# D4.3 Integrated Evaluation Report on Phase B

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## Versions of the Document

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| 0.1 | 27/7/2015 | Andreas Koskeris, | |
| 0.2 | 29/7/2015 | Andreas Koskeris, Evangelia Boufardea | Additions of qualitative data gathered from seminars andd wrap tool |
| 0.3 | 3/8/2015 | Andreas Koskeris, Evangelia Boufardea | Changes based on Heirnich Rollman's comments |
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# 1. INTRODUCTION

The aim of this document is to provide an evaluation report following the methodology described in deliverable D4.1 "Evaluation Plan" outlining both the success of the training program and the implementation of the schools'/parents' collaborative activities during the Implementation Phase B. This report also provides at the end an outline of the main revisions needed in the Training Framework and Guides.

The E-STEP training framework evaluation has been done based on the **response model** as described in D4.1 since:

- o It is more suitable for a two-step evaluation, providing feedback for training program modifications.
- o It is more feasible based on the specific time limits and resources available within the E-STEP project.

This method is based on the evaluation on the situation before the seminars, during them and afterwards. For this reason 3 online questionnaires were prepared:

STEP 1

There was the Questionnaire 1 which had to be filled in before the training seminar (This questionnaire had to be handed out before training seminar. The trainees should had read the provided Trainees Guide). The link for this questionnaire is the following http://goo.gl/forms/k0OrkGFBKp

STEP 2

There was the Questionnaire 2 which had to be filled in right after the end of the training seminar. The link is the following http://goo.gl/forms/5XGCBIS1Je for this questionnaire.

STEP 3

There is the Questionnaire 3 which had to be filled in 3 weeks after the training seminar. The link is the following http://goo.gl/forms/fsch6uZp67

For each one of the above three stages of evaluation, a separate matrix was developed based on the evaluation data received.

**Existing Situation**

| Indicator | Intensions | Observation | Conclusions/Suggestions |
|---|---|---|---|
| Trainees guide usefulness and ease of comprehension | All first phase trainees must be confident on what to expect from the training after reading the trainee's guide | | |
| New knowledge to acquire | All first phase trainees must evaluate as useful the new knowledge they will get in relation with parental engagement | | |

**Intervention**

| Indicator | Intensions | Observation | Conclusions/Suggestions |
|---|---|---|---|
| Evaluation on logical interconnection between sections | At least 75% of first phase trainees must evaluate this positively | | |
| Program Duration Feasibility | All first phase trainees must evaluate the program duration as appropriate | | |
| Content quality | All sections content must receive at least 4/5 evaluation | | |
| Content quantity | All first phase trainees must evaluate the content as enough but not too much | | |
| Trainees guide evaluation | All first phase trainees must evaluate the training | | |

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| | guide as useful | | |
| Educational techniques used in the seminar | Positive assessment from all trainees | | |
| New knowledge acquired | Positive assessment and confidence from the trainees on<br><br>- new theoretical knowledge acquired<br><br>- knowledge in relation with social networking tools to use for parental engagement | | |

### Results

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| New skills acquired | Developed confidence on abilities gaining new knowledge and skills applicable to own educational contexts | | |

The evaluation for the Phase B followed a three-step approach:

1. Before the organization of the workshops (e.g. when sending the trainees guide if a partner decides to send it prior to the event)
   - Participants involved:  Trainees and school managers
   - Tools to be used (based on the table presented the needed observations per step):
     - o  Questionnaire including qualitative information
2. Right after the closure of a seminar
   - Participants involved: Trainers, trainees and school managers
   - Tools to be used (based on the table presented the needed observations per step):
     - o  Questionnaires including qualitative information  (for trainees and school managers)
     - o  Implementation reports (for trainers)
3. After the seminars
   - Participants involved: trainees and school managers, parents
   - Tools to be used (based on the table presenting the needed observations per step):

- o Questionnaires including qualitative information and interviews with school managers

and/or

- o Use of the http://wrapp.bcu.ac.uk/node/add/e-step-framework to get more feedback on impact after the seminars [1]

Apart from the above additional qualitative and quantitative indicators will also be used:

- Feedback from all partners (workshop reports)
- Usage of social networking tools for the development of the school action plans

The aim of this document is to present the evaluation results in the following way:

- Analysis of results
- General conclusions
- Proposals for the finalization of the training framework and modules

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[1] Partners, based on their existing situation with the schools selected with can use (if feasible) the wrap tool provided by BCU to collect additional feedback which will be useful to evaluate the impact from the seminars.

