



# TRAINING PILOTS EVALUATION REPORT

EQUALvet Development of a vocational training program for people with intellectual disabilities in three professions:  
cook assistant, gardener assistant and cleaner

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The contribution in the field of Education, Training and Youth

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# EQUALvet

The “**TRAINING PILOTS EVALUATION REPORT**” is a result of the cooperation between the partners of the consortium of EQUALvet Erasmus+ Project. This report was published in November 2022.

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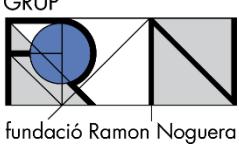
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# 1. CONSORTIUM

The consortium consists of the following partners:

Organization	Website / Email
 Margarita Vocational Training Centre	<a href="http://www.eeamargarita.gr">www.eeamargarita.gr</a> <a href="mailto:research.development@eeamargarita.gr">research.development@eeamargarita.gr</a>
 GRUP fundació Ramon Noguera	<a href="https://grupfrn.cat/en">https://grupfrn.cat/en</a> <a href="mailto:comunicacio@grupfrn.cat">comunicacio@grupfrn.cat</a>
	<a href="http://arcil.org.pt/">arcil.org.pt/</a> <a href="mailto:arcil@arcil.org">arcil@arcil.org</a>
	<a href="http://www.udg.edu/en/">www.udg.edu/en/</a> <a href="mailto:judit.fullana@udg.edu">judit.fullana@udg.edu</a>
	<a href="http://www.tuv-nord.com/gr/el/home/">www.tuv-nord.com/gr/el/home/</a> <a href="mailto:vvoudouris@tuv-nord.com">vvoudouris@tuv-nord.com</a>
	<a href="http://www.easpd.eu/">www.easpd.eu/</a> <a href="mailto:zoe.lardou@easpd.eu">zoe.lardou@easpd.eu</a>

## 2. INTRODUCTION

This report presents the evaluation of the pilot programs in vocational education training in the areas of cleaning, cooking, and gardening, aimed at people with intellectual disabilities. VET centres participating in the EQUALvet Consortium have been developing programmes to improve participants' work skills in the three areas mentioned. A pilot version of each program was applied throughout 2020 and 2021 by the MARGARITA Vocational Training Centre (Greece), ARCIL (Portugal) and Mas Xirgu Foundation (Spain).

To undertake the evaluation, information was collected from participants in the pilot training programs through a questionnaire and from professionals involved in the training programs, such as teachers or support staff and three focus groups were held.

The report is organized in 5 sections. The first section is the introduction. Section 2 presents the method and includes the aim, preparation, structure, participants, and procedure of collecting data for each instrument. Section 3 presents the findings organized in 10 sub-sections, each focused on one aspect of the pilot training programs and its evaluation: general characteristics of training, teaching, and learning methodology, materials and support tools for learning, internship or fieldwork practice in work settings, teachers, personalised guidance, contents, assessment system, online training, and certifications. Section 4 collects the final remarks, that is to say, aspects that refer to the global assessment of the experience and, finally, Section 5 includes some proposals to improve vocational training programs aimed at people with intellectual disabilities. Two appendices with the model of questionnaire for participants and with the focus group script can be found at the end of the report.

We would like to acknowledge the participation of the 27 people with intellectual disability that participated in answering the questionnaire, the staff that provided support to those people that needed it, and to the 17 professionals from the different organisations that participated in the focus groups, thanks to whom it has been possible to write this evaluation report of the EQUALvet pilot training programs.

## **3. METHOD**

To evaluate the three pilot training programs (Gardening Assistant, Cleaning Assistant and Cooking Assistant) two instruments were used to collect information: a questionnaire addressed to a sample of the people with intellectual disabilities who participated in the pilot training programs, and a focus group with professionals of each of the VET partners. Each of these instruments is presented below, indicating the objective, the preparation, the structure of the instrument, the participants, and an explanation of how the data was collected.

### **3.1 QUESTIONNAIRE FOR PARTICIPANTS TO EVALUATE TRAINING PILOTS**

#### **3.1.1. Aim**

This questionnaire aims to assess participants' satisfaction with the three training programs: Gardening Assistant, Cleaning Assistant and Cooking Assistant.

#### **3.1.2. Preparation of the questionnaire**

The questionnaire was based on the Service Users Questionnaire used at the beginning of the EQUALvet project to gather information on the opinions and preferences of service users regarding their vocational educational training experiences.

Based on that first questionnaire, the team of the EQUALvet project from the UdG prepared a first new version that was submitted to a pilot application with a group of participants in one of the EQUALvet training programmes. To make this pilot application, the UdG team had the support of the Fundació Mas Xirgu (Girona) and the group of people that received the pilot training program in gardening.

In this pilot experience, 6 out of 10 of the participants in the gardening program agreed to participate in the questionnaire trial. All of them signed an accessible informed consent document. This document reflected the fact that their participation was voluntary and ensured the confidentiality of the information collected and their anonymity. It is also ensured that the information provided would only be used to improve the questionnaire that would be used to

evaluate the training programmes carried out within the Equalvet project. All participants were male, two were 19 years old, and the others 21, 23, 26 and 44 years old. The trial took place in April and May 2021.

The process followed to undertake this pilot application was as follows:

- Each participant was provided with a folder containing all the paper sheets of the questionnaire.
- Each participant answered the questionnaire. A member of the UdG team was present and provided support when necessary.
- While answering the questionnaire, the member of the UdG team took notes about the questions that the person found more difficult, about comments made and about the kind of help that the person required.
- Once the questionnaire was completed, the member of the UdG team asked some questions to collect the person's opinion about the questionnaire. The participant was asked questions like:
  - o What do you think about the questionnaire?
  - o Is it easy to answer? What sections are easy/difficult?
  - o Have you missed any question or topics?
  - o Would you suggest any changes to the format? (Images, font size, organization of sections, answer options...)
  - o What do you think about having a person here while you were answering? Would you have preferred to be alone while answering the questionnaire?
  - o Do you want to add anything else about the questionnaire?

This procedure was followed by each of the 6 participants and the data was then analysed. The UdG team reviewed the data, and some changes were made to the original version of the questionnaire. The main changes were:

- Make images and icons bigger.
- Provide words and icons to answer each question, so that the person could choose whichever they preferred.
- Change the original face icons to "thumb up" and "thumb down". Some people found the face icons childish.
- In the section "teaching and learning methodology" the following question was added: "Were the activities carried out during the training varied?"
- Some instructions were added to indicate how many answers can be selected and how to make the selection, and what sign can be used to answer (cross, circle).
- In some items, key words were highlighted in bold font, to draw the attention of the person answering about what the main topic of the question is.
- To differentiate between evaluation and certification, a small explanation was introduced at the beginning of each section.
- Some items were rephrased to simplify them.

All participants preferred to answer the questionnaire in paper format as opposed to online. Most of them did not know how to use a computer and did not feel confident with the online form tried out at the end of the interview.

They needed about an hour to answer the questionnaire. They valued positively having someone to support them if necessary. They found the questionnaire a bit long, but they said it seemed longer than it really was because there are a lot of images. Anyway, there was always the possibility to answer it on different days.

Concerning data collection, an online version was prepared. However, this pilot application suggested that some people would need support to answer it. For some of them it would be easier to answer the questions with a paper and pencil with the support of images included in the questionnaire and, afterwards, a staff member would be able introduce the data in the online questionnaire form.

### 3.1.3. Questionnaire structure

The questionnaire was organised in 10 sections. Participants were asked to give their opinion about different aspects of the training program. Table 1 summarises the content of each section.

Some questions needed yes/no answers, others were multiple choice questions, and others were statements which they had to give a value depending on their level of agreement on a scale of 1 to 3. Most of the questions were accompanied with images to make the content more accessible to participants.

Three questionnaires were prepared, the questions being adapted to each training program. Due to the length of the questionnaire, only one of them is included in this report, that of the gardening training course (Appendix 1). The only difference between the questionnaires are some images related to specific areas of training.

Table 1. Questionnaire sections and content

Section	Content
<b>1. Descriptive Data</b>	Age, gender, place of training, training program in which the person participated. Global satisfaction with training.
<b>2. Teaching and learning methodology</b>	Kind of activities preferred, which of them helped to learn the most. More and less difficult activities. Role of teachers.
<b>3. Materials and support tools for learning</b>	Materials and tools used, preferred materials and tools, which materials and tools helped to learn the most.
<b>4. Internship or fieldwork practice in work settings</b>	Place of the internship, duration, role of internship supervisor, tasks carried out during internship, satisfaction

	with the support received during the internship, role of co-workers, learnings.
<b>5. Teachers</b>	Role of the teachers during the training course.
<b>6. Personalised Guidance</b>	The role of the tutor, support provided.
<b>7. Contents</b>	Soft-skill learning: responsibility, teamwork, relationships, risk prevention.
<b>8. Assessment system</b>	Type of assessment activities, when these activities took place, information about the assessment system, consistency of the assessment activities with the training, assessment system and learning improvement.
<b>9. Online training</b>	Platform used, level of difficulty in doing online learning, what was learnt.
<b>10. Certification</b>	Information about certification procedures, general considerations about certification.

### 3.1.4. Participants

The partners agreed that three participants for each training program and for each organization that were involved in the pilot program should answer the questionnaire. There were 27 participants in total. Participants were selected by each VET partner among people who participated in the pilot training programs. In table 2 there is a description of the participants. In total, 16 males and 11 females answered the questionnaire to evaluate the pilot training programs.

Table 2: Characteristics of the questionnaire respondents.

VET Organisation	Cooking		Cleaning		Gardening	
	Female	Male	Female	Male	Female	Male
ARCIL	2	1	2	1	1	2
VTC MARGARITA	3	0	1	2	1	2
MAS XIRGU FOUNDATION	0	3	1	2	0	3
TOTAL	5	4	4	5	2	7

People who answered the questionnaire were from 18 to 64 years old. 41% of the total participants in the questionnaire were under 30 years of age, the average being 37 years of age,

with a standard deviation of 12.8 years. Table 3 shows the average age and the standard deviation for each of the participating organizations

Table 3: Age range, mean and standard deviation of participants in the questionnaire

VET Organisation	Age Range	Age Mean	Standard Deviation
Mas Xirgu Foundation	18-49	32.11	11.03
VTC Margarita	20-45	32.89	8.68
ARCIL	19-64	45.78	14.29

### 3.1.5. Data collection procedure

The questionnaire was sent to VET partners in June 2021 as a Word file in the English version. Partners did the translation to their own language and made copies for the participants. Once the questionnaire was completed, a staff member introduced the data in a Google Form that contained the questions but not the images. Questionnaires were administered throughout September and October 2022, when all the pilot programs had finished.

## 3.2. FOCUS GROUPS WITH PROFESSIONALS

### 3.2.1. Aim

The aim of the focus groups was to collect the points of view of the staff involved in the pilot training programs concerning the planning, development, and results of the training, to highlight the strengths and weaknesses, and to point out improvement proposals for future training programs

### 3.2.2. Focus Group structure

The focus group script was organized around 11 topics, similar to the topics dealt with in the questionnaire:

- General questions about the training program: participants' profile, general characteristics of the program and usefulness of the manuals prepared to guide each training course.
- Teaching and learning methodology, referring to the methods used during training sessions in the classes.
- Materials and support tools used for teaching.
- Internship or fieldwork practice in work settings
- Teachers: their impressions and opinions about their role during the pilot programs
- Personalised Guidance
- Contents
- Assessment system, related to students' assessment during the training program.
- Online learning, in case this modality was used
- Certification
- Final remarks: general level of satisfaction regarding the pilot training programs, learning achieved by the students.

For each topic, some questions were prepared to help the facilitators during the focus groups.

The script is included in Appendix 2 of this report.

### 3.2.3. Participants

Seventeen professionals participated in the focus groups, 14 women and 3 men. Table 4 details the participants of each focus group, with the role developed for each participant in the training pilots.

Table 4. Focus group participants in each VET partner

Focus group in the Mas Xirgu Foundation (FG FMX)*		
Participant	Gender	Role
1	Male	Gardening trainer
2	Female	Cooking trainer
3	Female	Cleaning trainer
4	Female	Cleaning trainer
5	Female	Internship supervisor
Focus group Margarita (FG M)*		
Participant	Gender	Role
1	Woman	Trainer
2	Woman	Trainer
3	Man	Trainer
Focus group ARCIL (FG A)*		
Participant	Gender	Role

1	Men	Project Manager Evaluator
2	Woman	Internal Trainer Training Manager
3	Woman	Invited Trainer
4	Woman	Invited Trainer
5	Woman	Invited Trainer
6	Woman	Case Manager
7	Woman	Case Manager
8	Woman	Case Manager
9	Woman	Evaluator

\*Abbreviation used in the Findings section to identify the focus groups

### 3.2.4. Procedure

Each VET partner organised one meeting between July and September 2022 with professionals that had experience in some of the three pilot training programs. One of the participants held the role of facilitator, asking the questions. Another participant took notes to collect the main ideas and conclusions regarding the different topics included in the focus group script. In general, we refer to the three pilot training courses taken as a whole. However, where necessary, we highlight specific aspects of individual courses.

Two focus groups were developed in a face-to-face format (Fundació Mas Xirgu and ARCIL), and one was held online with the Zoom platform.

Each VET partner provided a detailed report of the focus group. The three reports were analysed together, identifying coincidences, differences, and contributions to each one of the topics to be evaluated.

## **4. FINDINGS**

This section presents the results of the analysis of data obtained through the questionnaire and through the focus groups. To refer to the focus groups, FG A is used for the focus group carried out in ARCIL, FG M for the focus group carried out in the VTC Margarita, and FG FMX in reference to the focus group carried out in the Mas Xirgu Foundation.

