



Celtic Harmony: Educational Programmes Evaluation Report

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Abstract

This report summarises feedback collected from the teachers and pupils attending themed days and residential experiences at Celtic Harmony camp.

The feedback points out the overwhelmingly positive learning experience by both pupils and teachers. The main theme identified as beneficial for pupils, their learning, and the teachers' pedagogical practice are

- Practical, immersive learning
- Development of transferrable life skills
- Hands-on experience that complements their classroom learning and brings it to life
- Creative practical activities that allow children to experience life as it was in different times.

Many activities and the areas valued by the teachers, were direct response to the suggestions made by the teachers in the previous year, which demonstrates managers' and staff taking the feedback seriously, as well as flexibility and adaptability

Table of Contents

| | | |
|-----------|---|-----------|
| 1 | Introduction..... | 4 |
| 2 | Programme Evaluation - Teachers..... | 5 |
| 2.1 | Methodology..... | 5 |
| 2.2 | Overall evaluation of programmes | 5 |
| 2.3 | Evaluation by specific day | 7 |
| 2.4 | Teachers' Evaluation – Qualitative Evaluation | 7 |
| 2.1.1 | Programme experience..... | 7 |
| 2.1.2 | Administration | 9 |
| 2.1.3 | Summary | 10 |
| 2.1.4 | Areas for improvement..... | 10 |
| 3. | Residential Programmes Evaluation – Pupils | 12 |
| 3.1 | Methodology..... | 12 |
| 3.2 | Results..... | 12 |
| 3.3 | Pupils' quotes | 14 |
| 4. | Conclusions and recommendations..... | 15 |
| 5. | Appendix 1 – evaluation by days | 16 |

1 Introduction

Celtic Harmony is an award winning educational charity providing themed activity days to introduce school age students to a more sustainable way of life based on life from Stone, Bronze, and Iron Age Britain. This report draws on feedback from those participating in these activities to evaluate student and teacher experience based on both one-day and residential programmes. This enables areas of strength to be highlighted and areas for improvement to be examined for future development of programmes.

This report draws on data from feedback from 8 Celtic Harmony themed one day events:

- Chieftain Day
- Farmers Day
- Hunter Day
- Pre-History Day
- Stone Age Day
- Science of Herbs Day
- Boudicca Warrior Day
- Woodsman Day

And 3 residential themed programmes

- Prehistory Explorer
- Prehistory Adventure
- Go Tribal

In addition this report includes evaluation of Celtic Clan Day, which is not a part of Celtic Harmony suite of programmes, but a special event which was designed exclusively for children from a special need school.

All activities took place between February and November 2018. The data gathered is both qualitative and quantitative. The qualitative data reviews teachers feedback of experience of the programmes and highlights areas of excellence and opportunities for improvement. The quantitative data enables the review of instructors, the student experience both prior to the learning and after their engagement with the programme.

Reviewing the comments in conjunction with the qualitative data, it is clear that the teachers found the experience of a themed day enjoyable and educational. The overall evaluation of the programmes and activities is overwhelmingly positive.

This report is divided between teachers' and pupils' feedback.

2. Programme Evaluation - Teachers

2.1 Methodology

The teachers completed 2 sets of questions.

1. Evaluation of programmes, on a scale from 1 (lowest) to 4 (highest) evaluating several questions on a scale from 1 (not at all true) to 4 (exactly true) in order to gauge their perception of impact of the programme on pupils.
2. Set 2 evaluating each activity and assessing each instructor on a scale from 1 (lowest) to 5 (highest).

In addition, the teachers were asked to provide qualitative comments about their experience of the programmes.

2.2 Overall Evaluation of the Programmes

In 2018 pupils participated in nine (9) one-day programmes: Farmer Day, Stone Age Day, Prehistory Day, Boudicca Warrior Day, Woodsman Day, Hunter Day, Chieftain Day, Science of the Herbs Day and Celtic Clan Day. All programmes were evaluated high by the teachers (3.25-3.96). The slight outlier was the Celtic Clan day that was evaluated by 2 teachers from 1 school only; and as a result is not statistically significant. On the other hand, Chieftain Day that scored very high was also assessed by a very small number of teachers (4) from 2 schools only. Other days that had 10 or fewer teachers responding are: Science of the Herbs (3 respondents); Hunter Day (8 respondents) and Woodsman Day (10 respondents). The mean outcome evaluations of statistical significance range between 3.65 and 3.72 for the Farmer, Stone Age and Prehistory days. The mean evaluation of each of the outcomes also demonstrates high results with small deviations (3.61-3.81) between outcomes. The results of these evaluations are presented in Table 1 below. The highest scorer per outcome (in the 3 days with large number of respondents) is highlighted for ease of reference.

