

GUIDELINES FOR EVALUATING YOUR EUROPEAN PROJECT

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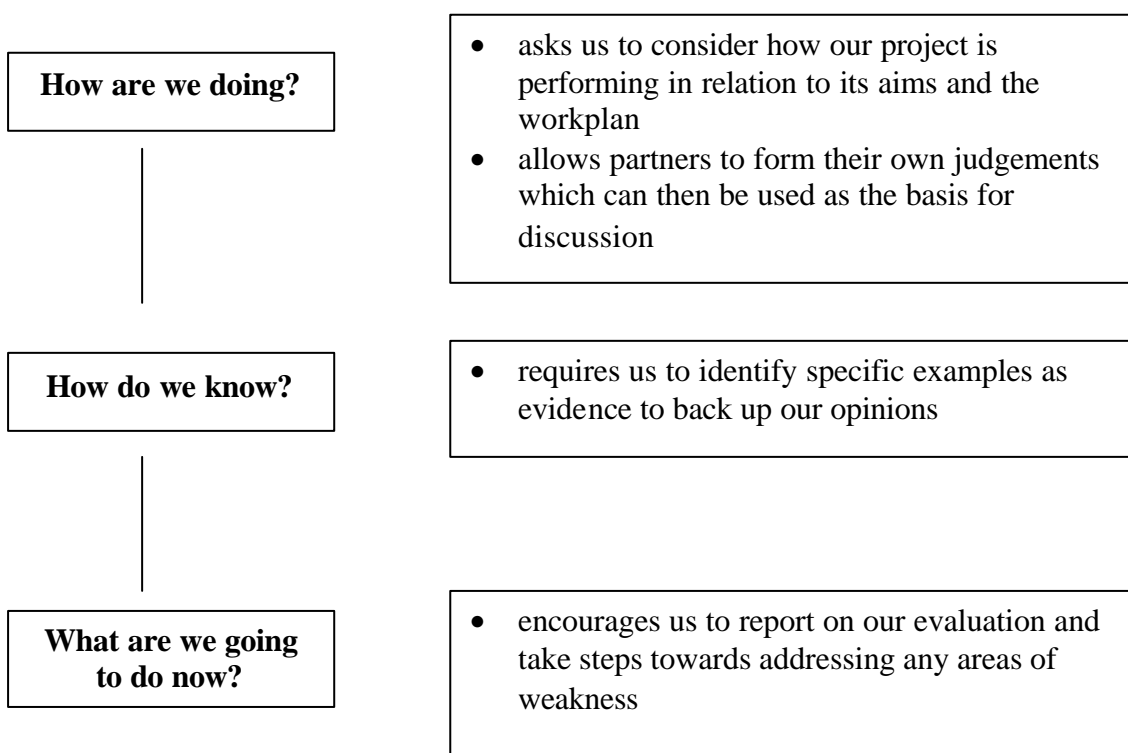
INTRODUCTION

These guidelines are based on the process of school self-evaluation used in Scotland and described in the document, "How Good is Our School?"

The aim of these guidelines is to help you to evaluate the quality of your European project and its activities. It introduces Key Areas and Indicators to help you to:

