Evaluation report of the effect questionnaires from the Multiplier events organized in the frame of the project "A common language in school"

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I: Introduction

1. General about the project

A common language in school is an international European project within the frame of the Erasmus+ Strategic Partnership, financed by the Erasmus+ Programme of the European Union. The project focusses on implementation of ICF (International Classification of Functioning, Disability and Health, WHO 2001) in educational settings and on providing concrete tools for professionals who works with children and pupils with developmental difficulties. The project is jointly implemented by 10 partner institutions coming from 4 different countries (Austria, Germany, North Macedonia and Turkey). The project is running between September 1st, 2018 and August 31st, 2021 and its objectives are:

- To bridge ICF and inclusion: to bridge inclusive schools with other sectors i.e. to build inclusive bridges between different professionals and parents, by providing them to use one common language,
- To facilitate synergies and higher efficiency by supporting the children and the pupils with developmental difficulties in their full participation in life,
- To exploit train-the-trainer certification processes for participating professionals.

Following the project strategy to provide concrete tools for professionals who works with children and pupils with developmental difficulties, the joint implementation of the foreseen project activities by the partners has resulted with the following four intellectual outcomes:

- Briefing Packs "ICF in School": curriculum and adapted training materials (4 modules) for professionals in educational settings, which enables the use of ICF as a common language for description and assessment of the situation of pupils with developmental difficulties in interaction with their environment,
- Adapted ICF code descriptors for parents "Let's use the same language": online helping tool for parents to use ICF in their (parental) context and to enable professionals in school to refer to same codes and same observation. This outcome also comprises a family friendly i.e. an easy reading version of ICF for the parents,
- Self-evaluation tool for pupils "Let me be part of the team": this outcome comprises an online evaluation tool for pupils with special needs to assess their own learning situation,

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- IT-supported "Test Translator" Tool for school psychologists: Test-Translator to link common psychological tests with the ICF.

During the project implementation, Multiplier Events were organized by the project partners as foreseen in the project application. At the end of the multiplier events the participants were invited to give feedback and perform an evaluation, based on effect questionnaires, which were then consequently collected, summarized into one document and analyzed. This report shows the finding of the performed analysis. The goal behind the preparation of this final report is to see the satisfaction of the different professionals in the different countries with the project outcomes and to see their evaluation regarding the usability of the intellectual outcomes of the project in their practices in educational settings.

2. Methods

2.1. Structure of the used Multiplier effect questionnaire

The events methodology consisted of presentations, exercises, practical examples, group work and discussions. After the Multiplier events, the participants received either hard copy effect questionnaires or online link to the questionnaires and they were asked to fill the form out and to evaluate the Multiplier events, the usability of the project outcomes and the project as a whole.

The Multiplier effect questionnaires were used as an evaluation tool, which had enabled the partners to receive feedback from their targeted stakeholders/ groups of professionals. Evaluating the events and the project outcomes the stakeholders could express their opinion how they perceive the project and the project activities, how they evaluate the project outcomes in terms of effectiveness and usefulness for their work and does these outcomes can contribute in improving their knowledge and services regarding children with developmental difficulties.

According to the structure, the Multiplier effect questionnaire can be divided into two parts. In the first part the date and the title of the event, the organizing institution, the origin country of the participants and their professional background were stated. The second part comprised 14 questions related with the different aspects of the project, the presented outcomes and the organized event. The first 10 questions (from 1 to 10) are closed-type questions/statements,

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allowing the participants to choose the most appropriate for them from the offered options: ((++) I totally agree, (+) I agree, (-) I don't agree, (--) I don't agree at all), and also there was a possibility for the participants to add comments for each of the questions if necessary. The last 4 questions (from 11 to 14) are open-type questions allowing the participants to answer and express their opinion. The 14 questions are listed below:

1) Generally learning about outcomes (modules O1, O2, O3, O4) was useful for me.

2) Provided methods and materials used within the trainings were useful (e.g. practical examples).

3) The contents of the trainings were interesting and stimulating for me.

4) The exercises (e.g. coding) were useful for me.

5) The structure of the modules was useful for me.

6) There was enough time for questions, discussion and comments.

7) I have the impression that I can transfer contents of the training into my daily life.

8) There was enough time for exchange with the other participants.

9) The ratio between theoretical parts and practical parts was useful.

10) Overall, I assess the training as useful.

11) The most important issue, which I learnt in the training, was?

12) Which contents of the training were "too much" for me?

13) From my point of view, which contents did I miss?

14) Remarks.

The English version of the questionnaire was translated to the national languages of the consortium partners (i.e. German, Macedonian and Turkish).

2.2. Setting and participants

In the period from January 2019 until June 2021 there were several Multiplier Events organized by the partners. Although all of the partners have organized multiplier events as foreseen in the project proposal, some of them administered the multiplier effect questionnaires and some of them did not administered the questionnaires at the end of the organized events. Important to mention here is that not all professionals participating in the multiplier event filled the effect questionnaires. Therefore, the following report is referring to those partners which administered

the effect questionnaires, (as MSH Medical School Hamburg, Dr. Pretis S.I.N.N, Association for promotion of education, culture, and sport 'Education for All' Skopje, University College of Teacher Education Styria and OOU Vanco Prke, Shtip) and to the evaluation done by those participants who filled out the effect questionnaires. **Additionally, 6 participants in the multiplier event organized by CGEDER in Turkey filled the effect questionnaires, but due to a time delay, these questionnaires could not be included into this analysis and report. Due to COIVID 19 situation the multiplier event of the 2nd Turkish partner was held in august 2021, evaluation questionnaires therefore could not be included in the current analysis.**

Target group of the organized events were different professionals working in educational settings. The goal behind the organization of the Multiplier events, as one day event or one day trainings, was to present the project goals and project activities and mainly to disseminate the project outcomes (the materials and the tools) as result of the project implementation in front of the stakeholders working in this field. In total 243 participants (with different professional background) have filled the effect questionnaires and gave feedback to the organizers.

II: Overall analysis of the questionnaire's results from the Multiplier events

The aims of this analysis, is to provide insights and to assess the usability of the project outcomes and the usability of the knowledge and skills acquired during the multiplier events, for the workplaces of the participants as well as to evaluate the participant's satisfaction with the multiplier events. As already mentioned, the project partners organized Multiplier events, as part of their activities within the project, with the goal to share and multiply the results and the outcomes of the project.

