D4.2 Integrated Evaluation Report on Phase A

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1.2	30/3	Comments-Quality Review	Changes in format and layout, grammatical changes

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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 A. This report also provides at the end an outline of the main revisions needed in the Training Framework and the Implementation Plan for Phase B.

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 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 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 - new theoretical knowledge acquired - knowledge in relation with social networking tools to use for parental engagement		

Results

New skills acquired	Developed confidence on		

Lifelong Learning Programme

	abilities gaining new knowledge and skills applicable to own educational contexts		

The evaluation for the Phase A followed a one-step approach:

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

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

- Presentation of the sample
- Analysis of results
- General conclusions
- Proposals for the training framework and the Implementation of Phase B
- Customised planning for the evaluation of the Phase B

2. ANALYSIS

2.1 The Sample

The presented results are based on:

- Questionnaires filled in from 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)

2.2 Presentation of results from the questionnaires

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	45% positive answers 55% medium evaluation	Almost half respondents are not feeling very confident. None presented any reason for that. Only the positive respondents replied on the explanatory question.
New knowledge to acquire	All first phase trainees must evaluate as useful the new knowledge they will get in relation with parental engagement	64% give positive answer 32% give medium level response 4% give negative answer	It has to be mentioned that from the explanatory answers of medium level respondents it seems that they found the seminar useful but in the same time selected the "somewhat" response1 (they don't give the positive evaluation selection). Only 4% gave negative answers. Selected explanatory responses: "the idea was very vague" "I was not so confident"

Intervention

Indicator	Intensions	Observation	Conclusions/Suggestions
Evaluation	At least 75% of	91% of	Since the majority of teachers replied

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1 "somewhat = selection of 3 in a likert scale from 1 to 5

on logical interconnection between sections	first phase trainees must evaluate this positively	positive replies 9% of medium level replies	positively to this question and the target reached, it is clear that the sections have cohesion and consistency.
Program Duration Feasibility	All first phase trainees must evaluate the program duration as appropriate	94% positive 6% negative	Low level of negative responses with the most important explanatory answers "It could be longer but I understand that it was our problem as we had to take our classes" However one negative respondent thought the duration had to be smaller! From the above it is concluded that the scheduled duration of the seminar is appropriate.
Content quality	All sections content must receive at least 4/5 evaluation	82% of positive assessment 18% of medium level assessment	One of the most important evaluation indicators rated with high positive assessment. Since the target was reached it can be concluded that the Training Framework and Implementation plan are of high quality, comprehensive, very explanatory, relevant and based on reliable research and methodology. Some issues raised mainly for modules 2 and 3 are not derived from the questionnaires but only from the seminar reports. These are explained in section 3.
Content quantity	All first phase trainees must evaluate the content as enough but not too much	86% of positive assessment 14% of medium level assessment	Medium level respondents do not give any explanatory remarks. It seems that as in a previous case they are positive in their opinion but they choose the "somewhat" option. From the feedback it is obvious that the content quantity is ok since it is not short (not missing valuable information), but also it is not too

			much (having too much information for the reader). It has the necessary information and guidelines in order to achieve its goal.
Trainees guide evaluation	All first phase trainees must evaluate the training guide as useful	34% positive answer 66% medium evaluation	Most of the responders said that they didn't have much time to read it.
Educational techniques used in the seminar	Positive assessment from all trainees	93% of positive assessment 7% of medium level assessment	The trainees rated very highly the techniques used. Undoubtedly the implementation plan was very well organized proposing attractive and effective techniques. The target was reached.
New knowledge acquired	Positive assessment and confidence from the trainees on - new theoretical knowledge acquired - knowledge in relation with social networking tools to use for parental engagement	91% give positive answer 9% give medium level response No negative responses	The high percentage of positive replies implies clearly that the training framework is innovative and provides useful knowledge to trainees. The target obviously reached.

Results

New skills acquired	Developed confidence on abilities gaining new knowledge and skills applicable to own educational contexts	57% of positive replies 34% of medium level replies 9% of negative replies	Almost the half of trainees replied positively which means that such seminars assist the teachers to develop skill and abilities. There is a high percentage of medium replies which should be taken into account. Some indicative replies from medium and negative responses: "I am not sure if parents are willing to participate on follow up actions"

				"It is possible only if parents wish to use that way of communication as well" "There are some doubts, that parents are willing to accept such modern approach. Also some teachers from our school are very sceptical that this could be successful." "collaboration with parents with migrational background is a special challenge" "Not all teachers in the school are open and willing to use new digital tools to communicate and collaborate with parents" "this is a challenging and time consuming 'experiment', there are many obstacles to overcome" "Since the students in our school are already older, the parental engagement is decreasing" From the above it is obvious that the main concern of trainees is the willingness of parents to participate in activities promoting parental engagement. This concern reveals one of the main problems of effective parental engagement which is the "parents". It is the opportunity to try the proposed techniques which will confirm or negate this concern

3. CONCLUSIONS

To come up with a set of suggestions for the Training Framework improvement and the Phase B of the seminar organization, we use also the implementation reports given from all partners after the Phase A seminars.

Initially some specific outcomes from these reports are presented:

- In many case teachers informed the organizers that they already use Facebook to communicate with parents
- "A specific issue that was rather extensively discussed was that there are differences among schools in terms of their openness to engage parents".
- "The teachers seemed rather uncertain about their ability to convince and engage the parents in a way that would not interfere in their teaching".
- Need to be informed on "how this process happened in other countries".
- "experimental character of implementation: too many discussions and activities with no clear results or connections to the final realisation".
- No report identified the third module as the most successful. In fact in almost every case they consider the 3rd module as least successful.
  - "teachers expected more concrete instructions and detailed support how to develop the action plan"
  - "Maybe this module needs some more concrete materials and ideas for teaching"
  - "To evaluate a range of ways of capturing and evaluating outcomes using social media is very demanding."
- Selected suggestions for improvements in the training:
  - "Make them shorter and prepare lot of materials in advance, including video presentations etc. Also splitting it to live and online sessions in order to test what they learned"
  - "make them shorter, provide camera and record some of the interesting moments"
  - "I would suggest in the 2nd part to ask from the teachers to think and describe a specific activity for parental engagement in order to have an example. By this way the 2nd part will not be only theoretical."
  - "We had allocated 4 hours for the workshop and for this particular group of 6 people was too much. So in future workshops we will take into account the number of participants in order to estimate the duration."
  - It will be nice to have some nice promotional videos with success stories for teacher-parents collaboration and use that as a basis for a class discussion
  - "1.) need preliminary talks before training workshop, 2.) make the training more low-threshold, 3.) focus on concrete work on school action plan during the workshop"
  - "The age of children should be taken in account, when inviting schools to participate to the workshops. Most of the secondary schools (with students over 14 years) are not very interested in a stronger collaboration with the parents. Also teenagers' parents are not willing to engage in schooling activities anymore, compared to primary schools."

Trying to formalize a set of concrete propositions based on questionnaire responses and implementation reports we summarise three main problems identified:

- Teachers participating as trainees didn't had the time to read properly the training guide before the seminar
- There is no confidence in the design and application of follow up action plans
- Online material is considered as highly useful
- Module 3 of the training framework is considered as vague and difficult to comprehend.

Based on the above, and the feedback/ propositions from the respondents, the following propositions for Phase B are given:

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, 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

This has to be considered on the webinar design.

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.

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