| Outcome | Programme | | | | | | | | | |
|--|-------------|---------------|----------------|----------------------|--------------|------------|---------------|--------------------------|-----------------|-------------------------|
| | Farmer Day | Stone Age Day | Prehistory Day | Boudicca Warrior Day | Woodsman Day | Hunter Day | Chieftain Day | Science of the Herbs Day | Celtic Clan Day | Overall for the outcome |
| Motivated to learn about Prehistory | 3.88 | 3.91 | 3.97 | 3.89 | 3.20 | 3.50 | 4.00 | 3.33 | 3.00 | 3.63 |
| Increased confidence | 3.57 | 3.69 | 3.62 | 3.66 | 3.60 | 3.63 | 4.00 | 4.00 | 3.00 | 3.64 |
| Increased wellbeing | 3.65 | 3.61 | 3.65 | 3.64 | 3.70 | 3.63 | 4.00 | 3.67 | 3.00 | 3.61 |
| Develop teamwork skills | 3.67 | 3.70 | 3.24 | 3.69 | 3.40 | 4.00 | 4.00 | 3.67 | 3.50 | 3.65 |
| Develop understanding of the world | 3.84 | 3.84 | 3.81 | 3.75 | 3.80 | 3.75 | 4.00 | 4.00 | 3.50 | 3.81 |
| Inspire creative and innovative teaching | 3.51 | 3.57 | 3.62 | 3.51 | 3.80 | 3.63 | 3.75 | 4.00 | 3.50 | 3.65 |
| <i>Overall for the day</i> | 3.69 | 3.72 | 3.65 | 3.69 | 3.58 | 3.69 | 3.96 | 3.78 | 3.25 | 3.67 |

Table 1. Mean outcome evaluation of day programmes, by programme.

2.3 Evaluation by Specific Day

The day's elements were scored between 1 (lowest) and 5 (highest). Similarly the teachers were asked to evaluate the leaders of each of the activities, following the same scoring system. The analysis of the days' elements demonstrates very high satisfaction rating, ranging from 4.20 to 5. Leaders evaluation ranged from 3 to 5. It is worth noting that at the lower range of evaluation the scores were given by one assessor only and are not statistically significant. Appendix 1 presents detailed analysis of each of the days.

2.4 Teachers' Evaluation – Qualitative observations

2.4.1. Programme experience

The general view of teachers is of a very positive experience of outdoor, hands-on learning. The teachers stated that they and their pupils enjoyed the day and learned a lot. They were impressed with the content and the delivery of the programmes, as well as with the leaders, who were, according to the teachers, 'knowledgeable', 'engaging', and 'patient and helpful'. The overall positive effect on the students was reflected in a number of comments which were representative of the majority of teachers.

We loved learning outdoors and out of the city!

Beneficial for the children to be learning outside in a different environment i.e. out of London in the countryside

Opportunities to share their knowledge, and gain new information

Was fantastic for the children to use the knowledge gained from our topics on Stone Age and Rocks

An excellent day – children enjoyed it

The people were all brilliant and the children really engaged with the characters

The teachers highlighted the immersive, hands-on nature of learning, which contributed to the children's positive experience

Being able to experience what life would have been like

Practical activities which brought the Stone Age to life

Being able to visualise and touch all the historic content

Hands on learning opportunities that we could not provide in the classroom

For some teachers this had the added benefit of supporting students with special needs:

Engendered real enthusiasm, particularly among our SEN students

Inclusion – all children were able to participate in all activities

All inclusive for children with SEN. Opportunities to be themselves. ALL input from children was valued

When asked about most beneficial aspect of the day, many teachers struggled to select one and replied ‘All’. The teachers found the programmes contributing to developing life skills

So many life skills and values were developed today

Developing new skills, working together, life skills.