1. **Origin country of the participants:**

Austria	100
Germany	25
North Macedonia	99
Bulgaria	19

Table 1: Origin country of the participants in numbers

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As already stated 243 participants in total had filled out the effect questionnaires at the end of the organized multiplier events within the project. 100 (41.15%) of them in Austria, 25 (10.29%) of them in Germany, 99 (40.74%) of them in North Macedonia and 19 (7.82%) of them in Bulgaria.

Figure 1: Graphical overview of the percent of participants by country

Origin country of the participants

Country	Percent
AUSTRIA	41,15%
GERMANY	10,29%
MACEDONIA	40,74%
TURKEY	0,00%
BULGARIA	7,82%
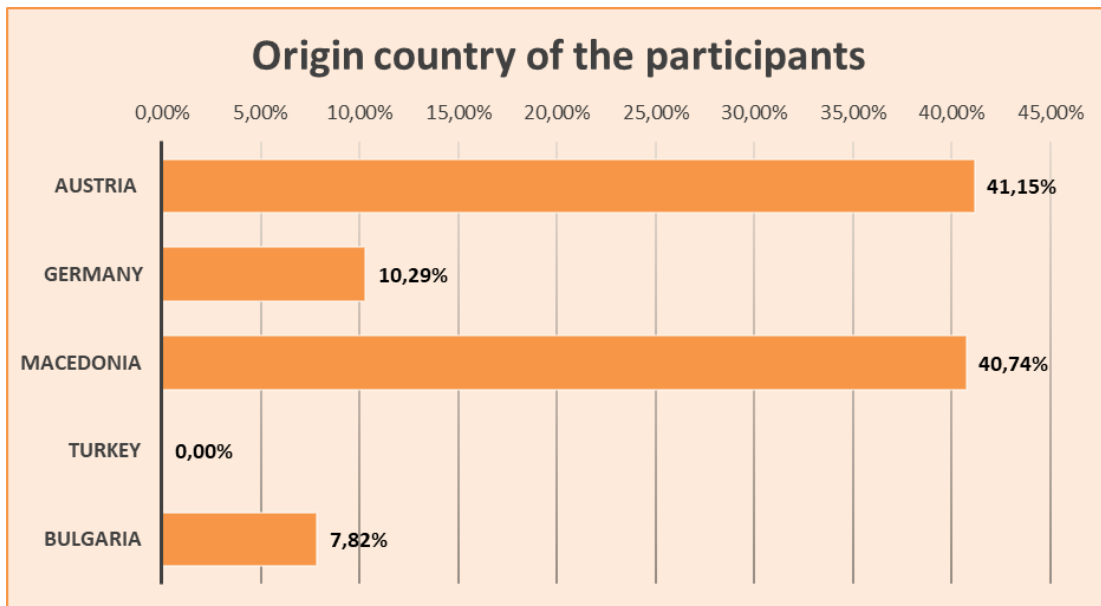
2. **Professional background of the participants**

1. Special Educator   69
2. Psychologist   31
3. MD in School   3
4. Director   4
5. Assistant Teacher   1
6. Professional in school   54
7. Parent   1
8. Personal assistant   0
9. Consulting teacher   4
10. Other   27
11. Teacher   30
12. Pedagogue   5

| | No information | 14 |

Table 2. Professional background of the participants in numbers

As shown in the table above as well as in the graphic bellow the biggest part i.e. 69 (28.40%) of the participants which took part in the multiplier events and have filled the effect questionnaires, stated that they are special educators. The second biggest group of participants are professionals in school 54 (22.22%), and the third and fourth biggest groups are psychologists with 31 (12.76%) and teachers with 30 (12.35%).

The other group of professionals were represented in smaller numbers. Furthermore, 27 (11.11%) of them stated that they have other professional background (different from the given categories), and 14 (5.76%) did not give any information regarding their professional background.

Figure 2: Graphical overview of the professional background of the participants (percent)

3. Analysis of the questions

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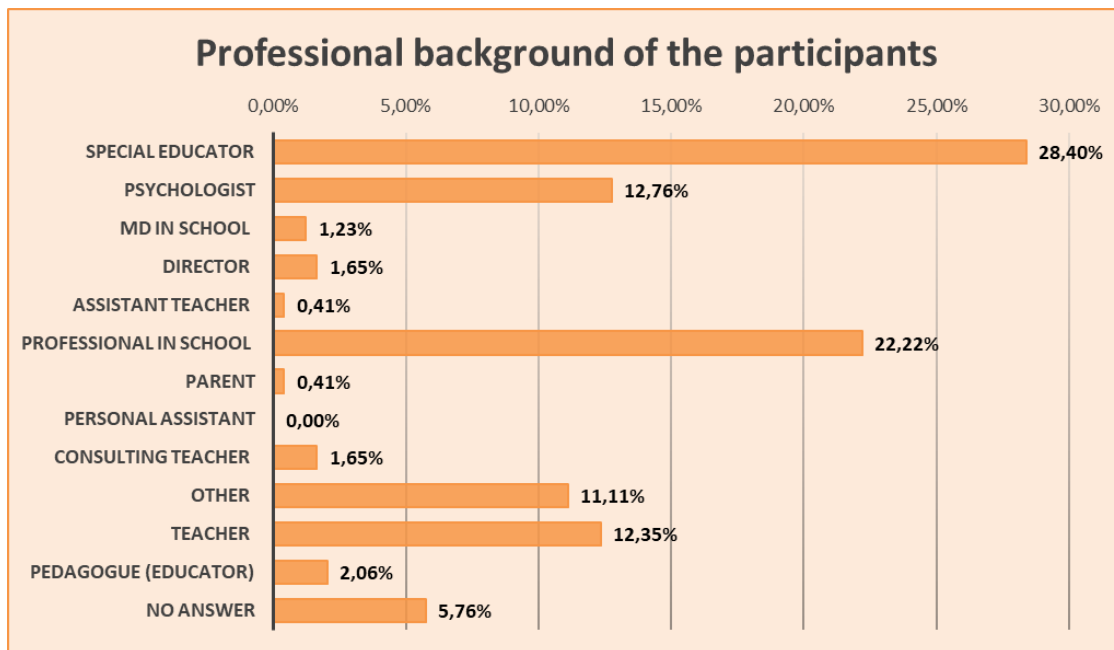
*3.1. **1ˢᵗ Question**: Generally, learning about outcomes (modules O1, O2, O3, O4) was useful for me.*

The first question - generally learning about the outcomes of the project within the events - was evaluated high positively by the participants. Almost all the participants agreed that generally learning about the ICF modules and the project outcomes, was useful for them as 70.78% of them selected the answer possibility "I totally agree" and 25.93% of them selected the answer possibility "I agree". The participants seem to be satisfied with the project outcomes and they consider them as relevant for their work. With their answers, the participants pointed out that, the ICF modules are very useful for their work, and that these training materials will help them to gain new knowledge and start using the new approach of ICF in their working environment. Only 2.47% (or 6 out of 243) of the participants did not agreed with this statement selecting either "I don't agree" or "I don't agree at all" as answer to this statement. And the rest 0.82% or 2 of the participants did not select any answer, and stayed neutral regarding this question.

