



The Eureka Project Interim External Report October 2017

Introduction

This interim evaluation report has been compiled by Ian Crawford from SES13-19 Ltd. It has been put together using the evaluation undertaken during the course of the project and following meetings with the project co-ordinator and analysis of the work produced to date by partners. It follows methodologies laid down in the Eureka Project Evaluation plan.

The Eureka Project aims to contribute to addressing the EU 2020 targets of reducing the rates of early school leaving below 10%. It also aims to address two of the 2009 ET 2020 EU objectives to address challenges in education and training systems by 2020: 1. Improving the quality and efficiency of education and training; and 2. Promoting equity, social cohesion and active citizenship.

The aim of the external evaluation is to inform how the project has endeavoured to address and contribute to the following outputs:

- The production of a detailed manual for the identification of most able students which can be used across national boundaries. It will be created through the exchange of practice from all partners and build on the work of the Talented Children project.
- The development of a resource directory detailing best interventions to accompany the resource manual.
- The delivery of 2 courses for teachers and other associated professionals, based on the exchange of practice of partners, which will provide training on the identification of the most able children in education and secondly provide successful intervention techniques and resources.

Quality assurance has been a standing item on the Partnership Steering Group agenda and assesses effective use of pre-activity/post event questionnaires for feedback. An evaluation framework is in place which is monitored through quarterly reports submitted to the Co-coordinator. An action research methodology is in place.



The external evaluator has been appointed through the Titan Partnership Ltd commissioning process to provide an independent perspective of the project to give it credibility as it aims to develop across Europe partnership products and website content. The external evaluation focuses particularly on the outputs from the project: the manual, the resource directory, and the training. The external evaluation on occasions, however considers other aspects of the project such as transnational partnership meetings, dissemination and valorization including the website as these have an impact on the major 3 focuses of the evaluation.

Transnational Partnership Meetings

The project uses transnational partnership meetings in two ways. Firstly for the continued management and development of the project and secondly to upskill and develop staff. The first meeting in Birmingham in December 2016 was really a planning meeting but some development was introduced through a visit to AUEA. The second meeting in Athens in April 2017 is where the partnership really started to develop its delivery and agenda.

“There will be 6 project steering group meetings, 2 of which will take place during the evenings of the training events in Birmingham and Zlin. Two persons from each partner institution will attend all project steering group meetings. All partners will devote management/administration time to the project. They will organise programmes for hosting meetings and training events. Additional staff will attend transnational project meetings dependent on their organisation size/expertise to contribute to resource and training development through a series of interactive workshops and activities with partners”.

The feedback from the evaluation of the Athens Transnational meetings is as follows:

Expectations from Delegates. Pre-Meeting Reports



Here is a synopsis of delegate expectations:

Czech Republic

We want to gain information about the project activity and forthcoming events. We want to discuss the Czech Rep training activity and find out about project website development.

We want to find out about systems of support in our partner school in Greece.

We intend to publish a press release after the event and inform Czech partners through meetings and other methods of communication.

Titan

Progress update and information on the forthcoming training session.

Feedback to Senior Managers and judge what support is required from Titan by partners.

Ireland

An update on progress to date and future planning for website, directories, and training.

Interested in how the host school deal with gifted children in terms of resources and methodologies.

Observing best practice.

Visit a school.

I am happy to share current practice in the Irish educational system.

I want to see best practice first hand and see how it can be adapted and utilised in Ireland.

BCU

Find out about other partner roles.

Look at how the host school differentiates the curriculum for advance learners.

We intend to begin our wider dissemination afterwards.

The Overall Evaluation

Delegates completed a detailed Final Report covering evaluation at the end of the meeting.

Here is a synopsis of what they said:



- **What impressed you?**

Clarity of Presentations.

Good examples of activities with advanced learners.

The EA tour and their involvement in STEM activities.

Stephanos's organisational skills.

Thought provoking discussions.

The School Director did a nice presentation on work with Gifted and Talented.

The discussion around existing practice in the partner countries.

Exhibition in the school regarding STEEM and its practical application.

Differentiated learning.

Excellent organisation and discussion.

Open Discovery Space.