This sentiment was reflected by their answers in the ‘Even better if...’ rubric, in which many teachers noted ‘nothing’. Some other comments in that rubric mirrored this response

Thank you, I have been 8 times and it keeps getting better

Nothing, it was a fantastic day

No improvements needed

Perfect

In answering this question, some teachers indicated ‘warmer weather’, ‘[had] our coach had been on time’, and ‘longer day so we can fit in more amazing activities’. Suggesting that improvements needed were those outside of Celtic Harmony’s scope of responsibility, confirms that majority were content with the day.

There were several specific suggestions for improvements; however, no single suggestion was repeated and it seems that those were relevant to specific teachers/day/children. Some examples of these:

Art, Celtic knots and face painting

Farming and the impact of farming

More exploring wooded areas.

As those activities are covered in topic-specific days, it is possible that the teachers making those comments participated in a themed day that did not cover this specific activity.

Other suggestions for improvement will be highlighted in the recommendations section.

According to teachers, the programmes also contributed to developing other transferrable skills – listening skills, confidence - *'[it] showed they could do it'*, problem solving, and critical thinking. The teachers found the activities particularly useful to develop relational skills such as team building:

Seeing the children working as a team, supporting and encouraging each other. Each child was very eager and enthusiastic to give everything a go...

Seeing children working together as a year group rather than just in classes

Great for encouraging discipline and teamwork as well as historical knowledge

Less confident children came out of their shell more. They learnt in a fun and engaging way

Another beneficial aspect of the programmes, was the links the teachers were able to establish between various activities and the classroom learning

Trading as transferrable maths skills

All activities as they built on prior knowledge learnt in class

Warrior demo and trading as support what we have already learnt

[S]oap knapping linked with the science topic on rocks

Trading, tools and houses, shape of the roundhouse was a good use of subject knowledge from curriculum.

2.4.2 Administration

The respondents found organisation of the programmes 'good' and the booking easy and accessible

Easy booking online, information provided was very helpful

Excellent and very clear. Great risk assessments

Very impressive and we were able to quickly rebook after the snow disrupted our first trip

Good time management was highlighted by many: *'not too long on each activity so children were engaged'*, as well as *'super resources and information'*. In addition teachers also found the administration and the facilities very good and majority of the respondents indicated they would like to come back.

2.4.3 Summary

The teachers indicated that the programmes and activities they and the children undertook were very interesting and engaging. Hands-on, practical immersive experiences encouraged deeper learning. Spending time and learning outdoors was seen as a great opportunity for the children to experience different learning environments, especially for those from inner cities, who have less access to outdoors. Through a variety of interactive activities, pupils, even the younger ones, remained engaged throughout the day. The teachers praised the inclusivity of the programmes, which allowed participation of all pupils. Activities' leaders were commended for their extensive knowledge and ability to engage with children from varied backgrounds.

Similarly to previous report, the teachers ranked highly all aspects of the programmes, indicating that they contributed to an entertaining, and at the same time very productive learning experience for their pupils. Pupils' practical experience of Celtic life, allowed them to experience what life was like, and to bring their classroom learning to life. An additional benefit to their learning was the ability to integrate the learning from the themed days with their school curricula.

2.5 Areas for improvement

As stated earlier, there were not many clear themes for improvement that emerged from the teachers' feedback. A statement repeated by several teachers is the suggestion that it would be beneficial to allow children to taste the food (bread) they made

Children would like to sample food they've made
Children wanted to eat food when bread making.

It is recognized that due to food hygiene and health and safety issues consumption of food prepared by the children is not feasible.

Food was repeatedly mentioned as an activity they would like to add

Food tasting
Food-based activity
Celtic food

Food was also a theme that emerged for improvement (although not as prominent as in the activities to add) - '*food gathering*' and '*cooking/food of Iron Age*'.

However, several comments, although not mentioned by more than one or two teachers, are worth noting, as addressing them would benefit all future participants.

- Toilet facilities and hot water
- Allowing children some time to refresh after travel, before activities start
- Rubbish disposal
- More attention to organization of younger children

2 Residential Programmes Evaluation – Pupils

3.1 Methodology

Upon arrival pupils filled a questionnaire consisting of different statements regarding their school performance, social contacts, and ability to cope with everyday problems. The pupils were asked to assess every statement using one of the three stickers – sad face (☹), indifferent face (☺) and happy face (😊). These were translated to disagree, neutral and agree (respectively).

Upon leaving the pupils were asked to evaluate the same statements and additionally, using the same measurement, to assess their stay at Celtic Harmony. 342 questionnaires were collected upon arrival and 336 upon leaving

The results of both sets of questionnaires are presented in percentage terms (%) in Table 2.

