



# **O1.A2.: PR.E.S.T.O. TRAINING COURSE FOR VET PROVIDER – JSTE REPORT**

## **PR.E.S.T.O.: PROMOTING PEOPLE WITH DISABILITY TRANSNATIONAL MOBILITY**

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## INTRODUCTION

The aim of this JSTE is to provide partner staff members (VET mobility project designers) with knowledge and new skills on how to design and organize a mobility project involving people with ID. These new skills and knowledge will represent a professional update for all participants. This JSTE will be preparatory to the organization of PR.E.S.T.O.'s Pilot (O1- A3) and Blended Student Mobilities (C2-C7).

The Joint Staff Training Event was held face to face in Seville between 29<sup>th</sup>, 30<sup>th</sup>, 31<sup>st</sup> of March and was introduced with the participation of all partners on 18<sup>th</sup> of March. This preliminary online meeting gave everyone the possibility to know each other, share training course module, content, methodologies, and the agenda of each session. When in Seville, participants (3 trainers and 9 VET mobility project designer) had the possibility to meet in person for the first time, but most importantly to work together face to face.

During the first day, AIPD (expert partner in ID learner mobility) exposed the group what a VET operators must keep in mind when designing and preparing the mobility with Id Learners. During the second session day, AIPD, INCOMA and Cap Ulysse explained the group what operators should do during and after the mobility, as well as the financial arrangements when involving ID learners during mobility. Last day dealt with the monitoring and evaluation of mobility experience. Cap Ulysse shared with the group tools and methodologies for granting the mobility experiences a high-quality level and outcome. Also, the expert partner displayed everyone the best practices in the field of ID learner mobility. As last activity of day 3, SGP provided partners instructions on how to create and share videos, that will be useful for O2. During day 3, participants had the opportunity to live in person one of the successful experiences of mobility. Indeed, the group got to know ID learners at “Campeones” a restaurant in Seville, where people with ID have the opportunity to work, make new experiences and be independent from all points of view. Each daily session ended with a plenary discussion and an evaluate session. At the end of the training course, Consorzio Ro.ma. send participants an online form evaluating training satisfaction. The evaluation focused on training activities, quality of materials, teaching methods and acquisition of learning objectives.

The evaluation of the training days and the results of the satisfaction survey are presented below.



## DAY 1

During the first day, the main module dealt with the strategic key points of ID learner mobility and the rules for designing transnational mobility paths. In particular, AIPD explained the group:

- who can take part to the mobility,
- ID learner needs,
- How to get a successful experience at the workplace,
- Criteria for selecting the participants in the mobility abroad,
- How to support pupils during the internship,
- How the group should be composed,
- How to involve Id learner family
- How to conduct meetings with Id learners and their family before the mobility

## EVALUATION OF FIRST SESSION

### Clarity and appropriateness of objectives and methodologies, quality of materials, quality and appropriateness of teaching methods and Extent to which learning objective were met

The first day of training scored a high level of satisfaction by all participants. In particular, the fields of *“Level of achievement of training objectives”*, *“Effectiveness of the training delivery method (classroom)”*, *“Effectiveness of the session/workshop-based structure”* and *“Training length efficacy to meet learning outcomes”* scored the higher rate of satisfaction by participants. This stands to witness from one side the capability and expertness of the organizations designing the training, from the other side the effectiveness of the training methodology developed for the project. The high quality of materials well supported the activities carried out, in particular participants appreciated their clarity and consistence between materials and training objectives.

The objectives of the training course were met at high level also thank to the effectiveness of teaching methods, which let the learners engaged and promoted a positive and productive relationship between teachers and learners.

Regarding the improvement areas, only one participant gave its feedback, suggesting to enhance the consistence between activities and presentations. Anyway, all participants were satisfied of Day 1 training course.



## DAY 2

During the second day, Incoma explained the group *“what to do during and after the mobility”* with a specific focus on operator activities, concerning practical and relational activities to carry out with ID learners and their family.