The results combine the data obtained with the two instruments and are organized according to the following sections:

1. General training characteristics
2. Teaching and learning methodology
3. Materials and support tools for learning
4. Internship or fieldwork practice in work settings
5. Teachers
6. Personalised Guidance
7. Contents
8. Assessment system
9. Online training
10. Certification
11. Final remarks

### **4.1. General characteristics of training**

It had been planned that each pilot training program of each of the VET partners would include 10 people, that is, a total of 90 people were to be included. Finally, there were 82 participants. Graphs 1 to 3 show the distribution of participants according to gender for each VET partner, for each of the training programs. It can be observed that, on the whole, many more men than women participated (only 29 of the 82 participants were women) and that it is the Gardening training program where the difference is higher, while in the Cooking and Cleaning training programs, there is more of a balance between men and women.

Figure 1: Gender distribution for the Cleaning Assistant Training

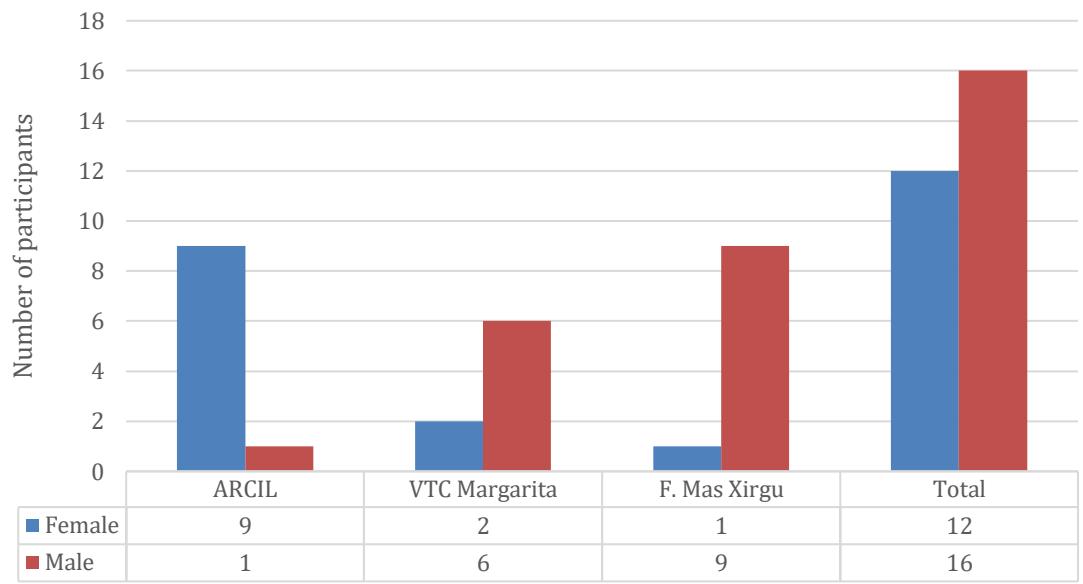


Figure 2: Gender distribution for the Cooking (chef) Assistant Training

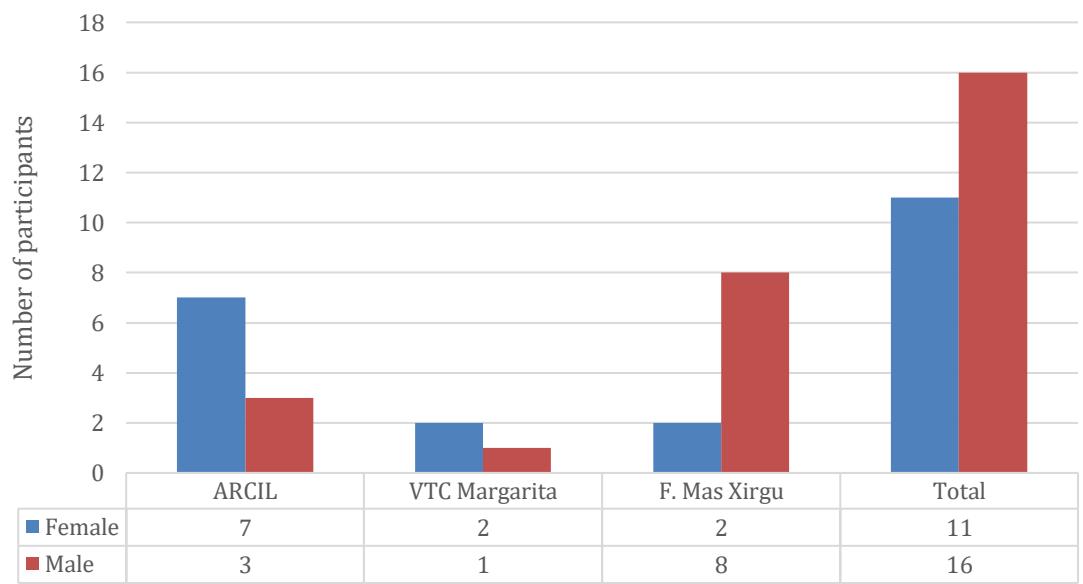
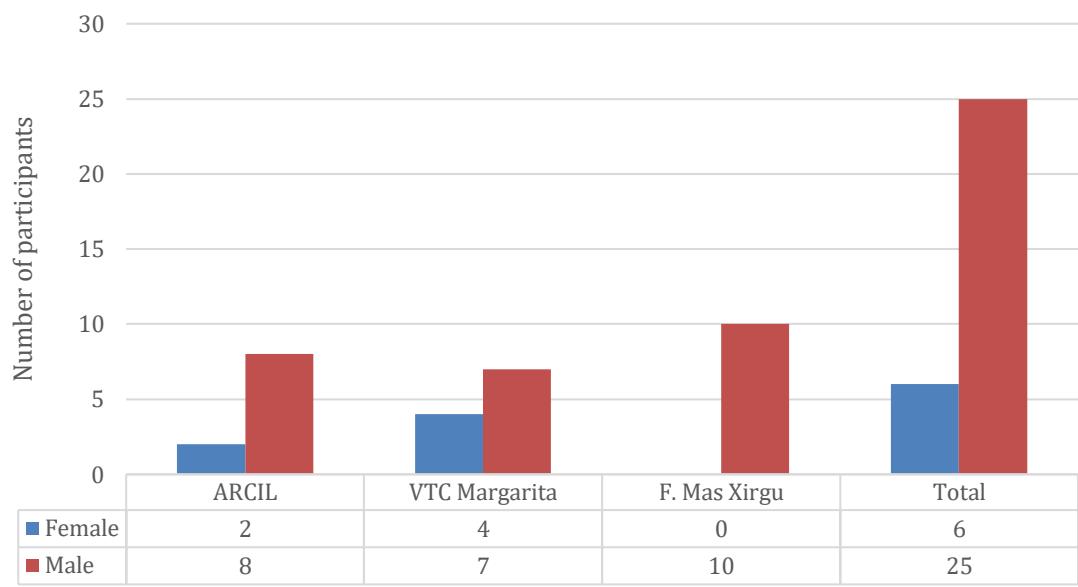


Figure 3: Gender distribution for the Gardening Assistant Training



In terms of ages, they ranged from 19 to 69 years. A little more than half of the participants, specifically 53.7%, were between 19 and 35 years old, 29% were between 36 and 50 years old and 17% of the participants were over 50 years old. Graphs 4 to 6 show the age distribution of participants in each of the training programs.

Figure 4: Age distribution for the Cleaning Assistant Training

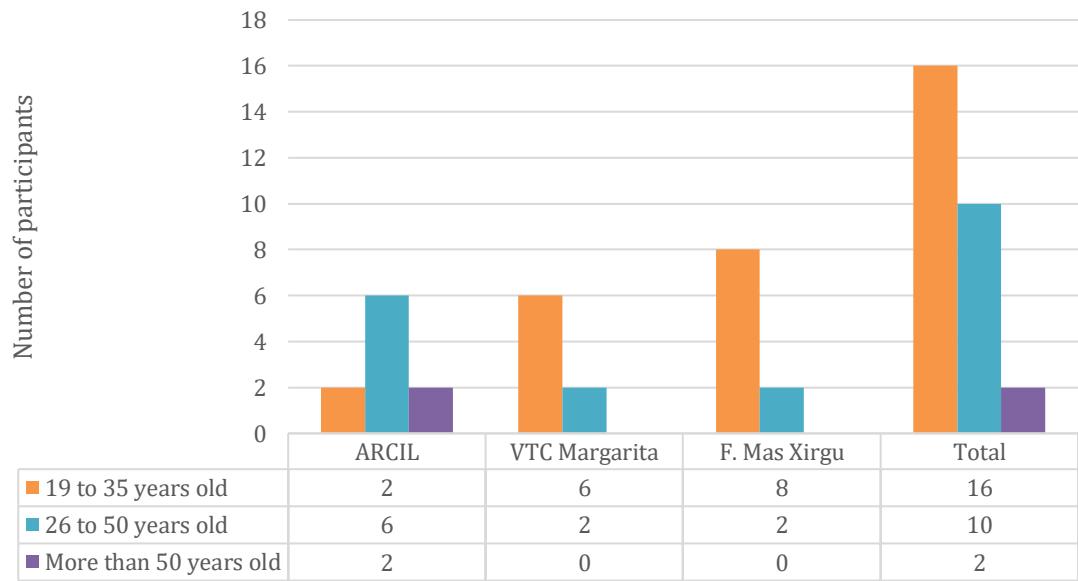


Figure 5: Age distribution in the Cooking Assistant (chef) Training

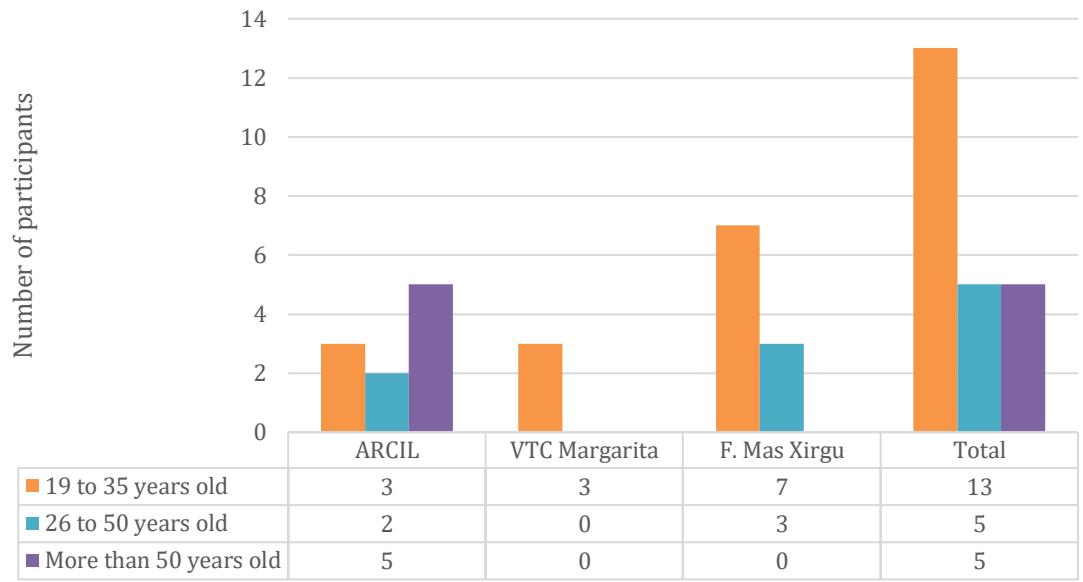
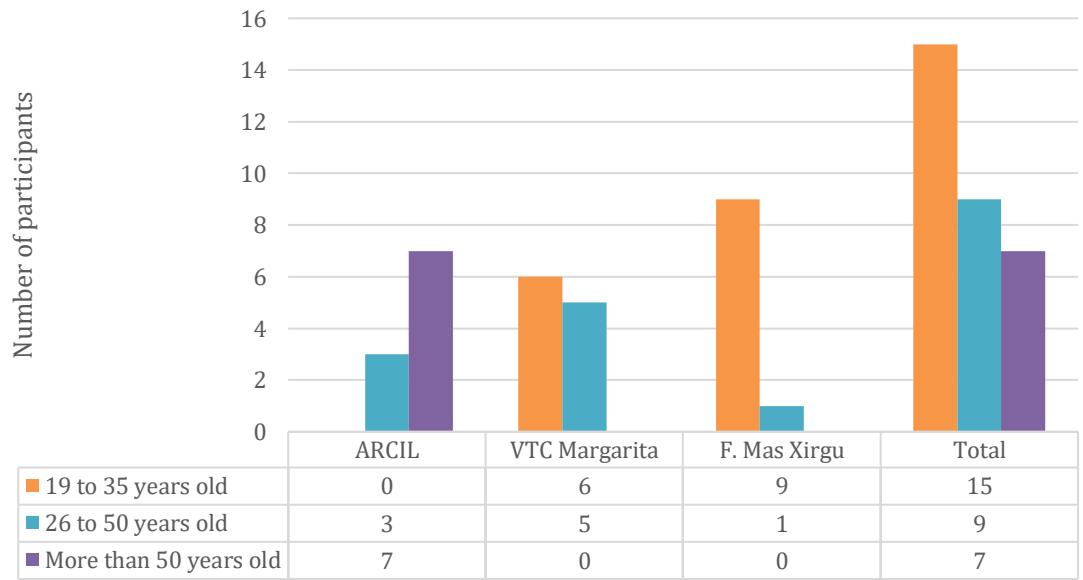


Figure 6: Age distribution in the Gardening Asistant Training



The professionals participating in the focus groups underline the heterogeneity of the groups both in terms of the supports they needed and in terms of motivation to participate in the training. In the case of the Mas Xirgu Foundation, all participants were unemployed, while in others, such as ARCIL, "some were employed, and others were involved in flexible occupational activities". The diversity of the participants is considered a positive aspect. In some cases, we collaborated with complementary services to work on motivation towards vocational training.

