RE.M.I.D.A Join Staff Training

Event – JSTE EVALUATION

REPORT

RE.M.I.D.A. project

Erasmus+ KA2 Strategic Partnership (2019-1-IT02-KA204-063171)

Renewed Models for the Inclusion of Disadvantaged Adults

Author: Inercia Digital

Date: 10 May 2022

Result no.: C1_R2

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1. INTRODUCTION

The C1 JSTE was held in December 2021 and was organized online due to the circumstances caused by the pandemic, under the guidance of Inercia Digital, which made the Moodle platform available and prepared it so that the sessions could be conducted efficiently.

The training event, lasting five days, with days 1, 3 and 5 common to all partners and days 2 and 4 at the organizations themselves to conduct practical activities and test the knowledge gained, totalling about 46 hours, and will involve 30 people.

Each organization has involved operators/trainers involved in the inclusion of disadvantaged adults (with the exception of AGENFAP, which will participate with only one trainer, and the Consorzio Ro.Ma. with only one trainer/operator and an expert in monitoring and evaluating training activities).

TRAINING OBJECTIVES AND SCHEDULE: Practitioners and experts will share and acquire skills related to the following areas:

- use of the LSP model to understand the well-being and distress of the over-45s with disadvantage;
- integrated assessment methodologies and tools, and
- implementation of guidance pathways from a systemic inclusion perspective.

The contents of the course were defined during the implementation of O1/A4 activities, however, thanks to the discussion activities that were carried out among the partners during the proposal design phase, it is possible to identify 3 thematic areas of training addressed during the days of the event and which can be described as follows:

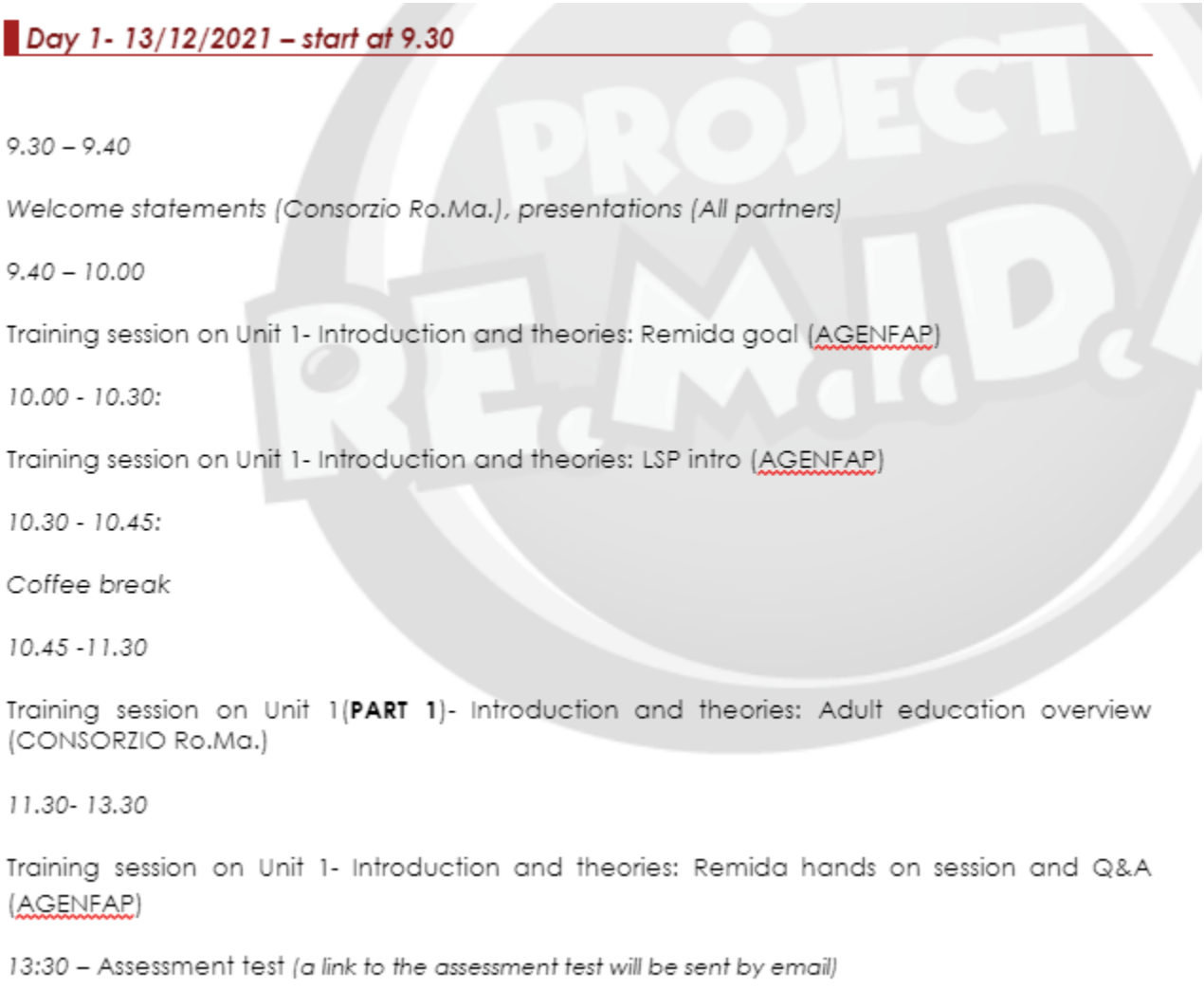
1. CONSOLIDATED METHODS OF ADULT EDUCATION: sustainable times and methods, non-formal education, etc.;
2. LEARNING ASSESSMENT: methodologies and tools for the assessment of informal/non-formal skills from an integrated perspective. How to use the LSP to identify and recognize the non-formal competencies of adults. Practical exercises;
3. ORIENTATION COURSES: Training and labour orientation courses - methods and techniques for social and labour inclusion. How to use the LSP in orientation courses.

