



O1-A2 PR.E.S.T.O. TRAINING NEEDS ASSESSMENT TEST

Activity	O1-A2
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OVERVIEW

We collected 43 answers to the assessment test, from Italy, Spain, Greece and Poland. The sample was mainly composed by VET mobility project designers (55,4%) and mobility operators (39,9%) and 84% of the respondents had previous experiences with people with ID. Most of them report to have worked with people with ID.

It is interesting to note that in the field of international mobilities involving people with ID, participants expressed the greatest interest in understanding the role of social environment in an internship involving ID learners (89% very interested, 11% partially interested) and in how the internship must be practically organized when involving ID learners (77% very interested, 33% partially interested and 4% not interested). Meanwhile, financial (53% very interested, 38% partially interested and 9% not interested) and logistic (62% very interested, 29% partially interested and 9% not interested) issues seem to be the topics less interesting for VET providers. Finally, the topic related to staff requirements could be considered as a relatively interesting topic, if referring to organization of the internship and social environment, but more interesting than logistic and financial issues (69% very interested, 27% partially interested, 4% not interested).

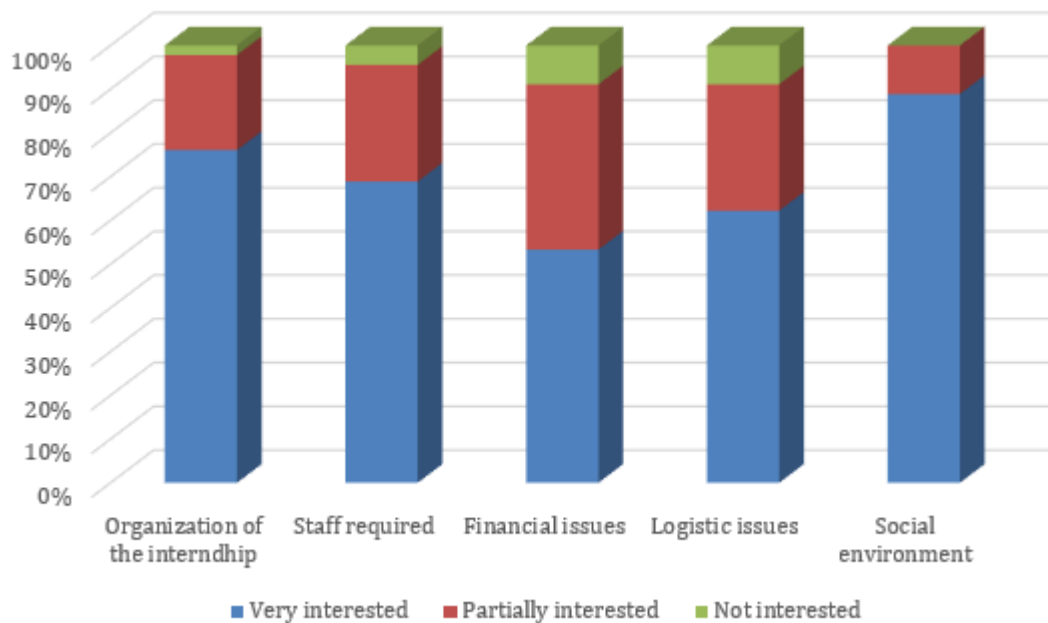


Figure 1: percentage of interest in international mobilities involving ID learners



DETAILED RESULTS

QUESTION 1: WHAT IS “EASY READING” WHEN SHARING MOBILITY INFORMATION WITH ID LEARNERS?