The Mas Xirgu Foundation set criteria for the selection of potential candidates to participate. They took into account that people had minimum competencies, such as communication skills and acceptance of authority. Also, the willingness and motivation to participate was a selection criterion. Despite this, it was also difficult in some cases to maintain continuity of attendance in the course until the end.

Participants in the three focus groups agreed that all the trainees understood the learning goals of the training program, which were clearly explained at the beginning of each training course.

The length of training course is considered adequate for the participants to achieve the learning goals. In one of the focus groups (FGA) professionals remarked that the **Cooking training** course should have started three months earlier in order to avoid pressure of a time limit to achieve the learning goals.

Regarding the Training Manuals, the participants in the three focus groups agree that they were a good tool for planning the sessions. One group considered them "interesting, complete and extensive" (FG A), and another "a very good tool to plan and develop training" (FG FMX). Nevertheless, some considerations were noted. One of the focus groups considered that the **Gardening manual** "was too short for the duration of the training course" (FG FMX), while another group evaluated this one as being the best (FG M). Two of the focus groups considered that the manuals were very long, and the content was too advanced for the training level of the trainees (FG A and FG M). The participants pointed out that some trainees were not able to read and that the manuals weren't accessible enough for the target population. In another of the focus groups it was pointed out that the **Cleaning course training manual** "included contents not really related to the responsibilities participants will have working as cleaning assistants" (FG M), and the same occurred with the **Cooking course training manual**. In both manuals there was too much theory to be learned and some exercises could not be put into practice because they required a high level of expertise (i.e., how to cut meat, the various parts of various types of animals, etc.). One of the focus groups commented that the manuals were a more useful resource for the trainer than for the students and proposes to make an easy-read edition of the manuals.

However, in another of the focus groups (FG FMX) it was considered that the **Cooking manual** and the **Gardening manual** had insufficient content taking into account the number of hours dedicated to training. Nevertheless, they agreed that these manuals contained concepts that were too technical, such as animal parts and nutrition (**Cooking manual**) or longitude, latitude, etc. (**Gardening manual**) that were difficult for students to understand.

Therefore, based on the contributions of the three focus groups, what is observed is that there is a diverse perception regarding the adequacy of the manuals taking into account the duration of the training. Probably, because the participants in the pilot courses of each VET partner had different characteristics. What this different perception shows is that it is necessary to consider what the content of these manuals should be, so that they are broad enough and flexible enough to adapt to the learning needs of each group of participants. The manual should be a guide and teacher support where one can find ideas about learning and assessment activities that are appropriate for the group and the person.

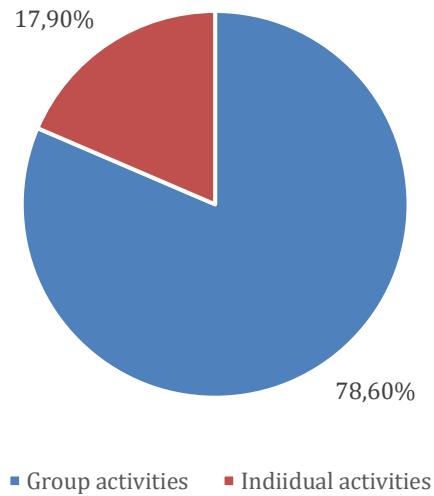
## 4.2. Teaching and learning methodology

The training sessions were composed of a combination of theoretical presentations with visual support, practical demonstrations, and exercises to implement the content or the skills being taught.

Questions 3 to 15 of the questionnaire refer to the assessment of teaching and learning methodology by students. Most of the teaching was carried out in a group, with some individual activities. However, as the individuals in the group were very diverse, the teaching team devoted time to providing individual support to some of the participants in the training courses. In one of the focus groups (FG M) it was noted that, for example, in the cooking course, sequenced individual activities were assigned from less to more complexity in which the participants took turns. This allowed trainers to better understand the strengths and weaknesses in learning certain skills for each of the participants.

Sixty-eight per cent of respondents said they preferred group activities and 21 per cent did not have a clear preference for group or face-to-face activities. Only two people indicated that they preferred individual activities. According to participants, group activities helped them learn more than individual activities (Figure 7).

Figure 7: kind of activities (group or individual activities) that helped people the most to learn



The participants in the questionnaire identified the fact that they carried out different types of activities, of which, the manipulative activities and the activities carried out in a real work environment were the most mentioned. (Table 5). These two types of activities are the ones that most participants considered to be the most helpful for them to learn (Table 6). All 27 replied that the activities had been varied.

Table 5: Types of activities carried out during training. Percentages of responses and cases.

	Responses		Percent of Cases
	N	Percent	
Manipulative activities	25	25%	92.6%
Activities in a real environment	25	25%	92.6%
Writing	19	19%	70.4%
Reading	12	12%	44.4%
Computer and tablet	10	10%	37%
Mentoring	9	9%	33.3%
Total	100	100%	370.4%

Table 6: kind of activities that helped the most to learn

	Answers		Percent of Cases
	N	Percent	
Activities in a real environment	24	36.9%	88.9%
Manipulative activities	21	32.3%	77.8%
Writing	6	9.2%	22.2%
Computer and tablet	6	9.2%	22.2%
Mentoring	6	9.2%	22.2%
Reading	2	3.1%	7.4%
<b>Total</b>	<b>65</b>	<b>100%</b>	<b>240.7%</b>

Respondents answered that teachers explained things mainly before carrying out the activity (63% of responses) or during it (29.6% of responses). It was asked when they preferred that teachers explain things and the results are the same: they preferred that teachers explain things before carrying out the activity.

When asked what kind of activities were more difficult to do, 17 out of the 27 participants mentioned some activity. Some manipulative activities and using some tools were found to be difficult for some participants. At the same time, the manipulative and practical activities were pointed out, by other respondents, to be the easiest activities. Table 7 summarises the answers about activities that were more difficult or easier to do.

Table 7: Activities that respondents found more difficult to do.

Kind of activities difficult to do	Number of respondents
Manipulative activities (using the hoe, window cleaning, using knives, some cooking activities, digging a hole)	5
Memorising information	3
Reading activities	2
Writing activities	2
Quiz games	1
Computer exercises	1
Individual activities	1
Doing activities in a real environment	1
The evaluation activities	1
Solving a puzzle	1
Activities easier to do	Number of respondents

Manipulative or practical activities (cooking, planting cuttings, weeding, pruning, planting bulbs, mopping, etc.)	14
Activities with the support of the trainer	2
Activities with images to understand the words	2
Group activities	1
The games used to help learning	1

People were asked if teachers explained what they expected people to learn and if they understood. 85.2% said that, overall, they understood what teachers expected people to learn and only 4 of the respondents said that teachers explained but it was difficult for them to understand what teachers expected them to learn.

The professionals participating in the three discussion groups point out that the strong point of the pilot training courses was to focus the teaching through eminently practical activities, in which the student had to play an active role to achieve the learning objective:

"From all the activities, the one that held their interest, assisted their learning most, and ensured the active engagement of everyone, were the practical exercises. This applies to all the professions. During the practical exercises and the internships, the participants were able to completely understand all the theoretical lessons" (FG M).

"The practical components of the sessions -group activities, field work, practical demonstrations- were more engaging and motivating" (FG A).

Despite this, following the manuals, some sessions introduced theoretical aspects and, in this case, a decrease in attention and task engagement was observed:

"when following the manual and studying theory, we saw how their lack of attention and not understanding increased" (FG FMX).

"When the activities were written worksheets to be developed, depending on which participant and due to their intellectual level, they were unable to carry it out" (FG FMX).

"The theoretical presentations were more difficult, especially for the participant with significant intellectual challenges". (FG A).

In one of the focus groups, in relation to the topic of student motivation and engagement, it was commented that some of the students also had, on some occasions, an active role in supporting their peers, especially at times when it was difficult for the group to focus:

"Even in these demanding situations, the most focused learners (usually those learners who had frequently expressed their interest in finding employment as quickly as possible) had a positive role in the organization of the team and in peer-to-peer learning by acting as mentors to other learners" (FG M)

The teachers undertook a task above all of adapting the training proposal contained in the manuals in two ways:

- Adjusting the proposed contents so that there was a good balance between practical and theoretical activities, although they tried to give more prominence to the practical activities.
- Adapt training to the diversity of students: For example, one of the actions discussed in a focus group was that to address the diversity in group activities, trainers "had exercises using the computer and the internet to search for more information for the completion of certain tasks, videos to understand the contents of the lessons as a group, they wrote on the board and kept notes to organize and become more autonomous and of course many in-vivo activities to put the theory into practice under the guidance of their trainer and on their own." (FG M).

### 4.3. Materials and support tools for learning

The assessment of the materials and support tools for learning correspond to questions 16 to 26 of the questionnaire.

Table 8 shows which were, according to the students, the most used materials, and tools in the classes in the three training courses. Specific tools for the field of work, slide presentations and paper documents were the most used. Videos, computers and drawing tools were also used to an important extent. Varied strategies were used in all the training courses, although it seems that it is in reference to the Gardening training course that the participants mention a wider range of tools.

Table 8: Tools used by teachers, according to the participants in the questionnaire.

	Answers		Percent of Cases
	N	Percent	
Specific tools of the field of work	26	14.1%	96.3%
Slide presentations	22	12%	81.5%
Paper documents	22	12%	81.5%
Videos	19	10.3%	70.4%
Computers	18	9.8%	66.7%

Drawing tools	18	9.8%	66.7%
Blackboard	16	8.7%	59.3%
Internet materials	14	7.6%	51.9%
Wall sheet and notes	11	6.0%	40.7%
Digital blackboard	7	3.8%	25.9%
Photographs	4	2.2%	14.8%
Books	3	1.6%	11.1%
Smartphone	3	1.6%	11.1%
Recording tools	1	0.5%	3.7%
<b>TOTAL</b>	<b>184</b>	<b>100%</b>	<b>681.5%</b>

The professionals in the focus groups commented that the most theoretical sessions used slide presentations, blackboard, wall sheets, videos, and internet material, as well as paper documents. Images and videos are also among the materials used according to professionals. One of the VET partners mentioned that they used “recording tools that were used to make their own videos and take photographs which really helped in individual learning alongside the personal note keeping of the learners.” (FG M). However, only one participant referred to this type of tool. Many drawings were also used in the **Gardening training** course.

According to the perceptions of the questionnaire respondents, specific tools of the field of work were the most helpful tool for learning, followed by slide presentations and computers. Paper documents that were mostly used, according to questionnaire responses, are not perceived as tools supporting learning. The same occurs with the blackboard or drawing tools. (Table 9). This perception, however, depends on the type of training. In the Gardening training course, the slide presentation, drawing tools and specific tools of the field of work were the tools valued by more participants as tools that helped them learn. In the cleaning and cooking training courses, the specific tools of the field of work stand out above all. When asked why they had chosen these tools, 10 answered that because they were practical tools, 7 say they facilitated the completion of tasks, 7 that helped them learn more, 3 highlighted the fact that they were more visual, and one person said they were the ones they used most frequently.

In the same line, equipment such as audio, projector, laptop etc. were positively valued by participants in focus groups because "It helped the possibility to search for words in internet, browse, and work on concepts in a more visual way" (FG FMX), despite the fact that in some cases some difficulties arose with access to the internet and the use of old computers.

Table 9: Tools that were perceived as the most helpful for learning

	Answers		Percent of Cases
	N	Percent	
Specific tools of the field of work	23	25.6%	85.2%
Slide presentations	14	15.6%	51.9%
Computers	10	11.1%	37%
Videos	8	8.9%	29.6%
Internet material	7	7.8%	25.9%
Photographs	7	7.8%	25.9%
Paper documents	6	6.7%	22.2%
Drawing tools	6	6.7%	22.2%
Blackboard	4	4.4%	14.8%
Smartphone	2	2.2%	7.4%
Digital blackboard	1	1.1%	3.7%
Books	1	1.1%	3.7%
Wall sheet and notes	1	1.1%	3.7%
<b>TOTAL</b>	<b>90</b>	<b>100%</b>	<b>333.3%</b>

All the respondents said that they used specific tools of the working area:

- In the **Gardening training** courses, they reported having used: brush cutter, scissors, shovels, rake, watering can, sprayer, tiller, pruning tools, saw, hoes, dibbles, pruner, vase
- In the **Cleaning training** courses, they reported having used: scrubbing machine, mop, broom, cleaning products, cleaning fabrics, floor rasp, photographs of equipment and cleaning products, buckets, paper and sponges, vacuum cleaners.
- In the **Cooking training** courses, they reported having used: pans, pots, dishes, strainer, knife, spoons, forks, machine to cut vegetables and a cutting table.

All except one respondent considered that there were enough tools to practice. According to them, the tools and the equipment worked well, even computers (23 out of 27 said the computers worked well (the 4 saying "NO" were all from VTC Margarita).

92.5% of respondents said it was easy to carry out the activities. Only two participants in the **Cleaning training** course in VTC Margarita found it was not easy to do the activities.

Only 6 participants made some suggestions on what could be improved regarding tools and materials:

- I would like some newer and more modern machines like a lawn mower, olive picking tools
- More storage space to put the tools there
- I would improve the computers to be newer

- To have a more functional computer
- I would like bigger pots
- I would like to have more tools

The professionals participating in the focus groups commented that for all the training courses specific material for the profession was used, especially in the practical classes. However, one of the VET partners commented that there was no budget to be able to buy materials specific to the profession and this meant that they did not have all the opportunities to practice with the right tools:

"The area in which there was the opportunity for practice was culinary, considering the need to acquire ingredients and to have a cooking space available for the entire group. This was compensated with simpler cooking activities and with a study visit to a professional kitchen from a local partner." (FG A).

