

Preliminary 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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Table of Content

I: Introduction	2
1. General about the project	2
2. Methods	3
2.1. Structure of the used Multiplier effect questionnaire	3
2.2. Setting and participants.....	4
II: Overall analysis of the questionnaire's results from the organized Multiplier events	5
1. Origin country of the participants:	5
2. Professional background of the participants	6
3. Overall analysis of the questionnaire results.....	7
3.1. 1 st Question: Generally, learning about outcomes (modules O1, O2, O3, O4) was useful for me.	7
3.2. 2 nd Question: Provided methods and materials used within the Trainings were useful (e.g. practical examples).	7
3.3. 3 rd Question: The contents of the trainings were interesting and stimulating for me.....	8
3.4. 4 th Question: The exercises (e.g. coding) were useful for me.	8
3.5. 5 th Question: The structure of the modules was useful for me.	9
3.6. 6 th Question: There was enough time for questions, discussion and comments.	9
3.7. 7 th Question: I have the impression that I can transfer contents of the training into my daily life.....	10
3.8. 8 th Question: There was enough time for exchange with the other participants.	10
3.9. 9 th Question: The ratio between theoretical parts and practical parts was useful.	11
3.10. 10 th Question: Overall, I assess the Training as useful.	11
4. General conclusion.....	12
III: Literature	12

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 European Commission. 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 objectives of the project 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 association 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,
- IT-supported "Test Translator" Tool for school psychologists: Test-Translator to link common psychological tests with the ICF (will be finished in September 2020).

The goal behind the preparation of this *preliminary* 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 the field of 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 hard copy effect questionnaire and they were asked to fill the form out and to evaluate the Multiplier event, 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, 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, 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 December 2019 there were 7 Multiplier events organized so far by some of the partners within their project activities: a) 2 organized by MSH Medical School Hamburg in Germany, b) 4 organized by Dr. Pretis S.I.N.N, from which 2 organized in Austria and 2 organized in Bulgaria, and c) 1 organized by Association for promotion of education, culture, and sport 'Education for All' Skopje in North Macedonia. This report refers to the organized multiplier events so far. As soon as all partner organize their foreseen events as planned within the project application, a final report referring to all of the events will be created.

Target group of these organized events were different professionals working in educational settings. The goal behind the organization of the Multiplier events, as one day event, 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. So far 141 participants (with different professional background took part in the events).

II: Overall analysis of the questionnaire’s results from the organized 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, in the workplaces of the participants and to evaluate the participant’s satisfaction with the multiplier events. As already mentioned, some of the project partners had 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 in front of the target groups.

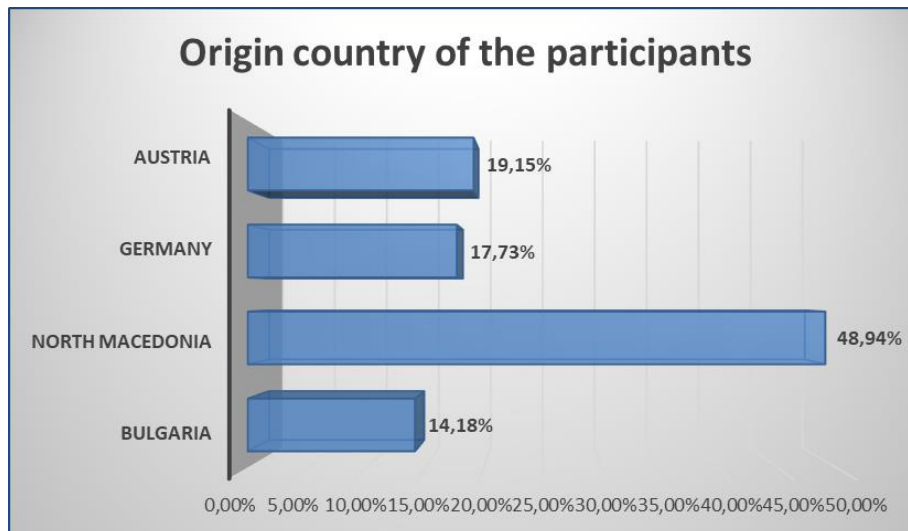
1. Origin country of the participants:

Austria	27
Germany	25
North Macedonia	69
Bulgaria	20

Table 1: Origin country of the participants in numbers

As already stated 141 participants in total took part in the organized multiplier events within the project so far. 27 (19.15%) of them in Austria, 25 (17.73%) of them in Germany, 69 (48.94%) of them in North Macedonia and 20 (14.18%) of them in Bulgaria.

