



Let's First Understand Our National Heritage in order to Define and Build Our European Identity (2013-2015)

The Evaluation of the First Year of the Project (2013-2014)

This evaluation was meant to assess the activities, process and results of the first year of the project. The questionnaire was applied to each project team from the eight schools of our Comenius multilateral school partnership. There were 166 students and teachers who answered the questions in the questionnaire.

- 1. Which aspects do you consider most valuable for you during the first year of the project, as a member of the project team? You may tick as many options as you consider necessary.**

	Aspects which are considered most valuable for the members of our project teams	Number of respondents
1	Doing research	66
2	Preparing presentations, posters, charts a.s.o	53
3	Delivering presentations	56
4	Organising activities	54
5	Practising and improving your knowledge of English	140
6	Improving your knowledge of the other cultures	135
7	Making your country's culture and civilisation be known by the other partners	128
8	Going abroad as members of your country's project team	143
9	Working with your partners	82

10	Doing surveys	39
11	Making evaluations	32

2. Were the project activities during the first year of the project well-devised for achieving the project goals?

Yes	Quite a lot	Slightly	No
127	32	5	2

3. What are the final products of the project first year that you think that helped the participants define their national heritage and thus define and build the European identity? Please tick as many as you consider necessary.

	Our project final products during the 1st year of the project	Number of respondents
1	PPT on customs and beliefs when human beings are born, get married , have children or die	107
2	Video on the traditions that people have at key moments in their existence	114
3	Our project brand	70
4	Our project tourist guide	119
5	Video collection on folk music and dances	90
6	Photo exhibition on crafts and modern sculptures which have traditions as source of inspiration	88
7	Calendar : Tradition-craft	56

4. What were the parts of the project activities during the first year that you liked?

	Project activities	Number of respondents
1	participation in researching for the final products	40
2	group work for devising the final products	43
3	cultural activities	121
4	project trips	128

5	Dissemination of the activities and results	35
6	the time spent with the other partners	145
7	the time spent with the family hosts	111

5. Did the participation in this project help you to improve your English skills?

Yes	Quite a lot	Slightly	No
128	22	13	3

6. Did the participation in this project help you to practise and improve your skills of using the computer?

Yes	Quite a lot	Slightly	No
75	55	14	22

7. The participation in this project raised my cultural awareness as now I have developed my knowledge of

	I improved my knowledge of	Number of respondents
1	how people from other countries live	121
2	what family life in another country means	90
3	my own country's culture and civilisation	71
4	our partner countries' traditions and customs	130
5	our partner countries' folk music and dances	83
6	our partner countries' educational system	95

8. The participation in this project helped me to improve:

	I improved	Number of respondents
1	my social skills	108
2	my general knowledge of the world	110
3	my respect to and understanding of other cultures	119
4	my motivation and enthusiasm	93
5	my self-confidence	91

6	both my teamwork and leader skills	97
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9. What are the advantages for your school / community as a result of participating in this project? Explain.

The Romanian team: I have selected a few comments that some members of the Romanian team made when they were asked question 9.

Ana Maria Angelescu, student: ‘My school had the chance to represent Romania in all its glamour, and for that I am really happy because we showed that we were capable of wonderful things.’

Mihai Chisulescu, student: ‘Right now, I can only think about one advantage, and that is the fact that our school has gained some experience from participating in this project, that would help us to participate in more projects like this one, and it'd also help us do a better job.’

Miruna Coman, student: ‘I think that people have started to understand and respect other countries’ national heritage together with their own culture and civilisation. My school has gained more respect in our community as a result of its participation in this project and the members of our community have also improved their knowledge of the world.’

Teodora Nanu, student: ‘I think people have become more understanding and begun accepting other beliefs more easily, having got into contact with people from different backgrounds.’

Gabriela Denis Grigore, student: ‘The benefits resulting from this project were: experience gained by my schoolmates who are now much better prepared and also there are updates implemented in school following the experience.’

Sarah Madalina, student: ‘The main advantages would be getting in touch with the European Education level and building a base for future cooperation.’

Andreea Sandulescu, student: ‘When I returned from the project meeting, I discussed with my colleagues and shared with them my experience and information that I had gathered. Locally, I wrote articles about the meeting and published them in our high school magazine and other local papers, too.’