In addition the pupils were asked about their mood on arrival and before departure. The results presented in Table 3.

3.2 Results

The results demonstrate improvements in most of the aspects which pupils were asked to evaluate. The biggest improvement was in pupils' confidence – nearly 12 percentage points (pp). Another improvement was in pupils' anxiety level – reduction of over 6 pp of pupils agreeing with the statement 'I worry a lot about what might happen'. The only negative change was in pupils' perception of relationships – a small decrease of 4.77 pp in those agreeing with the statement 'I get on well with my friends and classmates'. All other statements saw increase of between 2.54 pp to 7.36 pp.

| Statement | Pre-Visit (%) | | | Post-Visit (%) | | |
|---|---------------|---------|-------|----------------|---------|-------|
| | Disagree | Neutral | Agree | Disagree | Neutral | Agree |
| I do well at school | 1.46 | 24.27 | 74.27 | 1.49 | 19.94 | 78.57 |
| I get on well with my friends and classmates | 0.88 | 16.37 | 82.75 | 1.49 | 20.54 | 77.98 |
| I am confident in my ability to do most things | 3.22 | 28.95 | 67.84 | 1.85 | 18.46 | 79.69 |
| I can work well in a team | 2.05 | 21.70 | 76.25 | 2.08 | 16.67 | 81.25 |
| I am good at solving problems | 4.69 | 39.00 | 56.30 | 3.27 | 33.04 | 63.69 |
| I felt happy most of the time | 2.05 | 22.22 | 75.73 | 0.89 | 20.83 | 78.27 |
| I worry a lot about what might happen | 36.75 | 37.05 | 26.20 | 53.43 | 26.27 | 20.30 |
| I know what to do when I get stuck | 9.97 | 34.31 | 55.72 | 7.57 | 32.81 | 59.62 |
| I enjoyed staying overnight with my classmates | - | - | - | 3.64 | 10.00 | 86.36 |
| I enjoyed learning about the past on outdoor activities | - | - | - | 0.90 | 9.25 | 89.85 |

Table 2. Pupils' pre- and post-visit evaluation of the residential experience

Overall most pupils enjoyed their residential experience. 86.36% pupils enjoyed staying overnight with their classmates, and 89.85% enjoyed learning about the past from outdoor experience.

Majority of pupils felt happy upon arrival (77.35%). And their participation in the programme led to a significant increase (of 15.3 pp) in the proportion of those who were happy upon departure.

| Mood | Arrival (%) | | | Departure (%) | | |
|------|-------------|---------|----------|---------------|---------|----------|
| | Negative | Neutral | Positive | Negative | Neutral | Positive |
| | 3.24 | 19.41 | 77.35 | 3.37 | 3.99 | 92.64 |

Table 3. Pupils' pre- and post-visit evaluation of their overall feeling

3.3 Pupils' quotes

Although the questionnaires did not collect qualitative data from children, some children wrote to Celtic Harmony following their visit. The letters indicate that the children enjoyed themselves and learned from their experience, and that the visit contributed to their wellbeing. Following are some quotes:

“Thank you so much for giving us a wonderful day out. We learnt so much our brains can't hold all the information!”

“I really enjoyed den Building because it gave me an idea of how much work it took and teamwork. When we left everyone had big smiles on their faces!”

“I loved it when we looked at all the roundhouses. Trading all the objects is something I will never forget”

“It was a beautiful place, I loved it some much, it actually felt like I was in the Stone Age. It was the best experience ever.”

“I really did enjoy the part when you make the bread because it is really fun and exciting. I have already recommended it to my friends and family.”

“My favourite part was walking through the forest because it was so peaceful ad calm and everyone was listening”

4 Conclusions and recommendations

The above evaluation of the nine themed one-day programmes and three residential programmes offered by the Celtic Harmony is based on the assessment of 431 teachers from 244 schools, who participated in different educational activities between February and November 2018. The evaluation is based on both the qualitative and quantitative data.

All programmes delivered enjoyable learning and skill-developing opportunities. The facilitators (leaders) ranked highly and the teachers found them knowledgeable and helpful. The teachers appreciated the inclusive nature of the activities, which allowed student with varied academic abilities, as well as those with special needs to participate. Teachers also mentioned that they and their students benefitted from the fact that the activities complemented, and brought to life the classroom learning.

