



**FAIR**start



**Evaluation of Instructors' training course, part 2, 16<sup>th</sup> – 17<sup>th</sup>  
March 2010**

## Evaluation of instructors' course, part II, March 2010

As part of training course for FAIRstart instructors, March 2010, held in Aarhus, DK, an evaluation interview was carried out at the end of the session.

As the main focus of this part of the training course was kept on the training material, developed till now, the main interest of the evaluation was similarly to ask for the instructors' assessment of the material and the process of development.

The focus points of the evaluation were:

1. Involvement of staff in development of material
2. Managerial support for staff development
3. Does the material reflect recognisable situations for the staff?
4. Is the training easy accessible?
5. Are there identified needs for more material?

In order to assess the quality of the training material especially two quality indicators are set up for this measurement:

- The material must be conceived as identifiable for the staff. It must reflect recognisable situations for the staff in the national and local context.
- The staff should experience that the material is easy accessible. This particularly means that access to the necessary ICT equipment should not be a problem. And it means that the material should be easy to understand and to use for staff as well as for instructors.

The results of this evaluation are presented in this report as a résumé of instructors' assessment. The data will be used in the overall evaluation to be carried out after the tests of the final products – training material as well as the training processes in institutions.

### Results of the evaluation

#### *Involvement of staff in development of material*

One of the basic pedagogical principles of the FAIRstart training programme is:

- To maintain that local partners in the program (orphanages, foster families, etc.) are active co-developers of good practice (making their own versions according to local circumstances and culture).

Hence the instructors were interviewed on their assessment of this involvement.

Theme	Question
<p>1. Involving staff in development of material</p> <p><u>Spain:</u></p> <p><u>Evaluator:</u></p> <p><u>Spain</u></p> <p><u>Romania:</u></p> <p><u>Turkey:</u></p> <p><u>Evaluator</u></p> <p><u>Spain</u></p>	<p><i>What is staffs reaction to being involved in the production of material?</i></p> <p><i>Do they feel safe about it?</i></p> <p><i>How do they feel about the results?</i></p> <p><i>Do you think videoing or pictures from staffs daily practise could be a method to work on in <u>the further</u> competence development in practise?</i></p> <ul style="list-style-type: none"> <li>• <i>Marte Meo method</i></li> <li>• <i>Supervision by a colleague.</i></li> </ul> <p><i>Could methods like this be included in the material?</i></p> <p>“It was a problem – they do not want other people to see them on the internet or on a website. I told them that it was an education program but it was difficult to persuade them and it will so be next time as well! Not all of them have seen the videos but those who saw it, liked it. They overcome the fear! At the end, they will feel proud about it. It can be a motivating factor.”</p> <p><i>Could this – videoing – be used as a pedagogic method? (for observation of practise)</i></p> <p>“It could be used as a method – you can also see when you are doing well!!”</p> <p>“It is a very good method. We have used it and people were happy about this method. We explained carefully why it should be done and they accepted”</p> <p>“It is the best method – and you can rewind and see everything again. It is a “relaxed” method. It should not be considered as control but as a method for learning among colleagues”.</p> <p><i>“Could it be used in connection with supervision among colleagues, when the staff help each other to develop together”</i></p> <p>“It is possible in our place but not easy. It must be accompanied by an appreciative attitude. And it must be thoroughly prepared”</p>

<p><u>Turkey:</u></p> <p><u>Cyprus:</u></p> <p><u>Romania:</u></p> <p><u>Projectleader</u></p> <p><u>Spain:</u></p>	<p>“Managers treat staff as cleaners. However, during our training we discussed how we could do our job better and organize things better. I give them a chance for talking about their opinion and they see that THEIR opinion is important and that I recognize the caregiver as a competent person. In the start, they said that their opinion was not important but day by day, everything changed. Managers must change attitude. In the beginning the managers were scared, “Who do you think you are?” But now I have informed them about what the staff proposed – and they say: “OK, but please do not change everything” I told the, manager that he was <i>selected</i> by the FAIRstart project and he felt proud. He felt the status of being selected.”</p> <p>“It is also motivating to be an institutions working with improvement.”</p> <p>“It is a motivation to be involved in a project. It is also motivating that the staff involved will be better informed.”</p> <p>“We should not forget to tell about it as a method at the partner meeting/transnational focus group meeting in Spain”</p> <p>“For my manager it is important to teach people to think by themselves. It gives status to be a progressive institution or department”.</p>
<p>2. Managerial support for staff development</p>	<p><i>How do you experience the managerial support and acceptance for the staff development?</i></p> <p><i>How do you assess the motivation for the training?</i></p> <p><i>Reflecting on motivation factors – how would you characterise the motivations factors of the manager in your institution?</i></p> <p><i>What is needed in the material to increase the manager’s support?</i></p> <p>See above –answered as part of the questions above.</p>
<p>3. The material reflects recognisable situations for the staff</p> <p><u>Evaluator:</u></p> <p><u>All:</u></p>	<p><i>This is an important quality indicator for the material</i></p> <p><i>“It must reflect typical situations which can be recognized by the user of the material</i></p> <p><i>How do you estimate this aspect of the material”</i></p> <p>“That is very important”</p>
	<p>Like the former question: how do you assess this?</p>

<p>4. The training material is easy accessible</p> <p><u>Evaluator:</u></p> <p><u>Romania:</u></p> <p><u>Evaluator:</u></p> <p><u>Romania:</u></p> <p><u>Evaluator:</u></p> <p><u>Expert:</u></p>	<p><i>What is needed to be developed further in order to secure the usability of the material for instructors' planning of the learning situation?</i></p> <p>“If people don’t have internet, we can all gather around one computer or you can print the material and give the paper to the staff.”</p> <p><i>“How to transfer it to practice? Please let us know if you have any comments”</i></p> <p>“You read the handbook and use it for planning your training”</p> <p><i>“The balance is not to give too many instructions to the instructor but on the other hand to give something” “In the hand book it should be stated that you should have some experience and some knowledge about training.</i></p> <p>“We will also make the program on a dvd”</p> <p>“In Spain the internet will be enough and also in Turkey and Italy”</p>
<p>6. Needs for more material</p> <p><u>Expert:</u></p> <p><u>Turkey:</u></p>	<p><b>Any suggestions?</b></p> <p>“Please each of you: Send us a lullaby from your country”</p> <p>“Magic sentences – slogans would be good in Turkey. For instance: “We are going to learn together” “No one is perfect” “You learn from mistakes”</p>