Mihaela Dulea, teacher: ‘I consider that school improves its position in community. Strategic objectives are achieved in the Development Plan of the European institutions through these projects and partnerships’.

Mirandolina Matei, teacher: 'We all benefited from participating in the activities which were unfolded during the project lifespan. Firstly, people from other countries came to our school and they had a first-hand experience of our educational system, of how our students and teachers were. Moreover, they saw how we lived, what our traditions were, they appreciated the beauty of our region and country, people's friendliness and hospitality. Secondly, through this project, our school and town became known by people abroad with whom the members of the Romanian project team communicated in order to do the project activities and with whom they keep in touch as friends.

Last but not least, students improved their knowledge of other cultures and civilizations, they enhanced their self-confidence and social skills, they developed their ICT and English skills, facts which will help them in their future careers.'

The Estonian team: First-hand experience with other countries and people, got to see new countries, lot of interesting project work, new friends, lot of new information which you cannot get from internet, our school got more good reputation.

The Greek team: In short, most of the students feel lucky they are in this school because they had the chance to meet peers from other European countries and introduce them to their friends when they came to Greece to host them. Those who have travelled as part of the Comenius team feel blessed, as most of them had never been abroad. It is important to mention that some students felt surprised by the customs that countries have in common and they feel that even the differences bond them and we should all respect each other.

The Latvian team: The majority answered that the advantage is the knowledge on how to work in an international team and interact with each other, making connections which could be used in the future.

The Norwegian team: The project has made it possible for the students to go abroad and meet students from other countries

The Polish team: We could travel a lot. We visited our partners' countries. We met their culture and traditions. We made friends. We improved our English

The Spanish team: We saw other countries as a project team where we learnt about their culture and traditions. We could communicate in English which led to an improvement of our English skills and now we have many friends from the other seven countries in the project with whom we communicate

The Turkish team: Get to know other cultures, have friends from other countries, practice English, improve self-confidence and learn and introduce Turkish culture.

10. Will you take part, if possible, in another international project? Explain.

The Romanian team: A few of the answers given by some members of the Romanian project team are, as follows:

Ana Maria Angelescu, student: ‘I will gladly take part in this type of project again because I had so much fun interacting with other people from different countries. Each country is defined by its culture and I’m glad I had the chance to learn more and create bonds with other students. It was a delight working in my team and I’d like to do that again.’

Andeea Sandulescu, student: ‘If possible, I would like to take part in other international projects in order to meet new people and to discover new places, customs, beliefs, other lifestyles from EU member countries in order to enhance my communication and foreign language skills and to socialise.’

Miruna Coman, student: ‘Yes, I will. These projects lead to tolerance between nations and I think that in this way, I can make my contribution to a better European environment in which people communicate about their achievements and problems.’

Gabriela Denis Grigore, student: ‘If I joined a project, I would be very happy and of course much better prepared. I love meeting new people, seeing new places and especially learning about other civilizations. I would be proud to participate again and I will definitely bring new ideas to my school’.

Mihai Chisulescu, student: ‘Of course I will, because, first of all, I like to meet new people and work with them.’

Sarah Madalina Latea, student: ‘Taking part in future projects will be something that I will do for sure because I found myself truly interested in going abroad and embracing the diversity of each country.’

Mihaela Dulea, teacher: ‘Yes, because I believe that I can represent my school and community and I can promote our national cultural values which can be found in Romanian literature.’

Mirandolina Matei, teacher: ‘Yes, I will. I have been taking part in these international projects for seven years and I consider that for me, as a teacher, it is great to have the opportunity to improve my general knowledge constantly in an atmosphere of mutual respect and to share this experience with my students’.

The Estonian team: Yes. It is very interesting and useful.

The Greek team: Not surprisingly at all, the participants were all positive, justifying their answer by saying that the tasks they are given are interesting and they help them find out a lot about other people and other countries, as well as learn about their own culture .All of them mentioned the chance they are given to make new friends and travel abroad and mingle with the locals.

The Latvian team: All respondents answered ‘Yes’, as being part of an international project would improve their language knowledge, team working skills and organizing skills.

The Norwegian team: Yes

The Polish team: Yes, we would like to take part in a similar project. We know that it is very useful. We can work and spend time with people from other countries, we can meet other civilizations.

The Spanish team: Yes, we will because students and teachers from our school want to share their culture and civilization with other people and also to discover how civilization in other countries is.

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