Figure 3.1: Graphical overview of the participant's evaluation of the project outcomes
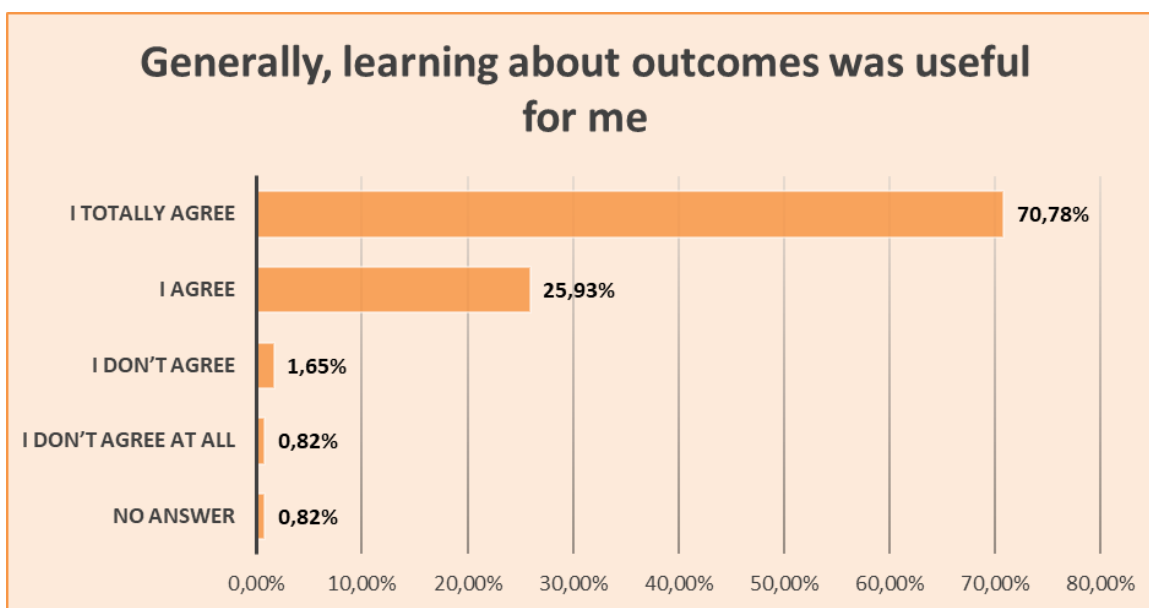
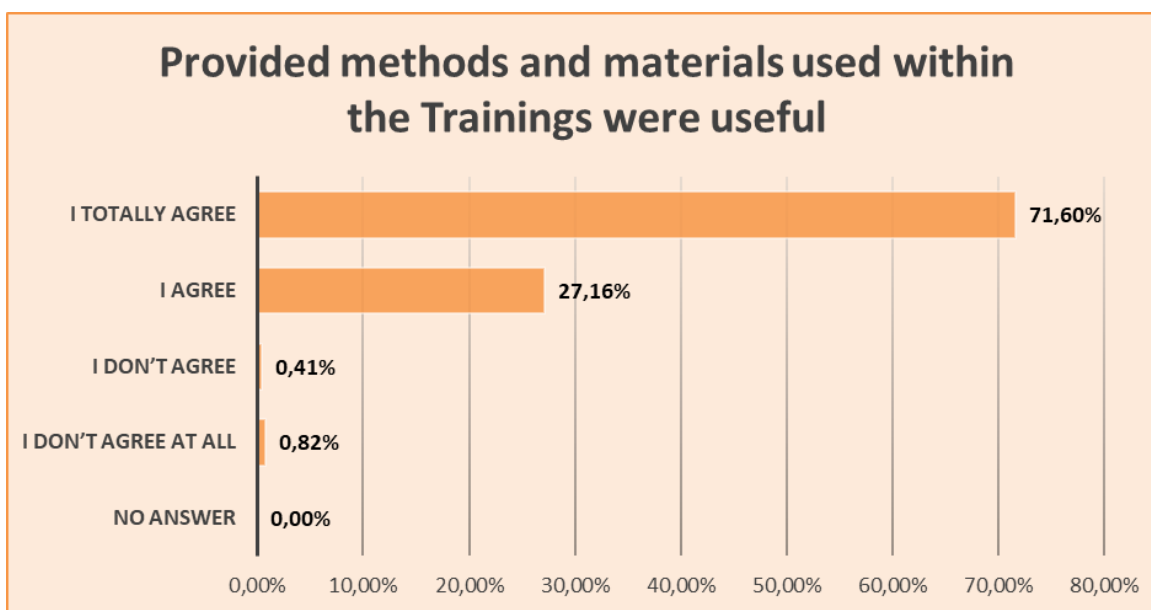*3.2. **2ⁿᵈ Question**: Provided methods and materials used within the Trainings were useful.*

Regarding the second question the graphic below makes clear that especially the provided methods and materials during the events, were scored highly positive by 240 (or 98.76%) of the participants, as 71.60% of them totally agreed and 27.16% of them agreed with this statement.

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This means that the presented materials were perceived as very helpful in the work and in the daily practices of the professionals, working with pupils with developmental difficulties. Evaluating this question positively, the participants pointed out that the presented materials can help them to better understand and describe the situation of the children with developmental difficulties, as well to use the ICF as a common language in a team around the child, and thus to offer better support for the children. Only 1.23% of them did not agreed with this statement, which means that they may need more information or explanation in order to perceive the materials as useful.

Figure 3.2: Graphical overview of the participant's evaluation of the provided methods and materials

Provided methods and materials used within the Trainings were useful

I TOTALLY AGREE	71,60%
I AGREE	27,16%
I DON'T AGREE	0,41%
I DON'T AGREE AT ALL	0,82%
NO ANSWER	0,00%

3.3. 3rd Question: The contents of the trainings were interesting and stimulating for me.