# 2.  ANALYSIS

## 2.1  The Sample

The presented results are based on:

- Questionnaires filled in as presented in the previous section
- Interview with school managers
- Feedback from partners
- Usage of social networking tools

The collected questionnaires were 180 in total:

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| Questionnaire 1 | 70 |
| Questionnaire 2 | 60 |
| Questionnaire 3 | 50 |

## 2.2  Presentation of results from all tools

**Existing Situation**

| Indicator | Intensions | Observation | Conclusions/Suggestions |
|---|---|---|---|
| Trainees guide usefulness and easy to comprehend | >80% of second phase trainees must be confident on what to expect from the training after reading the trainee's guide | USEFULNESS<br><br>55% answered with 4 or 5 in the Likert scale.<br><br>If we add also the "3" answers the percentage goes to 95%<br><br><br>EASY TO COMPREHEND<br><br>45% answered with 4 or 5 in the Likert scale.<br><br>If we add also the "3" answers the percentage goes to 95% | The most recurring answer from not confident persons has to do with "not having much time to read it thoroughly"<br><br>Relevant to this, is the comment that the guide was too big.<br><br>Finally another recurring comment was that the guide misses help/info to help teachers create a planning for their action plans. |
| New knowledge to acquire | At least 80% of first phase trainees must evaluate as useful the new knowledge they will get in relation with parental engagement | 62% answered with 4 or 5 in the Likert scale.<br><br>If we add also the "3" answers the percentage goes to 85% | Most of the clarification replies from uncertain teachers had to do with the fact that they consider that they already have the needed knowledge after all. |

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**Intervention**

| Indicator | Intensions | Observation | Conclusions/Suggestions |
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| Evaluation on logical interconnection between sections | >80% of second phase trainees must evaluate this positively | 89% positive evaluation | The high percentage of positive evaluation reassures that the sections were well connected and presented. |
| Program Duration Feasibility | >80% of second phase trainees must evaluate the program duration as appropriate | 77% positive evaluation | Several participants didn't feel confident with the artefact activities. The feel that more time would be needed on this and also for the presentation of examples.<br><br>A second follow up seminar is identified as a recurring suggestion for many responders. |
| Content quality | Content must receive at least 4/5 evaluation | 62% with evaluation of at least 4/5 | According to the result there is need for more practical examples (e.g. of a specific action plan) |
| Content quantity | All second phase trainees must evaluate the content as enough but not too much | 87% with evaluation of at least 4/5 | It is obvious that teachers don't want large volume of material, so the proposed Training Framework and Trainees' guide is suitable. |
| Trainees guide evaluation | All second phase trainees must evaluate the training guide as useful | Positive (at least 3/5) evaluation from all responders | Undoubtedly the trainees' guide according to the evaluation is comprehensive and suitable for the teachers. |
| Educational techniques used in the seminar | Positive assessment from >80% of trainees | 91% positive evaluation | The educational techniques were accepted with great interest and enthusiasm from the trainees. Without a doubt the part with the creation of artefacts was |

