VIPER

Product Modification Report
All partner countries (UK, AT, CZ, HU, IT, TR, PT)
for VIPER Workshops

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1. Preface

The present report is the result of various processes, based on a detailed piloting process description by Hafelekhar, a first draft of a national Product Modification Report (in Austria) and a template sent out to all partners as well as three other documents prepared by each partner country: A national Product Modification Report, a Learner Evaluation annex and a Trainer Evaluation annex. These reports contain the main outcomes of the train-the-learner courses, which were held as core activities during the ViPER project pilot phase. Each national report is based on feedback from learners as well as trainers involved in the respective pilot training courses and includes suggestions for product modification in order to improve future ViPER and Playwork activities.

2. Introduction

The aim of the product modification report is to evaluate, reflect and analyse pilots (including recommendations for dissemination). Feedback has been gathered by all partners during the piloting events undertaken as described above. Data has been collected from learners and from trainers; the findings serve as input material for the product modification report. In this paper the evaluation results of all partners have been collected and transformed into useful suggestions for how to improve the quality of future ViPER courses for trainers as well as for learners.

2.1. Learners feedback

As a first step, learners have evaluated the quality of the training and how they judge the aims achieved, course content, notebooks and other training resources.

Secondly, the trainers’ skills have been evaluated in order to have an indirect measurement for the outcomes of the train the trainer sessions.

As a third step learners were asked about the usefulness and applicability of their new knowledge for their further development.

Finally learners were asked to give us three concrete suggestions for improvement.

All learner feedback has been collected and analysed by the partners as a part of the product modification report.

2.2. Trainers feedback

All trainers involved in the pilot phase also filled in a questionnaire to provide their feedback to the ViPER partnership.

Trainers were asked to evaluate the following points:

- Training leaflet
- Trainer pack and train the trainer course content
- Learner pack and learner course content
- Assessment method
- Suggestions on improvement
- Further information needed
- Further training needs

All trainer feedback has been collected and analysed by the partners as a part of the product modification report.

2.3. **Product Modification Report – Partners feedback**

Based on the findings from the learner and trainer evaluation processes, suggestions for product modification have been developed. The product modification report contains these key recommendations.
3. Suggestions for Modifications

In this section, the key findings and suggestions for product modification from all partner countries are listed and explained. The main suggestions, which were mostly identical from all countries, are related to the following factors:

- **Time**
  The majority of the trainers and learners from all partner countries agree that more time is needed for efficient course delivery.
  The amount of hours should be extended from 14 hours to at least 16 hours or more. This minimum amount of hours is crucial for the quality of course delivery. Furthermore, the TTL course should be split in more single training days. That way, as suggested in the course notebooks as well, the participants have more time at hand to become familiar with playwork and to reflect about what has been learned in class.

  *More time for course delivery >14 hrs*
  *Split into more single training days with breaks in between for self reflection*
  *Additional amount of time for practical game experience, play theory, self-reflective sessions and group discussions*
  *Shorter sessions over an increased number of days*

- **Practical experience and case studies**
  Both learners and trainers in all countries agree that the courses should include more practical experience, especially outdoors. Play sessions held along with trainers and children should be carried out more often in order to deliver the Playwork concept better. Reflective sessions should be well-balanced, meaning that they should include practical activities and Playwork theory.

  With regard to the case studies in the learner and trainer notebooks, many participants wished for a more local approach, especially when a course is being held in a specific area with people who live in the same cultural environment.

- **Adaption to country-specific needs**
  Trainers and learners alike from partner countries outside the UK have observed that some theory parts and exercises should have been better adapted to each country’s unique situations. Not every case study in the course notebooks, even if well-translated, is randomly suitable for specific cultural environments or areas.

  As playwork is a new concept to many countries outside the UK, not all the original contents can be used in their original form in order to be 100% understandable. The integration of local teaching methods (which, of course, are compatible with the playwork concepts) would also help the learners to familiarise more quickly.
DEFINITION OF TARGET GROUPS

As mentioned above, Playwork is a new concept to most of the countries outside the UK. This means that Playwork and the role of playworkers have to be introduced first and the definition of the target group should be adapted to the country-specific situation.

All partners (except UK) have experienced that addressing the original target groups for Playwork (mostly volunteers, playworkers or re-entrants) would result in an insufficient number of course participants. In Turkey, for instance, volunteers for the play sector are very few and most of the schools would even not allow them. Most of the partners applied a more open approach to invite people to the train-the-learners courses by addressing a broader audience.

People interested in the offered Playwork courses in the European partner countries include: parents and educators, college students at related majors (pre-primary education, elementary school education), teachers and parents. The target group definition should be adapted along with a country-specific profile of Playworkers (see above: Adaption to country-specific needs).

A proper adaptation of the project target group(s) can also have a positive effect on future dissemination activities and lead to a broader audience.