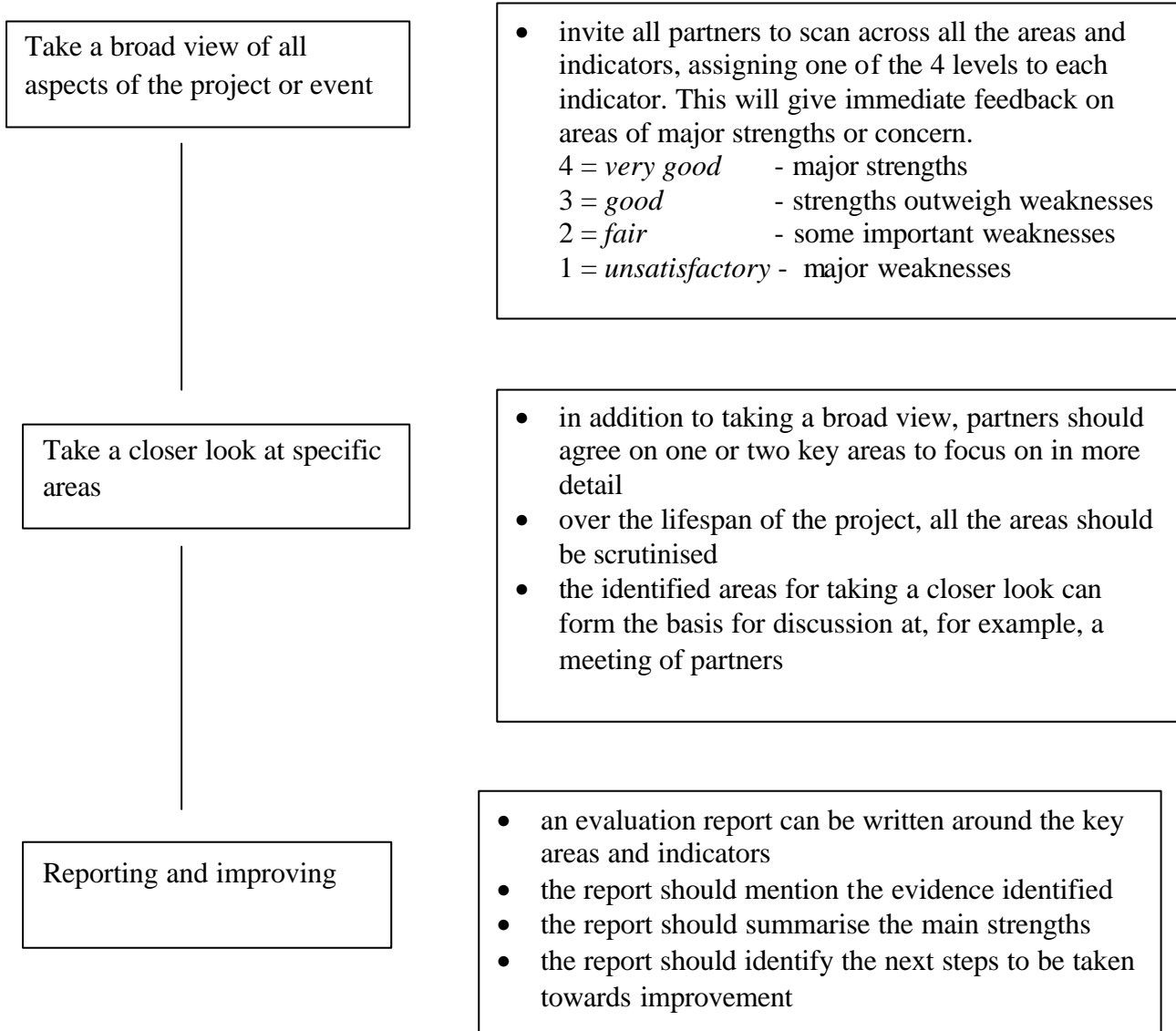
- recognise key strengths
- identify those areas where some improvement or further action is needed
- draw up an action plan for improvement

Three basic questions are at the centre of the self-evaluation process:



USING THE TOOLS

The tools, “*How Good is Our Project?*” and “*How Good is the Event?*” allow you to:



The tools are offered as a *flexible* resource which can be tailored to meet the needs of individual projects and events. They can be downloaded from: <http://www.aberdeen-education.org.uk/european>

HOW GOOD IS OUR PROJECT?

