INnovative and New Solutions for Sustainable Employability

INTENSE

TECHNICAL EVALUATION REPORT

ARE YOU INTENSED?

Co-funded by the
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EXECUTIVE SUMMARY

The word "NEET" describes all young people who are not in education, employment or training. With the Youth Guarantee, the Council of the European Union adopted a proposal to guarantee a follow-up perspective to young people in less than four months after completing their training or work.

In line with Eurofound 2015 (Social Inclusion of Young People), INTENSE focuses on effective initiatives to promote the transition of young people, the NEET target group, the NEET existence in education, school or work. The essence of the project "INTENSE" is:

> *Briefly and concisely formulated: INTENSE is a project for young people without a school leaving certificate, without a vocational qualification and without a job or who are about to "decouple" from the education system. INTENSE aims to provide an approach that a coach, teacher, trainer or social worker can use to help them find their way back to school or education. We focus on a subset of NEETs (Emergency in Education, Employment or Training) that cannot be achieved through employment-centred initiatives such as Youth Guarantee (see Eurofound 2012, Eurofound 2015). They are characterized as young people with a lack of education with psychosocial, mental, multifactorial problems, problematic lifestyles or disabilities.*

The accompanying coach was prepared in the project through intensive training on this task / approach. The project will be evaluated on a scientific basis and the products and measures as results from the first two years will be implemented in the third year and tested for usability and effectiveness. In addition, the stakeholders in the participating countries were intensively involved in order to facilitate a change.

The partners of INTENSE thus created a basis for their project and developed, tested and evaluated the educational concept for the NEET group. This concept consists of three challenges:

- ✓ Compensation.
- ✓ Prevention.
- ✓ Structure.

The three-year project consists of two parts. In the first part the different outputs were developed (O1, O2 and O3). The second part pays special attention to the implementation and analysis of the results - O4.

- ✓ IO1 - The development of a (new) educational concept, consisting of a client-centred and holistic approach.
- ✓ IO2 - Development of a methodology for the central idea of transition management.

- ✓ IO3 - The development of a training programme for transition coaches.
- ✓ IO4 - Implementation and evaluation of the client-centred and integral approach.

The evaluation objective helped the INTENSE intervention team to design, design, implement and assess the project and its degree of compliance. In addition, it is a key factor in the development process of transition coaches.

The results of the evaluation emphasize that:

- ✓ INTENSE is a relevant, significant and achievable project where the humanistic, integral approach and the resulting activities are a great way to achieve the goals.
- ✓ The goals were relevant to the recipients.
- ✓ The intervention was relevant.
- ✓ The humanistic approach is a good way to improve the situation of NEETs.

The assessment of the training by the participants is summarized in the figure

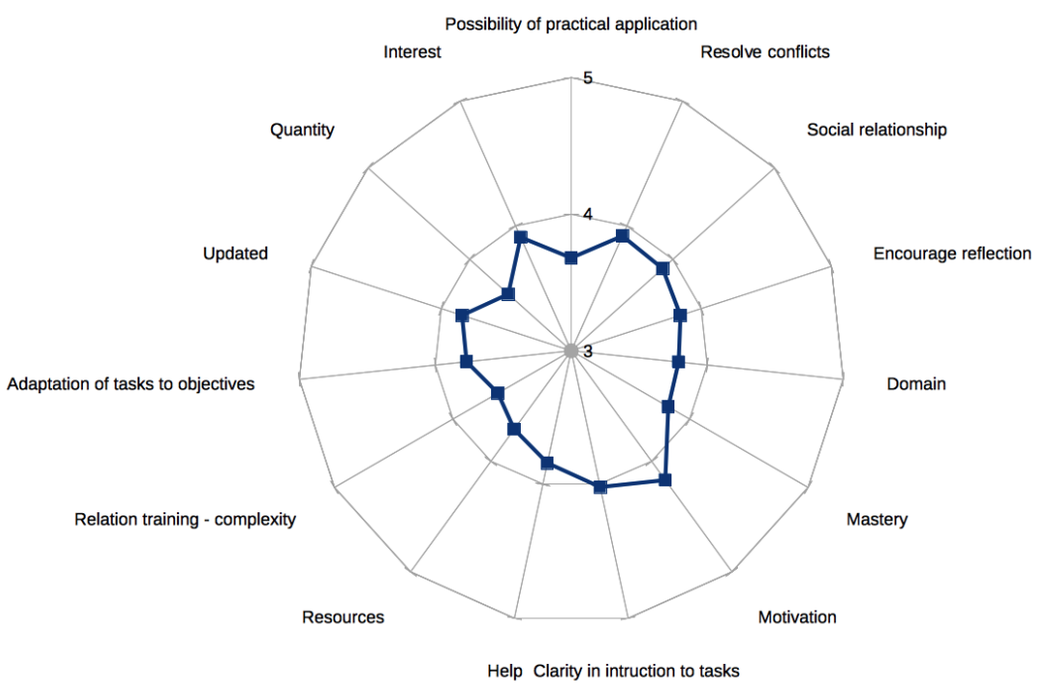

Figure: Dimensions assessed by the training attendees.

Besides, the data gathered from training courses in addition to activities developed by attendees after courses show that transition management content is being incorporated into professional coaching sessions.

It is recommended to rise the practical content in training and to find ways to continue the INTENSE activities

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1 INTRODUCTION AND BACKGROUND

The project consortium believed the current closed and employment-centred approach of NEETs ineffective and was supported in that line of thought by Eurofound, which in 2015 examined the effectiveness and implementation of **YOUTH GUARANTEE** plans. This publication draws attention to the inadequate results of the employment-centred approach.

> *"Concerning the implementation of the youth guarantee, the member states should refrain from choosing a close and employment-centred concept and decide on a more comprehensive and integral approach which aims at reaching those who are unemployable and more difficult to integrate."*

The partners of INTENSE agree with this statement as the basis for their project and planned to develop, test and evaluate another, different educational concept for the NEET's group. As described above, this concept is composed of three challenges:

- ✓ Compensation.
- ✓ Prevention.
- ✓ Structure.

1.1 COMPENSATION

By compensation we mean the development of a client-centred, systematic and integral, holistic education concept. This makes it possible for a client to recognize its own need for support and coaching, to develop its own goals and to work towards these goals with appropriate support.

Humanistic psychology: Self-reflection and personal energy management play an important role in breaking through routines. Everyone can face the challenge of understanding the complex field of factors that interact with each other in their lives: diet, exercise, thought patterns, environmental factors and the importance of physical, emotional and mental hygiene. In relationships, individual attachment patterns play a role, as well as behaviour and subtle information sharing in groups.

This holistic approach was applied and evaluated in the INTENSE project. The question is: does the client thus achieve better results in the five different areas (qualifications, social skills, personal skills, methodological skills, social stability) than with an employment-centred program??

1.2 PREVENTION

Preventive measures are needed to avoid exclusion and consequential costs. A successful coaching process for NEETs has a positive effect on the target group; not only personally, but also socially and financially. Prevention is also an essential part of a coaching programme.

Important aspects are:

- ✓ sensitization
- ✓ early detection
- ✓ methods
- ✓ involvement of parents and peers
- ✓ Inclusion of social support systems

The preventive approach of the project is reflected from the beginning in the involvement of the stakeholders. They provide valuable feedback in the implementation of the developed methods. Stakeholders must continually recognize the importance of prevention throughout the organization and the network structure. The stakeholders in this project are government / management decision-makers: those who also have influence over project finance and legislation.

1.3 STRUCTURE

Early involvement of stakeholders will provide a basis for comprehensive cooperation, with a focus on the formal and legislative structures of national support systems.

As already mentioned, the project consisted of two parts. In the first part, various intellectual outputs were developed (see below). The main focus in the second part (IO4) was on the implementation activities and the analysis of the results.

