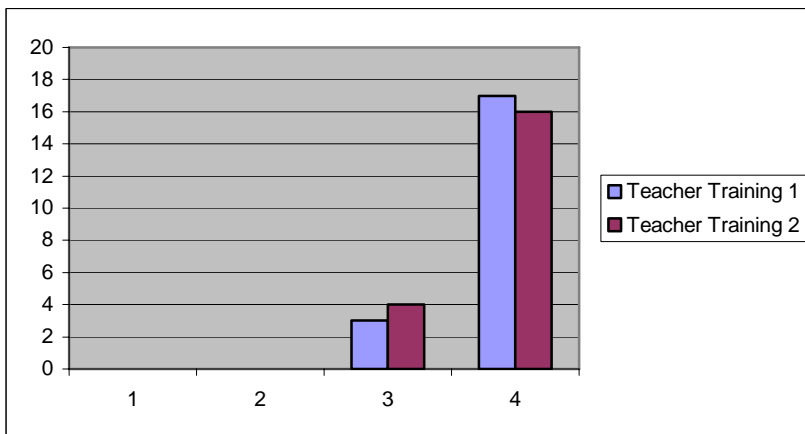


2.2 Effectiveness of content and appropriate range and balance of activities

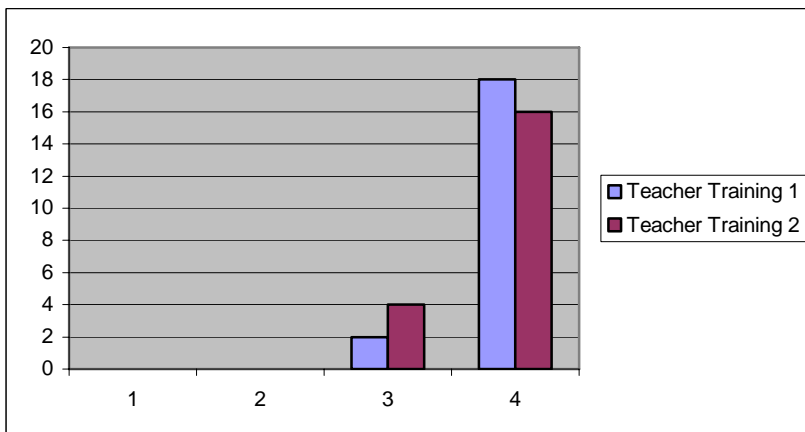
appropriate content, clearly related to the aims/objectives of the event



relevant mixture of activities: eg. ice-breaking activities, information-giving sessions, active participation in workshops by participants etc

