

E+ KA220SCH – Cooperation Partnerships in School Education
LIBERTEC – GUIDELINES TESTING IN ECEC ORGANIZATIONS

GUIDELINES' TESTING REPORT
PORTUGUESE PARTNER (ajejd)

ToC

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A. PREMISE

The Local experimentation of the Guideline contents pertain to the **Phase 3 - Testing & Evaluation** of the LIBERTEC Project and represents the **sub-phase 3.3 "TESTING OF R.1"**.

This sub-phase lasts **from 01 December 2023 to 31 May 2025 (including testing report)** and it is aimed to put into practice the methodological indications provided by the LIBERTEC GUIDELINES to perform the pedagogical documentation in digitized way. The privileged observatory for the testing is represented by the for pilot ECEC organizations partners in the project: CEPISS (IT), AJEJD (PT), PINOLIVO (ES), PRICHINDEL (RO).

Testing is aimed at **checking the effectiveness of digitized documentation** within daily work, educative commitments and activities with children, family relations and external institutional connections.

The testing is strategically planned between **mid-wintery evaluation and final evaluation** of the school year, and it will involve AT LEAST 4 staff persons per each pilot partner. If more operators can be involved it is an added value sustaining project impact.

B. LOCAL TESTING REPORT

B1. Implementation structure

This report is about Phase 3 - Testing & Evaluation of the LIBERTEC Project and represents the sub-phase 3.3 "TESTING OF R.1", implemented by the portuguese partner, AJEJD.

This testing sub-phase procedures were held in 2024, between end of february and the middle of april, at Centro Infantil 2 de Lisboa (**CIL2** is a 0-2 ECECare service), Jardim-Escola João de Deus de OLIVAIS (**JEJDLxO** is a 3-6 preschool service) and Jardim-Escola João de Deus de ALVALADE (**JEJDLxA** is a 0-10 school service).

This final testing phase was applied in three school services, two of them worked under the LIBERTEC guidelines as testers (CIL2, JEJDLxO: 3 plus 4 = 7 pilot testers) and the other school (JEJDLxA) answered freely without using LIBERTEC guidelines structures (6 no pilot testers).

B2. Testing participants

As shown below (table 1 – questionnaire’s codification), 13 educators were involved as testers.

Table 1 – Questionnaire’s codification and numbers

z = Local & Quest. Num = ##.		Type of tester	Quest.Code ##, z, Professional type		num.
Lxalvalade	#6	no pilot	Q##zC	School Coordinators	#3
cIL2	#3	pilot	Q##zE	Educators at 0/2years	#2
Lxolivais	#4	pilot	Q##z3	Educators at 3years	#1
Pilot (P): LIBERTEC guidelines testers (answered group A on quest.)			Q##z4	Educators at 4years	#2
no Pilot (nP): FREELY testers (group B on quest.)			Q##z5	Educators at 5years	#3

On observing the questionnaire, we organize data analysis in two groups: GROUP A of answers as **Pilot** tester educators and GROUP B with **no Pilot** testers educators.

Table 2 – Testing participants

(P = Groupa A: Pilot testers (P); Group B: no Pilot testers (nP))

n.	NAME	Type of tester	ID. Test	Professional position/educational role
1	ML	P	Q07cC	Coordinator and educator at CIL2
2	VM	P	Q08c1	Educator at CIL2 – 1y
3	RL	P	Q09c1	Educator at CIL2 – 2y
4	AC	P	Q10oC	Coordinator and teacher at JEJDLxO
5	CD	P	Q11o3	Educator at JEJDLxO – 3y
6	CM	P	Q12o4	Educator at JEJDLxO – 4y
7	CP	P	Q14o5	Educator at JEJDLxO – 5y
8	CL	nP	Q01aC	Coordinator and teacher at JEJDLxA
9	CS	nP	Q02a3	Educator at JEJDLxA – 3y
10	MS	nP	Q03a4	Educator at JEJDLxA – 4y
11	SS	nP	Q04a4	Educator at JEJDLxA – 4y
12	DN	nP	Q05a5	Educator at JEJDLxA – 5y
13	ET	nP	Q06a5	Educator at JEJDLxA – 5Y

B3. Tested contents and focus

The AJEJD partner tested 13 educators, three of them coordinators. To better know results of questionnaires and effects of applying known and unknown apps /programs we tested Digital tools into two separate groups:

- a) The pilot group (P = 7) – see Table 1 – worked under LIBERTEC guidelines suggestions for digital library implementation at educational services; they applied digital contents with children while in class or at the same age group; one support educator applied at several age groups;
- b) The non-pilot (nP = 6) testers (see Table 2) used only the list of apps proposed in LIBERTEC guidelines; they applied digital contents with children while in class or at the same age group.

As written before, contents of LIBERTEC Library structure were implemented only with the two pilot services groups (P), CIL2 and JEJDLxO.

