



## FINAL EVALUATION REPORT

The evaluation of the experimentation has taken place, in accordance with the designed outline, on the basis of a management model resulting from the combination of what CAF (Common Assessment Framework) and that of E.F.Q.M. (European Foundation for Quality Management), with an appropriate adaptation.

The model and methodology of quantitative evaluation were presented in the international meeting of Terni on 12 November 2013, the presentation of which is appended to this Report (Annex 1). A detailed description of the model is shown in the document Monitoring Report, for the exclusive use of the working groups.

The evaluation, only based on documents, not followed by a site visit, as it had been planned for the two original models CAF and EFQM, was only based on the evidence contained in the self-assessment reports prepared by the working groups in the planned deadlines. The score assigned is, therefore, not indicative of the goodness, the efficacy and the intrinsic Quality of the actions taken by individual partners, but that of their organization (design, action, evaluation and review).

The first report was prepared at the beginning of the school year 2014-2015, a period of little or absolute lack of knowledge and awareness on the peer methodology and the data collection to process, as well as on the mechanisms and methods of detection and analysis of results following the general principles of Quality, which working groups were able to become familiar with, as time has gone by, and thanks to ongoing clarifications, together with the control room and during transnational meetings. It follows that the first report was not taken into account, in comparison with the two following ones, due to a lack of uniformity and comparability with the latter ones (the other two). Therefore, the evaluation was conducted in terms of benchmarking and improving, as required by the AF, through the document of Request for Corrective and/or Preventive Actions, between the second and third report, whose description corresponded to more advanced stages of experimentation.

If there is no doubt that all the partners have been deeply committed in setting up peer education activities, mainly following the track of the guidelines of IIS Casagrande Cesi and implementing a range of initiatives of unquestionable educational value, it was detected in a generalized way, by all, including IIS Casagrande-Cesi, that had already begun experimentation two years ago, the difficulty in setting these initiatives in a structured and systematic organizational context, designed on the demands and expectations of stakeholders and regularly subjected to checking, review and evaluation, toward continuous improvement.

As it can be seen from most of the tables of the strengths and areas for improvement, the involvement of stakeholders (students, teachers, families, local organizations) is still very limited, considering that, in most

cases, the implementation of the project results in extracurricular and unpaid overtime. For students, especially commuters, it also raises the problem of logistical difficulties for the afternoon return to school. The project initiatives, sporadic and occasional, end up being confined to the narrow boundaries of individual and discretionary voluntary action, and based on the initiative of a small circle of virtuous, very motivated and enthusiast people.

All this because the project is perceived as an extraordinary and occasional experimentation, and not fully integrated into the curriculum of the school and formalized and regulated by the school documents (primarily the POF and the School Regulations).

In such conditions, even if all stakeholders underline, at a conceptual level, the unquestionable educational value of the experimentation, its sustainability and its transferability to other areas of training (for example, university and professional) could be affected if it is not institutionalized, planned as procedure and adequately remunerated.

A Specific training action should be given to the people involved, not only with respect to methods and techniques of peer tutoring, but also concerned with organizational systems, so, concrete, measurable, attainable, realistic targets should be set, referring to a well-defined time frame, and actions should be planned to achieve them and set up a monitoring system for measuring and assessing progress / setbacks in our efforts, also in relation to their competitors, with the industry averages, where available, and with the "best in the class" (benchmarking).

The sporadic indicators given in the self-assessment documents are mainly represented by external measures, drawn from customer satisfaction questionnaires, administered, however, not to all interested parties, on an annual basis and / or one-off. Targets and related opinions about the adequacy, as well as, space and time comparisons are missing.

Only the partner IIS Casagrande - Cesi presented some internal extent (dropout rate, disciplinary action for bullying after the project P2P, etc.), but never in relation to well-defined objectives, strategic and operational performance indicators and related targets, selected according to specific criteria, that could have reported the progress made in the journey undertaken.

However, in the reports following the recommended corrective action after the second draft, it emerges a better definition of objectives and policies and a review of the effectiveness of approaches (stimulus for improvement) and the subsequent review of the strategies, plans, or similar goals.

Consequently, it more clearly emerges the causal link between results and approaches, that is, the results, if any, are the actual consequence of the actions taken or merely occasional or incidental, unrelated to the implemented project initiatives.

It is found, in some reports, some difficulty, persisting even after the third semester, in identifying the relationships of cause - effect, with the description, always too schematic and not very comprehensive, of some approaches (stimulus, causes), in response to questions 6-12, concerning the results (effects). The answers to the questions about the results (6-12) could be more supported by data, graphs, tables, calculations to provide evidence of performance achieved, if related to the actions taken, answering the questions 1-5 (factors).

