



## evaluation form for pilot trainings

*Dear Trainers,*

*within our SMART-project we will run a couple of pilot trainings to test the set-up curriculum for our 3 target groups and to evaluate which content and which methods fits well and which should be better improved or worked out more in detail.*

*But there is also the question of the training facilities - what place do we need to run a good training or which structure would make it more easier or more attractive for the participants and/or the trainers.*

*So this form requires not to tick boxes but proposes a structure for observation and should help you taking notes during your pilot training and bring them to the whole project-group.*

*Please take all the space you need to answer!*

### **SMART-Pilot-Training**

Date and Place: Dublin, 13 June 20

Organization: NEARFM

Name of the trainer(s): Andrew Reid & Sally Galiana

Target group: Learning Difficulties

Duration of training: 10 weeks (2 hours per week) 20 hours

Number and brief description of the participants:

Minimum of four and maximum of eight, as the numbers fluctuate depending on the availability of participants that might be attending other events (Special Olympics qualifiers) or activities (soccer matches). The group's age comprises individuals from late teen to early twenties, with different learning difficulties issues. All of them are learner

**Please add to this report the applied curriculum and the agenda of the workshop - make some photos and attach them to your report.**

**Other material collected (will be available at ...) :**

**Methods: What didactical methods did you apply to get the content across?**

(e.g. lecture, discussion, group work, ... )

Ice breakers and guessing games, group discussion and work, demonstrations (learning by seeing and doing), lecture

**Methods: What methods went well - why?**

(e.g. lecture, discussion, group work, ... )

Everything but lectures. Usually training delivery is about learning to do, in this case is learning by doing. Trainees showed a kin interest in interacting with technology and using the studio and portable recorders. We found the best way is to explain a short procedure and ask them to repeat it, and then get trainees to practice.

Group work was more focused on discussion of content and how to present it, preparing the interviews and intros, etc. This allow editorial control to the group and created a good dynamic of equality in the participation.

They loved the guessing names, and they work well as a way to achieve learning in a fun way, and help the trainees to keep their focus.

We recorded mock panel discussions and listen to them, and ask trainees to feedback in the recording, identifying problems related to microphone use (distance to mic, noises, etc) as well as issues such as background noise, etc.

**Methods: What methods did not work - please explain?**

From the very beginning we discarded powerpoint presentations, as it was felt the group would lose interest in them. We use 'lectures' to talk about what community radio is, but again, the group found it boring, lost interest and became distracted.

A group of young people, in general, needs an interactive workshop, in which they are continuously doing things. It is really important to adapt every element of training to the "demonstration" or hands-on type of training to maintain the group engaged.

**Content: What elements of the curriculum were difficult to get across?**

All theory elements are difficult to deliver and it is important to find ways to achieve learning outcomes in a practical way. Objectives need to be adjusted to the possibilities and learning needs of the group, which would involve it to strip any training plan back to basic and key learning (ie. Learn how to use a microphone, but not need to know about different types of microphones). We believe that the group has the capacity to achieve a more complete and in-depth learning, but this could be achieved over time through continuous involvement with the radio station, but this 'advanced' learning it is not a priority at this time.

**Content: In how far the available time fits with the volume of the curriculum?**

It is possible to deliver the stripped-down version of the training in the 20 hours, but the production of the programme would have to be assisted by the trainer. If the trainer wants to include more advanced features, this would clearly entail longer training hours.

**Organization: What aspects went well and which not - please explain?**

What didn't work

- The availability of the whole group for the sessions was one of the main difficulties for the trainers (one date was cancelled due to a sailing activity, on other two occasions only some of the trainees attended the session, so training had to be repeated at the following session with those who weren't available of the previous date).
- Time keeping. Trainees being late took time away from the training.

What it work:

- To have two trainers to support each other and take turns in the training delivery (particularly, to have a trainer who has experience in training the group and understand the need for flexibility and how to interact with the group).
- To have a member of staff of the organisation the trainees attend, as they would know the trainees, understand the group dynamics and can help highlighting the skills and interests of each trainee, and to keep the group 'under control'.

