



Education
Endowment
Foundation

Evaluations Guide:

EEF Recruitment Guidance
for School and Setting
Choices Projects

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Introduction

Leaders and teachers make daily, critical decisions or choices that could have important implications for teaching and learning. School/Setting Choices projects investigate research questions that centre around decisions and approaches taken at school-level (primary and secondary schools) and at setting-level (Early Years settings and 16-19 institutions). These approaches often have limited or no evidence around them, therefore, the aim of these projects is to assess the impact of the 'choice' on outcomes of interest, with particular attention paid to the impact on pupils from socio-economically disadvantaged backgrounds. These projects differ from programme evaluations that the EEF typically fund, as they do not evaluate a packaged programme or involve a delivery organisation. In School/Setting Choices projects, an evaluation team are responsible for recruiting schools, settings and participants.

This document provides information on recruiting to School/Setting Choices projects, including an outline of available EEF recruitment support, guidance on producing key recruitment documents and tips on engaging schools or settings.

Evaluators should ensure they have budgeted sufficient resources for the recruitment activities listed in this document. The budget implications of any adjustments to this work can be discussed with the EEF as needed.

EEF recruitment support

Though the evaluation team are responsible for recruiting to School/Setting Choices projects, the EEF's Programme Engagement team can provide support when needed. The evaluation team should contact their EEF programme/evaluation manager to discuss any support or guidance required.

Possible support includes:

- Promotion via EEF channels, including social media and EEF Exchange.
- Mentions in our newsletter which is sent to over 50,000 stakeholders (teachers, leaders, academics etc.)
- Promotion via the EEF networks including Research School Network and 16-19 Evidence Partnership.
- Mailouts to our database of contacts and stakeholders

All School/Setting Choices projects will have a dedicated EEF webpage (see [here](#) for an example). The **EEF search function** can be activated to profile the project when settings are looking for opportunities to engage in research projects.

Recruitment considerations

The approach to recruitment and required resources will be influenced by the evaluation design. School/Setting Choices projects typically adopt a quasi-experiment design (QED), as randomised controlled trials (RCTs) are often unfeasible or logistically impractical. Many School/Setting Choices projects rely on existing administrative data for the impact analyses and use publicly available data to identify the treatment and control groups. However, this is not always be possible. Some projects may require other methods, such as conducting a regional or national survey, to identify their research

sample. While many School/Setting Choices projects may leverage administrative data for their outcome measures, when this is not possible evaluation teams would need to liaise with schools and settings to conduct one-to-one or class-level assessments.

All School/Setting Choices projects have a scoping phase that explores the feasibility of the choice approach and the research design. Only if the proposed research questions and design are deemed feasible at the end of the scoping phase can the project proceed to impact evaluation phase. Both the scoping and evaluation phase include implementation and process evaluation (IPE) research questions, which adopt a mixed methods design. IPE activities typically include surveys, focus groups and interviews and involve recruitment of schools or settings.

The purpose and burden of recruitment activities can vary from project to project, depending on whether the treatment and control schools can be identified using administrative data and whether primary data collection is required for the impact analysis. The main purposes for recruiting schools, settings or individual participants to the School/Setting evaluations typically include: i) Identifying treatment and control schools for the impact evaluation; ii) scoping phase research activities (e.g. piloting for outcome measures or IPE data collection); iii) impact evaluation research activities (e.g. outcome data collection or IPE data collection).

The evaluation team should outline their recruitment strategy during the scoping phase using the template provided in **Appendix A**.

The following information provides guidance on recruiting settings for School/Setting Choices projects and particularly those that take a QED approach. Projects that are recruiting schools for a RCT design, please refer to the **main EEF recruitment and retention guidance**.

Producing recruitment documents

Evaluation teams are responsible for developing the documents required to recruit schools, settings, or participants to the project. The content of the recruitment document should be tailored to the required recruitment activity. The timeline for ethical approval for the project should be considered when planning the timeline for production of these documents.

Key recruitment documents

As mentioned in the recruitment considerations section, all School/Setting Choices projects have a scoping phase and, as outlined above, some will have an impact evaluation phase. Different sets of recruitment documents need to be produced for each phase of the project to reflect the design and activities that schools/ settings will be participating in. Recruitment documents for both the phases are drafted by the evaluation team and reviewed by the EEF before they are finalised.

1. School/ Setting Information Sheet

This document summarises the purpose and content of the project. It will be uploaded to the project's EEF webpage and shared with schools or settings as a source of information on the project. Details on the information to include can be found in the checklist provided in **Appendix D**.

