



Intellectual Output 2 Future Jobs

Counsellors Study and Training Exchange Programme (C-STEP)

Evaluation and implications for broad-scale implementation of IO2

Authors

Academia + Project Working Team

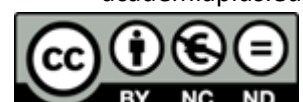
Editing:

Prof. Dr. Jane Porath

Prof. Dr. Clinton Enoch

Dr. Rebeca García-Murias

University of Applied Labour Studies (HdBA)





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1. C-STEP2: “FUTURE JOBS”. 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-STEP2 “Future Jobs”).

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-STEP2, the country of origin and the total number of participants from the C-STEP online training who responded to the survey.

Table 1. Country of origin of surveyed participants

	Country of origin: Participants	TOTAL
Unit 1. Industry 4.0 and the impact on labour	Italy (4), Georgia (3), Latvia (2), United Kingdom (2), Malta (2), Slovenia, Greece (2), Armenia, Estonia, Sverige. Ireland, Spain, Portugal, Russian Federation, Belgium, Finland	25
Unit 2. Challenges and opportunities for companies within Industry 4.0	Latvia (2), Georgia (2), Italy (2), Ireland (2), Slovenia, Spain, Armenia, Estonia, Finland, Belgium, Bulgarian, Russian Federation, United Kingdom, Portugal	18
Unit 3. Upcoming trends	Portugal (3), United Kingdom (2), Latvia (2), Ireland (2), Egypt/Germany, Russian Fedaration, Georgia, Czech Republic, Slovenia, Hungary, Armenia, Italy, Poland.	18
Unit 4. New skills and competences	Latvia (3), Italy (2), United Kingdom (2), Portugal (2), Ireland (2), Greece (2), Georgia (2), Armenia, Germany/Egypt, Lithuania, Poland, Russian Federation.	20





TOTAL NUMBER OF PARTICIPANTS WHO RESPONDED TO THE QUESTIONNAIRE

81

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. Industry 4.0 and the impact on labour	21	4	0	0
Unit 2. Challenges and opportunities for companies within Industry 4.0	15	3	0	0
Unit 3. Upcoming trends	18	0	0	0
Unit 4. New skills and competences	19	1	0	0

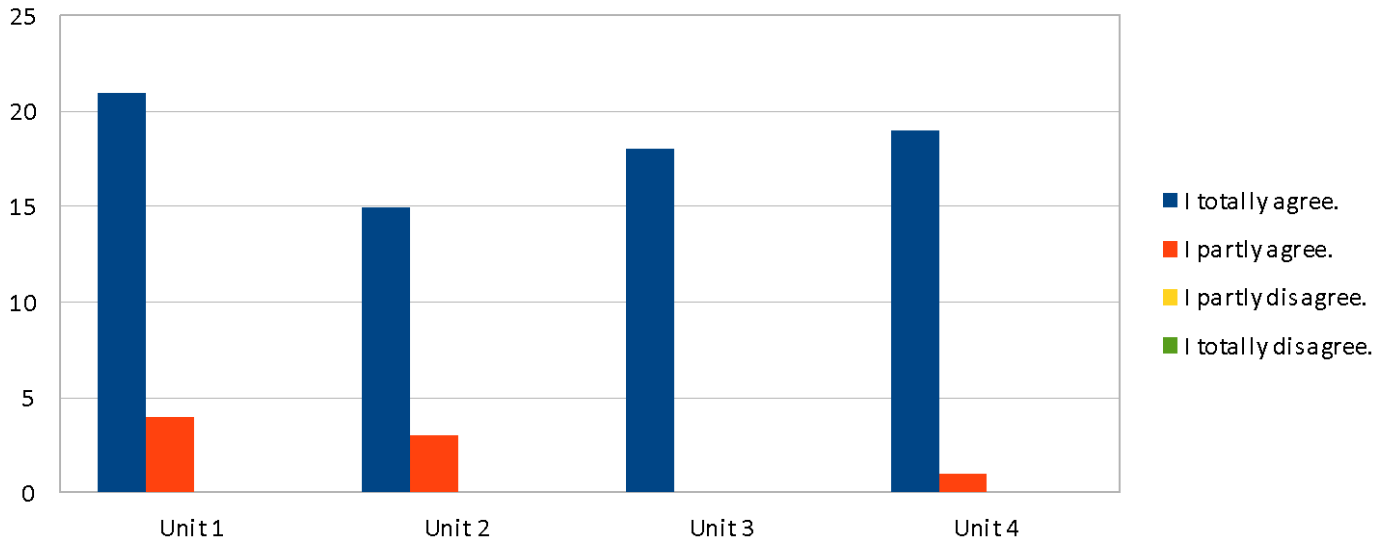
Figure 1 shows that in this question the majority of respondents stated that they “totally agree” with the material provided to them in the different learning units that made up the online training in the framework of C-STEP2. That is, they perceive it as easily accessible/ clearly arranged. In particular, in unit 3 it can be observed that all participants responded that they “totally agree” with this question.