**Organization: What organizational aspects were important to run a "good training" with your target group?**

- Studios that are accessible to people with disabilities, but also accessible during the training session. All our training took place in two studios (our studio suit, where the group work will take place) and the training/pre-recording studios to practice recording, learn basic desk, etc. This is important as the training is delivered as short demonstration and practice rounds.
- Flexibility when it comes to the training plan and the training outcomes. They need to be adapted and change as the training progresses, and there is a more realistic perception of the needs, skills and interest of each individual trainee and the group as a whole. It is also necessary to plan for some of the trainees not to be available for specific sessions, so the content would have to be repeated again, or the fact that to achieve some of the training outcomes might require more time than planned initially.
- It is important to understand that the group needs to be nurtured, and be open to include personal development outcomes in our evaluation of the training, particularly with this specific target group. It would be interested to be able to measure increased confidence, better communication skills, etc).
- Another key area is to work on the group dynamics, and ensure that everyone has a turn at every aspect of programme production, and to ensure that each trainee have their say.

**Participation: How did the training meet specific needs and capacities of the participants? (e.g. Did it ask to much or not enough? How could mismatching be avoided?)**

The training was adapted, continuously revised and readapted to the trainees needs. Initially some of the trainees were not so much into it, but today, 12/06/2014, they all said they had enjoyed their first interview recording. It is important for the training to find the skills, strength and interest and work with them in mind.

**Participation: Are your participants (or some of them) motivated to go on with their radio work and what could be next steps of involvement?**

Yes, some of them want to be DJs, so there is a possibility. However, we would have a clearer idea when we finish the training, but we are considering to keep working with those in the group that might be interested in the autumn, to produce interviews and news/feature items to include in other programmes.

**What other experiences from the pilot-training were for you and your work most interesting or helpful and you would like to share with your colleagues?**

To work with a group that are 'doers' and not 'thinkers'. Their enthusiasm and sense of achievement brings the best out of the trainers. As a trainer I have learned a lot about how to deliver training in a more entertaining, simplified and direct way.

Also their enjoyment when doing some of the learning exercises, such as the box activity that push us to find another ways to use it as a learning tool.

**Feedback: How did you organize feedback?**

We only ask trainees after each session if they had a good time and if they enjoy the work. It would be very difficult to obtain feedback from the trainee group, but we might consider to ask the organisation support person to feedback on the group learning and personal development at the end of the training. We need to raise this idea with Helmut and seek his advice in this area.

**Summary of trainees' feedbacks:**

**Please note the aspects mentioned by the trainees during feedback round(s) or at any other occasions during the pilot training?**

They enjoy it, you can see their excitement and their joy when coming to the studios. They are ready to play their part in the training (though some of them need some encouragement).

**Stakeholders: If there has been other organizations involved - are they furthermore motivated to cooperate and request further trainings?**

We have been working with the Central Remedial Clinic since September 2007, and we plan to keep working with them in the future.

## DAY ONE

- 1) Introduction everybody and training course.
    - a) Listening exercise
  - 2) Introduction to community radio. (Optional)
  - 3) Ground rules and Studio protocol – health and safety
  - 4) Basic intro to studio (Listening)
    - a) Headphones demonstration
    - b) Mics demonstration
  - 5) Music - guidelines
- Ask participants to bring a song they like for the following day.

## DAY TWO

- 6) Intro to desk
  - a) Review guidelines,
  - b) Learn basic desk settings and
  - c) Review headphones and mic by playing and introducing a song
- 7) Ask participants to start thinking what do they want in a programme. Start talking about what information is necessary and where to find it.

## DAY THREE

- 8) Programme formats (review the discussion of the last day about what kind of programme they want to put together)
- 9) Interviewing prep
- 10) Presentation – scripting
- 11) Communications, visual audience
- 12) Running order (the running order game)
- 13) Team work as editorial team

## DAY FOUR

- 14) Portable Recording devices. How to use them at different locations.  
Offer the possibility of taking a portable recorder away for the week.

## DAY FIVE

Programme work

## DAY SIX

## Programme work

### 15) five basic guidelines (do's and don'ts)

- a) Be aware of noise in the studio (jackets and phones off)
- b) No drinks near equipment
- c) Listen to each other
- d) Don't touch microphones and wear your headphones. Seat easy
- e) No going into studios when the red light is on

### 16) final review