Evaluators may choose to include additional information, such as details on ethical considerations. However, they should keep in mind that the document should be no longer than three pages. Consider linking to further information found on the project webpage if necessary.

2. Memorandum of Understanding (MOU)

Depending on the nature of the research question and evaluation design, an MOU may or may not be necessary. An MOU is only necessary if the project analyses data that is not already publicly available. If the project plans to use data that is not administrative or publicly available, then schools or settings identified would need to sign an MOU to confirm that they agree to the terms of the study and wish to participate in the project. It is a more detailed document than the school/setting information sheet, setting out the expectations and responsibilities for settings and the evaluation team. The purpose is for all parties to have an agreed understanding of what the project involves, who is responsible for what, how and when the data will be collected and processed, along with information on safeguarding practices. A checklist is available (**Appendix D**).

3. Parent/carer information sheet and withdrawal form

This document is only relevant and required for projects that use pupil-level data that is not already publicly available. For example, for projects requiring primary data collection of assessment data or IPE data from pupils. This document serves to inform parents/carers about their child's involvement in the study.

Opt-out consent is not a valid legal basis under the General Data Protection Regulation (GDPR) (please see article 6 (1) for personal data and article 9 (1) for special categories of personal data). However, under GDPR, all data subjects have the right to object to the processing of their personal data (article 21, GDPR). Therefore, parents or legal guardians – and/ or, where appropriate, pupils – should always be given the opportunity to withdraw their child's (or, if applicable, their own) data from processing, this window to withdraw is usually two weeks, but they can withdraw at any points of the study

For participants who are 16 years or older, they themselves should be given the right to object to data processing, rather than their parents. The information about the trial and data processing procedure can be drawn directly from the school/setting information sheet and the MOU, to ensure that parents are clear about how their children's data will be used in the evaluation.

If students' outcome data were to be shared with settings on an individual level as an incentive for recruitment or for any other reasons, parents should be informed of the sharing and how the results will be used. This could also include a link to the Privacy Notice if this is published online. A checklist is available in **Appendix D**.

4. Privacy Notice

This document is critical to demonstrating compliance with the GDPR and the Data Protection Act 2018. Evaluators should draft this document when decisions on what type of data are to be collected have been made. The privacy notice can either be shared as a separate document with schools and settings before signing the MOU or put online and referenced in the project information sheets, as well as the MOU.

For the impact evaluation phase, it is important that the privacy notice (and other recruitment documents) include information about if and how the data will be stored in the EEF Data Archive at the end of the evaluation, and how the data may be used from that point forward. A statement that evaluation teams can adapt to their specific project is provided on page 5 of the [EEF data protection statement](#). Data from participants other than pupils is usually not archived, unless it's part of a primary outcome. However, for programmes with intermediate teacher outcomes that are core in the theory of change, the archiving of teacher level data should be considered and outlined in the privacy notice.

If individual pupil/participants results were to be shared with settings, the evaluators' privacy notice should include reference to the GDPR stating that the data sharing meets requirements of GDPR (article 13): Information to be provided where personal data are collected from the data subject. Alternatively, settings can inform parents about sharing and usage of their children's data by sending them the weblink to their settings' standard privacy notice stating that this sharing meets the requirements of GDPR (article 14): Information to be provided where personal data have not been obtained from the data subject. This will need to be done within one month of obtaining the data (see article 14 i(2)(f) and (3)(a)). A checklist is included in **Appendix D**.

5. Data sharing agreement

A data sharing agreement (DSA) should be considered if there are personal (e.g. teacher/ parent contact details) or non-personal information (e.g. school/setting names and classes) that may be shared between the evaluation team and other stakeholder teams (e.g. MATs). Evaluators should draft this document, and data can only be shared between parties involved when this agreement has been signed. A checklist is available in **Appendix D**. While DSAs are not reviewed by the EEF, evaluators should submit a final, signed copy of the DSA to the EEF for record-keeping.

6. Frequently asked questions document

Evaluators should think about potential questions settings may have. By pre-empting potential questions and concerns, evaluators can address these in their recruitment resources (e.g., information sheet, webpage etc.). Questions around the evaluation design and GDPR should be expected. Visit **this webpage** on the EEF website for some example questions and answers.

Surveys and incentives

Using surveys

If a survey forms part of the scoping phase design, note that the EEF often commission several Choices projects concurrently, within the same subject area and phase of education. This means multiple evaluators may plan to administer surveys to similar audiences at the same time.

