



Intellectual Output 3 Demographic Change

Counsellors Study and Training Exchange Programme (C-STEP)

Evaluation and implications for broad-scale implementation of IO3

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1. C-STEP3: “DEMOGRAPHIC CHANGE”. 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-STEP3 “Demographic Change”).

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-STEP3, 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. The challenges of an older workforce	Romania (3), Portugal (5), United Kingdom, Latvia (2), Ireland, Georgia, Slovenia, Lithuania.	15
Unit 2. Retraining in later life	Romania (2), United Kingdom, Latvia (2), Ireland, Georgia, Portugal (3), Slovenia,	11
Unit 3. Realigning the expectations of the labour market	Georgia, United Kingdom, Latvia (2), Ireland, Slovenia, Portugal, Romania.	8
Unit 4. Multigenerational collaboration: focus on different target groups and generations	Azerbaijan, Georgia, Latvia (2), Portugal (3), Romania (2).	9
TOTAL NUMBER OF PARTICIPANTS WHO RESPONDED TO THE QUESTIONNAIRE		43

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. The challenges of an older workforce	11	3	0	1
Unit 2. Retraining in later life	11	0	0	0
Unit 3. Realigning the expectations of the labour market	7	1	0	0
Unit 4. Multigenerational collaboration: focus on different target groups and generations	9	0	0	0

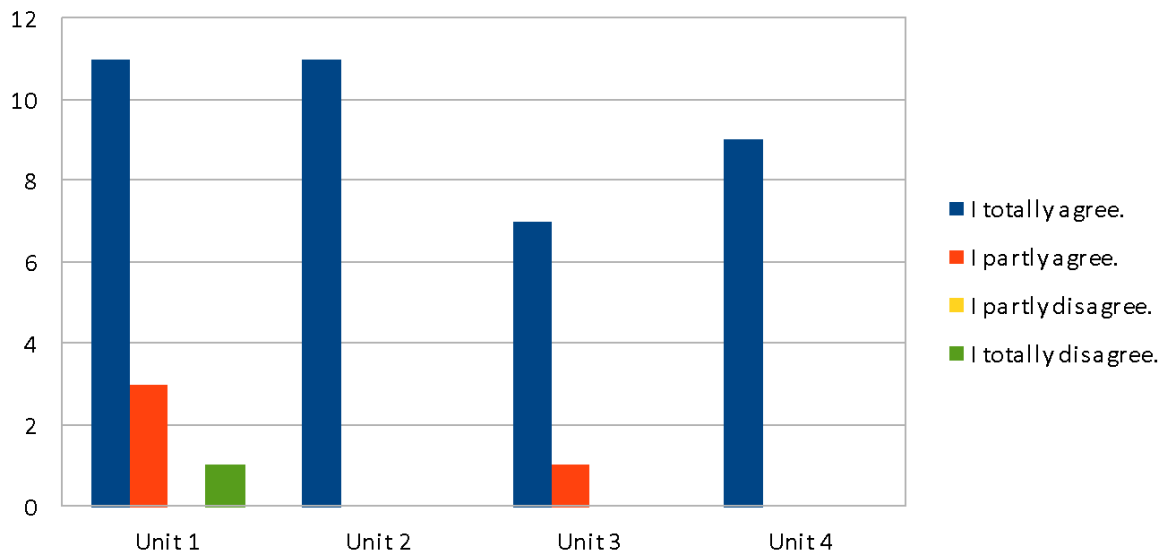




Figure 1 shows that in this question the majority of respondents stated that they “totally agree” with the material provided to them in the different learning units that made up the online training in the frame of C-STEP3. That is, they perceive it as easily accessible/ clearly arranged. Particularly, in units 2 and 4 it can be observed that all participants responded that they “totally agree” with this question. Moreover, it is worth mentioning the answer given by a participant belonging to unit 1 who indicated that he/she “totally disagreed” with these issues.

