



Intellectual Output 1 Counselling migrants and refugees

Counsellors Study and Training Exchange Programme (C-STEP)

Evaluation and implications for broad-scale implementation of IO1

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1. C-STEP1: “COUNSELLING MIGRANTS AND REFUGEES”. EVALUATION PARTICIPANTS

This short report presents the main results obtained by the participants and lectures to the evaluation questionnaire of the online training in the framework of the Counsellors Study and Training Exchange Program (C-STEP1 “Counselling migrants and refugees”).

The results obtained are presented below, following the structure of the questions that make up the evaluation questionnaire.

General information: Country of origin

The table 1 shows the four learning units that make up C-STEP1, the country of origin and the total number of participants from the C-STEP1 online training who responded to the survey.

Table 1. Country of origin of surveyed participants

	Country of origin: Participants	TOTAL
Unit 1. Intercultural Awareness	Armenia, Greece, Georgia, Scandinavia, Spain (2), Slovenia, Italy (2)	9
Unit 2. Recognition and access to labour market	Georgia, Scandinavia, Slovenia, Armenia, Italy (3)	7
Unit 3. Potential analysis and empowerment	Italy (3), Romania, Germany, Armenia, Scandinavia, Georgia, United Kingdom, Slovenia, Estonia	11
Unit 4. Specific supportive measures	Scandinavia, Georgia, Spain, Italy (2), Armenia, Greece, Belgium, Germany, Slovenia	10
TOTAL NUMBER OF PARTICIPANTS WHO RESPONDED TO THE QUESTIONNAIRE		37





1. Question/ statement. *The material provided were easily accessible/ clearly arranged*

Table 2. Summary of responses to Question 1

	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Intercultural Awareness	7	2	0	0
Unit 2. Recognition and access to labour market	5	2	0	0
Unit 3. Potential analysis and empowerment	9	2	0	1
Unit 4. Specific supportive measures	8	1	1	0

Figure 1 shows that in this question the majority of respondents stated that they “totally agree” with the material provided to them in the different learning units that made up the online training in the framework of C-STEP1. That is, they perceive it as easily accessible/ clearly arranged.

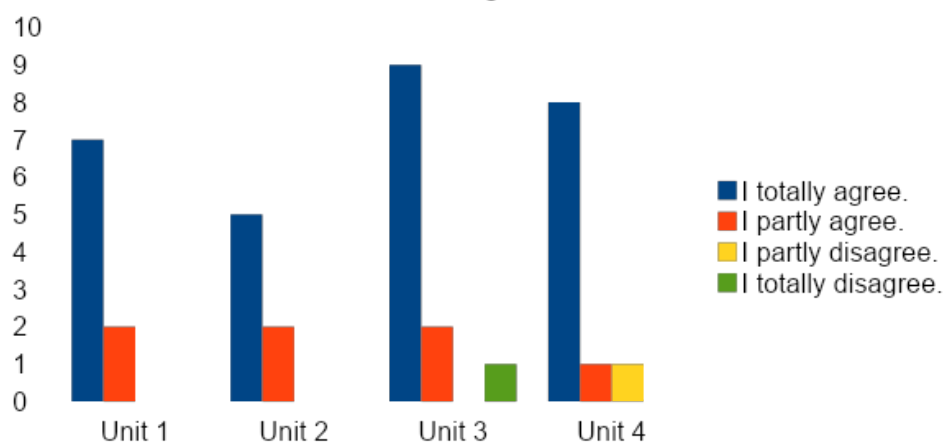
In contrast, one participant in learning unit 3 is “totally disagree” with this statement, as is another participant in learning unit 4 (“partly disagree”).

Figure 1.





1. The material provided were easily accessible/ clearly arranged.



2. Question/ statement. *The individual learning units were presented in an attractive and logical order*

Table 3. Summary of responses to Question 2

	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Intercultural Awareness	8	0	1	0
Unit 2. Recognition and access to labour market	5	2	0	0
Unit 3. Potential analysis and empowerment	9	2	0	1
Unit 4. Specific supportive measures	8	1	1	0

Regarding this second question, the majority of respondents strongly agree that the individual learning units were presented in an attractive and logical order.

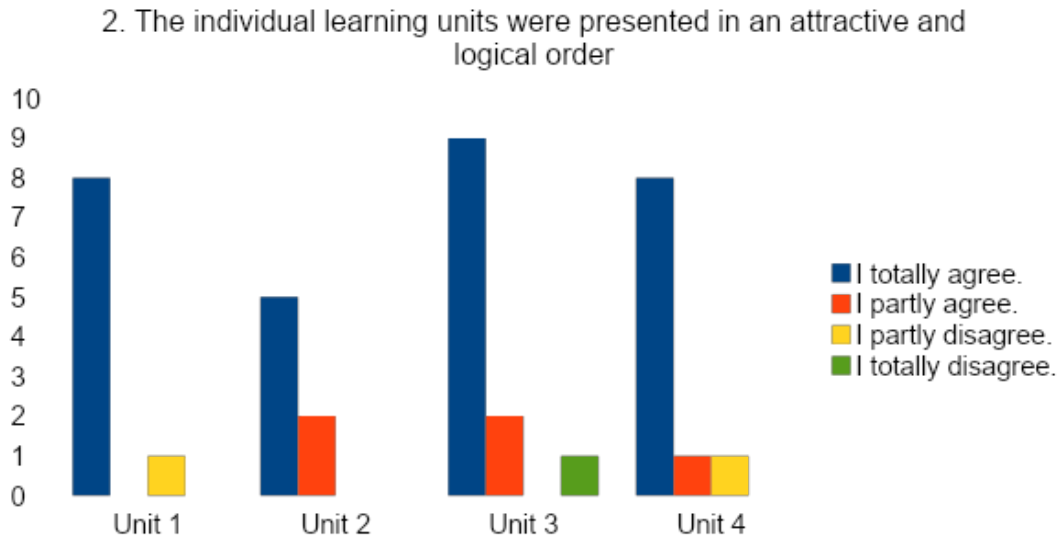
However, as can be seen in Figure 2, one participant in unit 1 and one in Unit 4, partially disagreed with this. In addition, another individual, participant in unit 3, claims to strongly disagree (“I totally disagree”) with this





issue.

