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VLM

Testing Methodology





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Introduction

This document describes the methodology to be used to carry out the testing phase, from the very beginning to the overall evaluation report. It gives instructions, timing and objectives useful for the project partners, for the trainers and coaches, the migrants and refugees involved in the testing phase to perform the tasks assigned.

The project “Training material and programme for social and business entrepreneurial competence development by virtual learning methods for multinational and multicultural groups, and recognition and validation of the acquired competence – VLM” testing methodology is based on the result of the previous phases carried out by the partners. In particular, the testing methodology takes in account the migrants and refugees training needs (IO1) , the collection of ICT tools and e-learning platform (IO1) , the structure of the training path defined in IO2, and the training content defined in IO3. The testing phase involves different actors and target groups from all partner countries and included different activities (interviews and questionnaires to be completed by migrants and refugees, trainers and coaches). At the end, to produce an evaluation report.

From the previous phases, emerged the need of a training methodology able to support the trainees autonomy as potential key to foster motivation in migrants and refugees.

The aim of the testing phase is to test the materials and the methodology designed by the project partners to follow a process of refining of the material in order to adapt it to the target group (migrants and refugees).





The training model

The training model is based on two main elements: the contents and the use of interactive ICT tools for education.

The project partners have selected from 8 Modules of learning. These Modules have been agreed with all the partner countries.

Each training Module is related to Units of learning outcomes. For each unit of learning outcomes, the interactive material is produced on-line. This material can be integrated by trainers and coaches in their standard lessons and could serve as inspiration to create their own interactive educational material.

The core of the training model is a Learner Centred Approach:

The trainer and coach (both in presence and at distance) has to facilitate learners to learn autonomously, instead of providing content in a standard way.

Essential for the implementation of VLM training paths are:

- **Motivation**

Motivation is a key factor for migrants and refugees (and also for trainers and coaches). The trainers should adopt a positive and motivating approach in using ICT and material created by the partnership.

- **Technology**

The added value of Technology for learning resides in access to

- (a) resources,
- (b) information retrieval tools,
- (c) sharing knowledge,
- (d) communication tools,
- (f) interactivity of the material,
- (g) flexibility in the training path,
- (h) reduction of time and need to move in a specific place for the training. Technology also introduces a new form of knowledge and pedagogy based on the idea that knowledge is distributed across a network of connections and that learning consists of the ability to construct and traverse those networks.

The trainers, coaches and project partners should encourage migrants and refugees to use ICT tools and support activities to put in practice their potentials.

- **Group Oriented Activities (online platform)**

Learning can be seen as a process of manipulating data and information to give meaning by communication with others. In that sense collaborative learning is another way of organizing learning in which migrants and refugees learn by externalizing knowledge among each other and constructs new knowledge. These dynamics can be achieved through the online platform created by the partnership. The trainers and the coaches, migrants and refugees involved in the testing phases should stress these possibilities and support the access to the platform from other trainees.



- **Professional Development of teachers, and coaches and refugees**

This development of competences needs to be an integral part of the model. People do not change their pedagogy overnight, of course. The trainers and coaches will be one of the driving factors for a successful implementation of VLM.

All these elements should be kept in mind when we are approaching to implement the VLM methodology.





Structure of the testing

The project comprises three experimental pilot training courses.

The pilot with trainers and coaches will start in February 2019 and will terminate in February 2019.

The pilot with trainees is planned in the activities C1 and C2 (training courses), starting March 2019 and will terminate May 2019.

Overall in the pilots, they should be able to evaluate the materials, tools and dynamics related to the testing phase. They should be able to identify the benefits and the critical points of this methodology in regard to the trainees and their needs. They will provide suggestions to incorporate improvements. These pilots will lead the optimisation of the training path and creation of the final version of the materials produced.

The pilot will focus predominantly on the migrants and refugees and the difficulties and advantages of the VLM approach from their point of view.

Migrants and refugees involved:

- Pilot training for trainers and coaches: total 6, 2 per country.
- Pilot training C1: total 108 migrants and refugees, 36 per each partner country
- Pilot training C2: total 54 migrants and refugees, 18 per each partner country. They will be probably selected from the Pilot training C1, those who are mostly interested in opening a business.

