



Education, Audiovisual and Culture Executive Agency

Lifelong Learning: Comenius, Grundtvig, ICT and Languages

19. 01. 2009

Brussels,  
EACEA/P1/BH/MLP/ms D(2008) 08D041479

**Mr. Jean Marc PETIT**  
INSTITUT DE FORMATION  
PEDAGOGIQUE  
PROJETS EUROPEENS  
UNIVERSITE CATHOLIQUE DE  
LILLE, 60, BD VAUBAN, BP 19  
FR-59016 LILLE CEDEX

**Reference: Your project 134419-FR-2007-COMENIUS-CMP // 2007-3421**

## **Approval of Progress Report and Notification of Payment**

Dear Mr. Petit,

I am pleased to inform you that we have approved the Progress Report for the project referenced above. This approval is based on an assessment undertaken by an external expert on behalf of the Agency. Enclosed you will find the Agency's comments and recommendations following this assessment. Please use them as guidelines for the implementation of your project as they will be taken into account when assessing the Final Report of your project.

Following the approval of your Progress Report, we also confirm that the payment of the second pre-financing for your project has been launched. This payment will be made in accordance with article I.4.2 of the Grant Agreement.

Please be aware that the approval of the Progress Report should not be considered as an approval of the reported expenses. All expenses, including those already reported at the Progress Report stage, will be checked and the final grant will be awarded only at the Final Report stage.

International transfers can take up to two weeks to be credited to the beneficiary's account. Please, contact us if you do not receive the payment within two weeks.

If you have sent a request for an amendment together with your Progress Report, please note we will reply to this request separately. Approval of your Progress Report does not imply that the request for amendment has been automatically approved.

Education, Audiovisual & Culture Executive Agency  
Avenue du Bourget 1 – 1140 Brussels - Belgium

<http://eacea.ec.europa.eu>



Please do not hesitate to contact Beata Guillerme should you have any further enquiries.

Yours sincerely,

A handwritten signature in black ink, consisting of several loops and a trailing line, positioned to the left of the typed name.

Brian Holmes  
Head of Unit

Annexes:

Comments and Recommendations from an independent expert

Contact: Beata Guillerme, Telephone:(32-2) 29856041 - [beata.guillerm@ec.europa.eu](mailto:beata.guillerm@ec.europa.eu)



**LLP PROGRESS REPORT ASSESSMENT SHEET**

**Project number: [number]-[year]-[country]-[LLP Action]**

134419-LLP-1-2007-1-FR-COMENIUS-CMP

**Project title:**

Regards croisés sur la Première Guerre Mondiale

	Score /10
<p><b>1. Objectives, results and products</b></p> <p>Have the project's activities been in accordance with its aims and objectives as declared in the original application or as officially amended?</p> <p>Have there already been any valuable results/products achieved at Progress Report stage?</p>	7
<p>The project 'Regards croisés sur la Première Guerre Mondiale' aims at organizing a training module for teachers and trainers which is the result of a full and conscious comparison of ideas. The main objective is therefore to go beyond the national dimensions and provide educators thoughts and practices for the teaching of history and the training of European citizens. The project has presented the following outputs: 1) The project website at the moment in French is planned in six languages 2) The training module divided into four main axis: the World War 1 in programmes and manuals in the participating countries; an analysis of history courses and methodological approaches to teaching, museum and sites dedicated to the conflict, memories about the World War 1 3) didactic material 4) the nine issue of the newsletter and 5) dissemination and evaluation material.</p> <p>The project website presents a collection of the main products highlighting the project's rationale, the participating institutions, a collection of the above mentioned outcomes and teaching material, and a part for evaluation, and dissemination with leaflets and press release.</p> <p>On the whole, the project has undoubtedly achieved adequate results and the interim outcomes are well collected and structured. There is both the logo and the mention of funding/disclaimer present in the products offered at the PR stage.</p>	

	Score /10
<p><b>2. Coherence between workplan and activities carried out to date</b>            Have the planned activities been implemented in accordance with the project's work plan as declared in the original application, or as officially amended, and have any variations been adequately justified?</p>	7
<p>The project has fulfilled the outcomes and realized the activities planned in the proposal. The presented outputs show that the consortium has been active in comparing the different experiences, practices and the conceptions of the chosen topic, to be ready to reach common pedagogical tools and a training for the target teachers. There are only minor deviations from the work plan which do not have a substantial importance on the general scheme of the project. A prevalent coherence, the capacity of exchanging models and gathering examples of practices and documents in the participating countries, together with the efforts placed in the research and in the activities realized up to now, can be certainly acknowledged.</p>	

	Score /10
<p><b>3. Partnership</b>            Are there indicators to show that the partnership is working properly? Are there clear indications of a real and effective involvement of the partners? Are there significant changes in the partnership compared to the application? If so, have these changes had any impact on the partnership?</p>	6
<p>A partnership of 9 institutions from 6 countries (DE, AT, FR, BE, IT, PL and RO), plus an external partner from Switzerland, has changed one partner during the contractual period and the requested amendment was accepted. The institutions are from various backgrounds, and contexts, there are training centres, teachers' associations, universities and more than thirty associated schools are already active and have provided material for the first year results. Their contribution will be felt in the second part of the project, whose main goal is to test the training on the targeted teachers and students in the different partners' countries. Up to now, the outcomes show the institutions have worked and cooperated trans-nationally exchanging competences and collecting information which have permitted a comparative analysis and the production of the realised outcomes. Both in the website and in the products the partners' contributions can be recognized even if some institutions appear to be slightly more active than others.</p>	