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. Industry 4.0 and the impact on labour	19	6	0	0
Unit 2. Challenges and opportunities for companies within Industry 4.0	12	6	0	0
Unit 3. Upcoming trends	14	4	0	0
Unit 4. New skills and competences	20	0	0	0

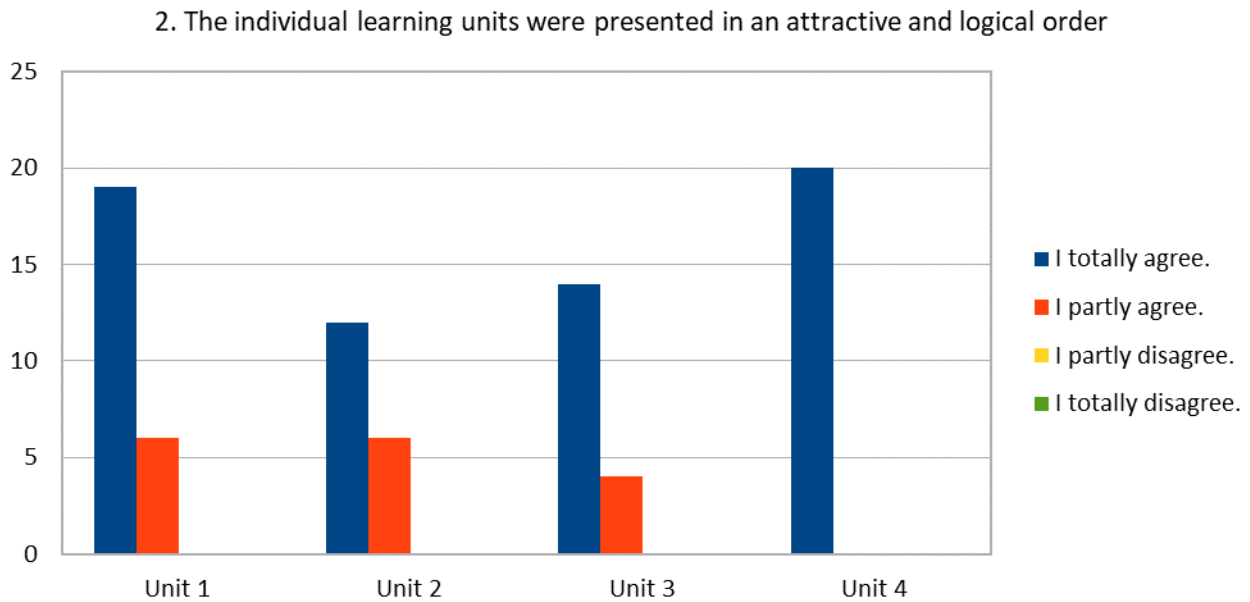
With regard this second question, the majority of respondents „strongly agree“ that the individual learning units were presented in an attractive and logical order. In this particular case, the participants in unit 4 were all





satisfied with this statement.

Figure 2.



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

Table 4. Summary of responses to Question 3

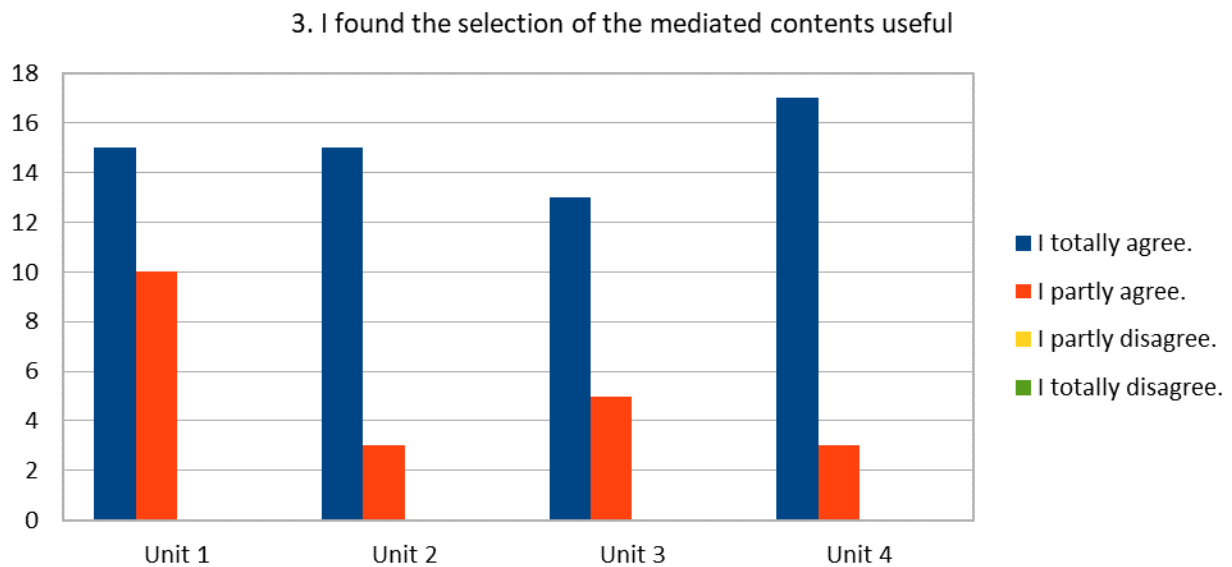
	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Industry 4.0 and the impact on labour	15	10	0	0
Unit 2. Challenges and opportunities for companies within Industry 4.0	15	3	0	0
Unit 3. Upcoming trends	13	5	0	0
Unit 4. New skills and competences	17	3	0	0



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

Figure 3 shows that all participants are „fully“ and „partially“ satisfied.