Figure 3.3: Graphical overview of the participant's evaluation of the trainings content

The contents of the trainings were interesting and stimulating for me

I TOTALLY AGREE	76,95%
I AGREE	22,22%
I DON'T AGREE	0,41%
I DON'T AGREE AT ALL	0,41%
NO ANSWER	0,00%
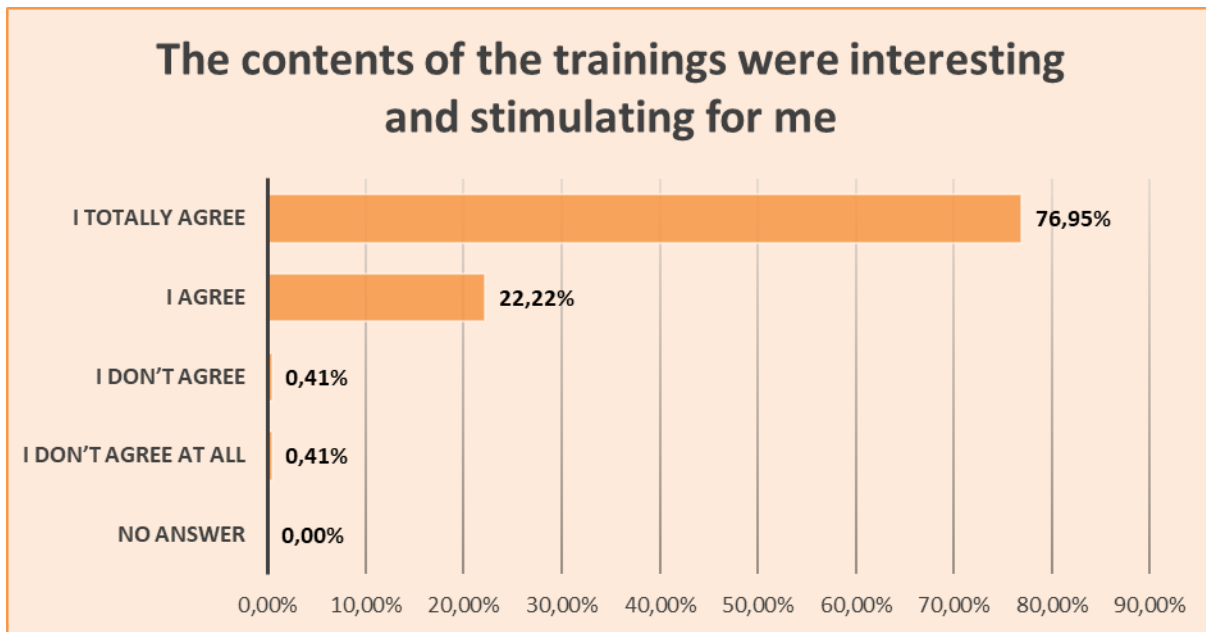
241 out of 243 participants have answered that the content of the organized event was interesting and stimulating for them (76.95% answered with "I totally agree" and 22.22% answered with "I agree") and this shows that the organized event had met the needs and the expectations of the participants. With their positive evaluation of the training's content, the participants confirmed once again their answers on the first and the second question. They perceived the content as relevant for them as professionals and especially relevant for their work with children with developmental difficulties in school settings. According to these answers it can be stated, that the organized multiplier events have stimulated the professionals to start thinking in the ICF categories and to focus on abilities and participation of the children.

3.4. **4th Question**: *The exercises (e.g. coding) were useful for me.*

Figure 3.4: Graphical overview of the participant's evaluation of the exercises

The exercises (e.g. coding) were useful for me

- I TOTALLY AGREE — 62,14%
- I AGREE — 30,04%
- I DON'T AGREE — 5,76%
- I DON'T AGREE AT ALL — 0,82%
- NO ANSWER — 1,23%
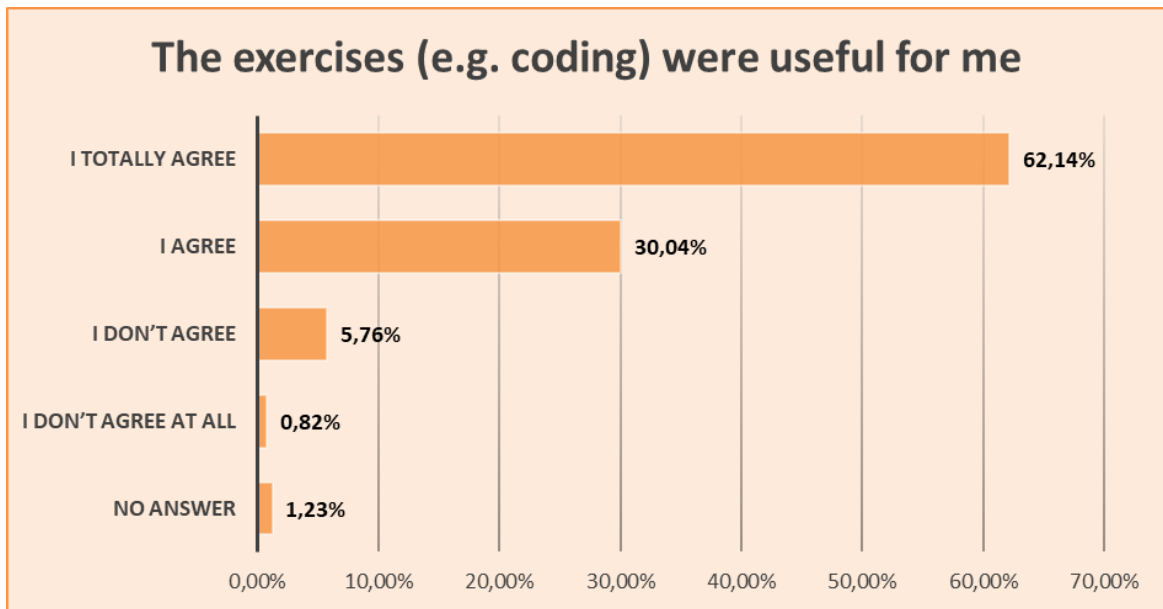
The arisen tools as result of the project were also practically presented in front of the participants in the events through exercises and practical examples. This practical presentation was assessed as very sufficient and useful by 224 of the participants. From their responses, it can be noticed, that the provided exercises have helped them to gain a good insight into the process of observing and describing a situation of a child with developmental difficulties. 62.14% of the participants answered with "I totally agree" and 30.04% answered with "I agree". Interpreting their answers, it can be stated that the exercises had contributed to increasing the understanding of the participants regarding the practical implementation of ICF, as well as regarding the coding of the observed information with the ICF items.