The focus of P testers was following the LIBERTEC guidelines advice, worked from the 6 competences referred at DigCompEdu EU study¹, with focus on the folder structure:

1. EDUCATIONAL EQUIP MEETINGS (planning, communications, follow-ups, minutes);
2. DGPR 2019/679 - PRIVACY & SECURITY POLICIES (authorizations for children /adults);
3. WORK DOCS (calendars, educational programs and activities, assessment);
4. FAMILY RELATIONSHIP (Communications, reports, etc.).
5. EXTERNAL COMMUNICATION (community, municipality, etc.)
6. LEGISLATON

One of the pilot schools (JEJDLxO) implemented this structure with shared digital folders for all the educational team.

In what matters to digital tested educational apps with children, all the educators – from P and nP groups – opted to use hybrid strategies when doing learning activities. They commented that is important this hybrid learning situation because at these ages (0 to 6) educating all the body senses and full body contact with 3D real tools is crucial for human development.

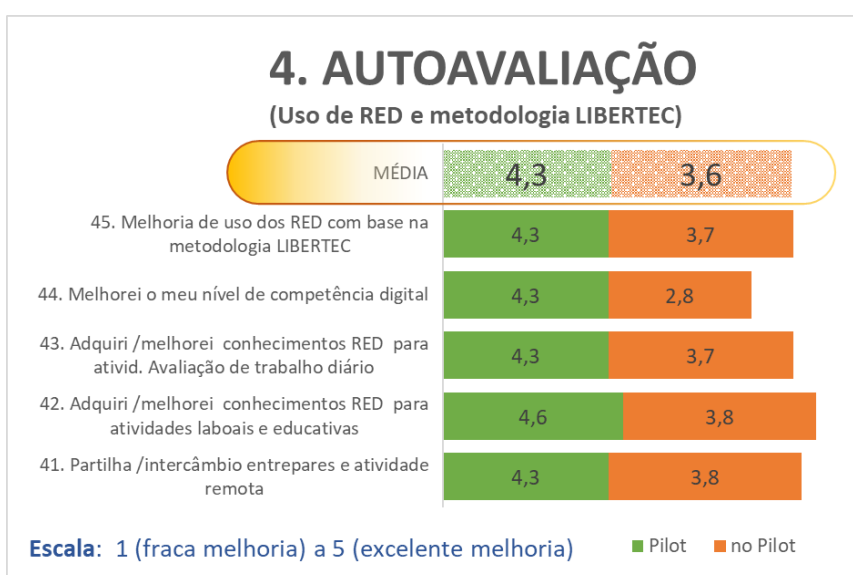
The final self-assessment results, out of the 13 testers, are shown on chart 4. AUTOAVALIAÇÃO. The topics mentioned and scored are in Portuguese (see next page), following the questionnaire in same order:

- 4.1 I have acquired/improved my knowledge about possible digital resources (programs) useful for sharing content, promoting daily professional exchange with colleagues, and managing remote activities with them;
- 4.2 I have acquired/improved my knowledge about possible digital resources (programs) useful for managing work and educational activities within the scope of my daily duties/tasks.
- 4.3 I have acquired/improved my knowledge about possible digital resources (programs) useful for conducting evaluation activities (educational and managerial) in my daily work.

4.4 Based on what you've learned about the European Framework for the Digital Competence of Educators (DigCompEdu), how do you assess your level of digital competence and its improvement?

4.5 How much has the methodology proposed by LIBERTEC contributed to increasing digital readiness and the use of digital resources in the educational and managerial work of your school/service?

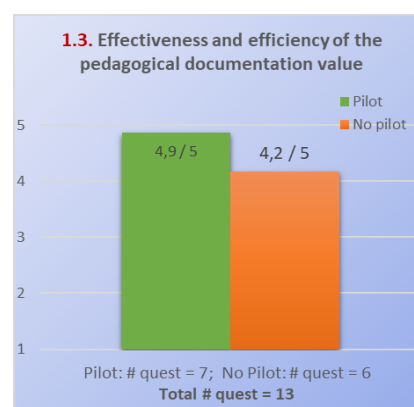
CHART 4. AUTOAVALIAÇÃO / SELF-ASSESSMENT



B4. Achieved results & teachers/educators' feedback

In AJEJD service, **criteria of pedagogical documentation creation** on both tested groups were mainly organizing folders and digital tools of service and pedagogical work by children's age groups (same as classes) for working.

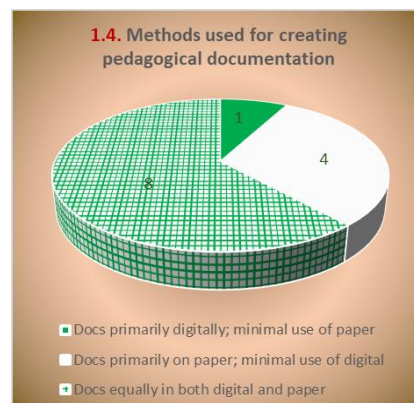
As the mainly **aspects of responsibility in the process of creating the pedagogical documentation that is carried out within school/service**, educators maintain a class paper folder with children's works and most documents saved in a digital personal support. As shown in graph 1.3 both P and nP testers give highly importance to pedagogical documentation value. Further, the P testers share documents using LIBERTEC library folders /topics proposals where they are beginning to put documents for sharing activities and for having management documents and rules coming from



management and headquarters services. P and nP testers try to keep documentation mirrored in digital and paper folders whenever it is possible as shown in graph 1.4.