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. The challenges of an older workforce	12	3	0	0
Unit 2. Retraining in later life	9	2	0	0



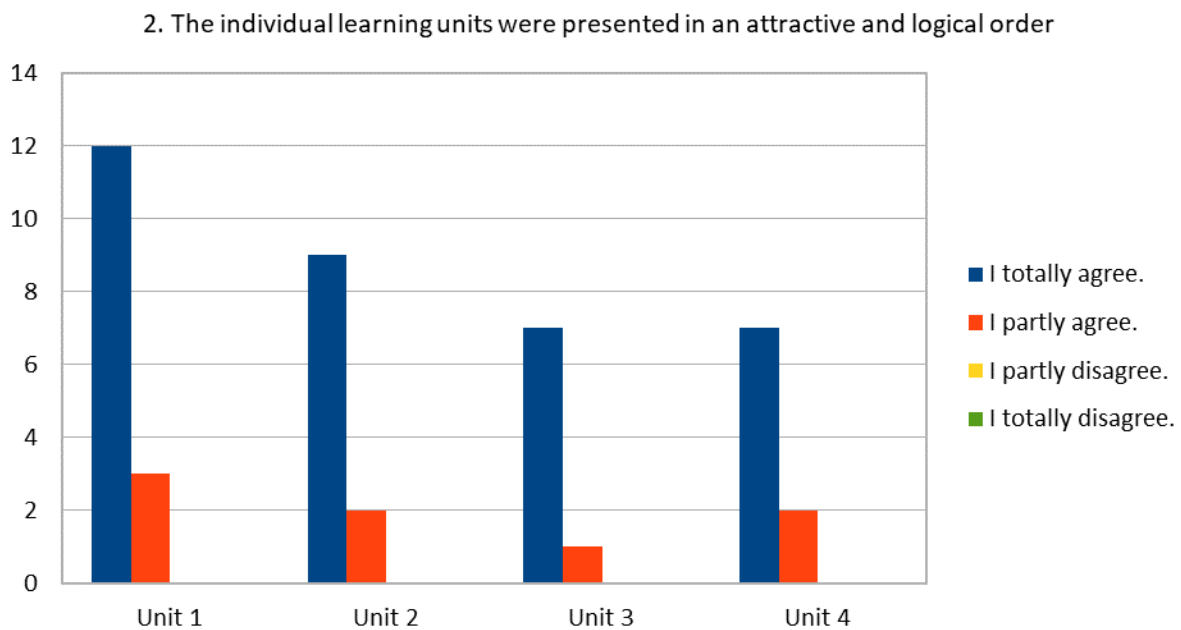


Unit 3. Realigning the expectations of the labour market	7	1	0	0
Unit 4. Multigenerational collaboration: focus on different target groups and generations	7	2	0	0

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

Figure 2 shows that all participants are „fully“ and „partially“ satisfied.

Figure 2.



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

Table 4. Summary of responses to Question 3

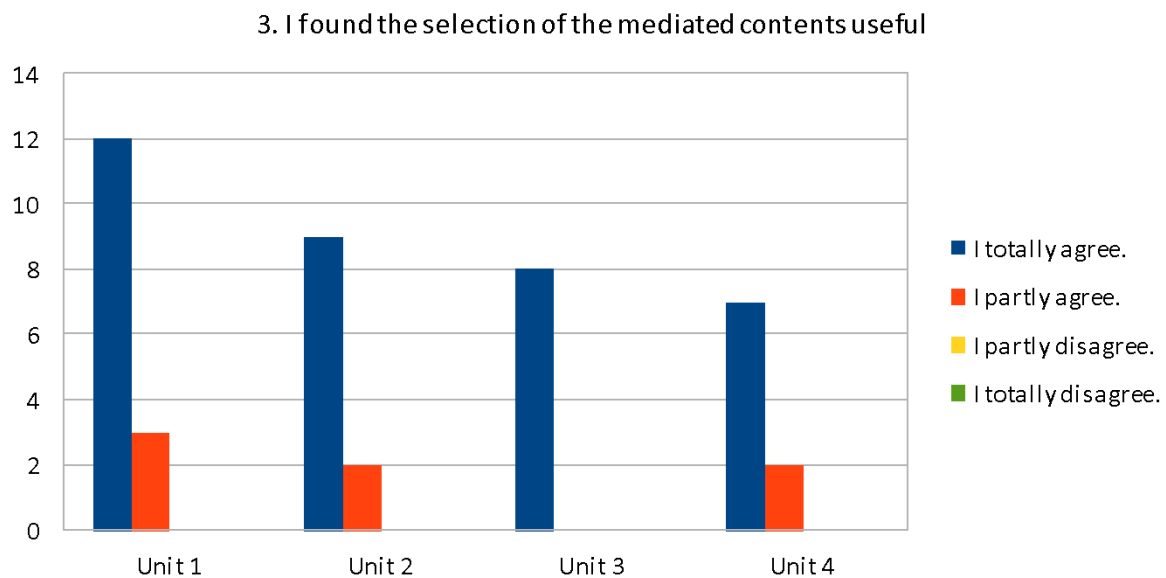
	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. The challenges of an older workforce	12	3	0	0



