

## Pilot Evaluation

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## INTRODUCTION

The purpose of this short report is to present the findings of the pilot evaluation carried out by the consortium members of the Teach-D Training Course. This evaluation was agreed upon as part of the development of the first intellectual output, the Teach D teaching methodology. The consortium members agreed that one of the most important steps in the development of this course was to organise a pilot test to ensure that the course that has been developed was fit-for-purpose and met the overall objectives of the project. It also needed to be reality tested to ensure that it developed in such a way so that it could be delivered in a manner that is realistic and practical.

In order to carry out the evaluation, the partners developed two evaluation tools, one for those who were to facilitate or lead the course and one for those who were to participate in the course. Pilot testing took place from end January 2018 to end March 2018. The following table shows when and where the different pilot activities took place and indicates the number of participants who took part in each.

Country	Partner	Participants	Dates
Italy	EURAC	9	20-21 February 2018
Italy	CSP	7	22 February 2018
Romania	Liceul Pedagogic	24	20 February 2018
Romania	Liceul Pedagogic	15	9 February 2018
Romania	Liceul Pedagogic	12	9 February 2018
Netherlands	Mercator	11	6 March 2018
Germany	ECMI	17	8 March 2018
UK	Kairos	9	8 March 2018
Bulgaria	Wetco	11	23 February 2018
Poland	Danmar	10	15 February 2018
7		125	

## PROCESS OF EVALUATION

Two different forms were developed and the partners running each of the pilot activities took care of making sure these forms were completed and returned to MLA for analysis. The results were then processed by MLA and discussed at the partner meeting which took place in Sofia, Bulgaria on 27-28 March 2018. The results of this evaluation were then used by the partners in their further refinement of the face-to-face version of the course and the online version which is being developed as IO2. This report was prepared in June 2018 and presented at the partner meeting which took place in London on 9-10 July 2018.

### EVALUATION FOR COURSE FACILITATORS

Annex 1 contains the evaluation form that was used to gather input from the course facilitators. This evaluation was made up of a questionnaire which included both tick boxes where participants were invited to rate certain statements on a scale and several questions where they are invited to provide feedback in the form of open text answers. This questionnaire was developed in English and was not translated so partners simply returned the completed evaluation forms by the agreed date to the MLA evaluation team for analysis.

## EVALUATION FOR COURSE PARTICIPANTS

Annex 2 contains the evaluation form that was used for participant evaluation. It is made up of two parts, the first (short) part was delivered to participants and collected before the course began and was used to gather personal information (name/gender/age/subject taught) and expectations. It was important that participants received a description of the course before they completed this part of the form so they had an overview of what the course involved and what they were expected to learn during the course. This part of the form was given and collected either before the course – as part of the enrollment process for example - or it was distributed and collected right at the start of the course.

The second part is longer and aimed to gather participants' feedback about their experience of taking part in the course including whether it met their expectations or not. This questionnaire was made up of a mix of tick boxes where participants were invited to rate certain statements on a scale and a small number of questions where they were invited to provide feedback in the form of open text answers.

Partners agreed to translate both parts of this questionnaire into the local language for delivery and to translate the answers received to English so they could be analysed as part of the overall course evaluation.

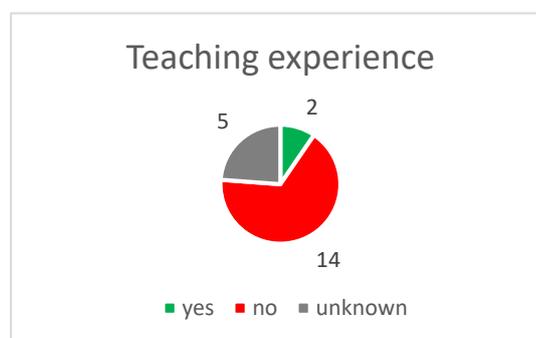
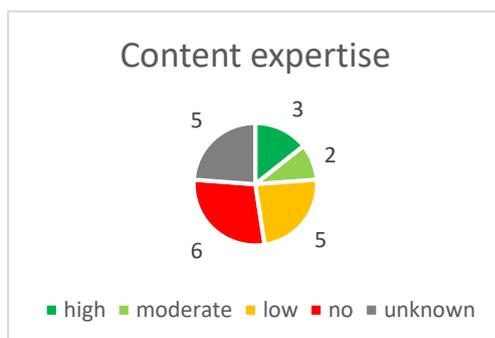
Following the pilot testing, the results and outputs of both evaluations were analysed and reviewed by the partnership as a whole. The main findings of this evaluation were then used to adapt the draft training course which included the part related to evaluation as well as the overall methodology including the course contents.

## MAIN FINDINGS

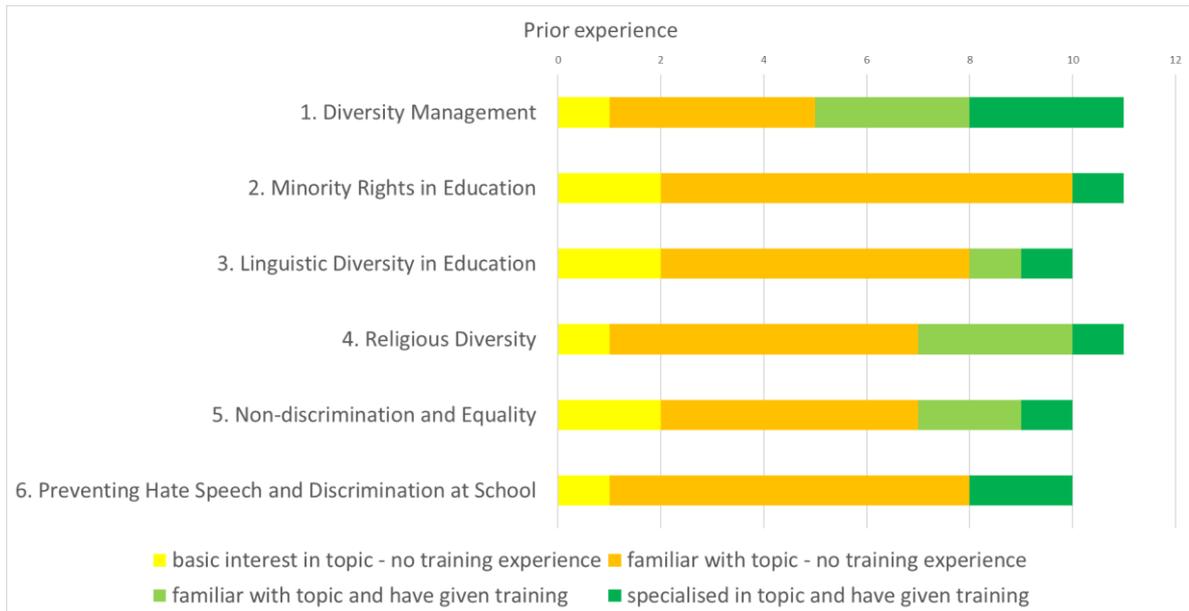
### EVALUATION FOR COURSE FACILITATORS

#### *Background of facilitators*

One of the first tasks of the evaluation was to ascertain the background and degree of experience of the course facilitators. Information gained from the evaluation in this regard could then be used by the partnership to predict how best the course might be given in the future. As can be seen from the graphs below, the degree of content and teaching experience was very mixed amongst the facilitators involved in the pilot.