Training and Experience of Trainers

Many trainers (except for the UK Playwork experts) experienced difficulties with the delivery of the TTL courses. This can be explained with a lack of fieldwork experience and too little time for preparation and consolidation of acquired knowledge during the train-the-trainer-course.

Given the lack of previous playwork experience of the trainers to train, they should be given the opportunity to learn as much as possible from experienced playwork professionals. In addition, a little more play theory knowledge could also be beneficial to the trainers for their own understanding of playwork.

Since “playwork” concept is not known in Turkey the trainers themselves experienced some trouble explaining the core principles of playwork to the learners (Product Modification Report, Turkey)

A situation like this was not only the case in Turkey but in many other partner countries as well. With more experience and theoretical knowledge it can be avoided that trainers struggle to clearly explain the concept of Playwork and the role of a playworker to the participants.

COURSE MATERIAL/NOTEBOOKS

It can be said that the learners and trainers generally appreciated the quality and contents of the learner and trainer notebooks. Nonetheless, there are some aspects that still need to be improved.

As one partner said: “The use of learner notebook is questionable. It was not widely used during the courses. It is also a considerable cost (barrier to a training, as increasing the base cost). However some participants liked it very much”.

Since “playwork” concept is not known in Turkey the trainers themselves experienced some trouble explaining the core principles of playwork to the learners (Product Modification Report, Turkey)
It has to be said that the notebooks have been translated into other languages but not localised to country-specific needs. By localisation in this context we mean including more local content, cases studies, cultural references etc. Whoever works with these notebooks should have the feeling that they were written by local playwork professionals, not just translated into another language.

The creation of a package of supporting materials is critical to improve the quality of the courses and sustaining the project.

Some trainers mentioned that the Video Clips should be better highlighted in the books as they proved to be more helpful to understand the playwork concept. Furthermore, some notions (theory, exercises etc.) should be better explained and/or adapted to the local context.

It was also suggested, to have a Viper course in digital format, similar or adapted to an e-learning tool.

- **Establish a Network of Playworkers**
  Our project partners from Italy and Hungary emphasise that there is a need from both trainer and volunteer side for a community for playworkers. The creation of a network of playworkers helps to increase the visibility and general awareness of this role, that is often confused with that of an educator or afterschool carer.

- **Consider revising the name from VIPER or Volunteers in Playwork (UK)**
  Verbal feedback from trainers has been that they feel the product is much bigger than a course simply for volunteers (see also “Definition of target groups”) and now it is seen as an introductory course could be revised to be called something more suitable like ‘Supporting Children and Young People’s Play’ - “SCYP”

- **Develop clear information about the accreditation of the course in the UK and EU countries**
  In view of this in the UK we have renewed our license with our Sector Skills Council and the course will be endorsed and attract CPD points for the next 2 years.

- **Map to UK National Occupational standards (UK)**
  This will be done in UK as part of the endorsement process
4. Executive Summary - Learner and Trainer Feedback

The training courses for LEARNERS were held in every partner country (26 courses in total) with a total number of 293 participants and 104 trainers.

After each completed train-the-learners course, feedback has been collected from all participants (learners and trainers) and evaluated. Out of these findings, a catalogue of suggestions for product modification has been created (see chapter 3).

The most significant suggestions include an extended time frame for future trainings (more hours in total, split up in more sessions with longer breaks in between for self-reflection and practical application of acquired knowledge), an increased amount of practical exercises in order to make theoretical content more understandable, a more intense adaptation to the preferences and situation of each country, an extension of target groups (in this case as well with closer orientation to the respective countries where the courses are held). Furthermore, the demand for more experienced trainers has been pointed out as well as the establishment of a network of Playworkers. As mentioned above, details are included in chapter 3 of this paper.

The Executive Summaries for each partner country can be found in the respective Product Modification Reports (see Annex listing).
5. Annexes

5.1. VIPER Product modification National Report UK
5.2. VIPER Product modification National Report AT
5.3. VIPER Product modification National Report CZ
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5.7. VIPER Product modification National Report PT

Detailed trainer and learner evaluation summaries are available upon request, the main findings are included in the present paper.
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1. Introduction

The aim of the product modification report is to evaluate, reflect and analyse pilots (including recommendations for dissemination). Feedback will be gathered by all partners from the piloting events undertaken as described above. Data will be collected from learners and from trainers.

1.1. Learners feedback

First learners will evaluate the quality of the training and how they judge the aims achieved, the content, the notebook and other resources for training.

Second part will be the evaluation of the trainers’ skills, so that we have an indirect measurement about the outcomes of the train the trainer sessions.

As a third step learners will be asked about the usefulness and applicability of their new knowledge for their further development.

Finally we ask learners to give us suggestions for improvement if they had any.

All learner feedback will be collected and analysed by the partners as a part of the product modification report.

1.2. Trainers feedback

All trainers will also have to fill a questionnaire to give feedback to the VIPER partnership.

