



Transparent qualifications for boosting the quality of services addressed to
asylum seekers and refugees

O4 – European validation report of the Toolkit and qualification prototypes

National Testing and Consultation Report: SPAIN



QUASER

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O4 - European validation report of the Toolkit and qualification prototypes

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1. Introduction

For the QUASER pilot activities in Spain we had the participation of two different organisations (both of which operate nationwide and have regional branches) from two different autonomous communities, namely Cruz Roja Española in Andalusia and CEAR in Catalonia, with a total of 22 participants from both (6 from CEAR and 18 from CRE Andalucía) initially registered to take part in the course (a few later dropped out midway, but this will be explained further on in the report).

From Cruz Roja Andalucía a total of 18 ASR operators from 6 different reception centres signed up for the course and from CEAR Catalunya we had the participation of 5 ASR operators (there were six at the beginning but one opted out after being sent the Toolkit) from 4 different reception centres. Therefore, this report will include information about all the 10 different centres that the participants were from.

In Spain's case, all pilot activities were done remotely and in no case was there the intervention of a facilitator or trainer. All participants were sent the Toolkit and questionnaires via email as well as the login details to access the online learning platform. They did all the pilot activities by themselves in their own time and were encouraged to contact us if they found any particular stage confusing or difficult to understand. To make things easier for them we translated the quizzes at the end of the online course but many did complain that they found the online course too complex and difficult to understand because of the language barrier (in some cases their second language was not English but French and in most cases their level of English wasn't up to par with the course).

In the following pages we'll outline the involvement of each centre and their participants with detailed information on ASR operators' professional profiles and each centre's characteristics.

2. Pilot activities with Cruz Roja Andalucía

This section of the report aims to illustrate Cruz Roja Andalucía's participation in the QUASER course with a breakdown of each participating centre's details and each participant's professional profile (job title). In brackets you will find the QUASER prototype that participants enrolled for in the course after having read the Guide and Toolkit.

Following the 6 reception centres' descriptions, we look at the validation of the Guide and Toolkit as well as the pilot course (QUASER online learning platform) with the feedback obtained from Cruz Roja Española's QUASER 16 participants (out of 17 who enrolled) as one of the participants who enrolled failed to send us back a filled-in questionnaire).

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2.1 Cruz Roja Andalucía – Córdoba – 2 reception centres

- i. Sistema acogida de protección internacional de Cruz Roja Española en Córdoba Plaza San Juan, 4, 1º, 14003, Cordoba
 1. Number of ASR operators in the centre: 24
 2. Number of ASR operators participating in pilot: 4
 3. Number ASRs in the centre – at present the centre looks after 416 ASRs between Phase 1 and Phase 2. The centre has 50 onsite places where ASRs stay for 6 months (Phase 1) and move on to rented accommodation (Phase 2)
 4. Participating operators' profiles – 2 lawyers in the refugee programme (Inclusion Professionals) and two social workers in the reception centre (Inclusion Officers)
 5. Dates of pilot activities – from 23rd January to 10th April.
- ii. Cruz Roja Española – Puente Genil, Córdoba. Avenida Cantor Jiménez Rejano s/n 14500 Puente-Genil, Córdoba
 1. Number of ASR operators in the centre: 55
 2. Number of ASR operators participating in pilot: 4
 3. Number ASRs in the centre – at present the centre offers technical and residential assistance to 83 asylum seekers or asylum beneficiaries and to a total of 77 migrants under the Humanitarian Aid programme. The average number of ASRs being given assistance at the centre at any one time is 83. In total, the centre has 160 places distributed along 42 rooms.
 4. Participating operators' profiles – 1 social educator (Inclusion Coordinator), 1 social worker (Inclusion Officer), one director of the migration centre (Inclusion Coordinator) and one deputy director (who enrolled in the QUASER course as an Inclusion Coordinator but who hasn't actively participated at all -despite the system showing she logged into the online course platform, meaning that she at least had a look at the contents. After insisting on several occasions to find out about the reasons for her silence we still don't know what happened in her case given the lack of response to the questionnaires and emails we sent out to her (as we did with the rest of the participants).
 5. Dates of pilot activities – from 30th January to 10th April

2.2 Cruz Roja Andalucía – Huelva – 2 reception centres

- i. Programa Solicitantes de Asilo, Refugiados e Inmigrantes Área de Migraciones | Dpto. Intervención Social Oficina Cruz Roja Española en Huelva. C/Río Guadalete no. 1, 21007
 - 1. Number of ASR operators in the centre: 11
 - 2. Number of ASR operators participating in pilot: 4
 - 3. Number ASRs in the centre – 48
 - 4. Participating operators' profiles – 1 monitor/instructor in the temporary refugee reception centre (Inclusion Officer), 1 substitute monitor/instructor in the temporary refugee reception centre (Inclusion Officer), 1 social worker in the refugees' programme (Inclusion Coordinator) and the provincial head of Cruz Roja Huelva's refugee programme (Inclusion Coordinator)
 - 5. Dates of pilot activities – from 23rd January to 10th April.
- ii. Cruz Roja Española Huelva. Paseo de Buenos Aires, s/n 21002, Huelva, España
 - 1. Number of ASR operators in the centre: 13
 - 2. Number of ASR operators participating in pilot: 1
 - 3. Number ASRs in the centre – at present there are around 50 ASRs being looked after in the centre between first reception and temporary reception.
 - 4. Participating operators' profiles – 1 social educator and settlement technician (Inclusion Professional). This participant had the peculiarity of having self-enrolled in the programme by leaving a comment on Inercia Digital's blog about the launch of QUASER's online learning platform (<https://blog.inerciadigital.com/2018/10/02/inercia-digital-presenta-la-plataforma-e-learning-del-proyecto-quaser-en-atenas-inercia-digital-present-the-quaser-e-learning-platform-in-athens/>). Therefore, he was a latecomer keen to make up for time lost and remained one of our most enthusiast participants throughout his time in the course.
 - 5. Dates of pilot activities – from 4th March to 10th April

2.3 Cruz Roja Andalucía – Almería – 1 reception centre

- i. Cruz Roja Española Almería. C/ Cavilantes Nº24, 4740 Roquetas de Mar, Almería, España
 - 1. Number of ASR operators in the centre: 7
 - 2. Number of ASR operators participating in pilot: 3
 - 3. Number ASRs in the centre – the centre has capacity to host 116 ASRs in total (54 places for asylum seekers, all of which were occupied at the time of asking, 60 places for Humanitarian Aid, of which 26 were occupied at the time of asking, and 30 places for temporary reception/Phase 1, although they revealed that at the time of asking they looked after 82 ASRs in this category!)
 - 4. Participating operators' profiles – 1 local representative/contact person in the reception centre (Inclusion Professional), 1 social worker in the migration centre (Inclusion Professional) and 1 social worker in Phase 1/temporary reception (Inclusion Professional)
 - 5. Dates of pilot activities – from 30th January to 10th April.

