

# CBGG - First Intermediate Evaluation Questionnaire Result

How do you value the use of the on-line platform as main tool used by the coordinator to monitor and manage the progress of the project and of the different activities and tasks of the partners?

	Responses	Percentage
1) Very good	1	14.3%
2) Good	1	14.3%
3) Quite good	2	28.6%
4) Passable	2	28.6%
5) Inadequate	1	14.3%
6) Poor	0	0.0%
7) Very bad	0	0.0%

Please comment:

The platform was very useful as it facilitated a fast communication between all partners

It is easy to access up-to-date documents.

Platform useful .. but often not enough time to use mails and platform ..

The partners have to use more the platform to share documents and results.  
The platform had some problems which were solved by the 8th September.

sometimes it is not available

To which extent the use of the online platform has facilitated the update of the information and the exchange between the partners? To which extent has helped you to stay updated about the different activities and the state of the art of the project?

	Responses	Percentage
1) Not at all	0	0.0%
2) Only a little	1	14.3%
3) Moderately	4	57.1%
4) Quite a lot	1	14.3%
5) A lot	1	14.3%

Please comment:

The coordinator updated the information on the platform with regularity

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Most of communication is still via e-mail, not via internet platform.

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I think that I use the platform to have informations and to make visible the french work .. but not enough time to look on the other partners'work .. so not much exchange between partners

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The same as before.

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sometimes it is difficult to see the differences in material between the platform and the emails.

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The delay in the payment of the first tranche of the funding assigned to your institution (the delay is not to ascribe to coordinator's faults and is to account to some particular circumstances) has caused real problems and difficulties in the fulfilment of the task and activities foreseen by the project?

	Responses	Percentage
1) Not at all	2	28.6%
2) Only a little	1	14.3%
3) Moderately	3	42.9%
4) Quite a lot	0	0.0%
5) A lot	1	14.3%

Please comment:

There were some aspects like dissemination

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We have been unable to make the reservations for the second meeting in due time, so now the price for transportation will be much higher.

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Of course, we could feel more safe if we have had some project money earlier.

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Florac is in charge of the financial organisation. people in the 6 regions have made the work . They trust us when we tell them that they will have the money !

The TOI project has had a very good extent even with the 10 other regions of the national project GAIA linked to the TOI ( same phase analysis).

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As a private body we can afford delays in payments without affecting our operational capacity.

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NP is large enough to be able to handle this

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Have you encountered difficulties or problems in carrying out the quantitative analysis (monitoring questionnaires and critical examination of the guidance services)?

	Responses	Percentage
1) Not at all	0	0.0%
2) Only a little	4	57.1%
3) Moderately	2	28.6%
4) Quite a lot	1	14.3%
5) A lot	0	0.0%

Please comment and give reasons for your statement:

Because the large number of schools involved in the activities

We were in delay as to filling in the questionnaires, mainly because not all parents have internet access so we printed the questionnaires, the parents filled them in then we uploaded them on the platform, which has proved to be time-consuming.

It must be OK for mainstream schools, but for special needs students it is specific.

Many problems, and a lot of time, because France is in charge of the WP1. The national coordinator was always a link between partners, italian coordinator and EDUTER. Many things to plan in term of preparation of the work ( list of the schools involved, classes, specialities ..) and modifications of the questionnaires and analysis of the results

We could not involve all schools in the 1st year of the project. Trainers from public schools need to be prepared and informed properly before to act in their classrooms. We are including the questionnaires/analysis in the training seminars organised in these months.

it is not easy to adress parents f.i.

Do you think that the methodology and the tools used (monitoring questionnaires and critical examination of the guidance services) are sustainable in the mid-long term (repeatability of the whole procedure after the end of the project)?

	Responses	Percentage
1) Not at all	0	0.0%
2) partially	1	14.3%
3) Moderately	0	0.0%
4) Mostly	5	71.4%
5) Totally	1	14.3%

Please comment:

It can be used after the end of the project in some schools

Special needs students become more difficult to guide from year to year as the requirements differ in different schools.

The work is now done , so it will normally be more easy for next years ..

We are submitting the questionnaires againg this year involving 10 schools. The Province of Cuneo is interested to acquire the instrument as a tool for the whole territory.

At the same time, the Institution is expecting great results from the geographical transfer of the method.

The french partner has to verify if the instrument can be sustainable and at which cost.

Do you think that the method and the tools (monitoring questionnaires and critical examination of the guidance services) could have an added value, in order to reach the aims of the projects, so much to be undertaken by guidance services in your country?



Please comment:

This is something we were thinking of from the beginning of the project

Depends on the situation in schools.

YES but It depends how we explain the objectives, the different phases,the added value of everything.

OUR PROJECT IS A WHOLE THING. The most important things are not the results but the "route" to reach the aims and all the dynamic environment and the students, parents' and pedagogical teams satisfaction .. created thanks to our methodology.

It is too early to answer this question. We need first formative evaluation reports to send to our Institutions; then, the geographical transfer should work and produce the expected results.

ot gives an interesting overview of why and students choose which is helpful for our policies

Is the contest “Multimedia professions description“, in your opinion, useful as regards to the following aims?