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



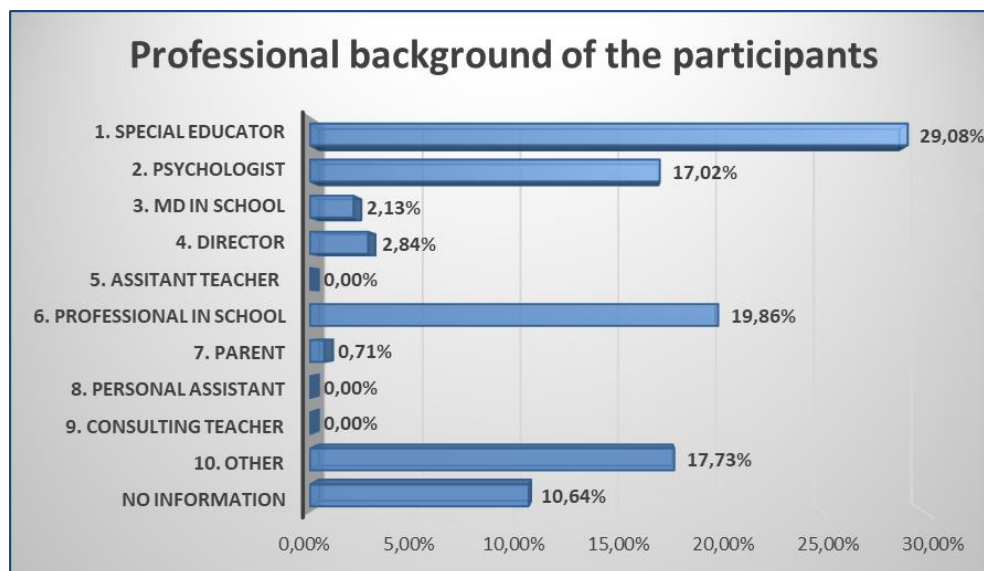
2. Professional background of the participants

1. Special Educator	41
2. Psychologist	24
3. MD in School	3
4. Director	4
5. Assistant Teacher	0
6. Professional in School	28
7. Parent	1
8. Personal assistant	0
9. Consulting teacher	0
10. Other	25
No information	15

Table 2. The professional background of the participants in numbers

As shown in the table above as well as in the graphic below the biggest part i.e. 41 (29.08%) of the participants which took part in the multiplier event stated that they are special educators, the second biggest group of participants are professionals in school 28 (19.86%), and the third group are psychologists 24 (17.02%). The other group of professionals were represented in smaller numbers. 25 (17.73%) of them stated that they have other professional background (different from the given categories), and 15 (10.64%) did not give any information regarding their professional background.

