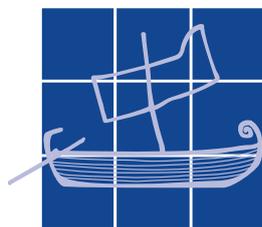


Evaluation of Instructors' training course, part 1,

1st – 4th September 2009



[ARGO]

Forandrer i praksis

Content

1. Introduction.....	3
2. Results	3
2.1 Preparation.....	3
2.2 Day 1 program.....	4
2.3 Day 2 program.....	6
2.4 Day 3 program.....	12
2.5 After the training course	13
2.6 Presentation of digital equipment	15
2.7 Organisation, methods and conditions.....	16
2.8 Achievements	18
2.9 Participants' additional comments	20
3. Conclusion and perspectives	20

1. Introduction

This report encompasses the results of participants' assessment for the 1st part of Instructors' training course, carried out in Aarhus, DK, 1st – 3rd. September 2009.

The participants – staff or managers from institutions working with orphaned children - are appointed for the instructors' course, by the FAIRstart project partners – from Group 1. The participants are appointed with the aim of giving these persons a key role for the development and implementation of the FAIRstart training programme in their institutions for orphaned children.

The participants, one from each country, come from:

- Turkey
- Spain
- Italy (2 participants)
- Romania
- Cyprus.

The evaluation is carried out after the training course. The participants have filled in a questionnaire with questions following the training course program. For each questions participants are invited to deepen their answers.

The evaluation report is worked out by Bodil Husted, ARGO Consultancy, partner 2 in the FAIRstart project.

The evaluator wishes to thank all participants in the Instructors' training course for having answered the extensive questionnaire with great enthusiasm and energy. These answers are of invaluable benefit for the further development of the training course.

2. Results

In the section results are presented for each day's program.

2.1 Preparation

Clear understanding of the training –

- Did you have a clear understanding of aim and content of the training course?

(According to material sent to you before the training, the training course program and the introduction at day 1).

All together partners assess that they were well informed and prepared for the course due to the material forwarded before the training course. The material was satisfying as to aim and content

"Yes, the material sent to me before the course was very helpful and it helped me understand the aim of the project".

"I have certainly received all the information regarding the aims of the project and the contents of the training Programme which has been enough clear to me before the training session beginning time".

2.2 Day 1 program

Did you get an understanding of the role of the training session in the FAIRstart project?

Did you get an understanding of the instructors' role in the FAIRstart project?

Partners express their content with the introduction and presentation of the role that instructors training play in the overall set up of the staffs' development program as well as for instructors' role in the FAIRstart program.

"It was clear also the understanding of the contents of the project and of the methodology used to run it"

"Yes, for me it has been quite clear that the training session we were going to participate in were designed in order to develop our professional activities in care taking considering the situations in our Care centres the resources we have and needs of the children we host".

"Yes, it was understood that the instructor's role was to develop competences and models in order to facilitate the patterns and behaviours in the daily life of our work".

"Yes, The goal of the first day was to get the participants acquainted with information about the project and to highlight the most important information about the work place of each participant, as regards staff, children and the relevant aspects of the staff training (presentations and interviews were conducted individually or in groups, small group discussions and plenary, reflections and feedback)".

One partner expresses some uncertainty as for the implementation of the program. Though this comment does in itself consider a critic to the presentation it must be remembered as an important concern for the next part of training course how to handle the implementation of the program for instructors' part of training in the institution.

"Yes, it was clear, the problem is the implementation of the programm."

How do you assess the group analysis on needs for education and development?

Did the analysis contribute to an understanding of problems and needs in your own institution?

Did the analysis contribute to a broader understanding for you of problems and needs in caretaking at a more general basis?

Did the analysis contribute to a common understanding in the group of instructors of problems and needs for staffs' development?

Partners assess that the needs analyses worked out in groups contributed to the reflective view on own organisation. This means that method and tools were provided and assesses very usable for this purpose.

It is further demonstrated by the quotations below that the analyses method, including group reflection have contributed to an important understanding of common patterns in problems and difficulties in care taking practise. The participants are very much concerned about the importance of categorizing problems in order to improve practise.

"Yes, The analysis was provided deeper and broader approach to my organization needs".

"Yes, namely; 1. Caretaking problems were identified easily.