| | | | the most successful. Most of the participants were enjoyed the practical elements of the program implementation. For this reason it is clear that the more practical techniques are adopted better for the trainees. Need for more practical examples. |
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| New knowledge acquired | Positive assessment and confidence from the trainees on<br><br>- new theoretical knowledge acquired<br><br>- knowledge in relation with social networking tools to use for parental engagement | 96% positive assessment on the theoretical knowledge<br><br>91% positive assessment on the knowledge in relation with social networking | Some participants express low confidence to apply social networking tools for parental engagement. This is associated with fear that parents will not be able to follow social networking related activities due their lack of digital literacy.<br><br>It was observed that this phenomenon was most widespread in rural areas. |
| Participation in the seminars<br><br>• Absences<br>• Quantitative data from the platform usage<br>• Qualitative data from the platform usage | Targets:<br><br>- at least 3 persons per seminar/school<br><br>- Significant usage of the ODS communities platform and its supported tools (e.g. forum) based on analytics gained from it | Targets on schools and participants per school have been reached by the project<br><br>Several social networking platforms have been used from the partners to support the training and the post training activities:<br><br>- 3 platforms (Facebook, wrap UK tool, ODS tool)<br><br>- 14 communities created<br><br>- 130 members in the communities<br><br>- 9 of 14 communities with active collaboration (posts, resources etc) | Social networking proved to be a useful tool.<br><br>It is important to assure flexibility on which platform to use for collaboration with parents and consequently with web2.0 tools will be used. |

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**Results**

| New skills acquired | High level of Confidence from all trainees on their capability to apply what they learnt | 74% with positive evaluation | In case of low confidence, this is associated with fear that parents will not be able to follow social networking related activities due their lack of digital literacy. Also issues of necessary technical support were also expressed. These cases should be faced with extra advices to teachers how to skip this fear. The teachers are prejudiced before they even try to approach the parents. They expect a negative attitude from parents' side and this fact discourages them. |
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| Importance of the whole initiative | Positive assessment from trainees and school directors | 88% of positive (or relatively positive) assessment | Difficulties or vague issues raised: how to engage parents? which is the most suitable social networking tool? ICT readiness of teachers. Need of support from school ICT staff. |
|  | Parents from the schools involved must evaluate positively the first results they have presented to them right after the training conclusion (e.g. establishment of a social network group) | Need to support and train also parents in order to use social tools for their engagement activities in collaboration with schools | ICT staff of schools can have an active role in this (e.g. training / introductory sessions) School teachers must have the needed skills to motivate parents engagement in the planned activities |

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Apart from the above indicators which were most about the evaluation of the training workshops, the Training Framework and the Trainees Guide, another survey on the current situation of the parental engagement in participating schools in UK was conducted. The feedback from this survey will be very helpful and useful for updating the Training Framework and Trainees Guide since the authors could take into account more data about the topic.

**Current status of parental engagement in participating schools**

- o Varies across schools, primary schools tending to state more engagement than secondary and FE. Parents generally have quite low levels of engagement when students reach college.
- o Also varies across families – some are easier to get engaged, others hard to reach.
- o In some cases, not particularly engaged, despite efforts to organise events.
- o 60-70% turnout at parents' evenings at one secondary school; 70% at another; 80% at one primary school.
- o Evening support session for parents reduces in attendance from Year 7 to Year 11.
- o Celebration events, parent forums and PTA meetings can be poorly attended or even cancelled due to low interest.
- o Parents often attend events/activities, but examples of parents leading them are uncommon.

**Aspects of schooling in which parents are currently involved**

- o Events/meetings relating to welcome/induction, academic or pastoral progress and behavioural or disciplinary issues.
- o Regular and routing reporting on progress. Options evenings and revision support.
- o Concerts, music and performing arts – some parents also help and parents of students directly involved regularly attend.
- o Sports events/days.
- o Assemblies of various types/themes – class assemblies, merit assemblies, termly learning hero assemblies and attendance assemblies. Religious events and ceremonies.
- o Fund-raising events and fairs.
- o Other events: Maths Murder Mystery – aimed at C/D borderline families; Inspire week (Dads being asked to come in and spend 1 afternoon with their child in their child's classroom); Mother's Day Tea Party; Easter Parade; Science afternoon run by school; parent seminars, including E-Safety and Positive Parenting; multi-cultural and multi-faith events.
- o Parent and toddler group once a week.
- o Parent Forums – a group of parent representatives who meet regularly to discuss school-related issues; informal and a genuine opportunity for open discussion.
- o Contact, communication and access to information via letters, phone, e-mail, texts,