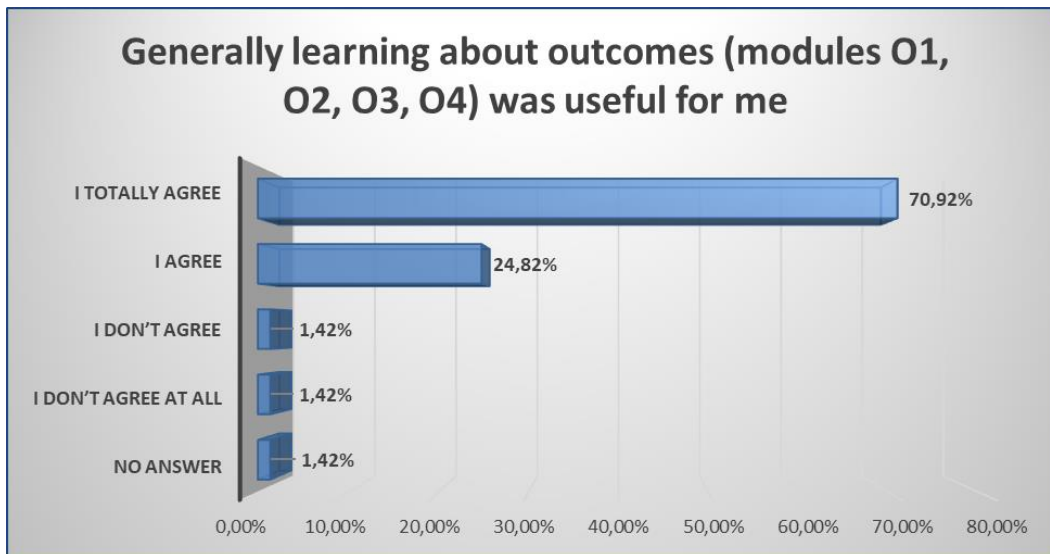
Figure 2: Graphical overview of the professional background of the participants (percent)



3. Overall analysis of the questionnaire results

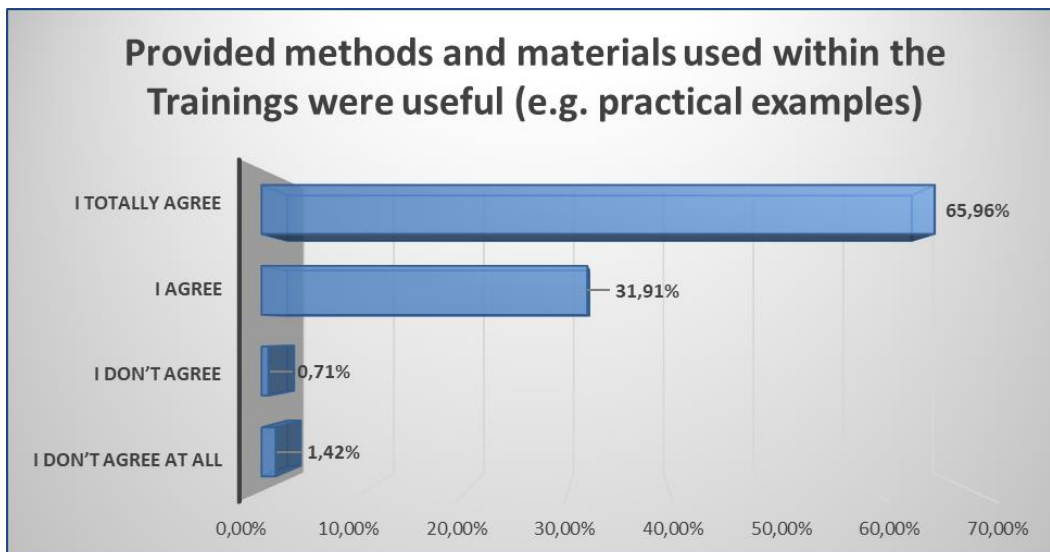
3.1. **1st Question:** *Generally, learning about outcomes (modules O1, O2, O3, O4) was useful for me.*

Figure 3.1: Graphical overview of the participant's evaluation of the project outcomes