Trainers are asked to evaluate the following points:

- Training leaflet
- Trainer pack and train the trainer course content
- Learner pack and learner course content
- Assessment method
- Suggestions on improvement
- Further information needed
- Further training needs

All trainer feedback will be collected and analysed by the partners as a part of the product modification report.

1.3. Product Modification Report – Partners feedback

Based on the findings from the learner and trainer evaluation processes, suggestions for product modification have been developed. The product modification report contains these key recommendations.
2. Suggestions for Modifications

1. **Consider revising the name from VIPER or Volunteers in Playwork.** Verbal feedback from trainers has been that they feel the product is much bigger than a course simply for volunteers and now it is seen as an introductory course could be revised to be called something more suitable like 'Supporting Children and Young People’s Play’ SCYPP.

2. **Develop clear information about the accreditation of the course in the UK and EU countries.** In view of this in the UK we have renewed our license with our Sector Skills Council and the course will be endorsed and attract CPD points for the next 2 years.

3. **Map to UK National Occupational standards.** This will be done in UK as part of the endorsement process.

4. **Case studies in course.** For delivery will be important to make examples, situations etc relevant to settings especially if volunteers are all from one place. Tutors may need to add to the case studies where needed.
3. Executive Summary - Learner Feedback

The training course for the LEARNERS took place on 3rd and 4th March 2015 as part of the Eastbourne National Playwork Conference delivered by a group of our newly trained playwork trainers.

This worked very well and all participants were 100% satisfied with the course.

Participants stated 100% that they were happy across all areas.

The participants commented that they would like to take further steps from the training towards qualification at level 3 and in creative play, loose parts and working as a team. They felt the training would be useful in their setting and make things better for everyone. They were particularly pleased with the trainers whom they said were fantastic and gave them lots of useful tips to think about to make them better playworkers.

In addition a further two courses were piloted in Birmingham by Sue Smith on the 7th and 14th of March with 12 and 10 evaluations returned respectively. They very much enjoyed the course and could see how the course would be useful to them in their work with children. The feedback on one course was not 100% as the learners were not aware of the website and this has been addressed by the trainer now. From these courses, many learners were also keen to progress on to further training and qualifications with the suggestions being Makaton, level 2 qualifications and outdoor play.
4. Executive Summary - Trainer Feedback

The training course for TRAINERS took place on the 21\textsuperscript{st} January and 14\textsuperscript{th} May 2015 in Gloucester delivered by Karen Benjamin.

The trainers evaluations show that overall they were satisfied with the delivery of the tutor training. The provided teaching materials they considered useful and comprehensive. There was a slight uncertainty about the online web resources as at that point they were not available to trainers and 1 person was less enthusiastic about the learners materials and there was a comment to state that case studies may need to be added to with more relevant ones for certain settings.

Of the 24 evaluations returned, only 1 stated they were not 100\% confident to go away and deliver.

Recommendations from trainers verbally were only noted about the name of the course, other than that there were no significant changes requested by trainers who were happy with the new course.

A training course for trainers in Scotland took place on 15\textsuperscript{th} June 2015 and 17 new trainers were trained. They felt the course was very useful, one suggested translating the course into Gaelic. One trainer wanted to know more about dynamics of course delivery and another felt continuous CPD training for trainers would be helpful.
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1. Introduction

The aim of the product modification report is to evaluate, reflect and analyse pilots (including recommendations for dissemination). Feedback will be gathered by all partners from the piloting events undertaken as described above. Data will be collected from learners and from trainers.

1.1. Learners feedback

First learners will evaluate the quality of the training and how they judge the aims achieved, the content, the notebook and other resources for training.

Second part will be the evaluation of the trainers’ skills, so that we have an indirect measurement about the outcomes of the train the trainer sessions.

As a third step learners will be asked about the usefulness and applicability of their new knowledge for their further development.

Finally we ask learners to give us three concrete suggestions for improvement.

All learner feedback will be collected and analysed by the partners as a part of the product modification report.

1.2. Trainers feedback

All trainers will also have to fill a questionnaire to give feedback to the VIPER partnership.

Trainers are asked to evaluate the following points:

- Training leaflet
- Trainer pack and train the trainer course content
- Learner pack and learner course content
- Assessment method
- Suggestions on improvement
- Further information needed
- Further training needs

All trainer feedback will be collected and analysed by the partners as a part of the product modification report.

1.3. Product Modification Report – Partners feedback

Based on the findings from the learner and trainer evaluation processes, suggestions for product modification have been developed. The product modification report contains these key recommendations.
2. Suggestions for Modifications

1. **Course units/modules:** The amount of hours should be extended from 14 hours to at least 16 hours or more. This minimum amount of hours is crucial for the quality of course delivery. Furthermore, the TTL course should be split in more single training days. That way, as suggested in the course notebooks as well, the participants have more time at hand to become familiar with playwork and to reflect about what has been learned in class.

2. **Adaption to country-specific needs:** As playwork is a new concept to many countries outside the UK, not all the original contents can be used in their original form in order to be 100% understandable. From what we have learned from the two pilot courses delivered in Austria, the integration of local teaching methods (which, of course, are compatible with the playwork concepts) would help the learners to familiarise more quickly.