- ✓ O1: The development of a (new) education concept, consisting of a client-centred and holistic approach. Derived from theories of humanistic psychology, methods of conversation interventions are explained and trained with the coaches. The core of these methods consists of integral, holistic and humanistic approaches that help to change the way of thinking of their users and ultimately of the clients.
- ✓ O2: The development of a methodology with regard to the central idea of Transition Management.
- ✓ O3: The development of a training programme for the transition coach.
- ✓ O4: Implementation and evaluation of the client-centred, holistic approach

For INTENSE, coaching is a structured and focused process in which the coach actively encourages a person to behave as follows:

- ✓ pursuit of personal growth
- ✓ increase self-confidence and self-efficacy
- ✓ ability to explore, develop and apply your own possibilities
- ✓ The coach and the person to be coached take responsibility for the process.

1.4 TRANSITION MANAGEMENT CONCEPT

Following an article of Derk Loorbach en Jan Rotmans, called Transitions and Transition management - origin, status and future (2012). Both are Transition experts in the Netherlands and work at the Erasmus University of Rotterdam and the University of Maastricht.

> *"It has become increasingly more visible, more relevant and more urgent. Through processes of problem structuring (what's going on?), vision development (where do you want to go and when?), agenda and coalition forming (who are the leaders and how do they work together?) and experiments (how we learn about the structural barriers and how can we break down?) transitions made progress. These processes have taken place within the context of organized transition management, but also beyond. We entered as a society the last decade the tilt phase: different perspectives and expectations now compete for space and its outcome determines the direction and speed of the transition."*

The transition management combines several concepts that are known from the following keywords:

- ✓ social change
- ✓ reinforcing developments
- ✓ system innovations
- ✓ persistent societal problems
- ✓ long-term envisioning
- ✓ short-term experiments
- ✓ social innovations
- ✓ sustainable development
- ✓ broaden your thinking patterns
- ✓ changing yourself
- ✓ not compelling and top-down
- ✓ a visionary process
- ✓ complexity and uncertainty

One thing is clear: Transition is a process in which not only the structures change, but above all the people. One only when people change is a transition process is possible.

1.5 THE INTENSE OBJECTIVES

The main objective of INTENSE is that the partners from the project offer an integral approach to reduce the youth unemployment rate / NEET quota in their country, and thus across the EU, in cooperation with public authorities and agencies. For this, so-called outputs are created.

All outputs are based on the idea of changing the coach's mindset. If they change their way of working with the client, a transition process can also begin in the client.

INTENSE offers all the background of a change approach for organizations so that they can advance their own transition process. From the contents and outputs, a course was developed in which the coach as the central figure can pursue his own development in a self-determined and competence-based manner. This course was developed according to the principles of client-centred, integral, and focus on transitions. As learning materials, the coaches have access to comprehensive eLearning modules, a curriculum with worksheets and a guideline for the implementation of transition processes.

Finally, a timed and documented evaluation process was initiated, demonstrating effectiveness and applicability for third parties and organizations.

Apart from the main goal are other goals desired by INTENSE:

- ✓ Differentiated definition of NEETs.
- ✓ Development of an integral client-centred approach
- ✓ The development of a training programme for a transition coach
- ✓ A curriculum including worksheets for the training of transition coaches and multiplication of the approach.
- ✓ Organization of three training weeks for transition coaches in Berlin (Germany), based on a programme. The first in May 2018, the second in November 2018 and the third in January 2019.
- ✓ Development of an evaluation programme based on CIPP (Context, Input, Process and Product), Contribution Analysis and Theory of Change (ToC)
- ✓ Publication of a project charter for the complete overview.

The INTENSE Theory of Change (ToC)

Youth unemployment is relatively high in the European Union. This is especially serious for the NEET target group. INTENSE seeks to reduce youth unemployment with a holistic client-centred approach. In order to achieve this goal, INTENSE has developed a transition management strategy using the budget of the Erasmus Plus programme for project funding. INTENSE has offered blended learning courses, the content of which was provided by the project partners. The training, which took place in 3 sessions, strengthens the skills of the trainer by implementing the humanistic methods in his daily work context. As a result, NEETs start their self-exploration, and it helps them find a job or education or social projects. In this way, INTENSE becomes a way to lower the unemployment rate.

Furthermore, INTENSE wants to build a stable consortium of partners working with the target group NEETs. For this, there is a constant communication to the “outside”. As a result, more stakeholders will be interested in this system and new agreements will be signed with other institutions. At the same time, the internal demand for further development regarding the application of the methods of the INTENSE partners is satisfied. At some point, the consortium will be stable over time.

This ToC is shown in Figure 2 as a causal channel.

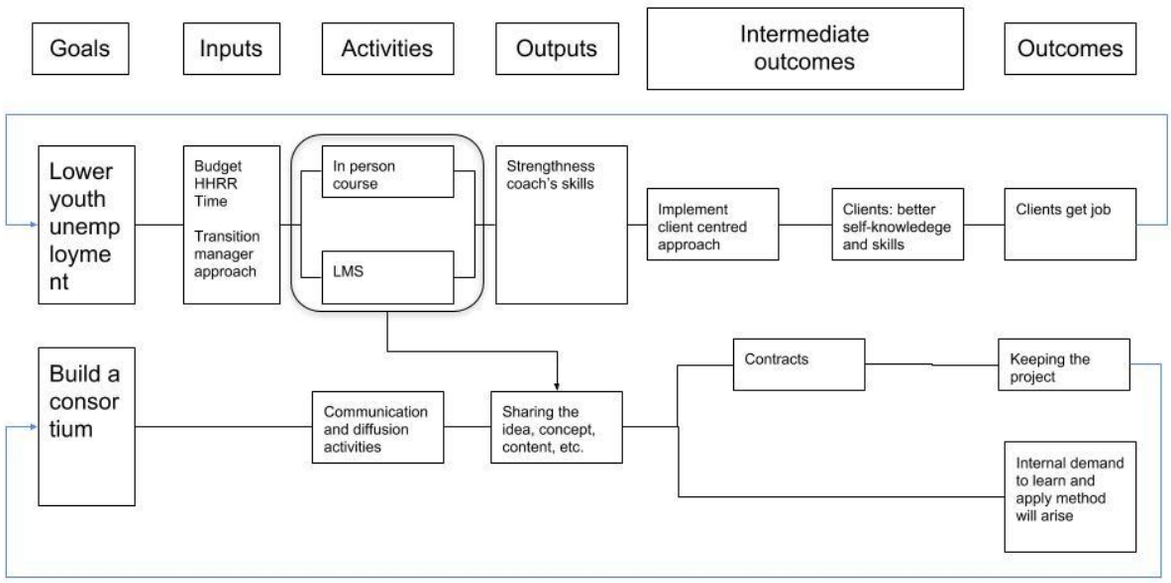

Figure 2. Causal-channel of the INTENSE Theory of Change

2 EVALUATION DESCRIPTION

2.1 INTRODUCTION

The main objective of the INTENSE evaluation is to show whether the alternative approach to NEETs is more effective than the traditional one, in the sense that clients develop into a more self-determined life, including getting a job.

A comparison between methods (approaches) would be the best way of an Evaluation as there would be a direct causal allocation. In this regard, as outlined in Rogers (2014, p. 3), there are three broad valuation strategies:

- ✓ Estimation of the counterfactual (i.e. what would have happened without the intervention compared to the observed situation).
- ✓ Verification of evidence consistency on causal relationships explicitly formulated in the Theory of Change.
- ✓ Exclude alternative explanations through a logical, evidence-based process.

Some organizations, such as UASID, require a counterfactual approach and designate the experimental plans with a control group as the "gold standard". However, the INTENSE setup does not allow counterfactual rating design. Here we used alternative evaluation methods to find a causal assignment.

Among the various strategies, the evaluation team chose the **CONTRIBUTION ANALYSIS (CA)** approach (Mayne, 2008). This is a general approach that can include different strategies. It is based on the theory of change, the evidence of previous evaluations (if any) and existing programme data. It mainly rates the quality of the attribution story and gathers evidence to identify weaknesses as well as alternatives.