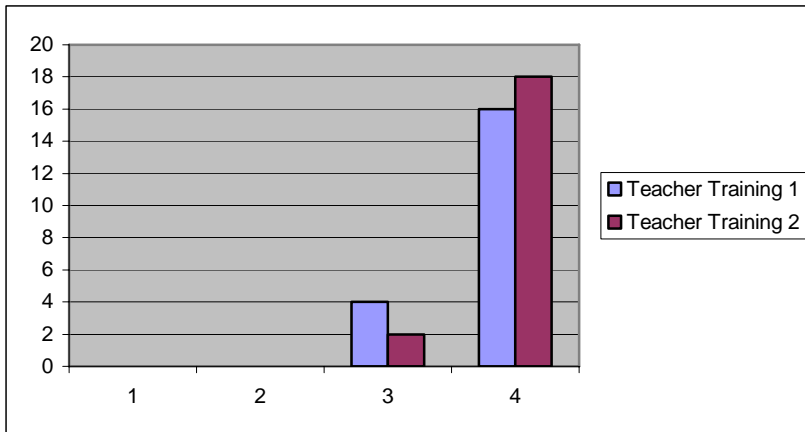


appropriateness of social programme

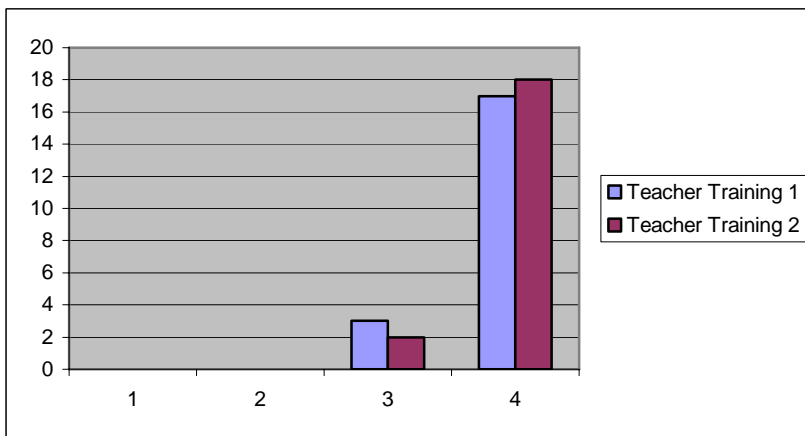


2.3 Effectiveness of the delivery by trainers/workshop leaders etc.

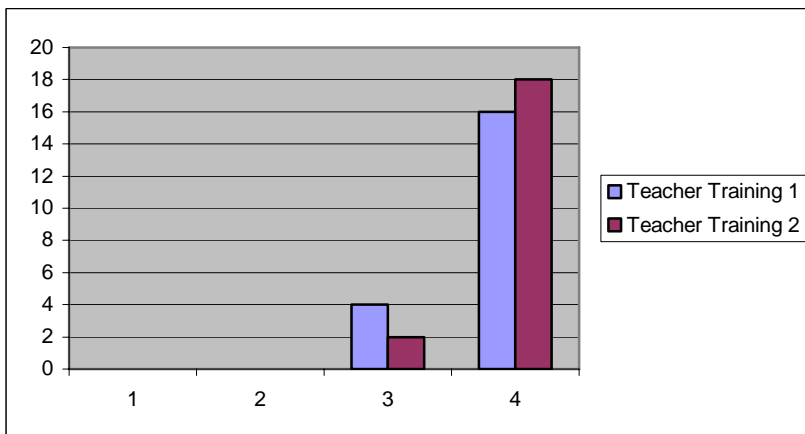
trainers/leaders have the appropriate subject competence and knowledge



trainers/leaders are good communicators, with the necessary language skills

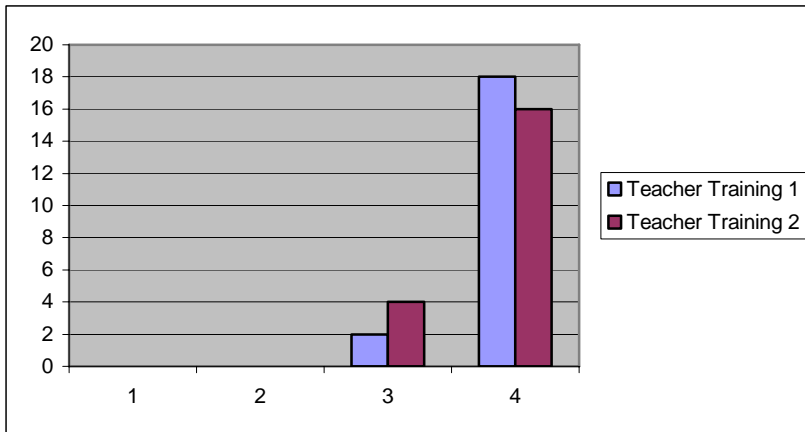


trainers/leaders have the appropriate didactic experience for delivering professional development

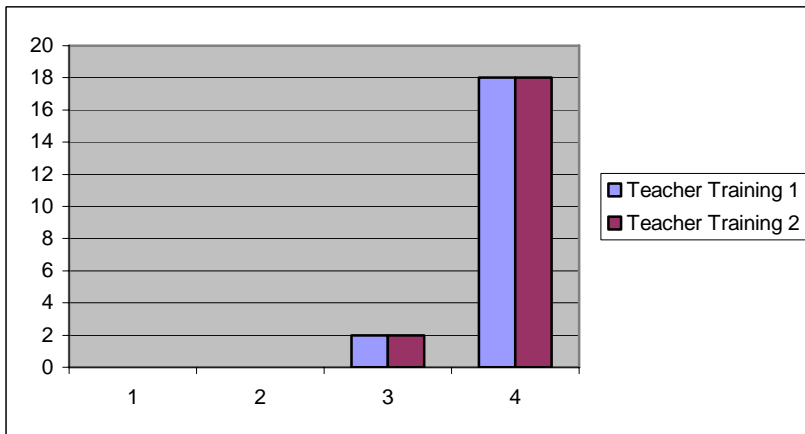


2.4 Effectiveness of shared ownership of the event

evidence that the needs and expectations of participants have been taken into account

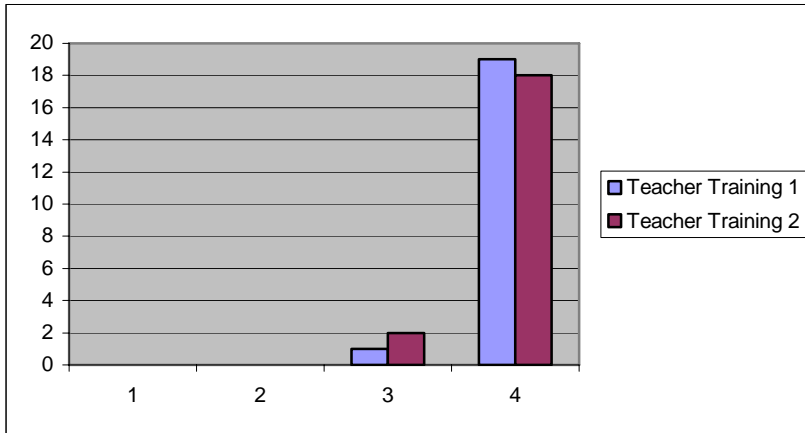


evidence that participants have the opportunity to contribute their own expertise