In the second half of day 2, Cap Ulysse had a session on best practices and AIPD on financial arrangements.

### EVALUATION OF SECOND SESSION

#### Clarity and appropriateness of objectives and methodologies, quality of materials, quality and appropriateness of teaching methods, extent to which learning objectives were met

The highest level of clarity and appropriateness of objectives and methodologies have been scored in the field of *“Level of achievement of training objectives”, “Effectiveness of the session/workshop-based structure”, “number of the workshop”, “Effectiveness of the training delivery method (classroom)”*. The other field obtained a reasonable score with one or two participants who assessed the category as adequate.

The quality of materials obtained a reasonable score, with the majority of *“more than adequate”* and *“adequate”*. Thus, the excellent success of Day 2 training course is well represented in all the field analyzed.

If compared with previous training day, Day 2 had a slightly lower satisfaction, but with predominance of *“more than adequate”* score. This could be explained by the fact that Day 2 activities dealt with more practical topics, and the amount of information to deliver did not leave space to *“hands on activities”* session. Anyway, learners seemed to be engaged, materials and learning methods were more than satisficing for all the participants.

Within the areas of improvement/suggestions, participants suggested that the clarity of materials should *“be adapted with participants contribute”* and to upload the materials used during Incoma presentation on Drive, in order that who did not participate the event could update on the topic. This action has been carried out just after the end of the training course by all participant organizations.

As overall or general assessment level, these scores obtained show us that learning objectives were met at a high level thanks to the abilities and skills of trainers to establish a positive relation with trainees resulting in high level of responsibility, acquisition of learning objectives, learner commitment and teamwork attitude.

Within the categories evaluated, the only suggestion refers to change Incoma session’s title into *“The actors of the mobility and their role”* instead of *“what to do during the mobility”*.



## DAY 3

The last day of training course focused on evaluation session, strategies for dissemination and open discussion of the topics addressed during the course.

### EVALUATION OF THIRD SESSION

Clarity and appropriateness of objectives and methodologies, quality of materials, quality and appropriateness of teaching methods, extent to which learning objectives are met

The scores obtained in Day 3 are quite all at highest level. Only one participant stated as “Adequate” the number of workshops carried out during last day of training.

The success of the training session is well represented by a comment from a participant: “Activities were relevant. It was nice to interview the restaurant’s workers” referring to the activity held at “Campeones” where project partner had the possibility to see in person how a mobility of ID learners works in practice, with the opportunity to interview ID people on topics dealt during the training course.

The quality of materials, learning objectives and teaching methods was all “more than adequate”, reflecting the appropriateness and efficacy of activities planned, and the expertise of trainers and the organizations expert in the field of transnational mobility of ID Learners as well.

## QUESTIONNAIRE FOR VET MOBILITY DESIGNER

At completion of the JSTE training event, participants were asked to fill a questionnaire, aiming at validating the knowledge acquired during the training course. It is an ex-post questionnaire, with the function of comparing the results obtained before the course (PRESTO\_O1-A2\_Report on Assessment Training Needs) with the outcomes of such course. In particular, questions deal with practical knowledge about before, during and after the mobilities of ID learners and the planification of EU mobilities.

With respect to the target group, it comprehends mainly VET mobility project designer/writer (40%), mobility operator (50%) and in minor part VET manager (5%) and Tutor/accompanying person (5%). Most of participants expressed to have worked or having a family member with ID.

### Results

If compared to the ex-ante questionnaire, a substantial improvement can be seen in the ex-post questionnaire. In particular, the correct answers to item 5 (80% correct answers compared to 70% in ex-ante one), 6 (70% compared to 60,5%), 8.a (50% compared to 40%), 8.b (80% compared to 65%), 10 (70% compared to 42%), 11 (100% compared to 65%), 13 (90% compared to 83%) have seen a great improvement, as evidence of the efficacy of the training course.