2. We were able to categorize the problems more clearly.

3. This categorization helped us to solve the problems more easily.

4. The analysis helped us to create an optional risk map in caretaking".

"Yes, I shared the information I gathered from the project with my colleagues and we used it to understand the problems in our institution".

"The participation in the training course was an opportunity for me and an opportunity to add new levels of professional training, but also an opportunity to make known once more the child protection system from Iasi and to demonstrate our good practice in child protection".

"These analysis have contributed to increase my observation towards the Care Center in which I work with a critical point of view, comparing it with the other Care Structures I met during the training and finding some ideas and clues to improve, always knowing the my care Centre stands on better and more advanced conditions as regards other Countries.

An important aspect of instructors' role in the coming implementation of staffs' development is to be aware of problems seen from another perspective than one's own daily perspective, according to the position in the organization. As said below:

"Surely the video allowed me to reflect quite deeply on my work and regarding the way I act and I relate myself with the children"

One of participants expresses her content with the special focus on this in the training course:

"Yes, because with a distant scope is again easy, although not working as a leader there are some areas I do not know properly to now what they need".

Basic principles of the FAIRstart program

Do you have a clear understanding of the basic principles of the FAIRstart program?

Do you agree on the relevance of these basic principles in terms of your own institution?

From the answers of the participants it seems that the presentation and work with the basic principles are understood and accepted as fundamental for the FAIRstart training course.

"Yes, as I wrote, from the reading of the material we have received via E mail before the training in Denmark, the main principles of the project have surely been understood and then, during the training, everything has become even more clear".

"Surely the video allowed me to reflect quite deeply on my work and regarding the way I act and I relate myself with the children".

Surely my structure, being engaged in the care of very young minors who have been moved away from their risky native families, will benefit from this training offered by the project, mainly regarding the attachment theory principles and the Secure based approach.

One partner even recognises the principles as identical with the practise of her own institution.

"Surely since the first reading of the material I have noticed that the main principles of the project were "in tune" with the principles at the base of my work and the framework in which I operate".

As for the relevance of the principles in terms of the own organization, one partner comments that this counts:

"Yes, to a certain extent".

Unfortunately this 'certain extent' is not further elaborated. This would indeed have been interesting and valuable for the project to know more about. Whatever this comment covers a disagreement or a modification in the applicability of principles or if this covers a problem with understanding the principles in question it would have been valuable to have had this brought up in a discussion.

This must be remembered as a necessity to pay as much attention as possible to the pedagogical arrangements of participants' common reflection and discussions on theory, basic principles and other topics – to make sure that lessons are properly balanced with partners' reflections. This is an important principle in the FAIRstart didactic, that support must be provided to ensure participants' reflection on practise and learning.

2.3 Day 2 program

Theory on early attachment

How do you assess the presentation of early attachment theory?

Participants are very satisfied with the presentation of this complex of theory as shown by the quotations below:

"It was very interesting".

"The presentation of attachment theory was developed in an attractive visual way".

"First, It was very clear and understandable. Visual materials were supportive and it was strong in terms of scientific literature".

"In my opinion it has been important to discuss, during the training, about the Attachment Theory and it has been carried out in a very suitable and clear way, even if I already had some knowledge and experience on that topic".

To your opinion, was it possible to relate the theory to your own daily practise?

As for this question the participants' reflect on own practise and clearly demonstrate their considerations for both possibilities and barriers:

"Absolutely possible. I think early attachment theory is a scientific projection of daily life".

"Although I work with a different age group(teenagers) I understand the importance of early attachment".

"In my daily work I always find contact points with the Attachment Theory. As a matter of fact, with each child we are working with, we have to face daily problems regarding the absence of and early attachment or, vice versa, a strong almost obsessive attachment regarding the parents they do not meet anymore".

"Yes, in some aspects. At least having clear that is really important and that we have to had it in mind in order to not repeat common mistakes"

"By reconsidering the positions of the practitioners and by better understanding the needs of the children with a past of prolonged institutionalization".

The answers altogether reflect a deep concern with the topic and that participants have found the work with it very engaging and interesting. In their reflections they clearly demonstrate how own practise is brought into perspective with the theory on early attachment.

Discussion on early attachment

Did the discussion contribute to a reflection for you on these patterns in your own daily practise?

The answers clearly demonstrate that the discussion has been extremely important and valuable for the participants. And moreover that examples added in the discussion has deepened the understanding. These comments further confirm that the balance of lessons and participants active contributions is essential for the training course which encompasses a comprehensive part of theory. The answers reflect that time has been given to ensure this balance – and not least with the valuable result that the theory has contributed to a deeper understanding of partners' own practise.