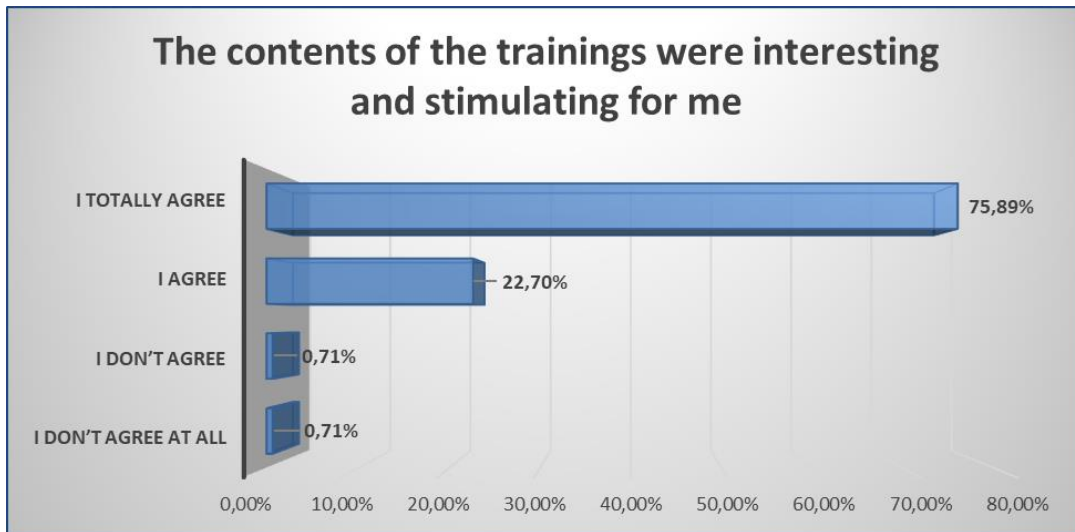
3.2. **2nd Question:** *Provided methods and materials used within the Trainings were useful (e.g. practical examples).*

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



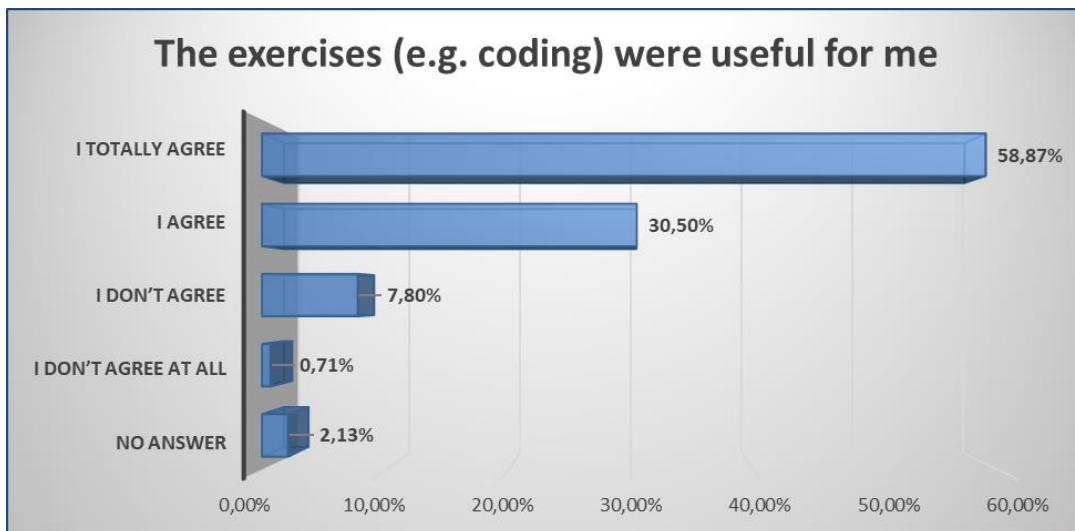
3.3. **3rd Question:** *The contents of the trainings were interesting and stimulating for me.*