Unit 2. Retraining in later life	9	2	0	0
Unit 3. Realigning the expectations of the labour market	8	0	0	0
Unit 4. Multigenerational collaboration: focus on different target groups and generations	7	2	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. In this particular case, the participants in unit 3 were all satisfied with this statement.

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. The challenges of an	9	6	0	0

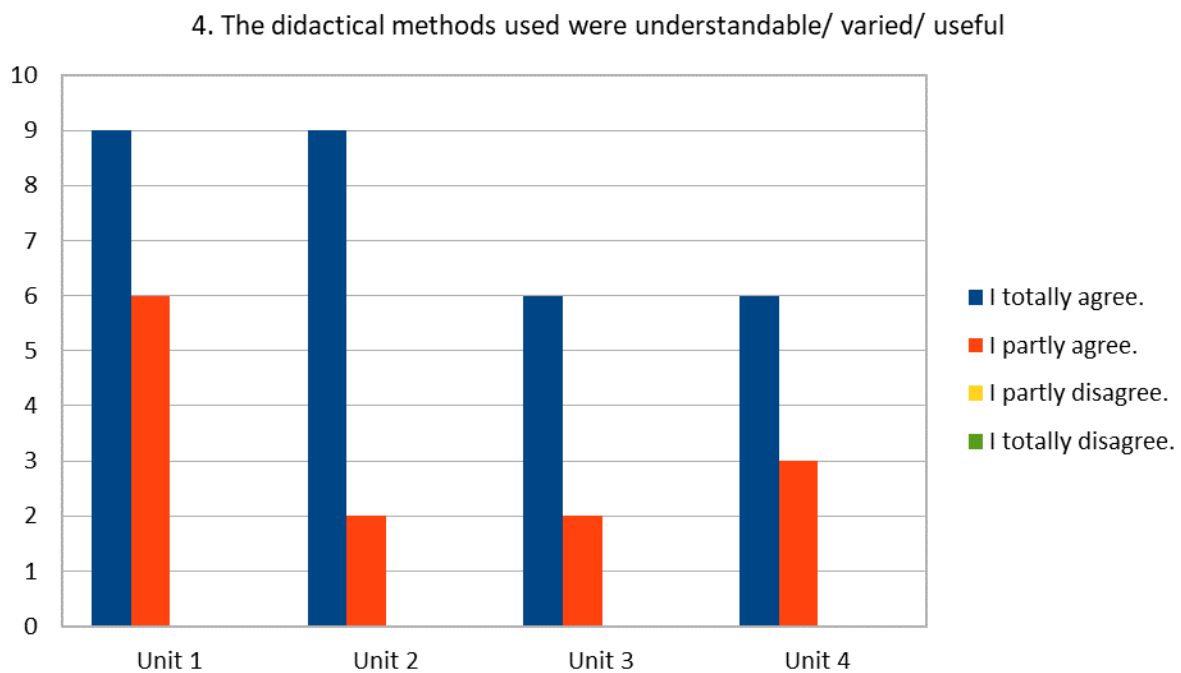




older workforce				
Unit 2. Retraining in later life	9	2	0	0
Unit 3. Realigning the expectations of the labour market	6	2	0	0
Unit 4. Multigenerational collaboration: focus on different target groups and generations	6	3	0	0

Regarding question four, respondents stated that the didactical methods used during the online training were, mostly, fully understandable, varied and useful. It is also worth noting that a significant number of participants partially agree with this statement.