To reduce the risk of market saturation or survey fatigue leading to low response rates:

- Share your intended survey timeframe with the EEF as early as possible.
- The EEF will check for overlap with other Choices projects and may recommend adjustments to timing, target geographical regions, or opportunities to collaborate or combine surveys across projects.
- Consider aligning incentives with what other projects are offering. EEF will share this information.

Given the likelihood of multiple surveys running simultaneously, it is also important to ensure consistency and fairness in incentive structures across projects. The following section provides guidance on setting and managing incentives for surveys and other data collection methods.

Setting incentives

When designing incentives for surveys or other data collection activities, it is important to consider the target audience/education phase, the effort required to complete the activity and the perceived benefit of participation.

The following key questions may be helpful to think through:

- What activity should be incentivised?
- Who should receive the incentive?
- What form/type should the incentive take? (see below table for examples)
- If a monetary incentive is used, what amount would be appropriate?
- How should it be structured and delivered?
- If a monetary incentive is used, when and how frequently should payments be made?
- Could there be any unintended consequences?

General Considerations

Effort required

- Incentives should reflect the level of effort or time required.
- Example: If school staff must distribute and manage pupil surveys, the incentive should be higher than if only a headteacher is asked to complete a short survey.

Target phase

- The value and structure of incentives may differ by setting type.
- In large 16–19 institutions, setting-level incentives may have less impact.
- In smaller early years settings, incentives may be more valued and necessary.

Perceived benefit of participation

- If the perceived benefit of the evaluation is low or unclear, incentives should help make participation more attractive and worthwhile.

Considerations by Data Collection Method

Method	Key Considerations
Case studies	Incentive should reflect time commitment, number of interviews, and participants involved. Incentives are typically offered at the setting level.
Interviews	Amount should correspond to interview length and participant seniority.
Focus groups	Consider preparation time, group size, and session duration.
Surveys	The main determinant is completion time. The benchmark below assumes a 15–20-minute survey. If a project involves multiple surveys within a setting (i.e. headteacher, teacher and pupil), it may be worth considering higher incentives amounts at the setting level.

Incentive Types

Type	Description
Voucher	Commonly provided via Love2Shop or equivalent. Distributed upon completion of the activity.
Cash	May be offered where appropriate but ensure compliance with organisational policies.
Prize draw	For example, five respondents win a £100 voucher. Must comply with the Gambling Act (2005).
Resources	Books, stationery, or other useful materials sent directly to the setting after participation.

Benchmark Incentive Amounts

Activity	Benchmark Incentive
Survey	£20
Case study	£100 - £250
Focus group	£150 – £300
Interview	£50

Note:

- Payments over £30 may be subject to VAT. These should be framed as cost contributions rather than “thank you” payments.
- Incentives below £30 can be referred to as thank you payments.
- There are typically no incentives offered to parents or pupils on EEF projects.

Timing of incentive delivery

- Incentives should normally be provided after the completion of the activity (e.g. once a survey is submitted or interview concluded).
- Clear communication about when and how incentives will be delivered helps maintain trust and engagement.

Engaging schools and settings

When deciding who to target in settings, evaluators should consider who the decision makers are i.e., who will make the decision to participate in the project, who can provide accurate information on key decisions, particular for survey completion, and who would need to sign the MOU. This might be the head teacher, senior leader, or subject lead.

Once this has been decided upon, it is crucial to compile a contact list prior to launching recruitment. Consider how you will want to contact these stakeholders and ensure you have the relevant contact details (e.g., address, email, phone number). You will need to contact stakeholders several times before they engage; cold emails or letters will not be successful on their own.

Evaluators will need to use a range of strategies, and adapt their messaging to different audiences, considering why the project might be of interest to them, in addition to how best to reach them.

Approaches to engaging settings

Some strategies evaluators might consider include:

Using key advocates: These advocates might include multi-academy trusts, local authorities, school improvement teams, teaching school alliances, teacher education providers and universities. Again, it is crucial to compile a contact list of these stakeholders prior to launching recruitment. There is no single approach to acquiring contact details. Teams may choose to sign-up to a database (e.g., SPIRIT database) or search the internet for available contact information, such as **Directors of Children’s Services**. They may also explore their existing database to identify relevant stakeholders or ask colleagues within their organisation to provide contact details where possible.

Email: Teams should take time to compile a list of email contacts. Ideally, this should be the decision maker in the setting, rather than a generic email address. Where possible, personalise email communications. Emails should always include a call to action and teams should expect to email settings more than three times to get a response. Exemplar email copy can be found in **the Appendix**.