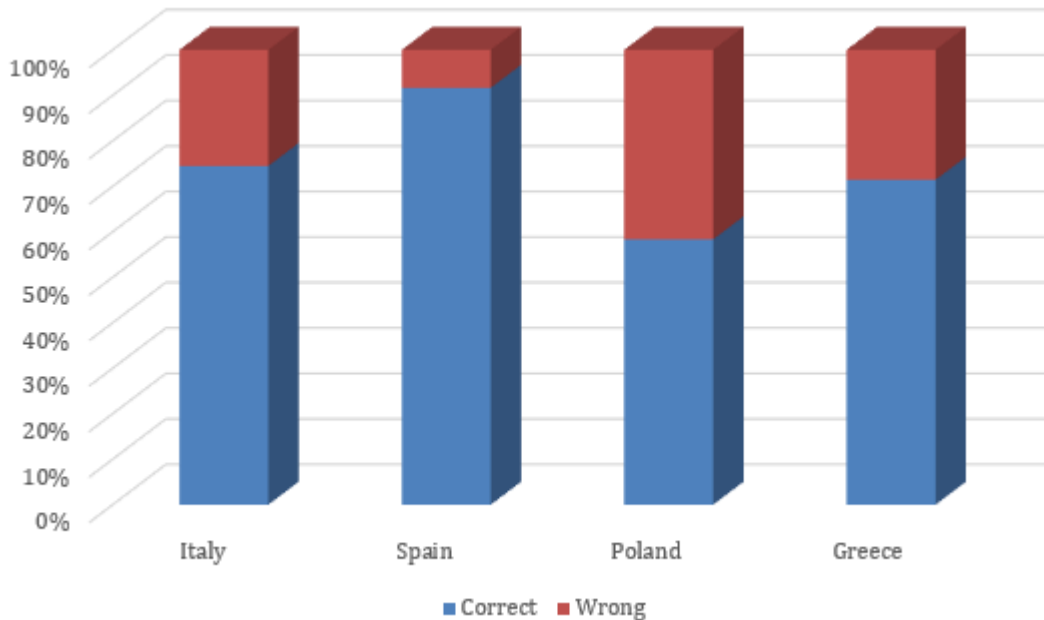


Figure 2: number of wrong and correct answers divided per country

Results description

As we can see most of participants scored right answer (69,8%; To use easy-to-read language that makes concepts or words accessible so that they can be understood by everyone).

QUESTION 2: IS IT NECESSARY TO COMPLETE THE EUROPASS MOBILITY CERTIFICATE ALSO FOR ID LEARNERS?

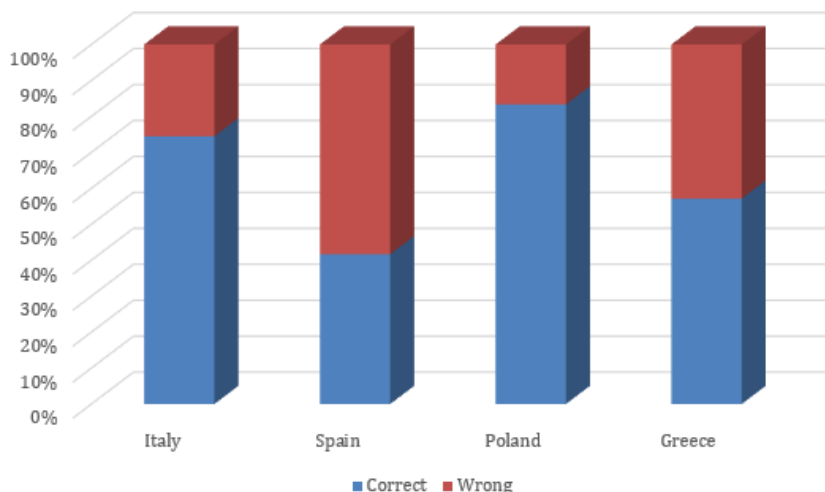


Figure 3: number of wrong and correct answers divided per country



Results description

More than half of the participants (60,5%) scored the right answer: “It is recommended”. As notable from the graphic, subjects from Poland scored the best results in question 2.

QUESTION 3: HOW WOULD YOU BUILD A GROUP FOR AN INTERNATIONAL MOBILITY INCLUDING AN ID LEARNER?

