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**“PROMOTING ACTIVE INCLUSION OF DISADVANTAGED PERSONS
EXCLUDED FROM THE LABOUR MARKET”**

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Training Evaluation Report

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● Authors list	
Author	Partner
Antonia Torrens	KMOP
Marija Samardjioska	KMOP
Efthimia Sxina	KMOP
Vasiliki Karkantzou	KMOP

● Peer Reviewers	
Reviewer	Partner
Fotis Roussakis	KMOP
Giorgos Alexopoulos	KMOP

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Table of Contents

Table of Contents.....	3
1 Acronyms	4
2 Definitions.....	4
3 Executive summary	5
4 Technical information for the training.....	5
4.1 Background information	5
4.2 Participants	6
5 Methodology.....	6
5.1 Development of training material	6
5.2 Training process	7
6 Evaluation Methodology.....	8
6.1 Evaluation Findings - Results.....	9
7 APPENDIX.....	15

1 Acronyms

RM – Republic of Macedonia

CSW – Center for Social Work

ESA – Employment Service Agency

MoLSA – Ministry of Labour and Social Affairs or MLSP

TNA- Training needs analyses

2 Definitions

Working age population - comprises all persons aged from 15 to 79 years;

Economic active population - comprises of the employed and unemployed persons (labour force).

Employed are all persons aged 15 – 79 who:

- During the reporting week have worked for money (in cash or in kind) or for profit at least one hour,
- During the reporting week were temporarily absent from work (because of illness; leave of absence; studies; break in the activity of the legal entity etc.), but were formally employed, were helping on family estate or in the family enterprise without pay.

Unemployed are the persons who meet the following three conditions:

- During the reporting week they did not work (according to the above-mentioned criteria),
- Have searched actively for a job or have taken concrete activities to find a job,
- Were prepared to accept work in the next two weeks that followed the reporting week.

Activity rate as participation of the labour force in the working age population aged 15 years and more;

Employment rate: as participation of the number of employed in the working age population, aged 15 years and more.

Unemployment rate as participation of the number of unemployed in the total labour force.

Vulnerable population include the economically disadvantaged, racial and ethnic minorities, the uninsured, low-income children, the elderly, the homeless, those with human immunodeficiency virus (HIV), those with other chronic health conditions, including severe mental illness, and many other facing risks that are influencing their inclusion on the labor market. The vulnerability of these individuals is enhanced by race, ethnicity, age, sex, and factors such as income, insurance coverage (or lack thereof), and absence of a usual source of care.

3 Executive summary

The project Promoting Active inclusion of Disadvantaged Persons Excluded from the Labour Market aims towards increasing the activation and involvement of persons at risk of social exclusion in the labour market by mobilizing and/or improving their skills, education, qualification and facilitating their full integration into the society and in particular their access to the labour market.

This report holds information for the preparatory process of the training for vulnerable groups of people and data for the actual training implementation. For the preparatory process this report is based on the internal and external influences and for the training implementation period it is based on the analyzes of the data of evaluation questionnaires which represent direct feedback from the participants.

4 Technical information for the training

4.1 Background information

The training program for vulnerable groups of people was designed according to the previously developed TNA and by taking in to consideration the basic principles of the Social Mentoring model. Training Needs Analysis has expressed the skills and the knowledge that the target group needs in order to enhance their process of inclusion as active members of the labor market, and the basic principles of the Social mentoring model were well elaborated so that the target group can be able to use the community as supporting mechanism for boosting the inclusive process.

The training was designed in two modules each module lasting one day. The first module was called, Understanding career and job searching process and the second module, Developing employability skills. The training content was prepared by Blagica Rizoska (trainer) and Elias Peppas (trainer for the training of the professionals). Due to the recommendations from the previously implemented training with professionals (stated in evaluation report of training for professionals), that it is best to implement the training on the native language of the target group, taking in to consideration also their low educational level and learning habit the training was implemented by Blagica Rizoska. The training time frame was designed to fit 10am-17pm, two working days.