Only 16 (6.58%) of the participants, stated that they do not agree that the exercises were useful for them. This could mean that these participants needed more time for exercise or needed more exercises in order to understand how they can relate the observed information with ICF codes. 3 of the participants (1.23%) stayed neutral and did not assessed this question.

3.5. **5th Question**: *The structure of the modules was useful for me.*

Figure 3.5: Graphical overview of the participant's evaluation of the module's structure

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## The structure of the modules was useful for me
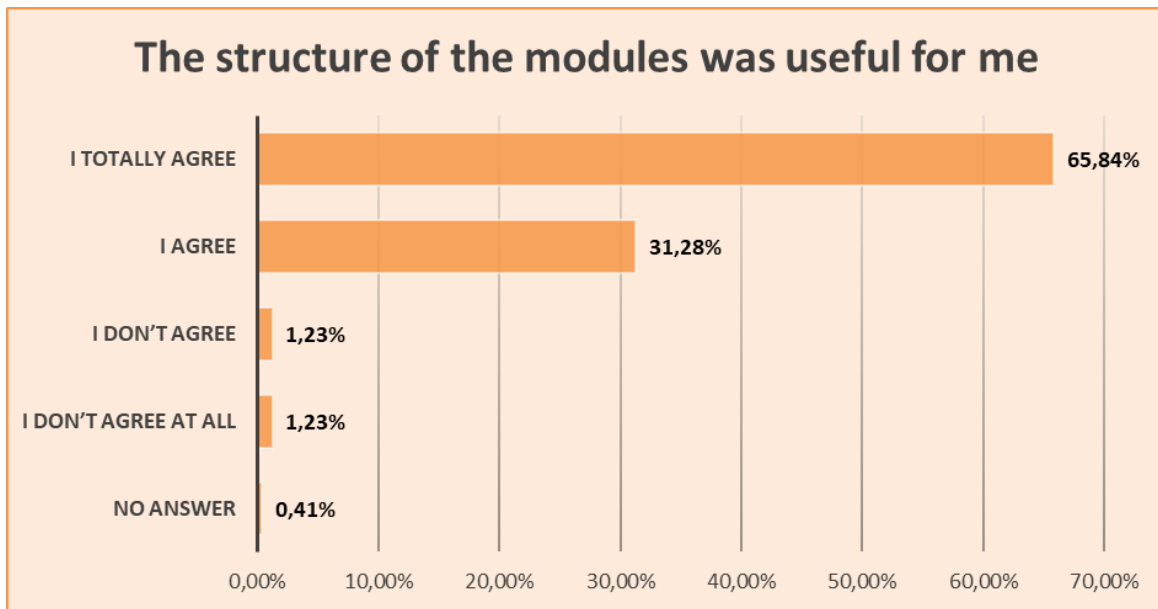
The structure of the modules was also positively evaluated by the participants, as more than 90% of them have demonstrated that they are satisfied with the way in which the modules were created, i.e. with the provided information, the covered topics, the presented tools, and the clear introduction given to the participants. 65.84% of the participants answered with "I totally agree" and 31.28% of them answered with "I agree". Only 6 participants (2.46%) did not agreed with this statement. Interpreting the answers of the participants on this question, it can be stated that they have received enough information, and that according to them the modules contained enough theoretical but also practical parts, which made possible for them to consider more different aspects regarding the theoretical background and practical implementation of ICF.

3.6. 6th Question: There was enough time for questions, discussion and comments.

From organizational point of view the participants in the events have pointed out that they are satisfied with the organization of the event as a whole, with the planed schedule and the distributed time for each part of the event because according to 233 of them there was enough time for asking questions and discussing the most important issues, as 72.02% of them selected "I totally agree" and 23.87% of them selected "I agree" as answer. Only 3.70% of the participants do not agreed that there was enough time for questions and discussions, and the rest 0.41% of the participants did not evaluated this aspect. Interpreting this evaluation, it can be stated that the content was presented in a flexible way, and the organizers planned enough time

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and allowed a discussion between the participants, where open questions were addressed and necessary clarification and explanations were provided.