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
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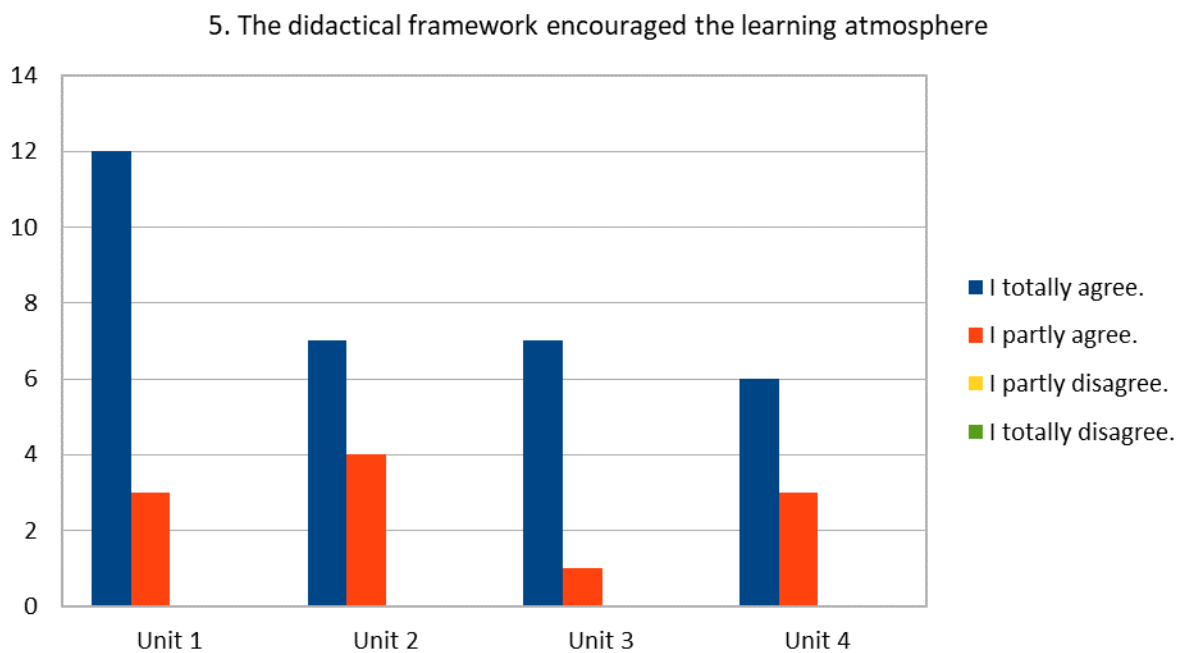




Unit 1. The challenges of an older workforce	12	3	0	0
Unit 2. Retraining in later life	7	4	0	0
Unit 3. Realigning the expectations of the labour market	7	1	0	0
Unit 4. Multigenerational collaboration: focus on different target groups and generations	6	3	0	0

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

Figure 5.



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



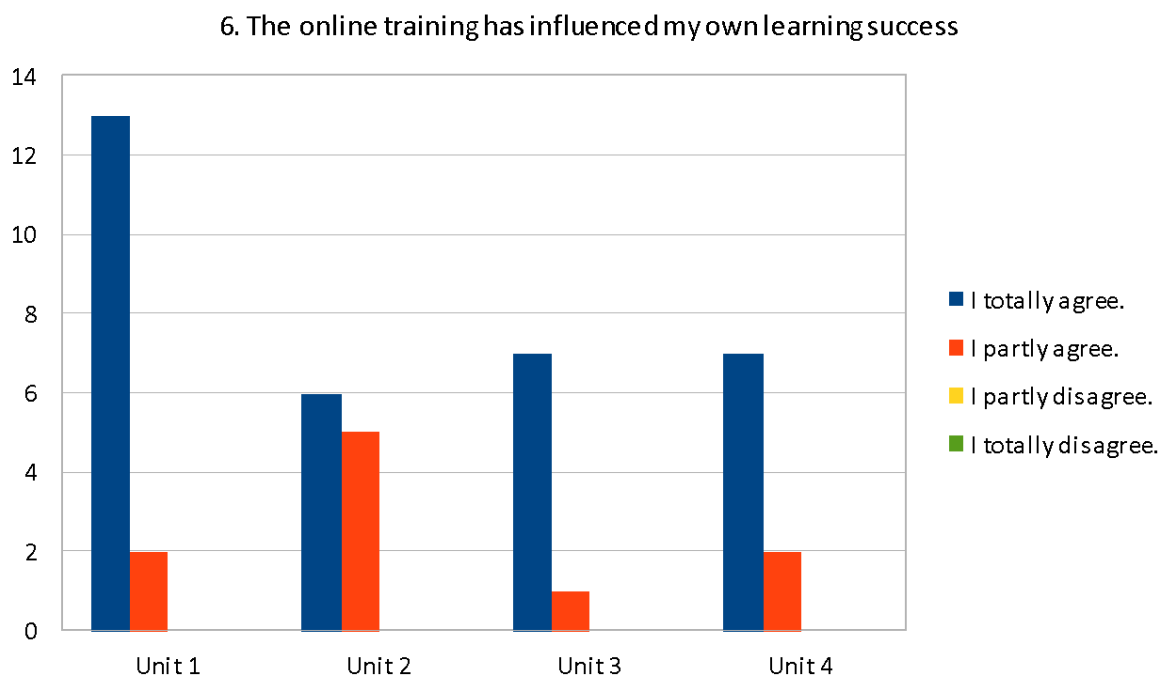
Table 7. Summary of responses to Question 6