Thus, while the **Cleaning training** course did not pose a difficulty in terms of access to the appropriate tools, in the other two trainings courses there were more problems. The FG M points out the difficulties of practicing with a lawnmower in the Gardening training course, and of being able to teach skills related to the way of cutting raw meat due to the difficulty of also being able to access excessively expensive products.

## **Internship or fieldwork practice in work settings**

Questions 26 to 43 of the questionnaire refer to the description and assessment of the internship that was carried out during the pilot training courses.

All the questionnaire respondents did an internship in work settings during the pilot training courses. In the VET Mas Xirgu Foundation some participants did the internship in the normal labour market but some of them did it in a protected environment. Internships were sought in companies, presenting the training project and highlighting internships as a way to find workers for future work recruitment. With those who accepted, collaboration agreements were established between the company, the entity to carry out the training, In the case of vet Margarita, the internship was one or two full days per week for at least two months, in a restaurant of a kindergarten (cooking assistant), in municipalities and organizations responsible for maintaining public green areas (gardening assistant) and public buildings and facilities (cleaning assistant). They point out that it was difficult to find an internship for each participant,

so they participated in teams at each job. These internship positions were found through supported employment services of the same organization. In the case of ARCIL, some students were already working on professional placements outside of ARCIL or as staff members of ARCIL's Protected Employment project. These trainees were able to practice the skills they had learned in their already existing professional context. The trainees who were not or could not be involved in professional internship in an external organization had the opportunity to practice the knowledge they had acquired in pre-professional activities organized within ARCIL's premises and services.

According to the questionnaire answers, 13 participants did the internship during the training program, 13 after it and 1 participant did the internship in between two training periods in a VET centre. It is difficult to know the exact duration of the internship from the questionnaire responses because some were answered for months and others for hours. Three participants made a one-month stay, 13 participants claim they did internships between 2 and 4 months and one a 6-month stay. Others responded by hours: 5 say they spent between 80 and 90 hours on it. The others were not specified. Most stays lasted between two and three months.

According to the professionals of the focus groups, during the internship the students had a tutor from the entity and a supervisor in the workplace. According to questionnaire answers, both had a tutor from the training entity but two responded that they did not have a supervisor in the company.

The tutor and supervisor followed the student's work plan in the workplace. In the case of VET Margarita, the supervisor of the internships for Gardening and Cleaning were responsible for guiding the team of students in the workplace in order to become more familiar with the spaces and the responsibilities, they provided daily tasks and ensured compliance with the general safety rules. Although this supervisor was there, the presence of the trainer was necessary throughout the internship.

During the internship, they carried out the tasks listed in table 10, according to the data obtained from the questionnaire.

Table 10: Tasks carried out during the internship, by field of training.

<b>Field of training</b>	<b>Tasks</b>
Gardening	Collecting leaves, plant, weeding
	Gardening

	<p>I planted flowers, took out the weeds, collected herbs, watered, and pruned the plants.</p> <p>I was using the hoe, I was cutting the lawn with a trimmer, I did weeding, pruning and I planted new plants and I was also responsible for watering.</p> <p>I was digging, planting and gathering plants, I pruned and watered and I also did weeding.</p> <p>To take the weeds from the garden.</p> <p>To water the plants, to take the weeds</p> <p>To water plants</p>
Cleaning	<p>Cleaning tasks</p> <p>cleaning surfaces and warehouses</p> <p>Surface cleaning</p> <p>Cleaning the kitchen and the place; Talking with customers.</p> <p>I cleaned the windows, I swept the stairs and cleaned the marble floor and the entrance room.</p> <p>I did window cleaning.</p> <p>I was responsible for cleaning the outdoor space.</p> <p>Many different cleaning tasks.</p> <p>Different cleaning tasks as taught in the course.</p>
Cooking	<p>Prepare food and cook</p> <p>Clean the tools, prepare, and cook</p> <p>Cooking and preparing</p> <p>I was preparing food, I helped with service, and I tidied up the space.</p> <p>I helped with the serving of lunches and fruit.</p> <p>I served food at lunch break, I prepared the tables by putting on glasses and plates, I tidied up the space after lunch using the serving trolley</p> <p>I cooked food.</p> <p>Cleaning the kitchen and serving the meals.</p> <p>To cut food; to bake cakes</p>

Internship was highly rated by the people who answered the questionnaires. Graphs 8 to 10 show the results in terms of overall satisfaction, support received, and help received from co-workers.

Figure 8: Overall satisfaction with the internship

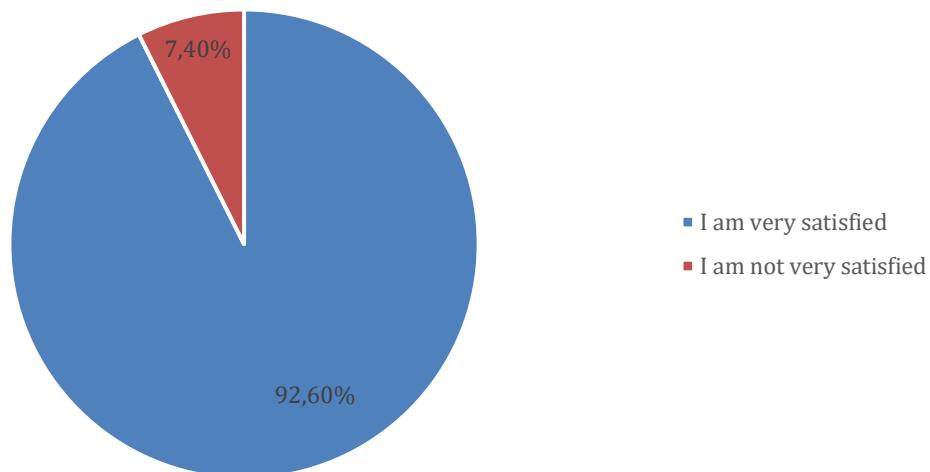


Figure 9: Satisfaction with the support received during the internship

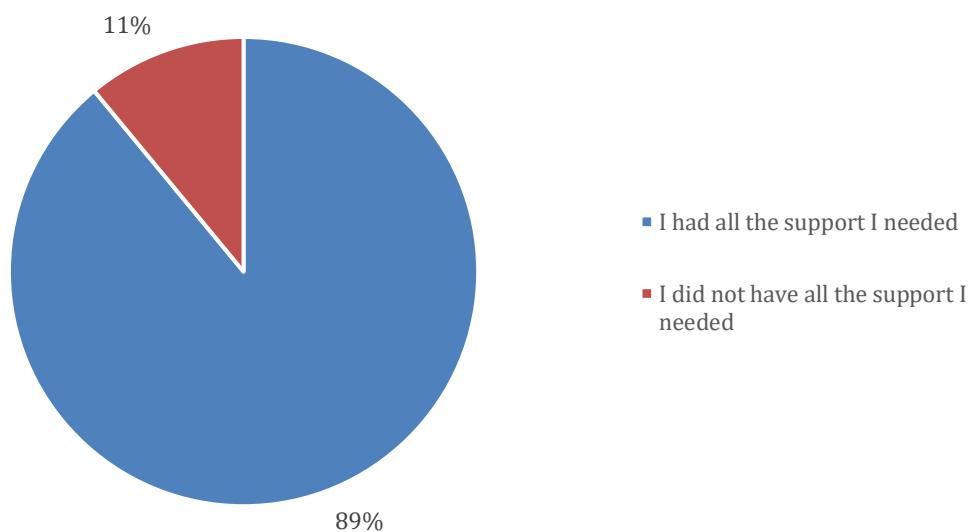
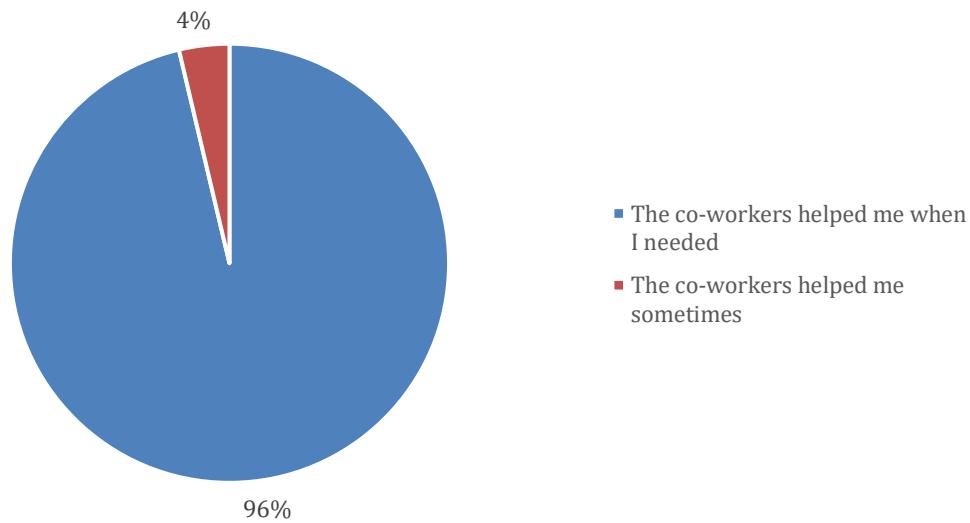


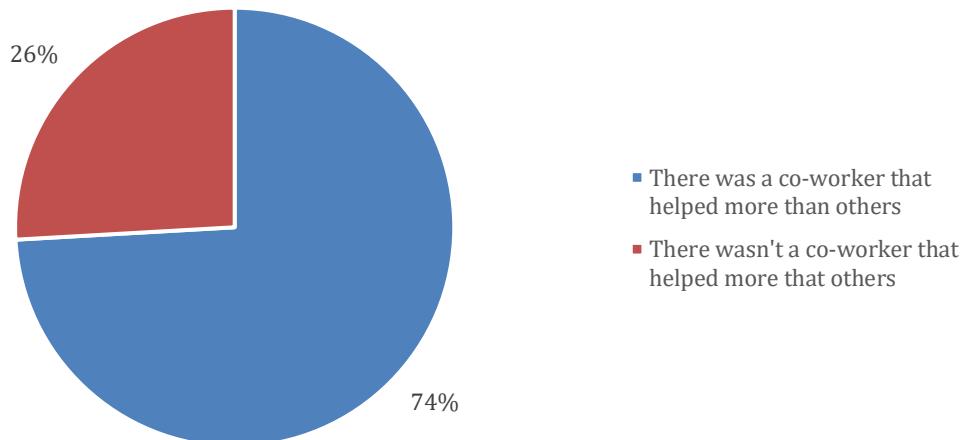
Figure 10: Satisfaction with the help received from the co-workers during the internship



A third of the participants in the questionnaire state that there was a co-worker who helped them more than the rest of the co-workers (Figure 11). Those who responded that they had a co-worker who helped them more than the rest, said they had helped them as follows:

- Doing things together (3 participants): "Everyone did their tasks using teamwork", "Everyone worked the same", "We collaborated in some activities: He was cutting the plants and I threw away the plant residues".
- Explaining the tasks (4 participants).
- Giving some guidance (3 participants).
- Helping with organization, preparing tasks (2 participants).
- Explaining the rules and what was needed to be careful of (1 participant).
- Explaining what the person needed to do without pressure (1 participant).
- Helping in specific tasks (6 participants):
  - o "He helped me carry the water bucket to clean the marble floor"
  - o "He photographed me when I asked"
  - o "I cleaned the area from fallen leaves and the other person checked if I missed something and helped me gather it."
  - o "I had help in digging"
  - o "I had someone help me with tall Windows."

Figure 11: Presence or not of a co-worker that helped more than others during the internship



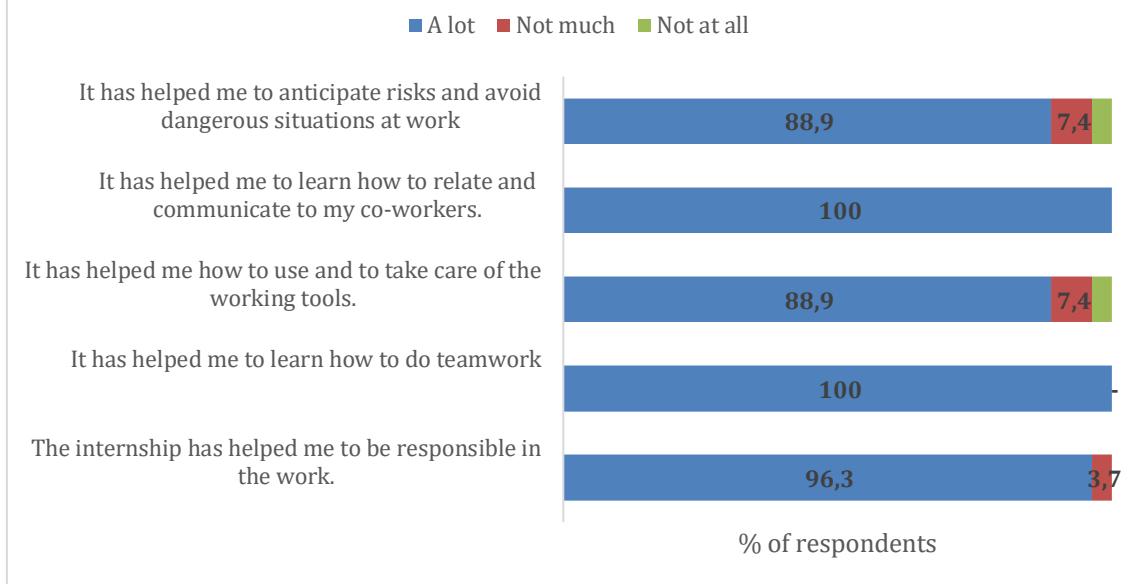
Participants in the questionnaire were asked what they learned during the internship. Table 11 collects the responses. Most of the answers concern the learning of specific tasks of the profession and the use of tools and machines. Only a few answers refer to learning about things like responsibility and organization, how to act professionally, how to avoid risks, and the importance of cleanliness. When asked directly to assess the extent to which they had learned soft skills through internship, the answer was very positive and there was unanimity in considering that they had learned a lot to work as a team and communicate with co-workers (Figure 12). All 27 considered that internship had helped them to work better.