3. **Train-the-Trainers Course:** According to the feedback from ViPER trainers in Austria, the 2-days course duration was definitely too short. Given the lack of playwork experience of the trainers to train, they should be given the opportunity to learn as much as possible from the experienced playwork professionals.

4. **Definition of target group:** The definition of the target group should be adapted to the country-specific situation. In Austria, there are not only volunteers or re-entrants interested in playwork but students of pre-primary education, too. They, in fact, formed the main part of participants. A proper adaptation of the project target group(s) can also have a positive effect on future dissemination activities and lead to a broader audience.
3. Executive Summary - Learner Feedback

The training course for the LEARNERS took place on 06\textsuperscript{th} and 20\textsuperscript{th} of March 2015 with 24 participants.

We could determine in the evaluation that all participants confirmed the good quality of the training course. The training course achieved its aims, the content has been rated from all participants as satisfactory, clear and useful.

In the main part of the evaluation, the participants stated that they found the training course very satisfying with regards to quality and especially the trainers' skills.

The trainers were always ready to answer to questions and did a good job at encouraging the participants for discussions.

All learners stated that the training course was useful as they will benefit from the newly acquired knowledge in further steps of their career or further activities.

Out of the three concrete suggestions for improvement we could identify that all participants could acquire new knowledge that will be transferred into practical activities as part of improved working procedures.

What we could determine is that the participants need more practical examples, more game-experience and also more time for self-reflection.
4. Executive Summary - Trainer Feedback

The Austrian training course for LEARNERS took place on the 06th and 20th of March 2015 with 24 participants, delivered by four trainers.

The trainer evaluation results show that they are overall satisfied with the delivery of the course. The provided teaching material (trainer pack including trainer and learner notebooks) is considered useful and comprehensive. However, some trainers mentioned that the course materials and some of the theory and exercises should be adapted to country-specific needs.

Considering the small amount of time available for the TTL course, which was one of the main ‘weaknesses’ most of the participants and trainers highlighted, course delivery was satisfying. When it comes to course delivery, the trainers themselves experienced some trouble explaining the core principles of playwork to the learners. Despite their effort and all the preparation (in a short timeframe) it was their lack of (practical) experience and the fact that playwork is not well-known in Austria that made the delivery a bit difficult.

Some trainers also pointed out that, at the beginning of the course, a more comprehensive overview should be given to the learners. Considering the fact that the playwork concept is fairly (if at all) known in Austria, the learners should be given detailed explanations about playwork theory, how to implement playwork in practice and what the profile of a playworker is all about.

Furthermore, the definition of the target group should be adapted to the country-specific situation. In Austria, there are not only volunteers or re-entrants interested in playwork but students of pre-primary education, too. They, in fact, formed the main part of participants.

The trainers also agreed that more practical exercises should be held in order to properly deliver the idea of playwork beyond the theoretical framework.
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1. Introduction

The aim of the product modification report is to evaluate, reflect and analyse pilots (including recommendations for dissemination). Feedback will be gathered by all partners from the piloting events undertaken as described above. Data will be collected from learners and from trainers.

1.1. Learners feedback
First, learners will evaluate the quality of the training and how they assess the achieved aims, the content, the notebook and other resources for training.
Second part will be the evaluation of the trainers’ skills, so that we have an indirect measurement about the outcomes of the train the trainer sessions.
As a third step, learners will be asked about the usefulness and applicability of their new knowledge for their further development.
Finally we ask learners to give us three concrete suggestions for improvement.
All learner feedback will be collected and analysed by the partners as a part of the product modification report.

1.2. Trainers feedback
All trainers will also have to fullfill a questionnaire to give a feedback to the VIPER partnership.
Trainers are asked to evaluate the following points:

- Training leaflet
- Trainer pack and train the trainer course content
- Learner pack and learner course content
- Assessment method
- Suggestions on improvement
- Further information needed
- Further training needs

All trainer feedback will be collected and analysed by the partners as a part of the product modification report.

1.3. Product Modification Report – Partners feedback
Based on the findings from the learner and trainer evaluation processes, suggestions for product modification have been developed. The product modification report contains following key recommendations.
2. Suggestions for Modifications

1. **Course units/modules**: The amount of hours for catching main ideas of the course was enough, but insufficient for practical training. Therefore, majority of the trainers and the learners called for extension of the course. Creation of a package of supporting materials is critical to improve quality of the courses and sustaining the project.

2. **Adaption to country-specific needs**: Participants of the courses required more information about the application of playwork principles in the Czech Republic and more information about legislation in the Czech Republic. Participants called for more supporting material available in Czech language, other examples of good practice, demonstration of outdoors activities and for building an exemplary playground.

3. **Train-the-Trainers Course**: Participants were a little puzzled at first how to work with two workbooks together. However, they highly evaluated the quality of the workbooks; the problem was how to put them together. The course provided a confidence to the participants in courses organizing, even though even though most of them proposed the extension of the course in particular its practical parts.

