

The SIP Project Transnational Meeting Evaluation Czech Rep 2019

Introduction

The SIP Project Transnational Partnership Meeting in the Czech Rep in April 2019 was evaluated through a post event questionnaire issued to each attendee. This questionnaire aimed to elicit responses from delegates on their progress to date with trials, how comfortable they were now with their tool and how comfortable they were to proceed with full implementation.

It was composed recognising that to date there have been challenges with making the tool pertinent for each partner and with methodologies for implementation. The evaluator wanted to endeavour to make a judgement on whether these issues had been overcome and how partners felt about their progress.

Questionnaires were completed by delegates at the end of the transnational meeting. All partners were present at the meeting. One of the aims of the evaluation throughout the project is to include action research in the methodology in order to make any necessary changes for future practice and activity. This will be addressed through the findings from the meeting.

The Transnational Partnership Meeting

The host partner Zlínský kraj constructed a programme. The programme was sent to all partners. This included: a visit to the employment office in Vestin, a secondary school in Otrokovice and the hosting of the TPM which included:

- Update on Grade Predictor implementation for each partner and next steps -LPUK
- I.O.4 - Update on user manual, final template review and next steps- Zlínský kraj
- I.O.2 -Create common frameworks for videos including quality assurance process - allocate tasks and agree themes amongst partners- XABEC
- I.O.3 – Strategy Paper. Create template for paper to include: structure of paper,



advice on communication, organisations to target- GRETB

- I.O.5 - Grade Predictor Intervention. Review template. Draft directory to be available by September 2019- Zlínský kraj
- Evaluation feedback and next steps - Brian Martin
- Review previous minutes and actions & agree date for TM5, November 2019. Project management, admin and reporting. Recap of day and next steps. AOB- LPUK.

The following is the expectation from Transnational Partnership Meetings as outlined in the project narrative.

Transnational Meeting Purpose

There will be 7 transnational meetings of the Partnership steering group. The project manager and project co-ordinator will always be in attendance as will lead co-ordinators from each partner and a school/departmental representative. The Project Manager will sit on the Steering Group overseeing progress in completion of tasks Learning Plus UK will liaise with each partner to confirm their representatives for the Partnership Steering Group.

An agenda supported with relevant documentation will be produced for each meeting and sent to partners at least 2 weeks in advance. Partners will be asked to lead discussion at each meeting on their lead areas of responsibility and their progress to date at a national level as appropriate. The agenda for each meeting will always include dissemination, exploitation and sustainability; quality assurance; possibilities of roll out at national level; updates and progress to date on work/tasks, and finance and administration.

Partners will sign attendance sheets at each meeting, for each day of the meeting. Minutes of the meetings with a summary of action points and deadlines for action will be circulated within 2 weeks following the meeting. Partners will be given one week to respond to these with amendments, clarifications / corrections to detail. The final versions of minutes and actions will be sent out within one month of the meeting taking place. The host organisation will be responsible for supporting partners in their travel arrangements, accommodation and with meal arrangements. These will be sent to the project co-coordinator 4 months in advance to ensure the cheapest travel arrangements can be made.



Transnational Meeting Schedule

The Transnational Project Meeting Czech Rep goal- The aim of this meeting was to focus particularly on the implementation of the trialled tool.

Feedback via Post meeting Questionnaires

All delegates were asked to complete a questionnaire which asked a series of questions and required comments elaborating on responses. Here are the questions and a summary of the responses.

The meeting was well organised and met my needs.

7 strongly agreed. 5 agreed.

The updates on trials from partners were helpful.

5 strongly agreed, 6 agreed, 1 neutral.

The planning for the next stage of the project was clear.

6 strongly agreed, 4 agreed, 1 neutral and 1 was undecided between agree and neutral.

I understand fully what is expected of me and I have a clear plan how to achieve this.

3 strongly agreed, 8 agreed, 1 was undecided between agree and neutral.

I know how I can request support if I need to.

5 strongly agreed, 6 agreed, 1 neutral.