Table 11: Learnings made during the internship, by field of training

Field of training	Learnings
Gardening	Weeding, cutting, planting
	Responsibility, organization, gardening
	Gardening, planting, tools, products
	I learned to dig, to weed and prune and handle all the tools and machines.
	I learned how to do all the gardening activities together (not learning separately) and I was responsible in following all the safety rules.
	I learned how to behave professionally!
	To use the seeds, to place the earth, to water the plantation
	To put different seeds in different sized holes, to plant different flowers, to organize the garden

	To be safe while gardening; many different things
Cleaning	Cleaning, tidy, materials, team
	Cleaning in general, risk prevention, using machines
	How to use the products, different surfaces and teamwork
	Cleaning the place. Washing the dishes. Cleaning the floor.
	I learned how to clean the windows properly and sweep the floor and clean the tables.
	I learned how to clean windows, sweep, collect and empty garbage.
	I learned to clean the floors and the stairs really well
	Different floors and how to clean; Different cleaning products for different floors.
	Using a vacuum cleaner; Knowing the right sequence to clean the kitchen;
	Using different cloths and products.
Cooking	Organize, prepare, and cook
	Cook, prepare, cut, food
	To prepare, to cook and to clean
	I learned how to serve, tidy up and how to respect the chef.
	I learned how to prepare the table and then clean the serving area and the kitchen. I also learned how to send emails and how to store products
	I learned how a kitchen in a kindergarten works and how to serve food to kids. I used a serving trolley and I learned to take care of my personal hygiene and always be careful with washing my hands.
	To know the names of more items that I did not know. How to handle knives.
	How to use kitchen tools and to know more about kitchen tools.
	To cut and paste; to cook; to use different knives; safety tips

Figure 12. Learning of soft skills during the internship.



On what improvements they would suggest improving the internship, only 4 people made some specific suggestion:

- "I would like people to understand the way I work better. I would need to receive more money."
- "I would like to do fewer weeding activities."
- "I would like to work more inside the kitchen."
- "More support work."

Several answers refer to having longer internships or more opportunities to work:

- "I would like to go again."
- "I would like to go more times."
- "I would like to have more training and internships on other topics."
- "I would like to repeat these kinds of activities."
- "I would like to work for more time."
- "It didn't get last long, and I wanted to go more times."

Internship was highly valued by the professionals who participated in the three focus groups, who consider it a very relevant part of the training, both to learn about the profession and to maintain an interest in learning and understand what it means to occupy a job:

"We consider it essential to carry out a module of practice in work environments, since they allow the student to get close to the reality of the companies and put into practice what they learned in the classroom" (FG FMX).

"They (internships) really helped in solidifying students' learning and increasing their engagement and interest. They saw what it means to work in real conditions and socialize with unknown people." (FG M).

An effort was made by the three VET partners to seek internship places for the students, but this was not easy, in part due to the socio-economic context derived from the pandemic. It is generally felt that internship should be of a longer duration. In some cases, there was a lack of greater commitment on the part of some supervisors.

The ARCIL discussion group commented that there was a lack of a specific guide for the work practice that explained what learning was expected and how to evaluate it. They consider that this would have been useful for the trainers and supervisors of the internship sites.

## 4.5. Teachers

We can find some differences in the training of teachers of the pilot courses. In the case of the VET Mas Xirgu Foundation, in terms of training in Gardening and Cooking, the teachers were professionals from the respective professions, with experience in working with people with intellectual disabilities. In the case of **Cleaning training**, the professionals were a social worker and an educational expert who worked in the cleaning section of the sheltered workshop of the same organization. A prospector technician was involved in the practical part. In Margarita all the teachers had been working in special education with people with intellectual disabilities for more than 10 years. In relation to **cooking training**, they pointed out that in Greece specialized training of 6 months is necessary to be able to do some tasks such as cutting pieces of meat, and this is different from training as a kitchen assistant which is what was offered in the pilot training course.

Questions 44 and 45 of the questionnaire refer to the assessment of teachers by participants. Participants were asked to assess the extent to which they agreed with different statements related to the role of teachers during the three training courses. As can be seen from Table 12, the assessment is very positive in all respects. In 5 items there is only one person who expresses a partial agreement.

Table 12: Assessment of different aspects of teachers who participated in the pilot training courses. Percentage of respondents.

	I totally agree	I partially agree
Teachers treated me with <b>respect</b>	100	
Teachers helped me <b>to learn</b>	100	
Teachers <b>solved my doubts</b>	96.3	3.7
Teachers <b>explained things clearly</b>	96.3	3.7
They <b>helped me to understand the contents</b> of the training course	100	
Teachers <b>knew what they explained well</b>	100	
Teachers <b>prepared the lessons well.</b>	100	
Teachers suggested <b>different activities based on the needs</b> of each student.	96.3	3.7
They helped me and the other students <b>to participate</b> in the classes and the activities.	100	
It was <b>easy to contact</b> the teachers when I had doubts about the activities	96.3	3.7
Teachers created a <b>comfortable environment</b> to learn and work.	96.3	3.7

When asked if they would make any suggestions regarding the teachers, only 5 people made any comments:

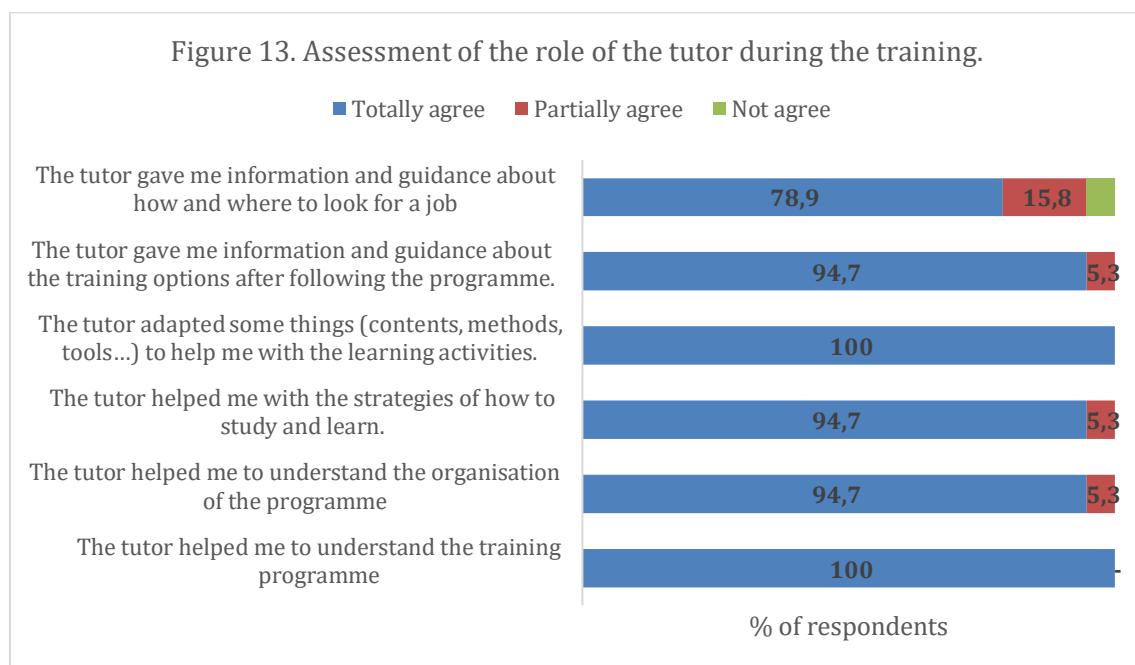
- "To do more activities and explain different topics (Gardening, ARCIL)
- "I would like to have more teachers (Cleaning, VTC Margarita)
- "I would like the teacher to read the information slower. I needed more time" (Cleaning, ARCIL)
- "I would like my teacher to explain things better without rushing" (Cooking. VTC Margarita)
- "I would like one more teacher inside the class to help me more" (Cooking. VTC Margarita)

The role of teachers was positively valued by participants in the three focus groups. They pointed out the importance of establishing trusting relationships with the student, creating a safe environment for the student to ask questions and raise doubts. The teachers used the manuals to plan the classes and valued that they supported the students. In one of the discussion groups, it was commented as a positive aspect the fact that guest teachers participated, in addition to the usual teachers.

## 4.6. Personalised Guidance

Questions 46 to 50 of the questionnaire refer to the assessment of the personalized guidance received during the pilot training courses.

Participants in the questionnaire reported having 1 teacher (19 participants) or 2 (7 participants) but only 18 out of 27 reported having a tutor during the training course. When asked to rate the functions performed by the tutor, 19 people responded. Most of them had only one teacher, therefore it was this person who also performed the functions of tutor. Participants appreciated that it helped them to understand the training program, to understand how it was organized and to organize their study. They also made adaptations to the learning activities and reported on the training options upon completion of the programme. There is less unanimity in assessing the extent to which the tutor guided them on how and where to look for work (Figure 13).



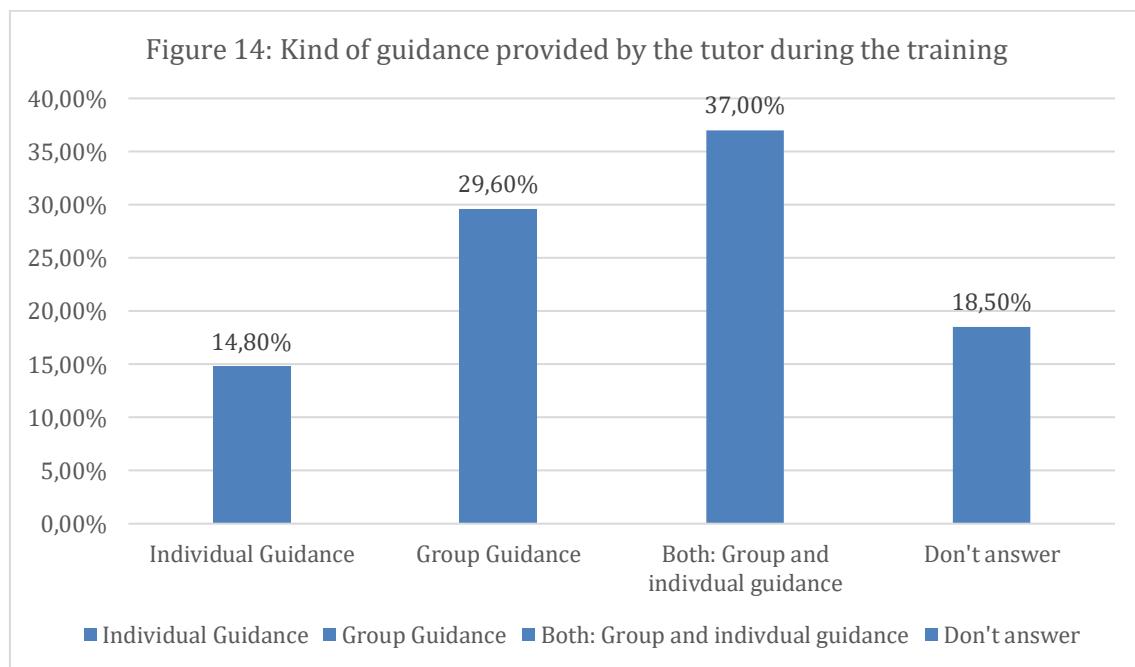
Most respondents considered that they were provided group guidance or a combination of group and individual guidance (Figure 14).

The topic of personalized guidance was discussed in two of the three focus groups. In both cases, it was considered that personalized guidance had been provided to students, albeit with some nuances. In the case of the Mas Xirgu Foundation, technical guidance was provided with which the participants in the training courses held regular meetings. The type of monitoring and timing

was agreed with each person: the most appropriate communication channel for the person and the periodicity of the meetings. In follow-up interviews with students, the following points were discussed:

- Monitoring of the person's situation at a social level and detection of vulnerability factors that may arise.
- Monitoring of problematic situations that may arise.
- Review the status of the agreements and the temporalization.
- Modification or incorporation of new strategies, resources or tools or reinforcement of those already proposed in the plan." (FG FMX)

In addition, the participants had one day a week outside the training hours in a space called the "Job Search Area", in which support and guidance were provided to students to search for jobs. Attendance at the Job Search Area was voluntary.



In the case of Margarita, the personalised guidance was carried out with the same teacher who was supported by a multidisciplinary committee where they could discuss supporting each learner or request special intervention when needed, especially related to how to engage students in class. In this case, the participants in the focus group considered that they would need more staff to be able to act as tutors or have an assistant teacher who could make it easier for the teacher to have more time to focus on the students individually. Having this person more would have helped to achieve this personalized guidance, in particular, it would have helped to:

"developing and supporting learning, adapting materials, helping learners to understand the objectives of the lesson or activities, resolving interpersonal conflicts, understanding and providing more motivation to the learners to participate, and organizing extra individual lessons for the participants who needed it". (GR M).

In the pilot courses, these activities were provided by the occupational therapist, for the development and adaptation of materials, or psychologist and social workers who developed an individual plan of life goals for the service users.