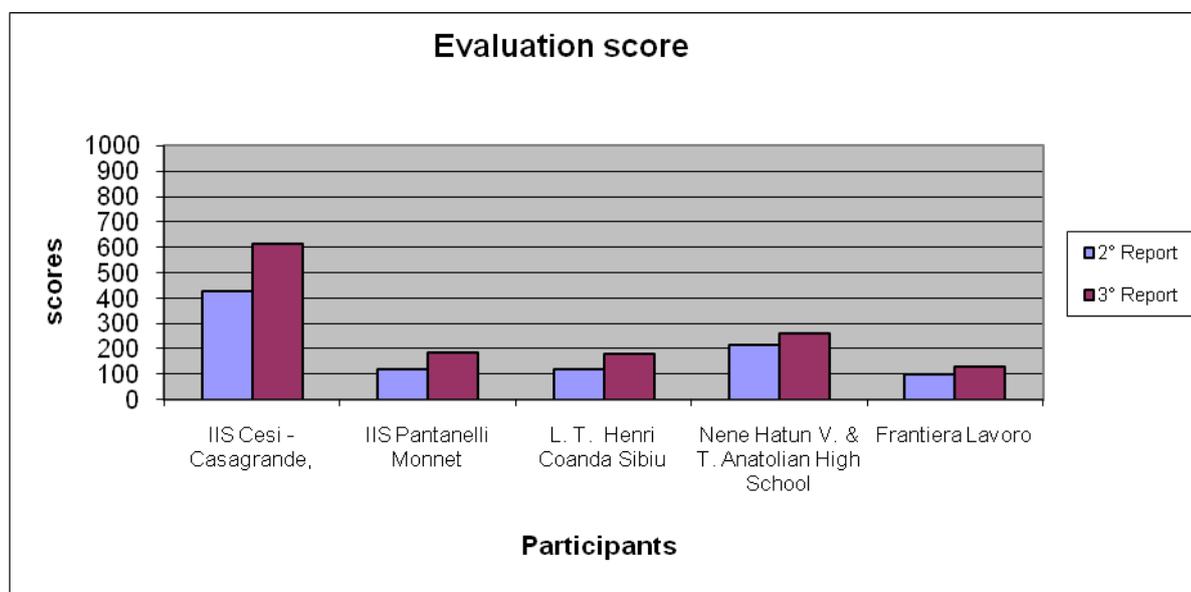
The recommendations for improvement, following the second report, including that to mark, in the description of the approaches of the following report, those actions taken to face the critical issues listed in the column of the strengths and areas for improvement, have been properly followed.

Regarding the allocation of quantitative scores, varying in the range from 0 to 1000, according to the ways set and determined by the Control Room and disclosed to partners since the first international meeting of Terni in November 2013, the following table shows, for each partner, the comparison between the results of the 2nd and 3rd report:

| <b>Partner</b>                           | <b>Scores assigned in 2nd report</b> | <b>Scores assigned in 3rd report</b> |
|--|--------------------------------------|--------------------------------------|
| IIS Cesi - Casagrande,                   | 427                                  | 616                                  |
| IIS Pantanelli Monnet                    | 122                                  | 186                                  |
| L. T. Henri Coanda Sibiu                 | 122                                  | 181                                  |
| Nene Hatun V. & T. Anatolian High School | 218                                  | 263                                  |
| Frantiera Lavoro                         | 99                                   | 131                                  |

The details for the calculation of scores emerges from the individual grids, divided by "factors" and "Results" attached to this Report (Annex 2) and made promptly available to workgroups.

The following chart summarizes the data, comparing the ratings given in the second and third reports:



As it can be seen, all partners showed modest improvements and, in any case, the distance from the level of excellence (1000 points) is still very high, even for the leader IIS "Casagrande - Cesi, which has been