The overall score of participants is arranged along the positive pole of the evaluative continuum (linear scale from 0 to 11).

<b>Average</b> 8.5/11 points	<b>Median</b> 9/11 points	<b>Range</b> 6-11 points
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Total points distribution

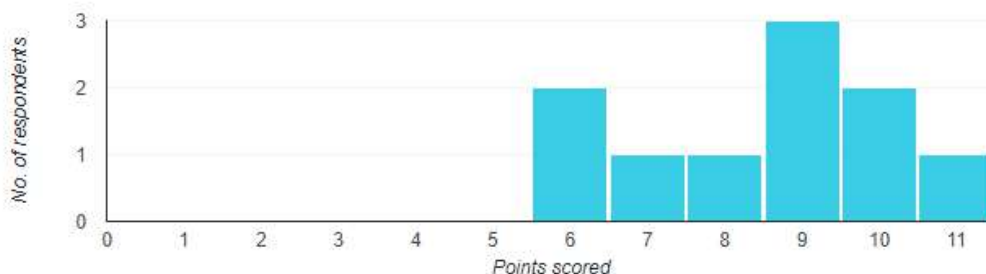


Figure 1: overall score

As it is possible to see from the graph, the average results lay on 8.5, and the points range is between 6 and 11. The successful achievement of the training course is well represented by the median: most of participants score 9 on 11 points to the questionnaire.

Unfortunately, the scores obtained to item 14 (*"How would you help the ID learner to identify the skills acquired during his/her mobility?"*) is the only topic more difficult to achieve, as only half of the participants ticked the correct response. Thus, to achieve the desired results in all the field of the training course, the leader partner planned to organize a meeting, where to





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discuss in detail about what all partners must keep in mind when settling EU mobilities with ID learners.



## SATISFACTION REPORT

After the event, after returning to their own countries, Consorzio Ro.Ma. send participants an online survey for evaluating the event level of satisfaction. It is summarized as follows:

### LEVEL OF SATISFACTION RELATED TO TRAINING EVENT

Participants expressed to be more completely satisfied with the event, with 71,4% of them ticking the highest number and 28,6% ticking the second one with reference to the level of satisfaction.

### MOST/LEAST USEFUL ASPECT

Regarding the most useful aspects of the meeting participants expressed that: *“Arrangements connected with internship made with Incoma”, “Presentations by partners before the mobility, because it included new knowledge”, “I came into contact with people who have previous experience and know scientific data for the mobilities of people with intellectual disabilities”, “The tools and the tips shared by Aipd”, “the meeting was very interesting, the aspects that involved me the most concerned the Module: What to keep in mind to prepare the mobility with ID learners presented by the partner AIPD, because it provided a comprehensive overview of the steps to take to organize a mobility for ID learners”, “Methods of organizing mobility projects because they are attentive to many aspects”*. The module carried out by AIPD were appreciated, the *“tips”* and recommendation when organizing a mobility project with ID learners. In general, participants found the event interesting and the possibility to collaborate with partner already engaged in ID learners’ mobility gave an added value to the training event.

With respect to least useful aspects many of participants expresses that they could not feel *“that there were any less useful aspects throughout the course of the training”* and *“All the information we received was extremely useful and I believe that the theoretical tools we learned will be very effective”*.

### RELEVANCE TO EACH PARTICIPANTS WORK ACTIVITIES

Most of participants expressed that the training event was strictly related useful for they work (85,8%) and only 14,3% expressed a neutral voting.