The collaboration of the project partners.

The Science Expo.

Partners were all keen to influence, discuss and shape the project.

Very nice hospitality.

Impressive venue.

Good clarity around the project delivery.

The discussion around partner's roles.

The organisation and the input from the director on advanced learner teaching.

- **Where your expectations fulfilled?**

Expectations on website, training plans and information sharing all fulfilled.

All issues were dealt with appropriately.

Yes.

Yes, the programme fulfilled all expectations with regards to project status, updates and training events.

All expectations achieved.

A great forming session for partners to develop their ideas. It was very successful.

Yes, our partners hosted us with great kindness. We have a clear rationale and next steps.

Yes, I feel on track.

Yes, I have a clearer understanding of the aims and objectives of the project.

- **What will you do next?**

Use Basecamp it is really good.

I would like to support schools on some strategy in the STEM field to increase students interests in STEM careers based on enquiry orientated learning.



We will have meetings around our learning and promote activity on our website.

Try and replicate some of the methodology and exhibition.

We could implement the enquiry based education strategies at GTI.

Encourage all staff at GRETB to register, use and share practice on the Open Discovery Space.

Develop the STEM activity where the opportunity arises.

Brief colleagues for the training event in the Czech Rep.

I would like to pursue Open Space and the Science exhibition further as I liked how it motivated students.

Some interesting examples for the teaching of science I would like to pursue.

Summary

From the analysis of the evaluation there is no doubt that delegates enjoyed and learnt a significant amount. All the feedback was positive. The actual management meeting achieved a tremendous amount in terms of planning and shaping ideas. The key players all seem satisfied with their role.

The elements added to the agenda such as the Science Exhibition, the input from the Director, the input from Stephanos on Open Discovery Space and the school tour were all well received and valued.

All delegates felt the visit was very well organised and the agenda pertinent.

There is no doubt from the evidence in this feedback that delegates were appreciative and learnt a lot. This could be a really strong partnership. It is new and as a result partners are getting used to each other's approaches and styles of working. However, at all times colleagues worked well together and respected each other's views. Everyone was keen to learn from others, to hear other views and were receptive to new ideas. The atmosphere was relaxed and professional.

Schedules were adhered to, the pace seemed right. It was a full programme. Questions and discussions were encouraged. A lot was covered.

Delegates seemed to appreciate the efforts very much the organiser made to provide activities beyond the formal programme including a restaurant visit.

The model has been set for future Transnational Partnership Meetings. This approach and style of agenda worked well and there are no amendments or improvements to make.

The partnership made a sound start with this. It is anticipated that the next transnational partnership meeting in Galway will follow a similar approach and content.

Training

The Eureka Projects first training course was delivered from the 4-9th June 2017 in Kromeriz in the Czech Republic by KPPP Zlin.

The course was fully attended by a minimum of 5 delegates from each partner country.



The external assessor attended 3 days of the training and undertook a number of evaluation activities whilst present. All delegates and the event co-ordinators facilitated these seamlessly in the schedule and cooperated fully. Particular thanks must go to the course directors for this Miroslav Orel and Martina Nemcova.

The KPPP training event delivered as part of the Eureka Project was evaluated through the following methods

1. An interview with the 2 programme organisers.
2. A pre training questionnaire completed by delegates analysing their expertise and requirements.
3. An activity gaining immediate feedback from all delegates on the course.
4. A detailed post training questionnaire aimed at judging the impact of the training for individuals.
5. An action plan aimed at recording individual and institution plans to use the training and expertise developed during the 30 hour course. The action plan will be used by the partners to track activities within their institutional delivery and by the evaluator on a sampling basis to look at the impact of the overall programme.

Background

KPPP Zlin were tasked with delivering a 5-day course in June 2017 9 (Course Content Appendix A). They have significant experience in the teaching of teachers and multi-disciplinary training.

The aim of the course as described in the project submission was to give professionals working in schools including teachers and other staff such as educational psychologists and careers counsellors, the skills and knowledge to identify most able learners at an early stage. Whilst it is recognised that early identification is ideal the course should also acknowledge and provide tools for the identification at the secondary education stage of students who have fallen through the net.