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. Industry 4.0 and the impact on labour	15	9	1	0
Unit 2. Challenges and opportunities for companies within Industry 4.0	11	6	1	0

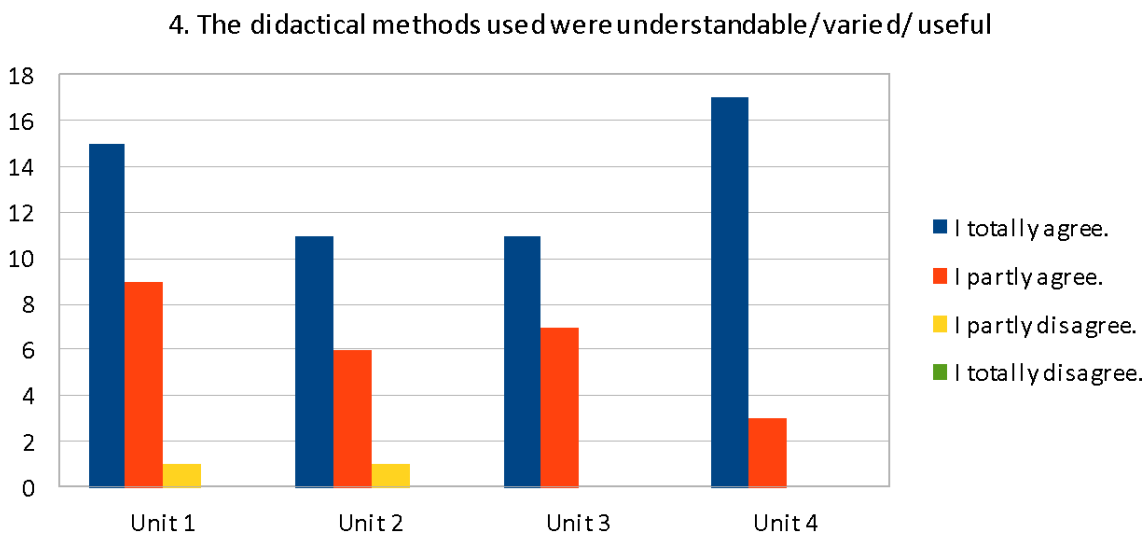


Unit 3. Upcoming trends	11	7	0	0
Unit 4. New skills and competences	17	3	0	0

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 2, indicated too that he/she „partly disagreed“ with this issue.

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

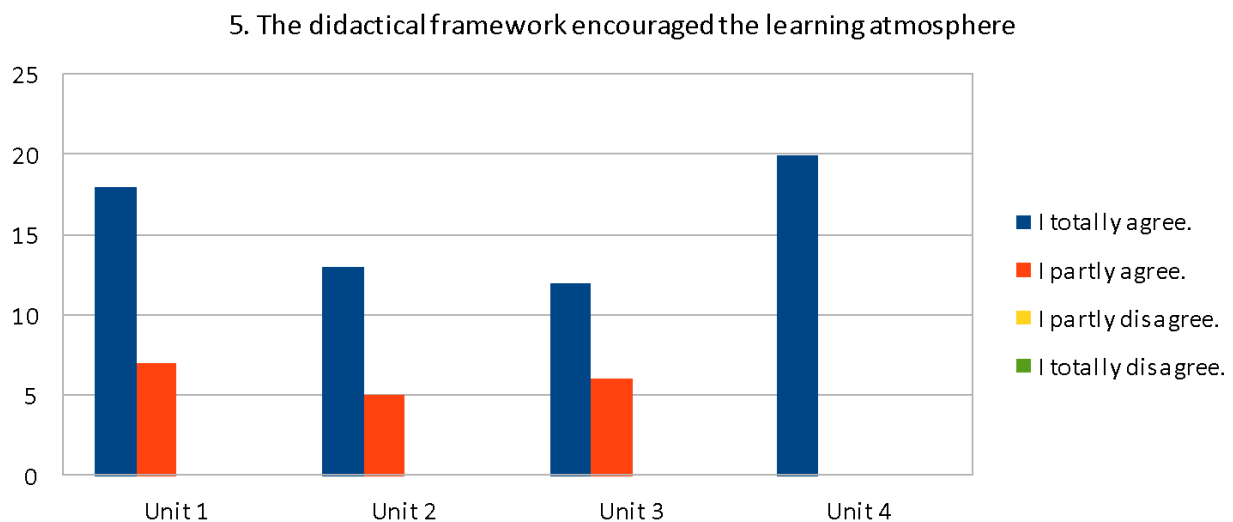




Unit 1. Industry 4.0 and the impact on labour	18	7	0	0
Unit 2. Challenges and opportunities for companies within Industry 4.0	13	5	0	0
Unit 3. Upcoming trends	12	6	0	0
Unit 4. New skills and competences	20	0	0	0

In connection with question 5 whether “The didactical framework encouraged the learning atmosphere”, all respondents feel “totally agree” and “partly agree” with this matter, especially those participants in unit 4, as can be seen in Figure 5.

Figure 5.