	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. The challenges of an older workforce	13	2	0	0
Unit 2. Retraining in later life	6	5	0	0
Unit 3. Realigning the expectations of the labour market	7	1	0	0
Unit 4. Multigenerational collaboration: focus on different target groups and generations	7	2	0	0

As can be seen in Figure 6, the assessments given by the participants in the C-STEP3 online training regarding whether “the online training has influenced their own learning success” are, in general, positive.

All participants 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

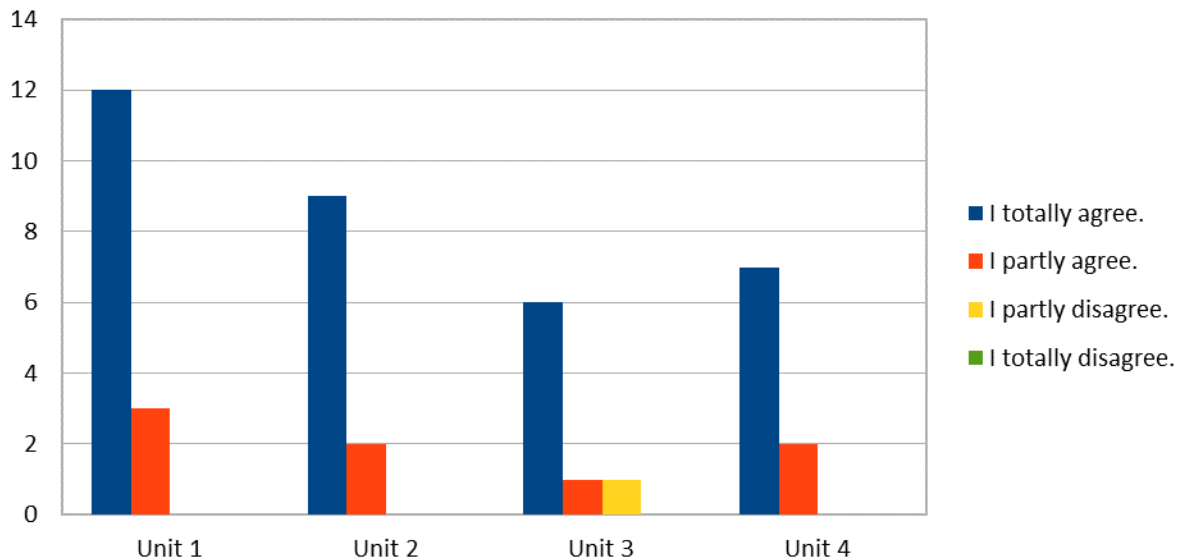
Table 8. Summary of responses to Question 7

	I totally agree	I partly agree	I partly disagree	I totally disagree
Unit 1. The challenges of an older workforce	12	3	0	0
Unit 2. Retraining in later life	9	2	0	0
Unit 3. Realigning the expectations of the labour market	6	1	1	0
Unit 4. Multigenerational collaboration: focus on different target groups and generations	7	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. Only one participant from unit 3 states that he/she “partially disagrees” with this matter.

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?*

Only one participant in unit 2 reported finding “Some problems with the internet conection”.

Although one participant from unit 3 showed in the previous question that he/she partially disagreed (Figure 7) with these aspects, he/she did not give any reasons for this.