The course aimed to provide 30-hours of delivery including the following topics:

- Complexity of most able students – academic and non-academic types of giftedness and talent.
- Biological, psychological, social, and spiritual factors of the most able.
- Background and stimuli as essential and supporting elements (in context of family and school).
- Most able and psychopathology – possible impacts of combination of giftedness, talent, and mental disorders.
- Most able in psychological diagnostics, main characteristics, key competences, problems.
- Most able in pedagogical and special-pedagogical diagnostics, main characteristics, key competences, problems.
- Education and behavioural issues in school/at home.
- Use of the Intervention manual
- Good practice examples – diagnostics in context of primary school.



- Good practice examples – diagnostics in context of secondary school.
- Good practice examples – diagnostics in context of an arts school.

The course was to be delivered by a range of staff at KPPP and led by Miroslav Orel. It should include a range of the following methodologies: observation/shadowing/lecture/workshop/discussion and other methods. It should include short placements in schools/counselling centres to observe and work shadow practice. It should provide pre-and post-course materials and additional resources will be available online.

KPPP staff should be available to mentor staff during and after the course delivery as they replicate their training in practice and with colleagues in their workplace and region/country. This will be through a helpline established by TITAN Partnership Ltd and email/Skype.

All training should be interactive and afford those attending the opportunity to experience what works well in other countries and gain the background knowledge and experience as to how this happens. It is expected that staff will replicate these techniques in their own educational settings and an action plan will be developed by individuals at the end of the training to support this action.

The hosting organisations should issue certificates to all participants to certify their involvement in the learning, teaching, and training activities to indicate the topics that have been covered.

The outcomes should be that those who undertook the KPPP Zlín certificated training would be catalysts in their region of superb practice.

Staff would be equipped further to deal with and promote issues around discrimination of the most able students.

Ultimately the project intends to have an impact on the outcomes for learners and reduce dropout by improved teaching and improved interventions.

The Expertise and Experience of delegates

All delegates were asked to complete a pre-training questionnaire for the trainers to gauge the level of expertise of delegates, to endeavour to address specific requirements and to provide a course which delegates would find pertinent and something that they could learn from and replicate.

Delegates were asked to respond to a range of questions which are listed below with their responses.

How would you rate your current understanding of the training topic?

- 1-Novice- 4 delegates
- 2- 8 delegates
- 3- 6 delegates
- 4- 2 delegates
- 5-Expert- none
- No response 2

a small number of delegates did not complete a pre-training questionnaire.

Summary

No delegate saw themselves as an expert in this area although 2 had strong knowledge.12 delegates saw themselves as having very limited knowledge and expertise on the topic.

What were your key objectives?

- To be familiarised with diagnosis/identification tools/processes for gifted/talented students in school.
- To discuss /exchange ideas and activities and/or organisational settings aiming to integrate gifted/talented students in school classroom and school life.
- To gain a better understanding of how students are assessed and identified in other countries and what is the best practice in this regard.
- To develop teaching strategies to support the talents of higher ability learners so that I can ensure appropriate differentiation in my teaching and ensure that all students have the opportunity to develop their abilities to the fullest potential.
- To be able to identify gifted and talented students and understand how to meet their needs.
- To learn techniques and practical tools to diagnose and deal with these children to share my experience and knowledge in theory and practice to my colleagues.
- To learn from each other's experience and cooperate for the maximum results.
- To learn more about how our school can help gifted and talented students and how to inspire them.
- To learn more about educational psychology and Special Educational Needs.
- To gain a better understanding of the testing used by the psychologists to assess and recognise gifted and talented children and to see ways that they are catered for in schools.
- To acquire first-hand experience in the identification of G&T children
- To receive information that will enable our team to organise the Conference in March 2018.
- To examine the role of parents in supporting their gifted and talented children in partnership with educational settings.
- To examine the barriers to supporting gifted and talented children in educational settings.

Summary



Delegates overwhelmingly wanted to explore identification techniques, to look at best practice and to develop teaching strategies for their own settings.

Where would you like to Visit?

