Contextualisation of Toddler Wellbeing Training Event
14th- 18th March 2016

Evaluation Form:

Name: Maj

Partner: Sandres

The aim of this training event is to introduce Setting Partners and their Early Years Practitioners:

- To the updated TODDLER Project materials;
- Provide an opportunity to explore the context of wellbeing and the projects content and materials;
- It provides EYPs with the opportunity to create a reflective dialogue which will continue through the use of the discussion board and Job Shadowing.

How good is the event?

No	Performance Indicator	Themes	4	3	2	1
1	**Quality of the training element**	4 = excellent, 3 = good, 2 satisfactory and 1 = poor		X		
1.1	Input into the event by the project partners	• The extent to which each partner contributes to the event • The evidence of partners sharing roles and responsibilities during the event	Y			
1.2	Links between the aims of the event and the overall aims of the project	• Mutual understanding amongst partners about the project and event rationale and the short term and long term objectives of the event • Clear evidence in the event programme of real synergy with the overall objectives of the project		Y		
1.3	Development of positive attitudes towards Europe	• Opportunities for the development of positive attitudes towards Europe and towards transnational activities • The extent and quality of the intercultural dimension • The extent of opportunities for participants to share information about their own countries and education systems	Y			
1.4	Promotion of other languages	• Extent and quality of the opportunities for the use of various languages both by trainers and by participants • Evidence of strategies for overcoming language difficulties •		Y		

No	Performance Indicator	Themes	4	3	2	1
2	**Structure, content and delivery of the event**	4 = excellent, 3 = good, 2 satisfactory and 1 = poor				
2.1	Organisation of the training event	• Evidence of clear planning • Realistic timescales				
2.2	Effectiveness of content and appropriate range and balance of activities	• Appropriate content, clearly related to the aims and objectives of the event • Relevant mixture of activities e.g. icebreaking activities, didactic sessions, workshops, social activities, free time • Appropriateness of the social programme				
2.3	Effectiveness of the delivery by trainers, workshop leaders etc.	• Trainers and leaders have the appropriate subject competence and knowledge • Trainers and leaders are good communicators with the necessary language skills • Trainers and leaders have the appropriate didactic experience for delivering professional development				
2.4	Effectiveness of shared ownership of the event	• Evidence that the needs and expectations of participants have been taken into account • Evidence that participants have the opportunity to contribute their own expertise				
2.5	Effectiveness of the process of monitoring and evaluation	• Quality of the mechanism for evaluation both short term and long term including follow-up activities, if appropriate • Evidence of on-going assistance to participants, if appropriate				

No	Performance Indicator	Themes	4	3	2	1
3	**Materials, resources and equipment**	4 = excellent, 3 = good, 2 satisfactory and 1 = poor				
3.1	Provision and suitability of materials, resources and equipment	• Evidence of appropriate prior information being issued to participants • Relevance and quality of materials issued during the event • Sufficiency, range and suitability of other resources, including, where appropriate, ICT • Provision of support and assistance for technology users • Extent to which technology and other resources are used effectively and with innovation				

No	Performance Indicator	Themes	4	3	2	1
4	**Quality of the domestic arrangements**	4 = excellent, 3 = good, 2 satisfactory and 1 = poor				
4.1	Quality and appropriateness of the domestic arrangements and the comfort factor	• Attention to practical details and catering • Suitability of the working venue • Quality of overnight accommodation, if appropriate • Evidence of special requirements (dietary for example) being met	X			

No	Performance Indicator	Themes	4	3	2	1
5	**Quality of Intellectual Outputs**	4 = excellent, 3 = good, 2 satisfactory and 1 = poor				
5.1	TODDLER materials update KU, UiS, URL	• Use and content of the materials in your home language	X			
	Comments on the materials:					
5.2	Website KU	• Structure, design and layout of the Public access and Private access • Accessing the website and submission of work • Understanding of your role and contribution required for the site	X			
	Comments on the materials:					
5.3	Toddlers' Wellbeing KU	• Quality of the materials and information they provide • Ability to use and implement them • Understanding of your role and contribution to these materials	X			
	Comments on the materials:					