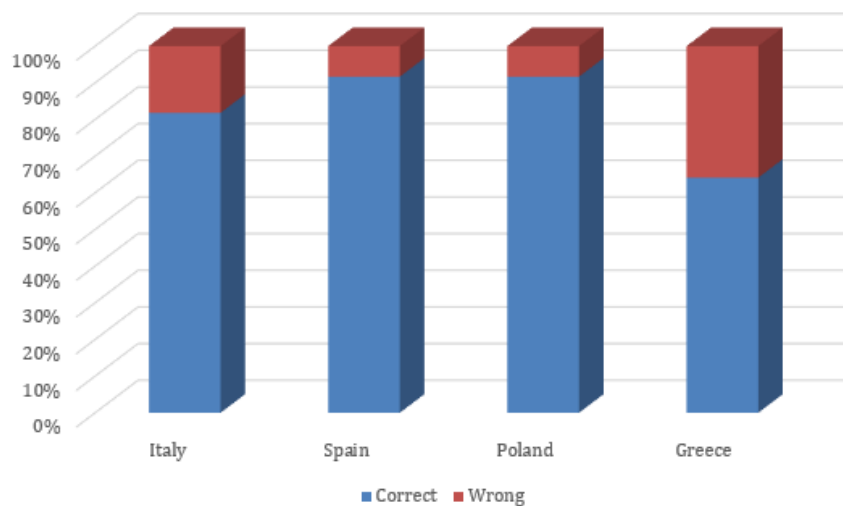


Figure 4: number of wrong and correct answers divided per country

Results description

About the totality of participants scored high percentage of correct answer (81%): “A group is built including both people with and without ID, including an accompanying person”.

QUESTION 3A: HOW WOULD DO YOU ORGANISE THE TUTORING OF THE ID LEARNER DURING HIS/HER MOBILITY ABROAD?

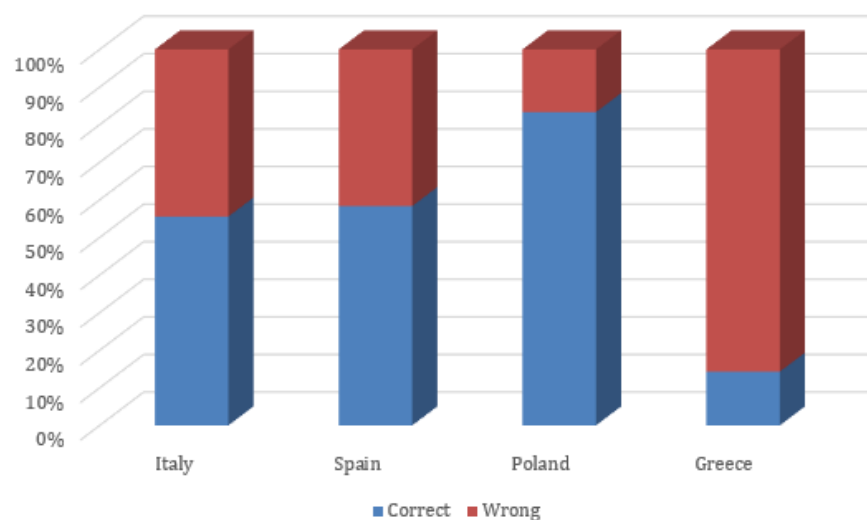


Figure 5: number of wrong and correct answers divided per country



Results description

In this case, participants from Poland and Spain significantly scored better results than other participants from Italy and Greece. Overall, the percentage of correct answers is 48%.

QUESTION 3B: HOW WOULD DO YOU ORGANISE THE TUTORING OF THE ID LEARNER DURING HIS/HER MOBILITY ABROAD?