Posted materials: Though expensive, a mailout can support recruitment to a project. Material should be eye-catching, simple and have a clear call to action. For example, a simple leaflet with a QR code to the

survey coupled with personalised letter. This might be sent to all settings in a particular region where engagement is particularly low. Exemplar letter copy can be found in **the Appendix**.

Snowball approach: Ask early sign-ups to share the project with their networks. This has proven successful in previous projects. Teams haven't found it necessary to incentivise this, however, have stressed that building a relationship with settings prior to asking for support is essential.

Events: Evaluators may promote the project at conferences organised by other organisations. Regional meetings of headteachers may be a good opportunity for reaching a key audience.

Social media: Teams may use their organisation's social media account to promote the project or develop a project specific account. Sites might include X, Instagram, Facebook, or LinkedIn with options for general posts, sponsored ads, posting in subject specific groups. Exemplar social media posts can be found in **the Appendix**.

Press: Teams may choose to get their project promoted in the press. This should be coupled with tapping into warm contacts and utilising key contacts.

Phone calls: Phone calls should not be the main contact method as they are time consuming and have not proven to be the most effective approach in the past. They might be used to follow up with settings that have not responded or settings who have expressed interest, in order to discuss next steps. Teams should consider the time of day when calling and track the phone calls made.

Information video: Evaluators may choose to pre-record and circulate an information video. This may include an overview of the project, what being involved might mean for participating settings, any benefits and responses to frequently asked questions. This is an example of a video created to promote a previous trial: **Maths Champions, a no-cost, one year programme to support children in early years settings**.

Webpage: Evaluators must also develop a webpage for the project. This is a requirement for the EEF, and we will link to this on our own webpage for the project. At the very least, there needs to be a clear section of a webpage that is easy for schools to navigate to. We expect the webpage to have:

- A clear summary of what the project is , with reference to EEF funding
- Which settings are eligible
- Links to more information/ recruitment documents, e.g. setting information sheet
- How to find out more / sign up.
- The EEF will also have a dedicated webpage for every project.

Tips for engaging settings in surveys

If surveys are a part of the evaluation design, some considerations include:

- Create a dissemination plan prior to launching the survey, including contingency plans if the response rate is low in the early stages.
- Avoid relying solely on generic school administrative contact information, particularly when targeting senior leaders in schools and settings (see above on engaging key advocates).

- If providing an incentive, make this obvious in all communications.
- Utilising unique survey links enables responses to be reviewed in a structured manner and facilitates targeted follow-ups. The same applies to utilising QR codes for survey link sharing. However, a generic survey link enables wider dissemination, such as via newsletters and social media. Consider having both from the outset or beginning with one of these approaches and having the other as back-up option if the response rate is low, only if suitable for your project.
- Consider the length of the survey. Schools and senior leaders are busy and are unlikely to spend an excessive amount of time completing a survey, particularly given that they receive such requests on a frequent basis. The incentive should reflect the demand of the survey, i.e., the administrative burden it puts on settings.
- Consider the survey's accessibility, i.e., can it be started and then finished at a later point, can it be completed on a mobile device, are clear instructions given at the beginning, are all the questions strictly necessary.
- Consider the timing of the survey launch, paying careful attention to the school calendar. Evaluators should avoid launching surveys just before holiday periods, or during exam periods (May-June). Staff may have additional capacity post-exams, particularly in the secondary context. September and October is a particularly busy time in the 16-19 phase.
- Any follow-up communication for non-response should be planned carefully. Relying on administrative staff in settings to pass on surveys is unlikely to yield positive results. Emails should be carefully planned and timed (Mondays and Fridays have been found to show most promise in terms of response).
- Evaluators should be aware that offering financial incentives for survey participation may increase the risk of responses from bots or fraudulent participants, and appropriate measures should be taken to detect and mitigate this risk.

Note that it will be necessary to continually reflect on the approach to targeting settings throughout the recruitment period. Evaluation teams may need to adapt their strategy if it is not working effectively.

