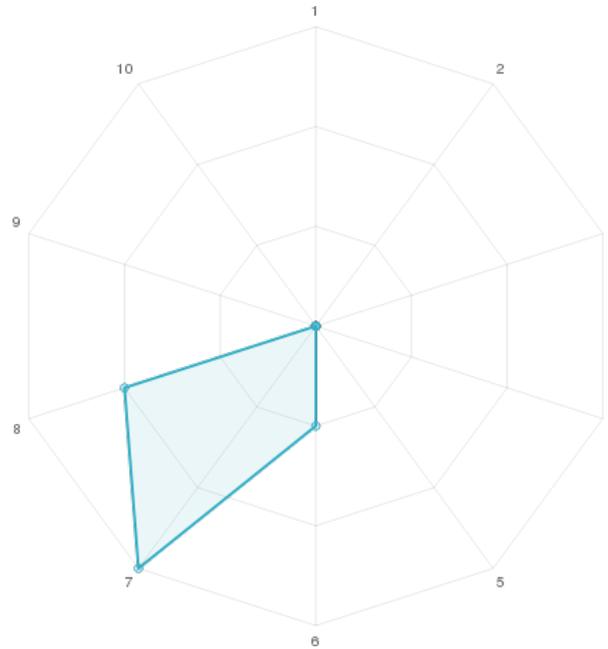


# CBGG - Second Intermediate Evaluation Questionnaire Results

How well do you feel you are progressing with your tasks and work-packages?

	1	2	3	4	5	6	7	8	9	10	Standard Deviation	Responses	Weighted Average
(1 star = not at all / 10 stars = very well)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (16.67%)	3 (50%)	2 (33.33%)	0 (0%)	0 (0%)	1.02	6	7.17 / 10



Please comment and shortly describe how are you progressing with the work plan and what (if any) additional support would be useful for you.

## Text Responses

France was in charge of the coordination of WP1 and 7 : I think that we reached the aim (sphinx, analysis, and WIKI)

We are a little late for the WP6 ( difficulty to collect informations from the regions ..

the time is a problem. all our staff is involved in too many other activities and has to work on the project only in free time or during classes at schools

We do not need any support but, because we work with a lot of schools, and working with people is not that easy, and because the schools are already involved in a lot of other extra activities they are not very happy with all the evaluation grids they have to fill for the students.

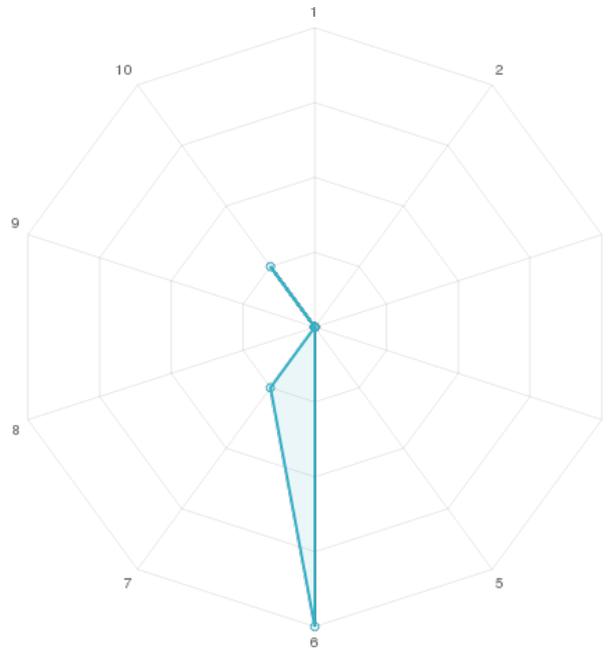
we are progressing quite well, although it is quite complex.

Capacity of our team becomes less and less, no time extra work, bad knowledge of English

The transfer of the method has reached the expected results being developed in 11 schools, either if the activitis involved less students than expected (600 on 1000).

Have you been able to respect time schedule and deadlines foreseen by the project coordinator?

	1	2	3	4	5	6	7	8	9	10	Standard Deviation	Responses	Weighted Average
(1 star = not at all / 10 stars = totally)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (66.67%)	1 (16.67%)	0 (0%)	0 (0%)	1 (16.67%)	1.2	6	6.83 / 10



Please comment and explain which are the main barriers and problems that you have encountered and which have slowed down your progresses.