"Although we are used to use same patters in our institution, to learn them in a scientific way, made us apply those patterns more willingly".

"I can understand better the behavior of the teenagers I work with".

"The discussions and the comparisons during the training sessions have given me the possibility to analyze in a retrospective way my work and to focus on some critical factors actually still present in the structure I work in".

"Yes, talking about examples made clear some aspects that were maybe not well understand during the lesson".

Did the discussion contribute to a common reflection and understanding in the group of these patterns in daily practise?

Not all participants answer this questions which might indicate that the discussion has not worked quite as expected. The aim of this discussion was to lift the perspective from the concrete and recognizable situation of each participant (= the aim of the previous discussion as shown above) to a common division of conceptualized knowledge.

It should therefore be further examined by the project partners responsible for the second part of the Instructors' course, how a reflection of this kind can be supported.

In spite of these comments some of the partners clearly demonstrate their personal outcome of the discussion.

"From the group reflections I have gathered further ideas for a better implementation of the models".

"Yes, to the degree that the group members work with young children; there were discussions on this topic, starting from the daily practice. For those who work with older children, the discussions on early attachment focused more on the causes of different behaviours".

Secure Base Caretaker Behaviour

How do you assess the presentation of Secure Base Caretaker Behaviour, (SBCB)?

The answers to this section proves participants' full content with the presentation.

"It was sufficient and clear enough".

"It was very interesting"

"Attractive and well researched audio-visual presentation".

Did the demonstration video make you reflect on your own daily practise in terms of the presentation of SBCB?

Likewise participants found the demonstration video inspiring and useful even though some of are reflecting the essence in relation to other age groups.

"All information in presentation was applicable for me".

"Although I work with a different age group I understand the importance of SBCB"

"Surely the video allowed me to reflect quite deeply on my work and regarding the way I act and I relate myself with the children".

"Yes, it makes me thinking about how we treat children, especially when we have lots of them and we work in an industrial way, forgetting the side effects of the Hospital Model".

The video inspires a participant to the idea of combining the shown examples with results of another development work, provided by the regions responsible authority:

"Yes, through the given examples and the connections made with the good practices of the General Directorate for Social Work and Child Protection lasi".

Secure Base model Score-card

With this topic the partners were presented for a method for measuring to which extent secure base model principles are met in the institution's caretaking practise.

How do you assess the work with Secure Base Score-card?

The use of the tool seems to have worked as some kind of an eye-opener:

"It was surprising. Although some institutions seemed in good condition in many ways, it turned out that they were not good enough after applying the score-card. And I realized that the score card method is quite reliable".

"It is a way for us to understand where we stand".

"I believe that the SBM SCORECARD is an important instrument for the equipe work; it is easy to implement even if just in some particular situations".

"Useful to make think about my own institution".

"SBM has been a particularly useful exercise, with application in placement centres".

Did you find the tool relevant and usable?

"Yes. But I think it should be used with the observation".

"It was very useful and it pointed out both the points were we were well organized and also our weaknesses".

"Yes I believe it is both relevant and usable in our Care Structure and I will surely try to emphasize it in the group work"

"Not for me but it could be used by my boss to think about changes to do, and also to be conformed in the aspects that we do well".

And for participant it has obviously already inspired her to start planning actions when she is back at work:

"Yes, it is relevant and useful".

"I intend to solve a number of issues that arise in placement centres, my work plan aiming at improving staff competencies for child care and at improving/activating the relations between families and their children from orphanages. Thus, I intend to do the following: organize a meeting with the coordinators of the placement centres for the presentation of the FAIRstart project; translate and apply the SBM test to centres' coordinators; score it; interpret the results; assess the needs and communicate the results to the centres' coordinators; request the centres' coordinators to do a work plan for making changes starting from the test's results; monitor the implementation of the plans".

Discussion on teaching staff about Secure Base Caretaking (SBC)

Do you think that the discussion contributed to an understanding of how to teach your staff about SBC?

The answers clearly prove that participants feel well prepared and certain on how to transfer the method to the institutions staff and furthermore to teach them in the use of SBC. This is very successful for the learning level of this topic as being able to instruct or teach other persons in what has been recently learned my one-self is ranked rather high at taxonomy of learning.