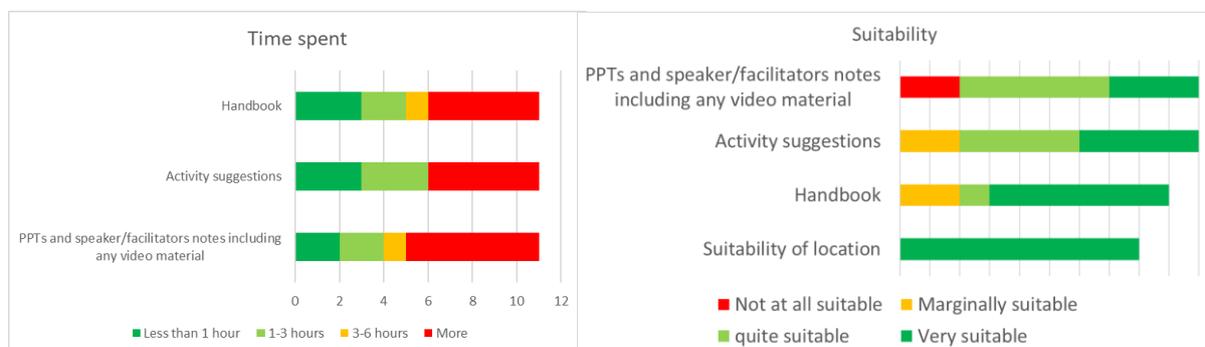
The following graph shows their responses in relation to questions 13-18 as to whether they had any prior experience in teaching the course topics and again shows quite some diversity amongst those involved.



Given the fact that the overall degree of satisfaction on the part of the participants was generally rather high, the main conclusion that can be drawn from this part of the survey is that facilitators can come from a variety of different backgrounds and do not necessarily have to have a strong background in either the topic or in teaching for the course to be a success provided the materials are suitable. Most facilitators described themselves as being at least familiar with the topic even if the extent to which they had experience in giving training was quite low.

### Preparation of the course

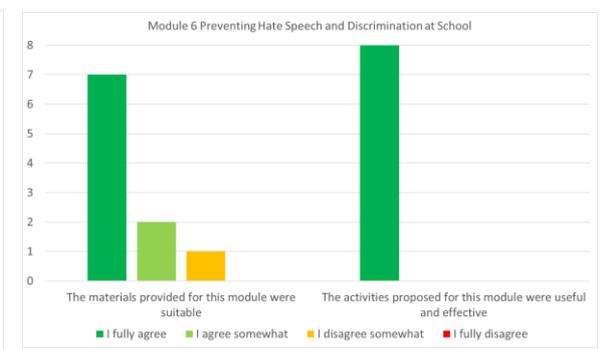
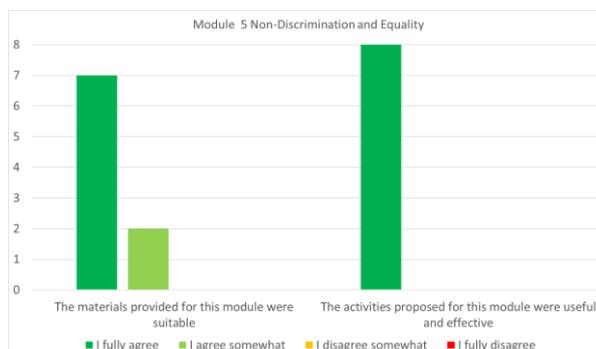
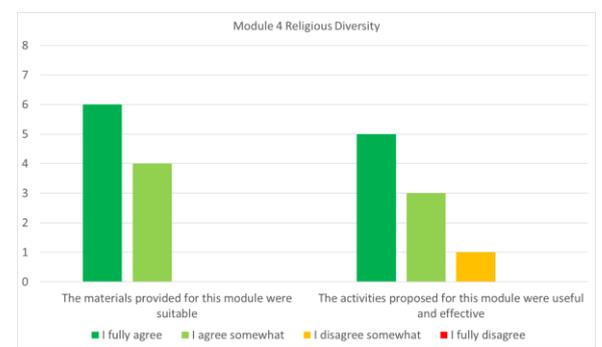
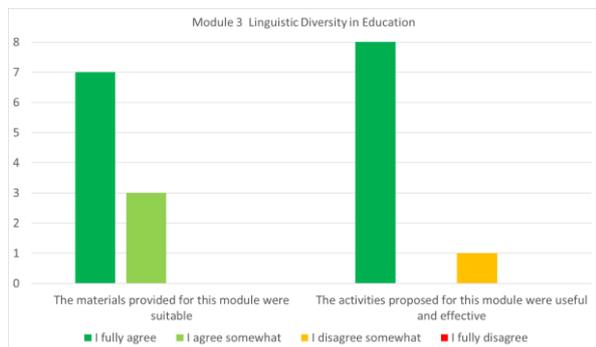
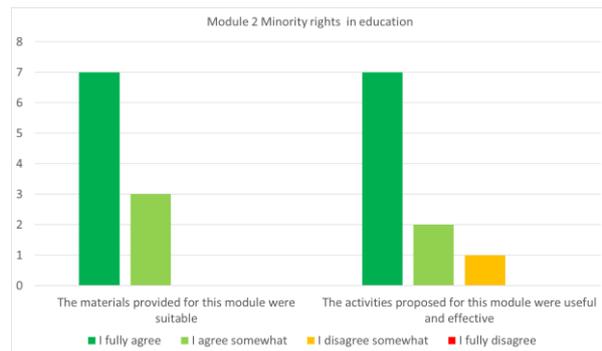
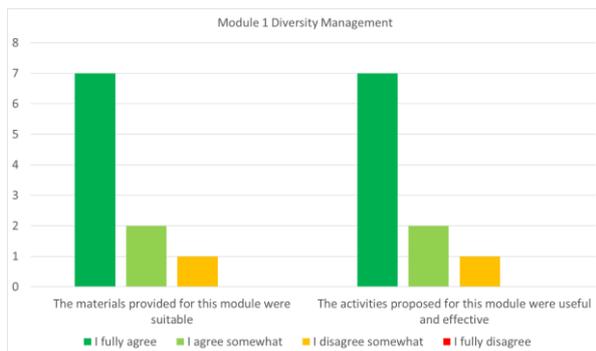
Pilot facilitators were then asked about the amount of time they spent preparing for the delivery of the course and the extent to which they found the materials useful. This information was important for partners in helping them to understand the requirements of facilitators in the future and the extent to which preparation needed to be built into any course planning.



