

# **Reports/Analysis on the Piloting of the Training Kit from five countries**

## **1 UK**

### **Learning Outside school Hours Training Kit First Pilot in the UK**

The first pilot of the training course was conducted on 16 June and 26 June 2009 among 14 participants (3 teachers and one non teaching staff from 3 schools, 3 volunteers involved with schools, 3 Westminster Council officers involved school projects, one staff member from ContinYou, a national charity which advises local authorities and Schools on Study Support, 3 project staff/tutors from NGOs involved in non formal learning activities).

The trainers, the NCLB Project Coordinator and the Project Officer, introduced the NCLB project, partners, EACEA, the funding institution and the background to the formation and development of the project and its overall aims.

Information was also given about the fact that the project was subject to an independent external evaluation and participants were asked to complete the feedback questionnaire circulated by the External Evaluator. In addition, the trainers also prepared a set of questions to be asked at the end of each module in order ascertain the relevance and usability of the content, resources and exercises presented during the pilot. At the end of the day, a short discussion took place to explore ways of improving the kit.

The trainers also gave a brief demonstration of how the final product, in electronic form, will appear and the functions using the templates examples developed by the designers of the course as an online version.

Resources used:

- Information about the NCLB partnership and the project aims and the funding body, the EACEA.
- copies of the presentation materials, handouts and exercises
- Power Point to run the course presentation documents
- Flipchart

Methodology

- Introducing the modules
- Agreement on how part of the pilot could be conducted
- Group discussion
- Exercises

- Feedback at the end of each module on the contents, relevance and user friendliness (to be shared with partners for the final version of the course)

Participants were informed that the pilot course was being carried out in five partner countries using paper versions and that once feedback / suggestions were collated and discussed by the project partnership in July in Romania the training course would be developed as a web-based course and that the participants would be invited to pilot it again before the course is adopted by the partnership as the definitive version.

From the pilot the key points and suggestions were as follows:

- The proposed training kit is a useful instrument and can be used by teachers and non teachers
- The contents of the Modules are relevant to the topics covered however, Modules 2 and 3 contain so much information and even with the breaks for group work and exercises they are too long. The suggestion was to look at ways of reducing the length of presentation time and make more use of the handouts
- Module 5 was very useful; however, in light of the suggestion to reduce the course duration and the need to ensure key principles of Study Support are not diluted, a suggestion was made to create Module 5 as a separate training course.
- On the online / CD Rom version, an option for self learners to follow the course would be useful (the pilot version focused on trainers).

### **Pilot 1**

#### **Post Trainer Training Evaluation – A Summary of Participants’ Response**

Number of Participants: 14

Number of responses to the external evaluator’s feedback form: 12

	Module name	For learning	For usability
Module 1	Introduction to the training programme / an overview of non-formal learning	8	8
Module 2	Raising achievement: Learning outside school hours	8	8
Module 3	Meeting young people’s needs to help them become life long learners and good citizens	7	7
Module 4	Developing and promoting learning outside school hours programme	7	8
Module 5	Management of activities and negotiations	6	6

1. Please make any comments you wish about the modules, particularly if you scored them with a mark of 5 or less.

Participants considered that the modules consisted of useful information and exercises and felt that the key principles were presented well.

However, they also felt that some modules were too long and suggested that they be rearranged.

2. To what extent were your learning needs met by the No Child Left Behind training course?

Overall it helped the participants to have a greater awareness of the potential of Study support projects as an instrument to raise achievement; participants welcomed the module on multiple intelligences, particularly those participants who were not qualified teachers.

3. What are your reflective thoughts on the training course as a whole?

Enjoyable, good, excellent but needs refinement, informative but too much information was the comments recorded by a number of participants.

4. Please comment on the usability of the handouts and other support resources.

The handouts were useful. They would help focusing on some good practice measures some participants felt they did not consider in their work. Suggestions were to review and consider reducing the amount of materials under the main presentation, particularly those relating to Study Support and Project management.

5. When you return to your workplace, how will you integrate your new learning into your work?

Participants from the three secondary schools are already working towards integrating the provision in their schools' practice; one participant represents the national organisation which advises schools and local authorities on Study support and will consider the final product as a useful tool in their work. The rest, volunteers, NGO staff and a school consider this to be a useful tool in their work and will discuss this training course in their workplaces.

6. What activities have you done or intend to do in relation to delivering this training to students and children?

Participants did not consider this relevant because the training course was not designed to train students.

7. What elements from the training would you adapt/remove/add?

The amount of materials in Modules 2 and 5 and reduce the course duration to make it more practical and attractive. Add an option for self learners.