"Yes. The demonstration videos helped me a lot on what to use to teach my staff".

"The presentation was so well presented that we can share the things we learned with our colleagues".

"Starting from the theory and then through the discussions among the group and the instructor I believe I have received the necessary tools to be able to transfer all to the staff of my colleagues".

"Yes, a series of extremely important aspects regarding the care of early age children were highlighted, aspects which can be illustrated in the training materials for the professionals in the centers".

Did the discussion contribute to inspiration and ideas on how to teach your staff about SBC?

There is no doubt that participants have really benefited from the discussion – together with the whole arrangement of this learning element – SBC. Reflections are made – not only on the usability of the tool, but also on the ethics concerning measuring a practise where not least staff might feel vulnerable when it comes to measurement and assessment. Participants' considerations prove that the use of SBC- scorecard are in 'safe hands', due to the group discussion on the tool.

"For example, I asked my staff to create their own scenarios when preparing our videos for digital training material".

"The discussion has raised many ideas and hints. It certainly will be necessary to coordinate my job and these new inspiration I received and shared it with my colleagues and overall with the responsables of the Care Centre".

"Surely the comparison with the other participants and with the instructor and the exchange of experiences has given me many new ideas and cues to put into practice in our Care Centre".

"Yes, because it makes me reflect how to present the material to my staff and also to be careful to not offend anybody. Some people are aware because when you tell them new ideas they use to think that you are questioning their work".

"Yes, to the extent that I have already identified the training needs with the help of the developed questionnaire and applied to the centre's coordinator and to the specialized educators. The staff's training using the Secure Base Model will consider the knowledge that the staff already has and will have a practical character".

2.4 Day 3 program

The program of the 3rd day was practical in terms of now turning the perspective from the theoretical work to a concrete, tools & methods oriented work of planning development of caretaking practise in partners' institutions.

The following answers and reflections concern the usability of these tools and methods

The work-plan on developing caretaking practise

How do you assess the work with the work-plan?

Was the introduction of the work-plan clear and sufficient?

Do you think that the method was useful for you?

Were you satisfied with the result of your work plan?

Taking the answers to section altogether they give the clear indications that participants find the systematic work with the workplan very useful. What is very specifically important is the statements that the systematic work has strengthened the attention for the numerous details and implications to be aware of when it comes to change of practise.

"In my opinion, developing care taking practice needs a systematic and disciplined process. So the work-plan is very essential".

"Using the guideline given I managed to prepare a well organized workplan".

Yes it was and it will surely be a further tool for us to work in a more effective and appropriate way.

"The method was efficient because it helped me to concretely outline the aims to reach and each passage to put into practice in order to implement positive changes within our Centre".

"Yes, as I have received the tools to build up a real project to be carried out in my Care Centre"

"It was clear, but probably we would have need more time to think about each special needs in our workplace".

"After reviewing what has happened I'm satisfied wit what we did, but even being quite prudential, the daily routines of many people has make me learn that I was too optimistic".

"Yes, it s a useful exercise with practical workability. Developing the work plan allowed me to reflect on the changes required in the field I work in.

Problems that may arise while implementing the work plan could be: resistance to change of the staff; staff dynamics; time management; low motivation; denial of being photographed/filmed; no clear status of the special educator and the night supervisor; financial issues related to the lack of possibility for having the

transport costs of the specialized educators attending the course covered; impossibility of training all the specialized educators. These issues have been solved on the run".

2.5 After the training course

The aim of this section of questions is to get an impression of what has been carried out in participants' institutions in terms of realising the work plans. The answers are especially important as for the considerations of what might need to even more supported in the next part of the training course in order to facilitate participants' work as instructors for staffs' training and development.

Have you started working in relation to your work plan?

It is amazing to see what has already been initiated in participants' institutions. There is no doubt that taking part in the instructors' course has contributed tremendously to their commitment for the task of teaching and supporting staffs' training in the institutions.

For the next training session in March 2010, attention should be paid to the obvious dilemma of instructors when it comes to teaching staff being an internal person in the institution. This has been especially acknowledged by the Spanish participant who has experienced staffs' insecurity and suspiciousness towards the aim of the staffs' development program.

"I have been working in relation with it since October".

"By sharing the information I gained".

"I had already experienced working with these tools before the training experience and after the training I had the possibility to keep on working with them in a more clear, precise and structured way".