4. **Definition of target group**: The playwork profession in the Czech Republic does not exist; to professionalise the workforce and to qualify the playworkers is a really big challenge for the Czech expert’s team! We see the market potential in courses for university students to complement their education. For this reason, recruitment for the first courses was oriented especially to Faculty of education students. Also other university students (Faculty of Physical Culture and Faculty of Health students) have been approached, as well as summer camp and Outdoor Activities instructors, hospital play specialists and play assistants, volunteers in Mother Centres, volunteers working in the field of care of children with special needs, and volunteers from P-Center engaged in prevention.
3. Executive Summary - Learner Feedback

There were held 3 training courses for the LEARNERS. The training courses for the learners took place in a period March – April 2015 as 3 individual courses. First group involved 15 learners (aged 19–34 years old; 14 women, and 3 men), second group involved 17 learners (aged 19–21 years old; 8 women, and 9 men) and third group involved 15 learners (aged 19-50 years old; 10 women, and 5 men).

After every course, learners filled in evaluation forms. According to the evaluation forms from learners we can confirm a high quality of all the courses. The courses achieved its aims; the content has been rated from all learners as satisfactory, clear and useful.

The participants described the training course as very satisfying with regard to quality and especially the trainers’ skills. Moreover, the quality of learner notebook and handouts were highly appreciated. Most of the learners stated that the course was useful.

To summarize the findings, although the level and content of courses were highly appreciated by participants, the majority of the course participants demanded more practical examples, course prolongation, and also availability of more supporting material in Czech language.
4. Executive Summary - Trainer Feedback

The training course for the TRAINERS took place on 20\textsuperscript{th}, 21\textsuperscript{st} and 27\textsuperscript{th} of January 2015 with 16 participants, aged 20–45 years old, 14 women, 2 men.

The new trainers highly evaluated the provided teaching material. However, at the beginning, they were slightly puzzled how to deal with two books – for trainers and for learners. Generally, the trainers familiarized with the main ideas of playwork easily and because they were recruited mainly from students of pedagogy, they asked for other professionally specialised sources corresponding with playwork principles.

When it comes to course delivery, the trainers had had no problems in understanding to the main principles of playwork, but transfer into practice was difficult to them. A sense of humour and the course providers lead helped them to deal with the challenges. The trainers appreciated not only theoretical but also material support of course providers (providing space and teaching materials and also their approach to their individual needs).

The creation of a package of supporting materials (electronic, web links, videos, papers...) is critical to improve the quality of the courses and sustaining the project.
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1. Introduction

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1.1. Learners feedback

First learners will evaluate the quality of the training and how they judge the aims achieved, the content, the notebook and other resources for training.

Second part will be the evaluation of the trainers’ skills, so that we have an indirect measurement about the outcomes of the train the trainer sessions.

As a third step learners will be asked about the usefulness and applicability of their new knowledge for their further development.

Finally we ask learners to give us three concrete suggestions for improvement.

All learner feedback will be collected and analysed by the partners as a part of the product modification report.

1.2. Trainers feedback

All trainers will also have to fill a questionnaire to give feedback to the VIPER partnership.

Trainers are asked to evaluate the following points:

- Training leaflet
- Trainer pack and train the trainer course content
- Learner pack and learner course content
- Assessment method
- Suggestions on improvement
- Further information needed
- Further training needs
All trainer feedback will be collected and analysed by the partners as a part of the product modification report.

1.3. **Product Modification Report – Partners feedback**

Based on the findings from the learner and trainer evaluation processes, suggestions for product modification have been developed. The product modification report contains these key recommendations.
2. **Suggestions for Modifications**

1. For covering all contents, a 2*8 hour training course + 2 hour reflection session was needed. Even this way participants would have preferred a longer session.

2. From both trainer and participant side, there was a suggestion to include common fieldwork (direct work with children) and its analysis into the course.

3. The trainer notebook is great. More country-relevant information, mainly statistics, and bibliography is requested.

4. The use of learner notebook is questionable. It was not widely used during the courses. It is also a considerable cost (barrier to a training, as increasing the base cost). However some participants liked it very much.

5. As playwork is a new approach in Hungary, trainers themselves would like to have more fieldwork experience in it too.

6. There is a need from both trainer and volunteer side for a community for playworkers.
3. Executive Summary - Learner Feedback

The learners were overall satisfied with the training. All of them agreed that it reached its aims, the content was satisfactory, found the learner notebook useful (see detailed analysis).

There is more ambiguity about the website: while 60% of the learners either believe it is clear and useful (53,3%) or at least satisfactory, 40% believes it is not useful enough.

The learners were also very satisfied with the trainers. They respected individuality, encouraged people to take part in discussions, explained clearly and answered questions satisfactory. In detailed feedback however it was mentioned that more rapport between the trainer pair would have been needed (this was the first time they worked together).