	Score /10
<p><b>4. Management</b> Does the project seem to be well managed on the whole? How efficient were the management and coordination arrangements? To what extent were appropriate decisions made to support effective implementation and problem resolution? Have any deviations/changes been satisfactorily justified?</p>	7
<p>In spite of the change of coordinator presented in June 2008 and effective from March 2008 the management of the project has not been weakened by the amendment and has proved the ability to organize the activities, cope with an international team, and favour the exchange of practices, which has led to the first year outcomes. The training course in its draft form is the result of a comparative analysis, a transnational work and a fruitful cooperation of an active consortium. The different backgrounds have been a stimulus for the accomplishment of the project and communication and cooperation was active both through meetings and electronic devices. Two types of transnational meetings have kept the management functioning, the 'comité techniques' with two partners and the coordinator and the 'comité de pilotage' with all partners. A forum will be opened to permit the exchange of views between the partners and the participating schools. Besides, the management material, attached to the PR, and the assessment of the meetings have shown the partnership's satisfactory quality and the coordinating institution: Institut de Formation Pédagogique is to be acknowledged for the work done so far.</p>	

	Score /10
<p><b>5. Financial management</b> Are the expenditures made so far in line with the project activities?</p>	7
<p>The financial part of 'Regards croisés sur la Première Guerre Mondiale' has been organised so that two organizations of the three in the 'comité techniques' are in charge of the financial management. In particular, the coordinating institution is acting more as a supervisor of the total action. A part of the website 'Administration' is devoted to this aspect, and the total expenses are in general coherent with the activities and products; the costs do not show relevant variations from the approved budget. The management has properly collected and organized the information provided by the partners' institutions in both staff costs and travel expenses using tools, which are made available on the website as well. Consequently, all in all, the breakdown of expenses in the consortium respects what had been established in the preparatory phase, and the costs are coherent with the general plan of the project.</p>	

	Score /10
<p><b>6. Evaluation and/or quality assurance</b>            If evaluation activities have already taken place, are they satisfactory? How well has the project's strategy for evaluation been implemented so far? To what extent has the project considered the comments or recommendations following the project selection?</p>	7
<p>In the project both internal and external evaluations were planned from the start. A whole section of the website is devoted to 'Evaluation' where it is possible to find the feedback both of the five 'comité techniques' and the three 'comité de pilotage', the nine issues of the newsletter, and the questionnaire to students about the teaching and learning of the World War 1. Therefore, so far, comments, reactions and feedback have been largely collected among partners and target groups. Besides, the two external evaluators mentioned in the proposal have taken part in the September 2008 meeting in Vienna and, consequently, both aspects of evaluation have been taken into account. The second part of the project will experience a planned larger collection of responses by the selected target groups in European schools.</p>	

	Score /10
<p><b>7. Dissemination</b>            How does the project develop communication, visibility, and the dissemination of its activities and results as outlined in the original application? With reference to the original application, to what extent has the consortium addressed the issue of the exploitation of the project activities / results during the project lifetime (and beyond)?</p>	6
<p>The dissemination activities are in this first part of the project's life certainly reliable and consistent. The website, a good example of dissemination in itself, contains a section where leaflets of the project are present in the five target languages. A section about the press release contains articles and material from four countries (FR, BE, DE and PO). Activities, therefore, were, in general, carried both nationally and internationally and the structure of the website can certainly support the spreading of information and project's results. Partners have contributed through different channels and the flyers show the understanding of the importance of a multilingual dissemination. It is suggested to give the website the same planned plurilingual dimension as soon as possible to permit an even larger echo.</p>	



## Supplementary information to be submitted

**Supplementary information required from the project to allow for a complete Progress Report analysis:**

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## Overall evaluation

**Overall comment:**

The 'Regards croisés sur la Première Guerre Mondiale' project, aiming at organizing a training module for teachers and trainers on World War 1, has carried out the planned outcomes and realised 50% of the training module, nine issues of the newsletter, a well structured website and dissemination and evaluation tools and outcomes.

The project has encouraged the comparison of history courses, methodological approaches to teaching, museum and memories about the conflict, and partners' institutions are collaborating to the creation of transnational products. The project website can be seen as very helpful vehicle of dissemination and show the accessibility of all the interim results. The project, therefore, has realized the activities planned in the original proposal and the partnership is working to favor considerable exchange of practices among the countries involved. The consortium is now ready to test the module on the associated schools. There is both the logo and the mention of funding/disclaimer present in the products offered at the PR stage.

**Strong points:**

The project presents strengths in its main outcome: the training course and its structure, in the coherence between work-plan and activities carried out, in management, in evaluation and dissemination activities and products. So far the products and activities are certainly satisfactory.

**Weak points:**

In general the project does not present strong weaknesses in the activities and outcomes presented so far.

<b>Summary scoring sheet for Final Report</b>	
<b>Criterion</b>	<b>Score</b>
1 Objectives, results and products	7
2 Coherence between work plan and activities carried out during life of the project	7
3 Partnership	6
4 Project Management	7
5 Financial Management	7
6 Evaluation	7
7 Dissemination	6

<b>Your global score is:</b>	<b>7 /10</b>	<b>70%</b>
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#### KEY TO THE SCORING SYSTEM

<b>Score</b>	<b>Definition</b>	<b>Description of score</b>
0	No evidence	Fails to include a minimum amount of evidence to enable the criterion to be evaluated
1 or 2	Very weak	Addresses the criterion but with significant and/or many weaknesses
3 or 4	Weak	Addresses the criterion but with weaknesses
5 or 6	Acceptable	Addresses the criterion sufficiently
7 or 8	Good	Addresses the criterion with some aspects of high quality
9 or 10	Very good	Addresses the criterion with all aspects of high quality
X	Not applicable	Activity of the criterion was not planned for the evaluated period of time