### Text Responses

some delay for the monitoring grid , for the matrixes and dissemination grid

even if we are late sometimes we still do our job and finally fulfill the tasks

We have done everything what depended on us but we still need information from schools and these are provided slow

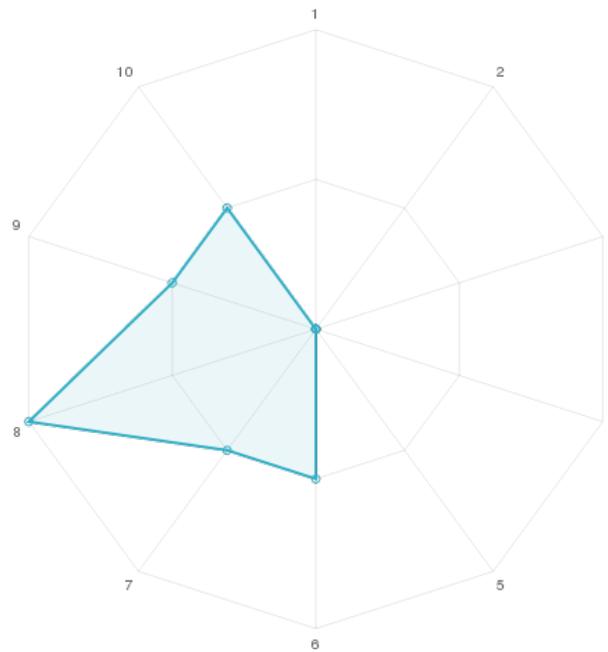
Yes we have but thngs took more time than foreseen and were complicated through the large scale of our school and the strict programs teachers are tight in.

as above mentioned

I am making deadlines and I usually respect them. Partners are not always respecting deadlines, either if I am sure they are doing their best to do so.

## Are you satisfied with the results and the outcomes you achieved until now?

	1	2	3	4	5	6	7	8	9	10	Standard Deviation	Responses	Weighted Average
<b>(1 star = not at all / 10 stars = totally)</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (16.67%)	1 (16.67%)	2 (33.33%)	1 (16.67%)	1 (16.67%)	0.66	6	8 / 10



Did the outcomes produced meet your expectations? Please comment and explain why / why not

### Text Responses

Yes, the regions and schools are satisfied and say they reached the aim they had

the products and the involvement of students are a positive thing

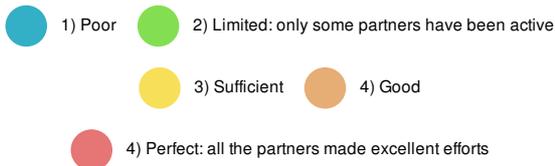
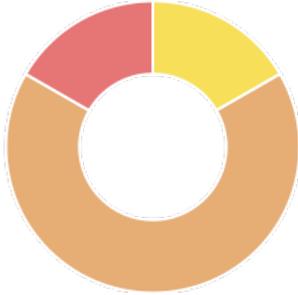
We were surprised about the enthusiasm showed by students to work in producing the videos and about the quality of the films they made. We are not satisfied about the paperwork we have done till now.

Yes, absolutely; the project aims are received enthusiastically and more and more management and teachers like the contest and want to take part good students' results. I had expected involvement of more schools

We developed many deliverables and the transfer was a success. Now it's time to work with the same commitment in the WP 6 and 7.

## How do you evaluate your contribution to the project so far?

	1) Poor	2) Limited: only some partners have been active	3) Sufficient	4) Good	4) Perfect: all the partners made excellent efforts	Standard Deviation	Response
All Data	0 (0%)	0 (0%)	1 (16.67%)	4 (66.67%)	1 (16.67%)	1.47	6



Please comment and explain

### Text Responses

good participation and anticipation

we were hosting partners in the first meeting and our contribution was greater, but now we mainly work between meetings and try to finalize successfully

Same as above.