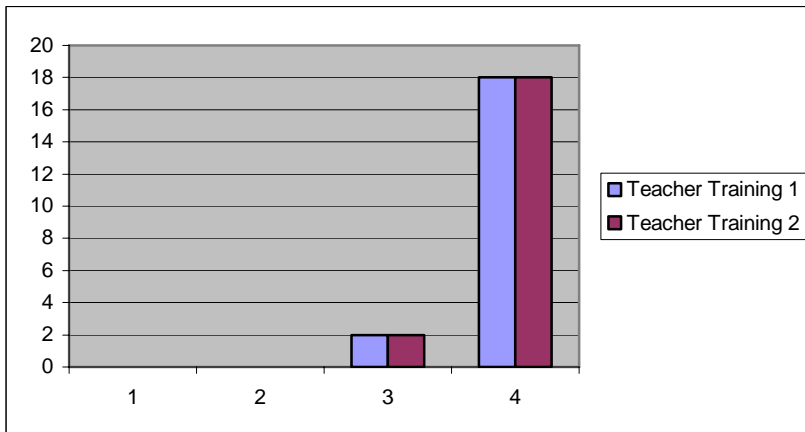


2.5 Effectiveness of the process of monitoring and evaluation

quality of the mechanism for evaluation, both short-term and long-term if appropriate, including post-event follow-up



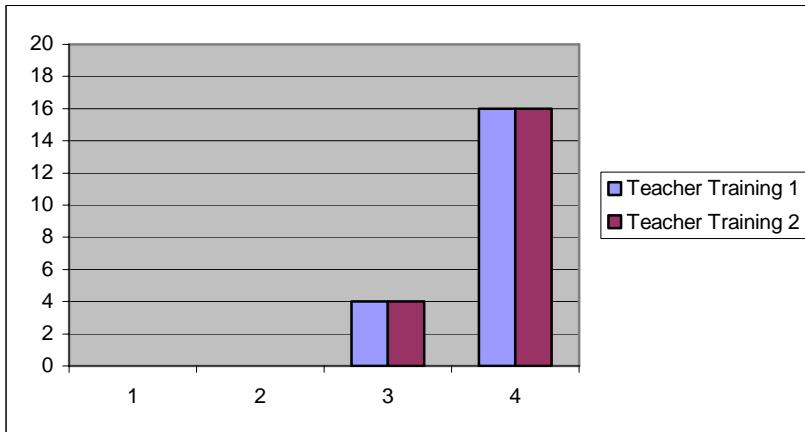
evidence of on-going assistance to participants, if appropriate



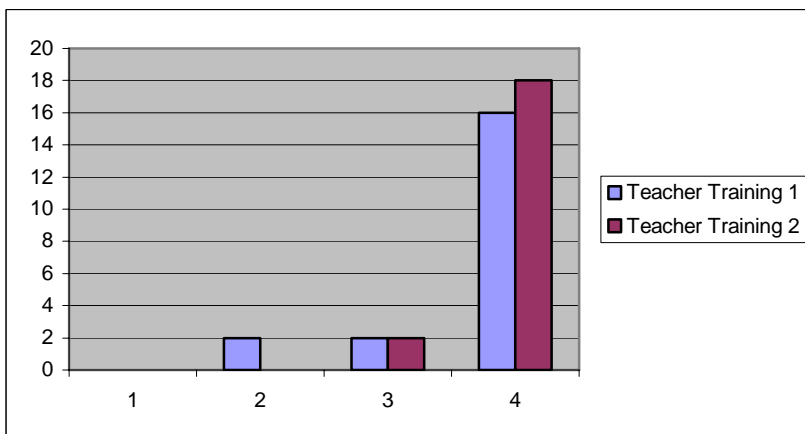
3 Materials, resources, equipment

Provision and suitability of materials, resources and equipment

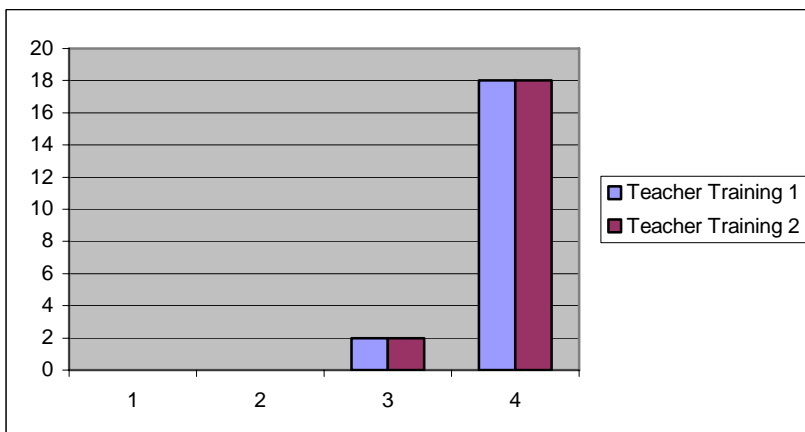
evidence of appropriate prior information being issued to participants