Many of the previous years' recommendations had been implemented, and therefore, other than the recommendation of inclusion of food tasting in future activities, there were no clear emerged themes for improvements. Yet, some facilities-related recommendation were highlighted as they may be beneficial for future participants. It is recognized that some recommendations are not feasible, due to the nature of the camp. Therefore, it is recommended that a detailed explanation is provide at the time of booking and repeated on groups' arrival.

It is also recommended in order to manage teachers' and pupils' expectations, to provide clear and consistent information to the teaching regarding the consumption of food prepared by the children, explaining why this is not possible.

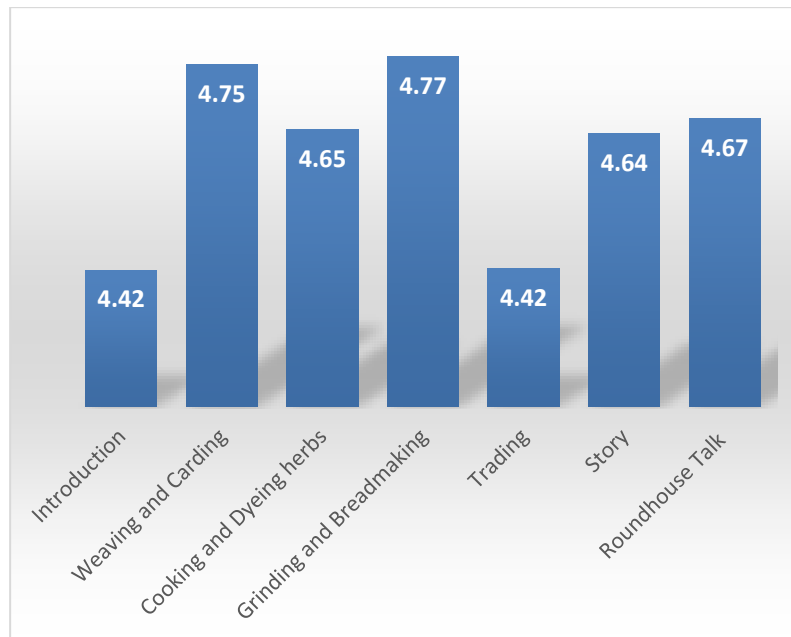
Pupils' feedback was collected only from those participating in the residential programmes. The feedback indicated that majority of children enjoyed those programmes. The pupils' well-being and confidence increased, as well as their enjoyment from interactive learning. There was a significant increase in their mood following the residential experience. However, there was a small decrease in one aspect - pupils' perception of friendships. This is worrying and needs to be explored further; however, this needs to be considered in conjunction with the fact that 86% said "I enjoyed staying overnight with my classmates".

The authors would like to thank Simra Gulzar for her support with data analysis

Appendix 1 – Evaluation by Days

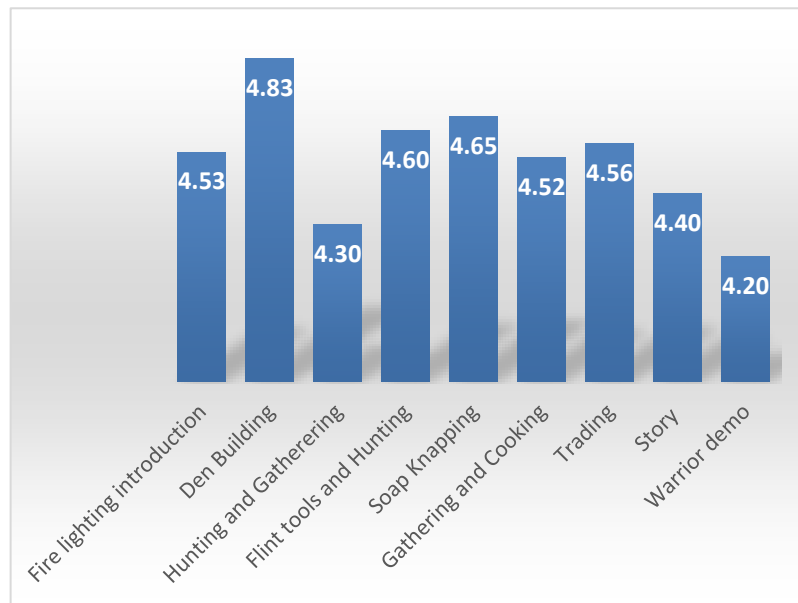
For each of the days we present one chart and one table. The day's elements were scored between 1 (lowest) and 5 (highest). The chart presents mean evaluation of each of the day's elements. The table presents mean evaluation of each of the instructors and the number of classes evaluating.