Therefore, it is recognised that it is important for students to have personalised guidance during the training program, although it seems that each entity had to organize this on the basis of the staff already existing in the organization, i.e., no specific resources were allocated to carry out this function within the training programmes. The contributions of the focus groups reflect that it was difficult for programme teachers to play this role.

It should be clarified what kind of personalised guidance should accompany such training programmes and who should exercise this role. If it has to be the trainer, they must have time to be able to follow up individually with each student. Thinking about teams made up of specialists in the profession plus people with training in the field of pedagogy and guidance would surely help to offer training accompanied by personalised guidance.

## 4.7. Contents

Participants in the focus groups, in general, did not find content missing in the manuals. Rather, on the contrary, in one of the focus groups it is commented that in some sessions the theoretical content was excessive:

"in some sessions the theoretical content was excessive but for the most part it was possible to achieve a good balance between theoretical presentations and practical activities." (FG A).

In two focus groups it was commented that perhaps the contents were of a too advanced level. In one of the groups, this was considered to have made it difficult to work with people with more difficulties:

"Some topics were too advanced for the training level and some knowledge was probably too specific or detailed for the trainees, this could be felt because of the heterogeneity of the group

and the willingness of the organization and trainer to involve people with more significant intellectual difficulties." (FG A)

In the other group it was considered useful to be able to provide learning opportunities to participants who wished to be eligible for jobs that required developing more complex tasks:

"...the contents had a lot more information that won't be easily applied but it was useful for the trainers to know in order to provide advanced learning to participants who wanted higher level educational materials or could be vocationally rehabilitated for more complex job positions" (FG M).

The training programs offered content on soft skills (teamwork, relationships with co-workers, responsibilities, etc.) related to the job environments. In two of the focus groups, it was considered that more emphasis should be placed on training content as it is of great importance to job seekers.

"It would be interesting to consider the topic of social skills and pre-vocational skills more specifically in the training program" (FG A)

"We believe that there was a lack of content and training in transversal competences, so that participants could achieve and work on the necessary skills and competences to be able to face everything that implies the realisation of an effective job search and the maintenance of a job. This content should be the same for each training group and taught by a person with training in the educational and pedagogical field." (G FMX).

One of the focus groups stated that it would be necessary to work on these soft skills in other times and spaces beyond what can be a pre-vocational training:

"In order to acquire these [soft skills] you must work first on your daily life soft skills as they are fundamental in being able to be part of the society and socialize in various settings of daily living." (FG M).

Nevertheless, the participants in the questionnaire assessed that the programs had helped them to learn to work as a team and to interact with colleagues, as shown in the answers to question 51 of the questionnaire (Table 13). There is unanimity that training helps to learn to work as a team and to interact with co-workers. There is not so much unanimity regarding the contents related to the use and taking care of the work tools and the anticipation of risks and avoidance of dangerous situations. Taken as a whole, they are all in complete or partial agreement.

Table 13: Assessment of some contents of the program

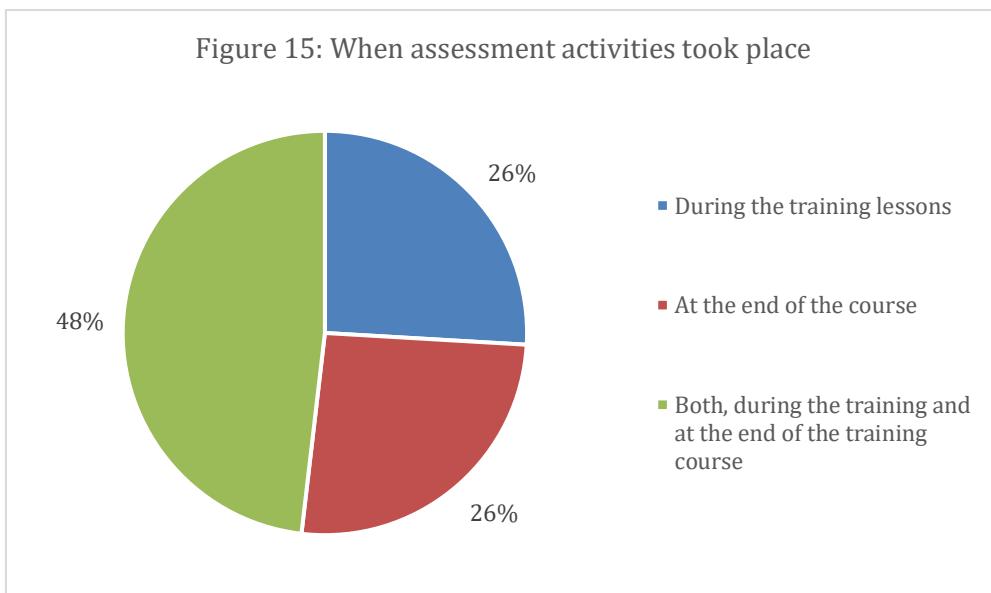
	I totally agree	I partially agree
The training helped me to <b>be</b> responsible at work	96.3	3.7
The training helped me to learn how to do <b>teamwork</b>	100	
The training helped me to know how to <b>use and take care of the work tools</b> and the work setting	92.6	7.4
The training helped me <b>to relate properly with my co-workers</b>	100	
The training helped me to know how to <b>anticipate the risks and avoid dangerous situations</b>	92.6	7.4

## 4.8. Assessment system

This section refers to the assessment systems that trainers used to track students' learning. It is clear from the focus groups that the training manuals did not include specific proposals on how to evaluate learning, so that trainers extracted ideas from the exams for certification, both to evaluate knowledge acquisition and skills in simulated scenarios.

Questions 52 to 56 of the questionnaire reflect the perceptions of the participants of the pilot training courses about the assessment system. All participants agreed that they performed assessment activities during the training. Most say that assessment activities were combined during and at the end of the training courses. Some people identified that assessment activities were only done during the classes or only at the end of the course (Figure 15). Except 1 respondent, all of them considered that they received clear information about the assessment system.

Figure 15: When assessment activities took place



Participants were asked to evaluate different aspects of the planned assessment system to assess the learning achieved in the three training courses (Table 14). All participants considered that the activities were related to what the teachers taught them, that the teachers reviewed the activities with the student, that they received information about what they did well and what they needed to improve. All but one person considered the results of the evaluation to reflect what they had learned, and all but two people fully agreed that the evaluation activities were understandable.

Table 14. Assessment system evaluation

	I totally agree	I partially agree
The assessment activities were <b>related to the things that the teachers taught.</b>	100	
Teachers <b>reviewed the assessment activities with me.</b>	100	
I received information about what <b>I was doing well and what I needed to improve</b>	100	
Teachers helped me to <b>know how to improve my learning.</b>	100	
The assessment results <b>show the learning I have achieved</b>	96.3	3.7
The assessment activities are <b>understandable</b>	92.6	7.4

They were also asked what they would improve about the assessment system and if they had any suggestions. Only 6 people made some contribution. It goes without saying that these comments probably refer more to the certification exam than to the assessment activities carried out to monitor the learning:

- I had to answer a lot of questions and they don't have a lot of images
- I need support in reading and the assessment had a lot of writing. I needed help on that
- I would like more images
- I would like to discuss more about how to do the assessment.
- I would like to have more time when answering and do more evaluating activities
- The tests we did had some difficult questions that confused me

The information provided by the focus groups shows that, in some way, the trainers carried out a follow-up of the students and, in some cases, it was chosen to train the participants to respond to tests similar to those that would take place at the time of certification. The problem, however, with this type of training is that the student learns to mechanically repeat the answers, without there being a true acquisition of learning:

"The weaknesses of the theoretical testing were that some participants responded mechanically without really considering the question or their answer. If the topic of the question was unknown, they could not concentrate or provide real effort in answering." (FG M).

In short, what is discussed in the focus groups seems to indicate that we need to go deeper into the subject of the evaluation, including proposals in the manuals that guide how to observe and document the progress of students beyond learning how to pass some tests. It should be remembered that the assessment must be a learning support tool, which allows the student to know what he has learned, and what needs to be improved to achieve the learning and, for teachers, to know how to reorient the training. In any case, it is necessary to consider what the objective of the evaluation should be in vocational training. There is a final evaluation that must allow for the accreditation of the professional skills achieved, but this must not make us forget the training evaluation, which is carried out during the learning process and which must allow the student to be aware of their progress, identify what they have learned and what they still need to learn, and the teachers to guide the student to improve their learning and make the necessary adjustments in the learning activities.

## 4.9. Online training

Initially the training was intended to be done in person. Due to the COVID-19 pandemic, VET partners had to consider conducting all or part of the training online. The Google Classroom platform was prepared for the training, and the possibility of taking classes by videoconference was foreseen, but when this began the participants preferred to take the training in person.

However, in the **Gardening training**, which was carried out at the VET Margarita, quizzes were used on the Google Platform to play knowledge games during classes. These online resources also helped with the team communication and soft skills, digital skills, engagement in the activities and also helped with assessment activities.

Due to the fact that only online teaching was used in some cases, only 3 people answered the questions to rate the online classes. All three considered that the platform was easy to use, that the teachers explained well how to use the internet and the platform, that it was easy to find materials and resources to do the online activities and that the teachers helped them if they had problems. Only one person said they had connectivity issues.

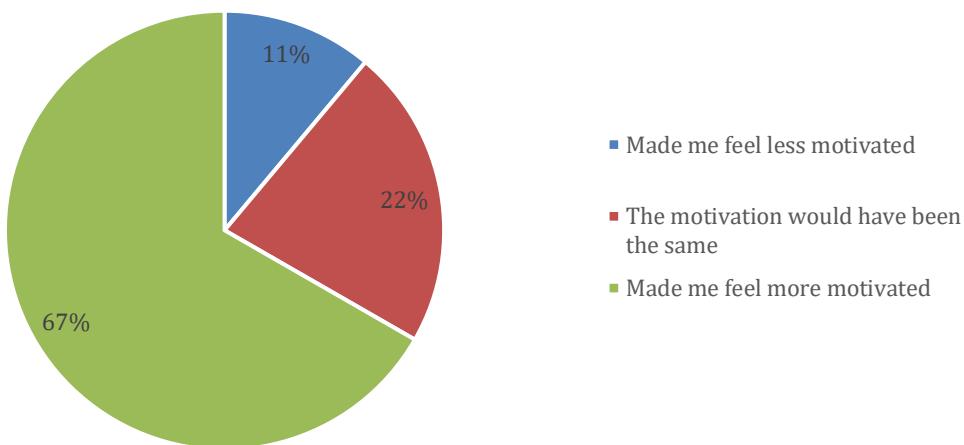
On the training undertaken with the online classes, the three respondents stated that they improved their skills to switch on and switch off the computer, to look for information on the internet, to connect to make a video-call, to use the keyboard, to learn about the profession, to use the platform and also about how to ask for help. Of the three people, one said she hadn't learned to be more confident about how to use the computer and the internet.

## 4.10. Certification

Questions 61 to 64 of the questionnaire refer to the certification that took place at the end of the training programme. The 27 people who answered the questionnaire said that they were informed that at the end of the course there would be an exam to obtain the certification and what this exam would look like. Only three people stated that although they received information, they would have liked to have more.

Participants were asked to what extent they considered that knowing that there would be a certification examination helped them to be motivated by training and learning. Graph 16 presents the results. Most say it was a motivating or indifferent element. Only three people considered it to be a demotivating element. It should be remembered that the questionnaire was only answered by 27 of the 90 people who participated.

Figure 16: Feelings about the certification exam and relationship with motivation for learning



The focus groups agree that the participants in the training courses understood well that in the end there would be a certification examination of the acquired learning, and, for some, this was an incentive and motivation to participate in the training, although it also generated concern and anxiety among the students:

"The fact that they knew that at the end of the training course they would have to pass a certification exam motivated them as much as their ambition to find employment afterwards. Still, many people were worried about the exams because they had never done anything like this before." (FG A)

"The fact that there was a formal evaluation moment was motivating, although stressful, for the participants. Overall, the teachers and the evaluators consider this moment to be positive and to reinforce the entire learning experience" (FG M)

"We believe that knowing that at the end of the training course they would have to pass a certification exam, for some students created many insecurities but for others it was motivating." (FG FMX)

On the day of the exam, two external evaluators presented the questions and supported the participants in giving their oral or written answers. Professionals in two of the focus groups considered that the exam was not sufficiently accessible as it was not easy to read the questions, understand them and know where the question should be answered. They suggest that, for future experiences, the questions should be accompanied by more images, support, and that

the exercises be done through practical exercises in scenarios that simulate the reality of the internship environment.

"Participants who had difficulty reading were more anxious and for this reason we suggest making the exams even easier to read with more images and an addition of simulation scenarios in the exams." (FG A)

The participants in one of the focus groups, on the other hand, think that the certification exams were easy enough for students:

"At the time of the evaluation the students did not show any doubt, we believe that the fact that there were images in each question greatly facilitated the understanding of the question and the answer to each question." (FG FMX).

Nevertheless, they believe that the fact that the students knew that they only had 40 minutes to take the exam made many people nervous: "it made them very nervous to know that they only had that time, some of them had difficulties when it came to "going fast." (FG FMX)

In one of the focus groups, it was highlighted that the final certification ceremony was "a final event extremely valued by the trainees." (FG A). Being able to receive the certificate in a formal, public and event, with the participation of friends, relatives, and co-workers in a known and valued space in the community, was a very positive experience regarded as a true recognition of the work done.

## 5. FINAL REMARKS

Of the 27 respondents to the questionnaire, 26 replied that they were very satisfied with the training received; only one said that they were not very satisfied.