The main conclusion that can be drawn here is that delivery of this course requires quite some commitment in terms of preparation on the part of the facilitator. Also that in terms of suitability the handbook was considered the most suitable while some of the facilitators considered that the presentation materials still required some improvement to be really useful.

### Suitability of the different modules

Facilitators were then asked for their opinion about the suitability of the materials and activities linked to each module and the following graphs shows their responses.

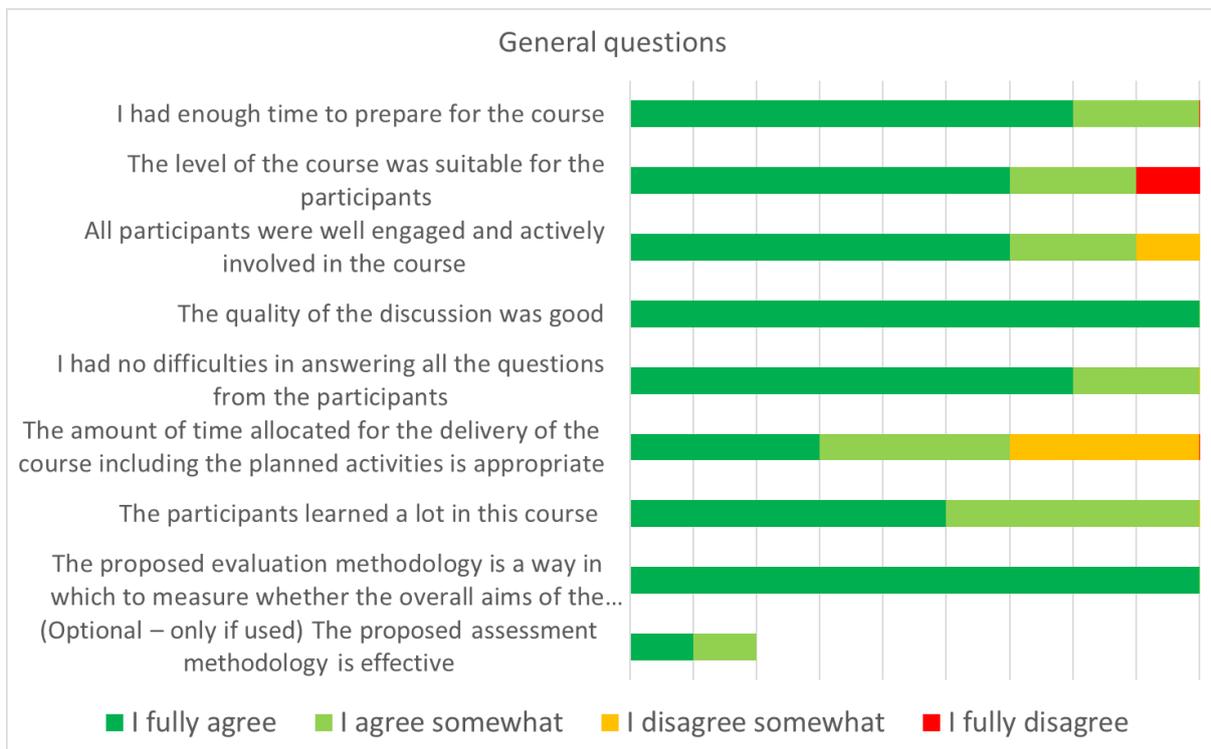


The main conclusion that can be drawn here is that the modules were generally considered to be suitable both in terms of the materials and provided and the activities suggested although there

were some differences in terms of appreciation between the different modules. Participants were also asked to make put forward suggestions as to how the activities, materials and modules could be improved. They were given the option to make their suggestions as free text and Annex 3 and 4 provides their responses where these were given. Much of this feedback has been utilised by the partners in revising the different modules.

### Overall reactions by facilitators

In order to have an overall impression of the course, facilitators were asked to respond to a series of questions related to the way in which the course was prepared and structured. The following graph shows their responses.

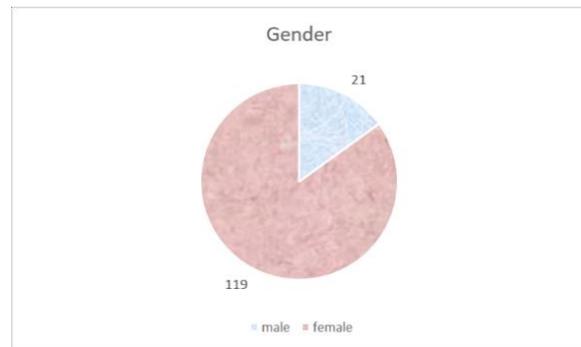
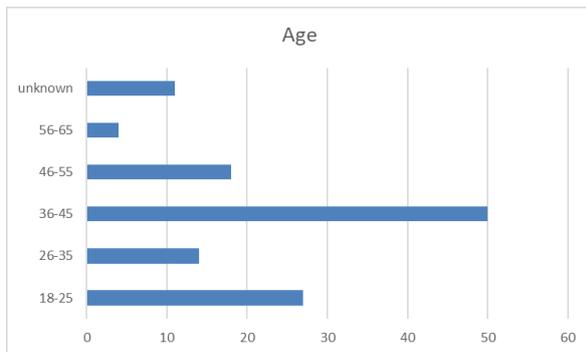
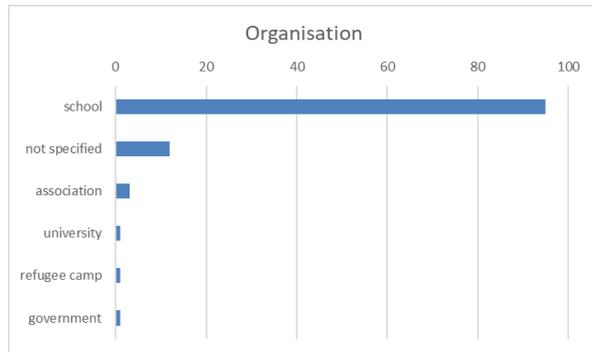
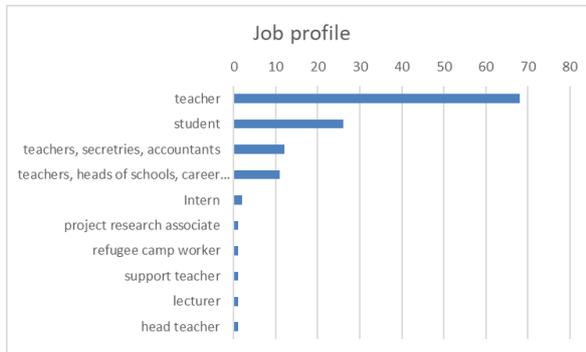