At the end of each day, a 1-hour session for the evaluation of the training was planned. It involved the participants by collecting feedback through the use of questionnaires.

After completing the JSTE training course, tangible results were produced: C1/R1 “Training event” and C1/R2 “Evaluation report based on feedback”.

2. DAY 1

The first day opened with a brief introductory session that addressed the key points of the RE.M.I.D.A. project and the LSP Methodology. The objective was to better understand and carry out the sessions with basic and deepen information about the project and the methodology to be implemented. In the figure below, a summary of the day's proceedings:



Day 1- 13/12/2021 – start at 9.30

9.30 – 9.40

Welcome statements (Consorzio Ro.Ma.), presentations (All partners)

9.40 – 10.00

Training session on Unit 1- Introduction and theories: Remida goal (AGENFAP)

10.00 - 10.30:

Training session on Unit 1- Introduction and theories: LSP intro (AGENFAP)

10.30 - 10.45:

Coffee break

10.45 -11.30

Training session on Unit 1(**PART 1**)- Introduction and theories: Adult education overview (CONSORZIO Ro.Ma.)

11.30- 13.30

Training session on Unit 1- Introduction and theories: Remida hands on session and Q&A (AGENFAP)

13:30 – Assessment test (a link to the assessment test will be sent by email)

Figure 1: Agenda of Day 1

- 2.1 EVALUATION OF FIRST SESSION

Generally, the evaluation of each session was conducted at the end of each day.
The first day of training marked a high level of qualification by all participants.
In particular, participants had to answer 3 questions:

- Which are the main theories related to LSP?

- Which are the key principles and concepts of adult education and learning?
- Which are the activities led by the EU in order to increase the participation of adults in education and training?

Participants obtained a really satisfying score: 100% of correct answers on the second and third questions, and an 87% on the first question.

This demonstrates, on the one hand, the capacity of the organizations designing the training and, on the other, the clarity of the training methodology developed for the project. The quality of the materials was a very useful support for the development of the activities carried out; in particular, participants appreciated the clarity and consistency between the materials and the objectives of the training.