We fulfilled the objectives established for this period and proposed by the coordinator

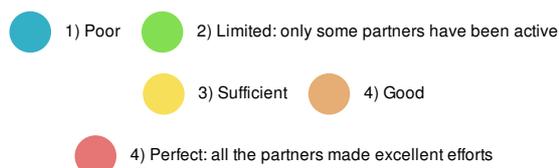
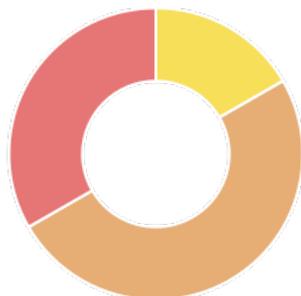
we love the project

Schools do not want to do extra work as we have already too much to do now for other purposes, situation about changes in educational system, decrease of number of students

I am always suggesting the partners method of works, deadlines, guidelines. The top down communication work perfectly, either if I will expect a more bottom up communication among the partners and with the coordinator.

## How do you evaluate other partners contribution to the project?

	1) Poor	2) Limited: only some partners have been active	3) Sufficient	4) Good	4) Perfect: all the partners made excellent efforts	Standard Deviation	Responses
All Data	0 (0%)	0 (0%)	1 (16.67%)	3 (50%)	2 (33.33%)	1.17	6



Please comment and explain

### Text Responses

the involvement of partners are really very different depending of the countries  
 we were impressed by the number and quality of the videos as final results, showing great involvement from all partners  
 All the partners were involved in achieving the objectives, they have done their best to respect the deadlines for each activity  
 depends on the partner but in general quite good!  
 The Netherlands, France - very good job.  
 All partners are working for the project in their roles and responsibilities.

Which tools and measures would you like to suggest to further improve the results and the effectiveness of the project?

### Text Responses

none  
 there are already so many tools and measures !  
 the contest should be advertised more and make it more popular  
 I don't have any proposal for this  
 clearer communication in better and more clear English  
 If I had more time I would have done much more. I cannot suggest any means of improving the effectiveness of work.  
 To set up and develop detailed and accurate dissemination and exploitation plans stressing out methods added values and benefits got by students, trainers, families and schools thanks to the project/method development.

How have you been able to transfer, use and exploit in your country the outcomes (the CBGG methodology, questionnaire, etc.) produced by the project so far? Please also describe expected and unexpected results achieved in your country.

## Text Responses

Settlement of the GAIA project

yes, we have made the transfer in good conditions, we keep in touch with everybody involved; all schools completed the questionnaires and applied the method of the transfer

Yes we did

we will do this now and started it in valorization and dissemination.

expected results: more schools wanting to participate

Up to now I am not sure all the schools work in the same way. There are documents which we can use in our work, but we cannot measure the involvement and help of the teacher for making the final product.

We already used the methodology in the mobility projects in order to let students able to describe their mobility experience. The MobyReport methodology is a simplification of the Co Building method.

Referring to the first phase of the project, please list:

## Text Responses

a) How many schools have you involved in the project?	9
b) How many students?	no final account yet
c) How many teachers have been involved and trained to CBGG methodology?	no final account yet
d) How many parents have been contacted?	no final account yet
a) How many schools have you involved in the project?	1 school
b) How many students?	100 students
c) How many teachers have been involved and trained to CBGG methodology?	6 teachers
d) How many parents have been contacted?	10 parents
a) How many schools have you involved in the project?	23 schools
b) How many students?	783 students
c) How many teachers have been involved and trained to CBGG methodology?	63 teachers
d) How many parents have been contacted?	no parents yet
a) How many schools have you involved in the project?	1
b) How many students?	50
c) How many teachers have been involved and trained to CBGG methodology?	3
d) How many parents have been contacted?	10
a) How many schools have you involved in the project?	8 schools
b) How many students?	139- questionnaires
c) How many teachers have been involved and trained to CBGG methodology?	67-questionnaires
d) How many parents have been contacted?	30 -questionnaires
a) How many schools have you involved in the project?	10 schools were registered to the sprinx database
b) How many students?	225 students filled the questionnaires.
c) How many teachers have been involved and trained to CBGG methodology?	45 teacher trained. 98 filled the questionnaires.
d) How many parents have been contacted?	39 parents filled the questionnaires.