"Yes I have started different kinds of dialogues with the responsible of my Care Centre, my colleagues and some representatives of the Social Services"

"Yes, I have made the training to my staff and also to the Foster families institutions, but they have been in some way reluctant, once again because they thought that my work was not to teach them something but to question their work".

Which activities, topics, have you already worked on in your institution?

The list of initiated activities since September 2009 speaks for it-self. This indeed documents participants' commitment and enthusiasm.

"On training and raising awareness".

"Sharing the information with colleagues. Interviewing staff".

parenting support to the adoptive families

support to foster families

synergy with the other care services of the territory

possibilities for rehabilitation of the first natural parents of the children hosted in care centres

reflections, experiences and objective analysis of the new methodologies of care activities for babies and young children

- *empathy, understanding or affection? the educators living with the hosted children with whom they share each moment of their daily lives, night, weekends and holidays included, assimilate the role of parents, but to which extent?*
- *the cooperation with local authorities*
- *services given by professionals*
- *The individual work with every baby and toddler; the special care with all daily routines, trying to make them pleasant and profitous; the using of caretaking traditions (to sing, to tell traditional stories, etc)*

- *We have the individual plan for each child to increase early brain activity and development by daily stimulation, although they should be revised and improved, taking account each individual. That includes providing basic social, emotional and cognitive learning opportunities for children.*

- *To practice and be aware of social interaction in any practical task.*

- *To let the children participate in society life and create communication between the institution and the local environment.*

- *Applying the questionnaire on the training needs in other orphanages, improving communication with staff from orphanages, remodelling the monthly training meetings, discussing the project with the staff, being aware of the learning ability through experiences and research-based practice from the project.*

Can you mention some elements from the training course – theory, discussions, group work, and individual work – that you have already used in your daily practise?

What is noticeable here is to see how participants demonstrate a strategic – goal oriented – work for the staff development and to which work applicable theory, tools and methods are chosen and used in clear accordance with the specific aim. It is moreover demonstrated that new knowledge, together with tools and methods achieved by the instructors' course, are used as supplement and further development of instructors' previous professional knowledge and practise.

"In my work I am using different tools among the ones proposed during the training, starting from the theories and reflections that have been done with the colleagues that are operating in different environments. The same ideas allowed me to improve my daily work, even if sometimes it can be a little bit different from the "Italian vision".

"In my daily activities in the House I have mainly started to put into practice what I have learnt in theory which means mainly the principles of the Attachment Theory and of the Secure based Approach keeping into great consideration what has been said during the discussions in the work group".

"We are trying to develop peer relations in family group for attachment and social development. It is not easy because our peculiar institution does not let work much time with the same child".

"Applying the knowledge of attachment theory to psycho-social assessment of children from orphanages and stressing the importance of social history included in the evaluation report.

*Clarifying these issues in meetings destined to further professional improvement.
Disseminating, in the discussions with professionals, the partial results of the project and emphasize the importance of materials with visual impact and the need for discussion in working groups about apparently unimportant aspects of bringing up and care of children who are separated from their family".*

Can you mention some elements from the training course – theory, discussions, group work, and individual work – that you expect to use later on in your daily practise?

With this question the aim is to get an impression of how instructors plan to continue the work and which elements from the course they foresee to use in a coming phase of work.

"Individual work"

"Digital technology".

"For me it would be really interesting to enhance and exploit in a more effective way especially the group work"

"We'll trying to maintain that local partners in the program, in our case the foster families are active co-developers of good practice".

"Develop a chapter on attachment in the Guide for the child care in the placement centre (in progress) and attainment of a research (PhD topic)".

2.6 Presentation of digital equipment

The questions in this section refer to the instruction of the use of digital equipment for production of learning material to the training programme for staff.

Due to time pressure in the training programme there was no time for exercising the use of equipment.

The answers point at the problematic about the time pressure. Clearly more time should have reserved for this topic including a discussion on how to cope with restrictions for videoing the children due to protection of their rights.

Anyway, participants seem to have the commitment to get problems solved.

In the following participants answers are presented together.

How do you assess the presentation of the use of digital equipment for production of material?

Was it understandable?

Do you have a clear understanding of the types of material that you and your staff are expected to produce?

How do you estimate the conditions for producing the learning material?

"I think the time was not enough. There should have been some time for practice".

"The practice part was missed".

"It was new for me and I enjoyed the way it was presented".

"Yes quite enough, but I would like to receive more information and concrete explanations and examples regarding the materials we will have to produce".