8. Do you foresee any problems in delivering the training? If yes, how can you overcome them?

Two schools will look at the final product and if the course duration can be shortened they would consider it for inclusion in their staff training programme.

The volunteer felt that for volunteers, the course would be useful as a self learning course if the final web version could offer that option.

The NGO staff felt that it could be used in their organisations and did not foresee any problems.

9. Do you think you may need support with these actions, and if yes, in what way?

Most participants did not answer this question; three who answered entered "No".

10. Please make any other comments or suggestions about the No Child Left Behind Project. (E.g. referencing resources, which could be, used in future training, sharing useful contacts for dissemination purposes etc.)

Participants felt that it is a good training programme which requires more work to bring to acceptable standard; a section for self learners would be useful.

## **Report on the 2<sup>nd</sup> Pilot of the training course**

The 2<sup>nd</sup> pilot was carried out by giving participants the web link to the training kit (the website of the designer) and asked them to comment on:

- The contents
- Relevance
- Usability

Of the training course.

They were asked to score: Very Good, Good, Useful or Poor.

Five people who piloted the first draft and five new volunteers were sent the link and we received feedback from all.

All five scored Very Good for the three questions.

Of the five who participated in the first pilot, the feed back was that all scored Very Good for the first two questions and for the question on usability, three scored Very Good and two good.

The two who scored Good said that on the screen the image could be made larger.

In the final version, the designers included the option to select large text size.

## **2 Spain**

### **COMMENTS ABOUT THE DIFFERENT MODULES – Pilot 1**

The first round of piloting materials for the project No Child Left Behind took place between 23-29 of June at Gran Association School, Valencia, and it covered a number of 20 hours face to face activities. It was quite difficult to carry out because of the dates at school with many final exams, evaluations and the feeling of tiredness they suffered.

Twelve participants took part in the training. Most of them had already had some kind of relationship within schools and experiences in activities which involved any kind of teaching. Teachers, monitors, coordinators and members of administration constituted the group of participants. As they had different background it was really enriching for most of them. It should be mentioned that most of them had a basic English level, so the way which the piloting was carried out was forming groups and talking about the different modules and sharing the comments altogether in order to provide this ideas to the trainer and from the trainer to the different partners of the project.

### **GENERAL FEEDBACK FROM PARTICIPANTS**

#### **1. MODULE 1**

Beneficiaries should not just be related to the educational field from a didactic point of view. It is interesting headmasters or other members of the school staff who deal with the administrative area, secretaries and so on to be aware of the project and in a way they can provide a closer point of view regarding the possibility of being carried out or not, being closer to an economical perspective. Ideas are quite theoretically explained. Theory could be recorded in a CD and then trainees before starting the training course already have the theory. In such a way, the training course could be much more practical and theory could be quitted as many of the participant may have already the knowledge.

It was suggested as well to make teachers realize about the importance of learning outside school hours activities and to try to organise any kind of meetings which can connect teachers at school and the ones who are going to develop the activities as they can help as a support to the ones studied at school.

## **2. MODULE 2**

- “FREE AND AVAILABLE TO ALL” This statement created discrepancy among the participants. When organising activities for a state-assisted school (schools which are provided the teachers’s salaries by the Government but whose teachers do not have their jobs ensured), parents have to pay a certain amount of money. It is obviously available for them all but a payment should be made to be allowed to enjoy the activities offered. Otherwise students can’t take part in them.

- Participants pointed out the activities were carried out as well to fulfil the dead periods at school in Spanish timetable between noon and the ones in the afternoon. They considered not just focusing as a way to strengthen some subjects purely or for those with less opportunities.

- The fact of getting a closer relationship between students and teachers, as in most Spanish schools teachers come from outdoors, the good relationship between teachers and students would benefit encouraging students and motivating them when participating in the extra activities but not within the school members.

## **3. MODULE 3**

- Practical examples of different types of learners/learning. It would be great to get a video were the actors are performing each type of learners and when the training course is being organised to identify them in the practise.

- When analysing the different types of intelligence, it was quite confusing to fit

each person in a specific kind of intelligence. They considered someone could have a mixture of the different types, although there was one which was the most arising.

- Once more, the annex on page 11 quotes: "The acquisition of key competences

fits in with the principles of equality and access for all". As mentioned on Module 1, participants were not really sure about the principle being the same for all students.

#### **4. MODULE 4**

- How will pupils be involved in the planning stage if an extra activity is normally organised in advance? If so, could it be suggested an open activity and prepare it just before finishing school with the students interested, so it could be a way to make sure it will work out?

