

Kick -off meeting

VALUE

Pilots and evaluation of pilots
Presentation by
Bente Jensen and team, 26.-27
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Aims of the evaluation of pilots

To document improvements (or describe good examples) of implementing the TOT and CPD pathways on

- Professional's (self) efficacy
- Collaboration (collective efficacy), perceptions/valuation strengths of the professional system/ exemplified by concrete activities, organization, implementation
- A shared and integrated approach to child development /Edu-care), intentions, vision, values

To discuss:

The aims and operationalization



Selections criteria

Selection: What is the philosophy the criteria: and what happens if we use these criteria suggested, is not fulfilled similar in the countries, regarding:

- Engagement of director
- Leadership
- Vision on diversity
- Existing culture (team based learning COP etc.)
- Possibilities to involve core professionals
- Existing ethnic diversity
- Involvement of parents

To discuss:

The participants, do they cover the range of various participant? A selection of participants, who want to be part is another way to go. And random selection a third way.



Participants – number, types

All participating professional (2 schools per country, 20 teachers per center?)

Both core professionals and assistants?

Family daycarers?

Stakeholders: Leaders, Consultants, municipality directors/leaders, coordinators – Others? Parents

Trainers responsible the training on workshops and trainers educate trainers to train in practice?

Design and Methods

Quantitative qualitative methods

- **Survey** twice on three aims 1) professional identity (efficacy (?), 2) collaboration and 3) approach to child development : educare (midway and final) based on mapping the situation (baseline) included conditions (e.g. time for daily planning, reflection etc.)
- **Process documentation:** descriptions/stories of 1) Collaborative activities, 2) perception of possibilities, challenges – based on an self-description guide: a) What is the intention, b) how is the activities organized by who? c) how is the activities' actually carried out, d) schedule during the day, week, e) by who. Other relevant activities that have been implemented outside, for example f) political (in the local/or national contexts, g) new collaborations, other networks e.g. with primary school, h) activities, i) press, other – these might be moved to the survey and followed up in the process evaluation



Design and Methods

Data collection

- by trainers – the survey questionnaire is in English and the trainers fill in the participant's answers directly in the IT platform
- by participants self-description of the process based on the guidelines and as a part of the workshops and guided by trainers

Analyses and documentation

Every country make their own reports based on data from

- Questionnaires (IT based developed by DPU and will be received at the platform)
- Self-description and observation (IT based – same platform) on documentation of activities, examples and implementation

All data are suggested to be collected by trainers of trainers and filled into the IT platform directly, and all is in English

- Who make the analyses data from the quantitative survey (1) midline compared to baseline, (2) endline compared to midline, to show progress, QHI 2 tests to show progression/differences – improvements. Process data are stored at the platform and the countries make their own country report based on a shared framework and the format we choose. DPU is responsible for the overall report.



Mapping the Starting situation

In the pilot schools

Policy in municipality on integrating/valuing assistants in line with educated staff

Scale ECE center/school: Number of children, number of staff, how many classes, types of ECEC

Background of staff (qualification, training, socio-economic background, ethnic...)

Perception of director, staff members, parents on topics involved

Structural quality indicators, and conditions to work with innovation (COP)

Mapping the starting situation also include survey data as a background (baseline) for evaluation?

Reporting and impact

The country reports (survey and process evaluation) and the overall report should be structured similar

The overall report will be written by the Danish team

The results from the first mapping the situation (baseline), and end line should be discussed with stakeholders - NB!

In order to evaluate impact : Dialogue with stakeholders might be included in the analyses, e.g. through interview, and facilitation a lessons learned workshop, seminar.

And the use of impact through social media as well!!