Training dates	City of implemenation	Trainers	No. of participants
25-26.10.2016	Skopje	Blagica Rizoska	9
27-28.10.2016	Kumanovo	Blagica Rizoska	7
3-4.11.2016	Veles	Blagica Rizoska	11
7-8.11.2016	Ohrid	Blagica Rizoska	14
22-23.11.2016	Skopje	Blagica Rizoska	26
24-25.11.2016	Skopje	Blagica Rizoska	27
Development of training materials		KMOP, Elias Peppas and Blagica Rizoska	Total no. Of participants 94

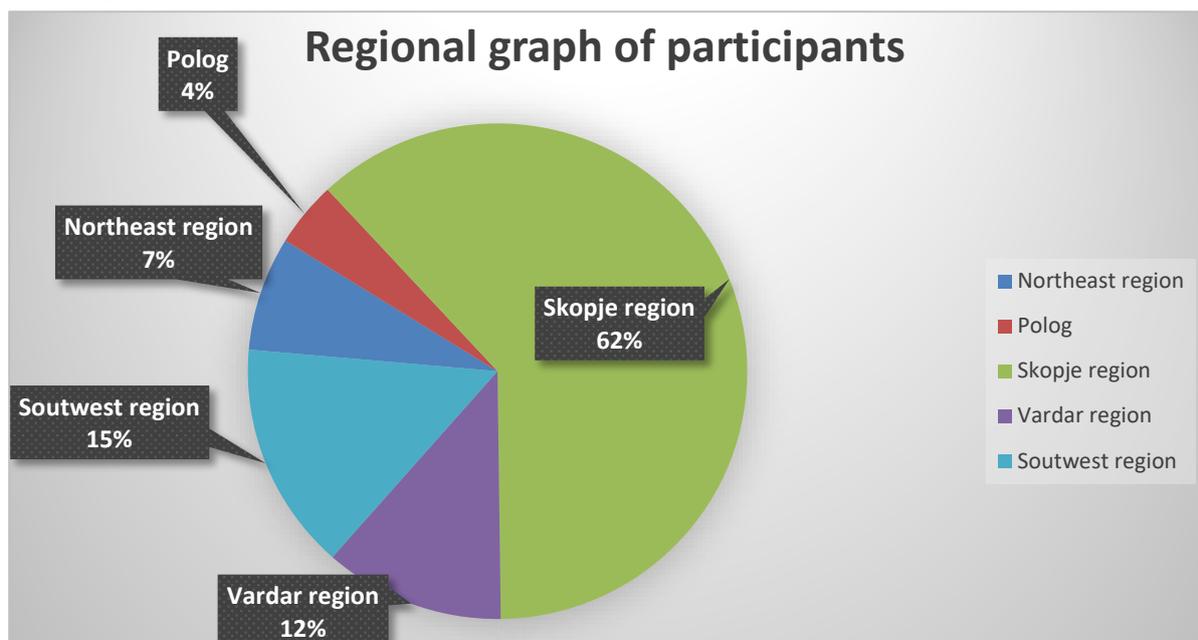
4.2 Participants

Overall the employability skills of 94 people from vulnerable groups of people were enhanced.

The table below represents the number of participants per training.

Training dates	City of implemenation	No. of participants
25-26.10.2016	Skopje	9
27-28.10.2016	Kumanovo	7
3-4.11.2016	Veles	11
7-8.11.2016	Ohrid	14
22-23.11.2016	Skopje	26
24-25.11.2016	Skopje	27
Total no. Of participants		94

Due to the fact of low interest for the training in Polog, we invited the interested participants to come for a training in Skopje. Demonstrated by regions, the structure of the training participants is the following:



5 Methodology

5.1 Development of training material

The two modules for the training were agreed after upon the delivery of the TNA, taking in to consideration the previously implemented training with the professionals and their

recommendations, and the specific needs that the target group has interconnected with their vulnerability.

The training curriculum was developed by the trainer and it has the core structure for each of the training. The training was decided to be structured in two modules first one; Understanding career and job searching process and the second module, and the second one; Developing employability skills.