## Referring to the second phase of the project:

### Text Responses

a) How many school will be / have been involved in the project?	9
b) How many students?	no final account yet
c) How many teachers will be / have been involved and trained to CBGG methodology?	no final account yet
d) How many parents will be / have been contacted?	no final account yet
a) How many school will be / have been involved in the project?	12 schools
b) How many students?	600 students
c) How many teachers will be / have been involved and trained to CBGG methodology?	40 teachers
d) How many parents will be / have been contacted?	30 parents
a) How many school will be / have been involved in the project?	22
b) How many students?	225
c) How many teachers will be / have been involved and trained to CBGG methodology?	62
d) How many parents will be / have been contacted?	0
a) How many school will be / have been involved in the project?	10
b) How many students?	500
c) How many teachers will be / have been involved and trained to CBGG methodology?	30
d) How many parents will be / have been contacted?	50
a) How many school will be / have been involved in the project?	8
b) How many students?	50 - taked part in film production
c) How many teachers will be / have been involved and trained to CBGG methodology?	18 - trained
d) How many parents will be / have been contacted?	10
a) How many school will be / have been involved in the project?	11 schools
b) How many students?	600 students
c) How many teachers will be / have been involved and trained to CBGG methodology?	45 teacher trained on the methodology and 72 involved in the activities
d) How many parents will be / have been contacted?	No parents had been contaced in the method development

Have you been able to disseminate the outcomes of the project outside your usual local partners and network? Please describe the dissemination activities undertaken.

### Text Responses

- dissemination to national education, women rights and regional councils of the concerned regions  
local press, online newspapers, press releases, meetings with a lot of teachers participating and who have been presented the project  
press releases  
meetings with the schools headmasters from Arad county  
meetings with project coordinators from all schools form Arad county and responsables with continues training from schools  
working on this at this moment  
International conference in Romania for special needs students  
We disseminated the outcomes in our usual local/regional/national/international context.  
More than in our cooperation networks we achieved two new networks:  
- europe desk promoted by the bank foundation CRC with municipalities, EDU VET institutions and schools  
- region direction of guidance and VET interested in project results  
- presentation of the project results in a conference (15/05/2015) about innovative web 2.0 teaching methods

Which aspects of the project have been so far most valuable and useful for your organization?

## Text Responses

all  
questionnaires and the contest  
The questionnaire  
the contest and the result of this; people love the contest, students and teachers love it!  
Connecting vocational week with film festival and cooperation with other special schools  
The method effects in the students skills, attitude and motivation.  
The appeal of the video on youth for dissemination and awareness.  
The coordination of the local network of professional and vocational schools in a didactic method set up and development.

What impact has your involvement in the project already achieved in your local context? What is the impact potentially expected?

## Text Responses

local, regional and national context quite interesting and useful  
not very much impact for the time being but hopefully more students will be involved and feel the positive results  
The involvement of a quite large number of schools, teachers and students in producing the videos  
presentation of the best films on the big NP Yearprice event with about 1800 guests  
We use more and more video for describing our professions - in project week our students make films about their activities.  
We would like to spread this experience and involve more special schools.  
The schools are interested to cooperate with us for European projects.  
The local network of primary and secondary schools have already asked us support about Europe and EU funds (PON Scuola, ESF, etc.).  
We expect to involve more schools every year in the project.  
Lower secondary schools will use the videos to guide students in the secondary school choice.

With reference to your local context please list and explain main opportunities and threats linked to the exploitation of the CBGG methodology?

## Text Responses

too long to answer !  
students are interested and like the contest  
they have the know how to work with technology  
they have the experience of being a target group in other projects  
members of the team are experienced  
threats:  
too many activities and little time  
people are fed up with projects of all kind  
difficulty to work with so many schools and teachers - they are not very interested in new projects and tasks  
I don't understand this question  
See DAP  
Decrease of number of students, reorganization of special schools, inclusion - main threats in future.  
Threats  
Provinces are being reformed by the national government (they will probably keep a role in the lower secondary school guidance)  
The Region do not put a label of excellence on methodologies  
The further transfer of the method should be developed with a bottom up approach  
Opportunities  
The Region is interested in the project results  
School office of Cuneo (Provveditorato) is interested in the project results (thanks to the bank foundation EU desk)  
The method is easy to be applied and can generate a mainstream interest thanks to a good dissemination and exploitation plan

Please list and explain adjustment proposal, which will better suit the CBGG approach to your local context?

## Text Responses

to difficult to answer

insist upon the matter and involve more in the activities. have to find some compensations for the people involved.

We should adjust the regulation of the contest according to each country specific

None

The method could be used in mainstream schools as well - in project weeks, etc.

There are not adjustments required. The method is working like that.