Appendix A – Recruitment strategy template

Recruitment Strategy Template 25/26 (for School/Setting Choices QEDs)

1. Recruitment purpose

Please select the purpose of recruiting schools/settings from the below:

- Identify treatment and control schools/settings
- Scoping phase research (e.g. interviews/focus groups/surveys)
- Impact evaluation phase research (e.g. interviews/focus groups/surveys)
- Other: please specify _____

2. Key recruitment activities and sequencing

Please describe key recruitment activities and how they will be sequenced throughout the recruitment period

Include:

- Order and timing of outreach
- Specific activities (e.g. “mailout to all secondary schools in target LAs by 10 Oct”)
- Coordination across channels (e.g. mailout followed by phone call/email)

3. Please describe your recruitment team and how recruitment activities will be resourced

Include:

- Details on level of experience recruiting to methodologies proposed and on what scale
- Team structure, number of FTEs and relevant expertise
- Staff roles and responsibilities, especially for admin processes (EOIs, MOUs, follow-ups)
- Use of external support (e.g. marketing firms, trainers, comms consultants)

3. Foreseen recruitment challenges and mitigation strategies

Please describe any potential recruitment challenges and how you will address them

- Identify barriers or risks (capacity, reluctance, time consuming, etc.)
- Specify mitigation strategies

4. Recruitment targets and eligibility

- Minimum and optimal number of settings
- If relevant: targets for priority areas, setting types, etc.
- Target areas, including Local Authorities (LAs)
- Eligibility criteria for settings and individuals
- Data demonstrating the size of the eligible pool
- Reference any caps or limits (e.g., no more than X% from any one LA)

5. Target contacts and plans for engagement

Provide:

- Specific roles planning to contact (e.g., Headteacher, SLT, Department Lead)
- Tailored strategies for decision-maker engagement
- Details of existing contacts or partnerships in target areas

- Outline any actions you plan to take to build new contacts/relationships (e.g. “webinar hosted in partnership with LA advisor”, “outreach to regional maths hubs”)
- Steps for eligibility checking
- Assigned staff roles for each stage of the process

6. Promotional materials and information resources

Describe:

- Type and format of promotional material (e.g., flyers, FAQs, videos)
- Channels and platforms used (print, email, website, social)

Appendix B - Project information sheet template

EEF LOGO/ EVALUATOR LOGO

NAME OF PROJECT

SUPPORTING IMAGE

Overview (80 words)

Give a snapshot of the programme and why participation is valuable.

XXX is partnering with the Education Endowment Foundation and XXX to evaluate ...

This study aims to ...

This is an exciting opportunity for your setting to ...

Participating will support ...

EXAMPLE:

The Hanen Centre is partnering with the Education Endowment Foundation (EEF) and NatCen to evaluate Learning Language and Loving It. This programme aims to support nursery workers to help young children to build their language and social skills. The trial will assess the impact of Learning Language and Loving It on children's language, communication, and socio-emotional development, aged 3-4 years in early years settings. This is an exciting opportunity to access professional development for your staff, for free!

Who is running the project?

Give a brief overview of the evaluation team's organisation

EXAMPLE: The Hanen Centre is a non-for-profit charitable organisation that develop programmes that aim to promote children's language and literacy development during everyday activities. They have designed the Learning Language and Loving It programme. The Centre for Social Research (NatCen) is a not-for-profit social research organisation. They will be independently evaluating the impact of Learning Language and Loving It.

What does the study involve? (80 words)

Describe what the study involves for the school in simple language (e.g., what will students be doing, what will staff be doing - time commitment, training, professional development).

The study involves...

Leaders will ...

Teachers will ...

Students will ...

EXAMPLE: This professional development programme trains early years practitioners in strategies that help all children build language and social skills. For example, strategies that encourage children to initiate and engage in conversational interaction, which can be woven into everyday activities. Training will be delivered through group sessions, alongside individual video reflections. Nursery leaders need to provide a key contact to work with NatCen to support the evaluation and commit to engaging staff in the training as well as the evaluation activities.

Eligibility (50 words)

Bullet point the eligibility criteria in few words.

To participate, settings must meet the following criteria:

- Setting type
- Age/Year
- Regions
- Participation in others project

Appendix C - Survey and interview invitation templates

The following exemplar social media posts, email, and letter copy provides evaluators with ready-to-use templates for engaging settings in surveys or interviews. They should be adapted as needed to suit the target audience and project requirements.

SURVEYS

Email copy

Subject Line: Share your insights: EEF-funded research on attendance incentives in colleges

Dear [Recipient's Name],

XXX are inviting college leaders to take part in an EEF-funded research project exploring the use of attendance-related incentives in colleges. Your insights will help us understand how different strategies impact student attendance and engagement.

What is the research about?

This project aims to gather valuable perspectives from college leaders on the effectiveness of attendance-related incentives. By completing a short survey, you will contribute to research that seeks to inform future policies and best practices for improving student attendance in post-16 education.

Who can take part?

We are looking for college leaders from eligible institutions to share their experiences and views on attendance strategies. Your input will help shape future initiatives that support student engagement and retention.