Figure 2.



3. Question/ statement. *I found the selection of the mediated contents useful*

Table 4. Summary of responses to Question 3

	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Intercultural Awareness	7	2	0	0
Unit 2. Recognition and access to labour market	6	1	0	0
Unit 3. Potential analysis and empowerment	10	1	0	1
Unit 4. Specific supportive measures	7	2	1	0

With regard to this third question, the majority of respondents stated that the mediated contents had been useful to them in the online training they had received.

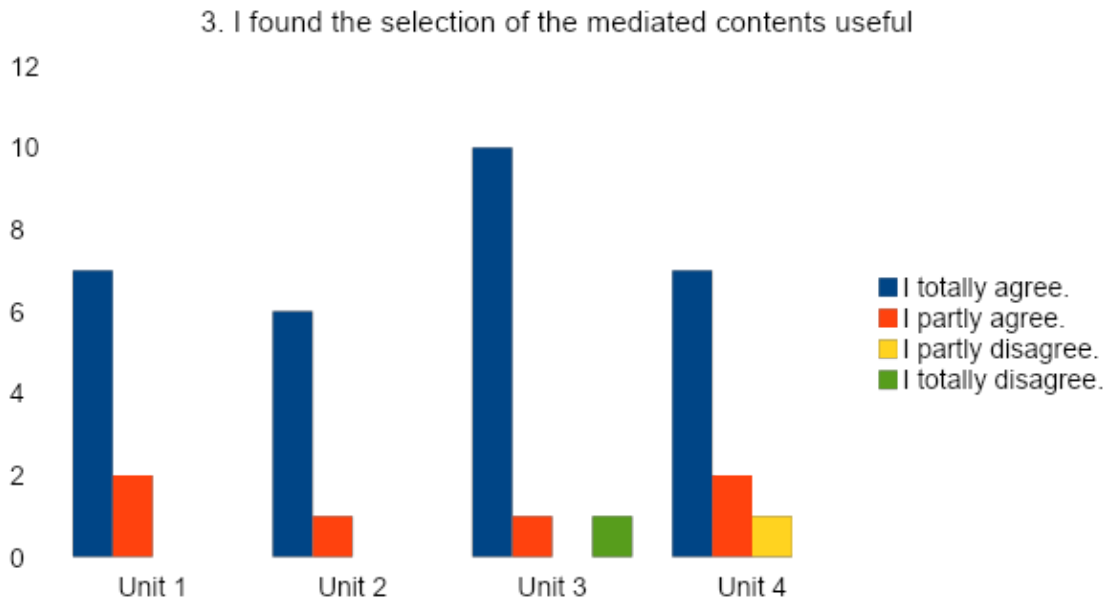
On the other hand, as can be seen in Figure 3, in unit 3, one respondent “totally disagrees” with this issue, and





in unit 4, another individual “partly disagrees” in terms of the usefulness provided to these mediated contents during those learning sessions.

Figure 3.



4. **Question/ statement.** *The didactical methods used were understandable/ varied/ useful*

Table 5. Summary of responses to Question 4

	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Intercultural Awareness	6	2	1	0
Unit 2. Recognition and access to labour market	4	3	0	0
Unit 3. Potential analysis and empowerment	6	5	0	1
Unit 4. Specific supportive measures	7	3	0	0

Regarding question four, respondents stated that the didactical methods used during the online training were,

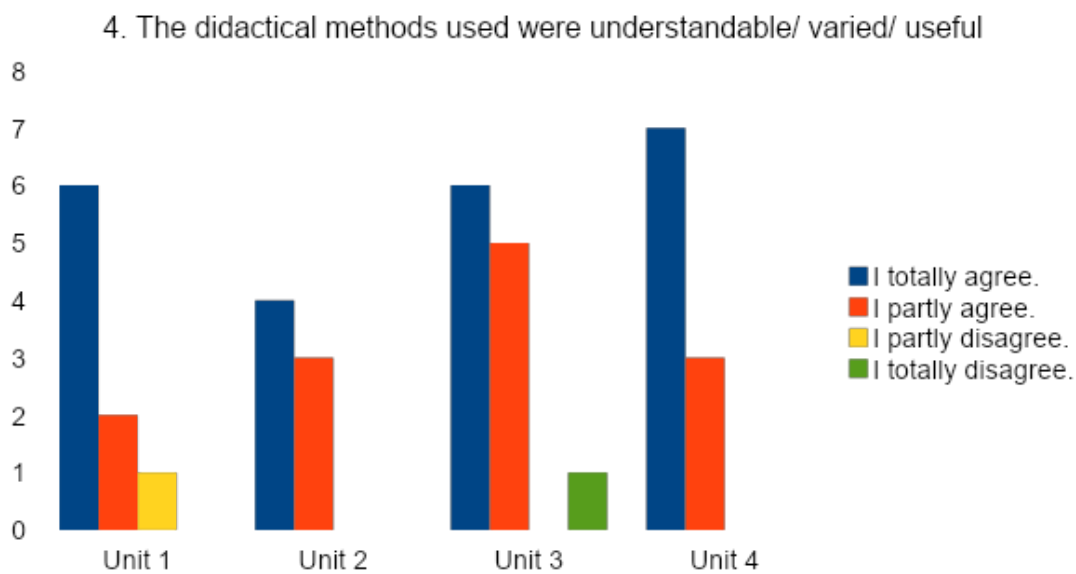




for the most part, fully understandable, varied and useful. It is also worth noting that a significant number of participants partially agree with this statement.