- The Primary Sector.
- Secondary Level schools.
- Any setting relevant to learning.
- A range through to university.
- “Observe the established classroom climate that includes opportunities for demonstrating, developing, and celebrating high levels of aptitude and ability”.
- A behaviour facility in secondary education.
- “I would be interested in seeing how gifted and talented students are catered for in mathematics lessons as this is my area of expertise. This would be most useful in an 11-18-year-old educational setting”.
- “I would love to visit an ASD unit and gain more awareness of the teaching and learning that takes places across other EU countries in terms of students on the Autism Spectrum that function on the higher IQ scale”.
- Schools and other educational institutions.
- Institutions that design a curriculum for gifted and talented children.
- Meet policy-makers, educational experts, and researchers, professionals in school and students with a view to considering how provision for able students is offered and hearing the views of various stakeholders.

Summary

The demand went a little beyond the course brief but reflected the wealth of expertise of participants. Two were from a behaviour unit in the UK, one had Autism expertise in Ireland and a number were from Higher Education institutions.

Do you have any specific questions you would like the training provider to cover?

- Can differentiated teaching within the school classroom be a catalyst for inspiring talented/gifted students?
- “I am interested in the emotional dimension of learning and how this may either foster or impede the young person’s ability to reach their full potential”.
- What different aspects schools include in their curriculum?
- What are the risks if we fail to identify gifted and talented students?
- How can we diagnose the exceptional ability, giftedness, and talents?
- How do you assess children with a gift or a talent?
- How do you provide enriched experiences for the more able?
- How do you deliver training to teachers in schools?

Summary

Three themes emerge here. How does identification and assessment take place, what curriculum is provided and how are teachers trained?

What would you expect to do differently because of attending this training?

- Organise a “talented-friendly” classroom.
- Find ways to inspire talented students keeping at the same time balance in the classroom where not all students are talented.
- I would hope that I am able to identify and meets the needs of more able learners with more proficiency.
- I would expect to be able to really meet the needs of gifted and talented students.
- I expect to gain enough theory and experience to keep my investigation and research on the field for my training and share it, as well as, use it in our school.
- Learn to teach in a more effective way and accelerate the pace of learning within and across key stages while promoting independence in thinking and learning. Support reflection and self-evaluation and foster high expectations in pupils.
- To make sure they aren’t bored in school. To help them reach their potential.
- I hope to use that knowledge gained in my day to day working with students with behavioural difficulties and Special Educational Needs.
- I would use the techniques and tools that I have learned on the course and incorporate them into my practice.
- Influence my institution to providing correctly for those needs, including making changes to how education is delivered to these students.
- “Two educational settings have enquired as to my delivery of training to teachers based upon the key areas covered whilst on training in hopes of preparing future teachers to facilitate able, gifted, and talented learners”.
- Develop a programme that will enable teachers in UK to address the needs of the more able children and young people.
- I cannot answer accurately in advance of the visit.
- Develop and use systematic tools and procedures which can be used in Ireland.

Summary

All delegates seemed to understand that the aim of the training was to provide a catalyst for change across partner countries. The themes that emerged were an impact on individual practice, an impact on institutional practice and on two occasions an impact on training for teachers across institutions. All of this of course would benefit students.

Feedback

An informal group activity was held at the very end of the training to gain immediate feedback from delegates. Here are the responses from delegates:

What did you like about the training?

- The openness of students.
- The commitment of teachers.
- Opportunities for those with talent.
- What is possible to achieve.
- Teacher training.
- The role of the Arts.
- The creative delivery of education.
- Hospitality and support.
- A different education system.
- The confidence and ability of young students.
- Children's development.
- The Pedagogical school.
- Networking.
- Inspirational students.
- Leadership.
- Childrens qualities.
- A flexible education system.

What did you dislike and what was missing?

- Some pedagogical approaches.
- Evident lack on occasions of child centred learning and discussion.
- Observations and case studies in English would have been useful to explain methodology.
- Labelling and teacher expectations.
- Information on the cultural and political background.
- Classroom practice for example desk layout.
- The inclusion of students with behavioural challenges would have been good.
- Specialist facilities exclusively for the most able.
- Content of teacher training programme would have been beneficial.
- Everyone should be alert to more able students not just through structured identification methods.