	1 Not at all	2 Partially	3 Moderately	4 Mostly	5 Totally	Responses	Weighted Average
To motivate youngster thanks to ICT	0 (0.00%)	0 (0.00%)	3 <b>(42.86%)</b>	3 <b>(42.86%)</b>	1 (14.29%)	7	3.71 / 5
To improve the knowledge of the different profession	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (28.57%)	5 <b>(71.43%)</b>	7	4.71 / 5
To favour/support a conscious reflection	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 <b>(57.14%)</b>	3 (42.86%)	7	4.43 / 5
To encourage discussion between equals	0 (0.00%)	0 (0.00%)	1 (14.29%)	2 (28.57%)	4 <b>(57.14%)</b>	7	4.43 / 5
							<b>4.32 / 5</b>

Please comment:

groupwork and stronger bonds between the students and between students and teachers

With the experience of the first co-building partnership project and the experience of the 2 first schools of the TOI, we can say that the aim is reached: pupils have found very interesting to work on professions with multimédia or visuals arts .

The aim of the method is to improve the students knowlege of their profession. The method imply a more conscious knowledge of their training curricula in relation to their future profession.

The description can be used as well with younger students as a guidance instruments (with lower secondary school students that have to choose an upper education and training).

Can the project, in your opinion, have an impact on the guidance system in your country?

	Responses	Percentage
1) Not at all	0	0.0%
2) partially	1	14.3%
3) Moderately	4	57.1%
4) Mostly	1	14.3%
5) Totally	1	14.3%

On what condition? Please comment:

If the results of the project will be spread at higher levels

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attitude and mentality change very slowly.

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In case all the schools licence new professional programmes.

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The project has been extended to other french regions , but not exactly the same : the same for the analysis part ( questionnaire and interviews) but as for the second part the national comitee chose not the contest but actions ( depending of the choice of each school) on 4 themes : jobs'representation, fight against stereotypes, guidance, and motivation of the students.. let's see if some of them will choose the contest as well ..

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The progress reports of the partners to their Instituions have to be complete and detailed. The reports should stress out the achieved results in order to influence the stakeholders to facilitate the use of the method in their policies (ex. inclusion of the activities in the calls for proposals about drop out/guidance, etc.)

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If the teacher can use that; if they are motivate to do that.

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In the Neth a lot is central organised so difficult to improve changes as an institution

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Which network can you involve and activate in your local context? Please list and describe at least three subjects (stakeholders), which are you able to reach and motivate to pursue the aims of the project.

1. Subject 1:2. Subject 2:3. Subject 3:

<b>Subquestion</b>	<b>Answer text</b>
Subject 1	County Council
Subject 2	School Inspectorate
Subject 3	Universities
Subject 1	other highschoools in the county
Subject 2	disseminating the information on the project in inspectors'meetings on a national level
Subject 3	implementing the method in other counties
Subject 1	Special schools taking part in annual ICT competition.
Subject 2	Special schools in Courland region (West) of Latvia, who offer professional programmes.
Subject 1	The french national network of the ministry in charge of agriculture: "guidance, inclusion, gender equity, special needs"
Subject 2	the national network of "woman rights and equity between men and women
Subject 3	the national network of the national education
Subject 1	Provinces of Cuneo and Asti, Regione Piemonte, Regionale School Office The Provinces are going to be deleted in Italy, then it is essential to involve the Region in the project in the dissemination and exploitation plan. The officers of the Provinces can facilitate this process.
Subject 2	Youth information centres, Municipalities, Centres of Employment These actors are interested in maasures to fight drop out and can spread the work done by the project in their territory of action (either as dissemination activity - youth information and employment centres - and as further transfer of the method - municipaities (in the schools of their territories).
Subject 3	Bank foundations The foundations are granting actions to fight unemployment and school drop out. They can be involved in the financial sustainability of the project.
Subject 1	School network
Subject 2	Public Institution
Subject 3	Social network
Subject 1	other VET schools
Subject 2	Companies offering traineeships
Subject 3	schools in general education

## Other general remarks and comments about the project:

I hope next year to work better than last one

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It is a huge project and we can learn a lot of new things.

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The partnership is very pleasant to work with. But it is very difficult to follow what everybody is doing .. and we must learn to work not only in emergency ..

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All descriptions uploaded in the project YouTube channel are without official logos (this is an internal and private information that must not be included in any official and public report).

The coordinator revised the contest regulation in order to solve the problem in the 2nd year.

The lack of logos avoided the possibility to make the European contest this year.

Only 2 partners filled and uploaded the monitoring grid in the platform. The coordinator was blinded in the project cycle management.

Furthermore, it will be very difficult to evaluate the project indicators of achievement. All partners will be required to make the monitoring grid for the 1st year before or within the 2nd meeting.

The lack of meetings in the 1st year affected the project development.

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It was a huge pity that the first meeting was delayed so much, this really hampers the project development. Also the rather weak understanding of English of some participants causes intercultural misunderstandings and therefore delay!

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