However, one of the participants who took part in unit 1 partially disagreed with the didactical methods used in this session. Similarly, another person who took part in unit 3, indicated that he/she totally disagreed with this.

Figure 4.



5. Question/ statement. *The didactical framework encouraged the learning atmosphere*

Table 6. Summary of responses to Question 5

	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Intercultural Awareness	8	1	0	0
Unit 2. Recognition and access to labour market	6	0	1	0
Unit 3. Potential analysis and empowerment	6	5	0	1





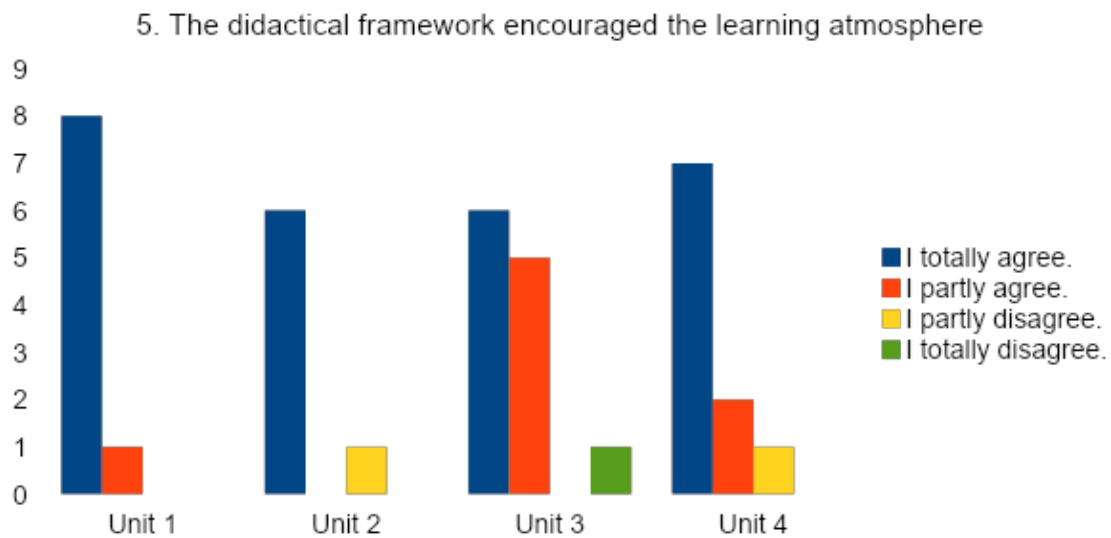
Unit 4. Specific supportive measures	7	2	1	0
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Regarding question 5 about whether “The didactical framework encouraged the learning atmosphere”, almost all respondents feel “totally agree” and “partly agree” with this matter, especially those participants in unit 1, as can be seen in Figure 5.

On the contrary, two respondents, participants in units 2 and 4, “partly disagreed” with this issue.

Finally, it is important to note that the worst rating was given by one individual who participated in unit 3 who strongly disagrees with this statement (“totally disagree”).

Figure 5.



6. Question/ statement. *The online training has influenced my own learning success*

Table 7. Summary of responses to Question 6

	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Intercultural Awareness	8	1	0	0





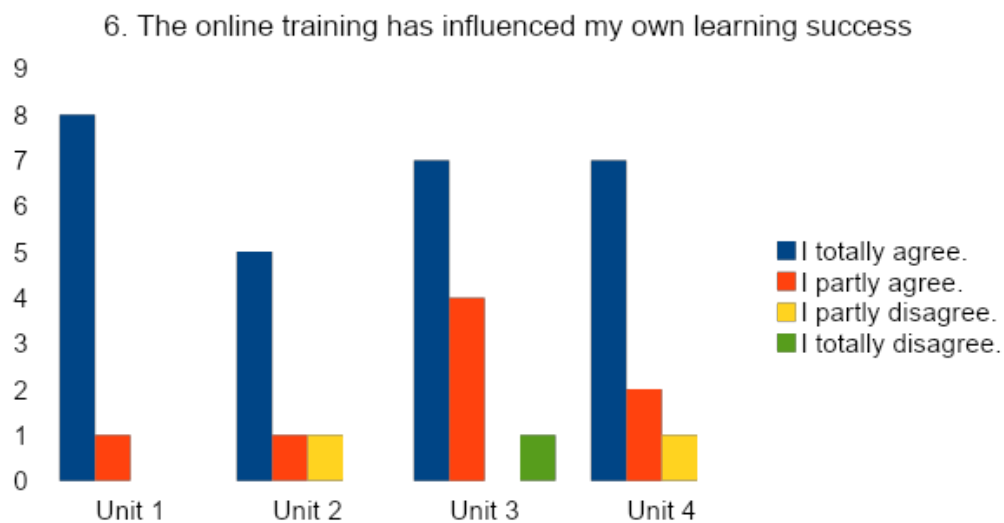
Unit 2. Recognition and access to labour market	5	1	1	0
Unit 3. Potential analysis and empowerment	7	4	0	1
Unit 4. Specific supportive measures	7	2	1	0

As can be seen in Figure 6, the assessments given by the participants in the online training regarding whether “the online training has influenced their own learning success” are, in general, positive.

However, there are differences in the responses of the participants in relation to each of the learning units.

