



WHO CONDUCTS
THE ORCHESTRA

A shared Responsibility of Parents,
Teachers, Pedagogues in Children's Education.



Co-funded by the
Erasmus+ Programme
of the European Union

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PROJECT NR. KA201-2019-004

Final evaluation results

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Barbara Tosi – tosi@cscinovara.it

Delia Zingarelli – zingarelli@cscinovara.it - dizzeta27@gmail.com



FINAL EVALUATION QUESTIONNAIRES

All partners filled in two final Evaluation Questionnaires sent by CSCI, focused on the second year activities and on evaluation at the very end of the project.

The questionnaires addressed the following Evaluation Areas:

- Intellectual Outputs: IO2 (Methodology - Multiplier events - Test phase) and IO3 (Platform + Website)**
- Internal evaluation**
- Project final evaluation**

The quantitative indicators planned in the Evaluation Plan have been revised coherently with actual activities and times due to Covid 19-pandemic and enriched with open questions. Partners were finally requested recommendations to guarantee the best impact and sustainability of the Project results after its conclusion.



IO2 – WCO TEST PHASE

Although the WCO test phase started late due to the covid pandemic and lasted less than planned, many important activities were carried out by the partnership.

The testing was conducted by any partners through November 2021 and January 2022, in some cases with a follow-up planned for spring 2022.

12 public schools were involved over the partnership, including Pre-schools, Primary and Secondary schools with pupils of different age groups from 3 to 13 years. The schools are located both in small villages and in large cities.

Apart the project staff, 37 teachers and educators and nearly 350 parents were actively involved in the testing, mostly women in both cases.



Test phase - Average level of Partners' satisfaction (scale 1 to 5)

Overall relevance and quality of test phase, as perceived by the partners	4,6
Interest in WCO model/method/ tools expressed by Teachers/ Pedagogues	4,8
Interest in WCO model/method/ tools expressed by families	4,6
Active participation of Teacher/Pedagogues in the test activities	4,8
Active participation of families in the test activities	4,2
Final improvement in home-school collaboration expressed by Teacher/Pedagogues	4,2
Final improvement in home-school collaboration expressed by families	4,2
Commitment expressed by Teacher/Pedagogues to apply methods and tools after the test phase	4,4
Cooperation staff/target groups during the test phase	4,6
Difficulty met while planning the test process	4,0
Difficulty met while carrying out the test activities with Teacher/pedagogues	4,0
Difficulty met while carrying out the test activities with families	3,6



Main difficulties met in the test phase

- ◆ Covid 19 gave a lot of challenges to deal with: school closure, limited capacity of teachers and families attending the meetings, stressing calendar not really helping.
- ◆ Heavy schedules of teachers and difficulties of local institution meeting regularly with them to find out what activities they had planned and how these were being monitored.
- ◆ Initial tension between teachers and parents due to low recognition of their role as teachers by some parents
- ◆ Difficulties to reach some parents and their reluctance to confront.
- ◆ The short time available to address issues arising from the testing phase.



Main solution adopted by WCO partners

- ◆ Flexibility in time, activities and a mix of physical meetings and online meetings were developed to deal with the challenges.
- ◆ We did a lot of on-line meetings y we adjusted expectations.
- ◆ Some of the test activities were planned outdoors or online to enable the involvement of a higher number of parents.
- ◆ More meetings were proposed and more time was devoted.
- ◆ Some of the test activities were planned outdoors and with reduced numbers to enable the involvement of all schools in the testing.



Main strengths of the successful test phase

- ◆ Flexibility in time, activities and a mix of physical meetings and online meetings developed to deal with the challenges.
- ◆ Great implication and a lot of previous experience of the partners .
- ◆ The prior face to face teacher training event enabled ownership of the project and the participating teachers felt more enthusiastic about the test phase thanks to the inspiration they got from the practices in different countries.
- ◆ Meeting the teachers first letting them confront (and vent) each other, analysing their problems with tools developed in WCO allowed a sincere but "shielded" and meditated confront before discussing with parents.
- ◆ The face to face teacher training event involving local and cultural partners enabled coherent partnership working and helped schools facilitate and make most activities happen.
- ◆ High level of cooperation and a desire to sincerely understand and confront.