Then the Context Input Process Product (**CIPP**) model (Stufflebeam, 2003) was used, as it is a very useful way to structure evaluation programs. The CIPP model has been selected as the framework for project evaluation, as it has proved effective in programme evaluations where stakeholders are the focus of the evaluation. The CIPP model ensures that stakeholders will also be included in the evaluation (Farley & Battles, 2009).

Also, the fact that the INTENSE project is structured in phases over 3 years was one argument for the CIPP model. Ultimately, both the CA and CIPP valuation approaches are used for the INTENSE project.

In the evaluation process, the INTENSE Theory of Change (ToC) was taken into account as a constant reference point. This is because the task description specifies the items to be evaluated, proposes the indicators to use and, taking into account the context, provides basic information on the most efficient evaluation methodology

2.2 EVALUATION GOALS

The INTENSE intervention team creates, designs, implements and evaluates the project and the degree of compliance with its goals. In addition, evaluation is a key factor in the development process of transition coaches.

The evaluation of a programme can be based, among other things, on many different elements, factors, activities or products. Further information on the most important questions can be found in the methodological notes.

The main general questions proposed in the Estonian meeting in 2017 (see attached calendar) are the following:

- ✓ KEYQ1: Was the project relevant to EU aims?
- ✓ KEYQ2: What was the quality of the intervention design/content?
- ✓ KEYQ3: What were the contextual factors that made the difference between successful and disappointing intervention implementation and results?
- ✓ KEYQ4: Is the design appropriate given changed circumstances?
- ✓ KEYQ5: Were the intended outcomes reached?
- ✓ KEYQ6: How well was the intervention implemented to achieve results?
- ✓ KEYQ7. To what extent did the intervention represent the best possible use of available resources to achieve results of the greatest possible value to participants and the community?
- ✓ KEYQ_8: Does the project reach its aims in the training courses?

These key questions were developed into more specific questions, organized by components of the evaluation. In the following list, you have the specific questions coded, such KEYQ1.1.1 is the first specific question of the general question 1, and, for example, KEYQ2.1.2 is the second specific question of the general question 2, etc. The intermediate digit in the codes indicates an intermediate grouping that attached in the annexe. Please note the CIPP stage in the brackets.

- ✓ KEYQ1.1.1: Which are the INTENSE objectives? (Input)
- ✓ KEYQ1.1.2: Were the objectives of INTENSE relevant to EU? (Context)
- ✓ KEYQ1.1.3: Did the objectives stem from an analysis of NEETs EU needs? (Context)
- ✓ KEYQ2.1.1: Were the INTENSE objectives relevant to the context of recipients? (Context)
- ✓ KEYQ2.1.2: Were the design intervention relevant to the context of recipients? (Context)
- ✓ KEYQ2.2.1:Was there a clear intervention logic and locally relevant evidence base connecting intervention and operations with the recipients reality? (Input)
- ✓ KEYQ2.2.2: Was a clear rationale provided for the selected intervention activities? (Input)
- ✓ KEYQ2.2.3: Were the intervention activities consistent with the overall goal and the attainment of its objectives? (input).

- ✓ KEYQ2.2.4: Were the intervention activities consistent with the intended outcomes and impacts? (Input)
- ✓ KEYQ 2.3.1: Rate / assess the client's development according the scale (Transition Management Interview Scale from training) (Product)
- ✓ KEYQ 2.3.2: Reflect the coach's development according to a supervision strategy. How do you get insight in client's problem? Do you distinguish internal and external content as well as internal relevant and internal irrelevant? Are you able to formulate (non-directive) stimulatory response so that the client move up the self-exploration ladder? (Product)
- ✓ KEYQ 2.4.1: How was the selection attendee process for training? (Process)
- ✓ KEYQ 2.4.2: The attendee selection process for training courses was coherent with INTENSE goals? (Process)
- ✓ KEYQ3.1.1: Which were these contextual factors? (Context)
- ✓ KEYQ3.1.2: To what extent did contextual factors help or hinder intervention implementation? (Context)
- ✓ KEYQ3.2.1: Was the intervention implemented according to plan? If not, what changed? (Process)
- ✓ KEYQ4.1.1: To what extent did the intervention include activities and mechanisms to support the effective implementation of the programme and to elicit feedback? (Process)
- ✓ KEYQ5.1.1:To what extent were the aims reached? (Product)
- ✓ KEYQ5.1.2: Was additional support identified to overcome implementation challenge? (Process)
- ✓ KEYQ 5.2.1. To what extent was the intervention the best to reach goals, or at least was it a good way? (Process)
- ✓ KEYQ6.1.1: Did the intervention produce the intended results in the short, medium and long term? If Yes, explaining how effective they were (Product)
- ✓ KEYQ6.1.2: what were the major factors (human and material) influencing the effective achievement of objectives? (Process)
- ✓ KEYQ6.2.1: What were the unintended results (positive and negative)? (Products)
- ✓ KEYQ6.2.2: How did these unintended results occur? (Products)
- ✓ KEYQ7.1.1: Were objectives achieved on time? (Product)
- ✓ KEYQ7.1.2: Did the implementation of the intervention make efficient use of resources to achieve results? (Process)
- ✓ KEYQ7.1.3: To what extent has effective coordination and collaboration with existing interventions and partners been addressed and achieved? (Process)
- ✓ KEYQ7.1.4: Are there other feasible ways to implement the intervention that would be more economical? (Input)
- ✓ New KQ_8.1.1: To what extent have "students" improved their strengthens coach's skills? (Products)
- ✓ KEYQ_8.1.2: Have the "students" applied what they learned (Transition Management, TM) to their works? (Products)
- ✓ KEYQ_8.1.3: When the students were (will) applying the TM to their work? (Products).

Conversely, the INTENSE evaluation was aligned with different principles and criteria in order to show the values that support the evaluation. In this sense, the evaluation was aligned with the following OECD-DAC principles (OECD, 1991):

- ✓ Impartiality and independence. In order to contribute to the credibility of evaluation and avoiding bias in findings.
- ✓ Credibility. It is linked to the transparency degree. To ensure transparency the evaluation will be as open as possible with findings made widely available. The evaluation reports are including successes and failures. Besides, reports are distinguishing between weaknesses to correct and recommendations.
- ✓ Usefulness. Evaluation results will be relevant and useful for different parties involved.
- ✓ Collaborative. All participating parties will be involved in the evaluation process.

At the same time, the process considered as referents the following criteria by the OECD too (Peersman, 2014):

- ✓ Relevance: The extent to which the objectives of an intervention are consistent with recipients' requirements, country needs, global priorities and partners' policies.
- ✓ Effectiveness: The extent to which the intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.
- ✓ Efficiency: A measure of how economically resources/inputs (funds, expertise, time, equipment, etc.) are converted into results.

2.3 DESIGN AND METHOD

The project evaluation is determined by the evaluation objectives. In our case, the evaluation design must answer all the proposed key questions. For this purpose, the developed design includes all effective strategies as well as coherent analysis techniques to obtain the required data.

Thus, the INTENSE evaluation could not be performed with representative samples from the NEET population and group comparison techniques. In short, a randomized control trial was impossible. As a result, another model, such as the Cohesion Criteria Based Contribution Analysis by Mayne (2008), has been established. This model consists of six steps:

1 Establish the attribution problem that will be addressed.

Determine the specific issues that are addressed.

2 Develop a theory of change as well as identify the risks for it.

Develop the logic / causal chain of the programme and describe how the programme should work. Also identify the main external factors that may explain the observed results. Based on the causal chain, the Theory of Change is developed on which the programme is based. This theory involves the relationship between the activities of the

programme and the desired outcomes. The theory of change must consider the assumptions made in the causal chain and the associated risks and external influences.