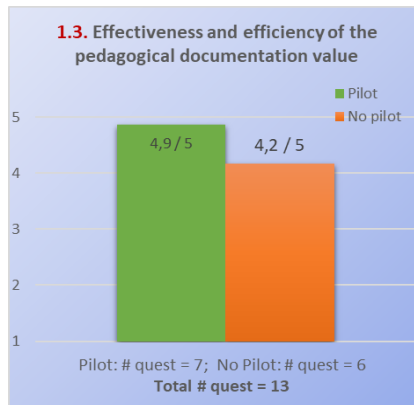
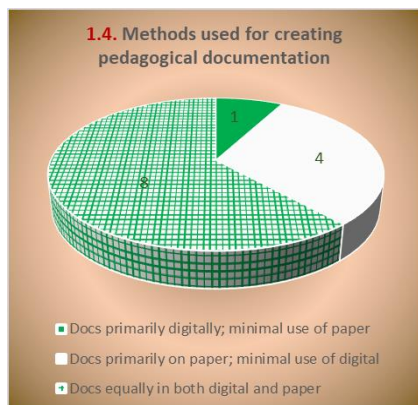
Educators' opinions shows that a quarter of testers use primarily paper than digital, although they better prefer maintain both paper and digital documents, as shown.

On the next charts, and in the same order of questions from the questionnaire, can be observed, and in some charts compared, the results for each question.

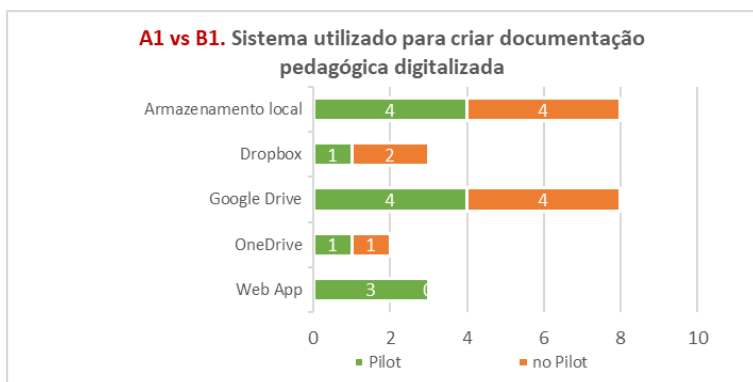


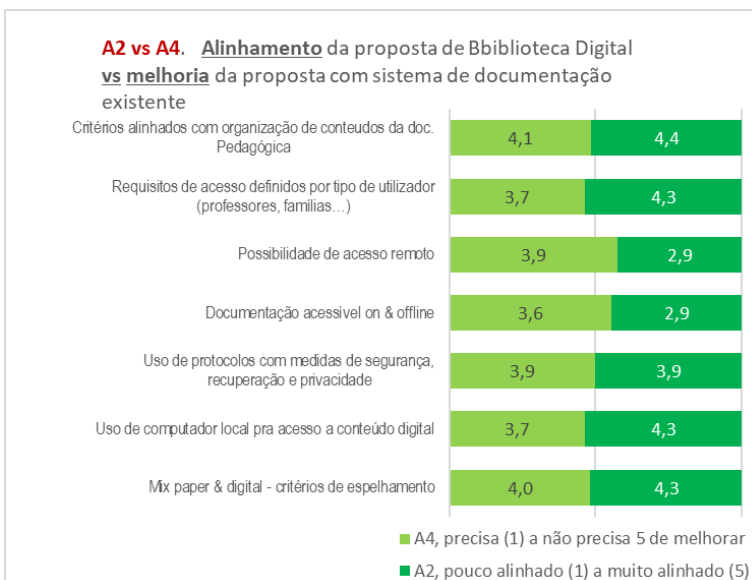
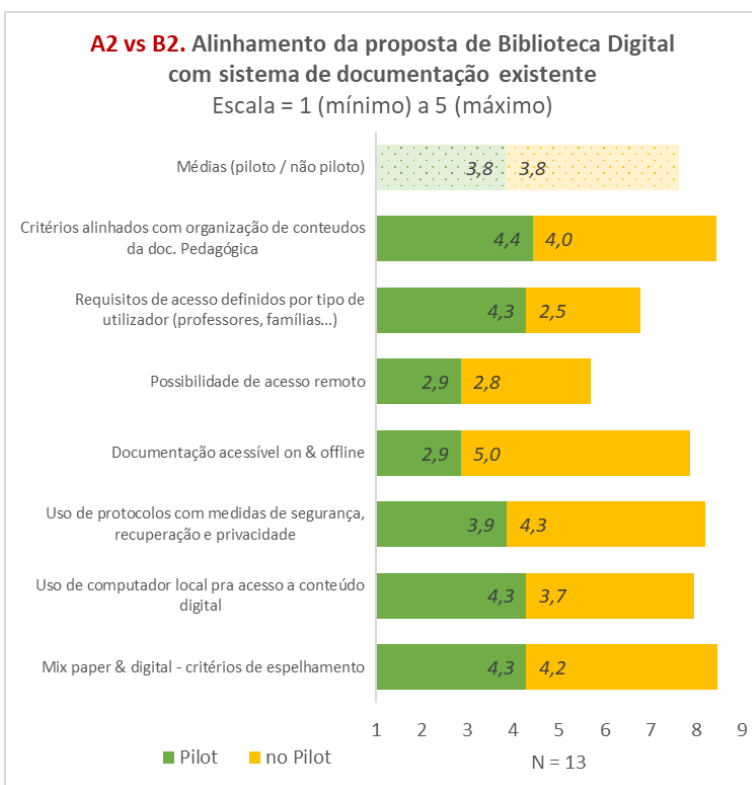
THE QUESTIONNAIRE DATA ANALYSIS BY NUMBERED TOPICS