Commitment of Teacher/Pedagogues to apply WCO methods and tools after the test phase

- ◆ Most teachers declared they will continue to work with the WCO topic after the test phase, though the difficulty of planning and maintaining the commitment in the day-to-day school life was clear.
- ◆ In most schools teachers are planning to organize similar activities to enable more discussion with the students and their parents about the problems they face in class and to involve them more actively while designing home-school collaboration activities.
- ◆ Many teachers declared that they will use the method learned during the test phase after the testing period to help both teachers and parents to express with no fear of judgement even in some cases they would prefer to be still supported by an external facilitator.
- ◆ Full commitment of teachers is often supported by local authorities to continue to involve children and their parents on issues of the four fundamentals of WCO model.



MULTIPLIER EVENTS

The partnership reached and exceeded the quantitative targets of this activity, carrying out 11 multiplier events in the last semester: 9 face to face and 2 online to avoid difficulties due to pandemic. All events lasted 2 hours or more, averaging 2h 40'.

The events were attended by an average of over 36 people, with a total of 398 participants, often largely exceeding the target (mainly in Spain and Denmark).

Qualitative evaluation by Participants were also good, with averages near or higher than 4 (on a scale 1 min. to 5 max.)

- Overall satisfaction: 4,4**
- Increased awareness of Project results: 4,8**
- Improvement suggestions: 3,8**



IO3 - PLATFORM + WEBSITE

WCO website and platform - translated into the 5 partner languages, as planned - were declared very useful both by teachers and parents during their meeting with WCO staff in any country.

On a scale 1 (minimum) to 5 (maximum)

- teacher average evaluation is 4.4**
- parent evaluation is 4.0**

both reaching the project target.



INTERNAL EVALUATION

Level of Partners' satisfaction (second year)

Frequency of Communication among the partners	4,4
Quality of Communication among the partners	4,2
Effectiveness of partnership cooperation on the Project activities and products	4,2
Opportunity to contribute with your competencies to the Project decisions	4,2
Opportunity to contribute with your competencies to the Project activities	4,4
Learning achieved taking part in the Project activities	4,4
Level of involvement for the second Project year	4,6
Effectiveness of the partnership in achieve the expected results	4,4
Effectiveness of the partnership in facing the Covid consequences on the project workplan	4,5

During the second year the partnership remained stable, though 3 people in the lead organization changed



FINAL EVALUATION - WCO Strengths

On the internal side, competence, effectiveness, cooperation and well understanding of the topic throughout the partnership were recognized as the major strengths of the project, despite the difficulties the pandemic caused.

On the external one, main strengths were identified in the opportunity to strengthen a communication bridge between school and family and in the strong implication of teachers and families in test activities, although it needed to be a shorter period of time than planned.

As well, multipliers events made in some cases possible the attendance of entire families and focus work with teachers, parents, and children at the same time. The involved partners had the opportunity to listen to the vision of the children, getting their contributions were very interesting and enriching for this project.



FINAL EVALUATION - WCO weaknesses

Two main challenges were identified by partners.

On the external side, for sure the hardest long lasting situation was caused by the pandemic, that resulted in changes in the original plans and delayed the whole project agenda causing a lack of fluency in the activities and, subsequently, concentrating most of them at the end of the agenda. It also caused that a school initially collaborating left the project in the second year before the testing phase.

On the internal one, the institutional changes of the lead organization in the first year weakened the leadership asking a great effort to new people in charge of coordination.

Moreover, the over explanation at times, specially during meetings and the distribution of tasks, was declared as a weakness.



Main impacts on target groups (1)

The main impacts declared by WCO Partners were focused on increased awareness among teachers and among parents, also involving children were possible. The dialogue improved with an exchange of mutual perspectives and good experiences, in the common interest of the children.