Personally, people found the course useful for themselves, and it also increased their confidence in working with children, however not that much (only 35% of the respondents said it made them confident, others were made only fairly confident).

People liked the most the discussions, opportunities to play, den-building(!), and also the methodological diversity of the course. They also were very satisfied with the atmosphere of the group and the working together with fellow participants.

Several people suggested that the course shall be longer. Practical session on real-life participation in playwork situation is requested, together with analysis of play observed there, and the analysis of the playworker’s behaviour. Most believe that playwork attitude needs at least two people in a setting who can help each other. Support groups, further training courses, meeting with experts, supervision were also mentioned as possible next steps.

Some people mentioned that the use of learner notebook is not at all important.
4. Executive Summary - Trainer Feedback

In Hungary the courses were delivered either module-by-module as a 16-hour workshop, or as a two-day workshop with an extra 2-hour reflective session.

All trainers reported to enjoy the course very much. As the courses were organized through personal networks (among trainer community for the ToT course, and among village and regional educational community in Pálfa, and among teacher trainees in Eötvös University), there were no leaflet used.

All trainers were very positive about the trainer pack. They would require more bibliography, and more space (physically) for personal notes and changes.

The learner notebook is a little bit more ambiguous. It is less used during the training course (except some parts). Participants however were happy to get it, to take it home.

Trainers were on very much differing opinion about assessment, mainly about MCQ. This is not an integral part of training culture in Hungary. For some trainers it was inspiring, for some it was nuisance. It was fed back as OK and as too simplistic as well.

Some trainers would include extra modules about child protection or communication with parents, and extra courses about health and safety etc. Someone suggested to have common –fieldwork – playwork sessions, where participants can observe children, and also each other, and then discuss this shared experience. The first day should be less theoretical.

As about next steps and future training, trainers find it most important to gain personal experience in playwork on the field. They would also like more opportunities to run playwork workshops. A community of playworkers would be important. To build partnerships with play-providing organizations is also an idea.

They ask for more resources for theory (bibliography)
5. Annexes

- Evaluation Report Learners (please send your evaluation report from learners as separated document)
- Evaluation Report Trainers (please send evaluation report from trainers as separated document)
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1. Introduction

The aim of the product modification report is to evaluate, reflect and analyse pilots (including recommendations for dissemination). Feedback will be gathered by all partners from the piloting events undertaken as described above. Data will be collected from learners and from trainers.

1.1. Learners feedback

First learners will evaluate the quality of the training and how they judge the aims achieved the content, the notebook and other resources for training.

Second part will be the evaluation of the trainers’ skills, so that we have an indirect measurement about the outcomes of the train the trainer sessions.

As a third step learners will be asked about the usefulness and applicability of their new knowledge for their further development.

Finally we ask learners to give us three concrete suggestions for improvement.

All learner feedback will be collected and analysed by the partners as a part of the product modification report.

1.2. Trainers feedback

All trainers will also have to fill a questionnaire to give feedback to the VIPER partnership.

Trainers are asked to evaluate the following points:

- Training leaflet
- Trainer pack and train the trainer course content
- Learner pack and learner course content
- Assessment method
- Suggestions on improvement
- Further information needed
- Further training needs

All trainer feedback will be collected and analysed by the partners as a part of the product modification report.

1.3. Product Modification Report – Partners feedback

Based on the findings from the learner and trainer evaluation processes, suggestions for product modification have been developed. The product modification report contains these key recommendations.
2. **Suggestions for Modifications**

1. Both the learner and the trainer pack are very complete and useful. However they should contain more country-specific information (for example in creating a separate games’ list with games from different countries or in the video clips) and some notions should be better explained and/or adapted to the Italian context.

2. The length of the course should be revised. It was envisaged that instead of 14 hours the course should last 16-17 hours. This should also allow participants to have more self-reflective sessions as well as more group discussions.

3. It would be advisable to better stress the fact that the course should also be addressed at other target groups, such as parents and educators, and not just volunteers and playworkers.

4. More practical experiences outdoors, also involving play sessions together with trainers and children, should be carried out.

5. Trainers should have more experience in the field of playwork.

6. A network of playworkers or playworkers-to-be should be created in Italy/Sicily to increase the visibility and general awareness of this role, that is often confused with that of an educator or afterschool carer.

7. A little more play theory could also be beneficial to the trainers for the understanding of playwork.

8. The last answer to the MCQ paper in the correction file for trainers relates to issues that were not addressed in the “Safety when playing” session of the course.
3. Executive Summary - Learner Feedback

The Italian training course for learners took place over three days on 23rd, 24th April and 4th May 2015 with 16 participants, delivered by four trainers (1 CESIE staff + 3 train-the-trainer trainers).

Participants were generally satisfied with the train-the-learners course. 75% of them stated that its aims had been achieved very well.