## SATISFACTION WITH LE LOGISTICS

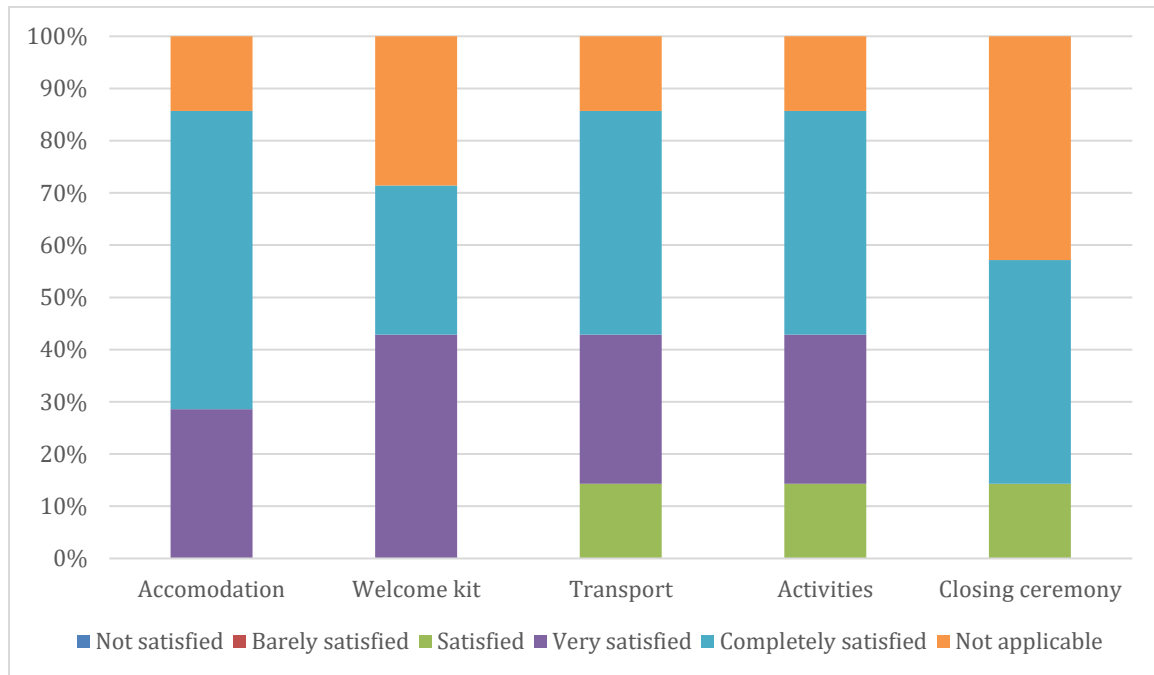


Figure 2: satisfaction with logistics

With respect to the logistics, in general participants were more than satisfied with accommodation, welcome kit, transport, activities and the closing ceremony. The field not applicable could be seen a bit high, but this can be explained by the fact that:

1. Many participants did not need to use public transports thanks to the close accommodation to the office meeting.
2. Some participants, due to flight constraints, did not attend half of the final day, and thus the closing ceremony.

