

**"Through Universal Myths, towards Eternal Truths” 4 Myths 4 Truth**

**Evaluation Questionnaire Results**

**Number of teachers involved in this survey: ………10………**

**1.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Number  of options |  | Number  of options |  | Number  of options |
| interculturality | 8 | unity |  | diversity |  |
| dialogue |  | sharing |  | citizenship |  |
| partnership | 6 | common values | 10 | solidarity | 6 |

**2.**

|  |  |
| --- | --- |
|  | Number of options |
| More acceptance of differences | 16 |
| Cultural enrichment |  |
| Sharing ideas and knowledge | 8 |
| Preserving national culture |  |
| Improvement of linguistic and digital skills | 4 |
| Promotion of values as a support of an active, critical and responsible citizenship | 2 |

**3. Fill in the number of options for each item/column:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Not applicable | No impact | Small impact | Medium impact | High impact | Very high impact |
| Increased language skills |  |  |  |  | 6 | 4 |
| Increased ICT skills |  | 6 |  |  | 2 | 2 |
| Increased pedagogical skills |  |  |  |  | 8 | 2 |
| Increased motivation |  |  |  |  | 3 | 7 |
| Increased project management skills |  |  |  | 3 | 4 | 3 |
| Increased knowledge about the partners’ educational systems |  |  |  |  |  | 10 |
| Increased knowledge about the partners’ countries and cultures |  |  |  |  |  | 10 |
| If other, please specify |  |  |  |  |  |  |

**4.**

|  |  |
| --- | --- |
|  | Number of options |
| Language |  |
| Lack of support from the other teachers of the school | 8 |
| Incompatibility of time in your timetable to meet with the group members | 3 |
| Lack of support from the school board |  |
| Finding host families | 5 |
| Selection of students for mobilities | 7 |
| Lack of interest in the carried out activities | 7 |
| Finding sponsorship |  |

**5**

|  |  |
| --- | --- |
|  | Number of options |
| Assigning specific hours in your timetable for the project |  |
| A better distribution of tasks | 6 |
| A better knowledge about the host families (a preliminary visit at the host family is recommended ) |  |
| Monitoring of the host families (of each project meeting) to ensure good care of the students |  |
| A special local authority office to help in the project meetings |  |
| The possibility of choosing the work group according to the individual skills and personal compatibilities |  |
| A better selection of the students, project team members, regarding their linguistic competences | 8 |
| A better selection of the teachers, project team members, regarding their linguistic competences | 6 |
| A better selection of the teachers, project team members, regarding their real disponibility to work within the project |  |
| Limited number of partner countries |  |

**6. Fill in the number of options for each item/column:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
| How much did your students learn from this Comenius project? |  |  |  | 1 | 9 |
| How much did your students enjoy this Comenius project? |  |  |  | 2 | 8 |