Participants in the focus groups express general satisfaction with the project. The FG FMX states that participants in the three pilot training courses showed a high level of satisfaction in a questionnaire that they passed (7.8 out of 10), and the trainers also showed a high level of satisfaction and considered that the students learned what was expected. The participants of the FG M expressed that the trainers were satisfied with the EQUALvet experience, both in the methodology and with the manuals and affirm that they will continue to work on improving the training program. And the participants in the FG A expressed their satisfaction for having had the opportunity to participate in the EQUALvet project. In this third focus group it is highlighted

that the training received by the participants is important not only at a professional level but also in terms of autonomy in their daily life, especially in everything that refers to social and personal skills:

"Some of the skills that were taught and practiced in the training courses will be important for the trainees, not only at a professional level, but also in terms of autonomy in their daily life, at an individual, family level. This is particularly meaningful when referring to social and personal skills, such as cooking a healthy meal, keeping the house clean, being careful with cleaning and safety procedures..." (FG A)

The focus group report from the ARcil organization summarizes the strengths and weaknesses of the pilot training courses, as well as challenges for the future. Here are the ideas that were included in the report:

**"Strengths of the Pilot Training Courses:**

- Opportunity for the service users to receive professional training.
- Success of the learning experience for the service users.
- Engagement in different areas and with different content (e.g., a cleaning staff member being involved in the **Cooking training course**).
- Diversity of the training groups, creating connections and allowing service users and staff members from different services of ARcil to relate with each other.

**Weaknesses of the Pilot Training Courses:**

- Diversity of the training groups, challenging the trainers and requiring additional adaptations to the manuals and training sessions.
- Lack of practical training sessions for some topics.
- Lack of budget to spend on the acquisition of materials to use in practical sessions.
- Excessive complexity of specific subjects, not achievable by all the trainees.

**Challenges during the Pilot Training Courses:**

- Logistical adaptation to ensure the participation of the trainees (e.g., transport of service users between facilities, reorganizing schedules of staff members).
- Difficulties engaging all the invited trainees (e.g., some of the participants could not be engaged because the schedule of the course was not compatible with their working Schedule)." (FG A)

They also suggest using the **Universal Design for Learning** framework when planning, training courses in the future, with their program, manuals, activities, calendar, etc.

## 6. SUGGESTIONS TO IMPROVE THE TRAINING PROGRAMS

The experience developed with the application of the three pilot training programs in the field of Cooking, Cleaning and Gardening, aimed at people with intellectual disabilities, and its evaluation through a questionnaire to a sample of participants and three focus groups with professionals involved suggests some reflections that we specify in the following **proposals for improvement** for future similar experiences.

- 1) The orientation of the manuals needs to be specified. These are initially aimed at support professionals, and aim to help them plan, develop and evaluate learning activities, without pretending to be a strict guide to the training process. The manual should be a guide and support to the teacher so that they can know what the learning objectives are, the expected results, including models of activities, sequenced from less to greater complexity, that can guide the training, but without pretending to be an exhaustive collection of all the activities that must be included in the training. It is also important that it contains models of evaluation activities that allow assessment of the progress of learning and the final results. The teacher must have, among other things, the role of thinking about new activities that adapt to the group and that lead to the achievement of learning. Therefore, based on the experience carried out, it is necessary to review these manuals in order to help organize activities of different levels of complexity that, at the same time, can be adapted to the different needs and interests of each of the students, taking into account the necessary customization of their learning.
- 2) As important as specifying the objective and organization of the manuals is to provide training for the professionals who will be responsible for each of the courses. It is important that they have the pedagogical and didactic knowledge at a theoretical and practical level that allows them to adapt their teaching to the needs of the students, as well as the strategies to be put in place to promote motivation together with meaningful and realistic learning. These include strategies for working with groups, to organize peer learning situations, and in practical simulation contexts. It is important to bear in mind the importance of providing sufficient and appropriate internship opportunities in each of the training areas, as close to reality as possible. Therefore, it is necessary to bear in mind the importance of having, in all training areas, the specific tools necessary and adequate spaces that simulate as much as possible the work reality, which is the object of the training, as well as to dedicate the temporary spaces necessary to develop learning activities in these contexts. Consequently, it is necessary to provide a budget that allows having the necessary materials and tools for a quality training appropriate to the functions to be developed in each of the work areas, or alternative strategies such as enhancing the practices linked to real work centres where students can deepen their learning.

- 3) Work experience in real environments is valued as fundamental to achieve learning, both those directly linked to the development of the profession and transversal skills (group work, communication skills, social skills in the work environment, among others). These skills are very important in the development of work, and therefore must be taken into account in the planning of training and in the evaluation of skills. One aspect to be assessed for future training programs would be the convenience of having a guidance document for the internship centre that would help trainers and supervisors in internship sites to know what the student is expected to learn.
- 4) The nature of the learning objectives leads to assess the desirability of combining two figures in the teaching teams, that of the specialist in the profession, and that of the teacher with training in the field of pedagogy and/or guidance.
- 5) As indicated in the first point, the manuals must have guidelines relating to the evaluation of learning, and specifically of the progress of students in order to correctly plan the most appropriate learning activities for each of them. It is important that professionals are able to monitor students well, as well as a final assessment of learning to certify their achievement.
- 6) Another important aspect is the clear identification of which competences and levels of competence are to be accredited. In the experience gained through the pilot training programs, an important effort has been made in this regard. During the training programs, however, some skills could not be learned, either because of lack of the necessary materials and tools or because a specific qualification is needed to use certain tools or machinery. Therefore, for future training programs it would be necessary to identify which skills can be worked on and which cannot, or for which it will be necessary to seek alliances with work environments that can offer opportunities to achieve them.
- 7) Related to the previous point is the subject of the final certification process. With the data collected through the questionnaire and focus groups we do not have much specific information regarding the issue of certification. Nevertheless, it has been observed, for example, that in the final certification exam it is very important to ensure the cognitive accessibility of the tests or evaluation activities, that different types of tests should be foreseen according to the characteristics of the students, and that the need for the evaluation to be done in real environments is taken into account. It is also important to provide the necessary support in evaluation activities, whether material or personal.
- 8) The Universal Design for Learning (UDL) framework is a necessary tool to be taken into account in the planning, development, and evaluation process of all training. Currently, any training activity that is based on the principles of inclusive education should take Universal Learning Design into account as a frame of reference. In this sense, the UDL should be part of the training of professionals in addition to the aspects that have been discussed in point 2.

# APPENDIX 1: Questionnaire for participants

## QUESTIONNAIRE (GARDENING TRAINING)

### Descriptive data

Age

Gender

- Male
- Female
- Other

Place of the training: \_\_\_\_\_

1. Select one of the following fields of training in which you have participated.  
Answer sections 4 and 5 with the selected option in mind.

- Cleaning



- Cooking



- Gardening



2. Are you **satisfied** with the training received? (The field selected in question 1)  
Please, choose only **one** option by circling it.

	<i>I am not very satisfied</i>	
<i>I am very satisfied</i>		<i>I am not satisfied at all</i>

## Teaching and learning methodology

3. During the training, did you do **group work**? Select only **one option** by writing a  

Yes



No



4. Did you do **individual activities**? Select only **one option** by writing a  

Yes



No



5. What **kind of activities** do you prefer? (Please, select only **one** option).

**Individual activities**



**Group activities**



**I have no preference**

6. What kind of activities have **helped you the most to learn**? (Please, select only one option).

**Individual activities**



**Group activities**



7. What **kind of activities** did you do during the training? Select all the options you need by writing a **X**

**Writing** activities



**Reading** activities



**Computer or tablet** activities



**Manipulative** activities



**Activities in real environment**  
(gardens, kitchen, offices, etc.)



**Mentoring** activities



**Other** kind of activities (Please, say what other activities did you do) \_\_\_\_\_

8. You have selected some activities in **question 7**. Of these activities, **which helped you the most to learn?**

Please, select **3 options** as much writing

<input type="checkbox"/> <b>Writing</b> activities	
<input type="checkbox"/> <b>Reading</b> activities	
<input type="checkbox"/> <b>Computer or tablet</b> activities	
<input type="checkbox"/> <b>Manipulative</b> activities	
<input type="checkbox"/> <b>Activities in real environment</b> (gardens, kitchen, offices, etc.)	
<input type="checkbox"/> <b>Mentoring</b> activities	
<input type="checkbox"/> <b>Other</b> activities (Please specify what activities)	<hr/>

**9.** Were the **activities** you carried out during the training **different**? Please select only **one** option by writing a

Yes



No



**10.** Usually, when did the teacher **explain things**? Please, select only **one** option, the most frequent, by writing a

- Before** carrying out the activity
- During** the activity
- At the end** of the activity
- Other answer \_\_\_\_\_

**11.** What **kind of activities** did you find **difficult to do**?

---

**12.** What **kind of activities** did you find **easy to do**?

---

**13.** When do you prefer that the teachers **explain things** about the activities? You can **choose more than one** option, writing a

- Before** carrying out the activity
- During** the activity
- At the end** of the activity
- Other answer \_\_\_\_\_

**14.**Would you change anything about the learning activities? Do you have any suggestions?

---

**15.**Did teachers explain what they expected you to learn in the training lessons?

Did you understand it? Select **only** one option by writing a

- Yes, overall, **I understood what teachers expected me to learn.**
- Teachers explained but it **was difficult to understand what they expected me to learn.**
- No, overall, **teachers did not explain well what they expected me to learn.**

## Materials and support tools for learning

---

16. Did your teachers **use any of these tools** during the training sessions? Select all the options necessary for writing a **X**

**Slide presentations**



**Blackboard**



**Digital blackboard**



**Videos**



**Internet materials**



**Recording tools**



**Paper documents**



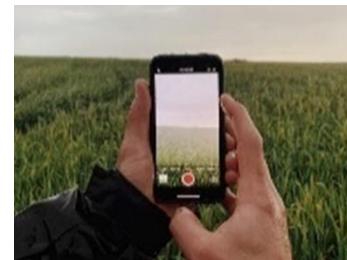
**Books**



**Computers**



**Smartphone**



**Wall sheets and notes**



**Photographs**



**Drawing tools (pencils, crayons, paper...)**



**Specific tools of the working field (cleaning, cooking, or gardening tools)**

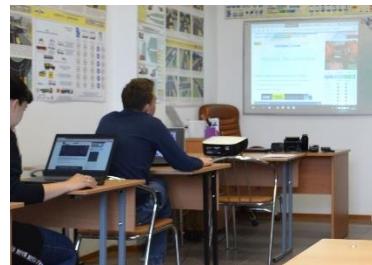


**Other (Please specify which other tools did you use)**

---

**17.** Of the following work tools, which of them helped you learn the most? You **can select more than one option** by writing a **X**

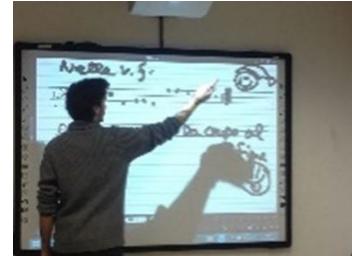
**Slide presentations**



**Blackboard**



**Digital blackboard**



**Videos**



**Internet materials**



**Recording tools**



**Paper documents**

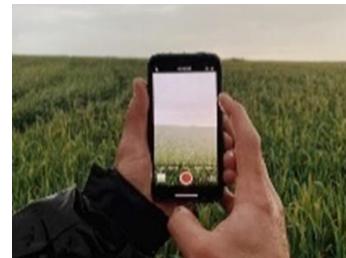


**Books**





## Computers



## Smartphone



## Wall sheets and notes



## **Photographs**



- **Drawing tools** (pencils, crayons, paper...)

- Specific tools of the working field** (cleaning, cooking, or gardening tools)



- Other** (Please specify which other tools)
- 

**18.** Why have you chosen these tools?

---

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**19.** In the practical activities, did you use **specific tools** of the training field? Select only **one option** by writing a



Yes



No

**20.** If the answer is "Yes" in question 19, can you **give us some examples** of the tools used in the practical lessons?

---

**21.**If the answer is "Yes" in question 19, do you think there were **enough tools and equipment** to do the training activities? Select only **one option** by writing a **☒**



Yes



No

**22.**If the answer in question 19 is "No", could you tell us **what did you miss?**

---

---

**23.**Did the tools and equipment work well? Select only **one option** by writing a **☒**



Yes



No

**24.** Did computers and internet work well? Select only **one option** by writing a



Yes



No

**25.** Was it difficult to do the activities? (Select only **one** option by **circling** it)

A photograph of a person's hand giving a thumbs-up gesture. <i>It was easy to do the activities</i>	<i>It was not easy to do the activities</i>	A photograph of a person's hand giving a thumbs-down gesture. <i>It was very difficult to do the activities</i>
--	---	--

**26.** Would you like to improve anything about tools and materials? Do you have any suggestions?

---

## **Internship or fieldwork practice in work settings**

---

**27.** Did you do an internship (practice in work settings) in the selected training field? Select only **one option** by writing a  



Yes



No

If the answer to question 27 is "Yes", please, answer **questions 28 to 43**.  
If the answer to question 27 is "No", then **go to question 44** about teachers.

---

**28. Where** did you do the internship (or fieldwork practices)? Please, tell us the kind of company where you did the internship (for example, hotel, restaurant, greenhouse, plant nursery...)