3 Gather the existing evidence on the theory of change.

All possible evidence is collected to verify the theory of change. This means that the links within the theory of change are analysed for existing evidence of the assumptions and identified risks that they contain.

4 Build and evaluate the contribution story, or the performance story and the challenges to it.

The information that indicates that the actions of the programme contributed to the observed results and why the contribution story is being formulated. Next, the Contribution Story is rated: How credible is this story? Do the observed results confirm the assumptions from the causal chain? Where are the main weaknesses in it? The weaknesses in the contribution story suggest where data or additional information is needed.

5 Find additional evidence

After identifying where the contribution story is less credible, additional evidence is collected to support evidence that the results obtained are clearly attributable to the key assumptions. At the same time, this proves what role external factors play in this regard.

6 Review and strengthen the contribution history when possible

By continuously reviewing and gathering new, additional evidence, we are able to develop the entire contribution story to a more and more reliable and verifiable process.

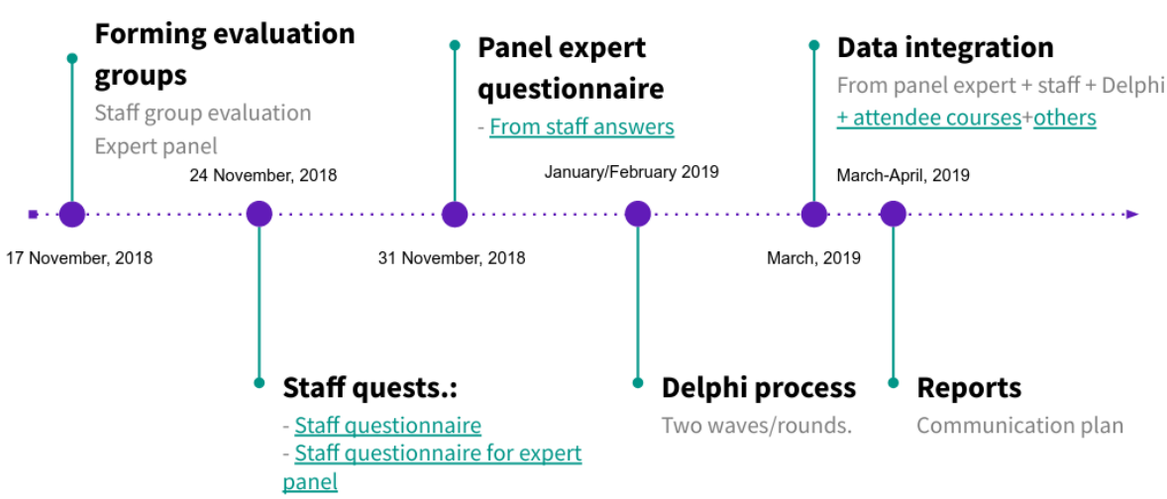

Figure 3. Evaluation phases

The INTENSE evaluation process is an adaptation of contribution analysis to the INTENSE reality. Although the first 4 steps were developed in a differentiated manner, steps 5

and 6 should be carried out beyond the end of the project. This will provide medium-term data and information on the impact of INTENSE results on the environment.

In practice, the process of project evaluation included all the phases shown in Figure 3. First, the theory of change implicitly adopted in the INTENSE project was formulated. From this causal relationships between activities and the sub-results were examined. For each of the listed links at least one data source as well as the system for data collection and the analysis strategy were identified. This phase includes the creation of the INTENSE Staff Questionnaire, the Expert Panel Questionnaire and the start of the survey using the Delphi technique.

The fourth step of the Contribution Story was the integration of the data and the analysis conducted by an expert focus group. This group consisted of the members of the evaluation team of the University of Málaga. In this analysis, answers to the most important questions from the collected information and data were reflected and the chain of causation validated until the completion of the evaluation process.

The continuation of a post-project will raise new key issues related to the impact of the project. If these are taken into account and also reflected, steps 5 and 6 can run in a loop until the entire construct is stable and reliable.

In the annexes you will find the evaluation plan and a table with the most important questions, the sources of information and the indicators (KEYQ list).

2.4 INDICATORS

Based on the sources of information and the Delphi strategy, a list of indicators has been prepared, depending on the evaluation objectives. The specific indicators are the following:

- ✓ Overall assessment by the staff.
- ✓ Overall evaluation by the evaluation team.
- ✓ Overall rating and average grade of experts.
- ✓ Overall rating by the students.

In terms of the average score, point 3 was taken as the threshold to define the result as "down" or "high". The information and data sources were:

- ✓ Two INTENSE coordinators. They were called the "Staff Team".
- ✓ An expert panel of external evaluators. They were called the "Expert Panel".
- ✓ The participants in the training who completed questionnaires and case studies in the form of a diary after the training.

The evaluation panel is described in the annexes next to the data instruments.

2.5 RESULTS

Results are organized by Key question and criteria, giving answers to every one of them.

Relevance

★ ***KEYQ1: Was the project relevant to EU aims?***

This question included three elements: what are the goals, are they relevant and are they from an analysis of reality.

The INTENSE objectives are included in the project proposal. Nevertheless, the INTENSE coordinators were asked and offered a list of the above objectives (see "The IN-TENSE objectives").

The evaluation team assessed the goal positively, but it has been noted that some of them are intermediate results towards achieving the final goals (for example, organizing a final conference in Malaga, Spain on the results of the evaluation).

It is therefore recommended to distinguish between final and intermediate objectives and consider intermediate objectives as resources to support the activities to reach the final objectives.

In sum, the interviewed INTENSE coordinators responded with "yes", referring to several sources, of which Eurofound 2015will be a representative source. They said

> *"... although there are activities and programmes in EU to reduces youth unemployment, it needs to be something more integral for persons who are much more difficult to integrate."*

One of them added:

"...it is clear that INTENSE is relevant to the objectives of the EU in the themes below:

* the strategy for growth, jobs, social equality and inclusion

* fighting unemployment, especially among young people

* new skills required by the labour market

* support innovation, cooperation and reform

* reducing early school leaving

* promoting cooperation and mobility with EU partner countries"

Responses and assessments were compared with available Eurofound documents (https://www.eurofound.europa.eu/topic/neets). The conclusion was that INTENSE and other similar projects are very important in providing answers to the needs of youth in Europe. In this sense, the project is based on an in-depth review of youth reality in Europe.

★ ***KEYQ2: What was the quality of the intervention design/content?***

In general, experts from the Expert Panel said INTENSE quality would be at about 4.46 out of 5 points to reach.

In this sense, they argue that the INTENSE goals are relevant to the context of the recipients and that they are a close reality. They explain that the current context is associated with an increase in unemployment and new risks such as increasing digitisation and automation.

Nevertheless, a commentary is made stating that the percentage of unemployment in NEET is not due to the economic situation but to a lack of coping strategies among the target group and educational staff. Furthermore, an important consideration is that NEETs are not all from comparable social settings.

Finally, the interviewed persons from the Expert Panel emphasize that the INTENSE goals are relevant, significant and achievable.

Another point to consider was the relevance of the intervention design. In general, intervention design has high relevance, and important issues need to be dissected:

- ✓ It is noted that the explanations are a bit too theoretical, although the explanations are understandable.
- ✓ It is highly appreciated that design focuses on coping strategies and taking responsibility, because a "person" must be understood as a holistic reality.
- ✓ Furthermore, it is emphasized that the outputs developed by INTENSE are not intended directly for NEETs but for educators working with NEETs. This comment should be taken into account to avoid misunderstandings.
- ✓ In this context, another respondent's comment is understandable: he/she points out that there are evidences currently [during INTENSE] that prove the actual achievements.

The next point is to ask if the activities match the goals. The humanistic, integral approach and the activities developed from it are seen by respondents as a reliable and good way to achieve the goals.