- The opportunity to carry out training and awareness activities solely aimed at the group of teachers and parents**
- The experience of also including the children's vision.**
- The very productive exchange of good experiences among the teachers participating in the project**



Main impacts on target groups (2)

- Teachers referred were very pleased to figure out that colleagues from other countries were also interested in maintaining a good relationship between family and school. Through the WCO project they had the opportunity to refresh concepts, innovate activities and consolidate their position regarding this aspect.**
- The activities of the WCO project strongly facilitated the dialogue between school and families with a mutual understanding of problems and stimulated the involvement of families in the school life of their children.**
- It increased the target group's awareness on the importance of home-school collaboration and inspired the participants to create new ways to improve this collaboration.**
- However, the closure of schools during pandemic and the difficulty in accessing target groups was a real challenge.**



Main impacts on partner organizations and staff

The impacts declared by WCO Partners were mainly focused on increased awareness and higher competences of the staff in working with schools.

- The experience arising from the sharing of knowledge and the opportunity to verify that local problems also exist in other EU countries.**
- Strengthening of relations and collaboration with schools and greater involvement in the local and regional territory.**
- Increased skills of the partner staff in managing innovative activities with primary schools**
- The knowledge learned by the teachers at the teacher training**
- The exit of UK from EU projects which meant pressure of working in other projects.**



Recommendation for a long term impact on school-families relationship (1)

Main recommendations to ensure a long term impact are focused on keeping active collaboration of each partner with schools supporting teachers and families with WCO approach and tools.

- Making the elements of the project part of the values in the board of the school and in the whole school.**
- Being aware of the close connection and cooperation between kindergarten and school and the different levels in the school (related to work with the four fundamentals).**
- Keeping offering services to families, competences and skills training to professionals who work directly or indirectly with families.**
- Promoting networking, so fostering the fluency of communication among teachers, parents and educational psychologists as essential to prevent school failures and family problems.**



Recommendation for a long term impact on school-families relationship (2)

- Spreading with other schools the experience of this project from schools already used to activities in favour of a close relationship between school and family. in order to consolidate this work methodology.**
- Ongoing monitoring of activities and funding made available by the council to enable activities to continue**
- Signing agreements with schools (“Memorandum of understanding”) to maintain the activities tested during WCO for at least three years**
- Disseminating the project and its resources to more schools and administrative staff at local, regional and national levels.**
- Mantaining ongoing communication and collaboration with the schools that took part in WCO.**



Commitments to guarantee the sustainability of WCO (1)

Main commitments of the partnership are focused on keeping active collaboration with schools supporting teachers and families with WCO approach and tools, consistent with the nature of each partner and their network. Some examples are following

- In Denmark working with WCO has been integrated in the values in the school (and decision in the board).
- The Turkish partner will include the WCO methodology in the curriculum of the teacher candidates studying at the University.
- The British partner will use the VCC platform and train on the four fundamental the internal staff as well as more schools and teacher involved in the method.
- The Spanish public center will also improve its network in the local territory (municipalities) fostering the fluency of communication among teachers, parents and educational psychologists.



Commitments to guarantee the sustainability of WCO (2)

-The Italian partner will maintain consolidated relationships with the schools also proposing them to join the Consortium to benefit from the transactional methodologies and models of WCO and other European projects, so pushing towards internationalization of local schools.

Moreover after the project's lifetime partners will keep a direct link to the project platform from their website, will disseminate the results of the project among the educational community, as well as with other social actors who work with families, will continue presenting information about the project and its results in any meeting related to WCO issues.



Lessons learned from WCO

Suggestion for future projects in the framework of Erasmus+ Programme came from the partnership experience, mainly focused on the testing at school, penalized in WCO by the measures against the pandemic.

- Learn about new methodologies, so to be able to make the educational practice a much more favorable experience for everyone.
- Successful experience involving school in WCO can motivate to participate in more European calls in order to learn from the best practices of EU countries.
- Include more teachers as participantants in the training events.
- Develop working with online communication in order to include as many parents as possible.
- Carry out a longer testing phase with clear objectives and timeline.
- Expande the testing to a larger and more heterogeneous target of public and private schools that adopt different didactic approaches, to verify how the proposed model and methodology may impact differently both on teachers and on families.



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Good bye!

Barbara Tosi

tosi@cscinovara.it

Delia Zingarelli

zingarelli@cscinovara.it
dizzeta27@gmail.com