2.4 Cruz Roja Andalucía Autonomous Office in Jaén (NOT a reception centre!)

- i. Oficina Autónoma de Andalucía. Ronda del Valle nº 7, 23009, Jaén, España
 - 1. Number of ASR operators in the centre: N/A
 - 2. Number of ASR operators participating in pilot: N/A
 - 3. Number ASRs in the centre – N/A
 - 4. Participating operators' profiles – the Head of Asylum of Cruz Roja Andalucía's International Protection Programme (Inclusion Coordinator). This participant was also the one who facilitated the names and emails of all the other participants from Cruz Roja Española in Andalusia (except the one from Huelva who contacted Inercia Digital directly after reading our blog about the project). Therefore, the role of this participant was crucial to Cruz Roja Española's participation in the pilot course. The participant explained that her job wasn't stationary and she wasn't based in the Jaen office but instead her role required that she travel through all of Andalucía's Cruz Roja reception centres.
 - 5. Dates of pilot activities – from 23rd January to 10th April.

2.5 Toolkit and validation of qualifications

The Toolkit was sent to the first group of 9 participants from Cruz Roja Española on 23rd January. We received the names and contact details of the second group of Cruz Roja Española participants wanting to enrol on the course on 30th January and the Guide & Toolkit was sent to them on the same day. One latecomer from Huelva contacted us himself to enrol on the course on 4th March and he also received the Toolkit on the same day. In all cases the Guide and Toolkit was sent via email and there were no face-to-face sessions. Participants from Cruz Roja Española were given two weeks to read the guide and test the tools.

The first questionnaire that Inercia Digital sent out on 7th February was created by Susana Corona from Inercia Digital, a couple of months prior to UNITOV sending their questionnaire draft for translation. We later incorporated some of the Toolkit questions not addressed in our initial questionnaire to UNITOV's online survey to ensure we had homogeneous feedback on the Toolkit section. Please note that the pie charts show the feedback of 16 out of 17 participants as one of them never returned their completed questionnaire to us (as explained in the description of the participants' profiles in Cruz Roja Almería).

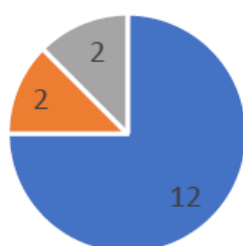
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2.6 Results – Toolkit & Guide Evaluation

2.6.1 General evaluation

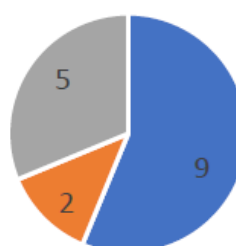
Overall Analysis - When asked what they thought about the QUASER guide and toolkit overall, the following pie charts illustrate what the respondents from Cruz Roja Española answered.

1. The Guidelines and the Toolkit were useful to me



■ Yes ■ No ■ Not sure

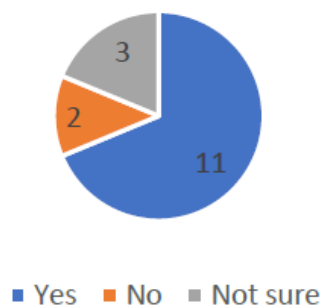
2. I feel the guide has helped me prepare well for the course



■ Yes ■ No ■ Not sure

As can be seen in the above graphs the majority of QUASER participants from Cruz Roja Española positively valued the Guide and Toolkit overall, although not unanimously and there was also a certain level of uncertainty from a few of them when answering various questions.

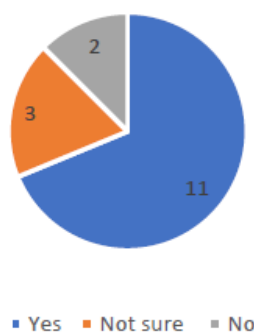
3. The self-assessment tools were appropriate



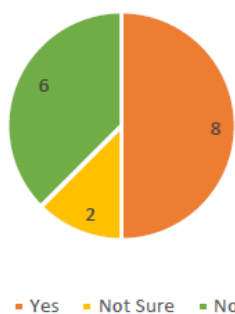
2.6.2 Evaluation of the tools

The next section of the questionnaire asked more specific questions about the tools. Once again, we illustrate the answer with graphs for easier viewing and interpretation.

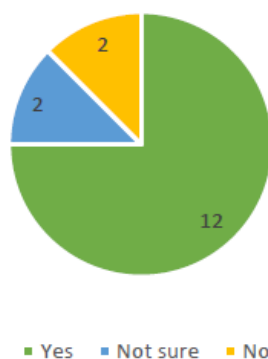
1. Did the tools meet your expectations in terms of their usefulness?



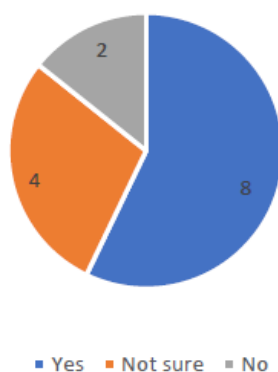
2. Did you find the exercises in the tool annexes easy to do?



3. Do you positively value your self-assessment experience with the tools?



4. Overall, are you satisfied with the professional self-evaluation achieved with the tools?



**The reason the numbers don't add up to 16 on the last pie chart is that two respondents left this question blank*

The most problematic area identified in the Toolkit section of the questionnaire was the complexity of the tools which half of the respondents either perceived as difficult or weren't too sure about (one participant got back to us with an email saying she only tried two of the tools because doing them all would take too much time, some tools appeared more complex than others and that demotivated her a bit from completing the course, despite this she continued onto the next phase and tested the online learning platform). Another participant complained that the tools were too dense and unpractical adding that she would have preferred a course more focused on practical issues with a series of manuals that help improve one's professional development without an overload of theoretical items. It must be noted that in all cases, all participants attempted to do the self-assessment exercises on their own free time without the help of a facilitator nor surrounded by other participants (the team effect could have made it easier for some of the them as if offers the opportunity to make verbal exchanges and clarify doubts). The fact that they read the guide and did the exercises proposed in the tools remotely could have made it more tiresome and repetitive for some.

In the opposite end of the scale most seemed to agree that they found the tools useful and found the self-assessment experience valuable. Some highly motivated participants who showed a keen interest in the course from the beginning praised the guide for its

2.6.3 Remarks

In this section we'll proceed to quote participants from the feedback left in the first questionnaires' comment sections.

MOST CRITICAL

"The self-assessment phase is too extensive and unspecific and the guide centres too much on that phase (there is almost nothing about the online course on the guide)"

"The tool I found the most useful is Annex VI, and from there on I would have liked to have seen a much simpler self-assessment section".

"I think that the writing and the exercises are structured in a very unintuitive way"

"I was only able to complete two of the annexes (the personalised competence-based CV and the S.T.A.R.R. Method for the creation of a professional portfolio) and I found it a little overwhelming and time-consuming to have to do all the annexes before getting access to the online course, which has demotivated me a little"

"I found the design, format and content somewhat tricky/cumbersome"

"I found some annexes more complex than others. Normally it's not easy to 'look inside oneself' to analyse and be conscious of needs as well as remember prior professional profiles developed throughout one's professional journey"

"I would appreciate more concrete/practical/to-the-point content and activities."

