

Evaluation of training courses (pilot course)

The central objective of the BACKGROUND project is the development of a course aiming at sustainably improving competencies of adult education staff in the area of violence against women in different institutional environment with the main purpose of supporting women survivors of violence.

The pilot course in Timisoara had the purpose to assess the grade of achievement of the aims and the objectives formulated in the project.

The evaluators applied a qualitative approach to the evaluation. The evaluation of this project is process-oriented and formative, and aims to give feedback to the partners about topics for consideration, and processes that might facilitate or hinder a fruitful development of the project. The aim of the evaluation was to provide both formative and summative evidence of the extent to which the project has met its stated aims and objectives.

In general, a course evaluation strategy consisting of 4 strands was defined:

1. Inspection analysis

- = sequential evaluation of every single learning unit (day by day)
- = direct feed-back from external evaluators (inspection evaluation)
- = direct suggestions for improvement for:
 - = trainers (e.g. in terms of questions, functionality of role plays and exercises quality of materials etc.)

2. Evaluation of competence development

- = applying the ACT-evaluation methodology IAS - Impact Assessment System (reference frame developed for the DV-course) in order to evidence the individual competence development of the participants
- = each participants is rated before and after the f2f-session and hopefully after the follow up)

3. Self-Evaluation of the blended learning personnel



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= Evaluation of trainers

= Evaluation of designers/content producers

4. Evaluation of the level of satisfaction by the course participants

= daily assessment of satisfaction level in terms of content, activities and learning atmosphere

= final feedback round at the end of the course

= final questionnaire completed by each participant regarding the fulfilment of expectations, course setting, contents and arrangements, transferability to own field of activity, general reflection

The overall goal of the evaluation was:

- to give the feed-back on the quality of the whole course to the project group,
- to be the source of information on the necessary adjustments that are to be made to the G3 course,
- to indicate the methodology points/areas that have to be later improved.

Short overview about pilot course (phases, contents, participants' profile)

In the following paragraphs a short overview about the elements of the various phases will be given:

Preliminary phase:

This faced was considerably reduced in terms of time and started only one week prior to the face-to-face session.

Topics that were tackled during the preliminary phase were:

- Basic lines of legislation (international law text referring to women's rights) with a specific research tasks
- Domestic violence (statistics about the worldwide phenomenon)
- Communication styles (communication style quiz)

In the fully-fledged G3 course edition, all modules are tackled more in depth, since experiences from other projects showed that at the pre-implementation level it is crucially important to find and later explore evidence of course-related previous knowledge and/or experience.



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Face-to-Face Session:

In the face-to-face session, technical and instructional knowledge were transmitted by using different didactical methodologies.

- Introduction to DV
- Stereotypes and Communication
- Types of Violence
- Signs of violence
- Communication skills (Introduction Communication)
- Cycle of Violence and Causes for the violence
- Perpetrator Strategies
- Consequences/impact on women and children
- Women's needs
- Assertiveness and self-esteem
- Communication Training
- Resources, services and cooperation networks

Follow-up:

At the end of the f2f session, participants expressed the common wish to continue the collaboration. Therefore, communication tools (skype and online rooms) were introduced and specific tasks related to intervention models or methodologies for supporting and training of women survivors of violence were given. The results were discussed in an online conference with the whole group. Individual support was given by the trainers via skype.

Participants' profile

The group consisted of nine women - seven Romanian people who were addressed by APOWER, one member of the blinc network from the Netherland and one colleague of AMCV who recently started to work in the association. They all had a very high level of awareness for the issue of domestic violence.



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no	Professional background	Motivation to attend the course
1	school teacher, confronted with cases of domestic violence - hoping to learn how to cope with the problem	learn how to cope the problems
2	project coordinator in NGO (HR), work with unemployed people, communication trainer	gender problems in Romania
3	social scientist, work with migrants, community worker, representative of NL for women in UN	"DV has not the attention that it deserves"
4	psychologist, dean of Faculty of Physical Education and Sports at the University of Timisoara	problems in Romania with domestic violence
5	psychologist, systemic therapy, worked in a women shelter	personally touched by the problem
6	psychologist, project manager in a youth project for youngsters with a difficult social background	learn more about DV, to be able to help youngsters
7	recently started to work in AMCV	learn more about DV
8	psychologist, MA studies, work in NGO for a better social integration of children with a difficult background	children often have violent background and learn to cope with the problems
9	teacher in primary school, start to work as project manager in house for women in crisis	learn more about DV to do a good job in the new activity

2.1. Inspection analysis

The training was accompanied by two observers with the purpose to effectuate an inspection evaluation aiming at giving a direct feedback after the end of each training day and discussing the reflections with the trainer team.

Summary of reflections:

Functionality of role plays and exercises

- Exercises such as role plays and simulations proofed very well and were highly appreciated by the group.
O-tones on day 4: "I have learnt a lot but what I will remember is all the role plays and exercises."
- Particular attention must be given to clear instructions. Instructions should be



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put in written on a ppt-slide and projected visibly on the wall or distributed in paper together with the material for the respective exercise.

- Specific exercises need a more concise conclusion to emphasise their intention and purpose. Ex: Role race on day 4 - the concept is good, but the intention of putting people in other people's shoes was not clear.
- Generally, all exercises need more time than it was expected, since people were very committed and felt the need to share their feelings and findings with the group.

Quality of materials

- All materials need to be proof-read, since they all show weaknesses in the English orthography.
- Conclusions in the paper "causes for the violence" are too much simplified.

Communication with the group

- Trainers should avoid stereotypes themselves when giving examples for specific situations in daily life of a couple (man at work, woman at home with the children)
- Not everything which is discussed in small work groups should be repeated with the whole group.
- Introduction at the beginning of each training day was always the same and should be more creative.
- Clear end at the end of each training day with a very short outlook to the next day's programme.

General topics

- Materials from the preliminary phase have to be taken up in the f2f session. This was not done in the case of the communication quiz due to a lack of time.