Summary

Undoubtedly delegates give the impression of having been thoroughly impressed by the training and its content. Themes were the enthusiasm of all staff, the benefits of an education system which addresses the topic, the dedicated facilities and the professional and diligent approach to providing such a thought provoking and informative course.



Delegates were asked to highlight a dislike or gap. Some would have liked more resources in English, a little more information on teacher training, and there were some views expressed on classroom practice and the policy of providing such resource for one group of students.

Post Training Evaluation Report

18 delegates returned a detailed post training evaluation report. Afterwards they were also asked to complete an action plan which could be institutional or individual. They were given about 30 minutes to commence planning this with colleagues.

The post training evaluation report aimed to give delegates the chance to state how they felt about the training delivery and content and whether it had impacted on their knowledge and skills to implement developments in the future. The results are as follows:

The objectives of the training were clearly defined.

Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree

Strongly Agree-9

Agree-9

Summary

All were clear on what to expect.

The materials distributed were helpful.

Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree

Strongly agree-3

Agree-12

Neutral-2

Disagree-1

Summary

Most delegates were happy with this aspect. It seemed to cover well the variance in expertise of delegates.

The content was organized and easy to follow.

Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree

Strongly Agree-10

Agree-7

Neutral-1

Summary

A very strong endorsement of the training content and techniques.

This training experience will be useful in my work.

Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree



Strongly agree-7

Agree-11

Summary

All saw ways to use and develop what they had learnt.

How would you rate your current understanding of the training topic?
(1 novice - 5 expert)

1 – 2 – 3 – 4 – 5

1-0 (Novice)

2-0

3-5

4-8

5-5 (Expert)

Summary

This was a very powerful endorsement of the impact of the training. Only 1 person did not move in terms of their expertise or knowledge on the graph. They may well have done but not sufficiently to record a difference. All others did mostly significantly.

My expectations were fulfilled.

Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree

Strongly Agree-6

Agree-11

Neutral-2 (One delegate would have liked more translated materials and case studies)

Summary

Expectations were largely fulfilled. Although the trainers endeavoured to design a programme to meet expectations some of these from delegates were beyond the remit of their task. Also, materials and case studies are envisaged as being provided through other aspects of the 2-year project and of course this training is the first output from the project.

How were your skills and knowledge enhanced?



Erasmus+



- A better understanding of the work of psychologists.
- Ideas on providing a better curriculum choice for students.
- The practical content made my understanding of concepts better.
- Ideas on how to proceed in my own school.
- An understanding of how an education system can focus resource, imagination, and energy on the most gifted and talented.
- Knowledge of strategies used to identify gifted and talented students.
- Information on the process of identification.
- The importance of teacher training.
- “I think I will be able to transfer this experience”.
- A clearly defined diagnostic process.
- Understanding of the Czech education system.
- The links between Gifted and Talentedness and emotional wellbeing.
- The indicators of Giftedness and talented.
- Be open-minded.
- The need to develop talents in a safe and happy environment was key to the student’s development.
- Enhanced awareness of the importance of visual learning.

Summary

All delegates reported something in this section largely reflecting ideas, approaches, and attitudes they wanted to instil in their practice.

The most interesting thing you learnt.

- The setup of the Arts school.
- The Czech education system.
- Students’ ability to self-reflect.
- Information on students who are twice exceptional.
- The age of screening in the Czech Rep.
- The focus on ability rather than disadvantage.
- Students training to be teachers. Make education flexible and fun.



- Emphasis on creative arts.
- How much can be achieved if a priority
- Identification of G+T and stretch.
- Arts education
- Extracurricular activities.
- The cultural and political drive.
- How students and staff excelled in what they were doing.
- The importance of recognition.

Summary

A great range of opinions here reflecting the breadth of the course content.

Did the training inspire you to do something new in your daily work?

- Work on ways to encourage skills with trainee teachers.
- Yes -an internal school evaluation including recognition and pedagogy.
- Exploration in the UK particularly around transitional phases.
- Continue emphasis on emotional support.
- Use the training ideas to introduce a Gifted and Talented approach based on the training in our school.
- More stretching activities in my teaching.