MOST POSITIVE

"I found it a good Orientative Guide as it has helped me reflect and establish some personal goals and has also motivated me to dedicate more time to properly finish the activities proposed in the

*tools, especially the competence-based CV and the personal portfolio, something I've been wanting to do for a long time. I'm curious about finding out the course's structure and hope to collaborate as much as possible with ideas I'm already writing down so I don't forget them. Very positive sensations so far. Thanks for everything"*¹

"In a general sense I have found [the guide] useful as it has favoured a reflection on my professional path since the early beginning. I'm not so sure whether it has prepared me for the course as I haven't started it yet, so it could prove useful or not so much"

"I found the guide practical and convenient for a good development of the course"

"Self-honesty is crucial to assess one's abilities and this doesn't happen frequently when we're asked by a third person, for example, during a job interview, where whatever you say can influence whether you're chosen for the role or not. This is why I think that the Toolkit is very useful for self-assessing the competences we have and the ones we develop through projects or services offered, as well as those competences we hope to acquire".

2.6.4 Recommendations / Areas of Improvement

"I would propose to start by defining one's profile with skills and tasks (Annex VI is a good example) and then do a simple self-assessment exercise"

"To add a graph to help visualise how to represent the "curved lines radiating from the centre" described in the Knowledge Mapping tool"

"A course focused on professional practice with a series of manuals to improve one's professional development without an overload of unpractical items" (the participant actually wrote "meaningless items" but she might have meant to say that they weren't useful or practical rather than not having any value."

"[Based on the guide] the course seems good overall, although the judicial aspect is missing, by that I mean training oriented towards national and international regulations that oversee international protection. Another aspect to add in the reception sector is intercultural mediation,

¹ This participant went on to send us a long report about his personal experience at the end of the pilot activities.

something very important for operators working with this collective. I would also add basic training on Unaccompanied Minors (MENAS in Spain)”.

2.6.5 Conclusions

From the most critical comments we’ve gathered that almost half of participants found the tools too complex and time-consuming to do, some more than others, with the most popular being Annex II, Annex III and Annex VI. Perhaps, looking forward it would be best to select one to three tools (the ones listed earlier were the most popular among Spanish participants overall) and avoid their content overlapping as the exercises in the tools can feel repetitive.

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On another note, a couple of participants highlighted the fact that the guide focuses too much on the tools and too little on the online course, so perhaps a section should be added to the guide or a separate handbook written to better outline the course’s contents, give a brief introduction and help participants navigate it.

2.7 Results – Testing the online learning platform

The login details to access the QUASER online learning platform were sent to Cruz Roja Espanola’s participants between on 12th and 13th February and they were initially given until 28th February to test the course, explore the contents and try the quizzes. Many of the participants got in touch a week or so later to tell us they hadn’t received their login details on their inbox and we quickly remedied that. In the end, given that we had started the piloting activities earlier than most of the rest of the partners we gave our participants an extension to try out the course until 10th April and fill in the online questionnaire created by UNITOV.

2.7.1 Results – Testing the QUASER course

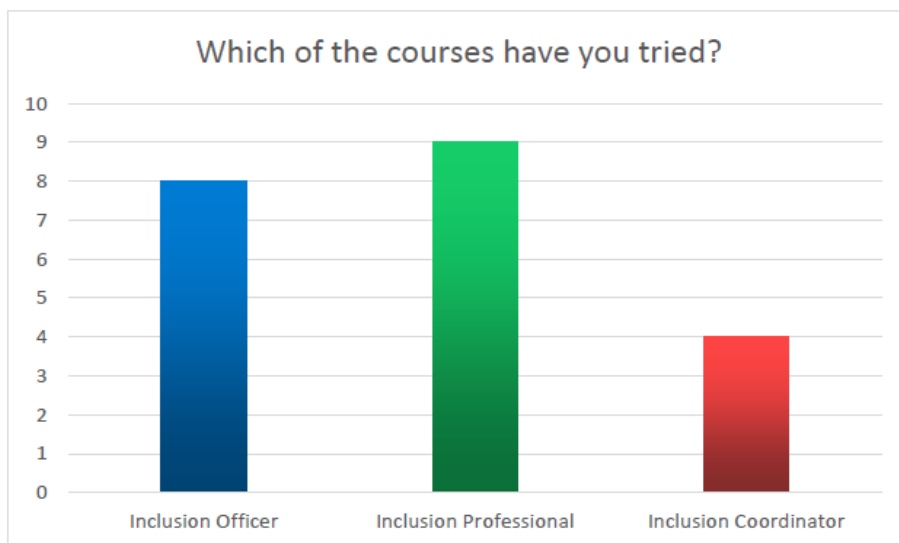
In a general sense, the majority of participants from Cruz Roja Española testing out the online platform of the course complained that with the contents being in English it was difficult for them to gauge whether the course in general was any good or not as they couldn’t understand most of it with the very basic knowledge of English they had. This was the main problem. Despite our effort to translate the quizzes at the end in Spanish, they couldn’t correlate what they saw written in Spanish with their English translation in the course’s units and lessons. As a result, most of the participants were very critical about the course and a few of them gave up entirely half-way and refused to fill in the online questionnaire at the end stating they hadn’t had a chance to test the course properly as the contents in English were too complex for them to understand.

Regardless, we managed to get 14 out of 17 from Cruz Roja Española to fill in the questionnaires (some of them even did it twice, hence why it shows a larger number of responses on Google Forms). Reflecting back, it would have been good for the online form to ask for the participants' email at the start of the questionnaire in order to keep track on who had filled it and who hadn't. At Inercia Digital, we modified the questionnaire halfway to ask for the respondent's email when we encountered the problem of not being able to know who to chase to fill in the questionnaire when half of the participants' responses were missing. Therefore, in the case of some answers, we can't establish who they belong to. It is because of this reason that we cannot separate the feedback from Cruz Roja Española Andalucía's participants and CEAR Catalunya's participants regarding the pilot course and the testing of the online platform and we have to show the results of both organisations here, grouped together.