"At the moment I believe that we will manage well to produce the learning material, still I would like to receive, (maybe during the second session of training) more concrete examples".

"A little bit quick, especially for the people like me that sometimes is living in the middle age"

"Not easy because I'm not working with the babies and I've to ask for permission to go there".

The presentation was easy to understand by advanced users, hard to understand for beginners in using digital equipment, but not for reasons attributable to the readers.

"Basically, yes, but I did not understand where will the material be posted and who will have access to it, while respecting the law. I then asked for further clarification".

2.7 Organisation, methods and conditions

The questions in this section concerns participants' assessment of the practical arrangement of the training course – not the content.

How do assess the division among lectures, dialogues and group work in terms of time?

Participants express all their content with the arrangement though time for some elements has been to limited. The diversity in methods and activities are valued by the participants as well as the readiness of the host organisation to meet needs of the participants.

It is the evaluators comment to the answers that they reflect a group of participants being very qualified learners who take co-responsibility for the success of their learning.

"Except the lack of practice time for producing digital material, everything was OK.

"I think that the timing, the tools and the methods used have been divided in a suitable way during the 4 days of the training".

"The division among different activities has been good enough mainly because it allowed me to interact and exchange experiences, and also because it has given me the possibility to know also the theory and then to start planning concrete projects for our work".

"Quite good, and being all of us quite reasonable people we knew how to make a break and change the subject in order no to get bored or to tired".

"It was well organised".

"The host organization was Aarhus Social and Healthcare College DK, a college similar to FEG, very well organized and with highly qualified people, involved in all activities and who were receptive to the needs of our group and have kindly answered our questions.

The program was very well organized and balanced in terms of activities. All discussions, visits were accompanied by videos and written materials, so that, when needed, one can review certain aspects of training. I noticed the good practice models presented and the structured interviews".

Do you have any suggestions for changes in terms of this, in the next course?

These questions are asked with the intention of collecting ideas and suggestion for the next part of the training course.

"There may be some more workshops"
"I would probably dedicate more time to the theories and principles followed by Mr Rygaard so to get a larger number of tools to implement in our daily work"
"No particular suggestions, just to keep on giving the possibility to share the theory, the group work and the practice".
"Everything has been met in a very suitable way and the visits to the Centres have been really interesting. It would have been useful as well to visit also other different structures or services so to be able to compare them with the Italian situation".

***How do you assess the material prepared for the training course?
Was it relevant for you in terms of your daily practise?***

Was it sufficient, too little or too much?'

With this section there is a specific focus on the relevance of the material in terms of the individual participant's practise. The main didactic principle of the FAIRstart training course is the participatory approach which puts strong demands on material developed for supporting participants' individual work in their institutions. Hence there is need for material which is instructive and applicable for the specific context of practise which might differ widely from the one participant to the other. This diversity must be encompassed by the material at the same time as the material supports a development focus on common principles for caretaking practise.

The answers for the questions are presented together.

"Although I work with a different age group I understand how early childhood affects teenagers' behavior".
"Yes, some parts have been useful also in order to plan some new educational projects".
"Quite good, understandable and well organized. But really, now I don't remember exactly what did I read before and after".
"Yet, it was relevant through its content and method of presentation".
"Sufficient enough"

"It was enough and the schedule was very well set considering all the details of good preparation".

How do you assess the room and facilities available for your learning during the training course?

Do you have any suggestions for changes?

Did the facilities – room, ICT equipment and others – support the methods – lectures, individual work, and group-work – discussions - used in the training?

Do you have any suggestions for changes at the next part of the training course?

With this question the aim is to have participants' assessment of learning facilities in terms of supporting the various learning elements of the course, i.e. lessons, group work, individual work.

What is most positive and valuable in participants' assessment is that they have felt safe and well. This parameter is of the utmost importance for learning no matter who the learner is.

There are suggestions for change to this section of questions.

"The room had a friendly atmosphere. I felt myself safe and well".

"It was fine".

"Very positive"

"Appropriate to their aims and to the number of participants".

2.8 Achievements

How do you assess the overall achievements of the training course?

Do you feel prepared for your role as instructor for staffs' FAIRstart development work in your institution?

Do you know whom in the FAIRstart project you can contact if you need any kinds of help and support for your work?

Finally the participants are asked how to assess the overall achievements of the course and to express their certainty as for their role as instructor and to make sure if they are aware of whom to contact in case of any needs or problems.

