

# Final Evaluation

**Evaluation** seeks to analyze the development of the project and its activities, to detect mismatches, to introduce corrective measures and ensuring the achievement of the objectives set for the project.

# Final Evaluation

Evaluation will be reported at five levels:

1. **Evaluation of meetings** and activities, with a report after each meeting to evaluate the development of the program and activities, based on surveys filled by ALL participants.

Content of these reports will be open to participants and will allow to make the appropriate corrective measures.

2. **Evaluation of project's objectives**, based on analysis of quality level for project development.

Quality level's indicators will be evaluated by:

- Observation.
- Analysis of impressions and opinions written by staff/students.
- Discussion among coordinators during each meeting.
- The resulting report will collect progress in the achievement of the objectives and the necessary corrective measures to improve the project.



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3. **Interim and final report**, according the official forms from each national agency.
4. The plans, projects and work done by trainees, will be integrated into their regular educational programmes and training and will therefore be also evaluated by the **school's evaluation system**. The final evaluation of the project will take place at FPC (Final Project Conference) and with every partner's final report.
5. The impact of the project or its contribution to the attractiveness and quality of VET will be evaluated by **long-term observation** of statistical and quality information, priorities and changes: number of trainees starting VET in the partner institutions, widespread good practices, changes in curricula, etc.

# Final Evaluation

## Evaluation of meetings

After each meeting (before leaving), all participants (students, teachers, coordinators) will fill a **survey**.

The survey contained questions about:

- Meeting conditions: organization of the stay, miniprojects quality, presentations, visits, cultural activities, sharing with others, etc. (what was wrong and how to improve).
- Achieve of project objectives: English competence, European citizenship, mutual learning and working.

Surveys will be filled before the end of each meeting, and some weeks after meetings the host partner will receive results of survey filled by participants.

The host partner will be responsible to make an **Evaluation Report of Meeting**, pointing out achievements and which aspects need improvement.



# Final Evaluation

## Evaluation of meetings:

Surveys and conclusive reports from all different partners can be found on Dropbox here:

Belgium: [https://www.dropbox.com/sh/nfr9vggnxcwmjkx/AACakUgNF\\_2RLcWfo1G7rWM1a?dl=0](https://www.dropbox.com/sh/nfr9vggnxcwmjkx/AACakUgNF_2RLcWfo1G7rWM1a?dl=0)

Turkey: <https://www.dropbox.com/sh/vpvt1keooujqoy/AABK-UPpIVI6QeAsQjq47CHpa?dl=0>

Poland: <https://www.dropbox.com/sh/909yvfl8p1tbjkh/AABWlfQ-Ubu9sX0jvNtYuh5Ea?dl=0>

Spain: <https://www.dropbox.com/sh/y4pf1u5w1r7u7q4/AAA3BWYQzT9Yg2J56xATlh5qa?dl=0>



# Analysis of the Objectives

# Objectives of the Partnership

- Mutual learning and working of trainees and trainers.
- Harmonization of the curricula of the Electrics and Electronics courses.
- Exchange of experiences and good practices.
- Improvement of (technical) English language competence.
- Promoting/encouraging intercultural dialogue and strengthening European citizenship.



## Mutual learning and working of trainees and trainers.

During each meeting the students had the task to work, every day, on mini projects. The goal of these projects is to give them a challenge in the field of electricity and or electronics.

A technical task where they had to work together in mixed (nationality's) groups. The objectives were to let them learn new things in a totally different environment as normally and in a multicultural group. By doing this they had to communicate in English, also one of the objectives. (Improving their technical English). During each meeting Belgium, Poland, Turkey and Spain the students finished the mini projects successfully.



## Mutual learning and working of trainees and trainers.

During the meetings and mini projects some **working points** did rise.

- **Screening of the students level of knowledge**

Because the level of each student is different and also the level of teaching is different in each country it was not easy providing the students with a challenge according to there level.

- *Adaptive measure*

We solved this issue by setting up tasks with different levels of difficulty it was possible to place students in a group that had the right level for them. The technical teachers made this assessment because they know best what capacities the students have.

Also all tasks difficulty level was adaptive. If the local teachers noticed that the assignment was to easy they could make it more difficult at that moment and visa versa.