The learner notebook and handouts were deemed as clear and useful by the great majority of participants. However, some learners stated they would appreciate a separate games’ list (also of other countries’ games) and a better adaptation of the manuals to the Italian context, in terms of better translating some English terms and rendering some sections more country specific.

As to the website resources, a third of participants lamented the fact that country-specific information and videos on playwork in Italy were (still) missing.

Learners were very satisfied with the quality of the trainers’ delivery methods and preparation but some remarked trainers needed to have more hands-on-experiences in the playwork sector.

Overall, learners found the course to be very useful, also for their future and current careers, voluntary experiences and for their future parents’ role. Participants liked the team work situations and group discussions that arose during the training, as well as its playful atmosphere.

Only 50% of the learners admitted they had the confidence to provide playwork themselves. To increase such confidence and improve the course they would need longer training hours, more practical exercises even with children outdoors and establish a network of playworkers-to-be.
4. Executive Summary - Trainer Feedback

The Italian training course for learners took place on 23\textsuperscript{rd}, 24\textsuperscript{th} April and 4\textsuperscript{th} May 2015 with 16 participants, delivered by four trainers. Three of them had attended the previous train-the-trainers course, which was held on 23\textsuperscript{rd}, 24\textsuperscript{th}, 31\textsuperscript{st} March and 10\textsuperscript{th} April 2015.

The trainer evaluation results show that they are overall satisfied with the delivery of the course. The provided teaching material (trainer pack including trainer and learner notebooks) were considered useful and easy to use. However, a few improvements could be made in the Italian translation of the course as well as in some of the content that could be rendered more country-specific, for example in the video clips. Moreover, more games also from different countries could be added to the manuals.

Trainers particularly appreciated the fact that the training used a deductive method, that implied carrying out practical exercises and sharing of personal and play experiences within the group, enabling them to acquire theoretical notions.

According to most trainers the course should have lasted a little longer and included more play theory and practical activities or workshops to carry out in the city or in some play centre together with children. Moreover, watching some video clips in Italian or clips referring to the Italian context was pointed out to be highly desirable.

In the definition of the course target groups it might be worth mentioning the fact that the course is not just dedicated to volunteers or people working with children in the play or recreational sector, but it should also be addressed at parents and professionals that work with children such as teachers, educators, psychologists, etc.
5. **Annexes**

- Evaluation Report Learners (Train-the-learner course Italy)
- Evaluation Report Trainers (Train-the-trainer and Train-the-learner course Italy)
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1. Introduction

The aim of the product modification report is to evaluate, reflect and analyse pilots (including recommendations for dissemination). Feedback will be gathered by all partners from the piloting events undertaken as described above. Data will be collected from learners and from trainers.

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All trainer feedback will be collected and analysed by the partners as a part of the product modification report.

1.3. Product Modification Report – Partners feedback

Based on the findings from the learner and trainer evaluation processes, suggestions for product modification have been developed. The product modification report contains these key recommendations.
2. Suggestions for Modifications

1. **Course modules:** Course time should be divided into two different groups based on learners’ profile. The ones with experiences and education on play/child care sector could skip some chapters and get less education. But second group with no experiences and education should get full course maybe even more. Their notebooks should be wider with theory and may be with dairy of experienced trainers.

2. **Train-the-Trainers Course:** The 2-day course in Austria was very short for country master trainers to fully understand the playwork concept. Their lack of education has reduced their self esteem about teaching playwork in Turkey. They confess that they studied more from internet as much as they could to full fill the gap. At least, there should be more materials just for the country master trainers.

3. **Definition of target group:** In Turkey, there are few volunteers in to play sector. The main reason for this is play/child care sectors are highly regulated. In order to work in the sector, one has to have certain level of degree or has to be graduated from certain school (Girls’ Vocational High School). There are only independent Toy Libraries could use the volunteers to get help. Therefore, our target group in Turkey has been teachers, preschool and elementary school college students and parents. A proper adaptation of this target groups lead to more participant at the future of the course.

4. **Accreditation:** Learners from related field of college looking at a widely accepted certificate for their future job opportunities. ViPER course should seek broader accreditation at least from EU member countries. If so, this will lead to acceptance from Turkish authorities. (see Report Austria for examples)
3. Executive Summary - Learner Feedback

The training course for the LEARNERS took place on 26th and 27th of February 2015 with 10 participants. Learners were university students mostly at the Social Science field in or around of Ankara. All of them were volunteers at Ankara Toy Library.

Evaluation survey shows that all participants confirmed quality of the training course was very well. The training course reached to its’ aims, the content has been rated from all participants as clear and useful.

In the main part of the evaluation, all the learners stated that they found the training course clear and very useful with regards to quality and especially the trainers’ skills.

The trainers were always ready to answer to questions and did a good job at encouraging the participants for discussions.

All learners stated that the learners' notebook and handouts were useful as they will benefit from the newly acquired playwork concept in further steps of their career or further activities.

Out of the three concrete suggestions for improvement we could identify that all participants could acquire new knowledge that will be transferred into practical activities as part of improved working procedures.