2.7.2 Evaluation of the online course – Cruz Roja Española in Andalucía & CEAR Catalunya

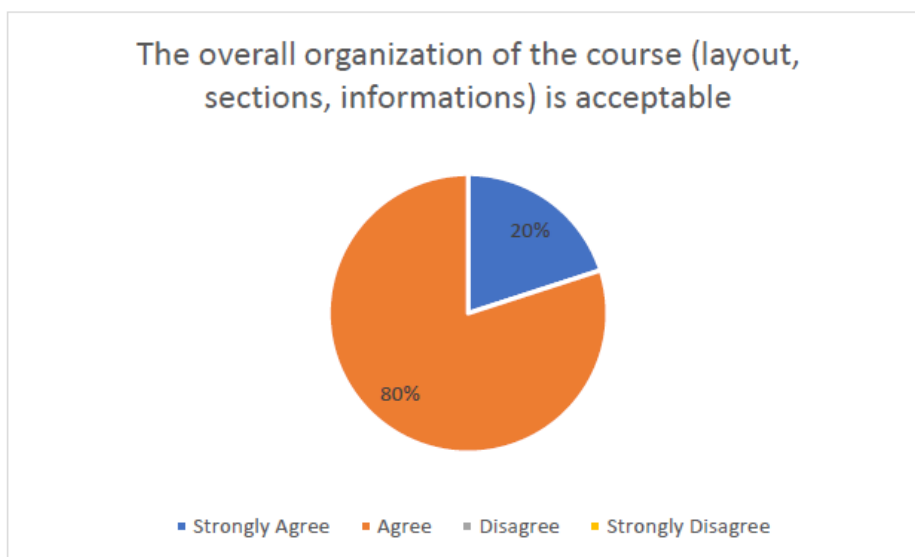
It must be noted that although the Google Forms questionnaires in Spanish shows a total of 20 answers, two are from the same two respondents who filled in the questionnaire twice. This means that the graphs below summarise the opinion of a total of 18 participants, 14 from Cruz Roja Española and 4 from CEAR Catalunya. It must be taken into account that two frustrated participants, one from CEAR Catalunya and one from Cruz Roja Española, abandoned the testing phase of the online course halfway complaining about the difficulty of understanding the contents in English and the seemingly excessive complexity of the course with too much theoretical content and lack of interactive features to make the experience smoother. One of them (from Cruz Roja) attempted to fill in the questionnaire at the end (shows up in Google Forms as pending) but ended up giving up (said she had technical issues with the online form after trying twice and the course had already taken up too much of her time) and the other one from CEAR completely disappeared after sending an email explaining that her second acquired language was French and not English, which is why she couldn't test the course.

We proceed to condense all of the participants' responses to all of the survey questions in a series of graphs for easier, quicker reading with a glance.

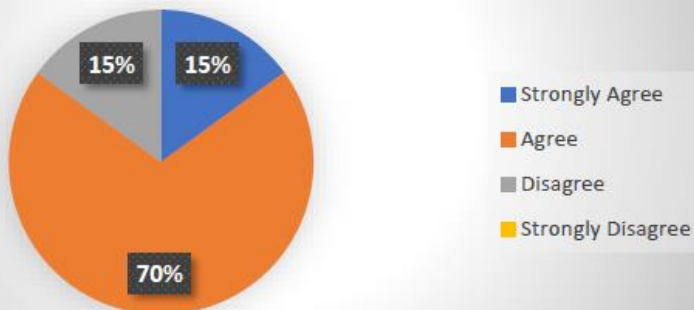


ABOUT THE COURSE'S DESIGN

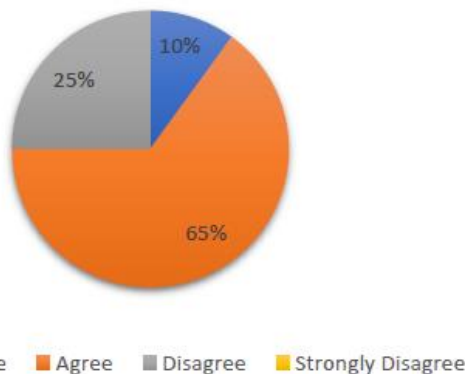
Here we illustrate how participants perceived the design of the course overall, and in more specific detail further along.



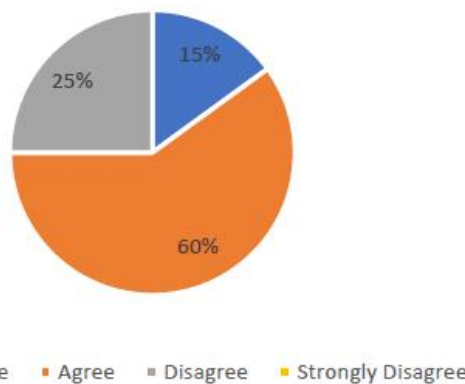
The the training is structured in a way that enables learners to achieve the stated goals:



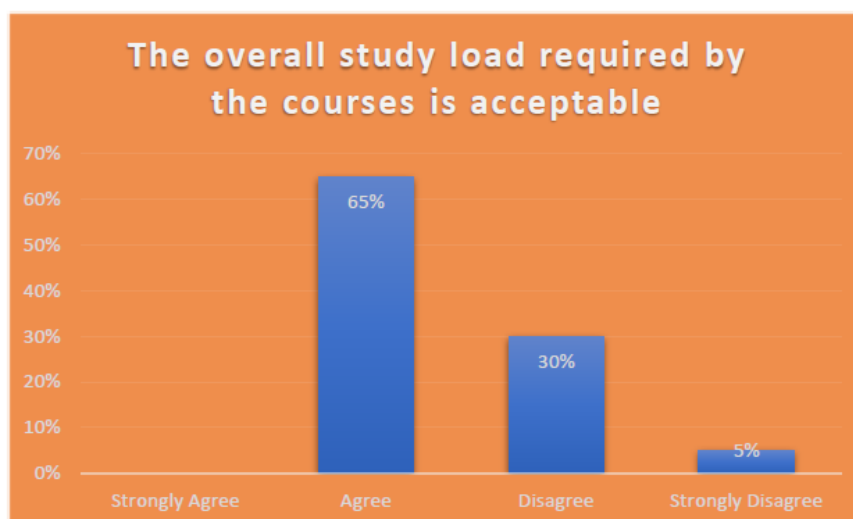
The learning outcomes of the training are clearly stated:



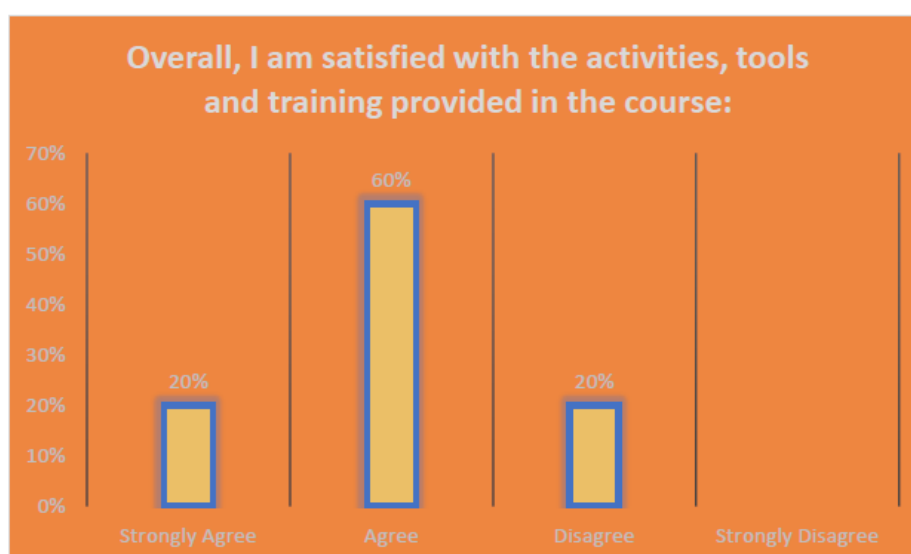
There is a clear relation between the learning outcomes and the content/activities:

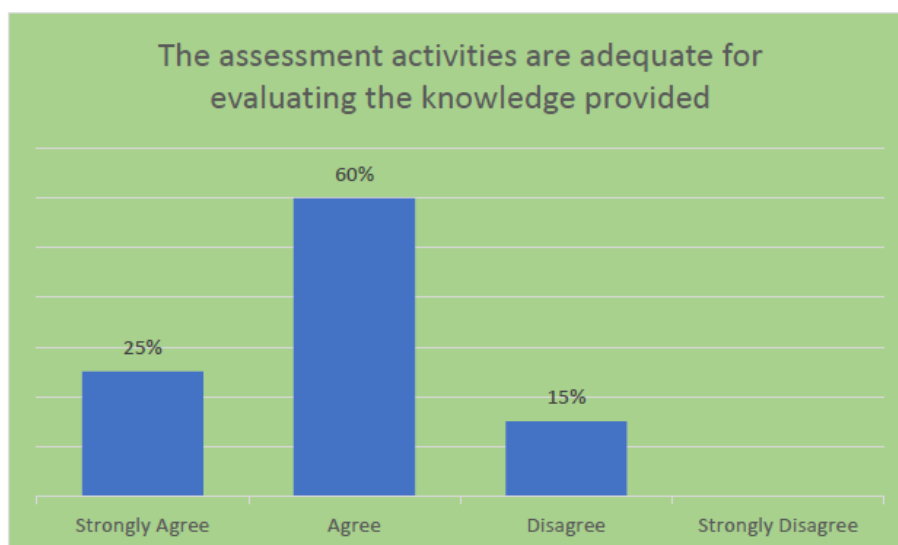


The question that received the most satisfactory answers in terms of the course's design was the first one addressing its overall organisation, where all participants agreed or strongly agreed that the structure of the course in terms of layout, section and information were acceptable. The two following questions, however, showed the dissatisfaction of a number of respondents. Twenty-five per cent of respondents didn't think that the learning outcomes were clearly stated, another 25% percent also disagreed that there was a clear relation between the learning outcomes and the content/activities while 15% didn't think that the training was structured in a way that enabled learners to achieve the stated goals.



For the first time in the questionnaire a respondent here strongly disagreed with the proposed statement that the overall workload of the course was acceptable, while a sizeable number of them disagreed with the study load being acceptable. Even when a slight majority found the overall study load acceptable, opinions were fiercely divided almost in half as to whether the amount of content in the course and associated workload was acceptable.





Although most of the respondents agreed or strongly agreed (between 80% and 85% in total) to the two above statements, some showed dissatisfaction with the activities, tools and training provided in the course (20% which equates to 4 participants) and 15% (3 participants) thought the assessment activities proposed were not adequate for evaluating the knowledge provided.

2.7.3 Remarks

After ticking boxes to give their opinion on the first section of the questionnaire, participants voiced their concerns about the pilot course so far by leaving a series of suggestions/recommendations in the space provided at the end of the Course Design section. We proceed to list them here.

"It took a great deal of effort for me [to test the course] as it was not translated, when it's in Spanish it'll be much better."

"A LOT OF CONTENT"

"Perhaps less statistical content, numbers...more graphics"

"An easy-to-use platform" – this was written as a recommendation, indicating they would have liked to see a platform that was easier to use"

"In general, I found the content of the course too dense"

“As a major weakness, the fact that the course was in English”

“It makes it too complex the fact that all the content is in English”

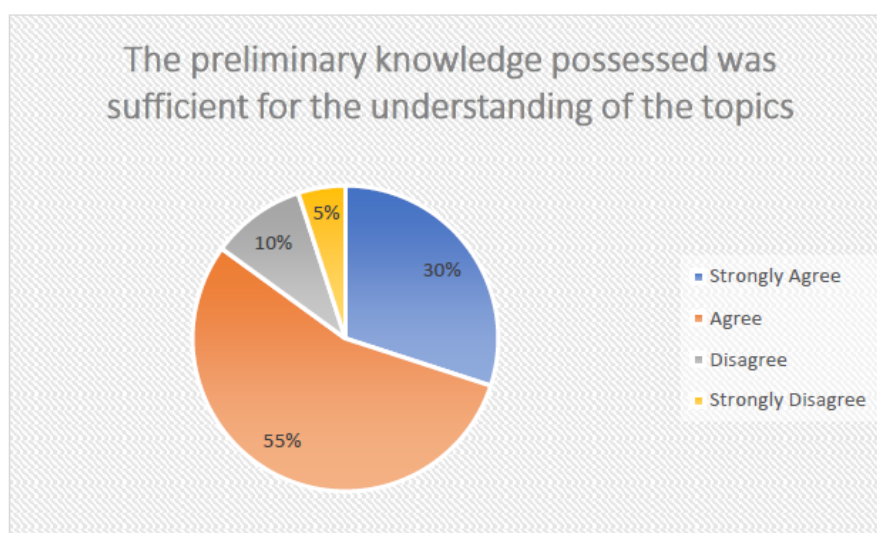
“It might be helpful to be able to tick off dates according to the progression of the lessons and not establish a finish date for all of the course content”

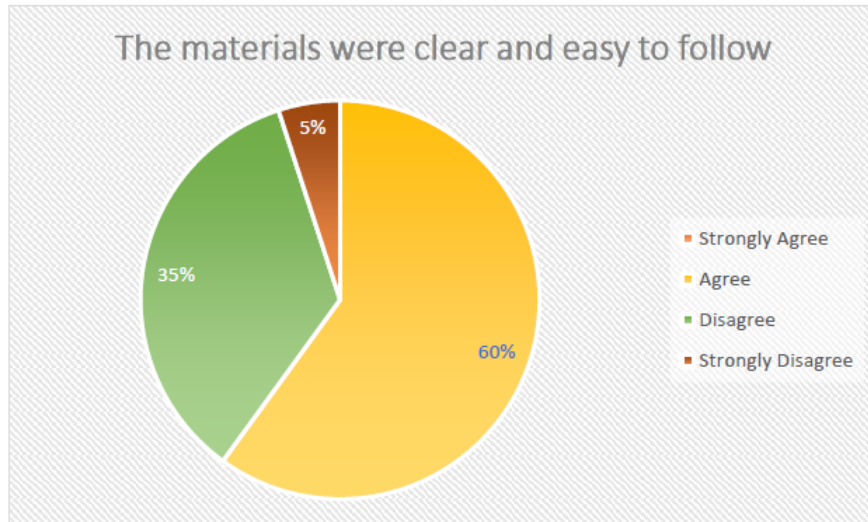
“I think it has been well done [the course]”