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

Table 7. Summary of responses to Question 6

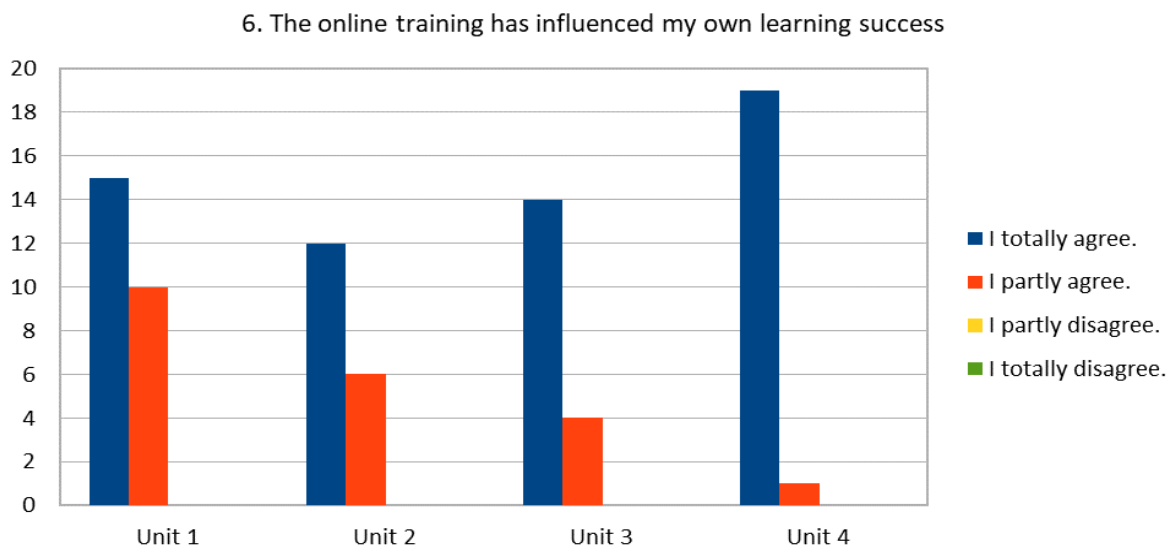


	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Industry 4.0 and the impact on labour	15	10	0	0
Unit 2. Challenges and opportunities for companies within Industry 4.0	12	6	0	0
Unit 3. Upcoming trends	14	4	0	0
Unit 4. New skills and competences	19	1	0	0

As can be seen in Figure 6, the assessments given by the participants in the C-STEP2 online training regarding whether “the online training has influenced their own learning success” are, in general, positive.

The majority again stated that they were "totally agree" and "partially agree" on this issue.

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. Industry 4.0 and the impact on labour	21	4	0	0
Unit 2. Challenges and opportunities for companies within Industry 4.0	15	3	0	0
Unit 3. Upcoming trends	15	3	0	0
Unit 4. New skills and competences	18	2	0	0

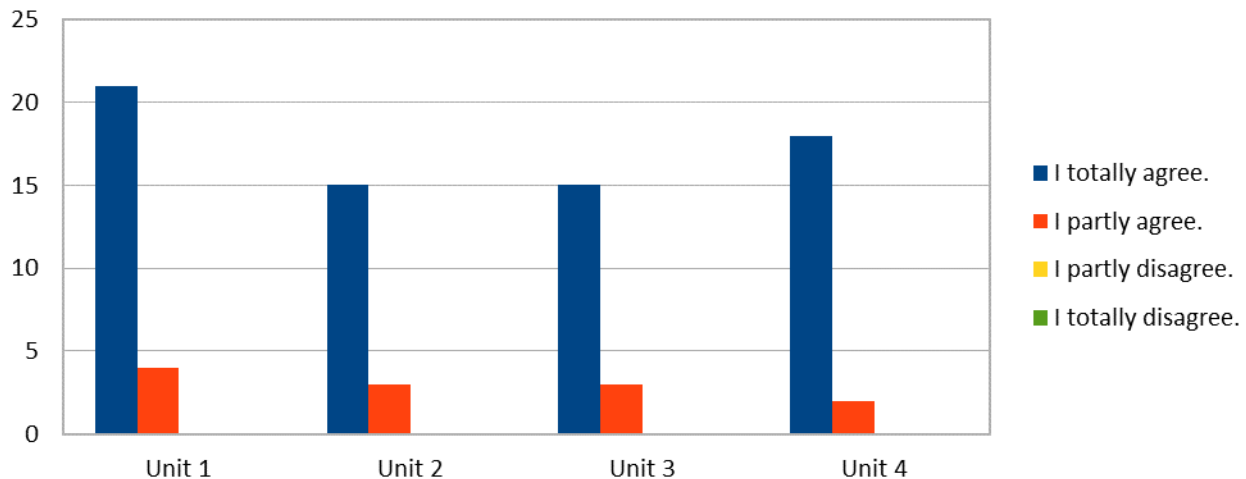
In relation to question 7, all respondents have shown their “totally agree” and “partly agree” with the technical channels used during the online training. They confirm to be satisfied and point out that Moodle, audio and video were stable and they could use them properly.

Figure 7





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



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:

- *Sometimes there were problems with the sound*
- *I can only use the platform partially*

Participants from Unit 2:

- *I don't have full access*
- *I hadn't expected that we would have to access Moodle on the day and I hadn't fully set that up for myself - this meant that the 4 world exercise was really difficult to complete - as I/we had no briefing*



documents to refer to. The link for these also disappeared from the chat after lunch so our group were initially left floundering in a breakout room with nothing to reference (and no one from the general room looking in to see how we were getting on) until one person opened their Moodle to try and find them for us. As they couldn't share the document - it was a bit ad-hoc really and while they did their best to give the rest of us a few titbits from it what they could read on the spot - it was actually a bit stressful in the restricted time that we had to work from. As I was only joining the training today I had no precedent for how the activity was supposed to pan out and had to keep asking people - 'what's going on and 'how does this session work etc.'? But we were essentially 'winging it and didn't know whether we were supposed to be a business or service as there was no clarity around this outside or within the actual groups. I also found the group work hard in general as some people didn't turn on their cameras &/or microphones and there were no attempt at ice-breaking introductions - and it was like talking or communicating into a vacuum - plus some people when we merged in with the second group didn't introduce themselves or their theme or contribute to the discussion so it felt like we were intruding in some way - and I personally don't find that that helps in a group-work situation. That's just my perspective on the 'set-up & explanation of the task' - that activity itself was really interesting and we had a bit of a laugh in our first group with that part.