Nevertheless, some comments should also be highlighted here. For example, it is said that there should be improvements in their operational applicability and efficiency. In this sense, the interviewees point out that the time to reach the goals in the project context was limited. An important other temporal influence factor has been described as social inertia in regional support systems.

Another important issue is the quality in the context of intervention measures that are applicable to achieve the intended outcomes and impacts. Respondents agree that the activities are in line with the intended outcomes and impacts.

They reflect the labour market context and the importance of working with NEETs. For this purpose, it is proposed to consider individual biographies in order to demonstrate the intended effects.

Finally, all respondents agree that the choice of participants was perfectly linked to the objectives. Their arguments emphasize that good professionals should be sent, although that was the task of the partners in the consortium.

Scores given by expert panel to above mentioned points:

- ✓ The relevance of aims 4.6 points over 5.
- ✓ Relevancy of design: 4.3 / 5.
- ✓ Consistency activities and goals: 4.3 / 5.
- ✓ Consistency between activities and outcomes intended: 4.5 / 5
- ✓ Selection training attendee was coherent with INTENSE goals: 4.6 / 5

★ ***KEYQ3: What were the contextual factors that made the difference between successful and disappointing intervention implementation and results?***

The clarification of this question includes answering:

- ✓ Which contextual factors have made the difference between a successful and a disappointing intervention?
- ✓ To what extent have you supported or not supported the implementation?

Both questions can be summarized as follows:

1. hindering factors:

- ✓ The (small) organizational and beyond the organization influence of the coach can hinder the implementation at this level.
- ✓ The workload of daily activities can prevent the coach from multiplying the ideas.
- ✓ The size of facilities is related to many locations in a large area. This makes it more difficult to keep everyone up to date and to organize trainings for coaches.
- ✓ People's affinity to digital processes may be affected because they are not used to use a LMS to gain knowledge.
- ✓ Reservations against scientific theories can hinder the transfer of knowledge in any case.

2. Contextual factors that help:

- ✓ The coach is in a suitable position in their own institution so that they are asked about the contents.
- ✓ The digital competence of the person leads to a better use of organization tools such as eLearning platform, website, newsletter and social media channels.
- ✓ A person's ability to acquire knowledge through scientific theories in addition to practical attitudes.
- ✓ Partners can involve the network from the beginning of the process.

These answers were analysed by the evaluation team based on the results of the partner contexts questionnaire. At this point, it is recommended to pay more attention to each partner context, as the differences in the partners' reality are so great that the factors mentioned can play totally different roles.

Finally, the interventions were carried out on schedule. That is, it was planned efficiently.

★ ***KEYQ4: Is the design appropriate given changed circumstances?***

The evaluation team reviewed the emails correspondence and the agendas and minutes of the partner meetings. There have been two important changes during the INTENSE project. Both were handled appropriately and the design was flexible enough to avoid problems.

Effectiveness

★ ***KEYQ5: Were the intended outcomes reached?***

The main source of information for this question was the "staff group".

They said that all goals were achieved: "Up to this point all goals have been achieved - the content is ready, the coaches can be trained, all material is done and all trained coaches have their own implementation / Application of methods started in their work context. "

However, when they were asked to what extent the goals were achieved, they seem to have misunderstood the question. For example, with the remark: "I'm not sure if I understand it correctly"; and the other replied: "This question has already been answered in 2.2.1. [a previous question]"

As recommended above, the staff group distinguishes between final goals and sub goals. Sub goals are INTENSE resources to drive the project forward and achieve the main objectives, thereby improving the situation of the target group. A lack of distinction between these factors could be a cause of inefficiency.

★ ***KEYQ6: How well was the intervention implemented to achieve results?***

First, the results are or will be achieved if the project is properly developed and the conditions are met. In this sense, the answer was when the "staff group" was asked whether the intended short-, medium- and long-term results were achieved

> *"We only can answer short term, because we want to enthusiast the partners sending coaches and start the implementation on their own ranks (team, department, school, organization, network) In all partner organizations this process is started."*

On the other hand, they notice some problems that may have possible unintended consequences:

- The amount of content in the Learning Management System (eLearning).
- The resignation of a partner.
- Personal changes with another partner.

The above information suggests that the process went according to plan. Moreover, the replies emphasize that the "staff group" know the partiality of their results, whereas

previously they were confused. Maybe their answers are impulsive. The question of unintentional results took only negative aspects into account. It is therefore **RECOMMENDED** that INTENSE project coordinators reflect on other possible, unintentional, but positive, results.

Other key aspects are the main factors, man and material, that influence the effective achievement of goals. The "staff group" underlines the approach of the coach in the way:

> *"If a coach grasps the idea of what he/she can achieve using the techniques with a client, then he/she will follow his/her own development beyond the training".*

★ ***New_KQ_8: Does the project reach its aims in the training courses?***

When you review the following goals, it becomes clear that they have been achieved. Despite this, or perhaps because of it, the project is being pursued.

- ✓ The development of a training programme for a transition coach.
- ✓ Compiling a course brochure.
- ✓ Compiling a workbook for the training of transition coaches.
- ✓ Organization / execution of three training weeks for transition coaches.

All additional information may be of interest to evaluate the achievement. For example, the general evaluation of the training, the quality of the materials or the skills of the trainers.

The main results of the questionnaires sent to the trainees are:

- ✓ 54.2% of the participants awarded 4 out of 5 points for the information they received in advance about the training.
- ✓ 33.3% awarded 4 points and 37.5% 5 points in terms of their expectations. To what extent were these fulfilled? 30.4% awarded 4 points and 56.6% 5 points.
- ✓ The relevance of their work with 3.74 average points, the clarity of the presentation with 3.57 points and the accessibility rated with 3.65 points. Overall, the total score was 4 or more points, 91.3%. Other interesting dimensions are shown in the following table.

Dimensions	Average
About content:	
Possibility of practical application	3.68
Interest	3.91
Quantity	3.62
Updated	3.84

The development of tasks	
Adaptation of tasks to objectives	3.77
Relation training - complexity	3.62
Resources	3.71
Help	3.84
About trainers:	
Expository clarity	4.00
Clarity in instruction to tasks	4.02
Motivation	4.17
Mastery	3.82
Domain	3.79
Encourage reflection	3.84
Social relationship	3.90
Resolve conflicts	3.92

Table 1. Average scores about training by attendees.

The figure graphically shows participants' assessment results for better readability. The overall rating of the trainees is summarized as follows:

- ✓ Add more videos with coaching examples and exercises, as "[practical] training in the words of a participant is very important." Others said that "more examples (videos) bring the theory to life".
- ✓ More practical tasks and exercises or even homework. This includes, as one participant said, "more time to gain more expertise in non-directional conversation."
- ✓ It is also recommended to shorten the time for general information and to improve the experience with exercises.

As mentioned above, the **MAIN RECOMMENDATION** is to include more hands-on activities.