5.4	Toddlers' Voice and Expressions UiS	• Quality of the materials and information they provide • Ability to use and implement them • Understanding of your role and contribution to these materials	X			
	Comments on the materials:					
5.5	Toddlers' Meal Times URL	• Quality of the materials and information they provide • Ability to use and implement them • Understanding of your role and contribution to these materials	X			
	Comments on the materials:					
5.6	Toddlers' Additional Language(s) URL	• Quality of the materials and information they provide • Ability to use and implement them • Understanding of your role and contribution to these materials	X			
	Comments on the materials:					
5.7	Case Study Impact Report of ToWe UiS	• Reflective session • Yours and others contribution to the discussion • Did you feel listened to		X		
	Comments on the materials:					

Example:

'Quality of the training element' (1.1)
This performance indicator is concerned with:

- *The extent to which each partner contributes to the event*
- *The evidence of partners sharing roles and responsibilities during the event*

A performance meriting Level 4 would be illustrated by:

1. Each partner plays a role in the preparation and delivery of the event according to an agreed prior division of roles and responsibilities
2. There is clear evidence of a collaborative approach with strong team work

A performance meriting Level 1 would be illustrated by:

1. There is a lack of clarity in the partners' division of roles and responsibilities and consequently there may be evidence of a failure to contribute as required
2. Where problems have arisen, there is a lack of commitment to finding a mutually acceptable compromise

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1.2	Links between the aims of the event and the overall aims of the project	• Mutual understanding amongst partners about the project and event rationale and the short term and long term objectives of the event • Clear evidence in the event programme of real synergy with the overall objectives of the project		X X		
1.3	Development of positive attitudes towards Europe	• Opportunities for the development of positive attitudes towards Europe and towards transnational activities • The extent and quality of the intercultural dimension • The extent of opportunities for participants to share information about their own countries and education systems	X X X			
1.4	Promotion of other languages	• Extent and quality of the opportunities for the use of various languages both by trainers and by participants • Evidence of strategies for overcoming language difficulties		X X		

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2	**Structure, content and delivery of the event**	4 = excellent, 3 = good, 2 satisfactory and 1 = poor				
2.1	Organisation of the training event	• Evidence of clear planning • Realistic timescales		X X		
2.2	Effectiveness of content and appropriate range and balance of activities	• Appropriate content, clearly related to the aims and objectives of the event • Relevant mixture of activities e.g. icebreaking activities, didactic sessions, workshops, social activities, free time • Appropriateness of the social programme	X X	X		
2.3	Effectiveness of the delivery by trainers, workshop leaders etc.	• Trainers and leaders have the appropriate subject competence and knowledge • Trainers and leaders are good communicators with the necessary language skills • Trainers and leaders have the appropriate didactic experience for delivering professional development	X X X			
2.4	Effectiveness of shared ownership of the event	• Evidence that the needs and expectations of participants have been taken into account • Evidence that participants have the opportunity to contribute their own expertise	X X			
2.5	Effectiveness of the process of monitoring and evaluation	• Quality of the mechanism for evaluation both short term and long term including follow-up activities, if appropriate • Evidence of on-going assistance to participants, if appropriate	X X			

No	Performance Indicator	Themes	4	3	2	1
3	**Materials, resources and equipment**	4 = excellent, 3 = good, 2 satisfactory and 1 = poor				
3.1	Provision and suitability of materials, resources and equipment	• Evidence of appropriate prior information being issued to participants • Relevance and quality of materials issued during the event • Sufficiency, range and suitability of other resources, including, where appropriate, ICT • Provision of support and assistance for technology users • Extent to which technology and other resources are used effectively and with innovation	X X X X	X		