Overall 108 migrants and refugees at least will be involved in the testing phase.

Responsible	Activity	Description	Deadlines
BDA, BKA, TRAINING2000	Pilot training with trainers and coaches	<ul style="list-style-type: none"> - at least 2 educators and mentors/coaches from each country - for the duration of 8 hours - collect feedback and impressions on the course. The feedback will be part of the overall evaluation document and will be used to re-design the training path for the future pilots 	February 2019
The 3 social partners	C1 training course	<ul style="list-style-type: none"> - at least 36 migrants and refugees for each partner country – 3 groups of 12 migrants and refugees - 40 hours training - An evaluation of the pilot session will be carried out which will feedback into the optimization of the training path 	March, April and May 2019
The 3 social partners	C2 training course	<ul style="list-style-type: none"> - at least 18 migrants and refugees for each partner country – 3 groups of 6 migrants and refugees - 80 hours training 	April 2019 - June 2019



		<ul style="list-style-type: none">- an evaluation of the pilot session will be carried out which will feedback into the optimization of the training path- the Guideline for mentors/coaches	
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Activities in each pilot

Training course for trainers and coaches – 8 hours

The main aims of the course are:

- to raise their consciousness about the potential in using ICT tools and on-line platform to train migrants and refugees;
- to get useful feedback about the material produced by the project.

The first part of the course is focused on the presentation of the **training path**. Knowing the training path will allow the trainers to evaluate if the material is appropriate to cover the learning outcomes to which it refers.

The second part of the course will be focused on the material produced by the VLM project. **The interactive material** will be tested by the trainers taking in account the migrants and refugees needs and the didactic methodology usually adopted for this kind of training. All the materials should be tested using **the on-line platform**.

At the end of the training course the trainers and coaches will fill in the evaluation questionnaire. The partners should take notes of the relevant elements related to this training course/testing phase (critical and positive points, feedback, possible improvements and suggestions...) in order to report it in the National report for fine tuning.

Activity	Timing	Evaluation
Training path description	1 hour	The partners will ask impressions about the contents and their pertinence and take notes.
Description the state of the art in using ICTs in educational contexts.	1 hours	The partners will take notes of reactions, comments and suggestions.
Hands on - useful tools and resources to create new training material	2 hours	The partners will take notes of reactions, comments and suggestions.
Brief description of the material and the modules to which the material refer.	1 hour	The partners will take notes of reactions, comments and suggestions.
Testing of all VLM material in English and national language and knowledge tests	3 hours	The project partners will take notes of reactions, comments, suggestions, critical and positive points.



Pilot course for migrants and refugees (trainees) – 40 hours – C1 course

In this phase the interactive materials created by the partners will be tested. So, the testing will be focused only on the learning outcomes covered by the interactive materials.

Nevertheless, in the first part of the testing, the trainers will show the entire **Training path** to the trainees, asking their impressions about the contents and their pertinence.

The second part will be dedicated at the exploration of the **interactive material** produced by the partnership. After a brief description of the materials and the modules to which the materials refer, the drivers will be asked to access online to the materials produced and **test it autonomously**. The trainers will give the link to access the materials and encourage the trainees to test **all the material** produced in English. Some specific national material could be in National language. Each participant should test all the materials available. The trainees will complete the **knowledge test** after each interactive material. The trainer will be a facilitator and support the trainees to solve the problems, if needed.

At the end of the pilot course the trainees will fill in the evaluation questionnaire.

The partners will produce a **national report** that will include the data processing from the questionnaires and all other relevant information about the training course phase. It is important that the project partners and the trainers involved take note of positive and critical points related to VLM materials and processes in order to give a qualitative feedback on it. All these considerations should be reported in the national report. The report template will be provided by the social partners.

Activity	Timing	Evaluation
Training Path description and brief description of the material and the modules to which the material refer.	2 hours	The trainers will ask impressions about the contents and their pertinence and take notes.
Testing of all VLM material in English and national language adaptation and knowledge tests	38 hours	The trainers will take notes of reactions, comments. The trainees will fill in the questionnaires.