Thus, it can be seen that unit 1 is highly rated in terms of this statement, while in the rest of the units (2, 3 and 4) some participants show that they “partially disagree” and even “totally disagree”.

Figure 6



7. Question/ statement. *The technical channels were stable (Moodle, audio and video) and I could use them properly*

Table 8. Summary of responses to Question 7



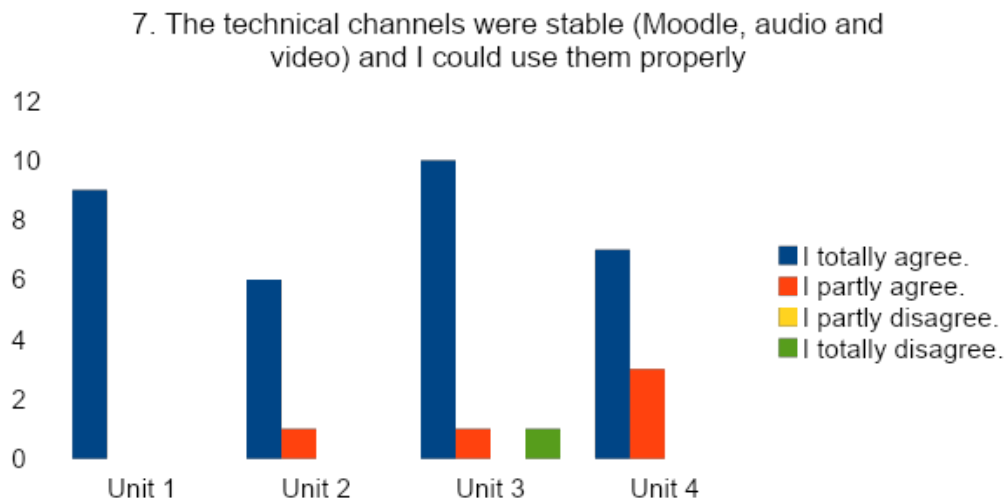


	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Intercultural Awareness	9	0	0	0
Unit 2. Recognition and access to labour market	6	1	0	0
Unit 3. Potential analysis and empowerment	10	1	0	1
Unit 4. Specific supportive measures	7	3	0	0

In relation to question 7, all respondents have shown their “totally agree” and “partly agree” with the technical channels used during the online training. They confirm to be satisfied and point out that Moodle, audio and video were stable and they could use them properly.

Only one participant in unit 3 "totally disagree" with the technical channels used.

Figure 7



As a addition to the previous questions analysed, this question included a section for the opinion of those participants who disagreed with any of these technical aspects:





7.1. Question/ statement. *If you "disagree": What problems did you have using the technical channels?*

- Participants from Unit 1, have not responded to this question or commented on it since, as shown in Figure 7, they have not encountered any technical problems using the various communication channels.
- Participants from Unit 2. One of the participants in this unit states the following that deserves to be compiled: *Couldn't use the teamwork chat (to write something)*
- Participants from Unit 3 did not respond or comment on this, although, as shown in Figure 7, one individual expressed dissatisfaction (although we do not know the reasons for this level of dissatisfaction).
- Participants from Unit 4. In this section, we obtained two comments from respondents that are also worth collecting: *Changing between breakout room and jamboard/ sticky notes were a bit uncomfortable but altogether it worked* and *The sound of some presentations had sometimes a lack of clarity.*

8. Question/ statement. *What other content would you have liked?*





This question was interested in finding out what other contents the participants would have liked to have dealt with in these training sessions. The following table shows their various comments in this regard:

Table 9. Additional content that the participants would have liked to have had

Participants in learning units	Statements by participants
Unit 1. Intercultural Awareness	<ul style="list-style-type: none"> - <i>Maybe a comparative situation-research about Intercultural Awareness</i> - <i>More theory</i>
Unit 2. Recognition and access to labour market	<ul style="list-style-type: none"> - <i>A focus on companies</i>
Unit 3. Potential analysis and empowerment	<ul style="list-style-type: none"> - <i>All the content relationship with companies</i>
Unit 4. Specific supportive measures	<ul style="list-style-type: none"> - <i>Talk about difficulties and how to face them (go deeper into the topics)</i> - <i>Less presentation, but more discussion on the contents of the presentation e.g. in more break out rooms</i> - <i>Nadine, the informations about Germany, Luxemburg, Portugal</i>

9. Question/ statement. *I would like to give the following additional information*



With regard to this question, we were interested to hear from the participants in the various online training sessions additional information or other open comments from them that would allow us to carry out a self-assessment or simply take them into consideration for future training sessions (implications for broad-scale implementation).

Table 10. Additional information from participants

Participants in Learning Units	Statements by participants
Unit 1. Intercultural Awareness	<ul style="list-style-type: none"> – <i>During the webinar we had the chance to discuss and meditate on the examples given. May be would be great to have also some tips that can be used during our daywork, some practical tips</i>
Unit 2. Recognition and access to labour market	<ul style="list-style-type: none"> – <i>Unit 2 participants have not commented on this question</i>
Unit 3. Potential analysis and empowerment	<ul style="list-style-type: none"> – <i>I found it very interesting to learn the topics presented by english lecturers in this unit</i>
Unit 4. Specific supportive measures	<ul style="list-style-type: none"> – <i>This a European project that we are leading about migrants integration in the labour market: http://www.limeproject.eu/it/</i> – <i>I think the content was less interesting this time. The information was not that relevant to me (to local).</i> – <i>Very useful contribution</i>

10. Question/ statement. *How did you hear about the online training*





Participants point to different sources they have used to obtain information about the online trainings. These are as follows:

- By e-mail of the Educational Officer of the Regional Government
- Surfing the net and reading Scambieuropei page
- From a colleague/-s, organization and work environment, etc.
- Social Media
- Facebook
- Internet
- HdBA official website
- By VKO centre of Slovenia
- Euroguidance Network
- ECADOC, NICE Communities
- Ministry of Education in Castilla y León
- Invitation from Academia +





11. Question/ statement. *In addition to this online training, I am also interested in further information regarding the project and networking*

The following table shows that the majority of the online training participants showed interest in obtaining further information regarding the project and networking. Just one participant shows no interest at all in obtaining further information regarding these issues.