PERFORMANCE INDICATORS

No.	Performance Indicator	Themes	4	3	2	1
	Quality of the trans-national partnership					
1.1	Strong commitment to the project by each partner	*extent to which each partner is prepared to commit time and resources as required in line with the jointly agreed work plan *willingness to resolve problems				
1.2	Agreement amongst partners	*mutual understanding about project rationale, overall aims and short-term/long-term objectives *clear evidence in the workplan of sharing of roles and responsibilities amongst partners				
1.3	Effective and on-going communication amongst partners and with other agencies	*effectiveness of communication with account being taken of any language difficulties *clarity of communication, particularly by the project co-ordinator *range, purpose, fulness and effectiveness of contacts and communications amongst partners and with other agencies eg. National Agency, European Commission				
1.4	Trust amongst partners	*development of mutual trust throughout the life of the project *development amongst partners of a sense of ownership of the project				
1.5	Development of positive attitudes	*development of positive attitudes towards Europe and transnational activities				
	Project management, leadership and quality assurance					
2.1	Quality of project management arrangements	*commitment and equitable involvement of all partners *detailed arrangements for implementation of workplans and administration of budgets *clarity of project co-ordination				
2.2	Effective management and leadership qualities demonstrated by project co-ordinator	*professional competence and commitment displayed by project co-ordinator *leadership qualities *quality of relationship with partners and development of teamwork				

2.3	Effectiveness of the process of monitoring and evaluation	*quality of the proposals for on-going monitoring and evaluation of the project and of its impact at local/regional/national/European level				
2.4	Quality of the dissemination process	*quality of the arrangements for disseminating project information/results *multiplier effect				
2.5	Implementation of the workplan	*adherence to the workplan by all partners *deviation from the workplan based on well-considered reasons and mutual agreement				
2.6	Integration of project activities into the department's/ institution's development plan	*evidence of the project's integration into the development plan and normal activities of the participating institutions				
	Project					
3.1	Structure of the project	*clear rationale and clarity of objectives *realistic timescales *pertinence of topics and activities *clarity and consistency of the general design of the project				
3.2	Quality of the project	*quality of the project in terms of its short, medium and long term impact at local/regional/national/ European level				
3.3	Quality of project materials/ products	*quality of materials/guides/reports/products throughout the life-cycle of the project				
3.4	Integration of the project activities into and across the curriculum or work area	*integration and permeation *extent and quality of the intercultural/language- awareness dimensions *extent and quality of the multidisciplinary of the project				
3.5	Quality of the promotion of the European Dimension	*appropriate emphasis placed on the European dimension in education *effective promotion of knowledge and understanding about Europe				
3.6	Innovation and variety of approach	*evidence of a varied range of approaches by all partners within the project *use, where appropriate, of innovative methodology and effective use of new technologies *extent of the opportunity for partners to input their own expertise and learn from each other				

	Support for project partners and participants				
4.1	Support within each partner organisation	*effective and ongoing support from line management within each partner organisation *access to specialised support as appropriate on an in-house basis *quality of support for individual participants			
4.2	Peer support	*effective peer support within each partner organisation *support, where appropriate, from project partners or those involved in similar transnational projects			
4.3	Support from external agencies	*awareness of specialised support available from external agencies at local/regional/national/ European level			
	Resources				
5.1	Provision of project resources	*sufficiency, range and suitability of project resources, including, where appropriate, technology resources *sharing of resources/expertise amongst transnational partners			
5.2	Effective use of resources	*extent to which technology and other resources are used effectively and innovatively *clear link between project workplan and cost-effective use of resources			

Exemplar

Performance Indicator 1.1

Strong commitment to the project by each partner

This performance indicator is concerned with the following themes:

- * extent to which each partner is prepared to commit time and resources as required in line with the jointly agreed work plan
- * evidence of willingness to resolve problems

It refers to the quality of the transnational partnership in terms of each partner's commitment to ensuring that the transnational project develops according to the agreed work plan for each year, and that any problems are resolved quickly and effectively.

Level 4 Illustration

- * Each partner has a clear understanding of the amount of time and resources which require to be allocated to the project and demonstrates a strong willingness to contribute as required
- * Each partner is fully aware of the need to compromise and demonstrates a clear commitment to resolve any problems which arise in a way which is acceptable to all project partners

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Level 2 Illustration

- * There is lack of a clear understanding of the amount of time and resources which require to be allocated to the project in order to meet the targets agreed in the work plan, and consequently there may be evidence of a failure to contribute as required
- * Where problems have arisen, there is evidence of a lack of commitment to finding a mutually acceptable compromise

A performance broadly equivalent to that illustrated above would merit a Level 2 award.

Notes:

1. Reference should be made to the agreed work plan for the appropriate year of the project and, where appropriate, to the final report for each year of the project.