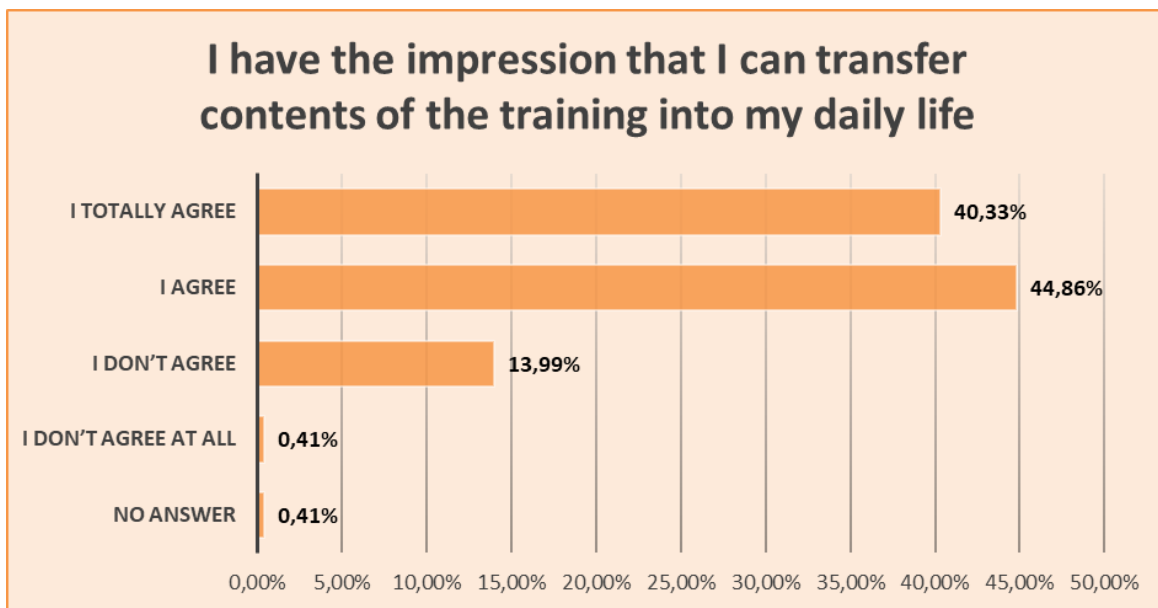**Figure 3.6: Graphical overview of the participant's evaluation of the time for discussion**
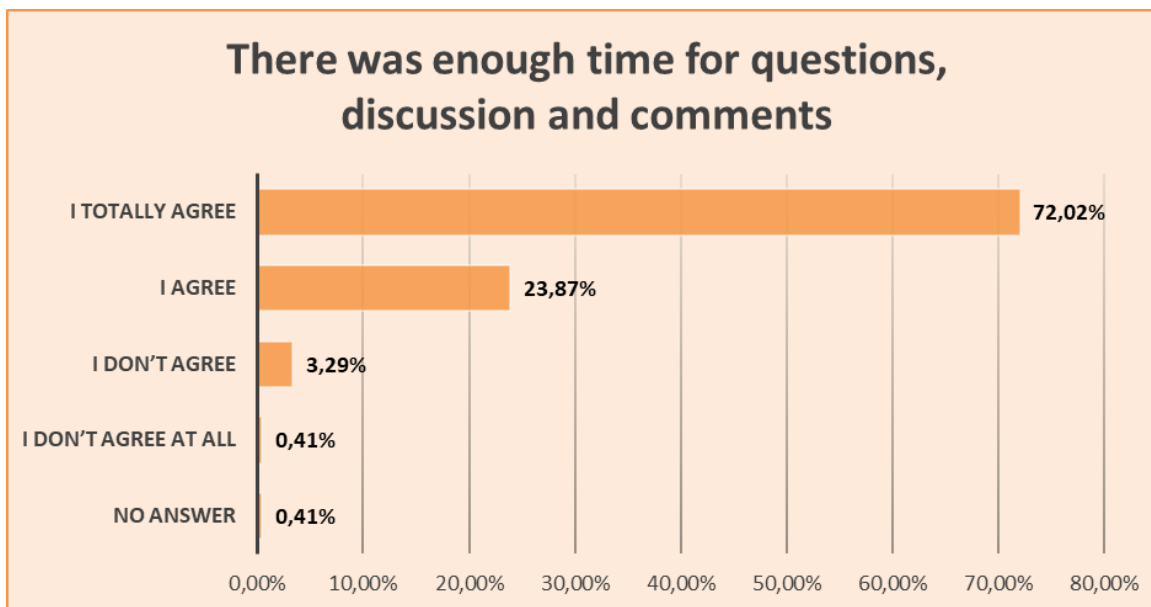
3.7. **7th Question**: I have the impression that I can transfer contents of the training into my daily life.

207 (85.19%) out of total 243 participants stated that they have the impression, that they can transfer contents of the training into their daily life i.e. into their practical work. This clearly shows that the organized events had contributed largely for the participants to gain new information and increase their knowledge about the philosophy and the structure of ICF but also more importantly to increase their understanding how they can practically use and implement the ICF into their working environments.

This leads to a conclusion, that the knowledge and the experience, which the participants gained during the events, will help them to implement the approach of ICF into their work and thus better assessed the needs of children with developmental difficulties in school settings and better plan the support for them. Further 35 (14.40%) of the participants did not agreed with this statement, pointing out with their answer that more events or trainings on the topic are necessary for them in order they to be able to implement and transfer the content into their daily

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working environment. And the rest one participant stayed neutral regarding this statement and did not answered if she/he would be able to transfer contents of the organized events into his/her daily life and working environment.
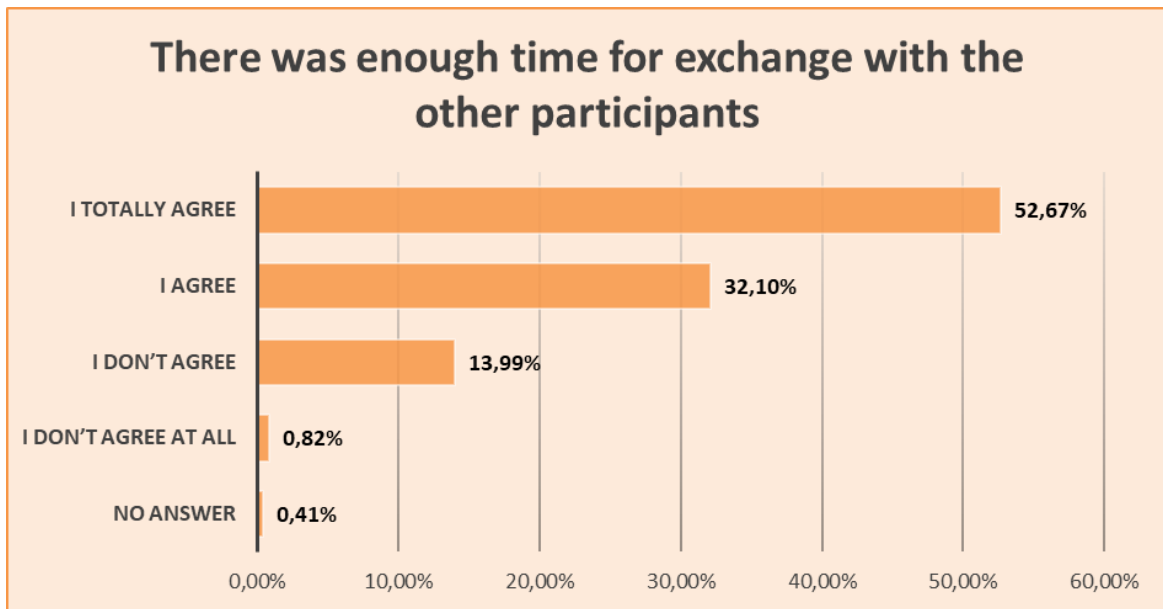
Figure 3.7: Graphical overview of the participant's evaluation of the possibility for transfer of the training contents

I have the impression that I can transfer contents of the training into my daily life

I TOTALLY AGREE	40,33%
I AGREE	44,86%
I DON'T AGREE	13,99%
I DON'T AGREE AT ALL	0,41%
NO ANSWER	0,41%

3.8. 8ᵗʰ Question: There was enough time for exchange with the other participants.

The majority of the participants or 206 (84.77%) of them agreed that there was enough time for exchange with the other participants within the organized events. This shows that they are satisfied how the events were organized, and that beside all the presentations and exercises also space was left for a discussion, so they can be able to exchange their experiences with the other participants. Further 36 or 14.81% of the participants did not agreed with this statement and in this way pointed out that the provided time for exchange was not sufficient for them.