Table 11. Further information regarding the project and networking

<i>In addition to this online training, I am also interested in further information regarding the project and networking</i>		
Participants	YES	NO
Unit 1. Intercultural Awareness	9	0
Unit 2. Recognition and access to labour market	7	0
Unit 3. Potential analysis and empowerment	11	1
Unit 4. Specific supportive measures	10	0

12. Question/ statement. *Please send me more information about the project or the alumni network*

In addition, Table 12 shows respondents who request further information regarding the project or alumni networking or even both of them.

As can be seen in the following table, the participants are very interested in getting more information about the project in the future.

Table 12. Further information regarding the project or alumni networking

Participants	<i>I want further information about the project in the future</i>	<i>I am interested in an alumni network and would like to receive future information here</i>
Unit 1. Intercultural Awareness	9	6
Unit 2. Recognition and access to labour market	7	5





Unit 3. Potential analysis and empowerment	11	8
Unit 4. Specific supportive measures	9	9

FINAL CONCLUSIONS

After analyzing the different questions that make up the evaluation questionnaire for the participants in the C-STEP1 online training, it can be concluded that, in general terms, the participants who responded to this questionnaire are quite satisfied with the training received in terms of methodology, contents, didactic framework, technical and multimedia means, etc. In particular, the participants in Unit 1 are the most satisfied with these aspects described above.

However, despite these positive values, it should be noted that there were some respondents who disagreed with some aspects of the survey, for example in relation to the technical channels used, for example: *Couldn't use the teamwork chat (to write something)* (Unit 2), *Changing between breakout room and jamboard/ sticky notes were a bit uncomfortable but altogether it worked or the sound of some presentations had sometimes a lack of clarity* (Unit 4).

In addition, participants were asked what other contents they would have liked to have been covered in the different training sessions/units. Several comments were obtained in this respect:

- *Maybe a comparative situation-research about Intercultural Awareness, More theory (Unit 1)*
- *A focus on companies (Unit 2)*
- *All the content relationship with companies (Unit 3)*
- *Talk about difficulties and how to face them (go deeper into the topics), Less presentation, but more discussion on the contents of the presentation e.g. in more break out romos, Nadine, the informations about Germany, Luxemburg, Portugal (Unit 4)*

Participants were also encouraged to provide any additional information/open comments they felt appropriate regarding the training received. As for example:

- *During the webinar we had the chance to discusse and meditate on the examples given. May be would be great to have also some tips that can be used during our daywork, some practical tips (Unit 1)*





- *I found it very interesting to learn the topics presented by english lecturers in this unit (Unit 3)*
- *This a European project that we are leading about migrants integration in the labour market: <http://www.limeproject.eu/it/>; I think the content was less interesting this time. The information was not that relevant to me (to local); Very useful contribution (Unit 4).*

Another important aspect that we were interested in finding out through this questionnaire was how the participants had obtained the information regarding online training, i.e. through which promotion and dissemination channels they had obtained the information regarding C-STEP1. After analyzing the answers given by the participants to this question, we found that they belonged to a wide variety of sources, among others: Euroguidance/Academia Network, Network for Innovation in Career Guidance and Counselling in Europe, Social Media, etc.

Last but not least, the surveyed participants were asked whether they would be interested in obtaining more information about the project as well as the networks. We could see from this that the majority of the respondents said that they would be interested in getting more information about the Academia+ project in the near future.

IMPLICATIONS FOR BROAD-SCALE IMPLEMENTATION

Thus, this analysis of the evaluation questionnaire and the final findings obtained allowed us to carry out a self-assessment of the C-STEP1 “Counselling migrants and refugees” online training provided in the framework of the Academia+ project as well as take them into consideration for the design and development of further online training sessions in the frame of the several C-STEPS or or even in other learning settings.





2. C-STEP1: “COUNSELLING MIGRANTS AND REFUGEES”. EVALUATION LECTURERS

The results obtained are presented below, following the structure of the questions that make up the evaluation questionnaire.

Table 13 shows the total number of lecturers who responded to this questionnaire and the learning units in which they participated.

Table 13. Total number of lecturers who have participated in the evaluation questionnaire

	Lecturers
Unit 1. Intercultural Awareness	1
Unit 2. Recognition and access to labour market	2
Unit 3. Potential analysis and empowerment	3
Unit 4. Specific supportive measures	1
TOTAL	7