## Mutual learning and working of trainees and trainers.

- **Language problems**

Despite previous agreements some students and teachers English skills were insufficient. This made it difficult to interact. Especially during local meetings.

- *Adaptive measure*

Teachers who could not speak English at all did have no added value.

Because of the multicultural mix of students there were always students who spoke the language of each other and translated.

Students adapted surprisingly very well during following meetings and improved their English very good.



## Mutual learning and working of trainees and trainers.

- **Difference in school materials and accommodation**

Not all schools could provide the same level of didactic materials and infrastructure.

- *Adaptive measure*

None, we have to accept that not all schools are the same. Some schools get more fundings then others.

So we worked with the means we had and made the best out of it.



## Harmonization of the curricula of the Electrics and Electronics courses.

During each meeting the host school introduced the curricula use for their electrics and or electronics department. One partner collected the data of all meetings and made a comparative report regarding the different curricula. For this result see the final report section curricula.



## Exchange of experiences and good practices.

During each meeting the host school made a presentation of their good practices. A presentation where they explain **what positive projects they have running in school**. How and why they started these project and what the final positive outcome was. We found out that there where common issues we could find in all schools. By hearing how other partners worked on this issues we have learned a lot of eachother. One partner collected the data of all meetings and made a comparative report regarding the different good practices. For this result see the final report section good practices.



## Improvement of (technical) English language competence.

By working together on a technical level, spending time together in cultural and social activities and spending together during company visits plus the time everybody spent together after the official program, **all participants continuously had to speak English** with each other. This undeniably made that the English of all participants improved during these weeks of meetings.

At first there were worries that students would stay all the time among their classmates but they mixed and made friends very quickly. So communication was in English.

Despite previous agreements some students and teachers' English skills were insufficient. This made it difficult to interact. Especially during local meetings. For adaptive measures see section "language problems",



## Promoting/encouraging intercultural dialogue and strengthening European citizenship.

During each meeting the organizing partner provided **several cultural visits**. The main objective was to learn the participants about the host country.

Cultural visits varied from points of interest in the city's, historical places and interesting places that are representative for the host country.

Beside the cultural visits each county organised **compagny visits** to provide a general idea how electricians work, how technicians like themselves could fulfil their future.

Each partner also provided a **cultural dinner** where typical food of the resident country was served.

All these visits and interactions contributed to get a general idea about the visiting country, getting information of the country, learning about the past and the present, getting to know how the people are like and most of all how to **communicate** and **interact** with them.



## Promoting/encouraging intercultural dialogue and strengthening European citizenship.

Getting mutual **respect and understand each others point of view** where the main focus. We are sure that this objective is achieved. Seeing how teachers and students get along, how they adapted to a new environment and atmosphere, still keeping contact on a regular base, respecting each others customs and countries. The enthusiasm of all participants is great !





# Final Evaluation

## Conclusions:

### Students:

All students without any exceptions had unforgettable experiences. Most of the students, because of their cultural or economical background, did never had the chance to go abroad. ETIE has given them a chance not only to experience a technical learning opportunity in other European countries but also to enrich their lives with language, social and cultural skills.

### Teachers:

All participating teachers or administrative staff were given the opportunity to learn from each other during the different meetings. They learn about teaching methods, school systems curricula and examples of good practice.

### Coordinators:

The four coordinators did learn from each others organizational skills and previous experiences in European projects.



# Final Evaluation

## Conclusion:

In previous projects we had similar issues as in this project. Efforts were made to prevent these all partners need to work on these issues.

### Screening of students:

Language and technical skills are the very basic skills that students must have. These agreements were laid out in the kick-off meeting. Not all students / teachers mastered these basic skills.

### Organize and communicate:

To make sure a meeting programme is running smoothly a good preparation is needed. All partners were willing to help each other on all levels. Hard work and a good preparation is needed for the success of the meetings.

# Final Evaluation

## Conclusion:

We can say that all participants had a great and informative experience during the different meetings. Learning in the fields of technics, culture, language, examples of good practice, school systems, curricula and history were all covered very extensively in all countries. Make the meetings very interesting and unforgettable moments.

All presentations, experiences, visits and meetings contributed to maximize our mutual *intercultural dialogue and strengthened our European citizenship enormously.*