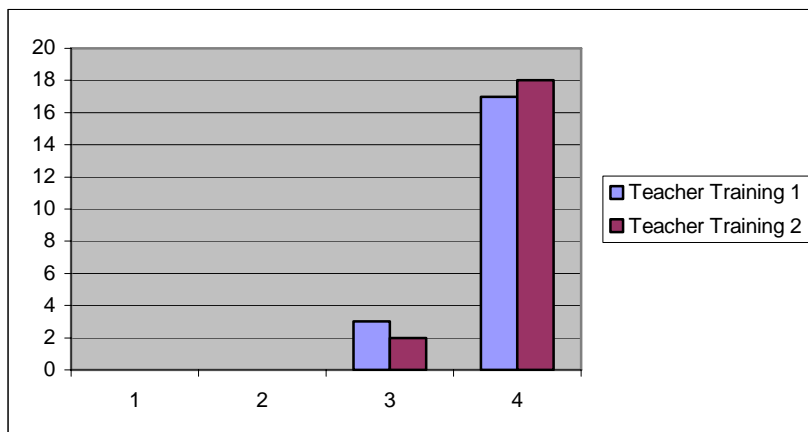
relevance and quality of materials issued during the event



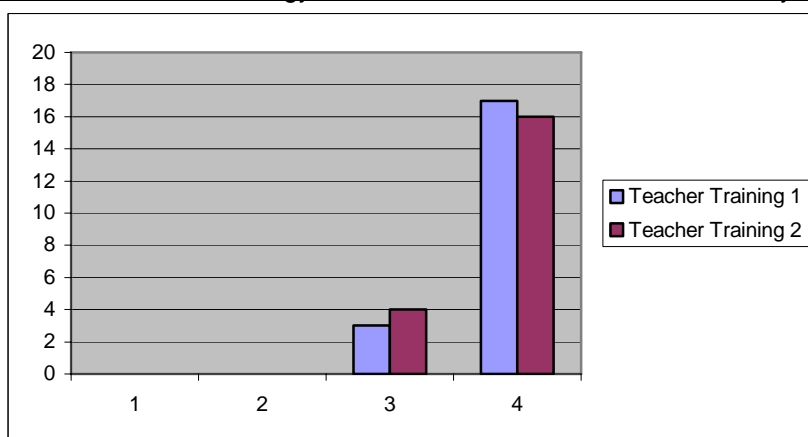
sufficiency, range and suitability of other resources, including, where appropriate, ICT



provision of support and assistance for technology users



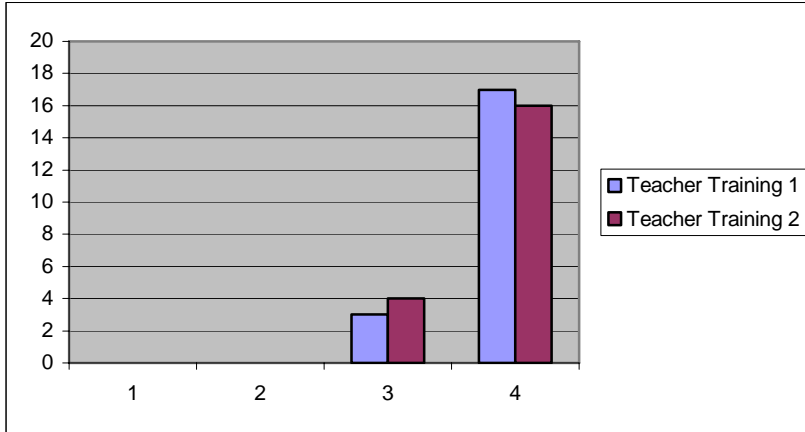
extent to which technology and other resources are used effectively and innovatively



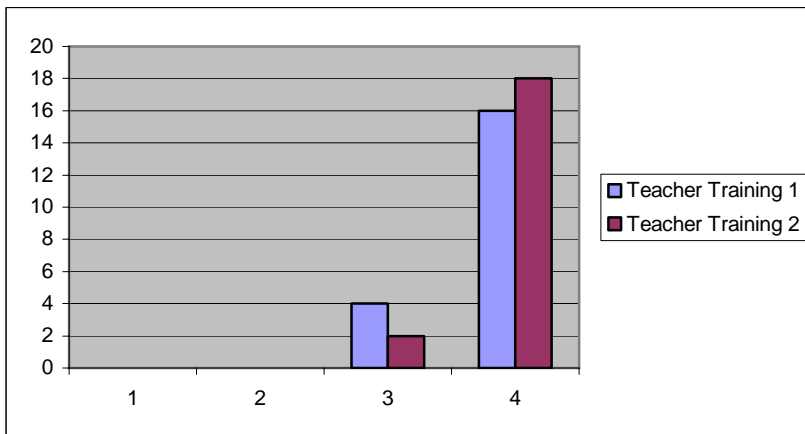
4 Quality of the domestic arrangements

Quality and appropriateness of the domestic arrangements and the comfort factor

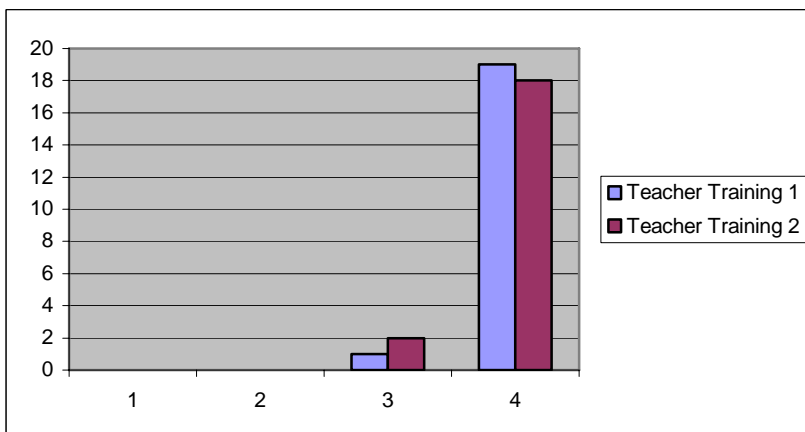
attention to practical details and catering arrangements



