

# A

## Checklist for Educational Smart Practice Teaching Empowerment and Participation – Quantitative assessment

The product must reach at least half of the indicators in order to be further qualitatively assessed in the second evaluation form.

Tick Yes / No

ESSENTIAL FORMAL REQUIREMENTS	YES	NO
Participants and organization are mentioned		
Target audience is mentioned		
Actors and participants are identified consistently and the roles they performed are named		
All sources are cited ; copyrighted material, if used, is identified and used with clear permission		
<b>DIDACTIC TRANSPOSITION. INDICATORS.</b>		
Work was shared equally among all participants		
The learning goals are clear		
A common preparation process was done by the participants/students		
A common creation process was done by the participant/students		
The results had been shared by the participants/students		
Is there an evidence that the learning goals had been reached?		
The project involves several areas of knowledge		
<b>NARRATIVE QUALITY OF METHOD. INDICATORS.</b>		
The method stimulated follow-up activities of learners		
The approach is suitable for the participants (e.g. age groups, education background...)		
The content is clearly relevant to the theme of the assignment or topic; the message is clear		

The method leaves open space for intervention of learners		
Learner-centered approaches had been used.		
<b>FORMAL QUALITY OF THE CREATION AND PRODUCTION. INDICATORS</b>		
The impact of the method builds up the community capacity		
The tools/methods chosen are suitable to create discussion		
There is a careful selection of resources stimulating the learner to engage in the learning process		
The talking-ratio in the method are in favor of the learner		
The use of the resources is simple and accurate, focused on local needs		
The methods are easy reproducible by the participant/students		
<b>DISSEMINATION AND IMPACT</b>		
The method leads to reflection		
The method is shared		
Tools are used to measure the impact of the method		
Feedback can be provided to the learners and trainer/teacher		
<b>TOTAL SCORE:        /26</b>		

## B

**Qualitative Assessment – just to be filled if the practice reached half the indicators in section A.**

Part I. General information			
Name of the organization			
Number evaluation sheet			
<b>1. Name of the method</b>			
2. When was the method first used?			
3. How often was the method applied?	<ul style="list-style-type: none"> <li>⤴ More then 10 times</li> <li>⤴ From 5 to 10 times</li> <li>⤴ From 2 to 4 times</li> <li>⤴ Only once</li> </ul>	<b>Points*</b> .....	
4. Geographical coverage of the method – for which audiences can you use it?		<ul style="list-style-type: none"> <li>● Local</li> <li>● Regional</li> <li>● National</li> <li>● International</li> </ul>	
5. How many organisations are using the method?  Please describe shortly how other organisations might adapt the method (if any)			
6. Which kind of institutions perform the method?	<ul style="list-style-type: none"> <li>● From the governmental sector</li> <li>● From the private sector</li> <li>● From the non-governmental sector</li> </ul>		
7. Goals of the method			
8. How many educators are performing the method?			
9. Target group	1)	2)	3)

10. Number of learners with this method			
11. Which aspects of the methods have been used before/after in other context?	1) Context: Aspect used:  2) Context: Aspect used:		
12. How is/was the creation of the method financed?			

Part II. Core information		Points
1. How interactive is the method?	4) Very 3) Quite 2) Just so 1) Not really 0) Not at all	***
2. Which aspects make your method interactive?		**
3. How do you involve your participants in applying the method in their community/peer group?		**
4. How strong does the method motivate participants for further learning?	4) Very 3) Quite 2) Just so 1) Not really 0) Not at all	***
5. How would you describe the motivation of the participants?		**
6. To which age range do the participants belong? Please	⤴ Under 21 years old ⤴ 21 – 60 ⤴ 61 – 67	****

write the number of each group if is it possible.	⤴ Over 67	
7. Which kind of participatory aspects does the method have?	a) Is the method easy transferable? ..... ..... b) Do you involve participants with different knowledge? ..... .....	*****
8. In which way does the method have impact on the participants regarding following aspects:	a) Participation in society ..... b) Awareness as citizen ..... c) Living active life ..... d) Empowerment ..... e) Another ..... ...	*****
9. How long was the implementation process of the method?		**
10. How does the preparation of the method look like? Do you use f. e. fixed curricula or non-formal planning?		**
11. How does the documentation of the results look like?		**
12. Which effects using the methods can you notice?	A) generally ..... B) on the participant .....	*****
13. When are the first results/ effects noticeable?		**
14. How is the method transferable to other education sectors?		**
15. How innovative is the method?	4) Very 3) Quite 2) Just so 1) Not really 0) Not at all	***
16. What makes the method innovative?		**

17. How does the promotion of the method look like?				**
19. What kind of assessment methods do/ did you use in order to follow the impact of the method?				
20. SWOT analyze	Strengths	Weaknesses	Opportunities	Threats
<b>Points for SWOT**</b>	**	**	**	**

21. Describe a success story	
	<p>**</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>..</p>

<b>Sum of all points</b>	
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Place for notices and observed problems & aspects .....

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## EVALUATION GUIDELINES

### POINTS SYSTEM

\* Only question number **4 from the I. part** can get points. Number of points - from **3 to 0** (where answer: More than 10 times becomes 3 points, from 5 to 10 times becomes 2 points, From 2 to 4 times becomes 1 point, Only once get no points).

\*\*Award from **4 to 0 points**, use the following parameters for the evaluation:

- 4 points (comparable grade "VERY")- the answer is comprehensive, long and qualitative, the content has a special meaning for the learning pathway.
- 3 points (comparable grade "QUITE") - the answer contains a lot of information important for the learning pathway, but you cannot say it is comprehensive.
- 2 points (comparable grade "QUITE") - the answer is sufficient but without special meaning for the learning pathway.
- 1 point (comparable grade "NOTE REALLY") - the answer describes a few aspects which are connected with the learning pathway, but not enough to give more points.
- 0 point (comparable grade "NOT AT ALL") - the answer does not give any response to this question or show any aspect of learning pathways.

\*\*\* award: Very – 4 points, Quite – 3, Just so – 2, Not really – 1, Not at all – 0.

\*\*\*\* award from **3 to 0 points**, 3 points if all aged groups are present in the project, 2 if 3 groups are present, 1 if 2 groups are present, none points if only 1 group is present.

\*\*\*\*\* award from **4 to 0 points**, max. 2 for answer a), max. 2 for answer b) .

\*\*\*\*\* award from **5 to 0 points**, each answer (a, b, c, d, e) can receive 1 point