1. Question/ statement. *The implementation of my unit was successful*

Table 14. Summary of responses to Question 1

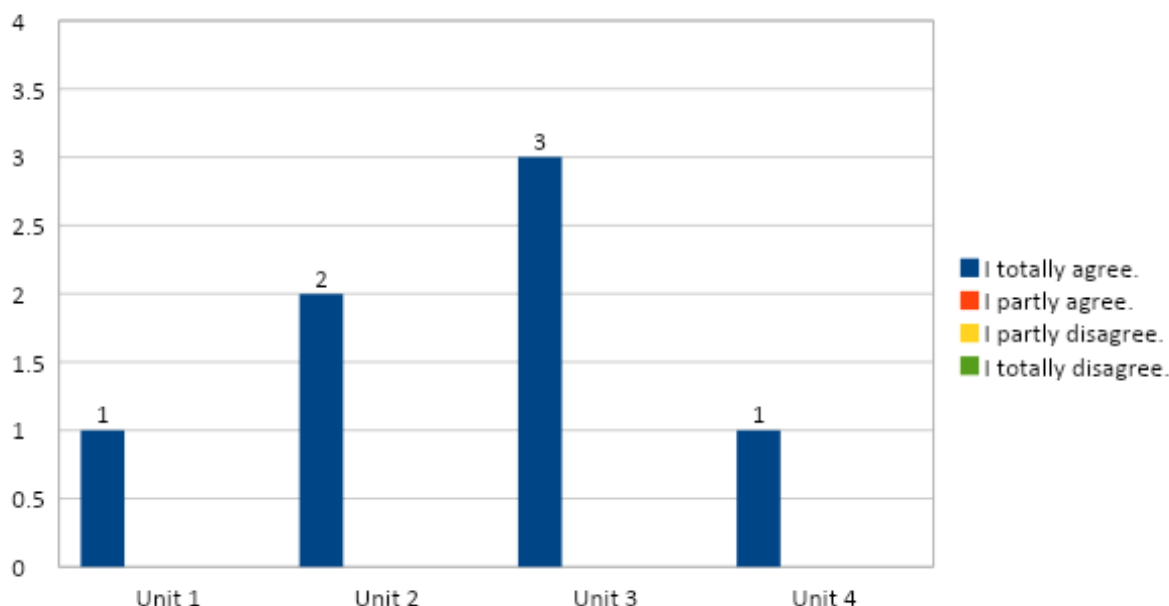
	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Intercultural Awareness	1	0	0	0
Unit 2. Recognition and access to labour market	2	0	0	0
Unit 3. Potential analysis and empowerment	3	0	0	0
Unit 4. Specific supportive measures	1	0	0	0

As can be seen in Figure 8 all the speakers who responded to this question “strongly agree” that the implementation of their learning unit has been successful.

Figure 8



1. The implementation of my unit was successful



2. Question/ statement. *I found the selection of my own content and material to be successful*

Table 15. Summary of responses to Question 2

	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Intercultural Awareness	1	0	0	0
Unit 2. Recognition and access to labour market	2	0	0	0
Unit 3. Potential analysis and empowerment	3	0	0	0
Unit 4. Specific supportive measures	1	0	0	0

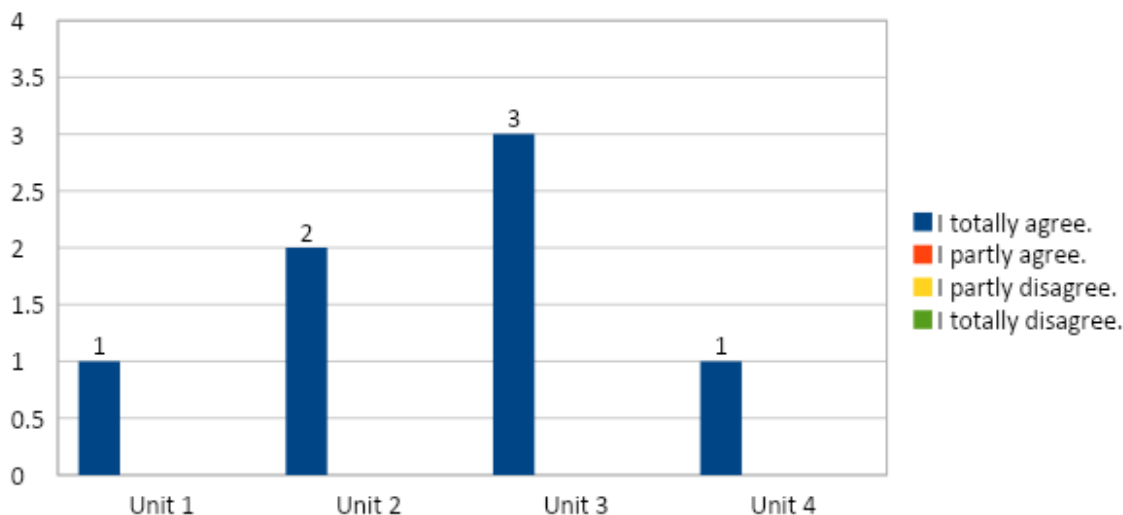
In relation to the second question, all respondents commented that they "totally agree" that the selection of their own content and learning material was adequate/successful in delivering their learning unit.

Figure 9





2. I found the selection of my own content and material to be successful



3. Question/ statement. *I was able to implement my planned methods and didactic framework well*

Table 16. Summary of responses to Question 3

	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Intercultural Awareness	1	0	0	0
Unit 2. Recognition and access to labour market	1	1	0	0
Unit 3. Potential analysis and empowerment	2	1	0	0
Unit 4. Specific supportive measures	1	0	0	0

As can be seen in both Table 16 and Figure 10 corresponding to this question, the surveyed lecturers consider themselves to be “totally agree” and “partly agree” in being able to implement their methodology and didactic