---

**29. When** did you do the practices? Select only **one option** by writing a  

- During the training program.
- After the training period in the VET CENTRE
- Between two training periods in the VET CENTRE
- Other \_\_\_\_\_

**30. How long** did the practices last?



**31.** Did you have **an internship tutor/supervisor?** Select only **one option** by writing



Yes



No

**32.** Did you have a **tutor/supervisor assigned by the company** where you did the internship? Select only **one option** by writing a



Yes



No

**33.What tasks** did you do during the internship?

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**34.Overall, are you satisfied with the internship? (Please, select **only one option** by **circling** it)**

 I am very satisfied	I am not very satisfied	
		I am not satisfied at all

**35.Did you have the support you needed during the internship to learn how to perform the tasks? (Select **only one option** by **circling** it)**

 Yes, I had all the support I needed	I think I did not have all the support I needed	
		I think I did not have any support

**36.Did your co-workers help you when you needed? (Select **only one option** by **circling** it)**

 The co-workers helped me when I needed	The co-workers helped me sometimes	
		The co-workers did not help me at all

**37.** Was there any co-worker that helped you more than others? Select only **one option** by writing a **X**



**38.** If you have answered "Yes" to question 37, could you please explain **how his person helped you?**

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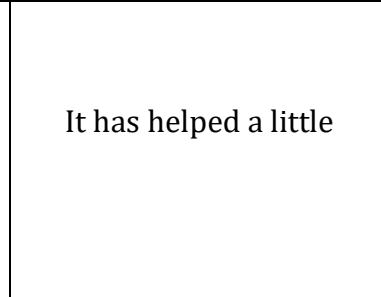
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**39.** If you have answered "No" to question 37, could you please explain **what kind of support you missed?**

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---

**40.** Has the **internship** helped you **learn how to work as a gardening, cooking, or cleaning assistant?** (Select only **one** option by **circling** it)

 Yes, it has helped a lot	 It has helped a little	 The internship has not helped me
---	---	---

**41.What have you learned during the internship?** Please explain **3 or 4 things** that you have learned during the internship.

---

**41.1.** Value if **the internship has helped you learn** the following things (For each sentence write a **X** under the selected option):

	 A lot	Not much	 Not at all
The internship has helped me to be <b>responsible</b> in the work.			
It has helped me to learn how to do <b>teamwork</b>			
It has helped me how to <b>use and take care</b> of the <b>working tools</b> .			
It has helped me to learn how to <b>relate and communicate</b> to my co-workers.			
It has helped me to anticipate risks and avoid dangerous situations at work			

**42.Did the internship help you to do the work better? Select **only one** option by circling it.**

 Yes, a lot	It helped me partially	 It did not help me at all
---	------------------------	--

**43.What would you improve about the internship?** Do you have any suggestion?

---

---

## Teachers

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44. Please say if you agree with the following statements regarding the **teachers of the training course**. (For each sentence write a **X** under the selected option):

	 I totally agree	I partially agree	 I do not agree
Teachers treated me with <b>respect</b>			
Teachers helped me <b>to learn</b>			
Teachers <b>solved my doubts</b>			
Teachers <b>explained things clearly</b>			
They <b>helped me to understand the contents</b> of the training course			
Teachers <b>knew what they explained well</b>			
Teachers <b>prepared the lessons well.</b>			
Teachers suggest <b>different activities based on the needs</b> of each student.			
They helped me and the other students <b>to participate</b> in the classes and the activities.			
It was <b>easy to contact</b> the teachers when I had doubts about the activities			
Teachers created a <b>comfortable environment</b> to learn and work.			

45. Would you improve anything about teachers? Do you have any suggestion?

---

## Personalised Guidance

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46. How many teachers did you have during the training? \_\_\_\_\_

47. Were **any of your teachers your tutor** during the training? Select only **one option** by writing a **X**

Yes



No



If the answer to question 47 is "No", then go to **question 51** (Contents section).

48. Do you agree with the following sentences, regarding the guardian? (Write a X under the selected option)

	I totally agree	I partially agree	I do not agree
The tutor helped me to <b>understand the training program</b>			
The tutor helped me to understand the <b>organization</b> of the program			
The tutor helped me with the <b>strategies of how to study and learn.</b>			
The tutor adapted some things (contents, methods, tools ...) in order to help me with the learning activities.			
The tutor gave me information and guidance about the <b>training options after following the program.</b>			

The tutor gave me information and guidance on <b>how and where to look for a job</b>			
--	--	--	--

**49.** What kind of guidance did the tutor provide you with? (If necessary, you can choose both options by writing a )

<input type="checkbox"/> <b>Individual Guidance</b>	
<input type="checkbox"/> <b>Group Guidance</b>	

**50.** Would you like to improve something about personalised guidance? Do you have any suggestions?

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## Contents

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**51.** Please say if you agree with the following statements regarding the contents of the training program. (For each sentence write a X under the selected option)

	 I totally agree	I partially agree	 I do not agree
The training helped me to <b>be</b> responsible at work			
The training helped me to learn how to do <b>teamwork</b>			
The training helped me to know how to <b>use and take care of the work tools</b> and the work setting			
The training helped me to <b>relate properly with my co-workers</b>			
The training helped me to know how to <b>anticipate the risks and avoid dangerous situations</b>			

## Assessment system

---

52. Did the teachers assign you any assessment activities during the training?

Select only **one option** by writing a



Yes

No



If the answer is "Yes", please, go to **question 53**. If the answer is "No", please, go to **question 58 about "Online Training"**.

53. When did you have to complete assessment activities? Select only **one option** by writing a

**During** the training lessons

**At the end** of the course

**Both**, during the training and at the end of the training course

54. Did the teachers give you information about the assessment system of the training program? (Select **only one option** by **circling** it).

 Yes, they gave me enough information	They gave me only some information	 They didn't give me information at all
--	------------------------------------	--

55. Was the information about the assessment system clear? (Select **only one option** by **circling** it).

	Information was not very clear	
Yes, information was very clear		Information was not clear at all

**56. Do you agree** with the following sentences regarding **assessment activities**?

(For each sentence write a **X** under the selected option)

		I totally agree	I partially agree		I do not agree
The assessment activities were <b>related to the things that the teachers taught.</b>					
Teachers <b>reviewed the assessment activities with me.</b>					
I received information about what <b>I was doing well and what I needed to improve</b>					
Teachers helped me to <b>know how to improve my learning.</b>					
The assessment results <b>show the learning I have achieved</b>					
The assessment activities are <b>understandable</b>					

**57. What would you improve on the assessment system? Do you have any suggestions?**

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## Online training

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**58. What platform** did you use for online classes? You can select more than one option, if necessary, by writing a **X**

- Google Classroom
- Moodle
- Other (Please, tell which) \_\_\_\_\_

**59. Do you agree** with the following statements **regarding online training?** (For each sentence write a **tick** under the selected option)

	 I totally agree	I partially agree	 I do not agree
The platform was <b>easy to use</b>			
<b>I always knew what I had to do</b> once in the online platform, and I <b>understood how to do the activities.</b>			
<b>Teachers explained well how to use the internet</b> and the <b>online platform</b>			
<b>It was easy to find materials and resources</b> to do the online activities.			
<b>Teachers helped me if I had problems</b> to use the internet and the online platform to do the activities.			
<b>I had internet connectivity problems</b>			

**60. Do you agree** with the following statements regarding **what you have learned through the online classes?** (For each sentence write a **tick** under the selected option)

	 I totally agree	I partially agree	 I do not agree
I have <b>improved my skills</b> to switch on and switch off the computer			
I have learned to search information on the <b>internet</b>			
I have learned how to connect to a <b>videocall</b>			
I have learnt how to use the computer keyboard			
Now I <b>feel more confident</b> about how to use the computer and internet			
<b>Online activities</b> have helped me to <b>learn about the professional</b> (gardening, cooking, or cleaning assistant).			
I have learned <b>how to use the platform</b> to do the learning activities			
I have learned <b>how to ask for help to teachers in online classes.</b>			

## Certification

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The certification refers to the **final test** that certifies that the necessary knowledge has been obtained to be able to work as a gardening, cooking, or cleaning assistant.

**61.** Do you know that after the training course there is an **exam to get the certification** about our training? Select only **one option** by writing a **☒**



Yes



No

**62.** Did the teachers **explain how this exam certification would be?** Select only **one option** by writing a **☒**



Yes



No

**63.Did teachers give you enough information about the certification exam?**

Select only **one option** by writing a  **X**

- I received enough information. I know how the exam will be.
- I received information about the certification exam, but I would like to know more details.
- No, I did not receive information about the certification exam.

**64.Which of these best statements explains how you feel about the certification process?** Select only **one option** by writing a  **X**

- Having knowledge about the certification helped me to be more motivated with the training course and eager to do my best.
- Having knowledge about the certification makes me feel less motivated with the training course.
- I think that my motivation was the same if there was certification or not.

**THANK YOU VERY MUCH FOR YOUR COLLABORATION. YOUR ANSWERS WILL HELP US TO IMPROVE THE TRAINING PROGRAM**

## **CREDITS**

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# **APPENDIX 2: Focus Group Script**

## **General questions about the whole training:**

- Which was the participants' profile? Was it the expected profile?
- Did the participants fully understand what the overall goal of the training was?
- Was the length of training sufficient to achieve the learning objectives?
- Were the manuals a good tool, in general, for planning and developing the training?

### **1. Teaching and learning methodology**

This refers to the methods used during training sessions in the centre (not in the work settings): group work or individual activities, on one hand and, on the other hand, the type of activities: writing, reading, computer/tablet, manipulative, in real environment, mentoring, etc.

- Was there a good balance between group and individual activities?
- What kind of activities were the most used during training? (Writing, reading, computer... etc.)
- How did these activities work? Did motivate activities and engage the students in learning?
- Did you get the impression that some activities worked better than others? Why?
- Were there difficulties in achieving a good participation in the activities?
- Were the activities adapted to the support needs of the participants? (Personalisation)
- What facilitated or prevented the activities from adapting to student learning needs?
- Were the learning goals of the activities clear enough?
- Was it easy/difficult to convey to the students what learning was expected for them to achieve?
- Did participants understand what was expected?

### **2. Materials and support tools for learning**

This section refers to specific tools for teaching: slide presentations, blackboard, videos, internet materials, recording tools, paper documents, books, computers, smartphones, wall sheets and notes, photographs, drawing tools, specific tools for working...

- What materials and tools were the most used during the training sessions? Why?
- Which of them worked better?
- Did you miss any tools that would have been useful for training?
- What is your assessment of the material conditions in which the training took place?
- Each student is different and learn differently from the others but, taking the experience as a whole, what materials and tools did the participants learn the most?
- What went well and what needs to be improved in terms of materials and tools?
- Were the materials accessible enough?

- 
- 3. Internship or fieldwork practice in work settings**
- Could all participants do an internship period in a company?
  - Did the participants do the internship in the regular labour market? Was it possible to find workplaces in the regular market?
  - How do you assess the relationship between the training staff and the companies where the participants did their internship?
  - Did companies receive the participants well? Did boss/supervisor provide the support that students needed? Did co-workers provide the support needed?
  - Did companies develop a good job promoting students' learning? Did they do a good job tutoring/supervising the students?
  - The tasks that the students were expected to carry out during the internships, were they adequate to achieve the expected learning?
  - What are the main learnings that students taught during the internship?
  - What are the main strengths of the internship?
  - What are the main weaknesses?
  - What would be necessary to improve concerning the internship period?
- 
- 4. Teachers (to collect information about their impressions and opinions about their role during the pilots)**
- Did teachers have the proper qualification to work with people with intellectual disabilities?
  - Did teachers have the proper qualification to teach about cleaning, gardening, and cooking?
  - Did teachers have enough time to do coordination tasks?
  - Did teachers establish a good relationship with students?
  - Had the teachers enough opportunities to communicate with students at individual level?
  - In general, do you think teachers perform their functions and their role properly? (Students' support for learning, personalised guidance, communication, using the training manuals, etc.).
  - What needs to be maintained and what would need to be improved regarding teachers?
- 
- 5. Personalised Guidance**
- Did the students have a tutor assigned during the course?
  - Did tutors work with group of students or with individual students?
  - Which were his/her functions?
  - What do you think about tutoring? Could tutors help students in a personalised way?
  - In what aspects did the tutors have to intervene more? (Supporting learning, adapting materials, helping students to understand the aims of the course or the activities, solving interpersonal conflicts, etc.)
  - Did the tutors provide students with information about training options following the training program?

- Did the tutors provide professional guidance (how to look for a job, for example) to the students?
  - What are the main strengths of personalised guidance?
  - What are the main weaknesses?
- 

## **6. Contents**

- Was there a good balance between the contents aimed at working specific job skills and the so-called "soft skills" (teamwork, relationships with co-workers, responsibility...)?
  - Have important content been missing in the training?
  - Have repetitive or necessary content been detected during training?
- 

## **7. Assessment system (It refers to students' assessment during the training program, not to certification process)**

- What types of assessment activities were carried out to be able to assess students' learning progress?
  - Did the students know in advance how their learning would be evaluated throughout the training? And with what kind of activities?
  - Did the manuals contain sufficient guidance on how to assess learning?
  - Were the assessment activities suitable for the students?
  - Did the evaluation activities allow you to know the progress of the students well?
  - Did the students have information during the program about their progress in learning the skills and/or the achievement of the learning objectives? And about how to improve their learning?
  - What are the main strengths of the assessment system?
  - What are the main weaknesses?
- 

## **8. Online learning (only in case you used this modality)**

- Did the platform used to do online training work well?
  - Did the online training allow the training program to be developed well enough? You can assess its usefulness in relation to the following aspects:
    - The communication with students.
    - The students' engagement with learning (motivation)
    - The activities.
    - Assessment system
    - The possibility to achieve the learning about the professional
    - The possibility to achieve/improve soft skills.
    - Communication and coordination between teachers.
- 

## **9. Certification**

- Did the students understand the purpose of the certification exam?
- Did the students understand what the certification exam would be like?

- The fact of knowing that at the end of the training they would have to pass a certification exam, was it a motivating or demotivating element?

### **Final remarks**

Which is the general level of satisfaction about the training? Did the students learn what was expected? Did the training work well enough? Which is the level of satisfaction of teachers, students, and other staff involved?