

The assessment sheet

Erasmus+ - call for project proposals 2021

**Partnerships for cooperation in the field of school education
KA210 (small scale/small scale partnerships), Round 2**

Name of organization: Gymnasial school No 1
Project title: Green bridge for future
Reference number: 2021-2-RO01-KA210-SCH-000048099
Score: 75.0 points

Relevance of the project:

The project is proposed by the Gymnasium School no. 1 Rosia in partnership with 2 other educational institutions and aims to promote responsible behavior toward the environment and knowledge of the local cultural heritage. The proposal therefore aims at thematic level at the relevant European priority in the national context in relation to the fight against climate change and the protection of the environment. Through the target groups involved and the project theme, the proposal demonstrates its relevance to the objectives and priorities of Erasmus+ and school education. The needs analysis that underlies the need to implement the project is presented in summary form, without specifying the methodologies and tools used to collect information and to substantiate the needs addressed in the proposal. The needs presented do not have a clear link with the project theme (low results in evaluations, lack of international experience of pupils from disadvantaged backgrounds, etc.). We recommend that an analysis of training and learning needs be directly related to the project theme (fight against climate change) as well as a SWOT analysis of the partners, highlighting the opportunity to implement the project. The chapter on the motivation for the project implementation (page 6) shows only the situation of the Romanian school. 4 specific, satisfactory objectives are set, illustrating the development directions set for pupils and teachers. The extent to which the situation will improve as a result of the implementation of the project is not sufficiently clear, established by measurable benchmarks. However, we note that the partners have set measurable targets for the various categories of impact (on students, teachers). The value added by the transnational dimension of the project is well substantiated, and the results cannot be achieved at local level. The project hosts the exchange of best practices between institutions with different, complementary experiences.

Quality of design and project implementation:

The design of the project has a logical structure and contains clear information about the different stages of the project, from preparation to implementation and follow-up/dissemination. The beneficiaries of the project are 12-15-year-old students from Romania, Turkey and Italy. More information is needed about the selection criteria to be applied to unshare candidates as well as the selection process, which should be transparent and fair. 6 activities are proposed, including one cross-section, project management and another dissemination. We note that the dissemination activity is doubled in the proposal (it is also included in A1). The work plan includes 3 transnational learning and training activities, one in each country represented in the project. The ratio between the number of pupils and the number of teachers is appropriate (2 teachers per 6 pupils). The mobility program is well presented, with information about content, themes, expected results. Transnational activities are well designed, offer good learning opportunities for pupils and teachers and contribute to the achievement of the project's objectives. Costs and different categories of expenditure shall be well presented and substantiated for all activities. A5, which consists of a curriculum and a brochure, needs a better foundation (how was the need to develop a new course on ecological issues identified? Has a research been carried out on the existing courses? Which is relevant to all 3 partners in relation to the existing materials and courses). The fact that only teachers from Romania participate in the course reduces the relevance of the material for partners and Erasmus+ program. A6 is also a local activity that does not involve the partners. The tangible results of the project are: A brochure (summarizing examples of good practice in carrying out some ecological activities), a curriculum (ecology course), films, a Facebook page of the project. The eTwinning platform has been used to identify partners, and will also be used in implementation, to facilitate communication between students, teachers, institutions and promotion. It is intended to use questionnaires and activity reports to monitor project activities.

Quality of project team and cooperation measures:

The partnership, built on the eTwinning platform, consists of 3 educational institutions from Romania, Italy and Turkey. The coordinator is a rural educational institution, without experience in implementing Erasmus+ projects and for which the impact could be great. Instead, the institution has experience in implementing some eTwinning projects. Experiences relevant to the project theme (greening, recycling activities) are presented. Partners in Turkey and Italy have no experience in implementing Erasmus+ projects, but relevant projects in the field of ecology are presented instead. The proposal shall include clear information on the criteria used to select the partners according to their experience and place of origin. The 3 partners have complementary experiences relevant to the project theme. The plan of communication and collaboration in partnership is well described, with detailed information about the communication channels used, about the responsibilities assumed in the team. The chapter can be improved by presenting processes, procedures, project management tools. The partners' common and specific responsibilities are satisfactorily presented, balanced and linked with their experience.

Impact:

More information is needed on the stages of the evaluation, the issues to be followed, the monitoring and evaluation tools (apart from questionnaires and reports). The activities envisaged can generate a positive impact at the level of the target groups (pupils and teachers). Students will develop their communication skills in English, multicultural skills, develop their knowledge of the environment and how we can contribute to its protection. There are a number of measurable targets for the impact on students, some of them do not seem to have a clear and direct link to activities ("30% of the students will have developed skills, knowledge and motivation to gain an enterneurological success", "25% of the students will have competences in old traditional jobs"). Teachers will develop relevant professional skills, exchange best practices and improve their motivation. The impact of the project on partner schools, which are the first experience of this type, is well presented – they will develop their capacity to implement projects with European funding, increase their visibility at local and national level, develop their educational offer. Good visibility for the project and its results is ensured by publishing information and images on the project's Facebook page, in the media, on schools' websites. We recommend that promotion activities be more clearly distinguished from dissemination activities. The activities to promote the project and disseminate its results implemented by all 3 partners are well presented, in a differentiated way.

General remarks for the candidate:

The proposal therefore aims at thematic level at the relevant European priority in the national context in relation to the fight against climate change and the protection of the environment. Through the target groups involved and the project theme, the proposal demonstrates its relevance to the objectives and priorities of Erasmus+ and school education. 4 specific, satisfactory objectives are set, illustrating the development directions set for pupils and teachers. The extent to which the situation will improve as a result of the implementation of the project is not sufficiently clear, established by measurable benchmarks. However, we note that the partners have set measurable targets for the various categories of impact (on students, teachers). The design of the project has a logical structure and contains clear information about the different stages of the project, from preparation to implementation and follow-up/dissemination. The work plan includes 3 transnational learning and training activities, one in each country represented in the project. The ratio between the number of pupils and the number of teachers is appropriate (2 teachers per 6 pupils). The mobility program is well presented, with information about content, themes, expected results. Transnational activities are well designed, offer good learning opportunities for pupils and teachers and contribute to the achievement of the project's objectives. Costs and different categories of expenditure shall be well presented and substantiated for all activities. Aspects to improve The needs analysis that underlies the need for the implementation of the project is presented in summary form, without specifying the methodologies and tools used to collect information and to substantiate the needs addressed in the proposal. The needs presented do not have a clear link with the project theme (low results in evaluations, lack of international experience of pupils from disadvantaged backgrounds, etc.). We recommend that an analysis of training and learning needs be directly related to the project theme (fight against climate change) as well as a SWOT analysis of the partners, highlighting the opportunity to implement the project. The chapter on the motivation for the project implementation (page 6) shows only the situation of the Romanian school. More information is needed on the selection criteria to be applied to unshare candidates as well as on the selection process, which should be transparent and fair. "A5, which consists of a curriculum and a brochure, needs a better basis