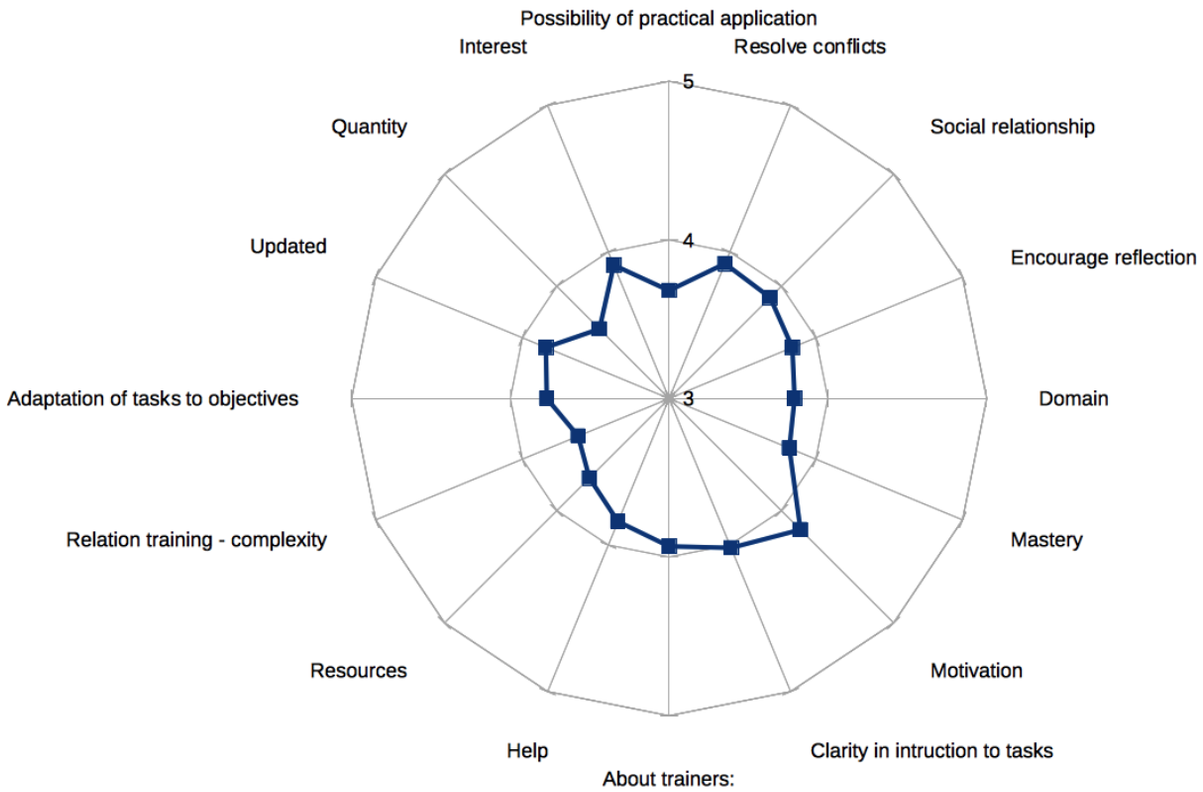

Figure: Radar chart from training evaluation by attendees

Efficiency

★ ***KEYQ7. To what extent did the intervention represent the best possible use of available resources to achieve results of the greatest possible value to participants and the community?***

Overall, from the point of view of the "staff group", the "expert panels" and the discussions of the members of the evaluation team, it can be deduced that all resources were used efficiently in the implementation of the intervention. To achieve results, the project team used every [available] element, factor, source, idea and moment.

Asked "Are there any other ways to implement the intervention that would be more economical?" Responded the "staff group":

"Our point of view is maybe more a bottom-up strategy but also combines tasks from top-down strategy...The most efficient and economical way is starting from both ways because the coaches bring in the expertise of the microcosmos coach client relation and the managers bring in the organisational power to control change processes and make decisions. And in the end, the funding authorities can pave the way – all that simultaneously."

In this sense, the INTENSE consortium is advised to seek alternative development opportunities for a possible continuation of the activities while preserving the high level of efficiency while confronting new challenges in a different context.

Degree of fulfillment of INTENSE goals

All INTENSE goals have been satisfactorily achieved:

- ✓ The definition of NEETs is included from the beginning.
- ✓ Developing an integral, client-centred approach as an alternative to an employment-based approach. This is considered achieved when the entire INTENSE programme is available.
- ✓ A guide for implementing change processes in team, organization and network
- ✓ Development of a training programme for a transition coach based on eLearning content and classroom seminars. It consists of a comprehensive curriculum including detailed worksheets.
- ✓ Organization of three training weeks for transition coaches in Berlin (Germany), based on this programme. The first in May 2018, the second in November 2018 and the third in January 2019. There are blog entries on the INTENSE website.
- ✓ Development of an evaluation programme based on CIPP (Context, Input, Process and Product), Contribution Analysis and Theory of Change (ToC) achieved with this report.
- ✓ A project charter for comprehensive content documentation of the entire project

The complete package of outputs in a coherent online course in a corresponding eLearning environment (LMS) as well as downloads (pdf, graphics, SCORM, videos).

3 RECOMMENDATIONS

Recommendations from the results in the text have been included on the previous pages and will be repeated here:

- ✓ Distinguish between final and intermediate goals by considering intermediate goals as resources to support the activities to reach the final goals. See the questions about KEYQ1 and KEYQ5.
- ✓ INTENSE has several interesting interim results, such as improving the coaches' skills, which have not received enough attention from the INTENSE consortium, even if they have a positive potential impact. It is recommended that the INTENSE consortium analyse them in order to take advantage of them.
- ✓ Consider if there would be other possible unintended but positive outcomes. See the KEYQ6 question.
- ✓ Explore alternative development opportunities for a possible continuation of activities, which must maintain the high level of efficiency against new challenges or in a new context. See the KEYQ7 question.

Finally, the training has received a very good rating. It is recommended to improve some parts such as the amount of content, the relationship between the development of the training and the complexity of the content, and the resources for handling the content. Participants are also demanding more hands-on training activities, both on-site and online. In fact, the consortium should be fully involved with this aspect of the project.

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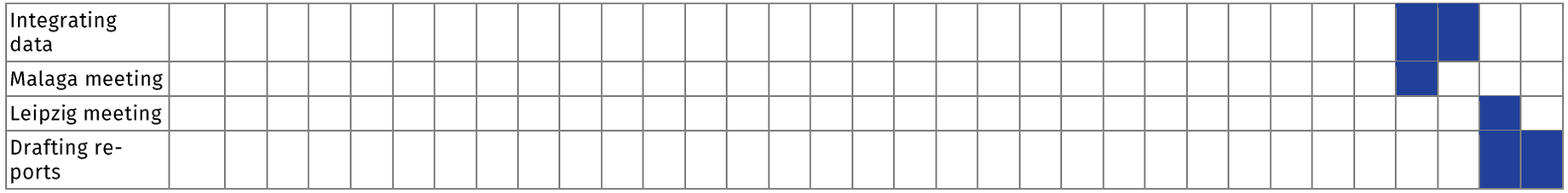
TECHNICAL ANNEXES (ENGLISH)

The evaluation schedules

	2016	2017												2018												2019							
Tasks	December	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	July	August
Meeting in Alkmaar NL																																	
Gathering information about partners																																	
Meeting in Parnu EST																																	
Gathering data from trainings (questionnaires and diaries)																																	
Meetings in Limassol CY																																	
Organizing “teams”: panel, expert and evaluator																																	
Staff questionnaire																																	
Panel questionnaire																																	
Delphi process																																	



KEYQ: Key questions table

Number	Criteria	Macro	Meso	Micro	CIPP	Indicator	Indicator measurement	Data sources	Observation	Instrument	What data	Analysis
1	Relevance	KEYQ1: Was the project relevance to EU aims?	KEYQ1.1: Was the project aligned to the UE commitments for reducing neets?	KEYQ1.1.1: Which are the INTENSE objectives? (input)	I	Alignment between UE commitments and project	Overall appraisal by staff and evaluation team	1.- Staff (Explaining how and what was done) https://docs.google.com/document/d/1Zt2rivFVDNr-_ogu8OHXC4frHw_Vh3458Ih-muUQW_b8/edit#heading=h.recuukcu6h6v . Focus group evaluation team	Expert opinion is missing	Staff questionnaire for panel	Objective by staff. Only quote	Text-Descriptive
2				KEYQ1.1.2: Were the objectives of INTENSE relevant to EU? (Context)	C	Relevance of the project objectives to EU	Overall appraisal by staff and evaluation team	1.- Staff (Explaining how and what was done). https://docs.google.com/document/d/1Zt2rivFVDNr-_ogu8OHXC4frHw_Vh3458Ih-muUQW_b8/edit#heading=h.recuukcu6h6v 2.- Panel: https://docs.google.com/document/d/1R0Ul3rBp5edyVIbD-DyfmkE2Gn1lKXZly4AxXuMGSkbI/edit	Expert opinion is missing	Staff questionnaire for panel	EU information. It is in INTENSE description project.	Qualitative
3				KEYQ1.1.3: Did the objectives stem from an analysis of NEETs	C	Stemming of the objectives	Overall appraisal by staff and	Staff. https://forms.gle/s6KvbMc2QCszBu7r9		Staff questionnaire	A brief written	Text-Descriptive