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. The challenges of an older workforce	- <i>More study cases</i>
Unit 2. Retraining in later life	- <i>Supporting employees with chronic diseases at workplace</i>
Unit 3. Realigning the expectations of the labour market	- <i>No Answer</i>
Unit 4. Multigenerational collaboration: focus on different target groups and generations	- <i>The topics addressed were current</i>

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





Regarding this question, it was of interested to hear from the participants from the C-STEP3 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. The challenges of an older workforce	- <i>As for the content everything was topical depicting the latest data about aging workforce except the form how the last lecture of the day was presented. The valuable information was delivered too fast, quite monotonically without using group's involvement (questions, debates during the lecture). Maybe it is my as non-native English speaker's problem.</i>
Unit 2. Retraining in later life	- <i>One suggestion in relation to breakout groups. It would be nice to check how many actual participants are present (really at computer and involved) before starting e.g. role play task. I was sitting alone for long time and calling my partner, then after big delay she wrote in a chat that she is just here as the project team's member and has no experience so far in career guidance.</i>
Unit 3. Realigning the expectations of the labour market	- <i>Some disturbances in explanation before setting the tasks for groups during 1st part of the day. That hindered to grasp the material fully and complete the task well.</i>
Unit 4. Multigenerational collaboration: focus on different target groups and generations	- <i>Thank all the lecturers for presenting various themes, e.g. returners, Guidance, Career counselling and Social Justice and also for paying special attention to Mental Health in relation with Career Counselling!</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:

- Email information
- I participated in C-STEP2 and after completing that course there was a call for this course, C-STEP3
- From my workplace (colleagues, managers, employer, co-workers, PhD supervisor,





etc.)

- Latvian Career Development Support Association
- Intranet of Lithuanian PES
- Jodie Boyd, Huddersfield University and as a previous participant

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-STEP3 online training showed interest in obtaining further information regarding the project and networking. Just three 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. The challenges of an older workforce	14	1
Unit 2. Retraining in later life	10	1
Unit 3. Realigning the expectations of the labour market	7	1
Unit 4. Multigenerational collaboration: focus on different target groups and generations	9	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. The challenges of an older workforce	13	4
Unit 2. Retraining in later life	9	3
Unit 3. Realigning the expectations of the labour market	7	3
Unit 4. Multigenerational collaboration: focus on different target groups and generations	9	6

FINAL CONCLUSIONS

After analyzing the different questions that make up the evaluation questionnaire for the participants in the C-STEP3 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.

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: *Some problems with the*





internet connection (Unit 2), and one participant from unit 3 who showed *partial dissatisfaction with these issues* although he did not state the reasons.

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 study cases* (Unit 1)
- *Supporting employees with chronic diseases at workplace* (Unit 2)

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

- *As for the content everything was topical depicting the latest data about aging workforce except the form how the last lecture of the day was presented. The valuable information was delivered too fast, quite monotonically without using group's involvement (questions, debates during the lecture). Maybe it is my as non-native English speaker's problem* (Unit 1).
- *One suggestion in relation to breakout groups. It would be nice to check how many actual participants are present (really at computer and involved) before starting e.g. role play task. I was sitting alone for long time and calling my partner, then after big delay she wrote in a chat that she is just here as the project team's member and has no experience so far in career guidance.* (Unit 2).
- *Some disturbances in explanation before setting the tasks for groups during 1st part of the day. That hindered to grasp the material fully and complete the task well.* (Unit 3).
- *Thank all the lecturers for presenting various themes, e.g. returners, Guidance, Career counselling and Social Justice and also for paying special attention to Mental Health in relation with Career Counselling!* (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-STEP3. After analyzing the answers





given by the participants to this question, we found that they belonged to a wide variety of sources, among others: Email information, Academia+ dissemination, workplace (colleagues, managers, employer, co-workers, PhD supervisor, etc.), Latvian Career Development Support Association, Intranet of Lithuanian PES, Jodie Boyd, Huddersfield University and as a previous participant

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-STEP3 “Demographic Change” 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.

2. C-STEP3: “DEMOGRAPHIC CHANGE”. EVALUATION LECTURERS

Regarding the analysis of the results obtained by the lecturers to the evaluation questionnaire of the online training in the framework of the Counsellors Study and Training Exchange Program (C-STEP3 “Demographic Change”), in the absence of any reply, it is not possible to proceed with the presentation of these data and subsequent results.