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



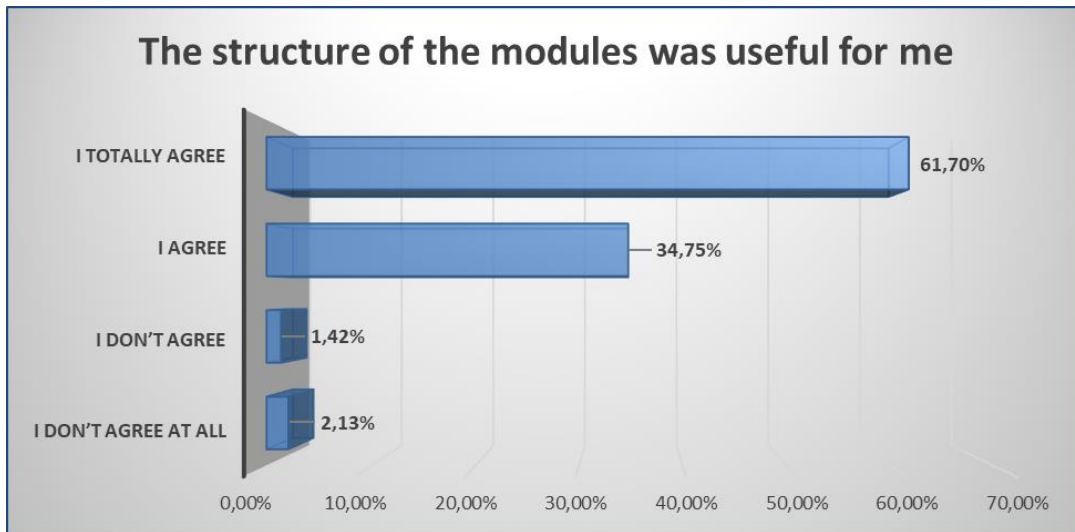
3.4. **4th Question:** *The exercises (e.g. coding) were useful for me.*

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



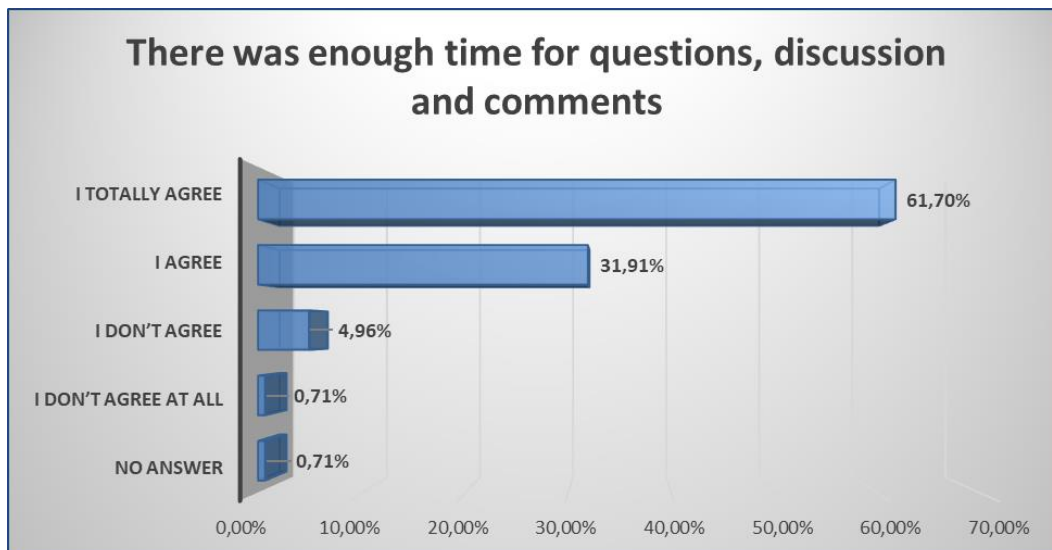
3.5. **5th Question:** *The structure of the modules was useful for me.*

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



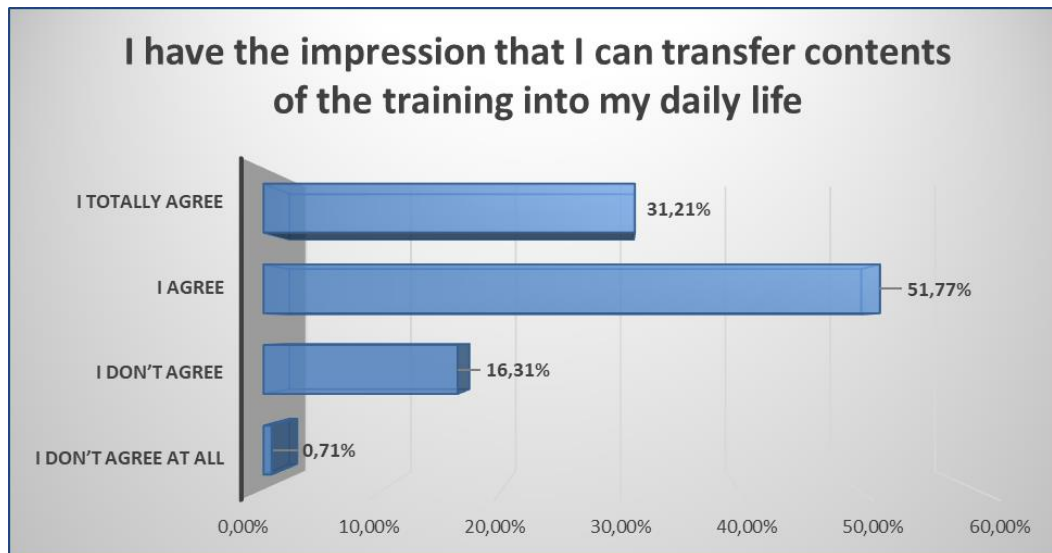
3.6. **6th Question:** *There was enough time for questions, discussion and comments.*