The goals set in this training course were also achieved due to the effectiveness of the teaching methods, which enabled the involvement of the participants and fostered a positive and productive relationship between facilitator and participant.

3. DAY 3

During the third session, more practical points were discussed that addressed the key points of creating and developing a workshop with the LSP methodology. Previously created good practices between countries were also shared to better understand the context of each country. In the figure below, a summary of the day's proceedings:

Day 3- 15/12/2021 – start at 9.30

9.30 – 10.00

Training session on Unit 1 (**PART 2**) - Unit 1- Introduction and theories: Adult education overview Adult Education (HOU)

10.00 - 11.00

Training session on Unit 3 - Remida workshop design: Open discussion for the evaluation of the session done (AGENFAP)

11.00 - 11.15:

Coffee break

11.15 -12.15

Training session on Unit 3 - Remida workshop design: The design process (AGENFAP)

12.15- 13.00

Training session on Unit 3 - Remida workshop design: Remida hands on session and Q&A (AGENFAP)

13.00 – 13.30

Training session on Unit 3 - Remida workshop design: best practice (INERCIA DIGITAL)

13:30 – Assessment test (a link to the assessment test will be sent by email)

Figure 2: Agenda of Day 3

- 3.1 EVALUATION OF THIRD SESSION

The third day of training also marked a high level of qualification on the part of all the participants. Participants had to answer 3 questions:

- The design process is based on:

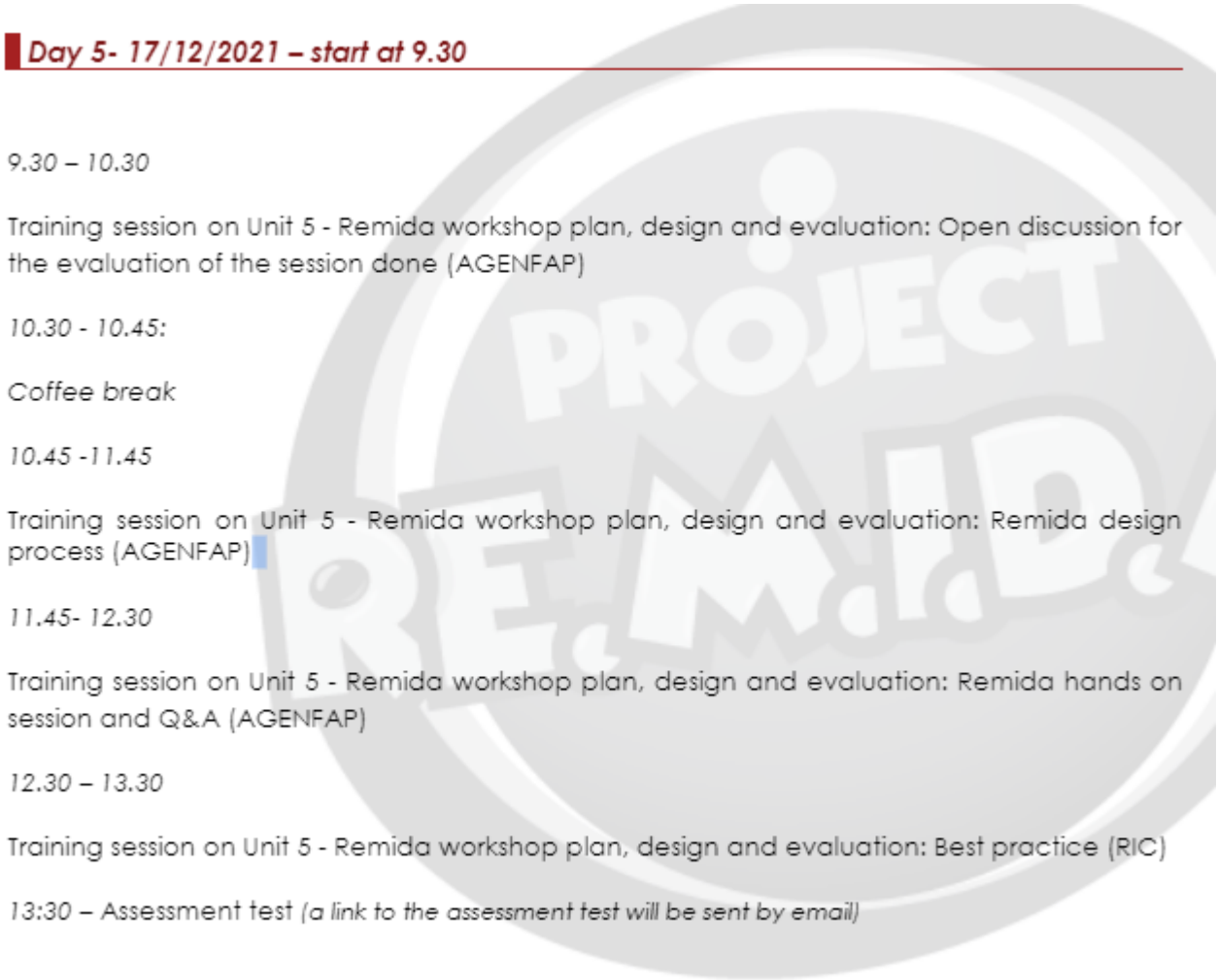
- The objective of the best practice in the penitentiary center in Granada (Spain) is:
- Regarding the best practice of the Diversity Youth Manager (Inercia Digital) project, the objective is to improve employability... but of what target?