				EU needs? (Context)		from analysis of needs	evaluation team				explanation by staff	
4	Relevance	KEQ2: What was the quality of the intervention design/content?	KEYQ2.1: Were the objectives and intervention design technically and pedagogically correct?	KEYQ2.1.1: Were the INTENSE objectives relevant to the context of recipients? (Context)	C	Relevance of the objectives to the recipient context	Overall appraisal and average score by experts	Panel		Panel questionnaire	Expert panel read document by staff and answers questionnaire/s.	Qualitative
5				KEYQ2.1.2: Were the design intervention relevant to the context of recipients? (Context)	C	Relevance of the intervention design	Overall appraisal and average score by experts	Panel		Panel questionnaire	Expert panel read document by staff and answers questionnaire/s.	Qualitative
6			KEYQ2.2: Was the intervention aligned to the recipients reality?	KEYQ2.2.1:Was there a clear intervention logic and locally relevant evidence base connecting intervention and operations with the recipients reality? (input)	I	Link between the recipient's reality and intervention	Overall appraisal and average score by experts	1.- Staff (Explaining how and what was done). 2.- Panel		Staff questionnaire for panel	Expert panel read document by staff and answers questionnaire/s.	Qualitative
7				KEYQ2.2.2: Was a clear rationale provided for the	I	A clear rationale was provided for select-	Overall appraisal and average score by experts	1.- Staff (Explaining how and what was done). 2.- Panel		Staff questionnaire	Expert panel read document by	Qualitative

				selected intervention activities? (input)		ing intervention activities				for panel	staff and answers questionnaire/s.	
8				KEYQ2.2.3: Were the intervention activities consistent with the overall goal and the attainment of its objectives? (input).	I	The activities were consistent with the goal	Overall appraisal and average score by experts	Panel		Panel questionnarie		Qualitative
9				KEYQ2.2.4: Were the intervention activities consistent with the intended outcomes and impacts? (Input)	I	The intervention activites were consisten with the intended outcomes and impacts	Overall appraisal and average score by experts	Panel		Panel questionnarie		Qualitative
10			KEYQ 2.3: Do the coaches develop their activities as taught in the training course?	KEYQ 2.3.1: Rate / assess the client's development according the scale (Transition Management Interview Scale from training) (Product)	P	Coaches develop their activity as the training teaches	Overall appraisal by courses attendees	Trainees (Coaches)		Trainees-coaches questionnaire		Qualitative
11				KEYQ 2.3.2: Reflect the coach's development according to a supervision strategy. How do you get insight in client's problem?	P	--	Overall appraisal by courses attendees	Trainees (Coaches)		Trainees-coaches questionnaire		Qualitative

				Do you distinguish internal and external content as well as internal relevant and internal irrelevant? Are you able to formulate (non-directive) stimulatory response so that the client move up the self-exploration ladder? (Product)								
12			KEYQ 2.4: Was the trainee selection consistent with the INTENSE goals?	KEYQ 2.4.1: How was the selection attendee process for training? (Process)	Pc	Consistency between trainee selection and intense goals		Staff		Staff questionnaire for panel		Qualitative
13				KEYQ 2.4.2: The attendee selection process for training courses was coherent with INTENSE goals? (Process)	Pc	--	Overall appraisal and average score by experts	1.- Staff (from KEYQ 2.4.1). 2.- Panel		Panel questionnaire		Qualitative
14	Relevance	KEYQ3: What were the contextual factors that made the difference between successful and disappointing intervention	KEYQ3.1.1: What were the role of these contextual factors?	KEYQ3.1.1: Which were these contextual factors? (Context)	C	List of contextual factors	Overall appraisal and average score by experts	1.- Staff. 2.- Evaluation team		Staff questionnaire for panel		Qualitative

		implementation and results?										
15				KEYQ3.1.2: To what extent did contextual factors help or hinder intervention implementation? (Context)	C	Effect of contextual factors	Overall appraisal and average score by experts	1.- Staff. 2.- Evaluation team		Staff questionnaire for panel		Qualitative
16			KEYQ3.2: Was the intervention implemented according to plan?	KEYQ3.2.1: Was the intervention implemented according to plan? If not, what changed? (Process)	P	Adjustment between plan and real development	Overall appraisal by evaluation team	Agenda		Staff questionnaire		Qualitative
17	Relevance	KEYQ4: Is the design appropriate given changed circumstances?	KEYQ4.1: Was the intervention adjusted throughout its implementation period to align it with emerging priorities and to ensure support for best practice?	KEYQ4.1.1: To what extent did the intervention include activities and mechanisms to support the effective implementation of the programme and to elicit feedback? (Process)	P	Level of feeback	Overall appraisal by evaluation team	Agenda meetings and minutes		Staff questionnaire		Qualitative
18	Effectiveness	KEYQ5: Were the intended outcomes reached?	KEYQ5.1:How well was the intervention implemented to reach outcomes?	KEYQ5.1.1:To what extent were the aims reached? (Product)	P	Level of reaches	Overall appraisal by evaluation team	Staff		Staff questionnaire for panel		Qualitative
19				KEYQ5.1.2: Was additional support identified to	Pc	Level of general implementation	Overall appraisal by evaluation team	Staff		Staff questionnaire		Qualitative

				overcome implementation challenge? (Process)								
20			KEYQ 5.2: Is the designed and implemented intervention an optimal way to reach goals?	KEYQ 5.2.1. To what extent was the intervention the best to reach goals, or at least was it a good way?	I	Level of goodness in comparison to other interventions	Overall appraisal by evaluation team	Staff		Staff questionnaire for panel		Qualitative
21	Effectiveness	KEYQ6: How well was the intervention implemented to achieve results?	KEYQ6.1: Did the intervention reach the intended results efficiently?	KEYQ6.1.1: Did the intervention produce the intended results in the short, medium and long term? If Yes, explaining how effective they were (Product)	P	Number of results produced	Overall appraisal by evaluation team	Staff		Staff questionnaire for panel		Qualitative
22				KEYQ6.1.2: what were the major factors (human and material) influencing the effective achievement of objectives?(Process)	Pc	Main factor	Overall appraisal by evaluation team	Staff		Staff questionnaire for panel		Qualitative
23	Effectiveness		KEYQ6.2: What unintended results – positive and negative – did the intervention produce? How did these occur?	KEYQ6.2.1: What were the unintended results (positive and negative)? (Products)	P	List of unintended results	Overall appraisal by evaluation team	Staff		Staff questionnaire		Qualitative

24				KEYQ6.2.2: How did these unintended results occur? (Products)	P	List of mechanism explaning the unintended results	Overall appraisal by evaluation team	Staff		Staff questionnaire for panel		Qualitative
25	Efficiency	KEYQ7. To what extent did the intervention represent the best possible use of available resources to achieve results of the greatest possible value to participants and the community?	KEYQ7.1: Did the intervention use the available resources in the most economical manner to achieve its objectives?	KEYQ7.1.1: Were objectives achieved on time? (Product)	P	Delayed time	Overall appraisal by evaluation team	Staff		Staff questionnaire		Qualitative
26	Efficiency			KEYQ7.1.2: Did the implementation of the intervention make efficient use of resources to achieve results? (Process)	Pc	Level of efficacy using resources	Overall appraisal by evaluation team	Staff		Staff questionnaire for panel		Qualitative
27	Efficiency			KEYQ7.1.3: To what extent has effective coordination and collaboration with existing interventions and partners been addressed and	Pc	Degree of coordination	Overall appraisal by evaluation team	Staff		Staff questionnaire		Qualitative

				achieved? (Process)								
28	Efficiency			KEYQ7.1.4: Are there other feasible ways to implement the intervention that would be more economical? (Input)	I	List of other more economical ways of implementation	Overall appraisal by evaluation team	Staff		Staff questionnaire for panel		Qualitative
29	Effectiveness	New_KQ_8: Does the project reach its aims in the training courses?		New_KQ_8: Does the project reach its aims in the training courses?	P	Level of reaching training goals	Overall appraisal by courses attendees	questionnaire by attendees				
30	Effectiveness			New_KQ_8.1.2: Have the "students" applyed what they learned (Transition Managment, TM) to their works?	P	Number of student applying new knowledge in their career	Overall appraisal by courses attendees	a follow-up questionnaire by attendees				
31	Effectiveness			New_KQ_8.1.3: When the students were (will) applying the TM to their work?	P	--	Overall appraisal by courses attendees	a follow-up questionnaire by attendees				

Expert panel

WITH REFERENCE TO THE PRIVACY POLICY, NO NAMES, POSITIONS OR OTHER PERSONAL DATA ARE MENTIONED HERE.