- The enrolment is at the beginning of the school year, so we do not know how

many students would be interested. It could be a handicap.

- A final assessment of the activity developed, as we have done within this course provides an excellent input to prepare the next year activity.

#### **5. MODULE 5**

- Great acceptance about the SWOT analysis, Tree of Problems and smart rule to organise activities.

- Realization style (managing) chosen by the participants. As when identifying the different types of intelligence, sometimes different features of managing classification should be considered.

- An exercise which we used was making up an activity and trying to offer it to their partners. They finish the activity voting which one was the most attractive for students, schools, parents and companies which could arrange this kind of activities and the one chosen was the one they prepared all together.

- When arranging this activity the trainer can observe the way the participants started taking part in the project, in a more individual way and ending up as a whole to organise their own activity.

- Lack of basis regarding the preparation of the budget. From the participants 's point of view and mine as well. Preparing the budget is quite difficult as legal recruitment is made by an external agent and participants had lack of training themselves. Monitors or teachers offering the activities who do not belong to the centre depend on being recruited or having their own working dependency. The budget was rather subjective for them..

### **OBJECTIONS OR DIFFICULTIES IN ORGANISING EXTRA ACTIVITIES**

1. Recognising the non formal learning as being as worthy as the other subjects

established by the Government. The extra activity must be considered as an equal compared to the other subjects both by the teaching members of the school staff and by the students. Undervaluation is shown as there is a lack of academic value.

2. Information sent to parents should be attractive as well. Both parents and

students have to be captivated by the activity.

3. The periods of enrolment of the different students who will take part in the

activity can be very close to rearrange the planning of the activity.

4. Homogeneity in the groups is very important. If the different members of the

group do not have the same characteristics, it is more difficult to organise the subtasks within the activity.

5. The place where the activity will be carried out is an important factor to bear in

mind.

6. The teachers/ monitors should have a place to leave all their material.

Sometimes being a teacher from outdoors implies having less confidence when taking decisions at school.

7. Choosing the right person for the activity: Trying to find the most appropriate profile to teach the activity and , furthermore to agree with the ideology of the centre.
8. The level of commitment of the teachers coming from outdoors differs from the ones already working at school. At the beginning motivation and compromise is really high, but as recruitment is just for two hours more or less per week, as the school year goes by, they could start feeling less implicated and if they found a better job with more hours they leave the job. It will be really important consequently to have really other possible teachers/monitors to substitute him or her.
9. Payment of the activities linked to the centre when recruiting personnel thanks to the help of external entities causes difficulties when cancelling the attendance of a student or when complaining. It is better to be organised by the school itself.

### **FINAL REPORT FIRST PILOTING**

The first reaction within the presentation of main aim of the project was really positive, as most of them agreed that non formal learning was not really appreciated by the different members of the educational community.

It was a common point remarked to point out the importance of motivation to carry out the teaching task in this kind of learning and specially to transmit everyone the importance of the link that there should be among parents, students, teachers, educators, which is to say as mentioned before the educational community, anyone involved in the activity or having contact in any way with the activity taught.

It is a reality that there is a total lack of material focused on some kind of training for those who will be teachers of non formal learning activities. The whole group mentioned the special need there was for the elaboration of this type of training kit, as the only existing background was the one each of the

teachers prepared themselves but there was not a proper guide already performed.

The main disadvantage commented was the complexity of the material created. A clear advise was to reduce and simplify the contents of the different modules as the amount of material inserted made more complicated the follow up of them. It was better to use some specific sheet as strongly recommended.

## **Pilot 2**

### **SECOND PILOTING**

The analysis of the corrected training pack was carried out by four people who had already taken part in the previous training course and who in a way had the reference and the input of the last material. The profile of the different members involved the parents' framework (what they would like their children to do in their extra activities), the trainers', the teachers' and the managing area. This time, more than a piloting was sharing ideas and comparing the last material with the current one.

It was developed for 4 hours last 10<sup>th</sup> of December.

Since the material was translated to Spanish, the access to the different contents was really easy and I had to explain that some added material could be found in the web page [nochildleftbehind.eu](http://nochildleftbehind.eu) by the end of February definitely launched.

We had access to the web page and they visualized which the real direction of the training pack was.

The structure of the different modules was considered very clearly and simply structured and it would make easier to the trainer of the future courses to have the guideline clearly visualized. Just following the guidelines and adding

to that material each trainer his or her personal material, it was not difficult at all to prepare the training pack.

Regarding terminology, the list provided with the closer translations would help the trainers to get closer to the real meaning compared to the different countries, as we commented on the possible troubles we could face up when using the specific items.

