

D4.4 Overall Report and Recommendations

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Versions of the Document

Version	Date	Contributor	Summary of Changes
0.1		Andreas Koskeris,	1st version
0.2		Evangelia Boufardea	Addition of the last chapter
0.3		Evangelia Boufardea	Changes based on Heinrich Rollman' s comments on 09.10.2015 (i.e. addition of E-STEP website in Introduction, fixing syntax errors, etc)
0.4	11.11.2015	Eleni Chelioti, Alex Kendall	An extra chapter was added



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1. Introduction

The aim of this document is to provide a complete overview of the process followed for the evaluation of the training program and its implementation, the results attained and the recommendations for future enhancements based on this accumulated experience.

Within the following sections we present:

- The methodology and process followed for the evaluation
- The results of Evaluation of the Phase A of implementation
- The results of Evaluation of the Phase B of implementation
- The combined overall conclusions and recommendations based on evaluation results and trainees' comments

The present deliverable will be available in the official E-STEP website <http://estep-project.eu/>

2. Methodology

The educational research bibliography includes several such methodologies and the selection among them is mainly depended on:

- The evaluation aims
- The training program characteristics
- The context on which the evaluation will occur

Research literature suggests the most used evaluation methods for educational programs are:

- Responsive evaluation (Stake, 1975)¹
- Four level model (Kirkpatrick, 1976)²
- CIPP (Stufflebeam, 1983)³
- Empowerment evaluation (Fetterman et al, 1996)⁴

Out of these methods (based on the study of the above references), the most suitable and efficient for the E-STEP training framework evaluation is considered to be a customised evaluation based on the **responsive model** since:

- It is more suitable for a two-step evaluation, providing feedback for training program modifications.
- 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 each one of the above three stages of evaluation, a separate matrix was developed based on the evaluation data received.

Using the method described, the evaluation followed a two-phase approach, in line with the equivalent time scheduling and design of the implementation (WP3). The observed outcomes for all indicators (for the phase A) versus the intended ones (along with qualitative data collected) provided the feedback for the second version of the training framework.

Below, we present the

- Participants in the evaluation within each phase
- Tools/techniques were used for each participant category for each phase

¹ Stake, R. (1973). *Program Evaluation Particularly Responsive Evaluation*. conference on “New Trends in Evaluation”, Goteborg, Sweden, October 1973

² Kirkpatrick, D. L. (1976). Evaluation of training. In R. L. Craig (Ed.), *Training and development handbook: A guide to human resource development*. New York: McGraw Hill.

³ Stufflebeam, D.L. (1983), *The CIPP model for program evaluation*, at Madaus, G.F., Scriven, M.S., Stufflebeam, D.L. (eds), *Evaluation Models: Viewpoints on educational and human services evaluation*, Kluwer-Nijhoff Publishing, Boston, p. 118.

⁴ Fetterman, D.M., Kaftarian, S.J., Wandersman, A. (1996), *Empowerment Evaluation: Knowledge and Tools for Self-Assessment & Accountability*, Sage publications, California.



PHASE A

The evaluation followed followed a one-step approach:

- Participants involved: Trainees (i.e. teachers and heads of schools from the participating pilot schools)
- Tools to be used (based on the table presented the needed observations per step):

Questionnaires including qualitative information - [Evaluation questionnaire](#)

PHASE B

The evaluation followed will follow 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):
 - Questionnaire including qualitative information - [Questionnaire 1](#)
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):
 - Questionnaires including qualitative information (for trainees and school managers) – [Questionnaire 2](#)
 - 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):
 - Questionnaires including qualitative information and Interviews with school managers – [Questionnaire 3](#)

and/or

 - Use of the <http://wrapp.bcu.ac.uk/node/add/e-step-framework> to get more feedback on impact after the seminars⁵

⁵ Partners, based on their existing situation with the schools selected could use (if feasible) the wrap tool provided by BCU to collect additional feedback which will be useful to evaluate the impact from the seminars.