What we could determine is that the participants need more practical examples, more game-experience and also more time for self-reflection.
4. Executive Summary - Trainer Feedback

The Turkish training course for LEARNERS took place on the 29th and 30th of January 2015 with 10 participants, delivered by two trainers.

The trainer evaluation results show that they are “very well” satisfied with the delivery of the course. The provided teaching materials (trainer pack including trainer and learner notebooks, playwork videos) are considered useful and comprehensive. On the other end, some trainers mentioned that even though the course materials are very helpful, the provided videos are more helpful to understand the playwork concept. And some of the theory and exercises should be adapted to our country’s unique situations.

Even though course delivery was considered as satisfying, some of the participant commended that time available for the TTL course is short. Especially for the trainers and learners who have no knowledge about play theory, that could overcome by extra study time. Some trainers also pointed out that, at the beginning of the course, a more comprehensive overview should be given to the learners. This was one of the main ‘weaknesses’ that some of the participants and trainers highlighted.

Since “playwork” concept is not known in Turkey the trainers themselves experienced some trouble explaining the core principles of playwork to the learners. Despite their effort and all the preparation, the ones with experience have difficulty to explain the principles of playwork. Therefore at the beginning of the course, a more comprehensive overview should be given to the learners.

The best target groups for Turkey are described as college students at related majors (pre-school education, elementary school education), teachers and parents. In Turkey, volunteers at play sector are very few and most of the schools are not allow them.
5. **Annexes**

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1. Product modification process of the VIPER pilot courses

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All trainer feedback will be collected and analysed by the partners as a part of the product modification report.
2. Product Modification Suggestions

The major outcomes from data collection as described in the methodology adapted for the project are as follows:

1. Although it is not consensual, the majority of the results indicates a clear preference for shorter sessions over an increased number of days.
2. Both learners and trainers mentioned the importance of having the viper course in a digital format, similar or adapted to an e-learning tool.
3. Learners were consensual on asking for more digital materials, shorter online/mobile sessions, tips and hints for a daily routine.
4. For those who saw this course as a career enhancement, the possibility to work closely with actual children was a key point raised.
5. The use of paper notebooks was not consensual as people tended to prefer a digital course and just some smaller, daily notebooks to take notes (some suggested a 100% paper free solution)
6. The majority of trainers and also learners, due to the lack of relevance on a career path through volunteering in Portugal, mentioned that this course could target a all new set of groups, such as parents, families, and help staff from schools, nurseries and kindergartens.
7. The ones seeking career enhancement would like to see a “playwork – play network” established in Portugal with a strong tie to the UK.
8. Although the general content of the training sessions is something relatively “new” to our country, the subject is widely discussed amongst professionals and the dedicated time and quality of play is consensual within the majority of school age children parents. This reinforces the need to direct content and methodology to this target groups.
9. We’re are struggling with a disinvestment in arts, civic education and physical education even amongst teachers and only with a massive raise of awareness starting from Parent Teacher Associations, the system will remain unchanged. Again, a reinforcement for targeting new groups.
3. Learners Executive Evaluation Summary

1. Our 18 learners should an overall satisfaction with the training sessions. The quality of the contents, the course format (not the duration), the concept and the methodology were 100% approved.

2. Although many professionals of the childcare sector, teachers and volunteer experienced learners attended the course the majority did not find that the targeting of the project was the main benefit, rather the adaptation of this concept to the every day life, parenting and general education foundation mindset changes were the key aspects.

3. More digital content on the website and on any mobile platform was mentioned several times.

4. The reaction to the trainers and the course was very positive and all of the learners mentioned the importance that this course had on their personal “flashback” to gather memories from childhood and teen years.

5. The “flashback” moments were the most satisfactory overall as they alone indicated the importance of play in ones life and mainly in ones development and happiness.

6. The training sessions atmosphere was always light and a good mood reigned thoroughly.

7. The use of paper based resources caused some moments of discussion and the majority would prefer to have digital content projected, showed in a computer/TV.

8. Shorter after work sessions and online courses were mentioned several times.
4. Trainers Executive Evaluation Summary

1. TOKIUM delivered the courses in 8+8 hour sessions over 3 different training sessions in a total of 6 days, involving 9 trainers.
2. The trainers are all teachers or trainers with some level of volunteer experience.
3. A more detailed module on national law, rules, safety, insurance, first aid and general care was mentioned.
4. Including an Emotional Intelligence module would also be appreciated.
5. More digital resources and a connection to the UK trainers network was a key point during the sessions.
6. Again, the use of paper training resources was not consensual and the majority would prefer not to use one.
7. To access the impact of this training courses in Portugal, a strong connection to UK partners (and other strong playwork experienced communities) and the establishment of a national “playwork - play network” will be key to further disseminate and achieve sustainability in this area by it’s own.
8. A web portal to exchange experiences and to sustain the new network connections was mentioned as fundamental.
9. Content dedicated to new target groups, especially Parents is highly requested.