

EVALUATION HALFWAY THROUGH THE CHOIR PROJECT AUGUST 2009

In part five of the CHOIR project agreement, there are some items that haven't been looked at yet.

- Number 5.1 is about *"The Purpose"* of the CHOIR project
- Number 5.2 is about the *"Context and Motivation"*
- Number 5.3 is about the *"Objectives of the Partnership"*
- Number 5.4 is about *"Partnership and distribution of tasks"*
- Number 5.12 deals with *"Dissemination and use of results"*

These five numbers are also relevant to the evaluation and therefore you receive this evaluation paper, which I would like you to answer and send back to me before you start the project for the next school year –

PREFERABLY IN THE FIRST WEEK OF SEPTEMBER 2009

1. At the meetings in Ireland and Spain the participants agreed on tasks and deadlines.

Please describe how you have dealt with these agreements?

Examples of agreements:

- To use English as a common language
- Boxes delivered on time
- Cultural boxes with good examples of the chosen items
- Deadlines for evaluation papers....

Describe how you succeeded in fulfilling the agreements?

| | Excellent | Good | Fair | Poor |
|---|------------------|-------------|-------------|-------------|
| Tasks finished on time | | | | |
| The THREE prepared lessons sent to the other countries on time | | | | |
| Deadlines | | | | |

2. The coordinator and the person who is in charge of the logbook.

Their tasks are described in 5.4. Some of their tasks will now be evaluated:

- The level of general information
- Invitations and planning of the meetings
- To lead the meetings according to the plan
- Creating goals and agreements
- To follow up upon agreements and write the log book

Describe how satisfied you are:

| | Very Satisfied | Satisfied | Less Satisfied | Not Satisfied |
|---|-----------------------|------------------|-----------------------|----------------------|
| General information | | | | |
| Invitations and agendas | | | | |
| The way the meetings are led | | | | |
| Create agreements, goals and practical solutions | | | | |
| The coordinator to see that all participants are involved in the agreements | | | | |
| The coordinator follows up on agreements | | | | |
| The logbook is written and available for all participants. | | | | |

3. The website is to be a common place for information and communication both between the participating countries and other users for example

- Teachers
- Headmasters
- Education managers and decision makers
- Teacher trainers
- Educational institutions across Europe

How frequently do you use the website?

| | Often | Now & again | Rarely | Never |
|--|--------------|------------------------|---------------|--------------|
| How often do you visit the website? | | | | |
| How often do you put material (text/photo) on the website? | | | | |
| How often do you talk about the website to other users? | | | | |
| How often do you advise other users to visit the website? | | | | |
| Other possibilities | | | | |

4. The website is to be a platform for information for participations in the project.

In which way do you use the website?

| | |
|---|--|
| Reading news from the project | |
| Reading the logbook | |
| I put own material on the website | |
| I look for information about agreements | |
| I look for inspiration | |
| Other ways | |

5. General information from the meetings, cultural boxes and other different texts are to be found on the website.

How frequently do you think other users visit the website?

| They visit the website often | They visit the website now and again | They rarely visit the website | They do not visit the website |
|------------------------------|--------------------------------------|-------------------------------|-------------------------------|
| | | | |

6. One of the purposes having a website is to bring the knowledge of the project out to other users for example educational centres, decision makers and parents.

Who, do you think, can use what is on the website?

| | |
|---|--|
| Teachers at your own school | |
| Headmaster at your own school | |
| Headmasters in general | |
| Teachers in general in your own country | |
| Teachers from other countries | |
| Local authority employees | |
| Local employees with special task in culture | |
| Educational institutions | |
| Government departments – education or culture | |
| Journalists | |
| Students/pupils /parents | |
| Others | |

7. If you were to start the project again, what would you do differently?
You will have to consider your experiences & challenges that you have had until now.

1. _____

2. _____

3. _____

To the next round it would be interesting to look at the following aspects:

- Is it possible to look at and perhaps agree on the amount of class participation and at the same time look at how many teachers who work in this project at each school
- It is of great value if all the teachers that work in the project are colleagues and therefore use to working together.
- Is it necessary to use extern helpers? Perhaps reflections on this issue can be brought up
- English is the common language and should be used in the boxes. That is the agreement among the participants. How much has to be translated?
- It is of great importance that the participants respect the deadlines
- How does the website function? Is it easy to find on the internet and how do the participants use the website?
- The different countries are to present themselves but the editor is allowed to edit in the text to make the website presentable and readably. How does that function?

The four steps use in the first round will be used again with the necessary adjustments – available in October.