The only module which created more controversy was number 2 as made reference to all children's access to the non- formal learning. There is a cultural and legislative gap in Spain, as unfortunately not all children have access to non-formal learning. Most of the activities are paid separately and the ones who do not pay, can't take part in them.

The four members valued the material as an important tool for future trainers. The resources provided from the different countries online and the ones which could be added optionally when training specially for Spanish trainers were appreciated as excellent.

The only suggestion made was emphasizing the fact that the person in charge of the training course should have a clear view about this kind of training not as a trainer but as someone who had already worked teaching this kind of activities, since the feeling and enthusiasm in encouraging people to develop this task would be deeply transmitted.

Once the final training kit is approved, the No Child Left Behind training pack could be used by schools themselves by training future educators for their schools, organisations and companies who recruit people to work at schools as teachers of non formal learning activities, Spanish entities which train teachers in different courses, and NGO's.

To sum up, offering the training pack will benefit a wide range of users in their real educational task, anywhere were learning is involved , anywhere where we want to help build our children's future.

### 3 Lithuania

#### Savonoriu Centras - No Child Left Behind – pilot training Evaluation

The pilot training was held for 2 days. (22-nd – 23-rd of June, 2009.)

The modules and the main information was translated into Lithuanian language and presented to the participants.

In these pilot training had participated 10 participants: representatives from the 3 partner schools and non-governmental organization workers and volunteers.

During the training was presented a pilot training program with which the training participants got acquainted and assessed.

After the training, each participant filled out questionnaires assessing their appreciation of this program as it would like to see, what new knowledge, whether this program is useful for organizing extra-curricular activities.

Pilot training program consists of 5 modules, but in addition we have made the participants even one more module: Volunteering in Learning outside school hours programme. This we have done taking into account that in Lithuania schools by organising extra-curriculum activities, volunteering still plays a small role. And this new information, how to involve volunteers in extra-curriculum activities of the organization was very useful, particularly for school representatives.

Below we present summaries of the questionnaires.

The following table gives the percentages of participants consisting of the sum of all scores.

	Module name	For learning	For usability
Module 1	Introduction to the training programme / an overview of informal/non-formal learning	78 %	92 %
Module 2	Raising achievement: Learning outside school hours	69 %	81 %
Module 3	Meeting young people's needs to help them become life long learners and good citizens	82 %	92 %
Module 4	Developing and promoting learning outside school hours programme	81 %	78 %
Module 5	Management of activities and negotiations	82 %	91 %
Module 6	Volunteering in Learning outside school hours programme	96 %	100 %

11. Please make any comments you wish about the modules, particularly if you scored them with a mark of 5 or less.

Best remembered Module 6, which was submitted to a new and useful information about volunteering.

Many participants mentioned that the project is very welcome and it is quite interesting. However, most of the information was already known. But for many participants was the opportunity to complement and recurrence knowledge.

12. To what extent were your learning needs met by the No Child Left Behind training course?

Expected to receive more information about non-formal educational innovation. However, the program is useful to have already drawn some experience of other countries as the UK, meant Study Support Program. Also learned how to organize extra-curriculum activities.

13. What are your reflective thoughts on the training course as a whole?

Useful program, especially in mainstream schools would facilitate the work of organizing extra-curricular activities. However, much depends on teachers' motivation and willingness to try something new or improve the organization of extra-curricular activities.

Also, some participants noted that some elements already used in organizing extra-curricular activities.

Particularly useful information about volunteering, because it is new.

14. Please comment on the usability of the handouts and other support resources.

Was very useful hand-outs of non-formal education in Lithuania. However, for more insight into the entire handout material - is required for translation of all the hand-outs. However, some participants mentioned that it is helpful in organizing the work.

15. When you return to your workplace, how will you integrate your new learning into your work?

Almost all representatives of the schools mentioned that the first will present this program in their school's management, as well as colleagues. Similarly, the participants emphasized that attempts to involve volunteers in to extra-curriculum activities, as seen in a very significant meaning. Some participants left the impression the topic on volunteering, different types of intelligence, as well as the broader community involvement in children's outdoor activities for the organization.

16. What activities have you done or intend to do in relation to delivering this training to students and children?

Participants responded to this question in different ways, some mentioned that the activities organized by children's needs. Others said that such activities are already organized - children and youth club (NGO).

17. What elements from the training would you adapt/remove/add?

A lot of information in a short time, so it is difficult to assess objectively. Also, the better we look, for a coherent translation.

However, some participants noted that a lot of information repeated in different modules. Also, the need to codify the program.