3. Summary of Evaluation of the Phase A

The evaluation of the Phase A of implementation was based on:

- Questionnaires filled in by 44 teachers who participated in the seminars as trainees (including also explanatory questions)
- Training workshop reports from the partnership (this was used to support and enhance the conclusions)

Based on the teachers' replies a set of suggestions for the Training Framework improvement and the Phase B of the seminars organization categorised as follows:

IMPLEMENTATION OF THE SEMINARS

- It could be useful to give trainees guides to the participants some days before the seminar (if feasible) and ask them to read them (maybe also have a small helpdesk in the partnership to answer questions). To make this efficient, the guides should include a short overview on what activities will be done during the workshop.
- It is also recommended to have a support mechanism for schools in their effort to produce and apply post- action plans
- There is a need for parallel online material for participants:
 - Examples from other seminars
 - Useful hints relevant with the training

TRAINING FRAMEWORK

- Make the second module even more practical and include a part to ask teachers for their ideas
- Make Module 3 more clarified and easy to comprehend. Suggestions:
 - More concrete instruction on how to apply what they learn
 - More concrete materials
 - Make concrete propositions for the teachers (as examples)
- Add in the framework: Guidelines how trainers could help trainees who believe that parents won't cooperate to overcome this obstacle.

4. Summary of Evaluation of the Phase B

The evaluation of the Phase B of implementation was 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.

Apart from the above, another survey on the current situation of the parental engagement in participating schools in UK was conducted via [wrapp](#) tool. The feedback from this survey was very helpful and useful for updating the Training Framework and Trainees Guide since the authors could take into account more data about the topic.

Some teachers from pilot schools shared their experience from the implementation of action plans and they expressed their opinion about the necessity of parental engagement. These videos are uploaded in the E-STEP youtube channel <https://www.youtube.com/channel/UCbGjXQ5PVKP5iAFIRGuCb0g>

Based on the teachers' replies a set of suggestions for the Training Framework finalization and additional suggestions for future seminars organization, which are categorised 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.

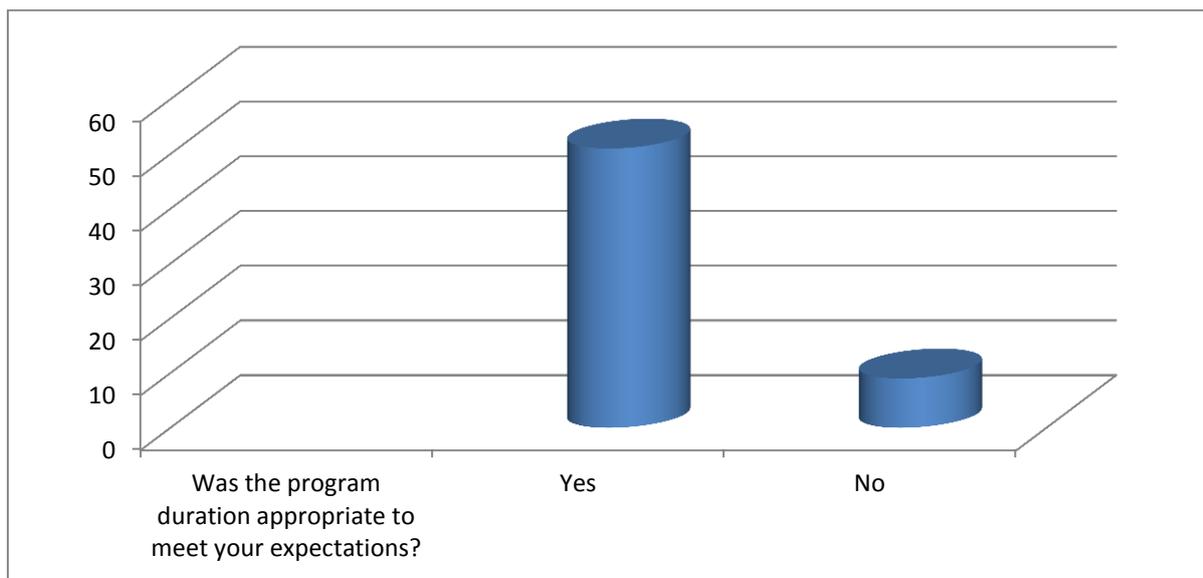
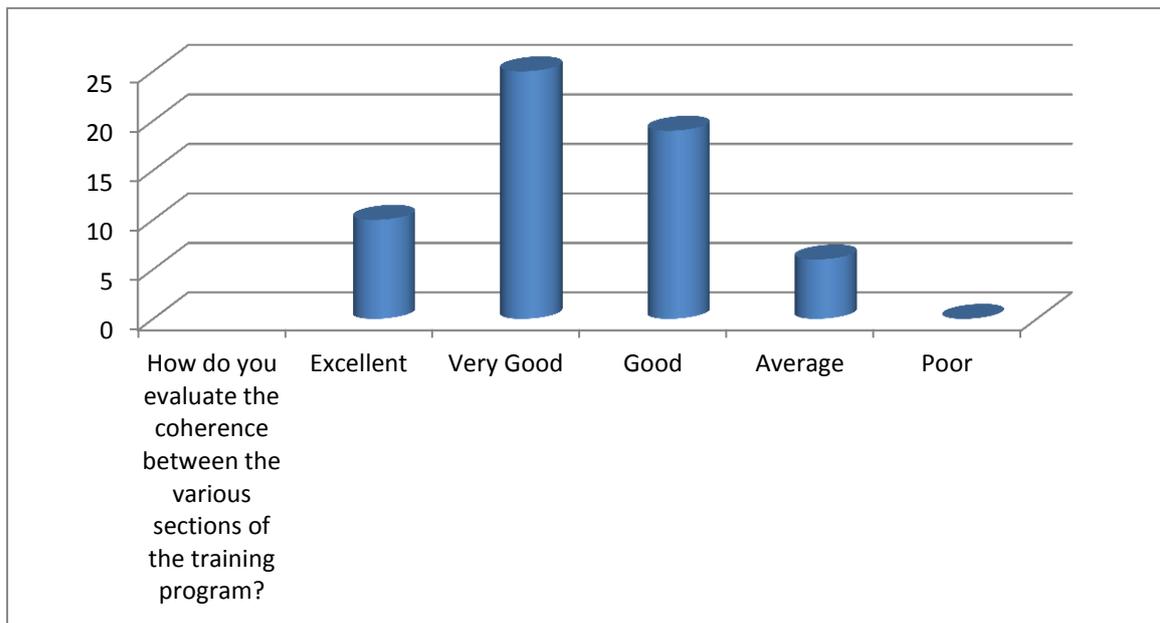
IMPLEMENTATION OF THE SEMINARS