Farmers Day



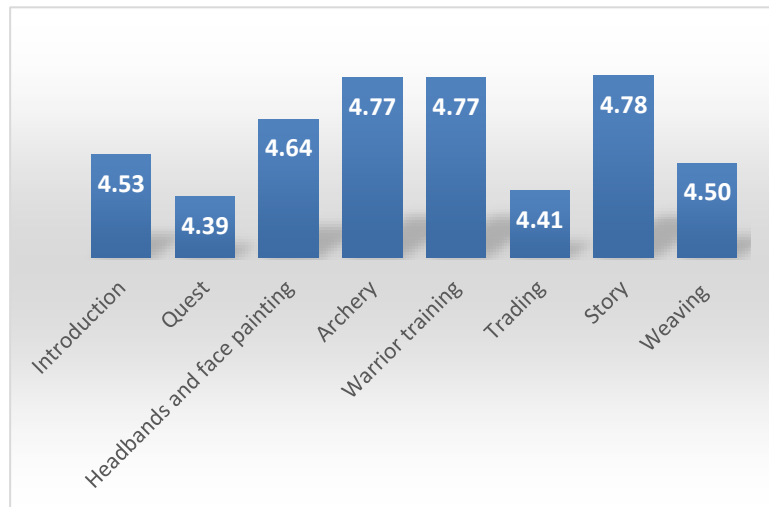
| Instructor | Mean Evaluation | Number of Classes Evaluating |
|------------|-----------------|------------------------------|
| Manachar | 4.75 | 8 |
| Arian | 5 | 8 |
| Owen | 5 | 10 |
| Enya | 4.86 | 14 |
| Kara | 4.6 | 4 |
| Ganna | 5 | 2 |
| Connor | 5 | 1 |
| Morgana | 4.75 | 8 |
| Weylin | 5 | 4 |
| Esus | 4.75 | 4 |
| Bretta | 4.7 | 10 |
| Enid | 5 | 1 |
| Aela | 4.8 | 5 |
| Maeve | 4 | 1 |

Stone Age Day



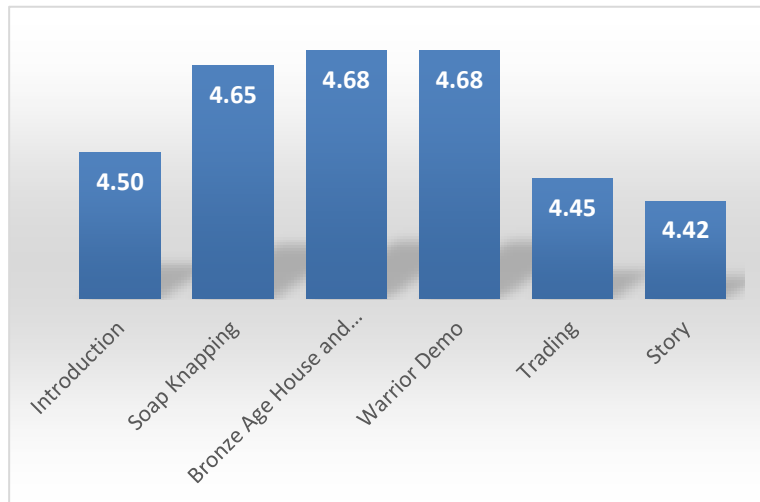
| Instructor | Mean Evaluation | Number of Classes Evaluating |
|---------------|-----------------|------------------------------|
| Manachar | 4.96 | 26 |
| Arian | 4.8 | 12 |
| Owen | 4.96 | 24 |
| Enya | 4.9 | 34 |
| Rowan/Morgana | 4.6 | 13 |
| Maeve | 4.95 | 20 |
| Kara | 4.7 | 3 |
| Ganna | 4.9 | 15 |
| Esus | 4.97 | 33 |
| Kiara | 5 | 2 |
| Connor | 5 | 4 |
| Frett | 3 | 1 |
| Aela | 4.9 | 30 |
| Enid | 4.9 | 10 |