The training methodology was methodology of non-formal education as it was reflected in the training curriculum as most suitable for this target group that lacks the habit of continuous learning and has very low understanding of the employment process. The combination of practical exercises, energisers and games was considered as best choice for gaining the skills and the knowledge. As supportive tool for the learning process a handbook was developed so the participants after the daily training session could have checked what material they have been through during the day, absorb and be ready for the next learning phase the second day. The handbook is consisted of the training content, getting in to it more precisely, defining each term, so that the training participants are able to get back to the content even after the training, revise or re-do some of the personal evaluation questionnaires.

Evaluation questionnaire was developed and given to each of the participants to insert their own personal data and provided useful feedback for the training overall. The questionnaire is structured in an easy to fulfil form so that the participants by ticking marks were able to express their satisfaction or dissatisfaction. It has also open parts where the participants that were more in to sharing their view in written form were using in order to express their satisfaction, dissatisfaction, opinion, suggestion etc. The data from the evaluation questionnaire has also contributed towards identifying the learning progress of the participants and in the same time provided learning opportunity for both organizations implementing this project for future improvement.

5.2 Training process

Mainly used during the training was the methodology of non-formal education which involves both cognitive and behavioural methods and was based on an interactive approach. The following methods were used: small groups work, group discussions, case studies, eexperimental learning, self assessment questionnaires, creative thinking/Brainstorming, exercises for energizing, ice breaking and learning by doing.

Some of the groups were active instantly and some needed additional facilitating efforts by the trainer in order to reach the engagement of the other groups. Overall the participants had fun, learned practical skills and useful knowledge that as most of them expressed can be used starting from tomorrow. The methodology of non formal education enabled each participant to experience the learning process by feeling comfortable, accepted and able to share openly anything that is relevant to the process of inclusion on the labor market. The trainer's experience of working with groups has enhanced a lot the cohesion of the group, managing the different group members and also enabling each participant to get the maximum out of the training, by providing additional information, sharing experiences and answering the participant's questions as concretely as possible. With the used approach it has been emphasized the learning process as important experience for each participant individually and in that way provided a unique learning experience that led towards gaining knowledge.

6 Evaluation Methodology

The training's evaluation was based on a questionnaire aiming at assessing five distinct areas of interest:

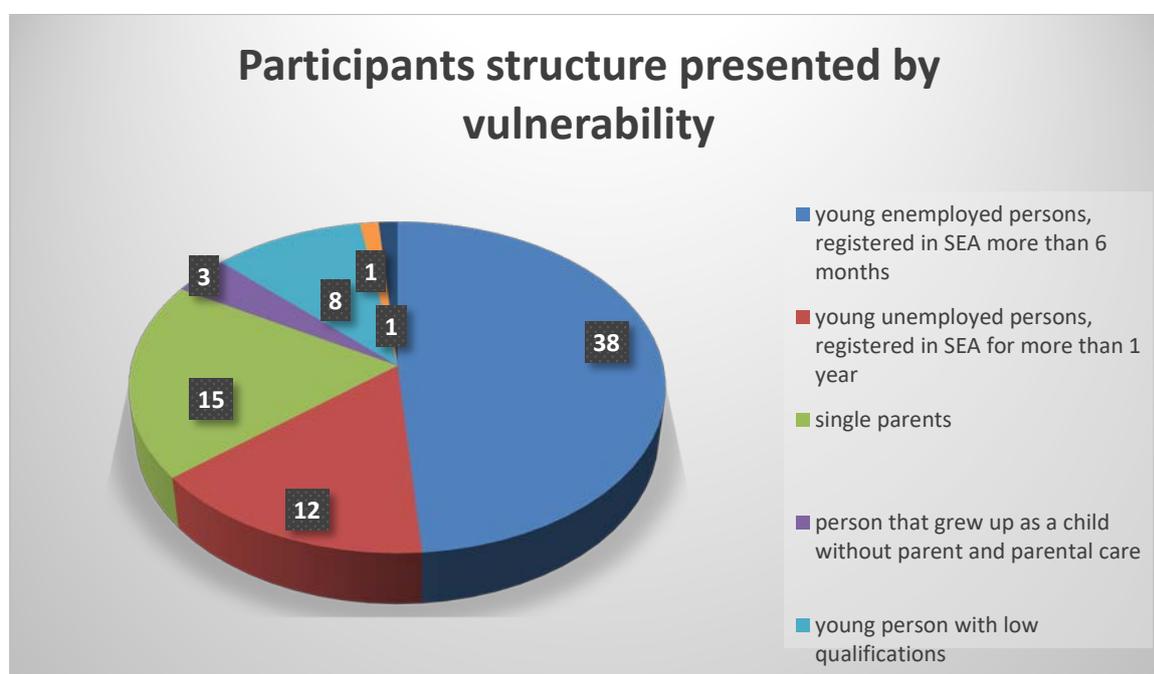
- I. Basic data for the participants
- II. Knowledge acquired by participants (in a self-assessment rating form that allowed participants to indicate their pre-test and post-test comfort, knowledge and skills)
- III. Quality of training sessions
- IV. Training methodology
- V. Trainers
- VI. Training delivery – Organization Parameters