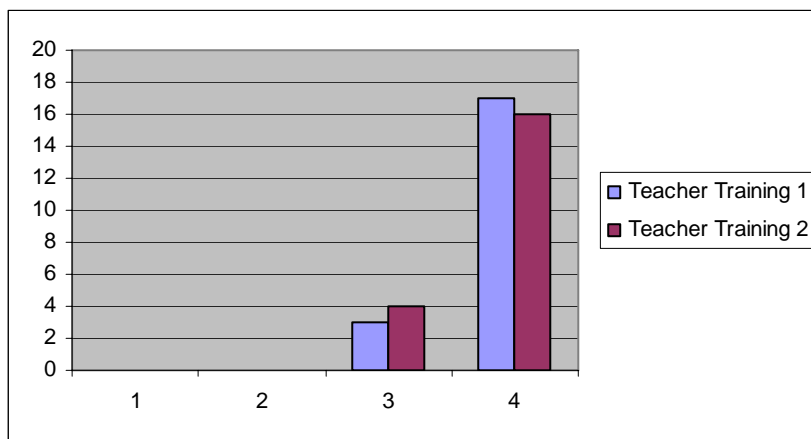
suitability of working venue



quality of overnight accommodation where appropriate



evidence of any special requirements of participants being taken account of

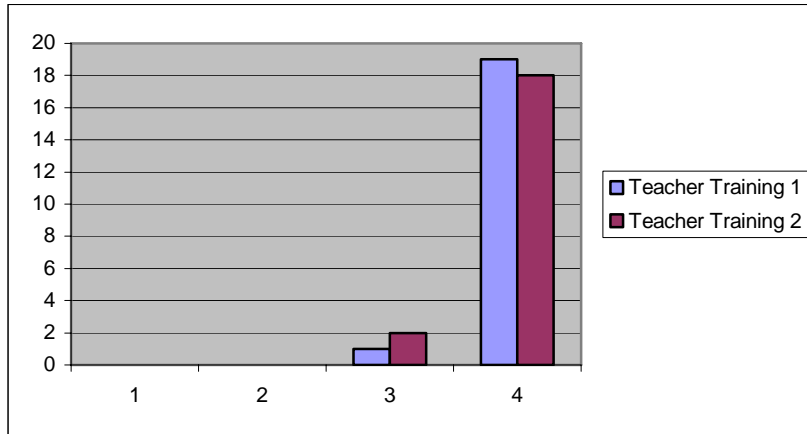


3.5 Feed back: Quality of modules and approach to the aims of the Teacher Trainings (comparison)

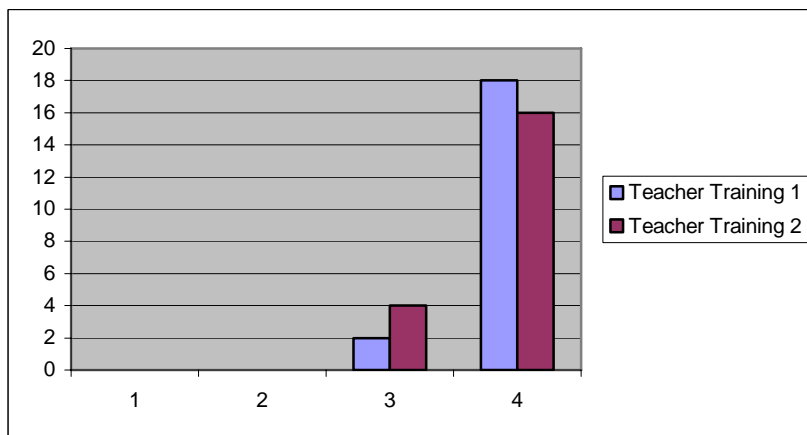
5 Quality of modules and activities

5.1 Household an Consumption
Quality and effectiveness of main activities and corresponding material

Was interesting for me



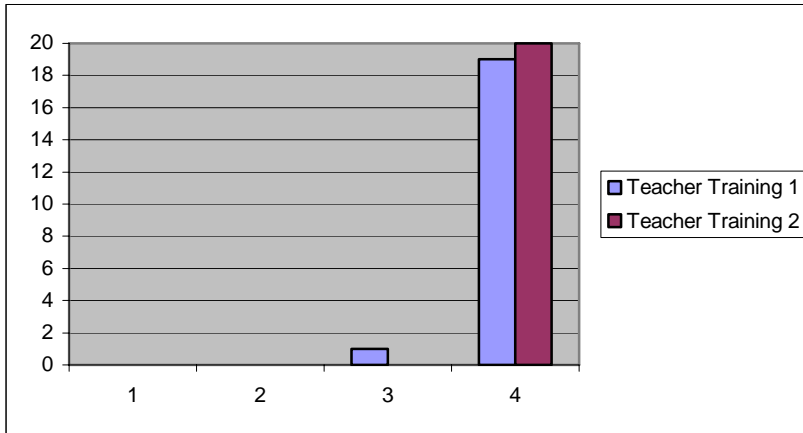
Is usable for my professional work



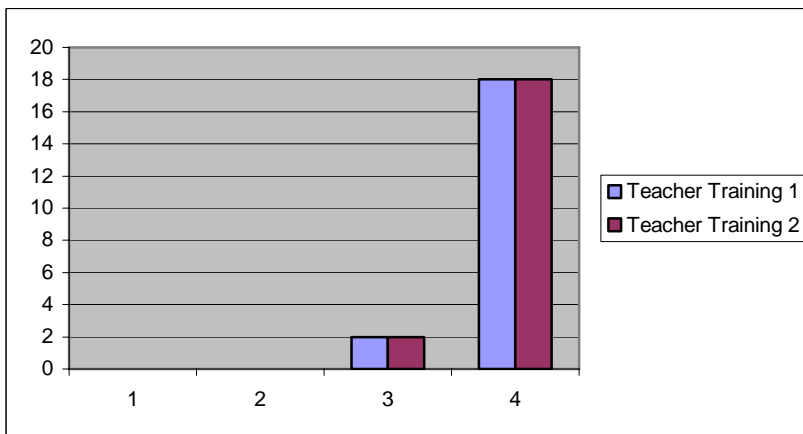
5.2 Enterprise and Production

Quality and effectiveness of main activities and corresponding materials

Was interesting for me

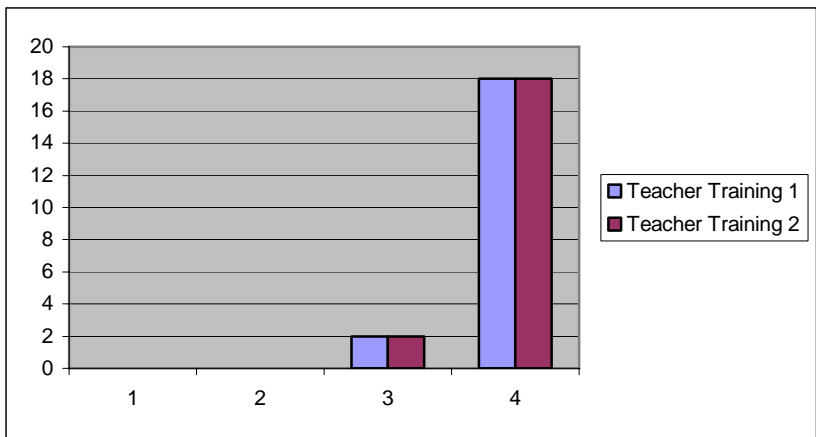


Is usable for my professional work

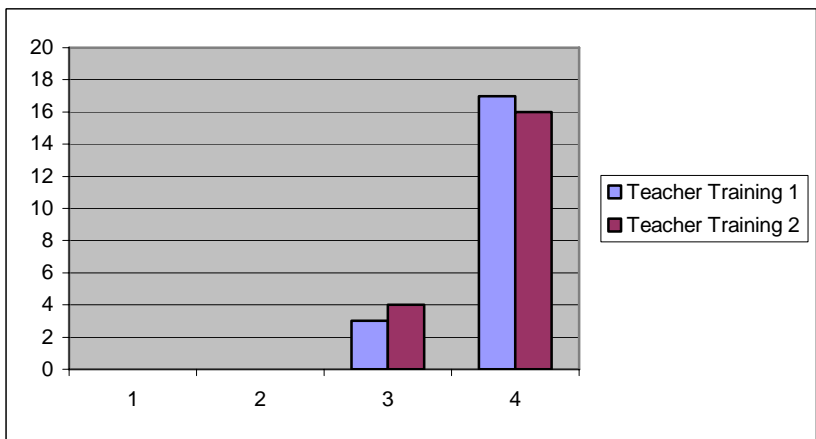


5.3 Discussion of Teaching Materials

Was interesting for me

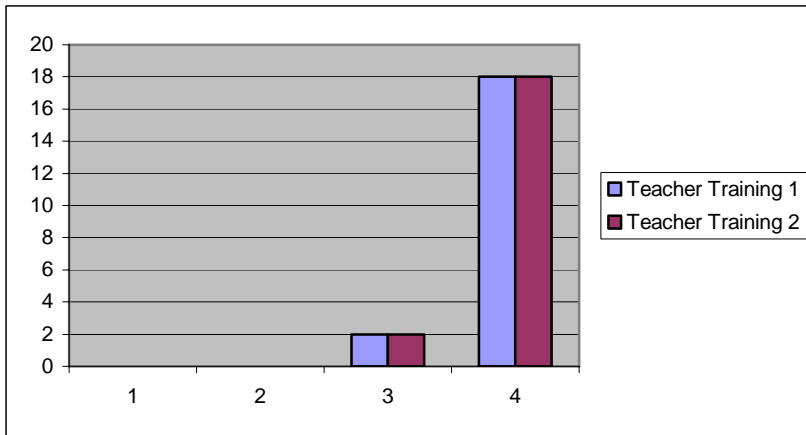


Is usable for my professional work

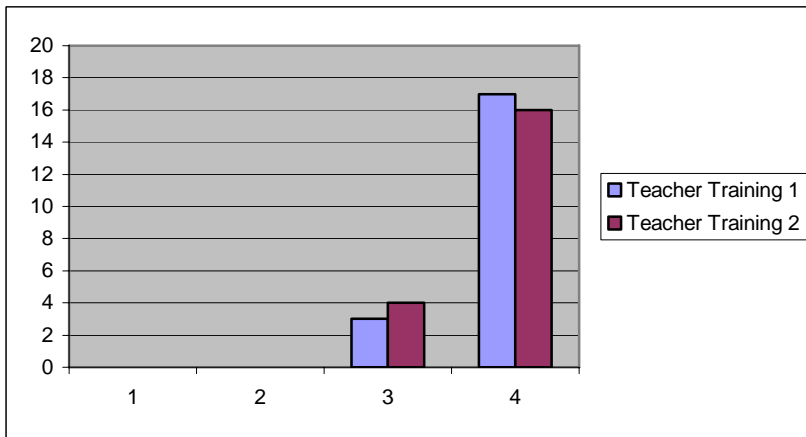


5.4 Exchange of experiences in teaching economics in the various countries

Was interesting for me



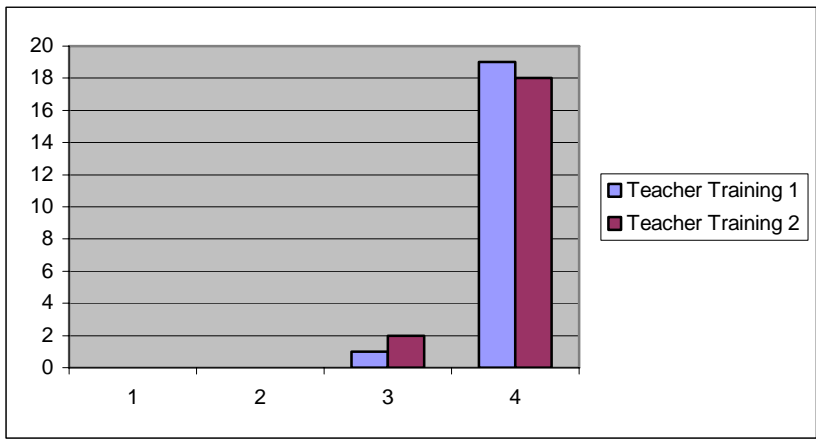
Is usable for my professional work



6 Aims of Teacher Training

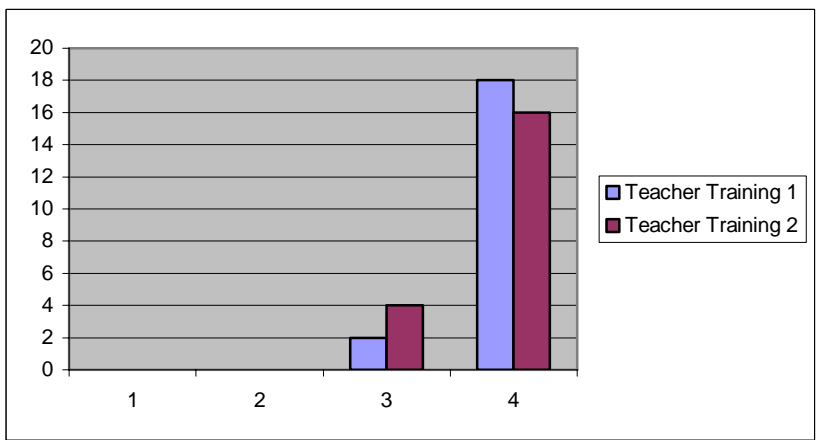