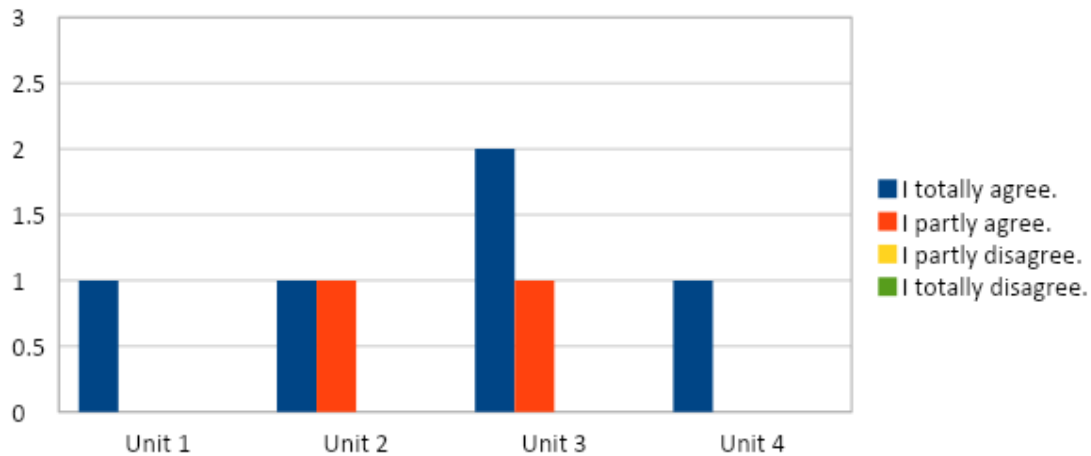




framework in the framework of their learning unit correctly, as they had previously planned.

Figure 10

3. I was able to implement my planned methods and didactic framework well



Those respondents (corresponding to Learning Units 2 and 3) who partially agreed with this third question, gave their opinion through the following questions:

3.1 If you "disagree": *What went wrong?*

Unit 3: I was unable to do some of the interactive activities properly as it was difficult to see the chat and powerpoint at the same time and also as I was unsure of how intense the day had been for the audience I was reluctant.

3.2 If you "disagree": *What do you think were the reasons for that?*

Participants have not commented on this question



3.3 If you "disagree": *What would you do differently next time?*

Unit 2: More time for discussion

4. Question/ statement. *My chosen media were easy to implement*

Table 17. Summary of responses to Question 4

	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Intercultural Awareness	1	0	0	0
Unit 2. Recognition and access to labour market	2	0	0	0
Unit 3. Potential analysis and empowerment	1	2	0	0
Unit 4. Specific supportive measures	1	0	0	0

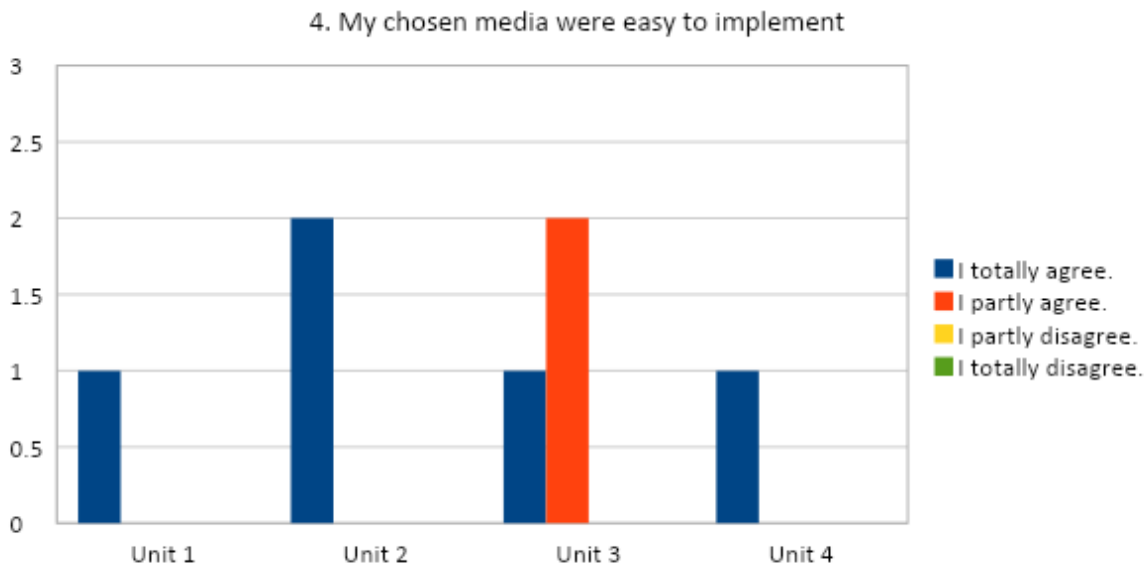
As can be seen in Figure 11, almost all the respondents “strongly agree” with the selection of the selected media





and that they were easy to implement. However, two individuals in Unit 3 indicated that they “partially agree” with this statement.

Figure 11



As in the previous question, we wanted to know the opinion of those respondents who partially agreed with the following questions:

4.1 If you "disagree": What went wrong?

Unit 3: The only option was Zoom

4.2 If you "disagree": What do you think were the reasons for that?

No answer

4.3 If you "disagree": What would you do differently next time?

No answer





5. Question/ statement. *The technical channels were stable (Moodle, audio and video) and I could use them properly*

Tabla 18. Summary of responses to Question 5

	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Intercultural Awareness	1	0	0	0
Unit 2. Recognition and access to labour market	2	0	0	0
Unit 3. Potential analysis and empowerment	2	1	0	0