“I simply found it hard to translate everything into Spanish and I didn’t have enough time to dedicate to the course, but in general I’m satisfied with the materials provided”

2.7.4 About the course’s content

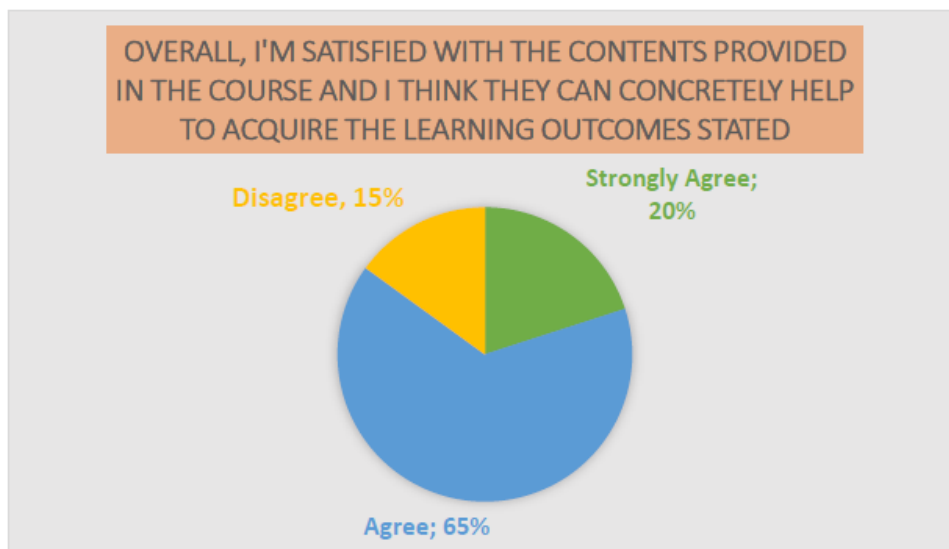
In this section participants were asked specifically about the didactic materials included in the online platform in order to find out how they viewed them in relation to their expectations and prior knowledge, the clarity of the contents, ease of access and ease of progression from one unit to the next.

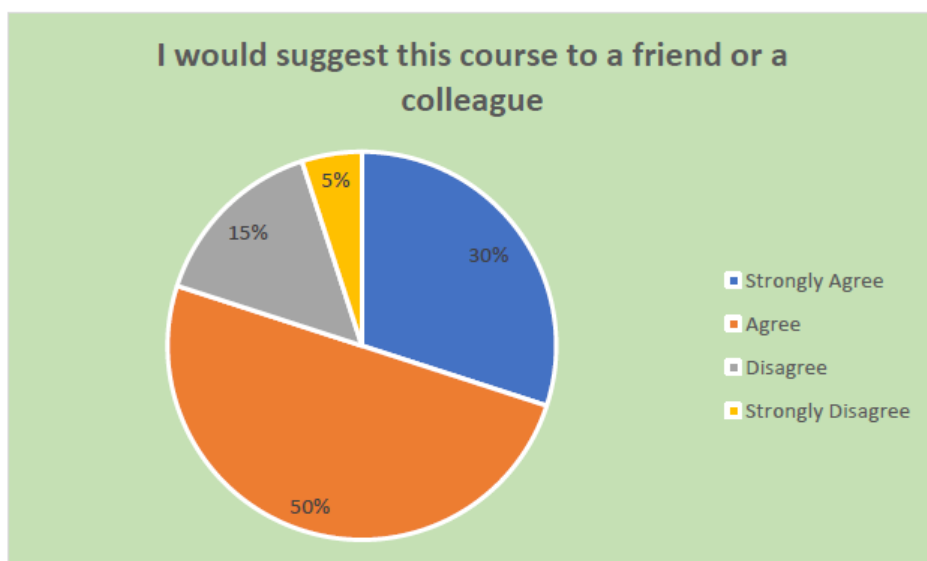




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The second graph just above these lines illustrates one of the most negatively viewed aspects of the online QUASER course as opinions were almost divided in half between those that found the materials clear and easy to follow and those who didn't. It must be noted that the language barrier may have played a part here as a handful of Spanish participants complained about their difficulty understanding the course in English.