The teacher toolkit will play a fundamental role to guide new schools in joining the project (also though a new KA2 about e-training of trainers)

Which networks and stakeholder have you already informed and involved?

## Text Responses

- national and regional french education

- national and regional women rights

chamber of commerce and industry, ccd (the house of teachers body)

Headmasters

Teachers

Students

VET schools in the Netherlands; MBO Raad; public websites; Dit is t MBO etc

facebook, TV, district portal, municipality mass media

- EDU VET stakeholders of the Piedmont Region

- EU desk of the bank foundation CRC

- EU partners in other TOL and Partnership projects

- Sectorial skill about transport (skillman.eu)

Which networks and stakeholder do you plan to involve until the end of the project?

## Text Responses

- associations

cjrae (department of the inspectorate) for guidance and counselling of the students

Schools Inspectors from Romania

Local community

NA

The VET schools in the North of the Netherlands; partners in the public service; stakeholders like companies etc

professional journal for teachers

- school offices of Piedmont Region and other regions

- other Regions with the Piedmont Region support

- National Agency

- experts of guidance (final conference)

- schools of the Provinces of Cuneo and Asti

What are the main obstacles you have to overcome to reach/involve your local stakeholders?

## Text Responses

the interest and time they have toward the project

The desire to participate to dissemination activities

a HUGE lack of time because VET is in a major change at this moment, so people can hardly find the time to work on great other projects like these

communication channels are in one direction. we can give information, but schools do not want to do extra work.

We have to find the proper communication channel/referee and strategy in order to get them interested about the project.

What kind of activity and measures you will implement to improve local stakeholders involvement?

## Text Responses

-  
contact them and keep in touch, explain mutual advantages  
More information in mass media about the project and results  
more direct information and the stories of students  
final conference in 20. August 2015.  
Maybe this will make everybody more interested.  
The dissemination plan is under development.

Do you think that project activities will have an impact on the local education and guidance system and policies? Please explain.

## Text Responses

the sphinx platform will work for 3 years more  
teh WIKI will go on 3 years more  
Yes, some other regiois and or schools plan to join the project in the future years  
maybe on guidance operators as a means of working with students, of guiding. as a tool to be used in particular. but the whole system won't be influenced  
I am sure that each school involved in the contest will use the videos already produced in order to popularize their own school and also to inform the future students about the job opportunity they have if they finish a specific qualification.  
The secondary schools will also use the videos to inform and counsel the students which have to choose a future job.  
The teachers will have a big data base with a videos made by students for describing different jobs.  
The schools can use the questionnaires results in order to self asses their guiding activities  
Yes, we do! we are implementing this within the huge schools within NP and outside.  
If our School takes responsibility for organizing annual film festival, and we have experience in organizing ICT for special schools, Art festival for special schools, then the process will be ongoing  
The exploitation plan is under development.

How sustainable will be the CBGG methodology in the next years after the project ends?

## Text Responses

good sustainability I think 6 pedagogical teams find the method very relevant  
the contest is easy to apply, students like it so it should be viable. trainers need to involve and it will be a success  
Very sustainable  
Quite sustainable  
As above mentioned - we will take responsibility for using this methodology in our School and in partner schools.  
The method development in the 11 schools involved in the project is guaranteed. In order to train new trainers we might set up an e-learning tool/training. The methodology do not require a budget to be developed.

What key lessons will you take forward in planning/delivering the final phase of the project?

## Text Responses

- keep motivate regions and schools for ALL the documents to be filled before the end of the project ! This phas is not the most interesting for them !  
alloting more time for working on the project. internal meetings with members of the team and other people involved  
More meetings with the internal team of the project in order to evaluate the the degree of achievement of objectives  
Dissemination activities as planned  
More dissemination and valorisation;  
The main thing is to involve the most important and responsible stakeholders in the final conference and after that.  
To stress out the partners to deliver the dissemination and exploitation plan in time in order to coordinate the EU dissemination and exploitation.  
I will check their work on a constant basis in order to assure the respect of deadlines in the set up and development phases of the plans.

Do you have any other comments or suggestions for taking the project forward into the final phase?

## Text Responses

no

success and good luck

No

Just continue the way we do now, it is going quite well!

I hope we shall do everything as it is written in the project.

Let's continue like that.

We are on the right pathway to transfer the method at EU level by 2020.