Figure 3.8: Graphical overview of the participant's evaluation of the time for exchange

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3.9. **9th Question**: *The ratio between theoretical parts and practical parts was useful.*

Figure 3.9: Graphical overview of the evaluation of the ratio between theoretical and practical part
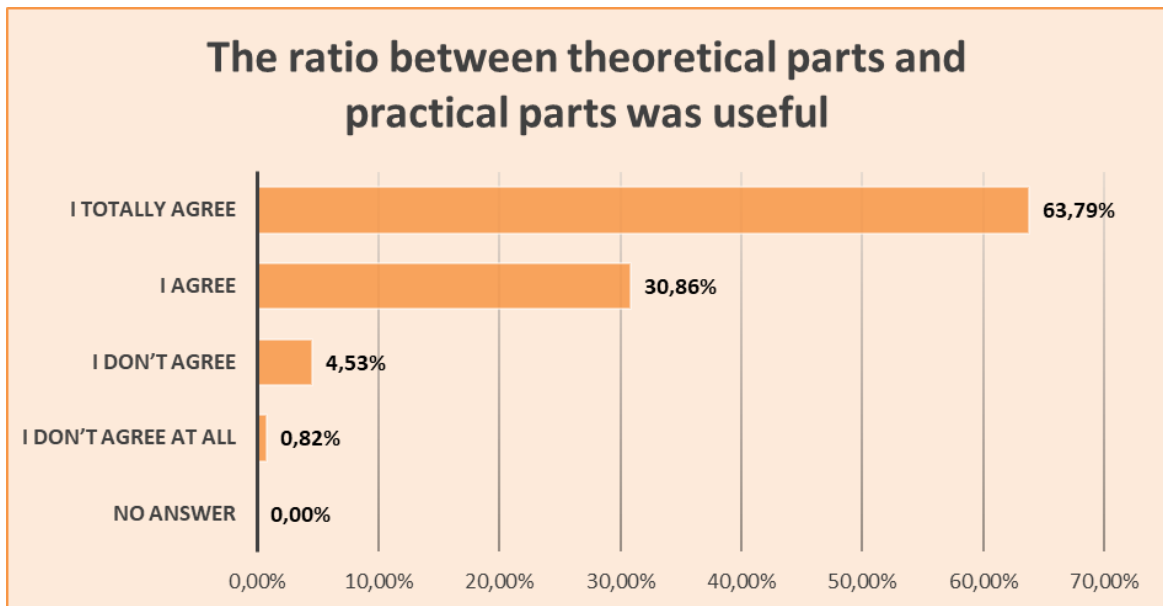

The ratio between theoretical parts and practical parts within the event was also positively evaluated by the participants because more than 90% of them have agreed with this statement or 63.97% of them selected "I totally agree" and 30.86% of them selected "I agree" as an answer. According to the answers of these participants, the presenters made a great balance

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between theoretical and practical parts within the events. 13 (5.35%) of them have stated, that they do not agree with the made balance between theoretical and practical parts, but they did not specify any comments whether they needed more theoretical presentations or they needed more practical examples and exercises.

*3.10. **10th** Question: Overall, I assess the Training as useful.*

Figure 3.10: Graphical overview of the participant's overall evaluation of the training
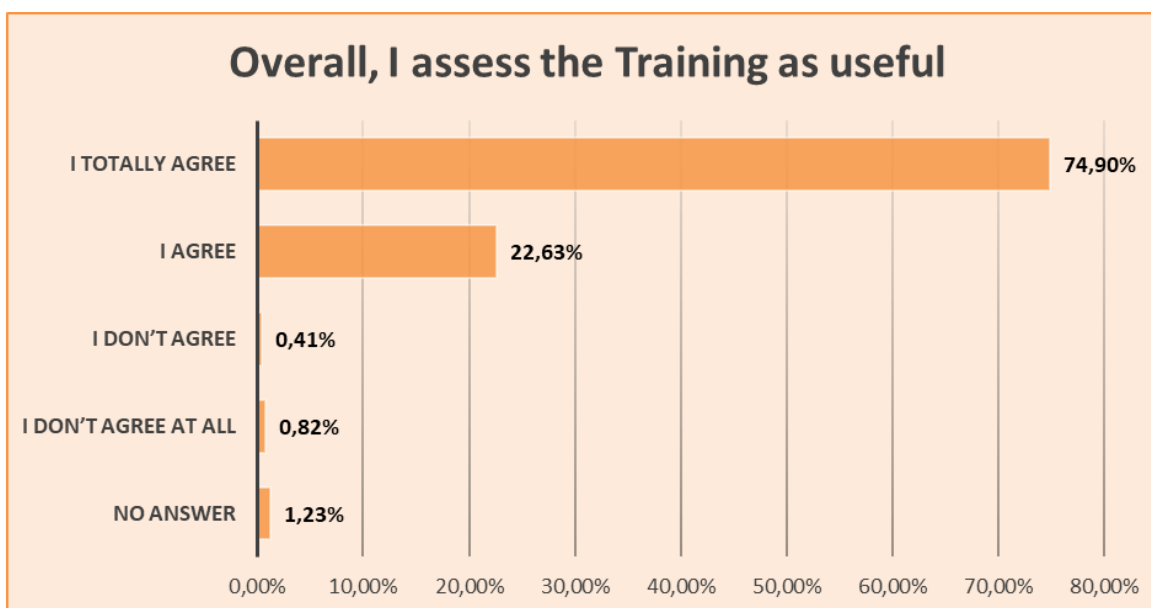
Overall the multiplier event was assessed as useful by 237 (or more than 95%) of the participants because new information, new ideas and new tools were offered to them, which they can use in order to improve the quality of their work. The participants had now again confirmed with their evaluation of the last closed-type question, their positive answers and evaluations of the previous questions. This means that the event as a whole was very useful for the participants, but also that the project and the project outcomes, were evaluated as very useful for them and for their work with children with developmental difficulties in school settings. Only 3 (1.23%) of the participants did not evaluated the trainings and the multiplier events as useful for them, as they not agreed with this statement, and 3 (1.23%) of the them stayed neutral and did not evaluated the events neither as useful or as not useful.

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3.11. 11th Question: The most important issue, which I learnt in the training, was?