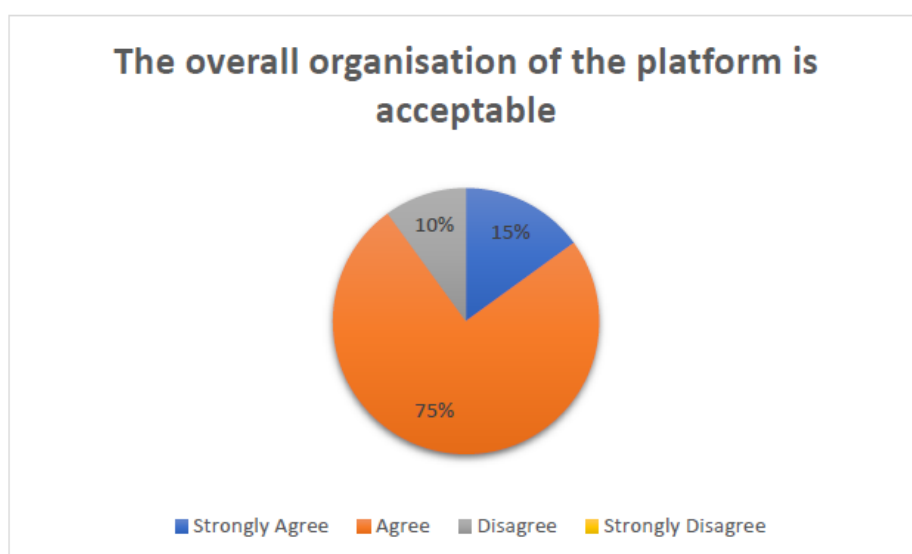


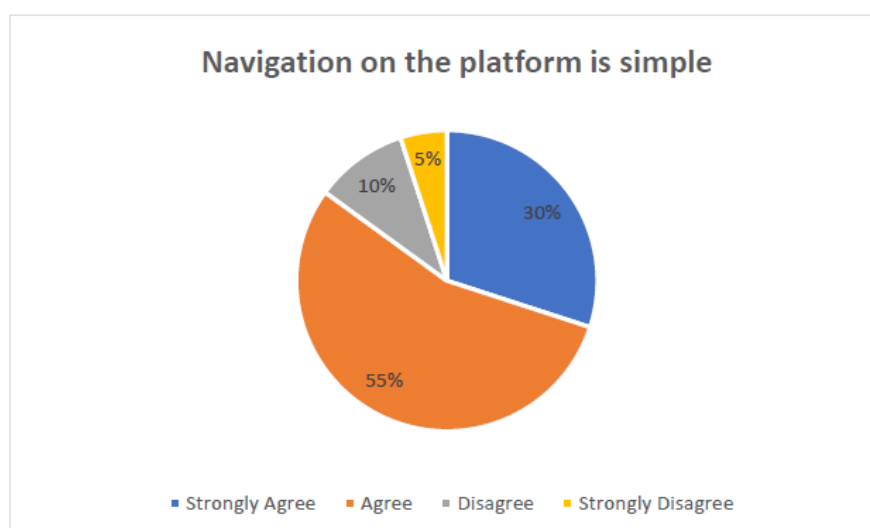
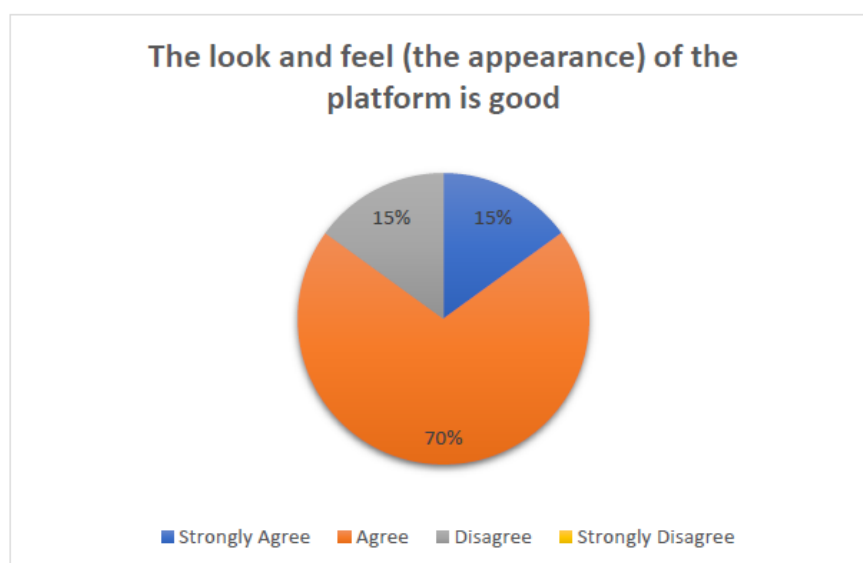


The last two graphs above illustrate the last two questions about the course's design and although most participants were positive that the course would help them achieve the learning outcomes stated, there was a significant degree of doubt with 20% of respondents disagreeing. Similarly, when asked whether they'd recommend the course to a friend or colleague, even when the majority agreed or strongly agreed they would (80%) a sizeable minority (20% in total either agreed or totally disagreed).

2.7.5 About the course's platform

The last questionnaire questions sought to find out participants' opinions on the QUASER course's online platform. We proceed to show how participants viewed the through a series of illustrative pie charts.





Whilst the majority of respondents agreed or strongly agreed (85% and 80% respectively) that the overall organisation of the platform was acceptable and that its appearance, look and feel was good, opinion was a bit more divided on the last question that asked whether navigating the platform was simple. Here 85% per cent agreed or strongly agreed that navigation was simple, but there was a tiny percentage (1 participant) that strongly disagreed that it was while 10% (2 participants) disagreed. Still, those who disagreed were a small minority and participants' overall impression with the platform seems to have been favourable.

2.7.6 Remarks

The following are comments that some participants wrote under the platform design questionnaire section. As can be seen, they are mostly positive.

“The platform is clear and simple”

“Nothing to add, I’m completely satisfied”

“All good”

“I think that the preliminary material is scarce in relation to the complex contents of the training. Overall, the content is extensive. Maybe I consider it more so after trying to read it in English. I might have perceived it differently if it had been available in Spanish. To have had a facilitator or tutor would have been very useful to keep motivated throughout the course. Regarding the various Powerpoints, I found them very practical and useful”

2.7.7 Final conclusions on the QUASER pilot course’s online learning platform

Taking into account that 3 out of 17 Cruz Roja Española’s participants failed to fill in the questionnaire (one because she was away travelling and had previously given very negative feedback about the guide and toolkit, another because of her frustration of the course) and that one participant from CEAR declined to fill in the second online questionnaire and dropped out mid-way through testing the platform citing language problems (after giving mostly critical feedback on the first questionnaire about the Toolkit) we can safely assume that the number of negative answers would have increased by 4 to 5 negative answers to most questionnaire questions (as these participants, who voiced their complaints about the course either at the beginning or at the end -or both-would have ticked the disagree or strongly disagree boxes in response to most questions) and that opinions would have been more evenly split between positive and negative feedback. This must be noted when looking at the bigger picture because the graphs don’t represent all of those who disliked the course, as it was their frustration with it that demotivated them to continue and fill in the final questionnaire.

3. Pilot activities with CEAR Catalunya

This section of the report aims to shed light on CEAR Catalunya's participation in the QUASER course with a breakdown of each of the four participating centre's details as well as each participant's professional profile (job title). In brackets you will find the QUASER prototype that participants enrolled for in the course after having read the Guide and Toolkit.

Following the 4 reception centres' descriptions, we look at the validation of the Guide and Toolkit as per the responses to the questionnaire sent out by Inercia Digital on 7th February. The group's feedback about the pilot course (QUASER online learning platform) is merged in with Cruz Roja Española's given the difficulty of separating the answers from the two groups (which we explain in Cruz Roja Española's section above).

Initially we had 6 participants from CEAR Catalunya enrolled in the QUASER course but one of them dropped out shortly after being sent the Guide and Toolkit citing other after-work study and training commitments. Therefore, for the purpose of illustrating CEAR Catalunya's participation in the pilot course, we'll say that we had 5 active participants, even when in the questionnaires we obtained answers from 4 out of 5. The reason for this is that one of the participants failed to send us back the first questionnaire about the Guide and Toolkit but did fill in the second questionnaire about the QUASER online platform. The other participant (missing in the second questionnaire) did fill in the first questionnaire about the Guide and Toolkit and sent it to us in time but dropped out of the course after attempting to test the online learning platform, complaining of the difficulty of understanding the contents in English given that her second acquired language was French. In any case, all 5 out of 5 participants tested both the Toolkit and the online platform.

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3.1 CEMI Sabadell

- i. Dispositivo de Acogida CEAR Sabadell. CEMI Sabadell (CEAR) Avinguda de Barberà 175 1^a Planta 08203 Sabadell
 - 1. Number of ASR operators in the centre: 3
 - 2. Number of ASR operators participating in pilot: 2
 - 3. Number ASRs in the centre – at present the centre works with a ratio of 30 ASRs
 - 4. Participating operators' profiles – 2 social inclusion technicians (Inclusion Officers)
 - 5. Dates of pilot activities – from 23rd January to 10th April.

3.2 CEAR Reus

- i. Dispositivo de acogida CEAR REUS (PI CEAR AQ TARR REUS 0) C/Santa Teresa No. 1 43201 Reus



1. Number of ASR operators in the centre: 5
2. Number of ASR operators participating in pilot: 1
3. Number ASRs in the centre – at present the centre works with 49 ASRs and has capacity for 50
4. Participating operators' profiles – 1 reception technician (Inclusion Professional)
5. Dates of pilot activities – from 23rd January to 10th April.