### OPPORTUNITY OFFERED BY THE EVENT

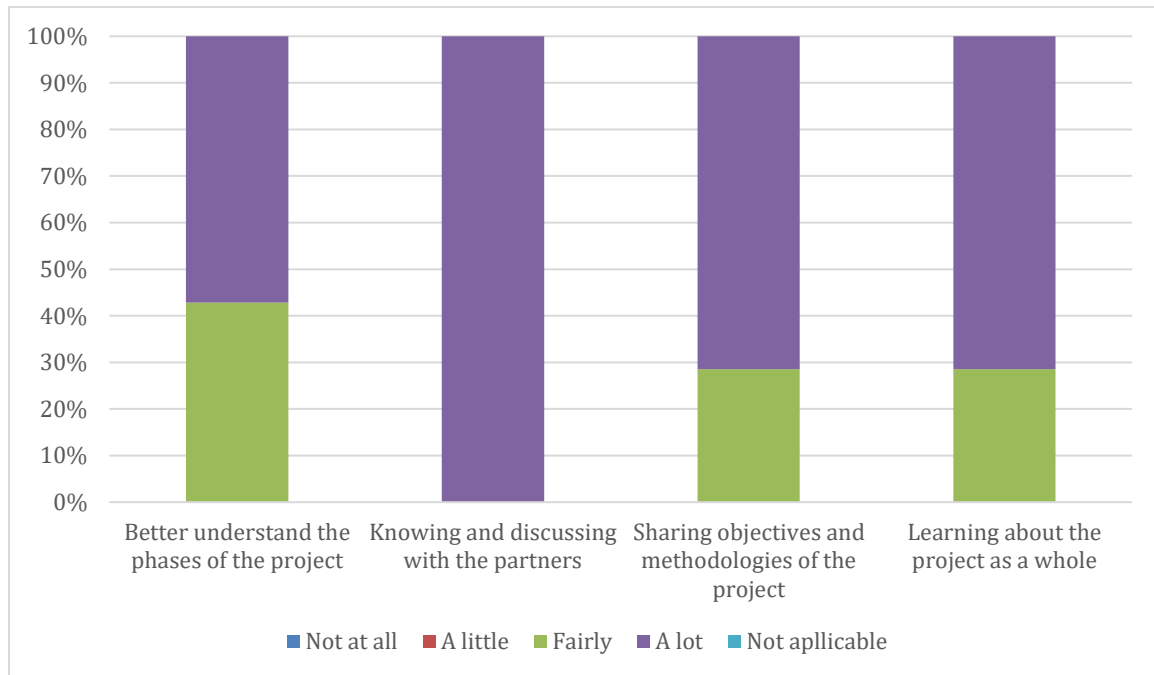


Figure 3: evaluation of the opportunity offered by the project

In all the field of evaluation, participants expressed they had the possibility to experience the activities described above at a high level (the score includes only the items “fairly” and “a lot”).