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| management information systems (such as SIMS), e-portals or VLEs, website, Facebook, Twitter (but not always many parental followers).<br>○ Each child has a class page on the school based learning platform and a class forum they can contribute to.<br>○ Booklets for parents, so they know what the children will be doing. |

**How the staff currently works with parents**

○ Via Parents'-Teachers' activities often raising money for additional resources.
○ Parents (sometimes grandparents) working within school, supporting children in reading, art/craft activities, gardening, cooking, school trips, working with teachers in supporting new and exciting topics etc.
○ "When parents come into class they are one of our team, they support the children doing activities and supporting their learning, directed by the staff".
○ Parents informed by text of "wow" moments their child has had during the day.
○ Access: meeting with parents on the door, after school, each day; making personal and subject tutors are available for parents to contact at any time
○ Teachers inform parents weekly of the learning objective to be taught and the theme for the week, parents are asked for ideas to support their child's learning and if there are ways they can contribute.
○ School staff writes in home/school diaries or partnership books to parents regularly. Space for parents to communicate with teachers.
○ A second hand school uniform shop called 'BeeGreen' which allows parents to donate and purchase uniform for a minimal price.
○ Parents can view work/videos/certificates on a One Drive Account from home.
○ A parent support worker who works to support parents on a range of family, social and health issues and to support with things such as bereavement, illness, persistent absence.
○ Future plans to: engage parents from when students enter in Y7; run workshops and support sessions for literacy/numeracy/basics.

**Obstacles to parental engagement and involvement**

○ Some parents do not support the school. Lack of value in relation to education or the events/support being offered. Parents unwilling to take on responsibility.
○ Often parents who schools/colleges would like to see are unable to come to meetings/events.
○ Sometimes learners are reluctant for parents to be involved in their life at College.
○ Parents seeing school as a threat. Parents who did not enjoy or engage with school themselves. Past experiences of school, including low expectations.
○ Lack of parent confidence, interest or knowledge. Parents perceive they have nothing to offer.
○ Parents feel school is always chasing re attendance/punctuality.
○ Parents involved with outside agencies.
○ Lack of understanding of how parental involvement and support at home can improve attainment.

- o Connections can be difficult to sustain – parents new to the school or have younger children are more likely to maintain connections.
- o Work commitments and reluctance to give up spare time. Home commitments such as looking after family members or siblings. Childcare issues.
- o Unwanted behaviour from students if parents in school.
- o Small classrooms without space for many parents. No crèche facilities where parents have younger children.
- o Distance to school and transport.
- o Lack of access to technology.
- o Not receiving letters or information sent home via students. Not answering phone calls.
- o Language and cultural boundaries. Some parents fear working with the school because their English language skills are not secure.
- o Teachers' shortage of time and heavy workloads, limiting how much they want to engage with parents. Some staff is wary about having parents in the classroom. Some parents monopolise staff time.
- o A slight fear/unwillingness for the school to allow parents too much influence in curriculum issues.

# 3.  CONCLUSIONS

We categorize the main conclusion from the evaluation data gathered, as follows:

TRAINING GUIDE

The most important recurring comment was that the guide must include **specific help and examples on how to make action plans.** A suggestion on this would be to include some **case studies** of successful action plans from the participating schools.

Other issues raised were:

- Teachers from secondary education find the artefacts activities as difficult and some **examples of artefacts created** would be useful to be included in the guide.
- The appropriate web2.0 tools that should be used. Teachers seem to have lack of confidence in the choice of the **web2.0 tools that will be used**. Which are the most suitable? Examples and suggestions on this could be included in the guide.
- **ICT staff** of schools must have a technical support role for the action plans implementation. Guidelines for this role can be presented in a specialised appendix/section of the guide.

Finally, it is important to mention that several teachers express their concern/fear that parents will not follow the designed activities and they are uncertain on how to motivate them. Suggestions and specific role for school managers on this should also be included in the guide.

IMPLEMENTATION OF THE SEMINARS

The two most important suggestions are:

- After each seminar and the implementation of action plans based on this, a **follow up seminar/workshop for discussion on results** and evaluation would be very useful.
- **Technical support for the implementation of action plans**, would be needed from the school's ICT staff.

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