Figure 3.6: Graphical overview of the participant's evaluation of the time for discussion



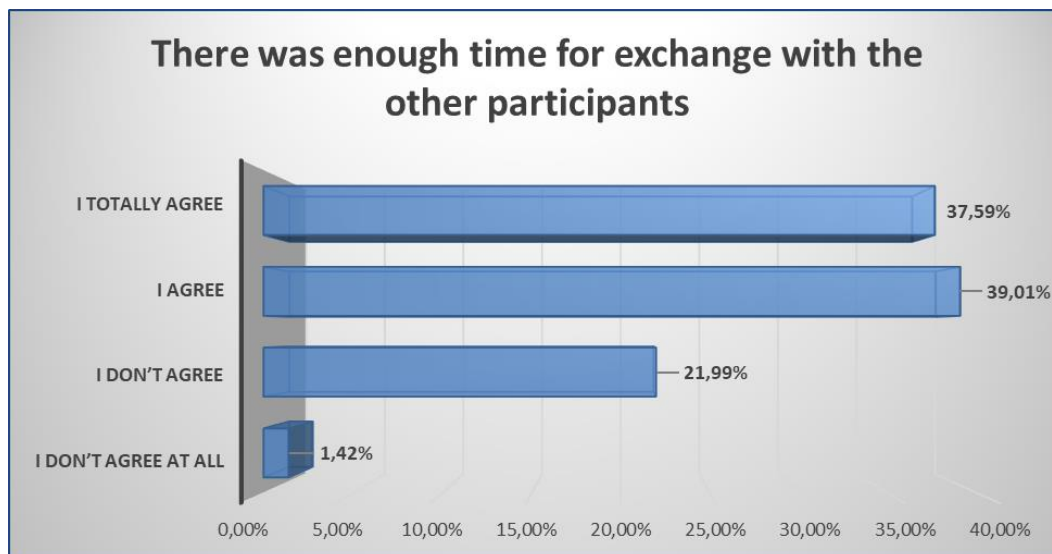
3.7. **7th Question:** *I have the impression that I can transfer contents of the training into my daily life.*

Figure 3.7: Graphical overview of the participant's evaluation of the possibility for transfer of the training contents