Participants from Unit 3:

- *Internet connection*

Participants from Unit 4:

- *I wasn't sure how to take a photo of the craft brief so didn't end up doing that as I wasn't sure how to or where it would be uploaded, etc.*

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. Industry 4.0 and the impact on labour	<ul style="list-style-type: none"> - <i>Having access to the recorded session</i> - <i>More time to interact and confront with colleagues</i> - <i>The networking opportunities</i> <i>Discussions and materials</i>
Unit 2. Challenges and opportunities for companies within Industry 4.0	<ul style="list-style-type: none"> - <i>Discussions</i> - <i>Challenges for career counseling and guidance in organizations: how the Covid-19 pandemic is changing the way of career guidance works</i>
Unit 3. Upcoming trends	<ul style="list-style-type: none"> - <i>More about the social aspect of digitalization - how the changes on labour market can influence peoples live and how career practitioners can advocate those who don't succeed</i> - <i>Statistic information about job trends</i> - <i>Discussions, group works</i>
Unit 4. New skills and competences	<ul style="list-style-type: none"> - <i>More enaging quizzes</i> - <i>Emotional intelligence of career counsellors</i> - <i>Group Works</i> - <i>Validation, balance of new competencies</i> - <i>A topic on the professional ethics and emotional intelligence of a career counselor would be helpful</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 from the C-STEP2 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. Industry 4.0 and the impact on labour	<ul style="list-style-type: none"> - <i>The only request: Could English native speakers speak a bit slower and clearer while presenting the material? The other thing - I previously was not familiar with Flinga, so it would be nice to explain and give some instructions before setting the task with flinga notes</i> - <i>Information on European projects about guidance career</i> - <i>Allow groups to bond before making them work. Few minutes are enough.</i> - <i>This was the best content in training I have met since the beginning of the pandemic situation, accurate, professional, visionair, insight and usefull</i>
Unit 2. Challenges and opportunities for companies within Industry 4.0	<ul style="list-style-type: none"> - <i>In the break out groups, I believe we should all try and give maximum participation. Some people were working and distracted. As a result discussions have to be repeated a number of time</i> - <i>The today session came accross as more chaotic and too much</i> - <i>Also very grateful for the additional material - links to different research done on this topic by world's acknowledged organizations.</i> - <i>It could be all kinds of up-to-date information on career guidance work - courses, seminars, webinars...</i>
Unit 3. Upcoming trends	<ul style="list-style-type: none"> - <i>More time to group work and discusssion would be useful</i> - <i>Probably more about practicalities while organizing online career consultations; exchange of experiences from colleagues in other countries - how they are currently working during the pandemic.</i> - <i>I really like the way we can virtually interact, the course structure design is well planned to encourage this activity, well done organizers</i> - <i>The diversity of backgrounds that a number of the presenters</i>





	<p><i>outlined especially in the „Hirshtech“ virtual visit was amazing and I think this melding of other than IT background (e.g. International business & management, philosophy & education etc..) coupled with an interest in making the Tech and Applications side user friendly and functional was very interesting. I feel that that the varied backgrounds brings an extra depth to the work of technology and media on a number of levels. This was a particularly interesting presentation and I enjoyed listening to the staff rationale for 'how and why' they are in that kind/line of work at this time.</i></p>
<p>Unit 4. New skills and competences</p>	<ul style="list-style-type: none"> – <i>Fantastic program. I enjoyed from day 1 to the last day! Rich with information.</i> – <i>Feeling very grateful for this opportunity to participate in such a well-organized webinar series. Great work done - thank you! Academia+ team and all the speakers! Positive atmosphere, qualitative content plus possibility to meet and talk to colleagues from different countries.</i> – <i>It was a great moment of learning</i> – <i>It could be all kinds of up-to-date information on career guidance work</i> – <i>I found the ESCO description helpful to know about, but not sure how actually person friendly the site is. Found all the presentation really great, riveting, looking forward to revisiting some of the presentations again. Enjoyed the exercises, presentations... - very interesting approaches.</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:

- The Association of Estonian Career Counsellors
- Through Nacional Employment Agency
- Received information from a colleague/-s
- Euroguidance Network
- Via email





- Through a career guidance network
- Partnership with SPI
- NICE Foundation/Network
- Through the subscription to the mailing list.
- I found it on the internet
- FB page of GCDF Bulgarian
- My tutor/professor told me about this opportunity
- Through my Guidance & Counselling course director at DCU
- Through National Employment Agency
- Official website Academia+ project
- Dissemination by Academia+ team
- Partnership
- From ECADOC Network
- From National Labour Agency
- From colleague/-s
- Facebook
- From instructor of my PGDIP course of career development in University of Huddersfield
- SPI Partnership
- Newsletter
- Through social media (LinkedIn)
- Through the subscription to the mailing list.
- From the course director of DCU (as an ex graduate of their Guidance and Counselling Programme)

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 participants from the C-STEP2 online training showed interest in obtaining further information regarding the project and networking. Just two participants show no





interest at all in obtaining further information regarding these issues, as is showed in the following table:

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. Industry 4.0 and the impact on labour	24	1
Unit 2. Challenges and opportunities for companies within Industry 4.0	17	1
Unit 3. Upcoming trends	18	0
Unit 4. New skills and competences	20	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. Industry 4.0 and the impact on labour	22	12



Unit 2. Challenges and opportunities for companies within Industry 4.0	16	9
Unit 3. Upcoming trends	17	8
Unit 4. New skills and competences	20	12

FINAL CONCLUSIONS

After analyzing the different questions that make up the evaluation questionnaire for the participants in the C-STEP2 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. Especially, the participants in Unit 4 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: *Sometimes there were problems with the sound or I can only use the platform partially* (Unit 1), *I don't have full access or I hadn't expected that we would have to access Moodle on the day and I hadn't fully set that up for myself ...* (Unit 2), *Internet connection* (Unit 3), *I wasn't sure how to take a photo of the craft brief so didn't end up doing that as I wasn't sure how to or where it would be uploaded, etc.,* (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. Some examples are:

- *More time to interact and confront with colleagues, the networking opportunities, discussions and materials* (Unit 1)
- *Discussions, challenges for career counselling and guidance in organizations: how the Covid-19 pandemic is changing the way of career guidance works* (Unit 2)
- *More about the social aspect of digitalization - how the changes on labour market can influence peoples*





live and how career practitioners can advocate those who don't succeed, statistic information about job trends or discussions (Unit 3)

- *Validation, balance of new competencies, a topic on the professional ethics and emotional intelligence of a career counsellor (Unit 4).*

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

- *Information on European projects about career guidance career (Unit 1).*
- *Links to different research done on this topic by world's acknowledged organizations, it could be all kinds of up-to-date information on career guidance work - courses, seminars, webinars... (Unit 2).*
- *Probably more discussions about practicalities while organizing online career consultations; exchange of experiences from colleagues in other countries - how they are currently working during the pandemic (Unit 3).*
- *It was a great moment of learning, with the possibility of up-to-date information on career guidance work (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-STEP2. 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 (Facebook, LinkedIn), from partners and colleagues or career guidance networks, 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-STEP2 “Future Jobs” 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.





1. C-STEP2: “FUTURE JOBS”. 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. Industry 4.0 and the impact on labour	1
Unit 2. Challenges and opportunities for companies within Industry 4.0	1
Unit 3. Upcoming trends	-
Unit 4. New skills and competences	1
TOTAL	3



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. Industry 4.0 and the impact on labour	1	0	0	0
Unit 2. Challenges and opportunities for companies within Industry 4.0	1	0	0	0
Unit 3. Upcoming trends	-	-	-	-
Unit 4. New skills and competences	1	0	0	0

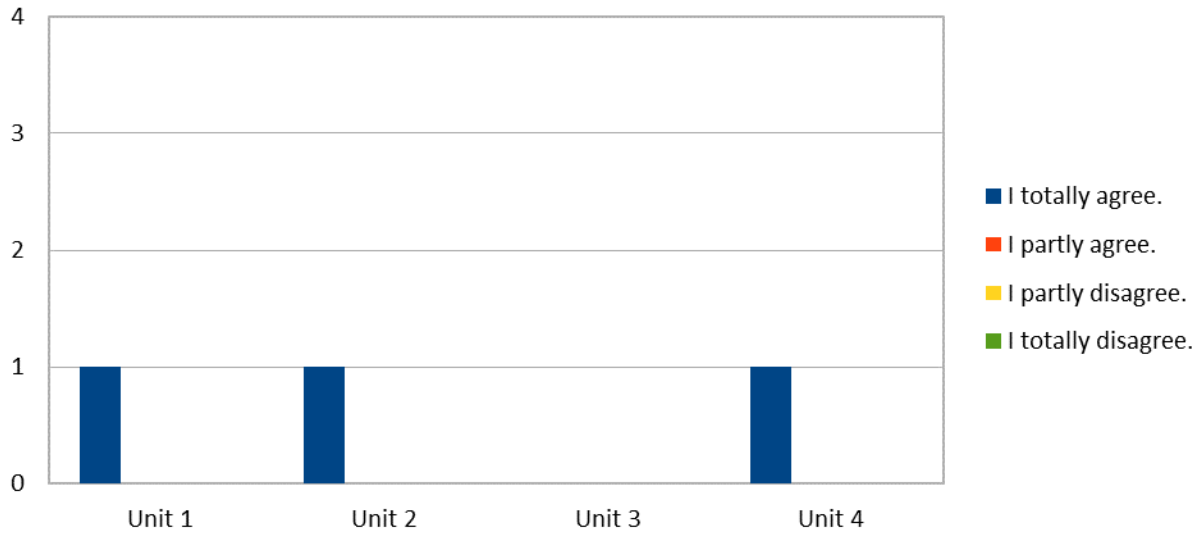
As can be seen in Figure 8 all the speakers who responded to this question “strongly agree” that the implementation of their learning unit has been successful.

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. Industry 4.0 and the impact on labour	1	0	0	0
Unit 2. Challenges and opportunities for companies within Industry 4.0	1	0	0	0
Unit 3. Upcoming trends	-	-	-	-
Unit 4. New skills and competences	0	1	0	0