In general terms the reactions by the facilitators to the course were positive. However it is worth noting that the amount of time allocated for the delivery of the course was somewhat problematic. In general facilitators seemed to find that there was simply too much to get through in the available time and so care will be taken to address this issue in the future. It is encouraging to note the fact that the facilitators all found the quality of the discussion to be good. Facilitators were also given the option to put forward their suggestions as free text describing how they felt the course might be improved and Annex 5 provides their responses.

## EVALUATION FOR COURSE PARTICIPANTS

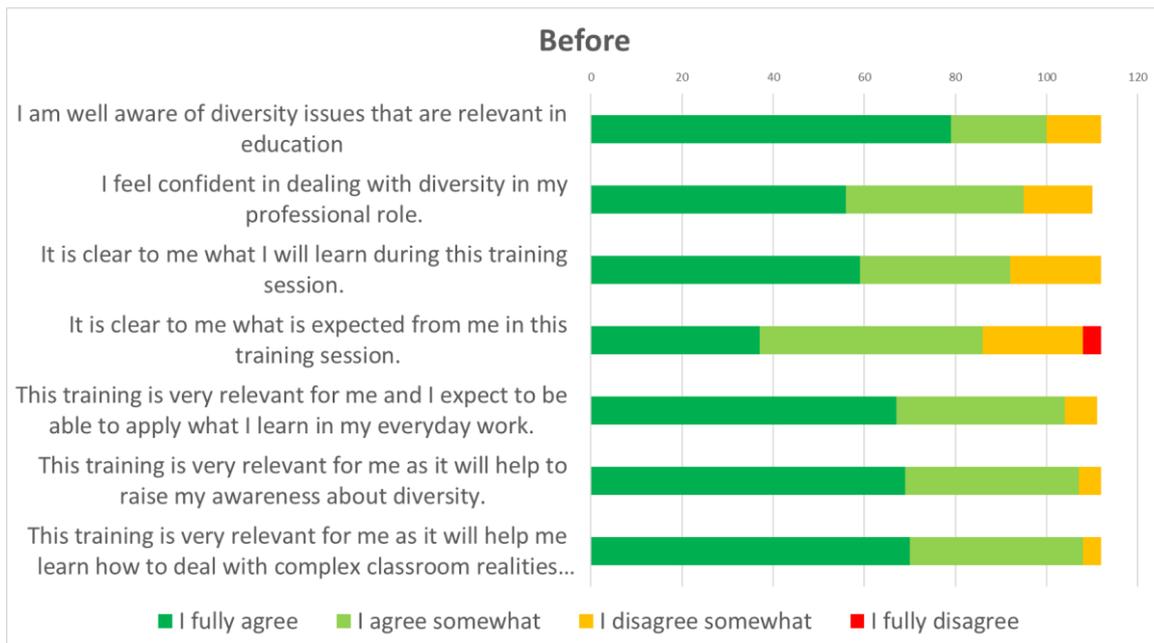
### *Background information about participants*

This survey began by eliciting basic information about those taking part in the training course including their age, profession, gender and the organisation to which they belonged. The following charts show the results of these enquiries.



Participants fitted the target group chosen by the Teach D consortium in that they were mostly in-service teachers. Mostly women, they came from a variety of different age groups with most falling into the 36-45 age category.

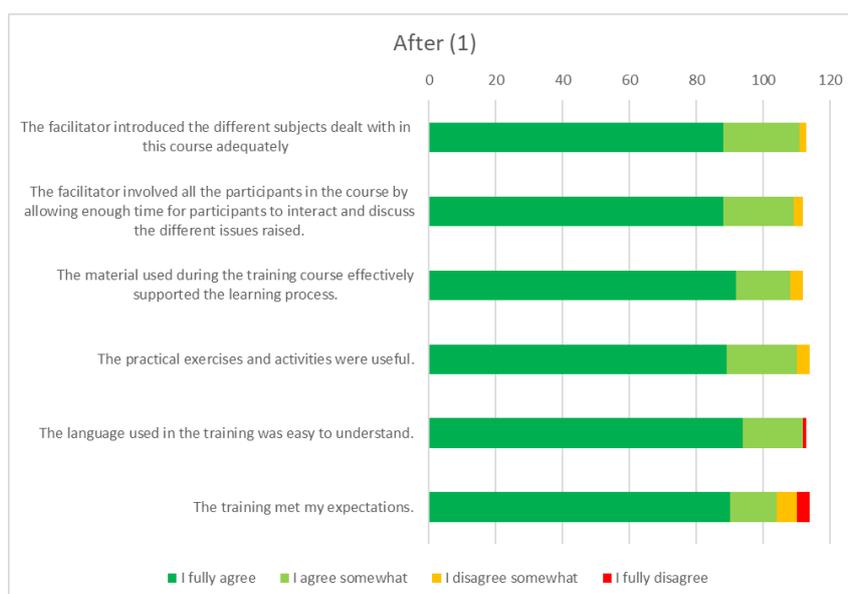
The project team were also very keen to understand how well participants were prepared for the course and the following chart provides an answer to this question and also indicates something of the expectations participants had of the course.