A positive rate of 94.1% was obtained for the second and third questions, and the first question 88.2% of correct answers.

As in the first session, this demonstrates, on the one hand, the ability of organizations to understand the design process and to absorb information about good practices in other countries. We can also say that the quality of the materials was of great importance in the development of the activities carried out.

4. DAY 5

During the fifth and final session, practical points addressing the key points of creating and developing a workshop with the LSP methodology were also discussed, with an emphasis on evaluating the workshops that each partner has conducted individually in their organizationAs in the previous session, good practices prior created among different countries were shared to better understand the context of each. Training session on Unit 5 - RE.M.I.D.A. workshop plan, design and evaluation: Open discussion for the evaluation of the session done. In the figure below, a summary of the day's proceedings:



Day 5- 17/12/2021 – start at 9.30

9.30 – 10.30

Training session on Unit 5 - Remida workshop plan, design and evaluation: Open discussion for the evaluation of the session done (AGENFAP)

10.30 - 10.45:

Coffee break

10.45 -11.45

Training session on Unit 5 - Remida workshop plan, design and evaluation: Remida design process (AGENFAP)

11.45- 12.30

Training session on Unit 5 - Remida workshop plan, design and evaluation: Remida hands on session and Q&A (AGENFAP)

12.30 – 13.30

Training session on Unit 5 - Remida workshop plan, design and evaluation: Best practice (RIC)

13:30 – Assessment test (a link to the assessment test will be sent by email)

Figure 3: Agenda of Day 5

- 4.1 EVALUATION OF THIRD SESSION

The fifth day of training also marked a high level of qualification by all participants.They had to answer 3 questions.

- Which of the following is NOT a core adult learning principle?

- Which of the following is NOT correct? The adult learning cycle has four steps which are the following:
- Which of the following is correct? The ASSIMILATOR learning style is about
- Which of the following is correct for the DIVENGER learning stype? A Diverger is....
- The VAK Model is about ...

A correct rate of 85.7% was obtained in the first and third questions, 95.2% in the second and fourth questions, and finally a 100% correct answer in the last question.

As in the rest of the sessions, and can serve as a conclusion regarding the qualifications, this demonstrates, on the one hand, the interest and ability of the organizations to understand the content related to the RE.M.I.D.A. project and the LSP Model, and to absorb the information imparted on good practices in other countries. We can also say that the quality of the materials was of great importance for the development of the activities carried out.