"We applied the things we learnt during the training session and the practice gave us good results".

"It was a productive training course".

"At the end of the course I got a very positive impression on the organization and it has been very interesting and useful and the results have been surely positive".

"I've learnt a lot of things, expanded my overall knowledge having met other perspectives and how people work in other countries".

"The participation in the training course was an opportunity for me and an opportunity to add new levels of professional training, but also an opportunity to make known once more the child social protection system from Iasi and demonstrate our good practice in child protection.

The participation has contributed not only to refresh and improve the knowledge related to child care in early age, but allowed and increased the self-esteem and raised the confidence in a diversified and effective system of child protection from Iasi.

The participation in this training course allowed me to improve the language skills and I had no problem with my English accent or by the grammatical mistakes that people make while talking or writing in a foreign language.

The participation in the training session led me to reconsider my position as practitioner and to better understand the needs of children with a past of prolonged institutionalization".

"The knowledge I gained helped me a lot". (to feel well prepared for your role as instructor)

"I think I feel I am ready and I hope I will be able to cover this role in the best way".

"Yes, I think I have started to receive the necessary tools to be helpful and instruct the rest of the staff".

"Yes, I know the training needs of the staff working in placement centres, we developed and applied a questionnaire for assessing the training needs, we interpreted the results and I drafted the themes for training. I can be a good trainer (I own a certificate and also experience) and I could efficiently use the knowledge gained during the training session in Denmark.

However, I appreciate that the appointment of the centre's coordinator as trainer in this project would allow a better implementation of the project through a direct contribution and a more ample perspective on the training course.

Also, in these conditions, the occupational profiles of the trainers would be different (physician and social workers and not two social workers as until now) and the visions and the approaches being also different, I appreciate that in this way (by replacing me as trainer) the efficiency of the training can be measured directly".

And whom to contact?

Yes. Bodil, Peter and Lise.

"I think I have very well understood who are the key persons in the project, both instructors and coordinators. I had the possibility to receive the addresses of the colleagues from the other partner Countries so that we can always share reflections, expressions and new methods of implementing the principles of the project".

"Yes, both at local and international level".

2.9 Participants' additional comments

In the end of the questionnaire, Participants were invited to add any additional comment.

"I think some of the questions are not clear to answer".

"That has been long but useful, I've had had to recall the development of the training in Aarhus".

"Taking into account the FAIRstart project and that at the end of the project FEG will have the intellectual property rights on the materials created in the FAIRstart project (materials designed with active participation from the representatives of the General Directorate of Social Care and Child Protection Iasi) and the General Directorate of Social Care and Child Protection Iasi may use, with no charge, the FAIRstart training material, with mandatory notification in writing of FEG Iasi and considering that the specialized educator and the night supervisor's occupational standards were developed in the Phare project 2005 (to view associated occupational standards and qualifications you can access the following link - <http://rnc.cnfpa.ro>), we believe that FEG Iasi could train this professional category. Taking into account the theoretical and practical experience of General Directorate of Social Care and Child Protection Iasi's specialists, they could be contributors to the theoretical or practical training of the specialized educators and the night supervisors".

3. Conclusion and perspectives

The overall assessment of the instructors' training course – based on participants' evaluations – demonstrates a very high degree of satisfaction with course content, learning arrangement & planning and the practical settings for the course.

The participants express – and demonstrate by examples – that they have already initiated practical learning and development for the staff in their institutions, according to work plan developed at the training course. In these activities it is clearly demonstrated that they benefit widely from the theory, tools and methods together with individual as well as common reflections which all together constitute the achievements of the training course.

One important parameter of this success is no doubt due to the commitment, enthusiasm and interests of the participant. This is especially recognised in the fact that participants act in the training as co-responsible for their learning.

The success of the training course must be measured due to two environments of learning: 1) The direct study and learning at the training course in Denmark and 2) the learning and development activities that take place in the participants' individual practise in her or his institution.

The training course must encompass both learning environments in order to succeed with its aims.

The perspectives of outcome due to the learning and development till now seem very promising.

The coming task for partners, responsible for next part of the Instructors' training course, will be to implement the suggestions from the participants. It is thus the recommendation of the evaluator to let participants answer an expectations questionnaire in proper time before planning the next training part in order to plan the course content and learning arrangement in clear accordance with the actual needs of the participants.

