



## The SIP Project Transnational Meeting Evaluation Ireland 2019

### Introduction

The SIP Project Transnational Partnership Meeting in the Ireland in November 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 intellectual objectives, how comfortable they were now with their tool and how comfortable they were proceeding with full implementation.

Questionnaires were completed by delegates during and 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 GRETB constructed a programme. The programme was sent to all partners. This included: individual partner meetings with LPUK, an introduction to applied learning in Ireland at Galway Technical Institute and the hosting of the TPM at Coláiste Bhaile Chláir. The TPM agenda comprised:

I.O.1 – Provide update on tool implementation, additional data- **LPUK**

I.O.2 – Update on Videos. Second videos - Quality assurance, tasks and themes. Subtitles / You tube channel / Links to SIPP website & partner websites- **XABEC**

I.O.3 – Strategy Paper Update. Each partner to produce draft strategy paper (Dec 2019) - **GRETB**

I.O.4 - Update on User Manual and agree next steps (final manual April/May 2020) - **Zlínský kraj**

I.O.5 - Grade Predictor Intervention Update. Partner contributions (November 2019)-

**Zlínský kraj**

Evaluation feedback and next steps- **Brian Martin (External Evaluator)**



Review previous minutes and actions & agree date for TM6, TM7 and Multiplier Event- **LPUK** Multiplier Event. Update, dates, format, next steps- **GRETB**.

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

#### **Transnational Meeting Purpose**

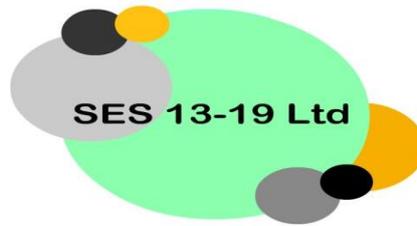
There will be 7 transnational meetings of the Partnership steering group. The project manager and project co-ordinator will always be in attendance as will lead co-ordinators from each partner and a school/departmental representative. The Project Manager will sit on the Steering Group overseeing progress 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 5 Ireland goal- "Taking stock of implementation and development of resources"*



### **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. 10 questionnaires were completed.

#### **The meeting was well organised and met my needs.**

8 strongly agreed. 2 agreed.

#### **The activities organised were useful.**

8 strongly agreed, 2 agreed.

#### **The updates on progress from partners were helpful.**

8 strongly agreed, 2 agreed.

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

6 strongly agreed, 4 agreed.

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

6 strongly agreed, 4 agreed.

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

6 strongly agreed, 4 agreed.

#### **Do you envisage any difficulties with completing requirements in relation to The User Guide, the Intervention Manual, Video production and the Strategy paper?**

**If so please outline what support you require.**

No x 5

No response 4

2 Case study videos will take longer to create for my organisation.



**Do you envisage any difficulty with the full implementation of the tool?  
If so please outline what support you require.**

No x 4

No response x 4

Other comments:

We have agreement for full implementation and are clear what to do.

We need to add some more data.

Limited data means that the results/predictions can be unreliable. The outcome of this is that it is hard to make recommendations to students based on the tool at present.

**Please describe how useful you think Grade Predictor can be within your institution/s institutions.**

If accuracy is improved then very useful.

It is a perfect complement to our personal development plan at Xabec. It gives us more information. The Finnish system of evaluation does not relate well to the tool.

Sharing the approaches of partners to usage is very useful.

Important in the identification of underperforming students.

Important in the identification of at risk students who may fail their current course.

The Czech Education system lacks a tool which works with student's motivation. Grade Predictor is a possible option.

I think it is very useful for personal planning for students.

Grade Predictor is not ready for the Finnish school system as a whole. It needs further development to create impact.

**Please describe whether you feel it can be of benefit to student/teachers and how.**

- The discussion with students before using the tool is the most important aspect.
- It can help students choose subjects they are suited to. This will help teachers as their students will be suited to their subjects.
- It engages students in the process of their education and makes them more responsible for their results and future paths.
- It helps early intervention and motivates students to achieve higher grades.
- It benefits teachers by providing realistic information.
- It helps students by increasing confidence and setting higher targets.



- It can help students overcome pre- conceived stereotypes and pre conceived bias. Seeing potential results can help overcome these.
- It helps teachers to have an unbiased critique and it guides students.

### **Any further comments**

Thank you to the Coláiste Bhaile Chláir team and John for hosting and for all the helpfulness and hospitality.

### **Summary**

It is fair to say that very good progress was made at the TPM in Ireland. The agenda certainly met the requirements of the project. Schedules were adhered to, the pace seemed right. It was a programme which enabled partners to report on their responsibilities and get buy in from others to meet schedules. Difficulties and challenges were overcome collectively. Questions and discussions were encouraged by the chair and those responsible for Intellectual Objectives and the Multiplier Event. 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 including refreshments, transport arrangements and a visit to Galway Technical Institute. 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. 6 international delegates attended the transnational meeting with 6 staff present representing GRETB and the external evaluator in attendance.

Undoubtedly the meeting met the requirements of the project. In addition to progress against the intellectual objectives, the discussion around impact of trials and schedules for implementation of the tool were particularly valuable in judging a sense of project progress.



### Feedback from questionnaires

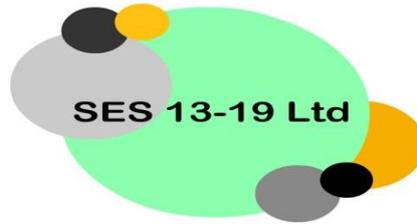
Feedback suggested that delegates felt the meeting was comprehensive and met their needs. Delegates appreciated updates from partners. All agreed that planning was clear and knew what was expected from them. All delegates knew how they could get further support.

Partners seem largely to recognise how the tool can benefit teachers and students addressing underachievement, dropout and issues of equality. A number of partners see great potential in their institution and country whilst in Ireland the tool would benefit from greater availability of data particularly where results can be skewed by relying on data from high achieving schools. This would make the tool more effective there.

Partners are implementing in different ways and this is both to be encouraged and valued. Both Xabec and Sataedu have models which involve a close dialogue with students.

### Actions

- 1. Partners have taken ownership of their respective Intellectual objectives and have shown good leadership. In the final 10 months of the project it is important to stick to agreed schedules. All partners need to complete intellectual objectives including user manuals.**
- 2. Irish schools would benefit from the use of a wider data set. This may be difficult to achieve giving the tension around GDPR and the sharing of data in schools across the Training Board. The schools have identified this issue themselves.**
- 3. The targets in the evaluation plan for trial and implementation will be updated following the withdrawal of Capademy.**
- 4. Partners should continue to populate spreadsheets to record data for both trials and implementation from September 2019. Brian Martin will contact partners about their individual data to try and build up an impact and effectiveness picture.**



### **Conclusion**

The meeting was extremely productive and enjoyable. Plans have been made for appropriate further development. All topics and targets are being addressed including implementation in a set of schools in the UK based on both UK and European experiences. Importantly also partners are thinking 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**  
**21/11/2019**