5. SATISFACTION REPORT

After completing the course, Inercia Digital uploaded a satisfaction form to the Moodle platform so that the participants could evaluate their level of satisfaction with the course. It is summarized as follows:

- 5.1 LEVEL OF SATISFACTION RELATED TO TRAINING EVENT

This satisfaction form was completed by all the participants from the different organizations that make up the project, and was divided into 3 parts:

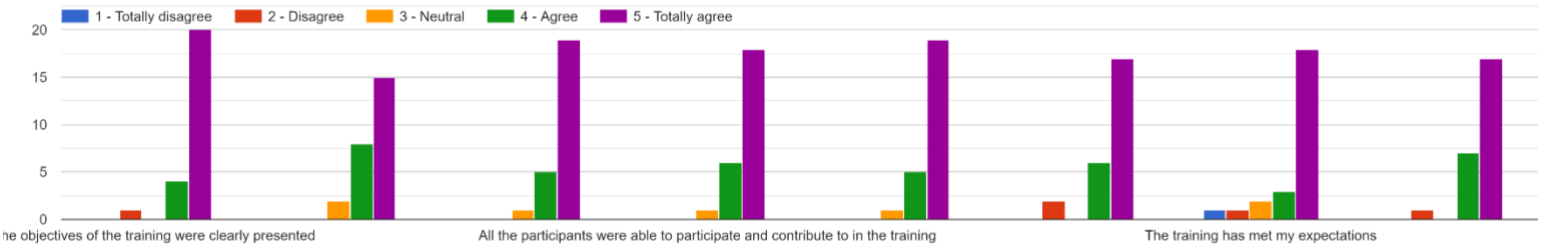
1. 5.1.1 OVERALL EVALUATION OF THE TRAINING

Here the participants had to choose one of the following answers:

1. Totally disagree
2. Disagree
3. Neutral
4. Agree
5. Totally Agree

The questions were the followings:

- The objectives of the training were clearly presented
- The training methodology was effective to achieve the stated objectives.
- The training was well organized in terms of hosting platform and distribution of time among synchronous and asynchronous sessions.
- All the participants were able to participate and contribute to the training.
- I was able to participate and contribute in the training.
- All queries were solved and all questions were answered.
- The training has met my expectations.
- Overall, I'm satisfied with the methodology of the training.



In this graph we can see how, in general terms, the satisfaction of all the participants was quite good in all the aspects mentioned above, where most of the participants chose the option ''agree'' and ''totally agree'', although we can observe some marks in ''disagree'' or ''totally disagree'', that is why these participants left the following comments explaining the reason for their vote:
''C1 was not completely in the line with project objectives'' and *''First of all, there was too much theoretical inputs (e.g. explanations what andragogy means), secondly, I think the LSP methodology was promoted instead of RE.M.I.D.A. methodology presented.''*

The second important part of the satisfaction form was: *"Please describe the main contributions of the training event for your professional development"*

Here we observe that the comments were quite positive and useful for the professional development of the participants, for example we can see comments such *as ''I can adapt parts of the methodology for my therapeutic sessions (I am a psychologist) with my patients and clients. I say adapting, because as it is, it would not work with all kinds of people that I meet, some having special needs or hard time recognizing their own feelings and thoughts, but this methodology can certainly be helpful to those too, if used and adapted to their needs.''* or *''It was difficult for me to imagine that with some lego bricks you could draw such interesting conclusions ... then I am sure that we will carry out different dynamics with the LSP model''*

Finally, the last part of the satisfaction form was: "*Please write here any additional comments that you would like to add."*

We receive positive messages of great interest, where we can *select ''It was really unfortunate the event had to be held online, however I still enjoyed it!''* or *''I think we should promote RE.M.I.D.A. methodology instead of LSP methodology (which is registered, trademarked and payable - I fear we will be in some kind of breach of copyright laws).''*

6. CONCLUSION

In conclusion, the training event has been well organized, despite the difficulties and unexpected aspects of the online modality. The content taught and the activities, both individual and group, covered the topics addressed and were aligned with the objectives of the project. The answers and comments of the satisfaction form serve to know that the course participants will use this methodology in an efficient way with the users of their organizations in order to empower them personally and benefit both in their personal and professional lives.