### TASKS AND RESPONSIBILITY/PROJECT OUTPUT

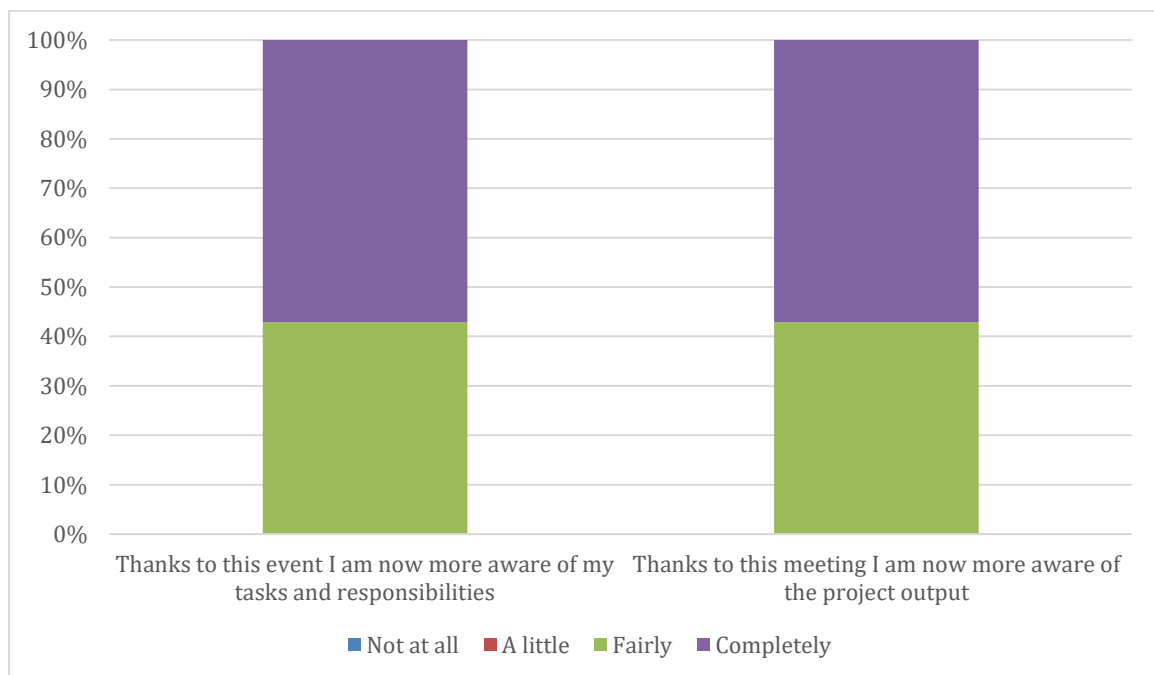


Figure 4: opportunity offered by the training event

Also, the event offered the opportunity to know deeper the tasks and responsibility, as well as to be aware of the project output as a whole by all the participants.

### OTHER ASPECTS

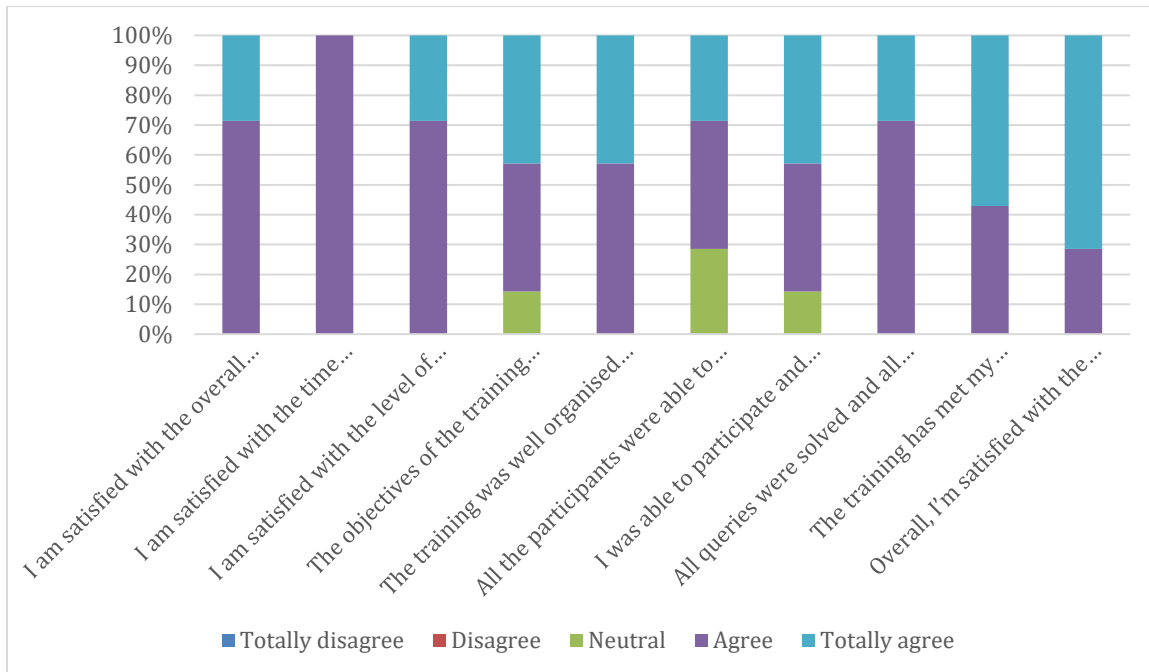


Figure 5: satisfaction with "other aspects"

Most of satisfaction items were evaluated by participants as "agree" and "totally agree", confirming the fact that the training event was well organized, and the contents/activities elaborated and managed in a satisfactory way.