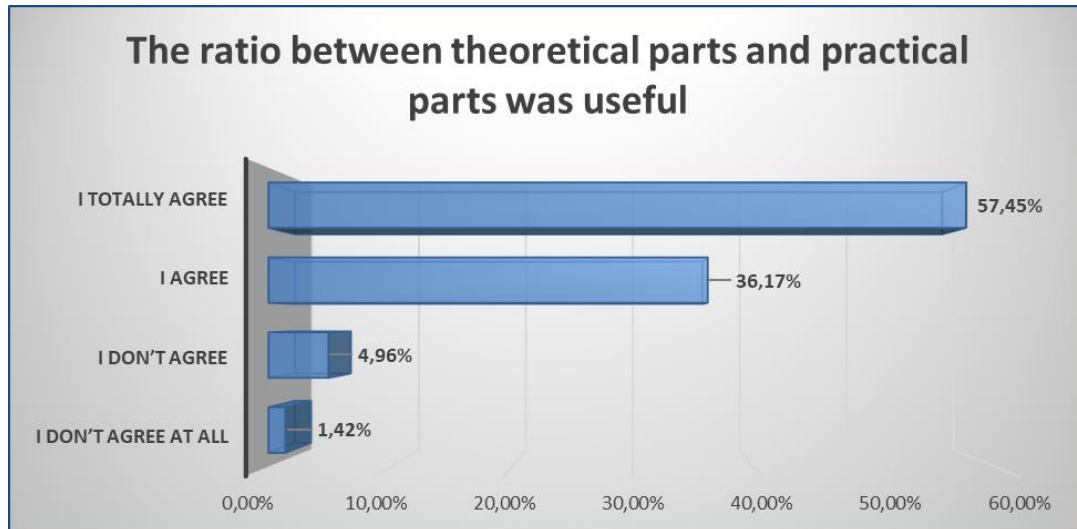
3.8. **8th Question:** *There was enough time for exchange with the other participants.*

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



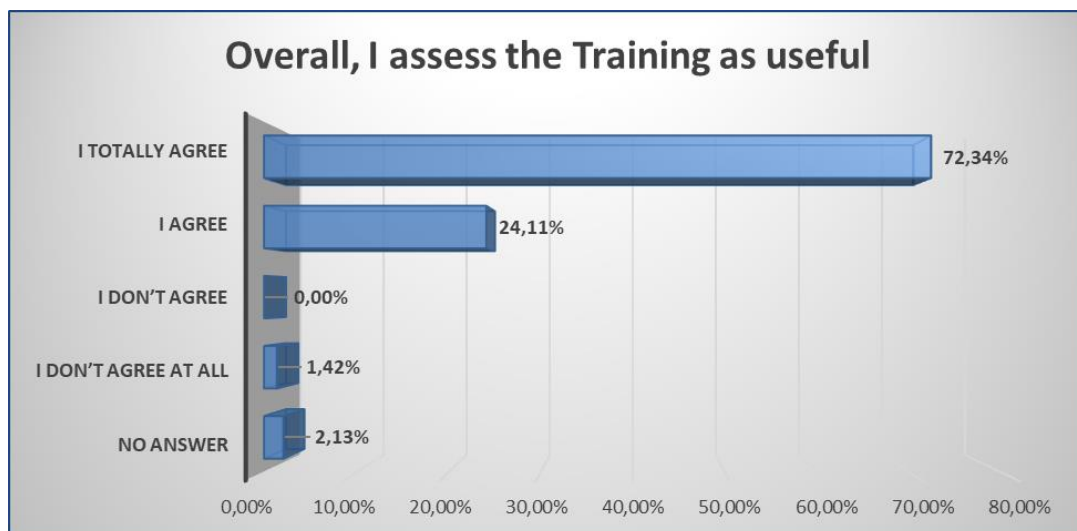
3.9. 9th Question: The ratio between theoretical parts and practical parts was useful.

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



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



Remarks: the open questions within the questionnaire are not analyzed within this preliminary report. An analysis of the 4 open questions (questions number: 11, 12, 13, 14) will be available within the final evaluation report at the end of the project i.e. after the organization of all multiplier events as foreseen within the project application.

4. General conclusion

From the overall analysis of the results received on the evaluation questionnaires (for the 3 partners which already performed the multiplier events) it can be noticed, that the events, used to promote the outcomes in front of the relevant target groups and stakeholders, had made an active contribution toward fulfilment of the aims of the project. The majority of the participants (i.e. more than 80% of them) have answered almost all the given statements either with “I totally agree” or with “I agree”. This evaluation of the participants demonstrate their satisfaction with the materials and the content of the modules, with the way in which the multiplier events were organized as well as with the knowledge and ideas that they could gain within the events.

Summarizing the evaluation of the participants, 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 and of the inclusion and participation of the parents and pupils in planning of the support processes in educational settings.

III: Literature

WHO. (2001). International Classification of Functioning, Disability and Health. WHO, Geneva.
www.icf-school.eu, retrieved 29.07.2020