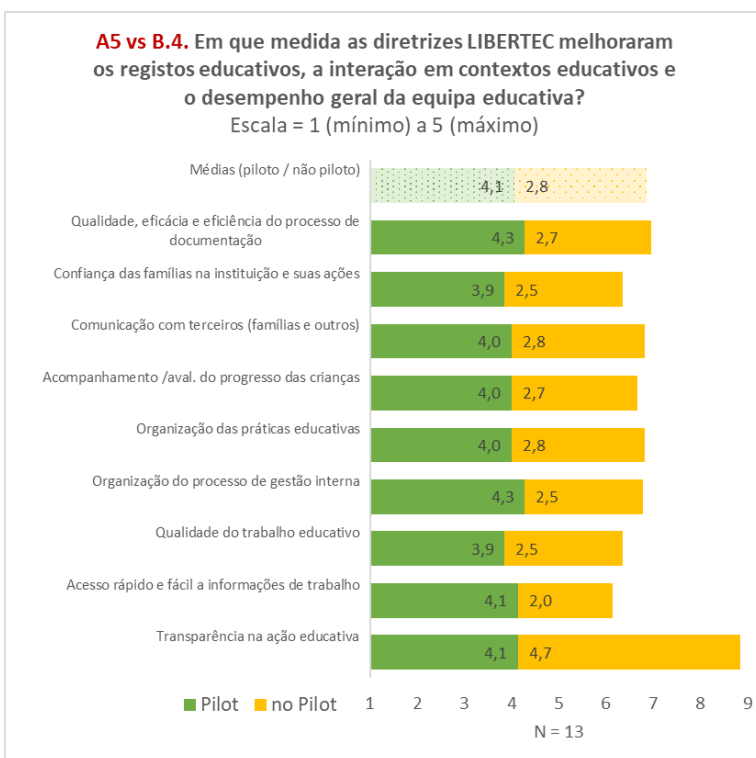
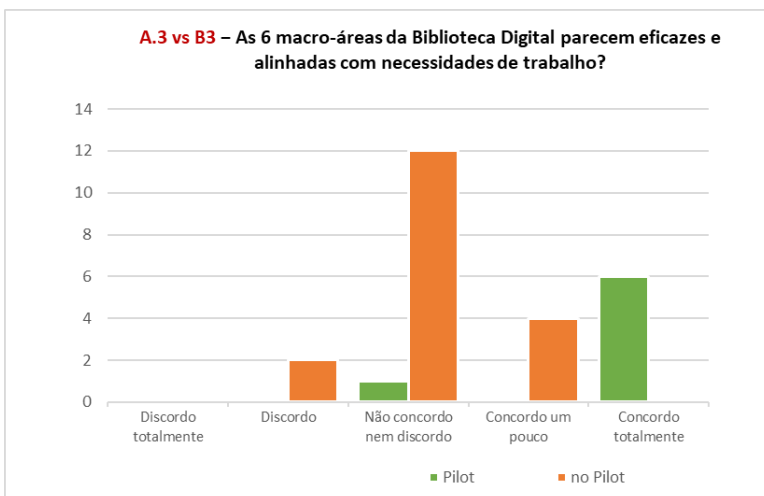
Charts from **1. Pedagogical documentation in my school/service**