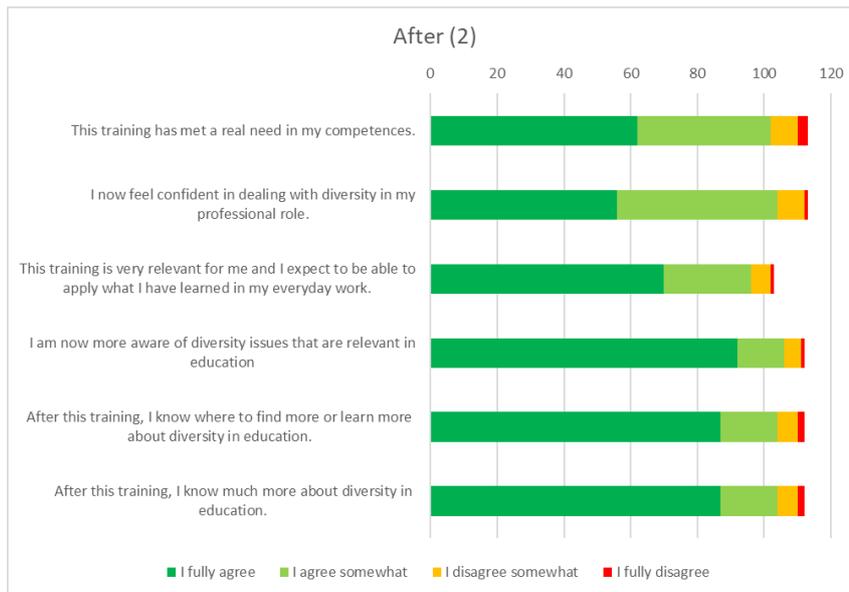


While most of the responses to this question indicate the relevance of this course and the extent to which it meets a specific need amongst the target audience, the fact that several teachers indicated that they were not exactly sure of what was expected of them is worth noting and will be taken into account in future iterations of the course.

### Participants reactions to the course

Once the course was over, participants were invited to answer a series of questions indicating their reactions to the course. The following charts show the results of these questions.





The reactions by the participants to the course were largely positive. However it is worth noting where reactions were less positive, for example in respect to the training meeting a real need and also how well the content will be applied in the classroom after the training course. Participants were also given the option to put forward their suggestions as free text as to how the course might be improved in their opinion and Annex 6 provides their responses.

## GENERAL CONCLUSIONS

In general terms the responses were really very positive both on the part of the facilitators and participants and it is clear that there is a great deal of interest in this type of training.

While the content is relevant and was appreciated, the proposed format is challenging and in broad terms contained too much text and theory. Participants would appreciate more (inter)activity, more cases, examples and practical applications that can be applied in practice.

The pilot evaluation has proven very useful in helping the partners refine and improve the training course and to prepare it for online delivery. However it should be noted that not all courses were delivered in exactly the same way which means that the results are not fully reliable or transferrable even if they provide useful guidance. Given the fact that facilitators are self-assessing, some bias may exist. Also, for participants who generally were recruited by the partners, some bias may also exist.

## ANNEXES

### ANNEX 1: EVALUATION FORM FOR COURSE FACILITATORS

#### Before

##### To be completed by Course Organiser (open text responses)

1	Date(s) of training:	
2	Start time of training	
3	End time of training	
4	Location of training	
5	Organisation hosting the training course	
6	Number of participants	
7	Describe how participants were recruited (online, leaflets, word of mouth....?)	
8	Describe the practical set up of the room where the training will take place. Please provide a drawing of the seating plan showing the position of the facilitator, the data projector and screen and the individual seating positions and let us know whether the furniture was fixed or movable, does the room have internet access and if yes, is this available to the facilitator only or to everyone. Does everyone have their own desk or writing space?	

##### To be completed by Facilitator (open text responses)

9	Name	
10	Job profile	
11	Organisation	
12	Relevant background (please indicate if you have had any specific training in diversity management or related topics)	

#### Prior experience (tick boxes)

Please indicate which sentence best describes your previous level of experience:

Topics of modules	I have a basic interest in the topic but have not given training in the topic before	I am quite familiar with the topic but have not given training in the topic before	I am quite familiar with the topics and have previously given training in subjects related to the topic	I am specialised in the topic and have given training specifically in the topic
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13	Introduction to Diversity Management				
14	Minority Rights in Education				
15	Linguistic Diversity in Education				
16	Religious Diversity				
17	Non-discrimination and Equality				
18	Preventing Hate Speech and Discrimination at School				

## After

### Preparation: (tick boxes)

Facilitators are asked to review the training materials before the course which includes going through the speakers/facilitators notes for each module, reviewing the activities to be undertaken, watching any videos that are included etc.

Please indicate how much time you spent on reviewing the course materials and preparing for the course (tick boxes)

		Less than 1 hour	1-3 hours	3-6 hours	More
19	PPTs and speaker/facilitators notes including any video material				
20	Activity suggestions				
21	Available handbooks				

Please evaluate the materials provided to you to help you to prepare for the course: (tick boxes)

		Not at all suitable	Marginally suitable	quite suitable	Very suitable
22	PPTs and speaker/facilitators notes including any video material				
23	Activity suggestions				
24	Handbook				

Please add any suggestions as to how these materials can be improved (open text responses)

		Suggestions for improvement
25	PPTs and speaker/facilitators notes including any video material	
26	Activity suggestions	

27	Handbook	

### Practical set-up

Was the location suitable, (Tick boxes)

		Not at all suitable	Marginally suitable	quite suitable	Very suitable
28	Suitability of location				

Please add any suggestions as to how the choice of location can be improved (open text responses)

		Suggestions for improvement
29	How could the location be improved	

### Module evaluation

**Module 1 Introduction to Diversity Management** (Tick boxes)

		I fully agree	I agree somewhat	I disagree somewhat	I fully disagree
30	The materials provided for this module were suitable				
31	The activities proposed for this module were useful and effective				

(open text responses)

32	Please provide any general comments about this module	
33	Do you have any suggestions as to how this module could be improved	

### Module 2: Minority Rights in Education

(Tick boxes)

		I fully agree	I agree somewhat	I disagree somewhat	I fully disagree

34	The materials provided for this module were suitable				
35	The activities proposed for this module were useful and effective				

(open text responses)

36	Please provide any general comments about this module	
37	Do you have any suggestions as to how this module could be improved	

### Module 3: Linguistic Diversity in Education

(Tick boxes)

		I fully agree	I agree somewhat	I disagree somewhat	I fully disagree
38	The materials provided for this module were suitable				
39	The activities proposed for this module were useful and effective				

(open text responses)

40	Please provide any general comments about this module	
41	Do you have any suggestions as to how this module could be improved	

### Module 4: Religious Diversity

(Tick boxes)

		I fully agree	I agree somewhat	I disagree somewhat	I fully disagree
42	The materials provided for this module were suitable				

43	The activities proposed for this module were useful and effective				
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(open text responses)

44	Please provide any general comments about this module	
45	Do you have any suggestions as to how this module could be improved	

### Module 5: Non-discrimination and Equality

(Tick boxes)