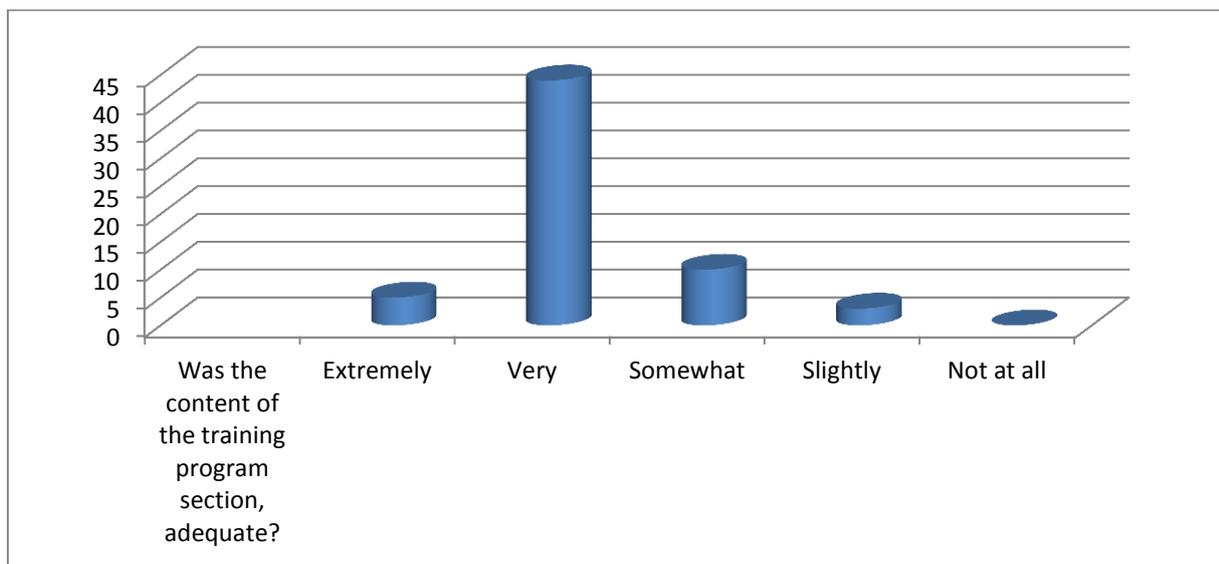
The two most important suggestions are:

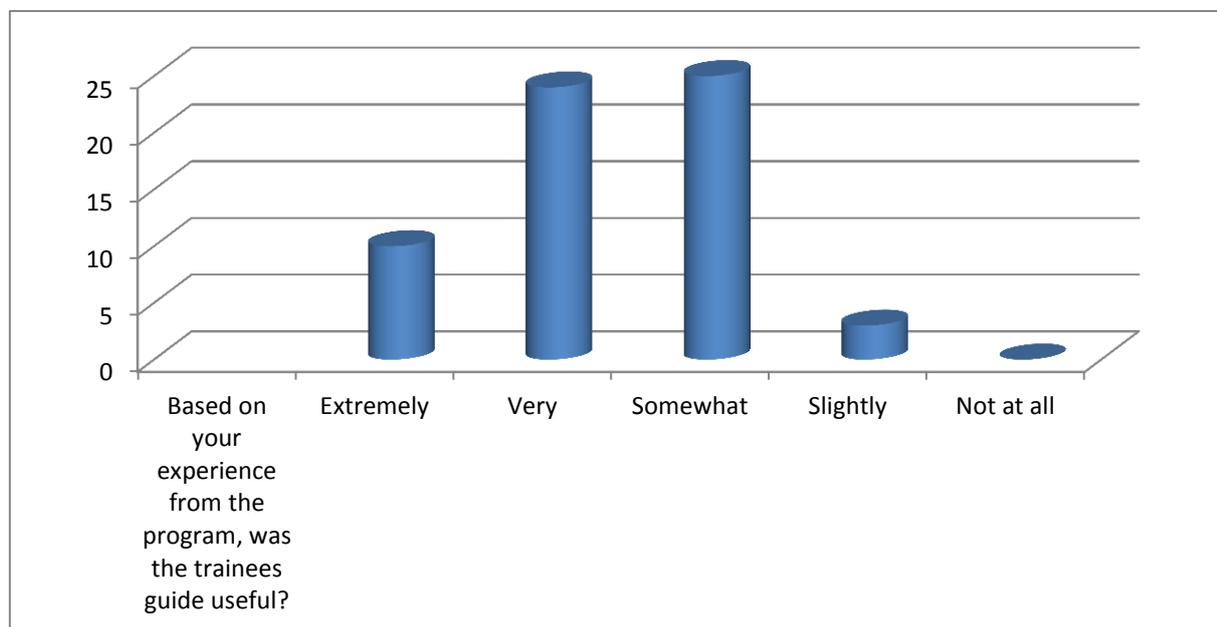
- After each seminar and the implementation of action plans based on this, a follow up seminar/workshop for discussion on results and evaluation would be very useful.
- Technical support for the implementation of action plans would be needed from the school's ICT staff.