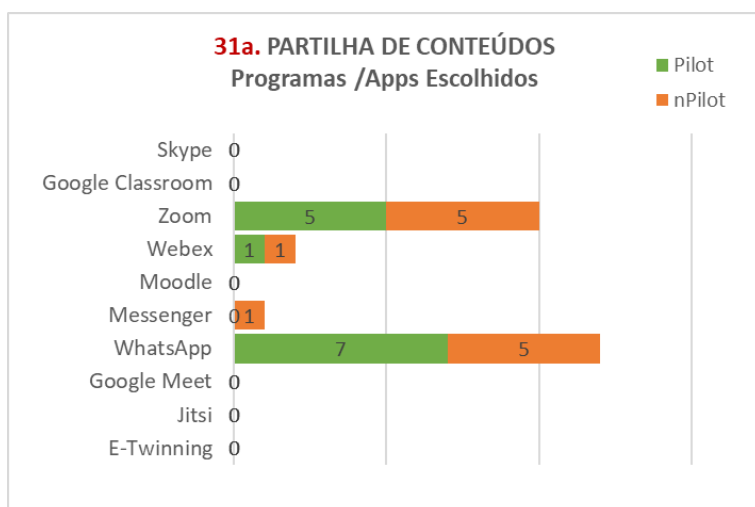
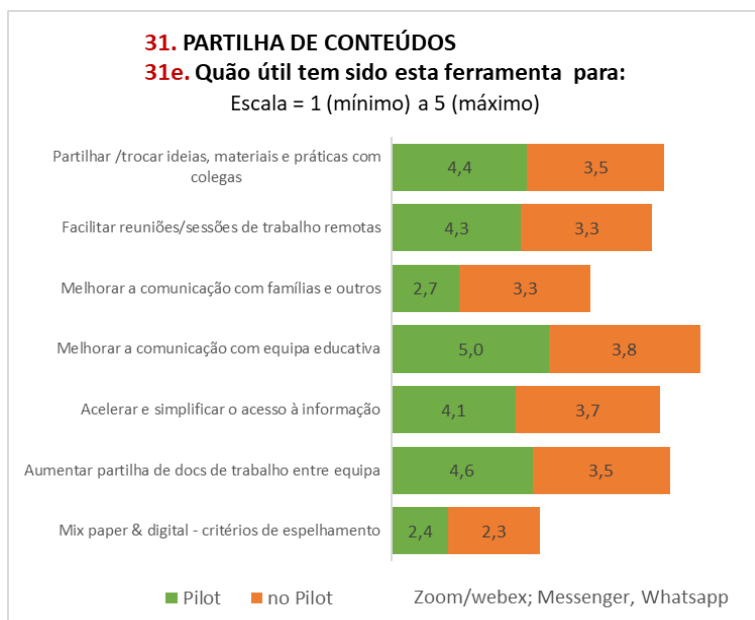
Charts from **2. The experimentation of the libertec guidelines for digitised pedagogical documentation** some compares A section (P testers) with B section (nP testers) answers

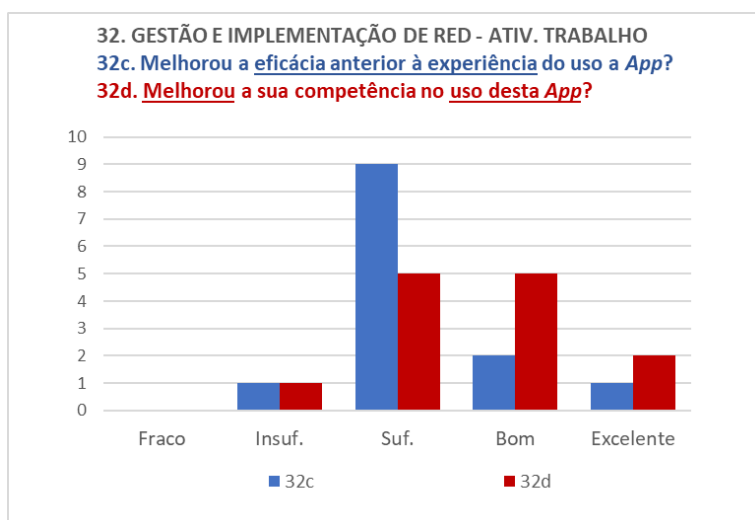
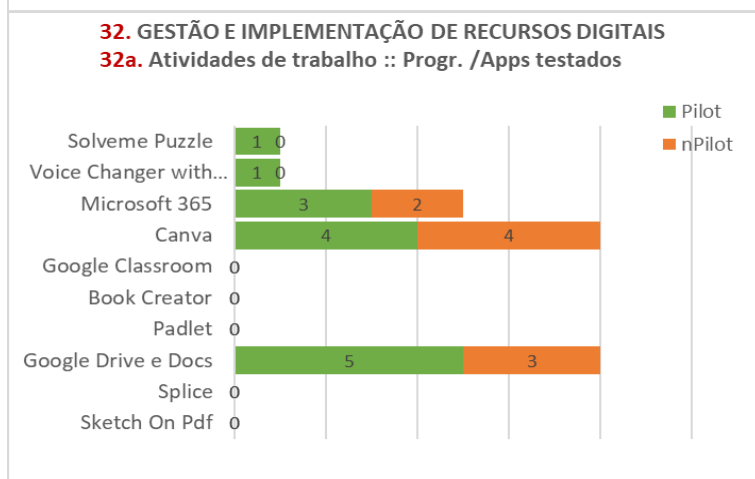
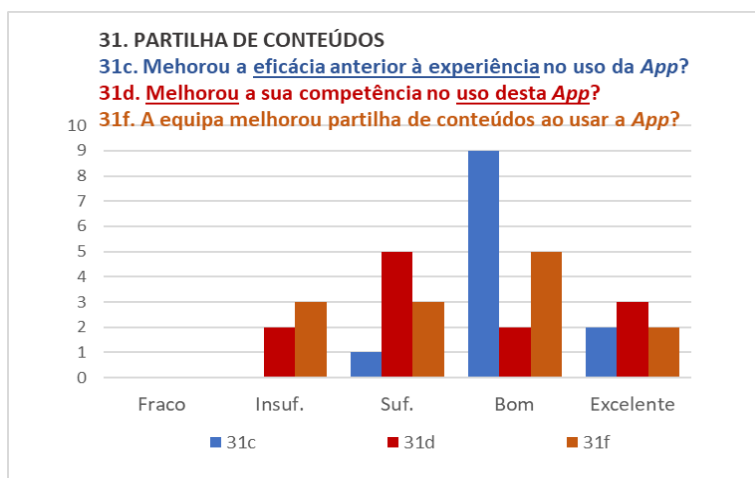