The questionnaire was given to the participants in the end of the training, so they can express their opinions, grades and general impression of the training summed up for the two days.

In addition to the use of the questionnaire, at the starting session of every training day the participants were asked to provide the trainers with their expectations according the training curriculum, and then to provide their feedback at the end of each training day. Moreover, reflective exercises were used during the two training days which allowed participants to express their opinion.

6.1 Basic data of the participants

From the data gained via evaluation sheets it is notable that the trainees were different by the type of social risk that they are facing. The highest number of participants were, young unemployed persons registered in the SEA for more than 6 months, 38 people were in this group. 12 people were



In the training group were different nationalities. High number of participants didn't share their nationality in the evaluation forms. From those that shared we have the following data:

Nationality	No. of participants
Macedonian	49
Roma	14
Albanian	5
Serbian	1
Total no. of participants that shared nationality	69

The intention as the group to be gender balanced, but higher number of women attended the training, 74 and male 24 participants. High number of participants did not share age, but out of those that shared it is notable that highest number of participants are on the age range between 22-30 years old.

6.2 Evaluation Findings - Results

The evaluation form was filled out on the end of each training by the participants individually. The total number of evaluation sheets fulfilled by the participants is 94, from 6 implemented training.

The findings are presented accordingly to the questionnaire's distinct areas of interest.

I. Knowledge acquired by participant

The participant's knowledge and motivation was increasing with each training session for an average of one grade. The results are very interesting to observe as they are demonstrating the growth of the participants. It is very significant to mention the best noted progress has been noted in the ability to define their career goals, which was graded 3.1 before the training and after the training it was graded 4.5 grade which implies on a growth of 1,4 grade, the other training sections are marked close to this, but still the before training ability is not evaluated as low as in the defining career goals.

During the conduction of the training sessions most of the participants noted that they gained practical knowledge that besides its implementable note in their professional life, it would be also easy to implement in their personal life too.

The graphs below demonstrate the increased knowledge values in each specific skills package delivered on the training analysed from the evaluation sheets.

- a) The motivation for applying for a job was notably low on the beginning of the training, (repeated behaviour in every group). The most discussed topics were low economic progress of the country, political problems, political influence on the employment process, low salaries etc. As the groups were going through the training sessions these discussions changed to a more personal level and one of the participants noted:

"I know that the political situation is risky, high rate of unemployment etc. and all that is not in my favour, but I started thinking, Ok the situation is as it is but there are still some things that I can do about it and go after improving my life."

The average grade for the motivation for applying for a job before the training was, 3.4 and after the training 4.6.