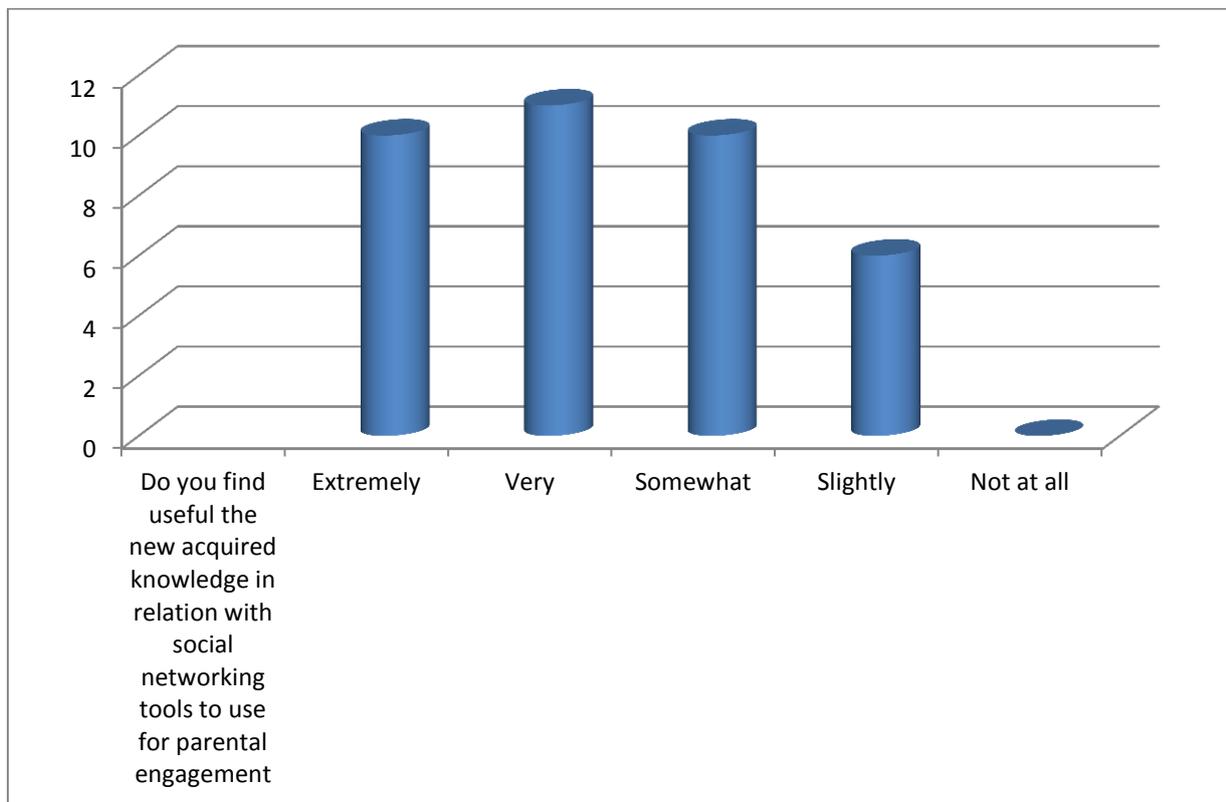
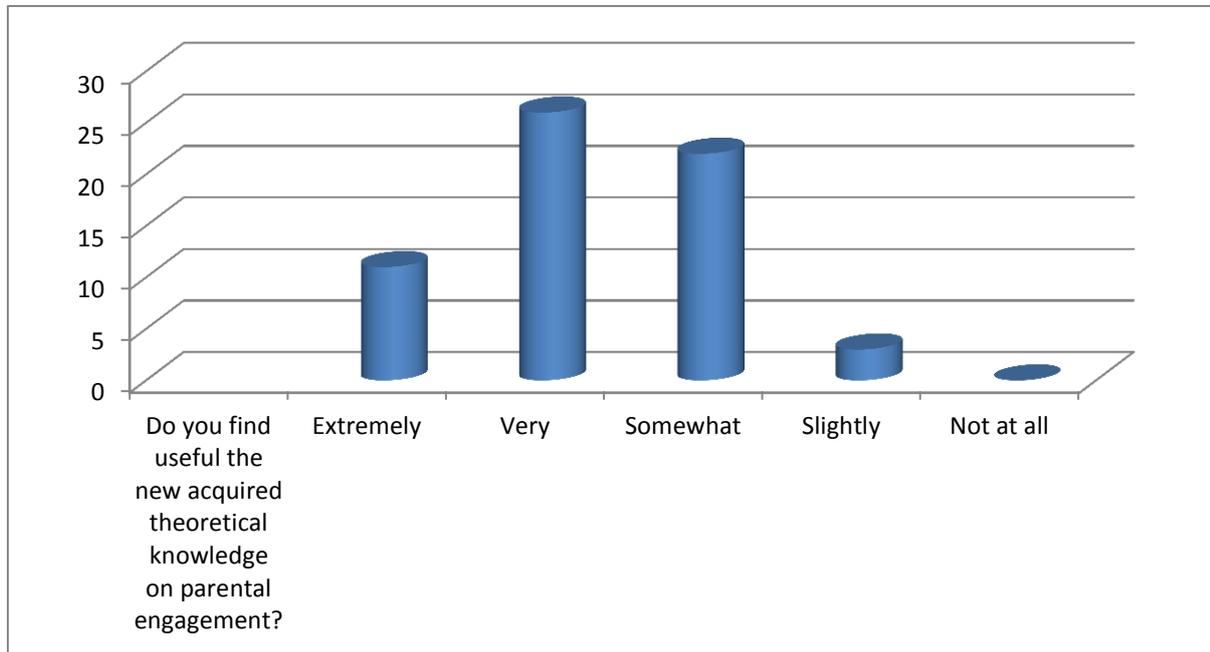
5. Results of evaluation