The participants stated many important issues, which they leant during the multiplier events. All their statements and described aspects were categorized in a few main categories as shown below:

- Get to know and learn about ICF, its structure and its components
- Ability-based thinking / focus on participation
- Exchange / practical examples
- Practical relevance and meaning of ICF
- Importance of interdisciplinary work, cooperation with the others, team work
- Participation and what do it mean for the children
- Observation and evaluation of participation according to ICF
- Different way of evaluation of the children
- New approach of assessment, functional assessment and new perspective
- Differentiation between description and assessment
- Resource orientation
- Thinking in ICF categories
- Transfer to the special education report (assessment)
- The importance of the attitude
- ICF as a tool for inclusion of children
- Comprehensive perception and coding of a person with disabilities
- Functional assessment of children
- Intersectoral collaboration - the team around the family and the role of the family
- Coding and how to generate ICF codes
- The application of ICF in schools
- The importance of the environment
- The ICF booklet and the digital tools
- ICF as a common language
- Knowledge about different disabilities
- Classification of disability and health
- Each professional can use ICF.

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3.12. **12th Question:** *Which contents of the Training were "too much" for me?*

In general, almost all of the aspects from the trainings were enough and relevant for the participants, and only very few aspects were described as "too much", as shown below:

- Coding
- Not enough time
- Differences between professionals
- Maybe a bit too much discussion going away further the topic
- Practical part
- Details of ICF
- Tight program
- A lot of information and input
- The workshop should last more days
- Too many listings (enumerations)
- Assessment of behavior difficulties and coping with children with difficulties related to body functions
- The theoretical part
- Relation body structures and functions
- Time for trying the platform was too short.

3.13. **13th Question:** *From my point of view, which contents did I miss?*

Only a few aspects were described as "missed" by the participants, and they are mainly highlighting that the participants wanted to receive more time for the events, more explanations, and more practical exercises. These aspects are categorized bellow:

- Deepening
- Concrete support goals
- Practical exercise, case studies
- The codes from ICF
- There was lack of time
- How to remove barriers between health, social and educational services
- To code practical examples on our own

- A brochure and handouts from the presentations

- More on structure vs participation

- Coding of environmental factors

- Working in groups and demonstrating more practical examples

- More workshops with parents

- A lot of information which can confuse.

*3.14. **14th Question:** Remarks.*

At the end of the questionnaire, the participants expressed their gratitude for being invited to take part in these events and they also stated the following remarks:

- The small group was pleasant

- Thank you very much, very practical

- More time needed for the content

- Was more than wonderful, thank you for your attitude and professionalism

- Thank you very much

- Makes you want to act immediately

- The extent was difficult to understand at the beginning, but it was easier at the end

- Very complex topic, a lot of content and it is not very easy to differentiate the different areas without exercise

- Professional presenters

- It is necessary to organize more events like this one

- Workshops with parents on the same topic is something that inevitably needs to follow after the training of teachers and education professionals

- More trainings for teachers

- Everybody in school should work together on it

- Inclusion is obligatory.

4. General conclusion

A detailed analysis was conducted of all completed evaluation forms within the conducted multiplier events in the frame of the project. The results described and presented in the previous section are referring to that analysis. These results are clearly showing that: a) the organized multiplier events, whose goal was to disseminate the project results and the project outcomes in front of the different stakeholders working with children with developmental difficulties in school settings, were perceived as helpful, beneficial and valuable by the participants, and b) that the participants recognized the project results and the project outcomes as gainful and convenient tools, which can contribute toward usage of the ICF in their working practices in school settings.

The objectives of the project to provides concrete tools for professionals who work with pupils with developmental difficulties in schools and to introduce ICF as common language to describe individual learning situation of a child and enable ability-based holistic transdisciplinary assessments and planning processes was addressed successfully within these multiplier events. From the overall analysis of the results received on the evaluation questionnaires it can be noticed, that the events had made an active contribution toward fulfilment of the objectives of the project. The majority of the participants i.e. more than 85% of them, have answered regarding almost all the given statements either with "I totally agree" or with "I agree".

The participants who took part in the multiplier events and filled the effect questionnaire, are mostly special educators, teachers, psychologists and professionals in schools, working with children with developmental difficulties in school settings. According to their evaluation of the differed asked aspects, their attitude toward the project, the project outcomes and the produced materials as well as the impact of these materials on their working practices is highly positive.

More than 95% of them stated that generally learning about the project outcomes was useful for them, that the provided methods and materials are useful for them, and that the content which was presented to them within the events was interesting and stimulating for them. This was confirmed once again with the answer to the seventh question where more than 80% of the participants stated that after the training they have the impression that they can transfer the content of the training into their daily life and working environments. Expressing the interest to use the ICF and the produced ICF tools within the project into their daily work, the participants showed that they perceive the ICF and the produced tools as tools with added value.

Beside the aspects related to the content of the multiplier events also the organizational aspects were evaluated very positively by the participants, because more than 85% of them, agreed that there was enough time for questions, discussions and exchange with the other participants, as well as that the ratio between theoretical part and practical part was useful. Evaluating these aspects in this way the participants demonstrated that they are satisfied with the interactive way in which the multiplier events were organized, and that the events gave them the possibility to learn new perspective and to gain knowledge about the ICF, its structure, its components and how the classification can be used in the practical work. Beside that, the possibility to ask additional questions and to discuss with other participants as well as to exchange their opinions, ideas and experiences war very appreciated by the participants.

Referring to the last four open-ended questions in the questionnaire, the participants have showed with their responses that they have recognized the possibilities which the ICF is offering in terms of: common language for all in the team around the child, the focus on abilities and on participation of the child, and the importance of the involvement of the parents as well as the team work and the cooperation in the evaluation and planning of the support for the children. At the same time the participants recognized also the challenges which are connected with the complexity of ICF stating that more time as well as more trainings are necessary for the successful implementation of the classification in their daily working environments.

Generally, the conducted analysis has shown that the multiplier events, organized as part of the project activities of the partners, had met the needs and the expectation of the different professionals, especially by providing them with information, new knowledge, practical examples and possibility for discussion and exchange.

Summarizing the results, it can be concluded that the multiplier events had received very favorable feedback, because the participants found them as relevant, useful, interesting and inspiring. The project outcomes i.e. the different ICF-tools were welcomed as added value tools which the participants can use in their work and which can contribute toward increasement of the social inclusion of children with developmental difficulties and of the inclusion and participation of the parents and pupils themselves in planning of the support processes in educational settings.

III: Literature

1. World Health Organization. (2001). International Classification of Functioning, Disability and Health: ICF. World Health Organization.

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