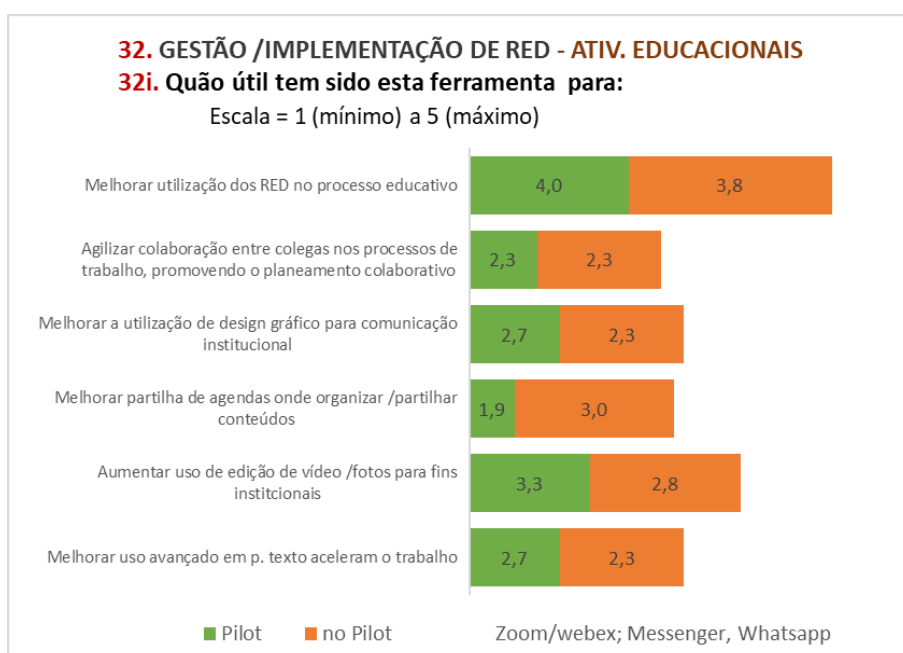
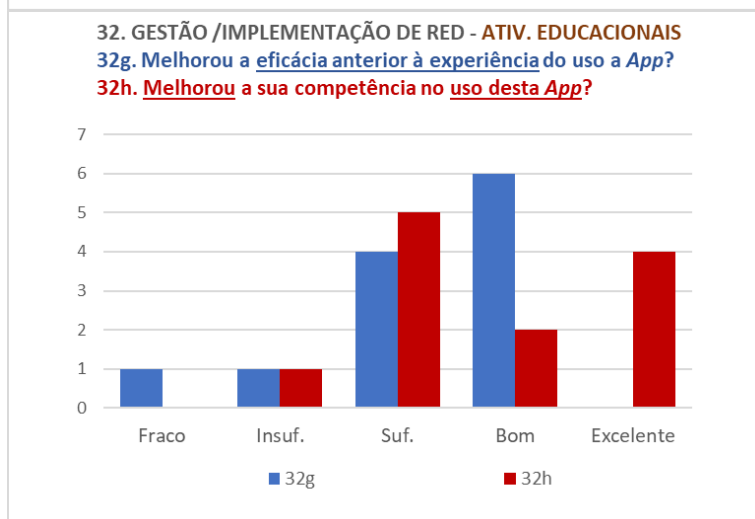
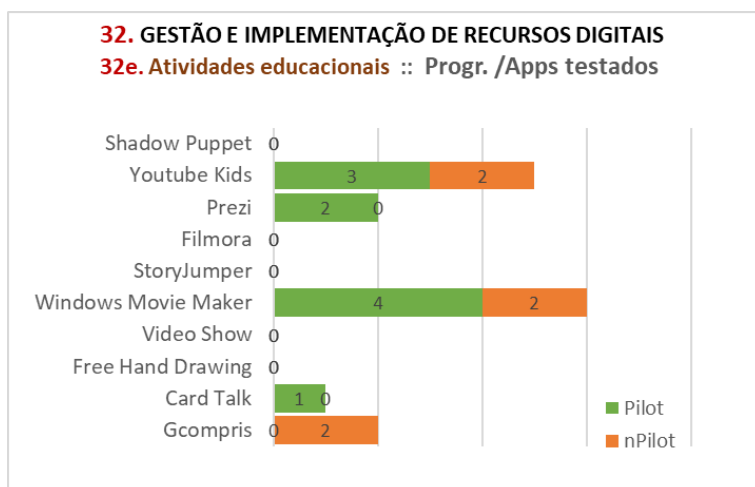