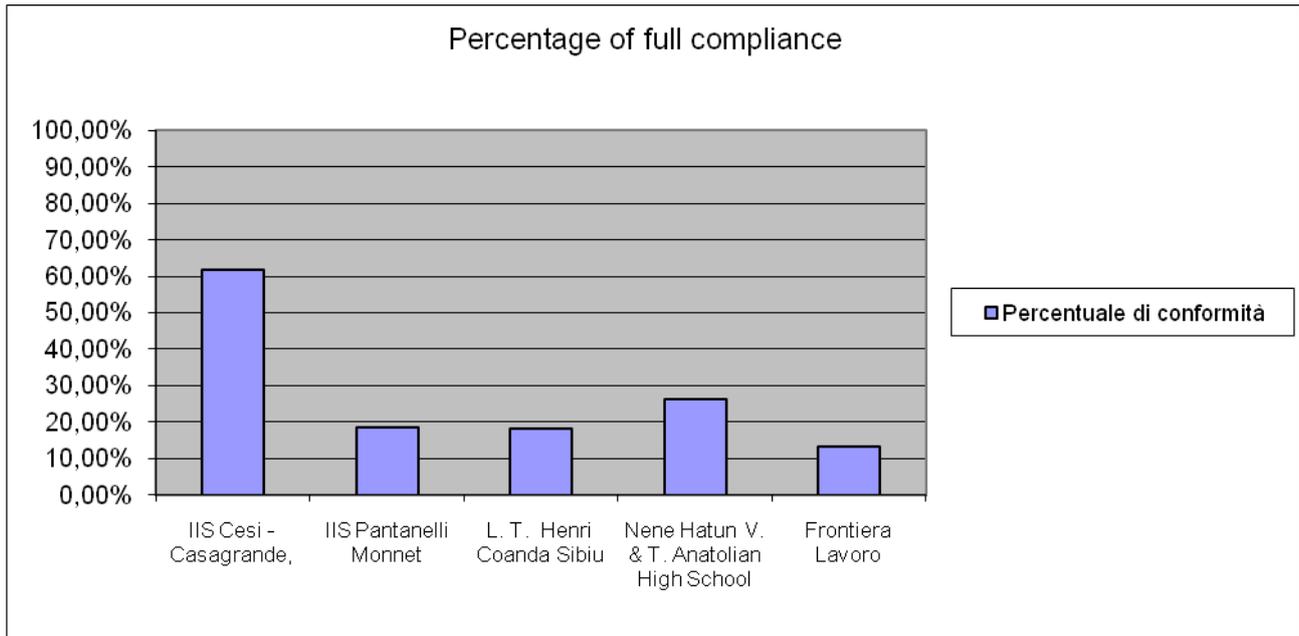
testing the Peer Education for some years and it obviously showed better performance than the other partners, their first experience with it.

The table that follows, referring to the third and last report, reports , comparatively, the percentage of full compliance with the model school CAF -EFQM, through which the evaluation of the design experience has been carried out. As it has already been mentioned, the percentage of compliance to the evaluation model chosen by the control room, is not concerned with the worth of the actions taken, but the organizational aspect, according to which they have been designed, implemented, evaluated and reviewed, in order to achieve the planned objectives and implement the policies and strategies allocated by the top of the educational / vocational training system (management system).

| <b>Partner</b>                           | <b>Percentage of full compliance with the organizational school CAF E.F.Q.M. model</b> |
|--|--|
| IIS Cesi - Casagrande,                   | 61,60%   |
| IIS Pantanelli Monnet                    | 18,60%   |
| L. T. Henri Coanda Sibiu                 | 18,10%   |
| Nene Hatun V. & T. Anatolian High School | 26,30%   |
| Frontiera Lavoro                         | 13,10%   |

Only the partner IIS Casagrande - Cesi stands at above 50%, but with room for improvement, while the other partners are set in a range varying from 10% to 30%.