Boudicca Warrior Day



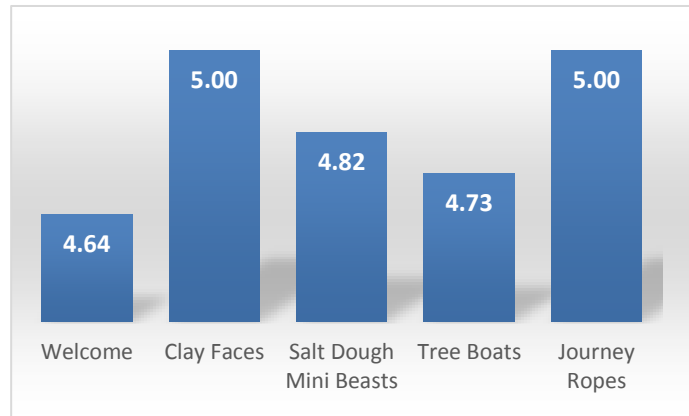
| Instructor | Mean Evaluation | Number of Classes Evaluating |
|------------|-----------------|------------------------------|
| Manachar | 4.95 | 20 |
| Arian | 4.9 | 23 |
| Owen | 4.9 | 26 |
| Enya | 4.9 | 23 |
| Lavina | 4.8 | 18 |
| Ganna | 4.9 | 15 |
| Connor | 5 | 6 |
| Kara | 5 | 2 |
| Enid | 4.8 | 13 |
| Esus | 4.9 | 21 |
| Weylin | 5 | 8 |
| Mauve | 5 | 5 |
| Aela | 5 | 5 |
| Bretta | 5 | 5 |
| Morgana | 5 | 5 |

Prehistory Day



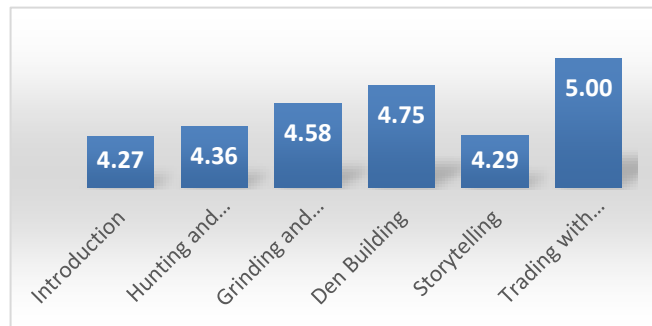
| Instructor | Mean Evaluation | Number of Classes Evaluating |
|------------|-----------------|------------------------------|
| Manachar | 5 | 7 |
| Arian | 4.6 | 9 |
| Owen | 5 | 5 |
| Enya | 4.8 | 6 |
| Kara | 4 | 4 |
| Ganna | 5 | 2 |
| Esus | 4.9 | 10 |
| Bretta | 4 | 4 |
| Connor | 5 | 5 |
| Weylin | 4.9 | 7 |
| Morgana | 4.75 | 5 |
| Aela | 5 | 3 |
| Enid | 5 | 1 |

Woodsman Day

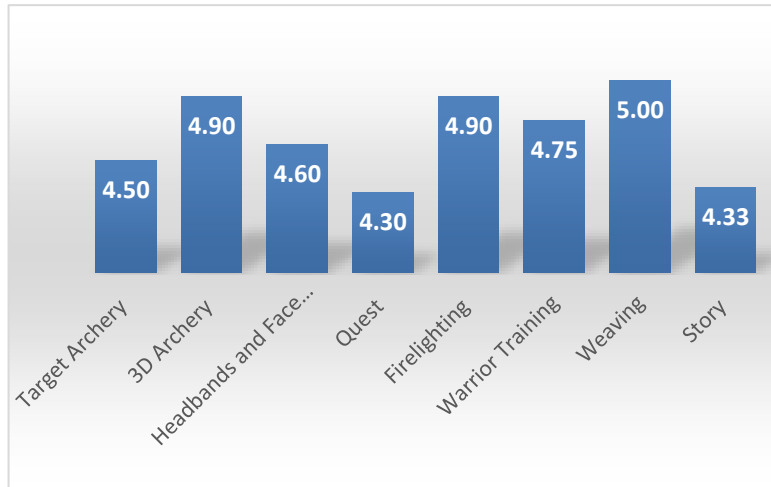


| Instructor | Mean Evaluation | Number of Classes Evaluating |
|------------|-----------------|------------------------------|
| Manachar | 5 | 2 |
| Arian | 4.6 | 5 |
| Owen | 5 | 3 |
| Ganna | 5 | 5 |
| Esus | 5 | 2 |
| Connor | 5 | 1 |