		I fully agree	I agree somewhat	I disagree somewhat	I fully disagree
46	The materials provided for this module were suitable				
47	The activities proposed for this module were useful and effective				

(open text responses)

48	Please provide any general comments about this module	
49	Do you have any suggestions as to how this module could be improved	

### Module 6: Preventing Hate Speech and Discrimination at School

(Tick boxes)

		I fully agree	I agree somewhat	I disagree somewhat	I fully disagree
50	The materials provided for this module were suitable		x		
51	The activities proposed for this module were useful and effective				

(open text responses)

52	Please provide any general comments about this module	
53	Do you have any suggestions as to how this module could be improved	

**General questions about the overall performance of the course (tick boxes)**

		I fully agree	I agree somewhat	I disagree somewhat	I fully disagree
54	I had enough time to prepare for the course				
55	The level of the course was suitable for the participants				
56	All participants were well engaged and actively involved in the course				
57	The quality of the discussion was good				
58	I had no difficulties in answering all the questions from the participants				
59	The amount of time allocated for the delivery of the course including the planned activities is appropriate				
60	The participants learned a lot in this course				
61	The proposed evaluation methodology is a way in which to measure whether the overall aims of the training course have been met				
62	<i>(Optional – only if used) The proposed assessment methodology is effective</i>				

Comment box ((open text responses)

		Free text
63	What worked well in this course in your opinion	
64	What did not work well in your opinion	
65	Do you have any suggestions for improving the content of this course	

66	Do you have any suggestions for improving the training methodology, i.e. how the course is delivered?	
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## ANNEX 2: EVALUATION FOR COURSE PARTICIPANTS

Before (as part of the enrolment process)

1	Name of participant	
2	Job profile	
3	Organisation	
4	Age	
5	Gender	

Before (at the start of the course)

		I fully agree	I agree somewhat	I disagree somewhat	I fully disagree
6	I am well aware of diversity issues that are relevant in education				
7	I feel confident in dealing with diversity in my professional role.				
8	It is clear to me what I will learn during this training session.				
9	It is clear to me what is expected from me in this training session.				
10	This training is very relevant for me and I expect to be able to apply what I learn in my everyday work.				
11	This training is very relevant for me as it will help to raise my awareness about diversity.				
12	This training is very relevant for me as it will help me learn how to deal with				

	complex classroom realities and with diversified groups of learners				
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### After

		I fully agree	I agree somewhat	I disagree somewhat	I fully disagree
13	The facilitator introduced the different subjects dealt with in this course adequately				
14	The facilitator involved all the participants in the course by allowing enough time for participants to interact and discuss the different issues raised.				
15	The material used during the training course effectively supported the learning process.				
16	The practical exercises and activities were useful.				
17	The language used in the training was easy to understand.				
18	The training met my expectations.				
19	This training has met a real need in my competences.				
20	I now feel confident in dealing with diversity in my professional role.				
21	This training is very relevant for me and I expect to be able to apply what I have learned in my everyday work.				
22	I am now more aware of diversity issues that are relevant in education				
23	After this training, I know where to find more or learn more about diversity in education.				
24	After this training, I know much more about diversity in education.				

		Far too much	A little too much	Just too little	Far too little
25	The amount of information that was presented during this training was ....				

		Much too long	A little too long	A little too short	Much too short
26	The duration of the training session (s) was...				

(open text questions)

27	What did you like most?	
28	What did you like least?	
29	Do you have any suggestions for improving the content of this course?	
30	Do you have any suggestions for improving the training methodology, i.e. how the course is delivered?	

### **ANNEX 3: COMMENTS AND SUGGESTIONS FOR IMPROVEMENTS TO THE MATERIALS AND ACTIVITIES BY FACILITATORS**

(Note: text taken directly from forms and so they do include a certain number of typos and misspellings)

#### *Presentation materials*

- The facilitators notes as tables in a Word document (ANNEX 1: TRAINING MATERIALS) would be more practical if they were found directly in the PPTs as “comments”.
- Teachers were not interested in Regulations. They want more practical advices, good practices to get inspiration. I used some extra video in Italian, as some of them were not very skilled in English.
- "General comment: integration of the materials. There are many different documents needed to teach.
- The documents look business-like, not really attractive for students. More visual examples (photo's, video, interviews)"
- less text; some pictures/visual aids
- More practical examples and case studies from different countries.
- PPT does not look very attractive, and it is not always clear where the information can be found. The different documents are not clearly related to each other, which makes it difficult to find information. The titles of the slides do not always correspond with those in the information sheet about the PPT.
- Less text – more examples from different countries
- More synthetic, More images, Highlight important points, More concrete examples, PPTs are totally incomplete and they lack space/room for the basic knowledge contained in the background work
- Small changes in the Ppts on Non-Discrimination and in Religious Diversity, regarding Legislative frame and characteristics of the terms introduced
- Materials and additional teaching aids met my expectations. They were professional prepared.

#### *Activities*

- Some activities need a longer time to be appropriately completed. In most of the cases, participants felt that they had no time to conclude the activity or needed more time to think or express themselves and/or share their thoughts with the others.
- The activities were highly appreciated. We were quite few for the activities with cards. We haven't enough time for the world café.
- Positive: asking the students what they need Mind-mapping: not quite sure if it fits the target group (secondary students)
- "provide ideas for icebreaking activities for smaller groups (e.g. Introduction Module Activity and provide ideas for activities in homogenous groups as an alternative for Introduction Module Activity 1
- Were not available for module 6.
- Not related to the PPT, not clear which activities should be used at which moment.
- More interactive activities the participants can use in their classes

- Case studies would be better than open question to debate, Adequate, more practical aspects would be ideal
- More activities to be implemented during the training There are no suggestions for actions taken in this area.

### *Handbook*

- To add to the handbook section on Non-discrimination and Equality '3.3 Issues for discussion' some references to real cases available in the 'Core of Contents – full reports'. During the face-to-face training they were very useful to give concrete examples of the theoretical contents, for instance when working with the SLIDE 4: COUNTERACTING DISCRIMINATION: INTERNATIONAL STANDARDS, the case 'The Thlimmenos Case (2000): when different means differential treatment' and the case 'D.H. and Others v. the Czech Republic: indirect discrimination in education'. In general, these examples offer insights on how in the real life Diversity Management can be understood.
- To add to the handbook section on Religious Diversity '4.3 Issues for discussion' some references to real cases available in the 'Core of Contents – full reports'. They were very useful to give concrete examples of the theoretical contents. In particular, the case of 'Kjeldsen, Busk Madsen and Pederson v. Denmark (1976): the role of parents' aided me in justifying the importance of the legal basis knowledge (Module on Religious Diversity, SLIDE 5: LEGAL BASIS).
- The case 'Sahin v Turkey (2005): wearing religious clothes in educational settings' was useful to give a first input for the discussion on "Practicing one's religion" (Module on Religious Diversity, SLIDE 6: PRACTICING ONE'S RELIGION).
- Unfortunately only two were available. They were useful. I support the idea of including more didactic suggestions.
- First impression (we did not read it thoroughly): To many footnotes. Text looks comprehensive and complete.
- We would like a handbook with quotes and examples that combines theory and practice.
- Relation to PPT not clear, which makes it difficult to find information. Also no page numbers.
  