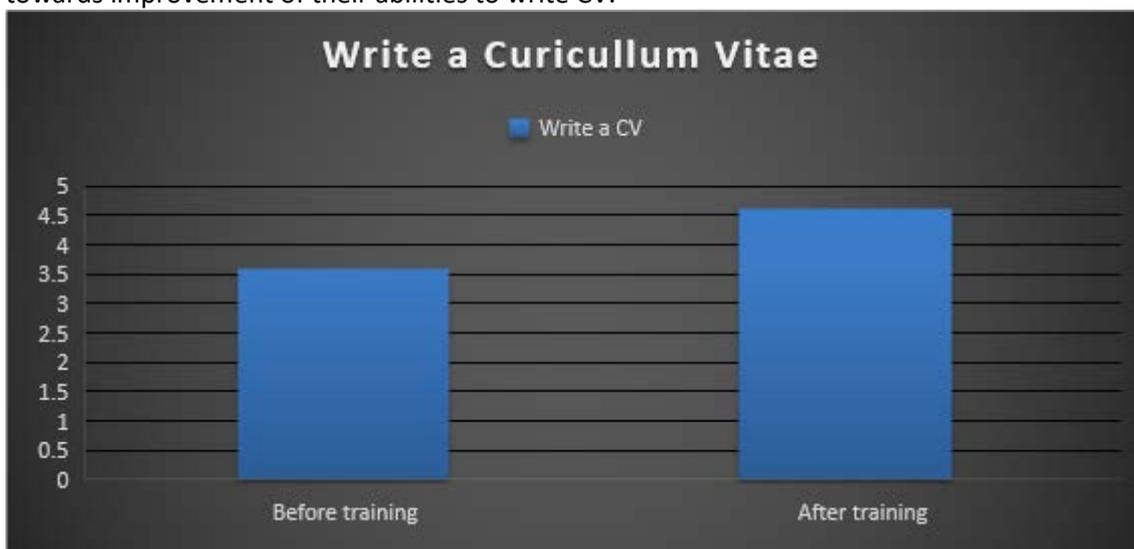
b) The most significant growth before and after the training has been noted in the ability to clearly define career goals. In the beginning of the training the participants had difficulties to define the term career, but in the end of that session they were able to give examples of their career goals. It progressed in to making better self-assessment and one of the trainees after this session mentioned that it helped to see more realistically, easily noticing the good qualities that he possesses and becoming aware of the weaknesses that he has.



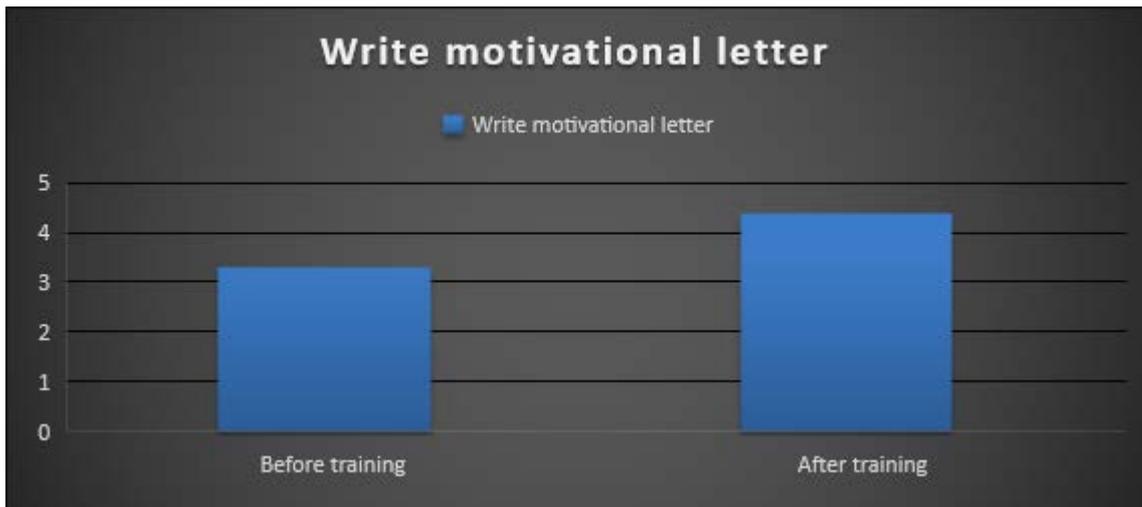
c) The communication session with some of the groups were a challenge as right from the beginning the group was loud and the basic principles of communication were not respected but yet it was a well-used opportunity used by the trainer to learn on their previous mistakes. The reflecting part after the session was crucial to reach the learning points and growth of skills among participants detected.