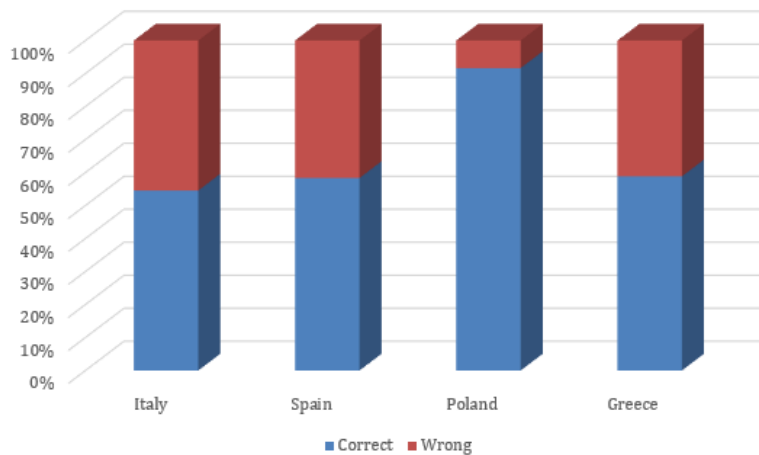


Figure 6: number of wrong and correct answers divided per country

Results description

More than half of all participant scored correct answer (65,1%): “The accompanying tutor's presence on the place of the internship decreases during the mobility”.

QUESTION 4: ACCORDING TO YOU, WHAT IS THE MOST RELEVANT CRITERION WHEN SELECTING AN ID LEARNER FOR AN INTERNATIONAL MOBILITY?

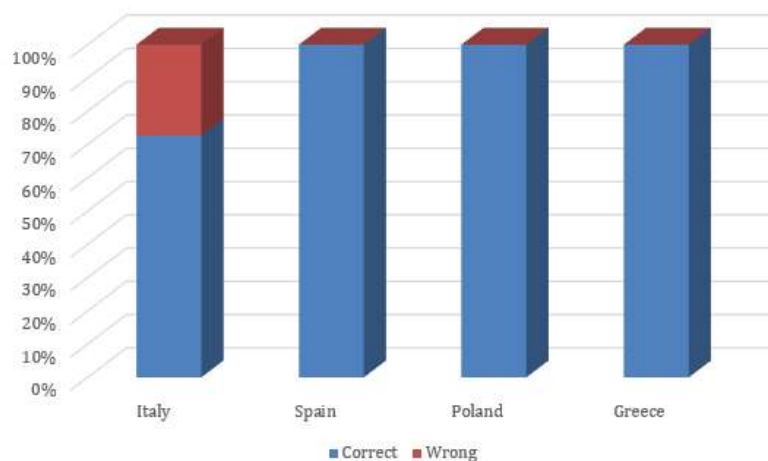


Figure 7: number of wrong and correct answers divided per country

Results description

Referring to question 4, the majority of participants scored the best results (90,7%), selecting the correct answer: His/her personal autonomy and motivation.



QUESTION 5: HOW WOULD YOU INVOLVE THE FAMILY OF THE ID LEARNER INVOLVED IN THE INTERNATIONAL MOBILITY?

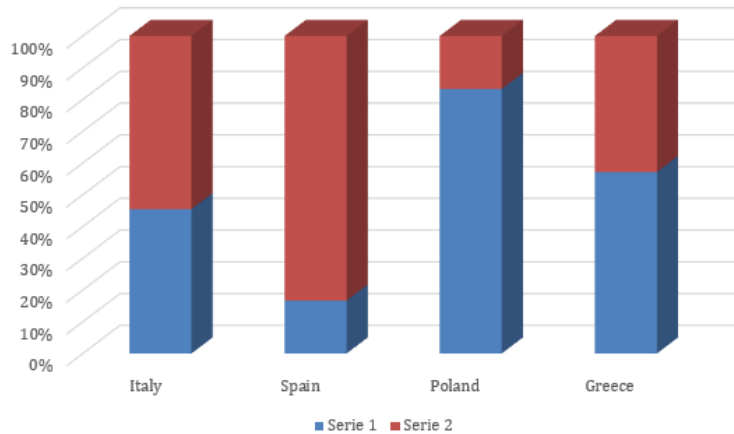


Figure 8: number of wrong and correct answers divided per country

Results description

Referring to question 5 only 41,9% of participants chose right answer: “You share the project with the family at the beginning and give them feedback at the end of the mobility”.