1. Male, pedagogue, Germany
2. Male, psychologist, Germany
3. Male, pedagogue, Spain

4. Female, social-worker, Germany
5. Male, scientist, Spain
6. Male, project manager, Spain
7. Male, Coordinator, The Netherlands
8. Female, Coach, Estonia
9. Male, Trainer, Germany

Evaluation team of University of Málaga

1. Antonio Matas-Terron
2. Dolores Casquero
3. Eduardo Elósegui
4. Diego Luque

Questionnaires

★ ***Staff questionnaire:***

KEYQ1.1.3: Did the objectives stem from an analysis of NEETs EU needs? (Context)

KEYQ3.2.1: Was the intervention implemented according to plan? If not, what changed? (Process)

KEYQ4.1.1: To what extent did the intervention include activities and mechanisms to support the effective implementation of the programme and to elicit feedback? (Product)

KEYQ5.1.2: Was additional support identified to overcome implementation challenge? (Process)

KEYQ6.2.1: What were the unintended results (positive and negative? (Product)

KEYQ7.1.1: Were objectives achieved on time? (Product)

KEYQ7.1.3: To what extent has effective coordination and collaboration with existing interventions and partners been addressed and achieved? (Process)

★ ***Staff questionnaire for panel:***

KEYQ1.1.1: Which are the INTENSE objectives? (Input)

KEYQ1.1.2: Were the objectives of INTENSE relevant to EU? If it is, why? (Context)

NO/NUMBER_KEYQ: What was or were the intervention/s?

NO/NUMBER_KEYQ: How was or were the intervention/s design?

KEYQ2.2.1: Was there a clear intervention logic and locally relevant evidence base connecting intervention and operations with the recipients reality? If it is, why? (Input)

KEYQ2.2.2: Was a clear rationale provided for the selected intervention activities? (Input)

KEYQ 2.4.1: How was the selection attendee process for training? (Process)

KEYQ3.1.1: Which were the contextual factors that made the difference between successful and disappointing intervention implementation and results? (Context) *

KEYQ3.1.2: To what extent did contextual factors help or hinder intervention implementation? (Context)

KEYQ5.1.1: To what extent were the aims reached? (Product)

KEYQ 5.2.1. To what extent did the intervention the best or at least, a good way to reach goals? (Input)

KEYQ6.1.1: Did the intervention produce the intended results in the short, medium and long term? If Yes, explaining how they were identified. (Product)

KEYQ6.1.2: What were the major factors (human and material) influencing the effective achievement of objectives? (Process)

KEYQ6.2.2: How did the unintended results occur, if there were? (Product)

KEYQ7.1.2: Did the implementation of the intervention make efficient use of resources to achieve results? If Yes, How? (Process)

KEYQ7.1.4: Are there other feasible ways to implement the intervention that would be more economical? If Yes, Which? (Input)

★ ***Expert panel questionnaire:***

Workstation information

What is your specialization area?

Where are you working now?

What is your job position?

Questions about INTENSE

After reading the linked documents, please to answer next questions following your own criteria

KEYQ2.1.1: Were the INTENSE objectives relevant to the context of recipients? (Context)

What extent were they relevant? Mark 1 to 5

1= no relevance to 5= very high relevance

KEYQ2.1.2: Were the design intervention relevant to the context of recipients? (Context)

What extent were they relevant? Mark 1 to 5

1= no relevance to 5= very high relevance

KEYQ2.2.3: Were the intervention activities consistent with the overall goal and the attainment of its objectives? (Input)

What extent were they consistent? Mark 1 to 5. (1= no consistence; 5= high consistence)

KEYQ2.2.4: Were the intervention activities consistent with the intended outcomes and impacts? (Input)

What extent were they consistent? Mark 1 to 5. (1= no consistence; 5= high consistence)

KEYQ 2.4.2: The attendee selection process for training courses was coherent with INTENSE goals? (Process)

What extent was it coherent? Mark 1 to 5. (1= no coherence; 5= high coherence)

May you give a general appraisement about INTENSE?

[Free BOX] Please, write all you consider important for the INTENSE project, its evaluation or about the NEETs issues. Your comments are really appreciating. Thank you.

★ ***Trainees questionnaire:***

Age – Degree – Career – Years of experience

Mark your motivation to attend this training:

- ✓ Refresh or improve my knowledge
- ✓ Acquire new skills
- ✓ Acquire new attitudes
- ✓ Own personal interest
- ✓ Other:

Mark the provision of information in advance you had about this training. Mark 1 to 5 (1= nothing; 5= a lot)

The level of your expectations about the training capacity of this training. Mark 1 to 5 (1= Very low; 5=Very high)

Assess the goals or objectives of this course about: Tick all that apply.

- ✓ Relevance for my job 1 to 5
- ✓ Clear exposition 1 to 5
- ✓ Accessible 1 to 5
- ✓ No opinion

Assess the quality of the contents about: Tick all that apply.

- ✓ Possibility of practical application 1 to 5
- ✓ Interest 1 to 5
- ✓ Amount or quantity 1 to 5
- ✓ Updated 1 to 5
- ✓ No opinion 1 to 5

Level of participation in class. Mark 1 to 5. (1=very low; 5= very high)

Group consistency (homogeneity) Mark 1 to 5. (1=very low; 5= very high)

The exchange with other participants Mark 1 to 5. (1=very low; 5= very high)

Evaluate the development of the tasks about: Tick all that apply.

- ✓ Adaptation of tasks to the Objectives 1 to 5
- ✓ The relationship between the training received and the complexity of tasks 1 to 5
- ✓ Resources to develop the tasks 1 to 5
- ✓ Help to develop tasks 1 to 5
- ✓ No opinion

Evaluate the resources used in this training about: Tick all that apply.

- ✓ Infrastructure (classroom) 1 to 5
- ✓ Didactic resources 1 to 5
- ✓ Technological resources 1 to 5
- ✓ No opinion

Your evaluation of the trainers about: Tick all that apply.

- ✓ Expository clarity 1 to 5
- ✓ Clarity in instructions to perform tasks 1 to 5
- ✓ Motivation capacity 1 to 5
- ✓ Mastery of a variety of teaching methods 1 to 5

- ✓ Domain of content 1 to 5
- ✓ Ability to encourage reflection 1 to 5
- ✓ Ease to maintain interpersonal relationships 1 to 5
- ✓ Ability to mediate and resolve conflict situations 1 to 5
- ✓ No opinion

The extent to which the training has met your expectations Mark 1 to 5. (1= Nothing at all; 5=Totally)

Which is your global assessment about this course? Mark 1 to 5. (1= Very low; 5=Very high)

In your opinion, what were the best parts of the training?

In your opinion, which parts of training were not useful?

Please, give your suggestions to improve the training.

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