6.1 To get acquainted to each other as a group or team in order to prepare further communication and cooperation

Aim was reached



6.2 To get knowledge about some parts of the pedagogical, social and economical life of the host country Lithuania and its landscape and people in order to follow the *European Idea* to know and understand each other and to become aware of the situation and problems in education and society.

Aim was reached



3.6 Prospective part (flash light)

ECOLAB has some more or less ambitious aims:

- Internet communication between the participants of T.T. to use the results (especially the modules) of ECOLAB in practical work, exchange of experiences
- Network of schools, students and teachers of all 4 involved countries
- Direct meetings

Teacher Training 1, Lithuania	Teacher Training 2, Germany
Do you think those are good ideas?	
<p>Internet only interesting when it is organized as continuous blended learning. Yes. Especially direct meetings. Yes. The ideas are good. The ideas are very important.</p>	<p>Yes. Over all. Yes. Definitely. Yes. All the countries are doing a cooperative work, they are being interacted by each other, and that kind of atmosphere, the exchange of the experiences are good ideas</p>
How do you see chances for realization?	
<p>Hope so. Chances are good. It depends on the resources. If teachers keep in touch. It takes time.</p>	<p>If we are motivated I will see no problems It depends on the condition of the countries. Most can be realized. Great chance because of the good organization I think it can be realized with a systematic work. With internet communication the chances are very high Direct meetings are the best way, but not easy to realize. Networks of schools, I think, are the best chance to realize. Continuous meetings homogenised workgroups</p>
Which conditions do we need?	
<p>Continuous meetings build homogenised workgroups We need more teacher trainings We need follow-up projects. Support at the national level</p>	<p>more time, more money more national support language synchronization further communication by email We need more teamwork better language knowledge of students/teachers new projects</p>

4. Summary (with interpretations by the project coordinator)

4.1 quantitative research using a questionnaire

After the opinion of all partners the questionnaire *How Good was the event* (out of the *Survival Kit* published by the commission) contains all factors important to an international seminar and is a good evaluation tool. It was therefore used during all seminars (Expert meetings and Teacher trainings) to check possible developments in positive and negative ways.