## OVERALL LEVEL OF SATISFACTION

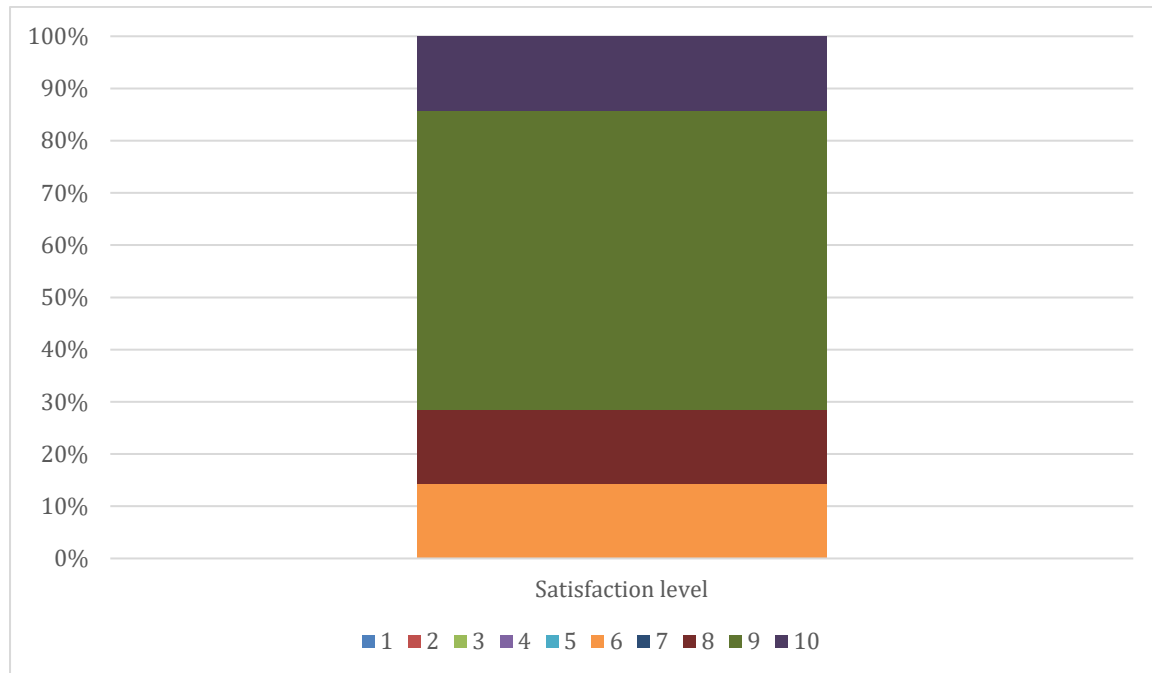


Figure 6: overall satisfaction level

Overall, the training event satisfied participants' expectation in a very effective way and at a high level. On a 10 points scale, 57,1% of participants ticked point 9, assuring the event to have met both project's output and clarity of activities PPs will have to carry out for transnational ID learners' mobility.

## COMMENTS AND SUGGESTIONS

In the final item of the online satisfaction survey, participants were asked to provide some feedback or suggestions to event carried out. This kind of item is useful to provide best practices on how to organize and manage such events in the future, both for organizing and participants partners, apart from the specific theme addressed by PR.ES.T.O. project. Thus, some participants expressed that partner needed to have a *"Better communication before the meeting to avoid overlapping contents of the different partners"*. This feedback is more than useful when organizing training event both online and face-to-face because such events need to be well prepared and managed in very different way.

Other participants, instead, expressed their enthusiasm commenting: *"never had the opportunity to participate in such an education again. It was a very constructive experience, and the sure thing is that we will have to repeat similar activities and leave the channels of communication open throughout the duration of the program so that we can exchange good practices and help each other."* or *"the training was a great experience, it helped me to solve any inquires and the trainers managed to keep us engaged."*



## CONCLUSION

In conclusion, the training event was well organized, both online and face-to-face, the activities covered the topics addressed and were aligned with project's objectives. The logistics were well evaluated by all partners, and thanks to Incoma the participants amused a lot during the final ceremony. The possibility to watch in real person ID learners' experiences of transnational mobility, gave the participants a real time evidence of how to organize and manage the mobility and the tutoring during ID learners' experiences in working organizations.