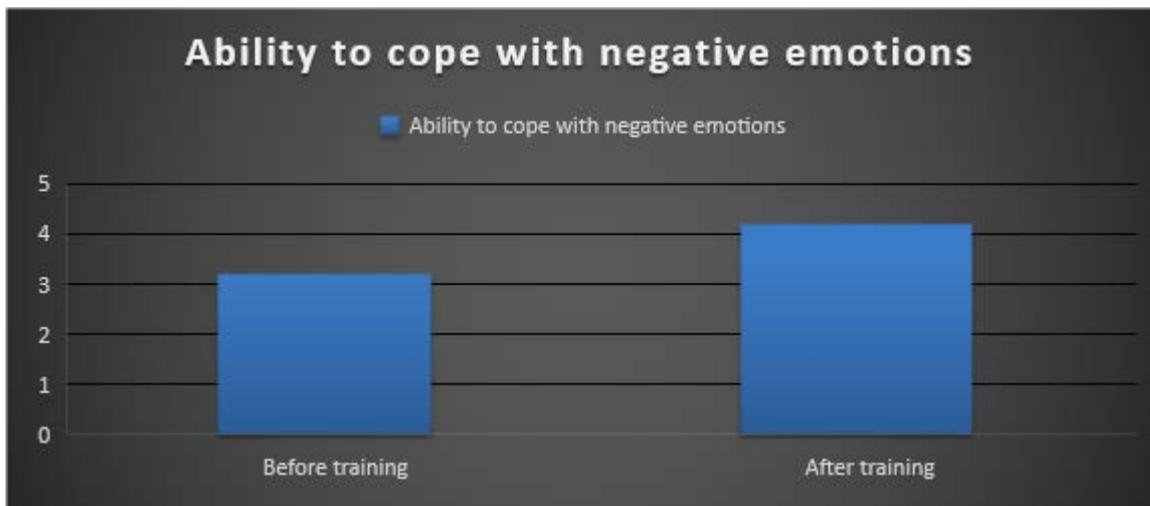
- d) The fact that some of the participants have never created CV and also have trouble with keyboard typing, increased the interest for this session and they were adopting each sentence said by the trainer. The younger ones although have wrote some form of a CV previously were able to get through each dilemma that they had according to CV writing process. Many questions were asked and many questions were answered during the session which led towards improvement of their abilities to write CV.



- e) “In order to write a motivational letter I will need to have inspiration”, shared one of the participants. It was a good sentence for discussion as very few of the participants knew that the motivational letter needs to have a structure and simply by following the structure a good document can be created. The creativity was notable, beside the sentence that they were planning to use initially “I need a job”, approaching towards the end of that session the participants had many more ideas of what to write.



- f) The groups in each city were specific enough that they had more negative experiences to share from the job searching process. They found the tools and the techniques for coping with negative emotions and **conflict resolution** very useful not only in their future professional life but in their private life. This was the case in the previous training with the professionals from SEAs and SWCs, which indicates that during the training some universal, applicable techniques are used in order to achieve learning goals.



- g) Conflict resolutions skills



II. Quality of training sessions

In the section Quality of training sessions, the participants have ranked very high each of the evaluation criteria.

In the graph below is presented the average grade given by the participants in each specific criteria.



III. Training methodology

The training methodology was also high graded and one of the participants noted that that haven't been bored not even a minute. It was also notable that the participants took active participation in each of the exercises. The overall level of effectiveness of the training method for the purpose of this training was graded with a high average grade of 4.7.



IV. Trainer

The trainer was evaluated with high grades. The trainees were very satisfied of the support that the trainer provided, communication and devotedly answering each specific question that was raised by the participants.

V. Training delivery – Organization Parameters

According the organizational parameters, the training was also evaluated as very well organized and the participants expressed their satisfaction also from the logistical aspect.



7 APPENDIX

1. Training curriculum
2. Training Agenda (in curriculum)
3. Training presentations
4. Lists of participants
5. Handbook
6. Evaluation questionnaires