18. Do you foresee any problems in delivering the training? If yes, how can you overcome them?

It should be further exploration of the program, 2 days is not enough. For the best take-up of the program, and that it would be possible to convey to others require further training. Require translation, as some materials in English is difficult to understand.

19. Do you think you may need support with these actions, and if yes, in what way?

The vast majority of participants mentioned the need for more workshops. Also, some who stressed the need for practical exercises. It also suggests it would be necessary for consulting assistance.

20. Please make any other comments or suggestions about the No Child Left Behind Project. (e.g. referencing resources, which could be, used in future training, sharing useful contacts for dissemination purposes etc.)

Participants believe that the program must be adapted to each country individually and the school.

That it is possible to communicate this program to others that need further training to more practical tasks.

Most participants noted the comments on the questionnaires, answers questions as to be a variant, and the less open questions.

Another important observation is that the program can be collapsed, as some recurring themes.

## **4 Romania Feedback after Pilot 1**

### **Period / No of hours**

The first round of piloting materials for the project No Child Left Behind took place between 15 -30 May at EuroEd Foundation, Iasi, and it covered a number of 20 hours face to face activities doubled by work on materials for the Personal Development Portfolio.

### **Participants**

The 19 participants were representatives of the Iasi County School Inspectorate, Pedagogical Centres, upper and lower secondary schools teachers of different subjects, primary school teachers, teachers and project consultants from EuroEd Foundation.

### **Materials used**

In order to be able to help participants grasp the essence of the project and understand what the materials offer, we grouped **all the materials sent by partners on a CD** which presented both the **English** version, as prepared for the training, and some materials translated into **Romanian**, namely:

The Introduction

The Curriculum

The Handouts (with two exceptions)

The Slides for module 2, 4 and 5

Some of the Annexes ( European Citizenship, Life –long learning competences, )

Some aspects presented in the Study Support booklet.

For each module there was a general presentation (using a video projector) and then illustrations with activities followed by open discussions. Participants appreciated especially the chance they were given to take part in an interactive course and they all contributed ideas or shared experience, which motivated them even more. Most participants also contributed activities, projects, ideas, for the *Personal Development Portfolio*, which we decided to assemble as one of the final products of our course.

### **Trainers**

The trainers were Rodica Vulcanescu, who covered most of the materials presented, and Stefan Colibaba, who approached issues in connection with European policy in the field of education and children's rights, aspects appreciated by all participants as being of great interest.

### **Evaluation questionnaire**

We used a slightly adapted feedback evaluation form ( attached to the present document), asking participants to mark activities / modules according to their usefulness, but for the rest we kept the same questions suggested by Spain, offering of course the Romanian version of the questionnaire.

### **Feedback from participants**

Out of the total of 19 participants, 15 turned in their evaluation sheets either directly at the end of the course, or via email. The majority appreciated that the materials deserve a maximum of points (10); there were also a few 9s and even fewer 8s, but no lower marks, which shows that the overall impact is an encouraging one.

Participants appreciated the comparative approach across different European cultures and educational systems and the references made to the European policies in the field of life-long learning as supported by informal education, the varied ways in which children with different potentials could be encouraged to do their best and the practical ways in which European projects could be accessed and developed. They all welcomed the possibility to exchange ideas on these issues and agreed that the implementation of such a project would be beneficial for everyone – students, parents, schools, community. It was decided to create with the help of the School Inspectorate a database with information about organizations, institutions, volunteers who are willing to support such activities so that all future providers of non-formal activities could have access to this useful information. There is also a range of materials which participants offered for the final portfolio.

The idea was not new for most participants, as Romania has a tradition in organizing extra-curricular activities, but the system has changed and there is a real need for information in the field, for expertise and dedication. On the other hand, volunteering does not have a tradition in Romania and it was very useful to find out more about such activities.

Participants appreciated especially the practical activities, which provided food for thought and creative ideas for anyone willing to get involved in this field.

Some activities mentioned by participants to be included in their future agenda after the course are :

- Organizing activities in cooperation with museums and cultural centres
- Initiating projects at local or regional /European level
- Organizing volunteer activities in the community
- Issueing a school magazine written by students
- Organizing exhibitions with children's works
- Involving students in projects like – *No to Violence, Home Alone, Know yourself Better*
- Organizing educational activities with parents

All participants appreciated the materials and the ideas as being very generous, useful and up-to-date, considering that more teachers should have access to this information and should get involved in such activities. Some of the participants expressed their availability to get involved in future dissemination activities.

Participants mentioned a certain level of prejudiced thinking and the financial aspects as factors which might hinder the development of such activities, but said that they would not eliminate anything from what was presented and would be willing to implement most materials in their educational work.