Pilot course for migrants and refugees (trainees) – 80 hours – C2 course

The training course is aimed to trainees (migrants and refugees) who wants to start a business or to be involved in entrepreneurship, or they want to start to work as project managers.

The trainees have already attended the training course C1. In C2 they are mentored by coaches assigned to each group of trainees. The training will be combined will be opened to external business owners, entrepreneurs, to experience other topics (e.g. language training, accounting, etc..)

The trainers and coaches should integrate their standard curriculum and materials with the interactive material produced by the VLM project. The trainees should test the **training path** and **all the VLM training**



material. If some material cannot be tested, it's important to take note of the material and the reasons. Furthermore, the training path should be presented to the trainees to enable them to compare the learning outcomes covered by the material with the effective knowledge acquired.

The trainers and coaches could decide to use a face to face methodology and use the interactive material in class (online learning in presence) or to use a blended learning methodology and allow the trainees to use the interactive materials at distance.

At the end of the pilot course, the trainees will fill in the questionnaire. It is important that the project partners and the trainers and coaches involved in the course take note of positive and critical points related to VLM project materials and processes in order to give a qualitative feedback on it.

At the end of this course – duration 6 months - the partners will produce a national report that will include the data processing from the questionnaires and all other relevant information about the course.

Activity	Timing	Evaluation
Training path description	5 hours	<p>The trainers and coaches will ask impressions about the contents and their pertinence and take notes.</p> <p>Trainees will fill in on-line questionnaire to give feedback</p>
Testing of all VLM material in national language and knowledge tests	75 hours	<p>The project partners will take notes of reactions, comments, suggestions, critical and positive points.</p> <p>They will support the trainees in filling in the questionnaires.</p>

Facilities and infrastructure

In order to test the interactive materials produced by VLM project it is important that each participant can use a device like laptops, tablets. If there are no available devices for all the participants, the trainers could ask the participants to bring their own devices and to use it in class. If it's possible, we should try to test the materials with different devices. As much devices we can test, more information we will get. It is important to take note of the different impacts or problems generated by the use of the different devices used.

Another important element is the internet wi-fi connection. The trainees should be able to use the interactive material online, both in class and at home.

The previous basic facilities should be completed by the standard setting that the trainers and coaches usually use during their training sessions (flipchart, video projector, etc...).



Evaluation of the training courses

The project partners should **keep track of any modification or improvements** generated during the training courses - test phase and **monitor** the whole training process. Each testing phase will be evaluated and reported using specific tools.

In particular each pilot course will be evaluated through a questionnaire (provided by the social partners), a pilot report for trainers and coaches and a National Pilot Report (provided by the social partners of each country):

- The questionnaire will be filled-in by the trainers and coaches undergoing to own training,
- The questionnaire will be filled-in by the trainees (migrants and refugees) after completion of C1 and C2 courses.
- The National partners should produce one national report with the elaboration of all the questionnaires data.

In order to support the evaluation activities, it's important to collect as much information as possible during the testing sessions (pictures, signature sheets, videos etc...).



Annexes

1. National Pilot Training Report

PILOT TRAINING COURSE EVALUATION – COURSE FOR TRAINERS AND COACHES, C1 AND C2

This section will be based on the results of the questionnaires filled by the trainers and coaches and the trainees (migrants and refugees). The partners should provide charts and data for each question and one paragraph about the main findings.

Conclusions

- Summarise the results of the questionnaire.
- Is the trainee motivation improved? Why?
- Are the materials produced by VLM project suitable for the trainees? Why? Any difference in trainees reactions?
- Positive and critical points in the implementation of VLM material and methodology (integration into the standard curriculum, response of the audience, technical aspects, contents, methodology etc...).
- What should be changed to improve the VLM material and methodology?
- Other comments

2. Questionnaire

Relevance of all the training products at personal level						
1.	How would you rate the overall quality of the programme and training path?					
Please choose one of the options: 5 – excellent, 4-good, 3-average, 2-poor, 1- very poor		5	4	3	2	1
2.	How valuable was the programme in helping you gain new knowledge and skills? How is it working, what not?					
Please choose one of the options: 5 – very valuable, 4- valuable, 3-undecided, 2- not very valuable, 1- not valuable at all		5	4	3	2	1
Please let us know what was working well and what not?.....						
3.	Will you utilize the knowledge and skills gained during the training in your life? The tested material meets your needs and why?					
Please choose one of the options: 5 – definitely yes, 4- rather yes, 3-maybe, 2-rather not, 1- definitely not		5	4	3	2	1
If tested material meets your needs (4 or 5), please indicate WHY?.....						