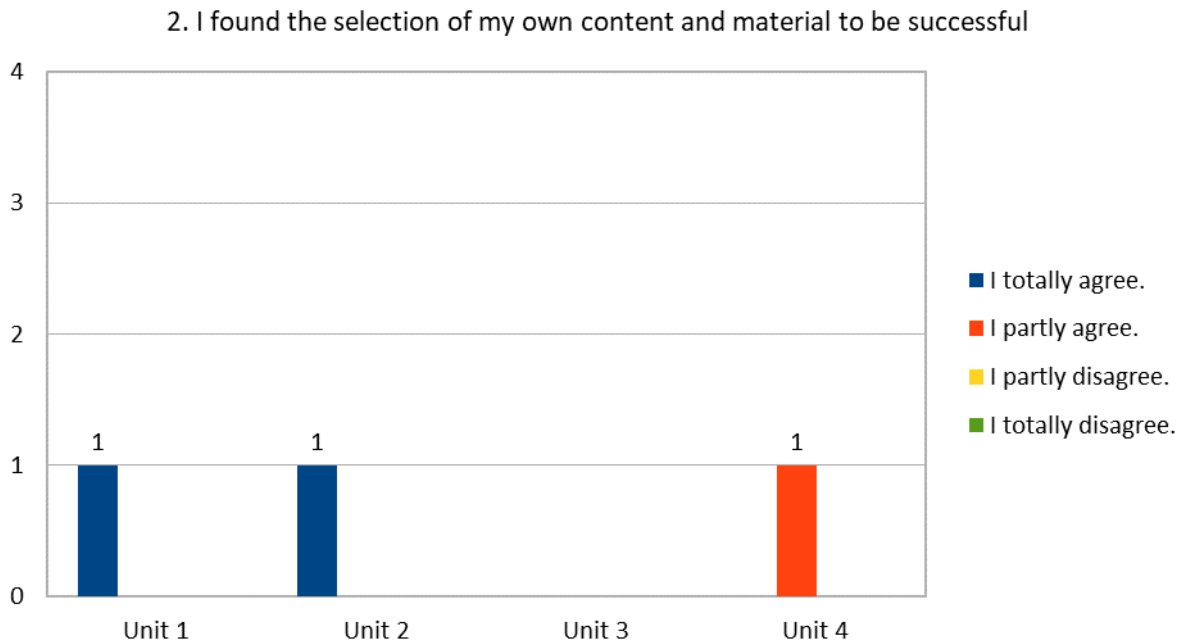
In relation to the second question, two respondents stated that they "totally agree" (unit 1 and 2) and "partially agree" (unit 4) that the selection of their own learning content and material was adequate/successful for the





delivery of their learning unit.

Figure 9



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

Table 16. Summary of responses to Question 3

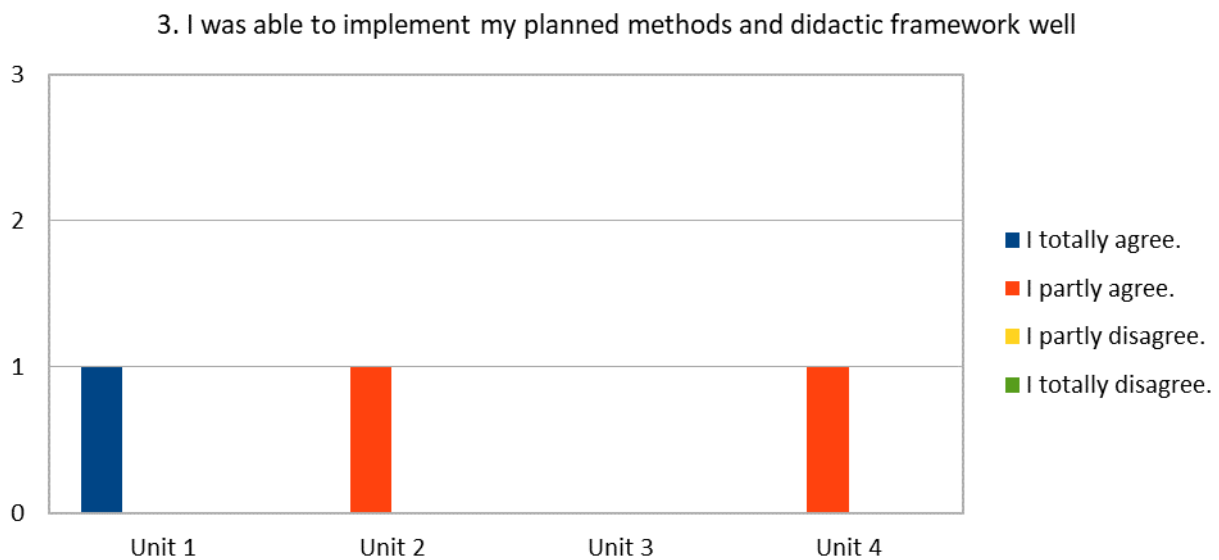
	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Industry 4.0 and the impact on labour	1	0	0	0
Unit 2. Challenges and opportunities for companies within Industry 4.0	0	1	0	0
Unit 3. Upcoming trends	-	-	-	-
Unit 4. New skills and competences	0	1	0	0





As can be seen in both Table 16 and Figure 10 corresponding to this question, the surveyed lecturers consider themselves to be “totally agree” (unit 1) and “partly agree” (unit 2 and 4), in being able to implement their methodology and didactic framework in the frame of their learning unit correctly, as they had previously planned. Just one pointed out that “the timeframes were a little bit too short for very broad topics” (Unit 4).