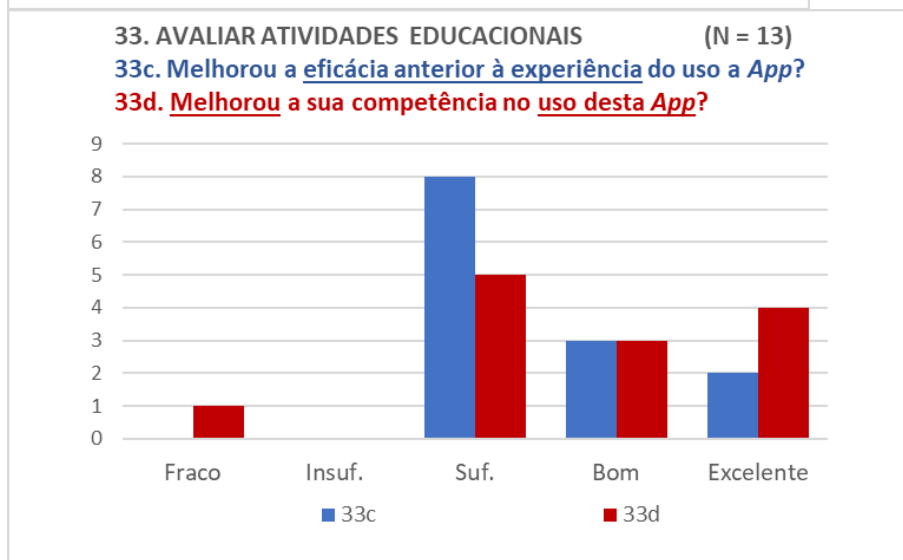
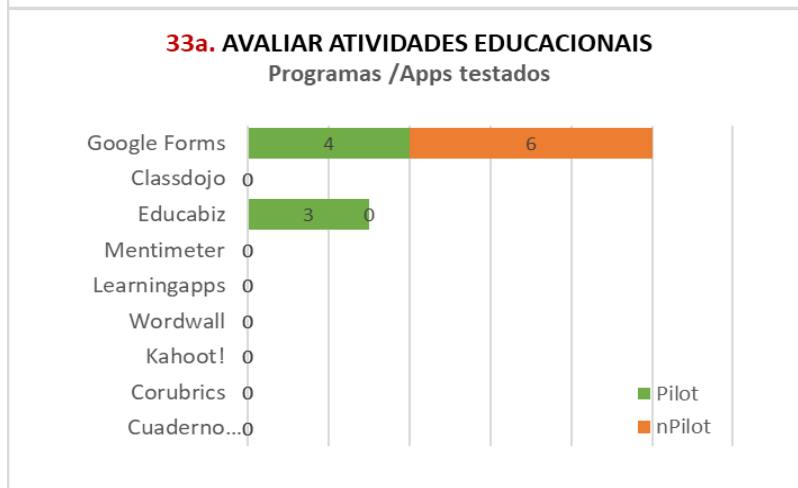
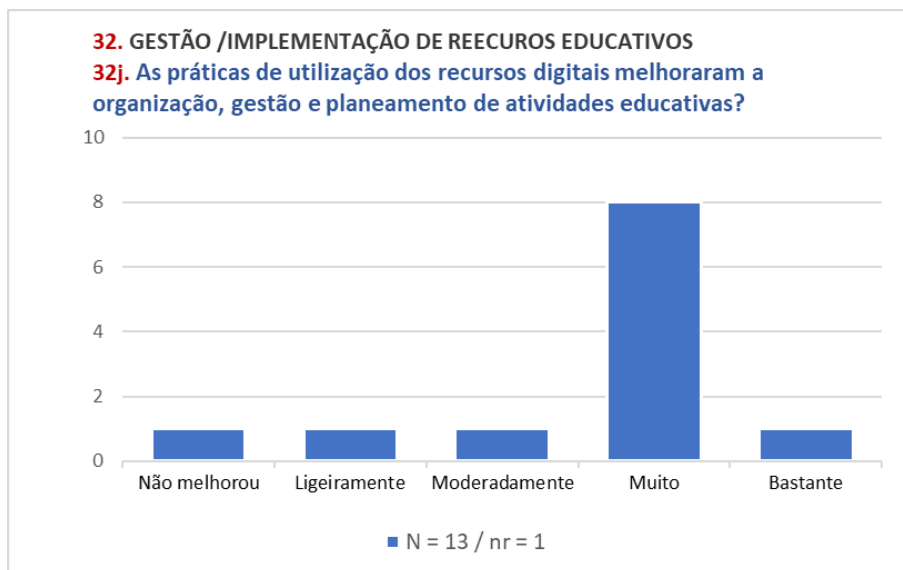