Please describe how useful you think Grade Predictor can be within our institution/ institutions. Please describe whether you feel it can be of benefit to student/teachers and how.

Grade Predictor is useful to advise students in the framework of our personal development plan. I am absolutely convinced it will benefit students and teachers.

It will help mentoring

It is a powerful tool.



It is real proof that we are interested in preventing dropout.

It is a powerful tool for students and teachers to know how they are doing.

It is a fantastic way to encourage and evaluate students.

We have problems with this project. The tool is not ready for us and we need to do more.

The tool needs to be less GB based to be successful in our country in order to transfer its effectiveness.

We have created a tool which will help us identify those at risk of dropout but also those who can set higher targets and be more ambitious.

It is particularly useful for subject choices.

I feel it is more beneficial to students more than teachers in starting a conversation about subjects and progress.

It is very useful for helping students identify pathways and at risk students.

It would be beneficial to show how the use of averages gives a sound output in relation to prediction and therefore provides a rationale for future subject consideration.

Summary

It is fair to say that good progress was made at the TPM in the Czech Rep. The agenda certainly met the requirements of the project. Schedules were adhered to, the pace seemed right. It was a very full and comprehensive programme. Questions and discussions were encouraged. Delegates seemed to appreciate the efforts very much that the organiser made to provide an environment which was accessible and provide a good standard of accommodation and facility to meet. The meeting had a good atmosphere. Partners shared responsibilities very well and there was a warm friendly and supportive approach throughout. Partners seemed willing to express their views openly.

10 international delegates attended the transnational meeting with 2 staff present representing Zlínský kraj and the external evaluator.

Undoubtedly the meeting met the requirements of the project. In addition to progress against the intellectual objectives, the discussion around impact and the activities carried out during the trials were particularly valuable in judging a sense of project progress.

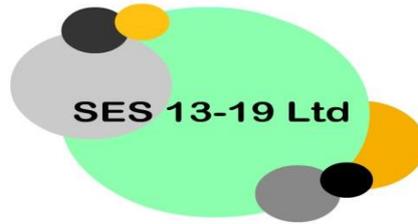


Feedback from questionnaires

Feedback suggested that delegates felt the meeting was comprehensive and met their needs. By and large delegates appreciated the update on trials. Nearly all agreed that planning was clear and knew what was expected from them. Virtually all delegates knew how they could get further support. Trials seem to have focussed partner's minds considerably on the value of the tool in their respective institutions. Three of the partners have implemented full trials to date whilst the Finnish partner will complete by September. The tool for Sataedu still needs further development to enable this and to give staff the confidence to fully implement it. This is not the case at present. Whilst significant numbers have been trialled in Ireland it would be fair to judge there that there is still a little hesitancy at least in one partner school over the validity of the tool and that if this was overcome it would enable fuller ownership by all staff and give it more impact. The trials in Spain and The Czech Rep seem to have created great momentum and confidence in the use of the tool and it is encouraging to see how partners are developing different ways of using it.

Actions

- 1. Partners have taken ownership of their respective Intellectual objectives and have shown good leadership. This is to be encouraged**
- 2. The tool needs further development quickly in Finland in order to complete trials and embark on full implementation.**
- 3. The lack of time to focus on the project was raised by one delegate. This needs raised both internally within the institution with responsible line management and also by LPUK. There should be sufficient time to complete tasks within the programme for staff delivering outputs.**
- 4. The issue of use of averages should be addressed with the Irish partner to enable full confidence by staff there.**



5. **The targets in the evaluation plan for trial and implementation need checked against the new contracts following the withdrawal of Capademy.**

6. **The evaluator will issue new spreadsheets to record data for implementation from September 2019. Partners should continue to populate the spreadsheets as full as possible for the trials.**

Conclusion

The meeting achieved well its purpose. Plans have been made for further developments. The trials have taken place and good numbers for student involvement have been achieved. There is still work to do with one partner to bring them up to speed with the rest. Importantly also partners should now begin to think about impact and what is the *raison d'être* of the tool. This is important for further implementation and succession beyond the end of the project.

B Martin
External Evaluator
07/04/2019