Figure 10



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

Table 17. Summary of responses to Question 4

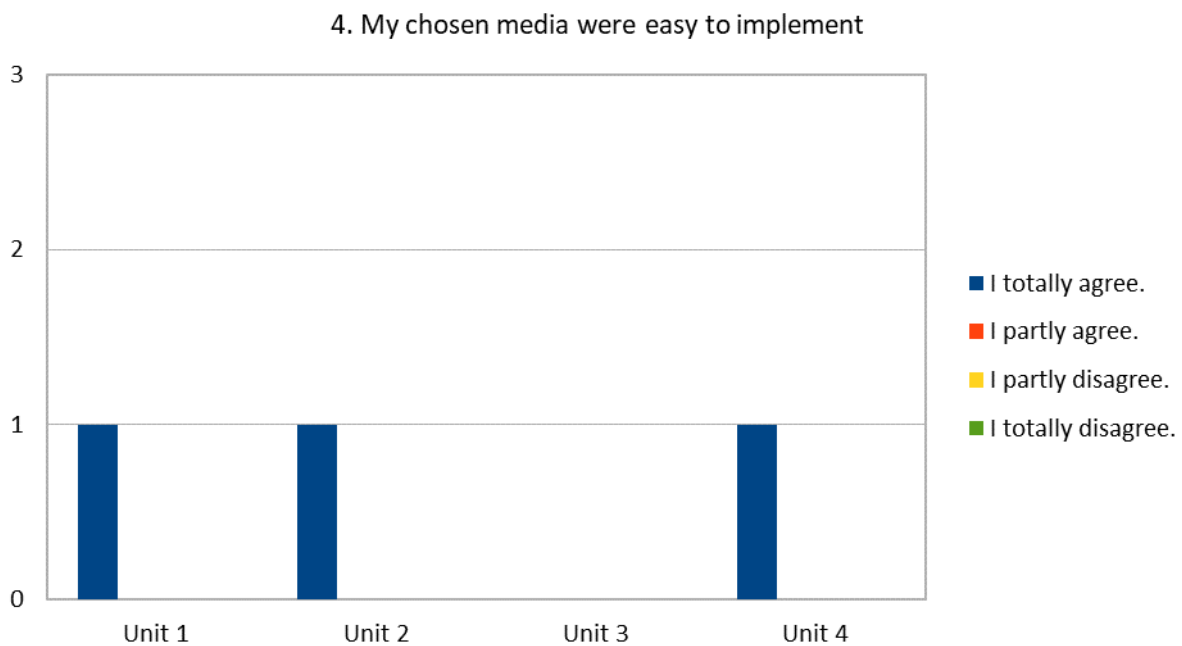
	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. Industry 4.0 and the impact on labour	1	0	0	0
Unit 2. Challenges and opportunities for companies within Industry 4.0	1	0	0	0



Unit 3. Upcoming trends	-	-	-	-
Unit 4. New skills and competences	1	0	0	0

In relation to the fourth question as can be seen in Figure 11, all the respondents “totally agree” with the choice of the selected media and they considered these were easy to implement.

Figure 11



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. Industry 4.0 and the impact on labour	1	0	0	0



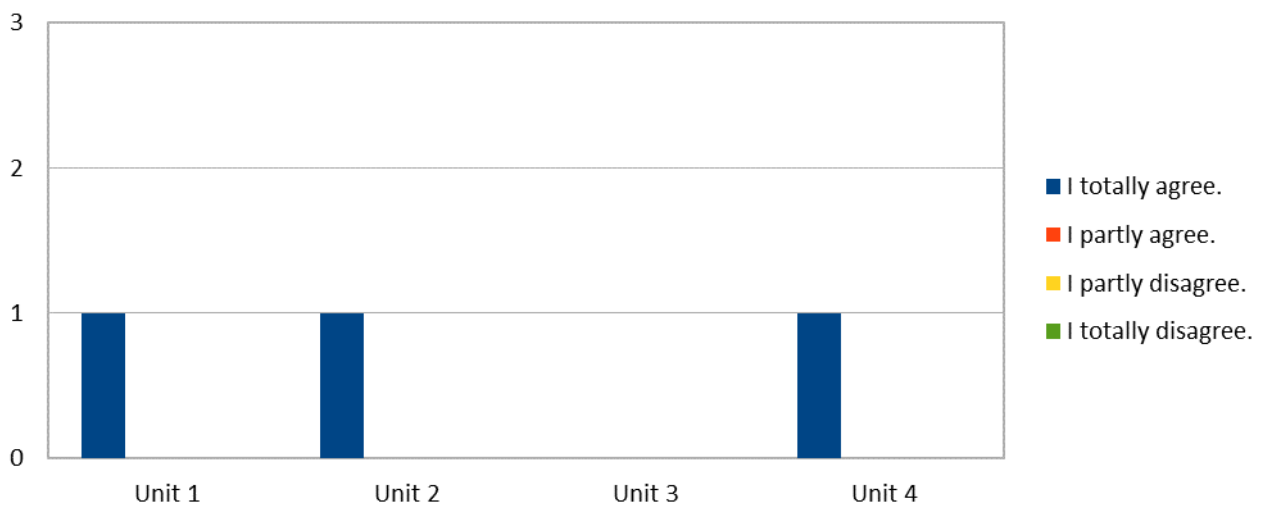


Unit 2. Challenges and opportunities for companies within Industry 4.0	1	0	0	0
Unit 3. Upcoming trends	-	-	-	-
Unit 4. New skills and competences	1	0	0	0

In this question number five they were asked whether the technical means (Moodle, audio and video) were stable and could be used adequately, all speakers 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



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:





- *Innovative tools and practices; peer learning and supervision of career guidance professionals -case reviews and support*

- *More time to discuss*

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. Industry 4.0 and the impact on labour	1	0
Unit 2. Challenges and opportunities for companies within Industry 4.0	1	0
Unit 3. Upcoming trends	-	-
Unit 4. New skills and competences	1	0

Table 19 shows that all the lecturers who have responded to the questionnaire surveyed claim to be interested in further information regarding the networking and the Academia+ project.



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. Industry 4.0 and the impact on labour	1	1
Unit 2. Challenges and opportunities for companies within Industry 4.0	1	1
Unit 3. Upcoming trends	-	-
Unit 4. New skills and competences	1	0

On this last question, all the lecturers who have responded to the questionnaire are interested in getting more information about the Academia+ project in the future. Likewise, two of the responders have pointed out being interested on getting more information from the network of contacts established among the alumni participating in the C-STEP2.

FINAL CONCLUSIONS

After analyzing the different questions that make up the evaluation questionnaire for the lectures in the C-STEP2 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: *the timeframes where a little bit too short for very broad topics, innovative tools and practices, peer learning and supervision of career guidance professionals, case reviews and support.*





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.