Charts from 3. Use and management of digital resources









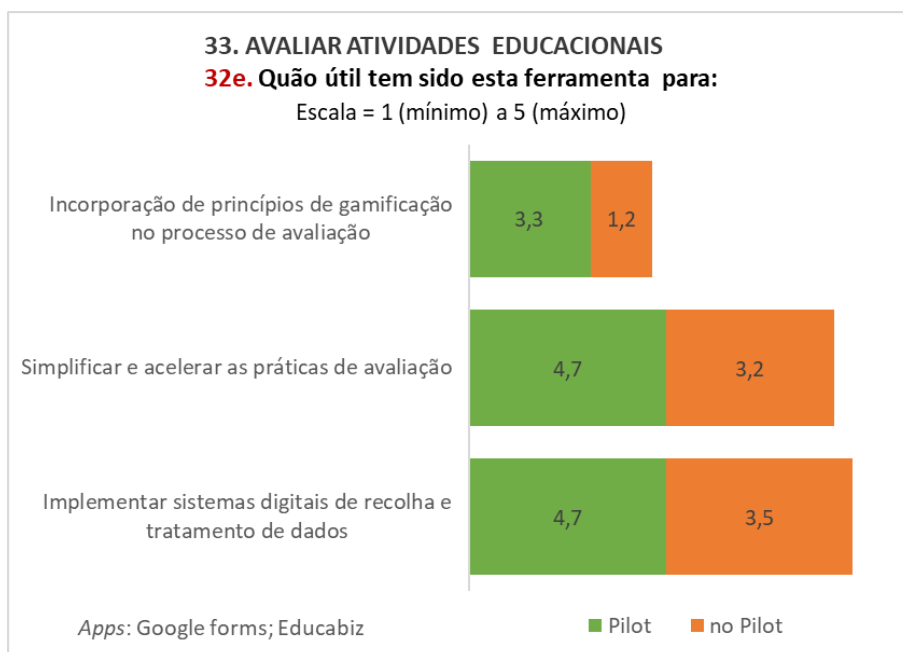
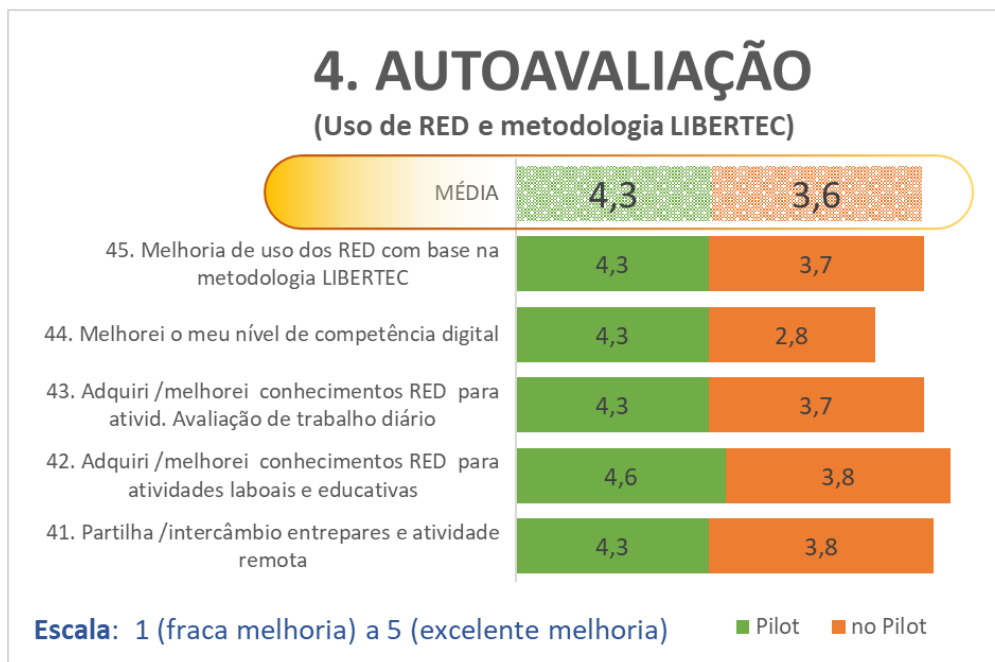


Chart from 4. Self-Assessment



¹ DigCompEdu: European Framework for the Digital Competence of Educators: portuguese version: Lucas, M., & Moreira, A. (2018). DigCompEdu: quadro europeu de competência digital para educadores. UA Editora – Universidade de Aveiro. <http://hdl.handle.net/10773/24983>.