Erasmus+



EUREKA 

- Implement a training event that might inspire change in terms of policy.
- New strategies with young students.
- Work with SEN colleagues to identify students.
- Share the information.
- Lesson enrichment.
- Creative working spaces for my students.
- Heightened awareness.
- Increased use of art and music with my autistic students.

Summary

Here once again we see individual and institutional approaches to implementing some change.

What other topics might help you to do your job better?

- A special education focus.
- Workshops and resources that could be customised internationally.
- Counselling of parents.
- Implementation of standards.
- Support with ASD students.
- Mental Health.
- Linkages between Secondary and Higher Education.



- More in depth information on recognition.
- More tools to distinguish gifted children.
- More resources.
- Training on pedagogy.
- Further lessons from other EU countries.

Summary

Delegates would like more resources, more information, support with Special Educational Need issues, more networking and off the shelf workshops that they can deliver in their own institutions and countries.

Trainer Evaluation

As part of the evaluation an interview took place with the two main trainers Miroslav Orel and Martina Nemcova. This is detailed below:



Erasmus+



Interview with the Programme Organisers.

How close was the training to what was described in the submission?

The training followed the detail in the submission precisely. The only changes were around the use of case studies where language would have proven a barrier.

What do you hope to achieve from the training you delivered?

To network with colleagues. To have delivered an enjoyable and satisfying course for delegates. One of our roles is to train people.

What do you feel where the outcomes from the training?

Hope people feel motivated to make a difference, to change lives. Hope they will cascade what they liked and were impressed by. They hopefully will listen to children, be proactive in their work and have made new friends and colleagues.

How suited were the participants to the training?

Nearly all participants had experience of the topic albeit in a variety of settings. All were highly motivated. The training was delivered to cater for this different level of experience and prior knowledge.

Did you learn anything as trainers?

Absolutely. Obviously there were improvements for the trainers in speaking English. The real learning was in the way different countries worked, how opinions varied and what rules were in place. Despite all this all had the opportunity to learn and to experience training suited to their needs and expectations.



Summary

The trainers felt they had completed their job well. In fact, they had enhanced the content of the course to include visits to kindergartens and universities. This was a direct response to the interest of some of the delegates.

The trainers were also asked if the course could be accredited and become part of a training course nationally or internationally.

KPPP Zlin is an accredited training provider in the Czech Rep and train teachers on this topic. This course had been stretched to accommodate the range of delegates and as such did not provide enough focus on one area for it to become a recognised qualification in their opinion.

Conclusions

The training certainly met all its aims and objectives. It was fully attended by delegates from partner countries who all received certificates. All delegates were suitable and provided a range of expertise to enhance networking and stretch discussions.

“The aim of the course was to give professionals working in schools including teachers and other staff such as educational psychologists and careers counsellors, the skills and knowledge to identify most able learners at an early stage. Whilst it is recognised that early identification is ideal the course would also acknowledge and provide tools for the identification at the secondary education stage of students who have fallen through the net”.

The feedback from delegates through discussion, observation by the external evaluator and questionnaire as well as the feedback from the course directors would support this judgement.

What was most remarkable was what an impact the training had on so many of the delegates by increasing their knowledge and expertise and providing them with confidence and tools to implement changes in their individual teaching and in their institutions, all to benefit gifted and talented students.

The training of course raised questions and has set the benchmark for the rest of the project. The resources to be produced within the project have taken on significance, the topic of special needs has arisen and the action plans produced by delegates may give some new and interesting developments in such settings in the UK and Ireland.

In the overall evaluation of the project the external evaluator has set 5 topics and it is useful to address these in relation to this training

1. - Exchange of practice - are the products genuinely good practice;

The content and delivery of the training was genuinely good practice. Delegates with a range of experience including research backgrounds endorsed this. Some superb practice was experienced.

2. - Transnationality - the success of transnational working and the effectiveness of partners' contributions;



This was strong. Delegates learned from each other and shared practice. All however were generally impressed by the strength of what was in place in the host country.

3. - Partnership - the overall management and administration of partnership working;

Everything ran like clockwork. The management and administration of the week was outstanding.