The survey should take no more than [X] minutes to complete, and your participation will provide essential evidence to guide future policy and practice in this area.

Click [\[here\]](#) to complete the survey.

Thank you for your time and contribution to this important research.

Letter copy

[Your Organisation's Name]

[Your Organisation's Address]

[City, Postcode]

[Date]

[Recipient's Name]

[Recipient's College Name]

[Recipient's College Address]

[City, Postcode]

Dear [Recipient's Name],

We are inviting college leaders to take part in an EEF-funded research project exploring the use of attendance-related incentives in colleges. Your insights will help us understand how different strategies impact student attendance and engagement.

What is the research about?

This project aims to gather valuable perspectives from college leaders on the effectiveness of attendance-related incentives. By completing a short survey, you will contribute to research that seeks to inform future policies and best practices for improving student attendance in post-16 education.

Who can take part?

We are looking for college leaders from eligible institutions to share their experiences and views on attendance strategies. Your input will help shape future initiatives that support student engagement and retention.

The survey should take no more than [X] minutes to complete, and your participation will provide essential evidence to guide future policy and practice in this area.

You can complete the survey by visiting [survey link] or scanning the QR code below:

[Insert QR Code]

If you have any questions or would like further information, please do not hesitate to get in touch at [your contact information].

Thank you for your time and contribution to this important research.

Follow-up email copy

Subject Line: Reminder: Share your insights on attendance incentives in colleges

Dear [Recipient's Name],

I wanted to follow up on our recent invitation to take part in an EEF-funded research project exploring attendance-related incentives in colleges. Your insights are incredibly valuable in helping us understand how different strategies impact student attendance and engagement.

If you haven't yet had the chance to complete the short survey, there's still time to take part. It should take no more than [X] minutes, and your contribution will help shape future policies and best practices for improving student attendance in post-16 education.

You can complete the survey here: [Insert Survey Link]


We greatly appreciate your time and input. If you have any questions or need further information, please feel free to reach out.

Social media posts

Twitter (X):


 College Leaders – We Need Your Insights! 

We're researching attendance-related incentives in colleges & would love to hear from you. Take our short EEF-funded survey & help shape future policies!


 Complete it here: [Insert Survey Link]

#EducationResearch #CollegeAttendance #EEF

LinkedIn:

 Calling all college leaders! We're conducting an EEF-funded research project on attendance-related incentives in colleges. Your insights will help us understand how different strategies impact student attendance & engagement.

We'd love for you to take a short survey (just [X] minutes) to contribute to this important research.

 Complete the survey here: [Insert Survey Link]

Your input will help shape future policies and best practices. Thank you for your time!

#EducationResearch #CollegeLeadership #StudentAttendance #EEF

Facebook:

 College Leaders – We Need Your Help! 


We're inviting college leaders to take part in an EEF-funded research project on attendance-related incentives in colleges. Your insights will play a key role in understanding how different strategies impact student engagement and attendance.

- ✓ The survey takes just [X] minutes to complete.
- ✓ Your input will help shape future education policies.
- ✓ Click here to take part: [Insert Survey Link]

Thank you for your time and support!

#EducationResearch #CollegeLeadership #StudentSuccess #EEF

Instagram (Story/Post):

 College Leaders – Your Insights Matter!

We're running an EEF-funded research project on attendance-related incentives in colleges and need your help! Take a short [X]-minute survey to share your views and contribute to shaping future education policies.

🔗 Click the link in our bio to take part!

#EducationResearch #CollegeAttendance #StudentEngagement #EEF

INTERVIEWS

Email copy

Subject Line: Share Your Insights – EEF Research Interviews on Attendance Incentives

Dear [Recipient's Name],

We are inviting college leaders to take part in an EEF-funded research project exploring the use of attendance-related incentives in colleges. Your insights will help us understand how different strategies impact student attendance and engagement.

What's involved?

We are conducting short interviews with college leaders to gather experiences and perspectives on attendance incentives. The interview will take approximately [X] minutes and can be scheduled at a time convenient for you.

Why take part?

- ✓ Contribute to important research that will inform future policies and best practices.
- ✓ Share your experiences and insights on attendance strategies in colleges.
- ✓ Help shape initiatives that support student engagement and success.

If you are interested, please sign up here: [Insert Sign-Up Link]

Alternatively, feel free to reply to this email, and we'll be happy to arrange a time that works for you.

Thank you for your time and support—we greatly appreciate your contribution to this important research.