QUESTION 6: HOW WOULD YOU MANAGE THE COMMUNICATION AMONG THE COMPANY TUTOR AND THE ACCOMPANYING TUTOR?

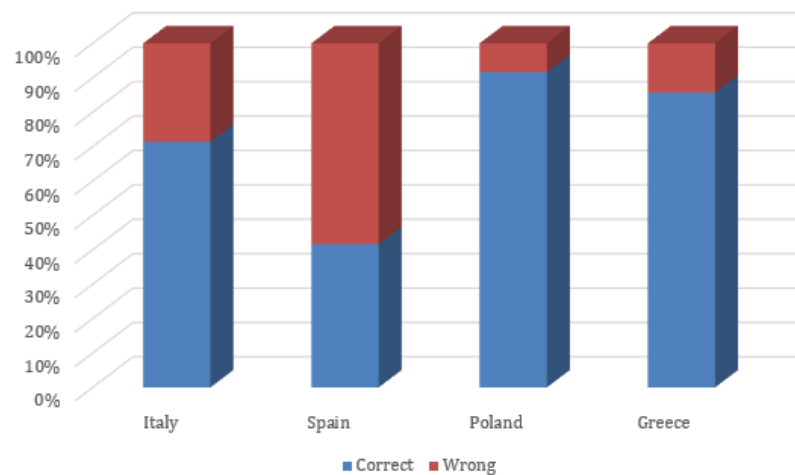


Figure 9: number of wrong and correct answers divided per country

Results description

65,1% of total participants chose the correct answer: “On a regular basis mutually agreed by the tutors (according to their availability)”.



QUESTION 7: HOW WOULD YOU ASSESS THE SKILLS GAINED BY AN ID LEARNER DURING HIS/HER MOBILITY ABROAD?

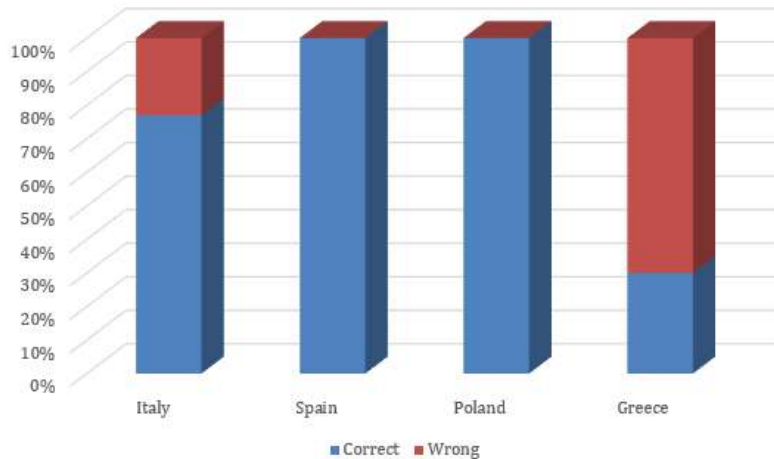


Figure 10: number of wrong and correct answers divided per country

Results description

Almost all participants (excluding Greek respondents, possibly because the assessment of skills and competences follows different procedures?) obtained a good score. The overall percentage of correct answers is 81,4%.

QUESTION 8: HOW WOULD YOU SUPPORT THE ID LEARNER/S AFTER THEIR MOBILITY ABROAD, ONCE THEY ARE LOOKING FOR A JOB?