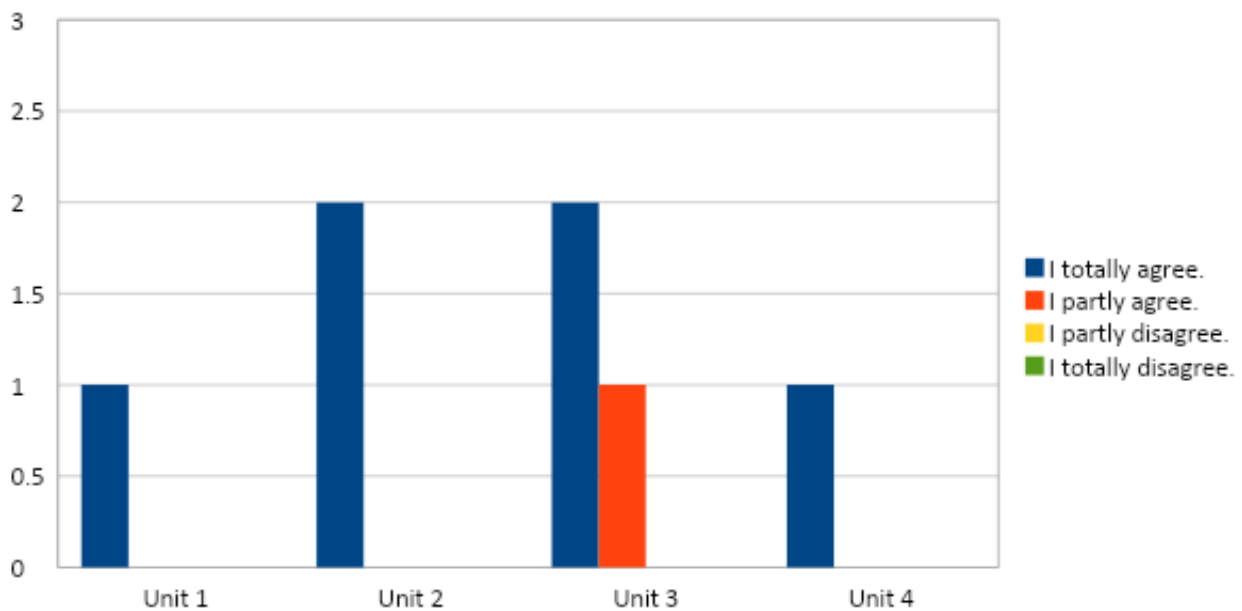




Unit 4. Specific supportive measures	1	0	0	0
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On the question of whether the technical means (Moodle, audio and video) were stable and could be used adequately, only one of the respondents (Unit 3) was “partially in agreement” with this statement. The rest of the speakers, as shown in Figure 12, expressed their full satisfaction with these means.

Figure 12
5. The technical channels were stable (Moodle, audio and video) and I could use them properly



Again, we were interested to know why these people did not fully agree with this statement.

5.1 If you "disagree": What problems did you have using the technical channels?

Unfortunately, we have not been able to get an answer as to why.

6. Question/ statement. For the continuation of the course I would like to see the following



With regard to this question, respondents have answered the following:

- **Unit 1:** *Learn even more strategies on how to deal with intercultural differences; examples of how to value diversity*
- **Unit 3:** *Societal integration/assimilation particularly education and social skills*

7. Question/ statement. *I would like to give the following additional information*

On this question, no response was received from respondents.

8. Question/ statement. *In addition to this online training, I am also interested in further information regarding the project and networking*

Table 19. Further information regarding the project and networking

<i>In addition to this online training, I am also interested in further information regarding the project and networking</i>		
Lecturers	YES	NO





Unit 1. Intercultural Awareness	1	0
Unit 2. Recognition and access to labour market	1	1
Unit 3. Potential analysis and empowerment	3	0
Unit 4. Specific supportive measures	1	0

Table 19 shows that all the lecturers surveyed claim to be interested in further information regarding the networking and the Academia+ project. Only one (corresponding to Unit 2) shows no interest in receiving this information.

9. Question/ statement. *Please send me more information about the project or the alumni network*

Table 20. Further information regarding the project or alumni networking

Participants	<i>I want further information about the project in the future</i>	<i>I am interested in an alumni network and would like to receive future information here</i>
Unit 1. Intercultural Awareness	1	1
Unit 2. Recognition and access to labour market	1	1
Unit 3. Potential analysis and empowerment	3	3
Unit 4. Specific supportive measures	1	1

On this last question, all the lecturers surveyed are interested in getting more information about the Academia+ project in the future as well as receiving information from the network of contacts established among the alumni participating in the training.

FINAL CONCLUSIONS

After analyzing the different questions that make up the evaluation questionnaire for the lectures in the C-STEP1 online training, it can be concluded that, in general terms, those lectures who responded to this





questionnaire are quite satisfied with the training provided in terms of methodology, contents, materials, didactic framework, technical and multimedia means, etc.

However, despite these positive values, it should be noted that there were some respondents who point out some methodological/didactical aspects that could be improved in the development of their learning units. For example:

- Unit 2: *More time for discussion*
- Unit 3: *I was unable to do some of the interactive activities properly as it was difficult to see the chat and PowerPoint at the same time and also as I was unsure of how intense the day had been for the audience, I was reluctant.*

In addition, lecturers were asked what other contents they would have liked to have been covered in the different training sessions/units. Several comments were obtained in this respect:

- Unit 1: *Learn even more strategies on how to deal with intercultural differences; examples of how to value diversity*
- Unit 3: *Societal integration/assimilation particularly education and social skills*

Last but not least, the surveyed lecturers were asked whether they would be interested in obtaining more information about the project as well as the networks. We could see from this that the majority of the respondents said that they would be interested in getting more information about the Academia+ project in the near future.

IMPLICATIONS FOR BROAD-SCALE IMPLEMENTATION

Thus, this analysis of the evaluation questionnaire and the final findings obtained allowed us to carry out a self-assessment of the C-STEP1 “Counselling migrants and refugees” online training provided in the framework of the Academia+ project as well as take them into consideration for the design and development of further online training sessions in the frame of the several C-STEPS or even in other learning settings.