Letter copy

[Your Organisation's Name]

[Your Organisation's Address]

[City, Postcode]

[Date]

[Recipient's Name]

[Recipient's College Name]

[Recipient's College Address]

[City, Postcode]

Dear [Recipient's Name],

We are reaching out to invite you to take part in an EEF-funded research project exploring attendance-related incentives in colleges. As a college leader, your insights are invaluable in helping us understand how different strategies impact student attendance and engagement.

What's involved?

We are conducting short interviews with college leaders to gather their experiences and perspectives. The interview will take approximately [X] minutes and can be scheduled at a time convenient for you.

Why take part?

- ✓ Contribute to research that will help shape future education policies.
- ✓ Share your experiences and insights on attendance strategies in colleges.
- ✓ Help inform best practices to support student engagement and success.

If you would like to take part, you can sign up here: [Insert Sign-Up Link] or scan the QR code below:

[Insert QR Code]

Alternatively, please feel free to contact us at [Your Contact Information] to arrange a time for your interview.

Thank you for your time and contribution to this important research.

Social Media Posts

Twitter (X):

 College Leaders – We Want to Hear from You! 

We're conducting an EEF-funded research project on attendance-related incentives in colleges & are inviting leaders to take part in short interviews.

Your insights will help shape future policies! Interested? Sign up here: [Insert Link]

#EducationResearch #CollegeLeadership #EEF

LinkedIn:

 College Leaders – We Need Your Insights!


We're conducting an EEF-funded research project exploring attendance-related incentives in colleges. We are looking for college leaders to take part in short interviews to share their experiences and perspectives.

- Interviews will take approximately [X] minutes.
- Your insights will help shape future policies and best practices for improving student attendance.
- Sign up here: [Insert Link]

We'd love to hear from you—thank you for your support!

#EducationResearch #CollegeLeadership #StudentAttendance #EEF

Facebook:

 College Leaders – Can You Help?

We're inviting college leaders to take part in EEF-funded research interviews about attendance-related incentives in colleges.

- ✓ Interviews take around [X] minutes.
- ✓ Your insights will directly inform future policies and best practices.
- ✓ Interested? Sign up here: [Insert Link]

We'd love to hear from you—thank you for your time!

#EducationResearch #CollegeLeadership #StudentSuccess #EEF

Instagram (Story/Post):

 College Leaders – We Want to Hear from You!

We're running an EEF-funded research project on attendance-related incentives in colleges and are inviting leaders to take part in short interviews.

 Share your experiences! Your insights will shape future education policies.

 Sign up here: [Insert Link]

#EducationResearch #CollegeAttendance #StudentEngagement #EEF

Appendix D - Recruitment document checklists

Memorandum of understanding checklist

<i>Project Overview</i>	
To include	Further details
What is the study?	What are we trying to find out? (e.g., the impact of x on x)
Project team description (e.g. who are the grantee)	
Aims of the evaluations	Top level aims of the evaluation
Eligibility criteria	
How does my setting benefit?	Include incentives (for control and/or intervention settings as applicable) and costs where applicable
Why this design?	Remove for QED designs
The research team and independent evaluation	Details of the evaluation team and details of the evaluation (how many settings involved, what measures we are collecting)
Logos for the evaluation and the EEF	
Project timetable	What will happen when
Data protection	
Summary of data protection policy and GDPR compliance	
Link to privacy notice relevant to the project And/ or privacy notice attached (not generic policy)	
Legal basis for processing personal data under GDPR/ DPA 2018	If 'legitimate interest', specify what actual interest the evaluator has in processing data for the evaluation, and refer to the legitimate interest assessment conducted
Legal basis for processing special categories of personal data (if any used) under GDPR/ DPA 2018	
Data processing roles (e.g., evaluator – most likely data controller, developer – joint data controller or data processor)	
Data processing purposes	
Parties with access to data	

(all the parties the data will be shared with, and the purpose of sharing)	
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Data sharing checklist

To include:	Further detail
What the privacy notice aims to do	
What data will be collected and for what purposes	
What is the lawful basis for processing personal data and, separately, any special data (if used)	
Explicit reference to data subjects' legal rights according to GDPR, and how their individual rights are being protected	
All parties with access to this information, and for what purposes	
Data retention: how the data will be stored, for how long and for what purposes	Mention storage in the EEF archive at the end of the evaluation. Data protection statement. Privacy notice for EEF data archive.
International transfer: whether any personal information will be transferred outside of EEA	
Who to contact with a query or complaint (ICO and contact information for each team)	