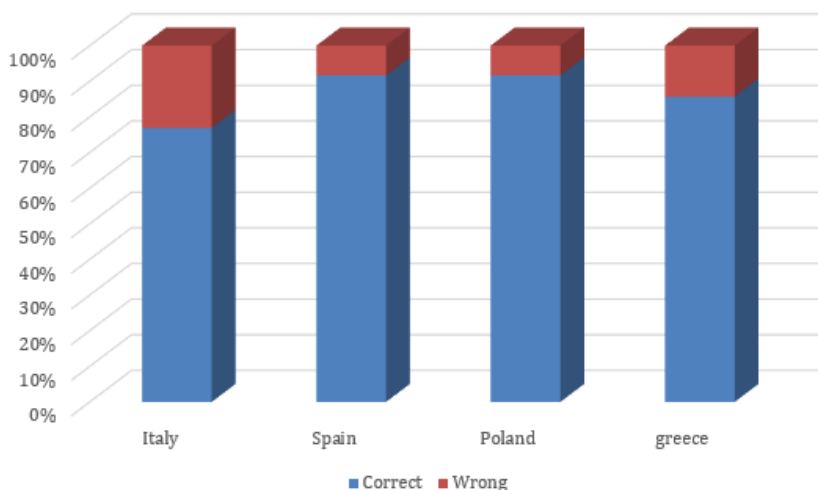


Figure 11: number of wrong and correct answers divided per country

Results description

Overall, all participants scored good results (83,7%), answering correct way: “All of the above”.



QUESTION 9: HOW WOULD YOU HELP THE ID LEARNER TO IDENTIFY THE SKILLS ACQUIRED DURING HIS/HER MOBILITY?

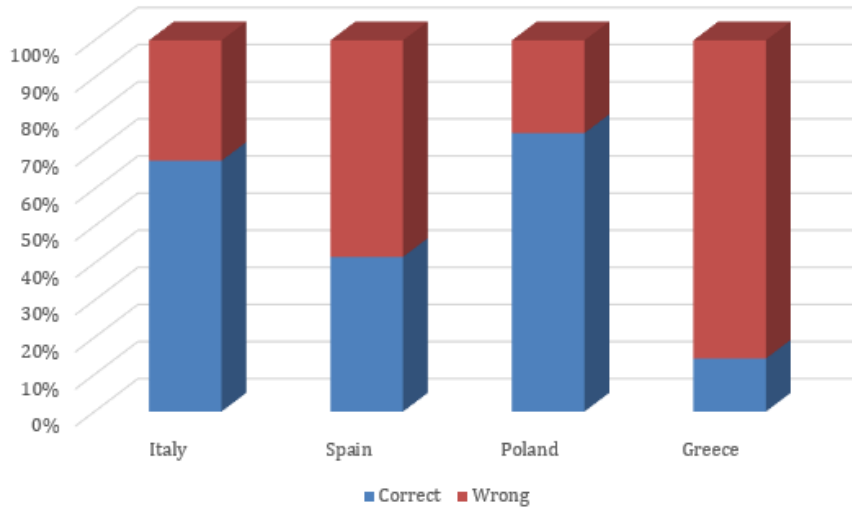


Figure 12: number of wrong and correct answers divided per country

Results description

Generally, the score to the last question was slightly under the average score: 46,5%.



OVERALL CONCLUSION

As highlighted in previous paragraphs, the lowest scores resulted in question 3a (HOW WOULD YOU ORGANISE THE TUTORING OF THE ID LEARNER DURING HIS/HER MOBILITY ABROAD), 5 (HOW WOULD YOU INVOLVE THE FAMILY OF THE ID LEARNER INVOLVED IN THE INTERNATIONAL MOBILITY?) and 8 (HOW WOULD YOU HELP THE ID LEARNER TO IDENTIFY THE SKILLS ACQUIRED DURING HIS/HER MOBILITY?), respectively with the wrong answers percentage of 48%, 41,9% and 46,5%. If compared with other results, these scores are significantly lower, suggesting to give more importance to the related topics during the training course.

According to the results of the test, these areas need a major focus during the course:

- Organisation of the tutoring process;
- How to involve ID learners' families
- How to help ID learners in identifying those skills acquired during the mobility