- N/A Well done, clear, concies and all the necessary notions are there.
- There are no suggestions for the handbook

## ANNEX 4: COMMENTS AND SUGGESTIONS FOR IMPROVEMENTS TO THE INDIVIDUAL MODULES BY FACILITATORS

(Note: text taken directly from forms and so they do include a certain number of typos and misspellings)

- A participant cited the poem “To A Louse” by Robert Burns (1759-1796), on how we see ourselves, and how we think other people see us: “O would some Power the gift to give us To see ourselves as others see us!”, and suggested to use it as part of the training materials for this introductory module.
- Nevertheless the program was public, most of the teachers were interested in how to manage disability as they are mostly involved support teacher. Some of them were the inclusion referee for the school but it’s mostly intended for managing students with disabilities.
- Labelling exercise was considered to be too complicated as a starting exercise. I would start with an energiser (VM)
- No proper technics or way to manage with diversity. Some advices on what to take into account but no conflict resolution.
- Very good
- The module, which was devoted to proper and effective management of diversity, was well prepared and did not have any specific issues that needed to be corrected.
- For the final discussion (SLIDE 14, DIVERSITY MANAGEMENT AT SCHOOL), I asked the participants to discuss the given questions in pairs for 5 minutes, after that, some participants wanted to share their personal experiences with all the group, so we needed at least another 5 minutes, after that I must interrupt them. There was no more time left and we needed to continue with the presentation
- "I supported the discussion among them, in order to exchange practices. There were many issues connected about the different ages of their students, their professional role, the relations with other colleagues, the difference among small town and city schools, and the specificity of Italy. In Italian school the diversity in managed through BES (Special Education Needs) that now cover every kind of difficulties (social economic, linguistic, learning etc) while there are specific acts for disability.
- <http://www.gazzettaufficiale.it/eli/id/2017/05/16/17G00074/sg>
- For BES every school have to define a Working group for Inclusion (GLI) and an Inclusion Plan (more info here <https://www.superabile.it/cs/superabile/istruzione/scuola/piani-educativi/gruppo-di-lavoro-per-linclusivita-gli.html>)
- More team-building activities in the beginning, because if a person starts with the labelling exercise, then the atmosphere in the group is automatically somewhat negative (unmet expectation / outcomes from the other participants “labelling the others”).
- on the basis of concrete situation, what would be the best way to handle conflict
- I have no suggestions. The materials are proper to conduct the workshop.
- As before.

## **ANNEX 5: GENERAL COMMENTS AND SUGGESTIONS FOR IMPROVEMENTS TO THE COURSE BY FACILITATORS**

(Note: text taken directly from forms and so they do include a certain number of typos and misspellings)

### *What worked well?*

- The PPTs and most of the suggested activities.
- Presentations, discussions, team work, friendly environment
- The workshops were prepared very well, the participants gained the necessary knowledge and skills.

### *What did not work so well?*

- The time allocated for each module (not enough) and the amount of information (too much) to be delivered in limited times. In addition, the time for the compilation of the questionnaire for the assessment was not enough (20 minutes). Most of the participants answered it very quickly and were sorry for that, and two of them needed at least 30 minutes to answer all the questions. They also said that it was difficult, because the differences between the options not always were clear.
- Time shortage- not enough time for envisaged activities
- Everything was fine. I had no problem with conducting the workshop.

### *Suggestions for improving the content*

- To offer more concrete examples, real cases, and practical tools, in order to establish a more tangible connection between the given notions and frameworks and the teachers' daily work. To include exercises related to the teachers' everyday work aimed at learning how to deal with complex classroom realities.
- When the hand book is ready, there will be more stable grounds for delivering the training
- No, only for the "Non-discrimination and Equality" (as was mentioned above).

### *Suggestions for improving the format*

- To reduce the amount of information and/or activities so as focus on the most relevant issues and to have enough time for participants to reflect, interact, and find relations to or applications in their everyday work.

## ANNEX 6: GENERAL COMMENTS AND SUGGESTIONS FOR IMPROVEMENTS TO THE COURSE BY FACILITATORS

(Note: text taken directly from forms and so they do include a certain number of typos and misspellings)

### *What did you like most?*

- the games, this approach has helped me to understand how easy it is to label a person and to discriminate, it was also useful for sharing personal experiences
- the way of presenting the different issues
- good discussions
- discussion activities
- little groups, coffee
- The module about religious diversity
- presentation game
- mettersi in gioco e la possibilità di interagire (Get involved and the possibility to interact with other people)
- Il confronto coi colleghi (The comparison with other people X 2)
- L'interazione con i colleghi (The interaction with other people)
- Attività pratiche (Practical activities)
- Possibilità di discussione e confronto (Possibility of discussion and comparison with other people)
- Tutto perché molto interessante (All, because it was all very interesting)
- The atmosphere, the interaction, the explanations of the facilitators, the content was easily understood, the way in which the facilitators engaged all the participants, the cooperation, the activities and the films.
- The atmosphere, the interaction, the explanations of the facilitators, the content was easily understood, the way in which the facilitators engaged all the participants.
- The topics presented
- The innovative approach and methods
- Discussions, the possibility to exchange experiences
- The facilitators
- The way of presentations of the topics; discussions and good practices
- "Preventing of Hate speech" module
- Perfectly developed modules
- Use of media, practical examples
- Discussion/brainstorming on fostering multilingualism in classroom situations
- Activities, talking to teachers from other schools
- sharing experience with fellow colleagues trying to apply linguistic diversity awareness to regular school life, anecdotes as starter for discussion
- Clear structure
- Basic information about the single topics of diversity, the references to schools/education
- the discussions, open atmosphere
- diversity and refugees - foreign people
- practical activities, time for discussion