4. Content of the training path					
Please rate how satisfied are you with the content of modules of the VLM path: 5 – excellent, 4-good, 3-adequate, 2-poor, 1- very poor	5	4	3	2	1
MODULE I – Legal form of Entrepreneurship: Social Entrepreneurship					
MODULE II – Legislation - registration of entrepreneurship					
MODULE III – Business idea and business plan development					
MODULE IV – Promotion of enterprise and marketing					
MODULE V - Taxes and fees					
MODULE VI - Finances					
MODULE VII - Management of Enterprise					
MODULE VIII - Business support					
Please state WHAT could be changed/improved in terms of the content of the training pathway?					

5. Methodology adapted in this project					
Please assess of the RELEVANCE of the of the VLM methodology and resources: 5 – excellent, 4-good, 3-adequate, 2-poor, 1- very poor	5	4	3	2	1
VLM methodology based on e-learning is accurately appropriate to my educational needs					
VLM methodology accurately enables to engage migrants and refugees in training process					
VLM training materials are usable and facilitate the learning process					
Please state WHAT could be changed/improved in terms of the METHODOLOGY of training?					





Impact of the outcomes at individual and organisational level						
6.	Did you improve skills according to the actual needs of the labor market?					
Please choose one of the options: 5 – definitely yes, 4- rather yes, 3-maybe, 2-rather not, 1- definitely not		5	4	3	2	1
7.	Did you acquire new skills?					
Please choose one of the options: 5 – definitely yes, 4- rather yes, 3-maybe, 2-rather not, 1- definitely not		5	4	3	2	1
8.	Did you improve your motivation to take part in the training?					
Please choose one of the options: 5 – definitely yes, 4- rather yes, 3-maybe, 2-rather not, 1- definitely not		5	4	3	2	1
9.	Did the training enhance your flexibility and mobility on the European Job Market?					
Please choose one of the options: 5 – definitely yes, 4- rather yes, 3-maybe, 2-rather not, 1- definitely not		5	4	3	2	1
10.	Did you develop relationship and communication skills, ICT skills, entrepreneurship skills and management skills thanks to the training?					
Please choose one of the options: 5 – definitely yes, 4- rather yes, 3-maybe, 2-rather not, 1- definitely not		5	4	3	2	1
11.	Did you develop ICT skills and management skills thanks to the training (or any other skills)?					
Please choose one of the options: 5 – definitely yes, 4- rather yes, 3-maybe, 2-rather not, 1- definitely not		5	4	3	2	1





Sufficiency of the training materials and efficiency of the process						
Please rate the materials and the process: 5 – excellent, 4-good, 3-adequate, 2-poor, 1- very poor		5	4	3	2	1
12.	The quantity of information provided					
13.	The quality of the content explained					
14.	The language and layout of the materials					
15.	The material is clear and easy to understand?					
16.	Preparation of the trainers/speakers					
17.	Adequacy of the provided educational material					
18.	Classroom adequacy					
19.	Satisfaction about the organization of the training (facilities, environment timing etc.)					

Support for the user (e-learning environment and tools)						
Please choose one of the options: 5 – excellent, 4-good, 3-adequate, 2-poor, 1- very poor		5	4	3	2	1
20.	Navigation and Usability of the course training materials					
21.	Overall graphic design					
22.	Quality of the multimedia sources					
23.	Form and organization of the training materials					

NARRATIVE COMMENTS:	
24.	<i>What problems did you experience when using the VLM training products?</i>
25.	<i>What are the most positive aspects of the VLM training material??</i>



26.	<i>What are the most negative aspects of the VLM training material??</i>
27.	<i>What improvements do you suggest?</i>
28.	<i>Do you have any other comments?</i>

Thank you!