Privacy notice checklist

To include:	Further detail
What the privacy notice aims to do	
What data will be collected and for what purposes	
What is the lawful basis for processing personal data and, separately, any special data (if used)	
Explicit reference to data subjects' legal rights according to GDPR, and how their individual rights are being protected	
All parties with access to this information, and for what purposes	

Data retention: how the data will be stored, for how long and for what purposes	Mention storage in the EEF archive at the end of the evaluation. Data protection statement. Privacy notice for EEF data archive.
International transfer: whether any personal information will be transferred outside of EEA	
Who to contact with a query or complaint (ICO and contact information for each team)	

Parent information sheet checklist

To include:	Further detail
Brief description of the project	
What's involved in the evaluation	Describe the randomisation design, what their child will be expected to do and when
How the data will be processed and stored	Include after the end of the evaluation
Explain that they do not need to act if they are happy for their child to participate	
Opportunity to withdraw	Signature, name, date
Link or attached privacy notice	
Contact details	



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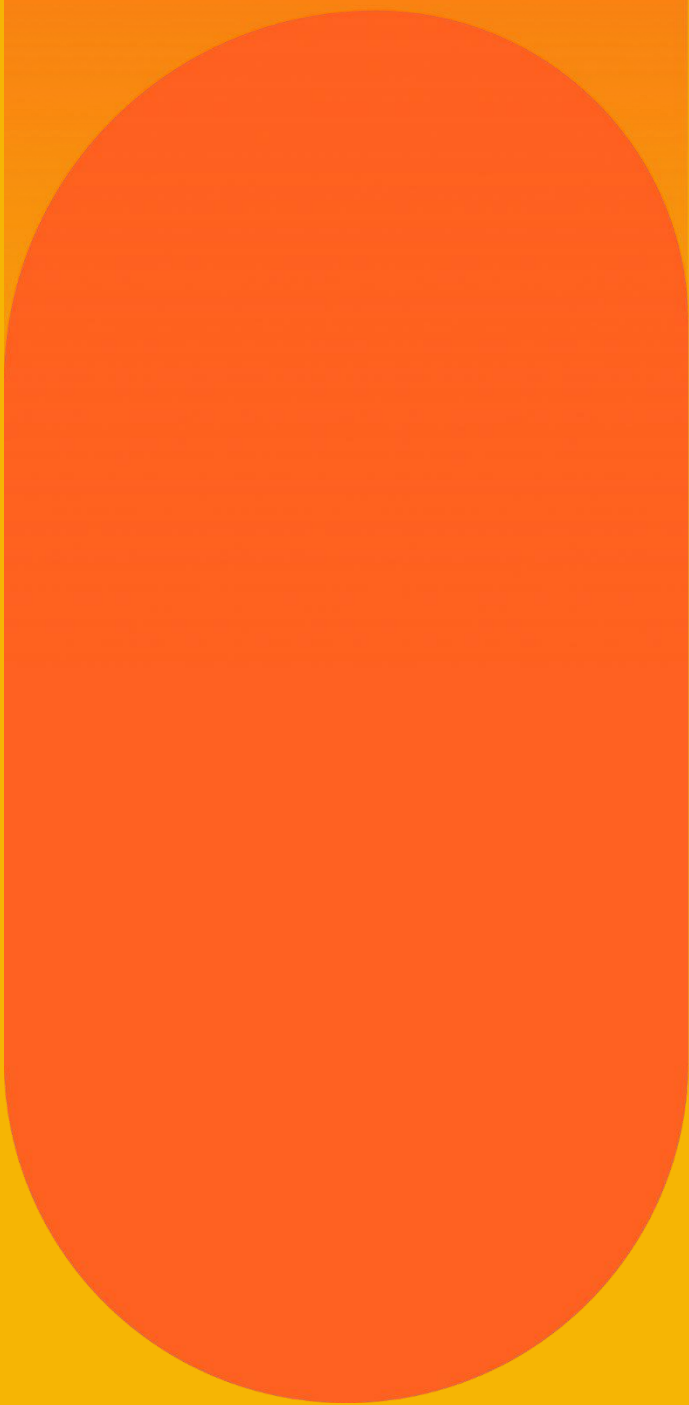
About us

We're an independent charity dedicated to breaking the link between family income and educational achievement. We do this by making sure that the education sector has trustworthy and actionable information about how to improve teaching and learning. This is why we're evidence obsessives.

We build it. We develop, evaluate, and scale-up programmes and approaches that aim to boost outcomes for socio-economically disadvantaged children and young people.

We summarise it. We look at the whole global evidence base to find out what we already know about improving teaching and learning.

We put it to use. We help the education sector to use evidence in ways that really make a difference



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