4. - Dissemination - whether partners have reached a wide audience;

Plans are in place to do this in every country. The tracking of action plans by partner leads and sampling of these by the external evaluator will evidence if intention becomes reality.

5. - Valorisation - whether partnerships have achieved multiplier effects through mainstreaming activity.

At least 2 institutions committed to mainstreaming identification models in their work.



The Identification Manual

Ellinogermaniki Agogi S.A. is the lead partner for this aspect of the work. A template was issued to colleagues for comment in September 2017. This was a little behind schedule. To date the lead partner has had feedback from 2 partners and would like a more thorough response before finalizing the document. This will be completed at the Galway Transnational partnership meeting.

It will be important to as a manual has to be developed with contributions from all partners.

“To produce a manual, a step by step guide for the identification of gifted children in the primary and secondary phases of education. This will be developed through the exchange of good practice in partner countries, auditing, analysing and discussing what works and then producing the manual”.

The Resource Directory

GRETB is the lead partner for this aspect of the work. A template was issued to colleagues for comment in September 2017. To date the lead partner has had feedback from a small number of partners. A final document will be completed at the Galway Transnational partnership meeting.

It will be important to as a directory has to be developed with contributions from all partners.

“Each partner through their exchange of practice has committed to the following: the production of a resource directory. Each partner will undertake this as part of their commitment to the project. A template will be produced and each will follow the same methodology - exchange of practice

The directory can become a subsection of the Identification manual”

The Eureka Website

In the original application it was stated that The Talented Child website would be used for dissemination supplemented by updates on partner websites. At the transnational meeting in December 2016 it was agreed to develop a new website for the project and GRETB offered to lead on this replacing The Talented Child website requirement..

To date the website has not been launched. This has been addressed by the lead partner by devoting technician time to populate a website framework



which has been developed but is currently password controlled. It is anticipated that this will be up and running by the Galway meeting and it will be a great boost to the project. An example of going beyond project requirements.

Future Training

Dates have been set for a second short training course in Birmingham in March 2018. The content is within the submission and a working group have been planning this for several months. Accommodation is already booked as are a number of speakers and visits. Helpfully BCU are able to involve one of the planning group in the Galway transnational visit as well as the two lead project coordinators.

Dissemination and Valorisation.

The Greek partner has been active in creating links to social networking to promote the project. The Titan Partnership has facilitated a shared drive which is a powerful tool for updates and communicating. It has not been used by all partners to date and could be made better use of but the content on it is sound as are recent posts.

All [partners produce quarterly reports to the coordinator and this includes details on dissemination.

A project newsletter has been produced and distributed widely. This was a project requirement. A second is scheduled before the Galway transnational meeting. It is anticipated that all partners will contribute to this.



Conclusions.

The partnership comprises a very capable group of organisations who have shown the knowledge skills and abilities to deliver what the project aims to do and more.

Some of the progress has been slower than what was originally anticipated such as the website and the template for the intervention directory.

The change of project manager at the lead partner because of staff turnover on two occasions has of course produced challenges too and impacted on consistency and momentum.

What has been delivered to date is excellent and meets the project requirements.

The partnership now need to:

1. Build on what they have done.
2. Deliver on the manual and directory in the forthcoming months. This has taken a little time to build momentum.
3. Contribute individually a little more to shared activities such as contributions to directories, the website, posting articles on the shared drive and giving the project a little more momentum. The results could be outstanding.
4. Look at the impact of the project in their own organisation. What benefits has it had to staff who participated? Have any new developments been set in motion from the training for example?

The external evaluator aims to in the next number of months:

- Meet with 2 Heads on the transnational partnership meeting in Galway to discuss progress with their action plans from the Czech Republic training.
- Meet with a number of other institutions in the UK about progress with their action plans.
- Meet with GRETB on Resource Directory plans and Website Development.



- Meet with Ellinogermaniki Agogi S.A on the Intervention Manual progress and future plans.
- Observe aspects of the transnational partnership meeting in Galway.
- Attend a number of training days in March in Birmingham and carry out an evaluation of this training similar to that undertaken in the Czech Republic.

Ian Crawford SES 13-19 Limited

24/10/2017