But it already gets clear at the first glance, that the judgements almost lie exclusively in the very positive area (category 4 as the best classification), see particularly the diagrams p. 16 pp. and p. 42 pp. Just a few variables appear during the complete course.

The responsible groups of experts accepted gladly the research results as an approval of their project management and did not see any reason for changes in aims and organisation of the seminars. This part of evaluation was more a confirmation than a cause for correction or change. Further more the quantified result correlated completely with the subjective judgments as they were expressed in informal conversations and discussions. The formal results were congruent with the subjective impressions. It was the case in both, the expert seminars (four) and the two teacher trainings.

4.2 qualitative researches to the assessment of the teacher seminars and the modules

Two seminars took place, each three days plus travel times. The experts presented the two modules *Household and consumption* and *Enterprise and production* which were completely ready in the time of the teacher seminars. The other two modules were presented as outlines.

In order to assess both the seminars and the modules, the above mentioned (4.1) questionnaire was adapted and evaluated (see p. 54 pp.) The results were also positive, even if not so good as the above mentioned (4.1) and concern all items, the modules in total, the teaching material, usability and attractiveness, teacher trainings, here especially target achievement and group atmosphere.

To draw a more complete picture, the author of these lines would like to bring his personal perceptions as well as the contents of individual conversations and discussions in the group of experts into the play. But it should be clear that the following statements are more or less subjective, even if confirmed by the opinions of the experts and other involved persons.

Modules

Theory part: asked persons and interlocutors say that the theory is represented adequately in content and degree of abstraction. Theory is needed but not very attractive. It is indispensable but more or less a necessary evil.

Teaching material

Teaching material was judged as more interesting. It is nearer to the professional practice in school, university and teacher training. This became evidence in all seminars (expert meetings and teacher trainings). One saw with interest, how was taught somewhere else, discovered differences and things in common and also recognized the differences in *the educational background* (economical and social situation, traditions, teaching styles etc.). The material contains a lot of good ideas and suggestions but only parts of it are useful for the own practice. That is a general impression but there was one exception: the second teacher training in Soest, Germany. All participants were very interested in the active learning strategies (including use of ICT techniques) presented by the German partners (see website under *Events*). That way of learning by doing would be a good orientation in order to enforce the own pedagogical practice.

Teacher training

As already briefly mentioned, the judgement by questionnaires was positive. Also in this context the author of these lines would like to add his personal perceptions, complemented by the opinion of other involved persons.

To say it a little euphorically in one sentence: the two teacher trainings were the real highlights of the project. The atmosphere was excellent and the communication really cooperative. Work and cooperation were characterized by interest for the content and for the personalities of the other ones. This became especially evidence in the second seminar in which the human relations were intensified. All participants regarded the common work as very efficient. Motivations were enforced and people got a lot of ideas and impulses to change the practice of one's own (see next paragraph) and to disseminate the results of ECOLAB in the own country in various ways (see table 3.5.1).

Impacts

In the final discussion the participants were asked how they judge the general aims of ECOLAB, the realization chances of certain elements and the necessary conditions for the realization (p. p. 59). In general the judgments were positive. Thanks to the materials, which are mostly good usable, but especially thanks to the seminars the participants got a professional enforcement and were encouraged to disseminate und implementate the results of ECOLAB in their countries. (This is also covered by the variety of many different acts of dissemination. But some problems were evident. Everyone would wish more cooperation in networks, in further seminars and in homogeneous working groups etc. However, there is a lack of time, money and national support.

Once again the personal perception of the author:

It is a fact that until now the aim of ECOLAB to establish networks between teachers, schools, universities and lecturers is not yet reached. One real network exists, that between the three involved universities. They have similar problems to establish an economical and work world related education in their system, which is still very traditional. The three universities are in regular contact, exchange ideas and experiences. They already had a meeting (in Isparta) and plan further common actions (not financed by ECOLAB but by own sources).

The situation is another regarding the teacher trainers. Some have good contact to each other and communicate by mail and exchange their practical experiences (e.g. concerning the *globalisation* topic). But that is not a real network. The expert group tried its best to establish real networks. People show good will. But the result is not sufficient. The assumption is (confirmed by several statements) that the loads of everyday work in the education institutes (reform pressure, overload, lack of time etc.) prevents that the good will leads to the deed.

There is a hope, that the still existing plan to organize further teacher trainings (Comenius 2.2.c), after end of ECOLAB and under the participation of the project groups, leads to more sustainable network cooperation.