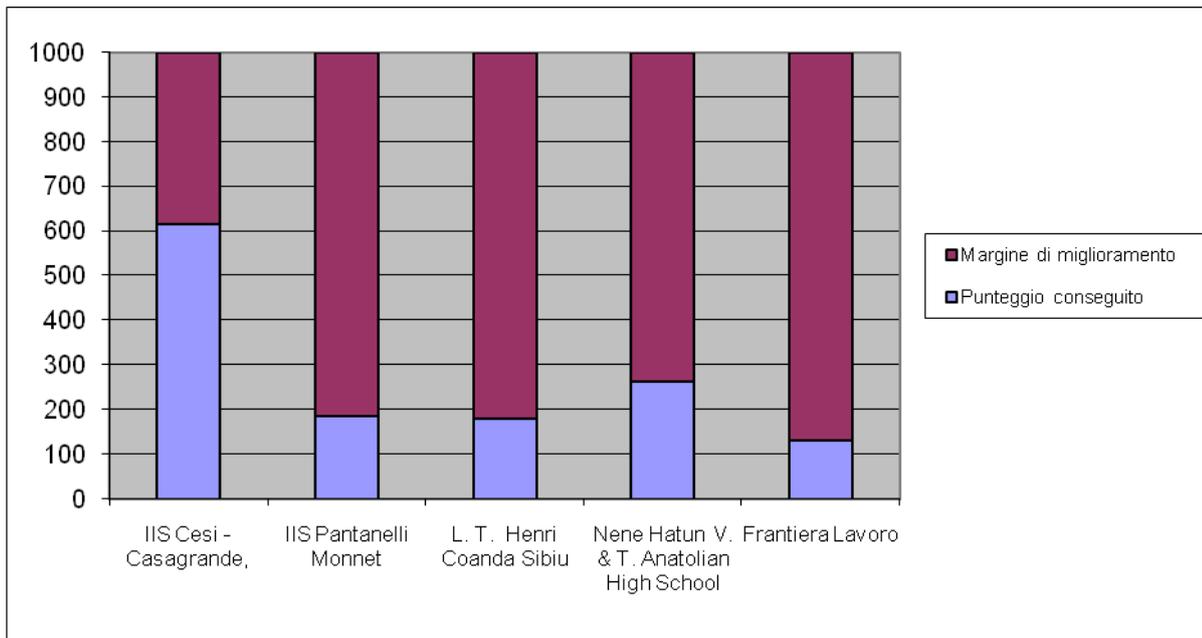
The following graph makes more evident the extent of the results achieved by the individual participants to experimentation:



The table below specifies the scores assigned to the 3rd report, and its complement 1000 (area for improvement).

| <b>Partner</b>                           | <b>Scores assigned in 3rd report</b> | <b>Area of improvement</b> |
|--|--------------------------------------|----------------------------|
| IIS Cesi - Casagrande,                   | 616                                  | 384                        |
| IIS Pantanelli Monnet                    | 186                                  | 814                        |
| L. T. Henri Coanda Sibiu                 | 181                                  | 819                        |
| Nene Hatun V. & T. Anatolian High School | 263                                  | 737                        |
| Frantiera Lavoro                         | 131                                  | 869                        |

The graph displays the distance of each partner, in terms of not assigned scores, from excellence. As we can see, the road taken is still quite long.



As the transferability (space) to other fields of training, what has already been pointed out is the same for the sustainability (time): all can be done on a conceptual level, but, with no adequate organizational culture, widespread at all levels, a special mandatory training on the topic of peer education, an involvement of internal and external stakeholders, ensured by institutionalization, the development system of the assets and their appropriate regulations, it goes not so far and the danger of regression, once the project financing is over, is behind the corner.

Hence, the need to put in place effective fund raising activities (sponsorship, direct marketing, etc.), parallel to acquired institutional funding, to support the investment needed to carry out activities in a formalized, planned and systematic way, and not, as it now happens, impromptu, casual and disorganized, and to remunerate the human resources involved, an essential motivational stimulus

Building a strong network of stakeholders, belonging to the land community of the educational institution (institutions, policy makers, NGOs, religious institutions, etc.) may be functional to obtaining adequate financial resources .

The tight integration with the social context of the area, then, becomes the precondition and the main critical success factor to ensure, not only conceptually, but also operationally , an effective sustainability and transferability of the project Peer to peer tutoring.

## **FINAL RACCOMENDATIONS**

### **Partners should ever:**

- identify concrete and measurable objectives to be reached within a range of time in order to record and acquire awareness of the improvements that you had by Peer Tutoring methodology;
- elaborate a clear assignment of roles and responsibilities for the Peer To Peer management;
- translate in procedures the current management practices : a) for ex. the Tutor junior meets every week the tutor senior and he does a brief report on the activity carried out, enhancing the major critical aspects met; b) to write the rules to organize and discipline the peer tutoring activity (otherwise the activity would be relegated to the discretion of some people more motivated; c) to clarify the COMMUNICATION AND THE VISIBILITY of the carried out activities to involve more and more actors within educational institutions.

## **CONCLUSION**

The risk is the ending of the experimentation by the closure of the project and its financing.

It is necessary to work on that for the sustainability of the actions and the methodology implementation in the next years...HOW?

## **SUGGESTIONS:**

- 1) by the integration of the organisation rules of the methodology within planning scholastic documents (for ex. the Italian POF, or Document of the rules of the organization, the active involvement of the direction);
- 2) EXTERNAL FUND RAISING (by the involvement of external stakeholders)

If the Peer Education is perfectly integrated in the scholastic activity , it would be an integrative part of the working method and system of the school/institution and it would lose the appearance of being an external project to be financed!