Hunter Day

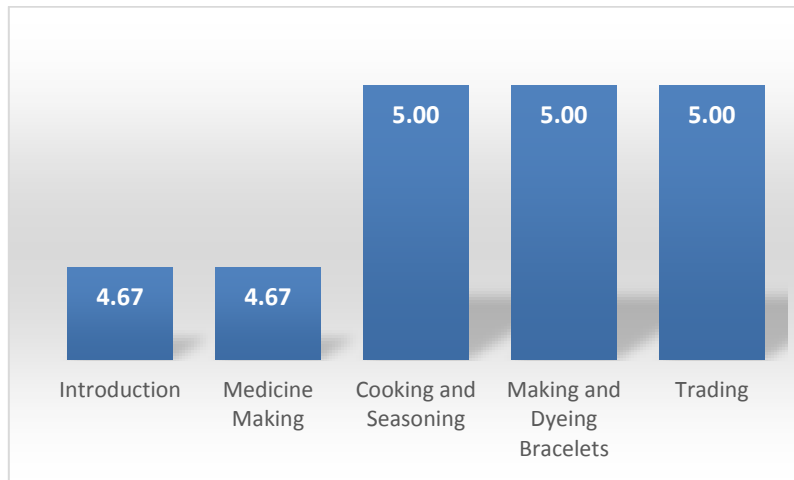


| Instructor | Mean Evaluation | Number of Classes Evaluating |
|------------|-----------------|------------------------------|
| Manachar | 5 | 2 |
| Arian | 5 | 1 |
| Owen | 5 | 4 |
| Enya | 5 | 2 |
| Kara | 5 | 1 |
| Ganna | 5 | 1 |
| Rowan | 3 | 1 |
| Maeve | 5 | 1 |
| Esus | 5 | 2 |

Chieftain Day

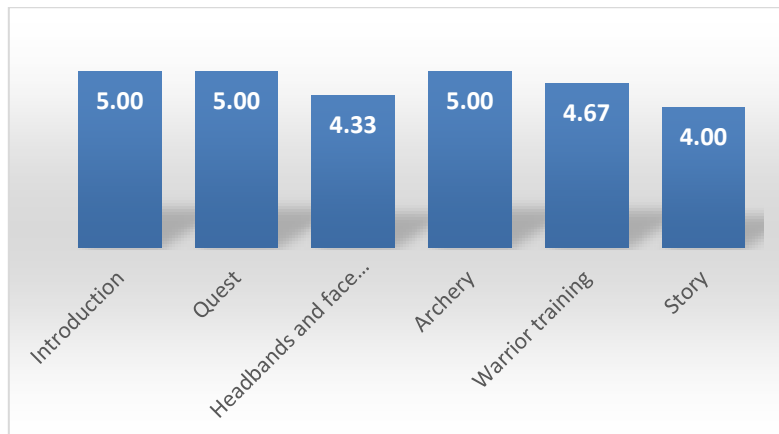
| Instructor | Mean Evaluation | Number of Classes Evaluating |
|------------|-----------------|------------------------------|
| Manachar | 5 | 6 |
| Owen | 5 | 7 |
| Enya | 5 | 9 |
| Rowan | 5 | 6 |
| Maeve | 5 | 3 |
| Ganna | 5 | 3 |
| Esus | 5 | 4 |
| Kiara | 5 | 3 |
| Enid | 5 | 2 |
| Lavina | 5 | 2 |

2.3.8 Science of Herbs Day



| Instructor | Mean Evaluation | Number of Classes Evaluating |
|------------|-----------------|------------------------------|
| Manachar | 5 | 3 |
| Arian | 5 | 1 |
| Owen | 5 | 2 |
| Enya | 4 | 1 |
| Ganna | 5 | 1 |
| Connor | 4.5 | 2 |

2.3.9 Celtic Clan Day



| Instructor | Mean Evaluation | Number of Classes Evaluating |
|------------|-----------------|------------------------------|
| Enya | 5 | 2 |
| Esus | 5 | 1 |
| Lavina | 5 | 1 |
| Enid | 5 | 1 |