- instructors were well prepared and provided a good knowledge about this issue, the discussion part
- examples and non-formal approach
- useful examples for school teaching
- video about minority rights/definition minority
- practical exercises, talking to the participants about their problems and handling them
- Some new information
- Activities during the lessons and the first part.
- Heshani's presentation. It was well prepared.\*
- I liked the possibility to speak about interesting topics with different people.
- Cooperative learning allowed us to know and share our different opinions about these topics. I also liked the continuous change of well prepared trainers.
- Interesting topics, good organisation with various teachers who follow each other and keep the attention high.
- I liked this training because I think that it is very important to fight prejudices. Moreover, I work in a school with migrant and refugee students, so I am very interested in the topics of "Teaching in Diversity"
- The range of the topics was wide and enough. It gave me a complete enough view of the possibilities of teaching in diversity.
- Quality of the speakers
- Teachers and workshop
- The atmosphere prevailing during the workshop
- The presented subjects were very interesting and I want to use this knowledge in my job.
- training materials (very professional) and way of presentation the information
- All, during the workshops were fine.
- a competent person leading the workshops
- In my opinion, the professional presentation as well as the atmosphere.
- Everything was fine.
- training materials, methods of conducting the workshops, presentations
- exchange of opinions and open discussion - for me, it was crucial
- discussion during the training

#### *What did you like least*

- that we didn't have more time to speak with the others during the activities, the questions and the team work
- the duration, I wish it could be longer
- legal jargon
- too little practices
- the lack of time
- la parte normativa (The legislation)
- La mancanza di strategie efficaci nella gestione della diversità, la carenza di esempi e/o esercizi di buone pratiche. Formazione solo teorica sulla necessità di gestire le diversità in classe. (Lack of effective strategies in managing diversity, lack of examples and / or exercises of good practice. Only theoretical training on the need to manage diversity in the classroom.)
- Nulla (Nothing)
- Le slide (The slides)

- Poche attività laboratoriali (Few laboratory activities)
- Niente da segnalare (Nothing relevant)
- The fact that there is not the option for enough, only maximum or minimum for certain questions
- The topic of Religious Diversity is still unclear positioned for me.
- Introduction of the Legislative documents
- 2 hour lecture in the beginning
- Long lecture-style sessions
- too detailed presentation - a mind map overview better
- not enough time for discussions, participants should be more 'pushed' to participate in discussion (it was always the same people)
- the monologue presentations were too long
- The presentations of legal framework, it is important and there are ways to present it better
- background information, law
- there could have been more practical techniques for school
- lectures' on legal background knowledge
- The second part because it is not so important to me.
- Maybe it is not the best way to use a presentation prepared by others.
- Too much theory.
- Too many activities in a short time.
- Some explanations were too fast.
- The time for the different topics was too short.
- Having this training in one day was too long.
- There were no enough videos or short-fils to support the lessons.
- Everything was fine.
- I have no comments.
- The workshops were well prepared.
- The training was well prepared.
- The workshops were well organised.
- The whole training was well prepared.
- No additional remarks.
- For me it will be better if I could choose the subject.
- Everything was fine.
- N/A

### *Suggestions for content*

- it will be an idea to present more practical cases, how the national and international courts deal with discrimination issues
- to keep attending the following courses
- coffee breaks in groups
- more information on how to support kids in school dealing with the topic of being gay and coming out
- leaving more space for experience sharing
- la preparazione della sequenza delle slides da proiettare (The sequence of slides to be projected)

- Incrementare esempi relativi alle buone pratiche nella gestione della diversità (Increase examples of good practices in diversity management)
- No (Nothing)
- Maggiore spazio ad attività pratiche (More practical activities)
- Portare esempi di buone pratiche (Present examples of good practice)
- No (Nothing)
- Non ho niente da aggiungere (No, nothing more)
- To have more visualisations
- During the training ideas were shared: the movie “Dobri” to be included in BG training; as well as other resources.
- Increasing the number of interactive activities during the training
- to deal with school issues, less theory, more practical work
- Evaluation should be anonymous and there should be a neutral category for feedback
- sexual diversity
- Implement (more) active parts from handbook (?) that could be used at school, working out (more) practical realistic ideas for individual schools
- I would have liked more activities, joining in
- more practical work
- more practical content
- Using more exercises (practice)
- Provide a tool box with role plays/games dealing with discrimination/hate speech, etc
- maybe misunderstanding, I thought this would be a training course on how to deal with actual problems and not a general introduction to the topic
- More practical examples
- Specifically topics for one week.
- Less statistics, more activities!
- More activities withing the working/training group.
- No, it's okay.
- No
- Have more supporting videos or short films in English or with subtitles.
- I would not change anything.
- Good ideas, good content and great potential.
- N/A
- Nothing
- Rather not.
- Nothing.
- The content was perfect.
- Nothing.
- I would not change anything.

### *Suggestions for process*

- no, you are too cute and kind. It was a real pleasure and the group was really nice, I enjoyed it a lot
- No (Nothing)
- Implementare simulazioni pratiche relative alla gestione delle diversità (Implement practical simulations related to diversity management)

- Forse avere qualche materiale cartaceo in più (Maybe have more paper materials to take away)
- No (Nothing)
- Utilizzare attività laboratoriali (Use laboratory activities)
- Penso di no (Nothing more I think )
- Forse con più roleplay. (Perhaps with more roleplay.)
- The course to be delivered online
- More examples for each module ;the course to be delivered online
- More interaction and time for reflexions
- Availability of all materials
- Dissemination of all materials in BG language
- more interactive and role play
- More practical/discussion sessions focusing on ideas for positive action
- First 2 activities need re-evaluation - it would be better to have activities that are usually transferrable to the classroom situation. The labelling won't work with kids and perhaps the teams thing wouldn't either causing more problems than it addresses.
- Longer time periods for introduction of fellow local schools and exchange of information/experience
- evaluation should be anonymous, it should be clearly communicated what the purpose of the course is.
- more practical help, input
- e.g. talking about role plays, better do some of them!
- I think the training methodology was quite useful for better understanding regarding minority issues
- the flow is good but it requires more time for better understanding, I would include more practice or work so people can use it move into the practice, more practice in order to help teachers to work in diverse classes.
- no, that was good!
- More discussions and interactive parts, more preparation.
- The statistics are present. We don't have to hear them again. It is better to sit in groups.
- I would prefer more good practices and less theoretical activities or numerical statistics.
- Take more time in order to incentivate active participation.
- No, it's okay.
- The active participation may take longer time than the theory part.
- No
- Upgrade statistics.
- No
- Everything was ok
- Nothing
- I don't want to change anything.
- No
- Everything was ok
- No suggestions
- I propose to change the path and guarantee possibility to choose the topics of the workshop.
- I have nothing to add
- Nothing