The evaluation of the Training workshops was made based on several and critical questions designed for this purpose. Some diagrams from the replies are presented below:









As it is obvious from the diagrams the most replies are positive, which means that the training workshops were realized with success. Trainees' comments for the training workshops and the

trainees' guide follow:

„The program was well balanced. Starting with a brief theoretical formulation and continued with the presentation of practical issues that are implemented at the moment. Information was given to stimulate teachers to participate in the initiatives“

„The whole training was very well structured and coherent!“

„A mix of styles and interactive activities- incorporating the use of social media into the training was excellent“

„The program was made optimum. Timings for ideas, projects and discussions were well balanced“

„The training program was easy to follow and comprehend“

*„There was a good balance between lecturing part and interactive methods and approaches
„Suitable for the audience and meeting the level of attendance. There was combining theory with practice and discussions.“*

„Very focused and balanced workshop“

„Good balance of practice and theory - if the workshop is longer i would like more practical demonstrations“

„Since we already use Facebook in our school it is also useful to see other possibilities“

„Trainers were well prepared and used appropriate techniques (group work, etc.)“

„Discussions contributed to a better understanding of parental engagement in schools“

„Discussion between the participants were very useful in getting new ideas“

„The content was very well structured and balanced“

„The content was appropriate with a lot of new information for me“

„It is always useful to be reminded of certain issues, though we know some of the things very well. This is a good way to motivate us“

„The seminar includes a variety of techniques, therefore it was informative“

„A better collaboration will allow a better understanding of the needs and offers from both sides“

„It is very useful to know the theoretical background of parental engagement methods great information for our future thought of communication with parents“

„The use of social networks will probably motivate more parents in a collaboration with the school“

„Got a deeper insight in how to engage parents in schooling“

„Trainers were well prepared and lively conversations between the participants and trainers were animated“

„An exchange between different schools arose, which increased the quality of the training“

However, some trainees expressed their concerns about the use of social networking tools for engaging parents at schools. Some comments follow:

„Not all parents and teachers use social networks“

„It will be not easy to find a social networking tools which is used by all teachers and parents“

„Not all participants use the same social networking tools“

„More practical examples are desired in some sections“

„Just more practical examples desired“

6. Conclusion

Undoubtedly, the most crucial problem for teachers is how to persuade parents to use social networking tools. The Training Framework and the Trainees' Guide based on trainees' replies seem to be suitable, coherent and comprehensive. However, in order to cover the trainees' needs based on their comments, some additional components will be very helpful.

1. More real examples (some practical examples from schools which implemented action plans engaging parents should be presented)
2. Advice/tips on how teachers could convince parents to use social networking tools as many parents express their hesitation to use social media
3. In most of the participating schools, the discussion among teachers was very helpful. The exchange of ideas and opinions will facilitate all the process and better results will be achieved. Teachers will have the opportunity to adapt some good practices from other schools as well as maybe they could find solutions in different issues which they face through this process.

Prof. Alex Kendall from BCU responsible for the design of Training Framework and Trainees' Guide provides the actions taken based on the comments and recommendations from the evaluation.

Evaluation recommendation	Action taken
Provide more working examples of completed action plans	Action plans for Phase A UK schools have now been uploaded to the wordpress site along with the case study videos to illustrate the 'plan in action' – wordpress site is a link in the trainees guide Links to the interactive planning tools that contribute to the process of producing an action plan are now fully embedded into module 2 of the framework in M2U2 and M2U3
Provide more working examples of artefact production	Links provided in guide to working examples on wordpress site and #ESTEP_EU
Guidance on use of web 2.0 tools	Links to Edutopia review video M1U2 – guidance on using web search to help evaluate tools
How to convince parents to use parental media	No easy answer – parents need to be persuaded through action that is relevant i.e. demonstrate the benefit to them and their child...
How to convince teachers that parents value PE	ESTEP quiz 'test your knowledge' added to the wordpress site



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