3.3 CEAR – Peu de Funicular, Barcelona

- i. CEAR – Peu de Funicular. Calle de Vidal i Quadras, 7, 08017 Barcelona
 1. Number of ASR operators in the centre: 3
 2. Number of ASR operators participating in pilot: 1
 3. Number ASRs in the centre – 30
 4. Participating operators' profiles – the head of the reception centre was the sole participant from this centre.
 5. Dates of pilot activities – from 23rd January to 10th April.

3.4 CEAR – Sant Boi de Llobregat

- i. CEAR Dispositivos de Acogida Baix Llobregat. c/ Ramon Llull, s/n (escola ciutat cooperativa) 08830 Sant Boi de Llobregat
 1. Number of ASR operators in the centre: 4
 2. Number of ASR operators participating in pilot: 1
 3. Number ASRs in the centre – 33
 4. Participating operators' profiles – social worker and head of reception centre
 5. Dates of pilot activities – from 23rd January to 10th April.

3.5 Toolkit and validation of qualifications

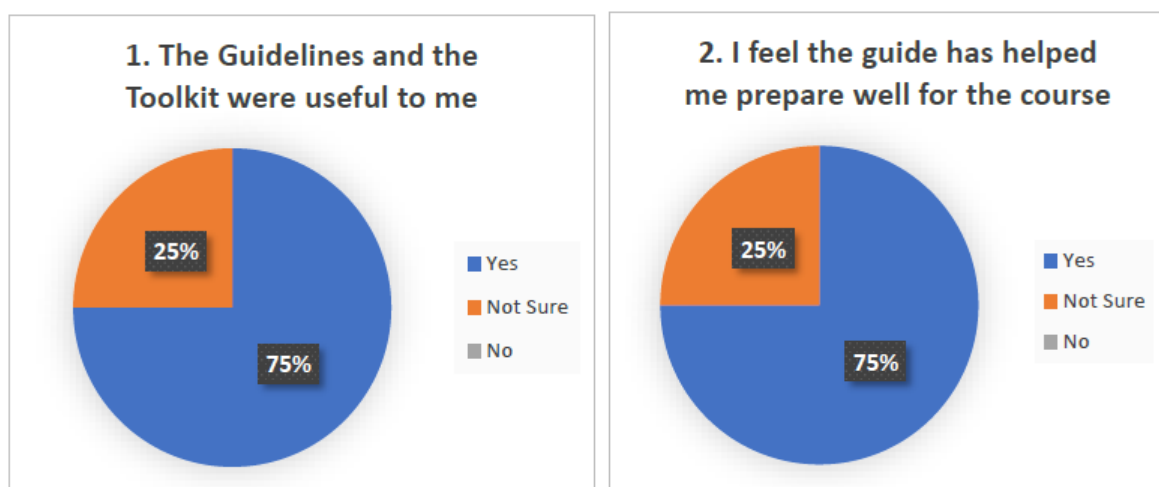
The Toolkit was sent to the first group of 9 participants from CEAR Catalunya between 18th and 23rd January, which means that out of the two organisations that participated in Spain's pilot they had the more time to inspect the Guide and Toolkit. Prior to Inercia Digital sending the Toolkit we also had a Skype session on 11th January with four of the six initial participants where we briefed them on the QUASER course and answered some questions. In all cases the Guide and Toolkit was sent via email and there were no face-to-face sessions. Participants from CEAR Catalunya had 3 weeks to read the guide and test the tools. The first questionnaire that Inercia Digital sent out on 7th February was created by Susana Corona from Inercia Digital, a couple of months prior to

UNITOV sending their questionnaire draft for translation. We later incorporated some of the Toolkit questions not addressed in our initial questionnaire to UNITOV's online survey to ensure we had homogeneous feedback on the Toolkit section. Please note that the pie charts show the feedback of 4 out of 5 active CEAR participants due to the reasons explained earlier.

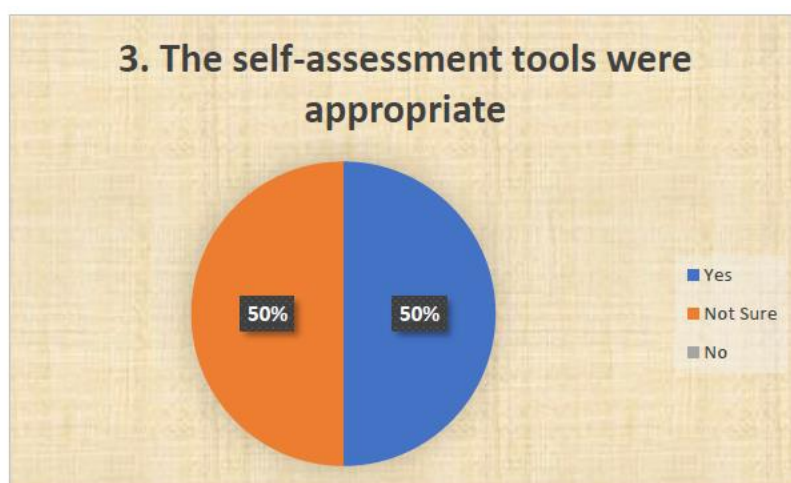
3.5.1 Results – Toolkit & Guidelines Evaluation

Overall Analysis - When asked what they thought about the QUASER guide and toolkit overall, the following pie charts illustrate what the respondents from Cruz Roja Española answered.

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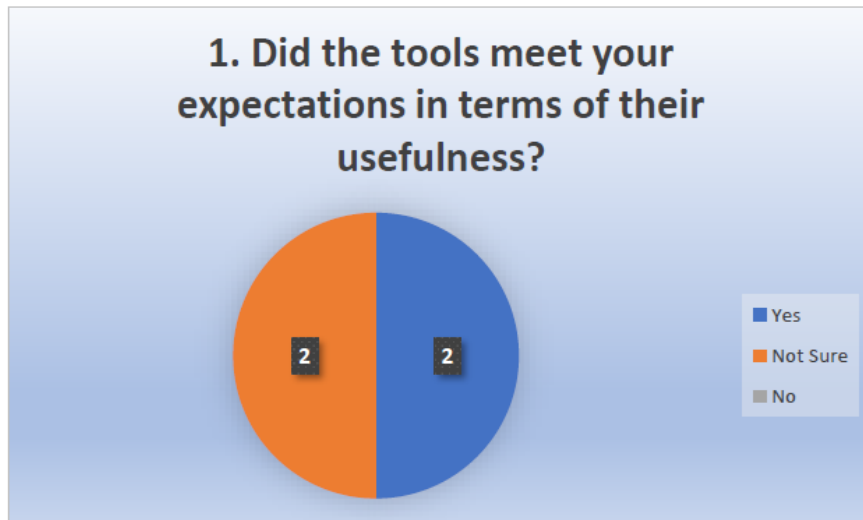
The opinions to the questionnaire's first two questions above were identical and evenly split with a majority of positive feedback but also a high degree of uncertainty among respondents:



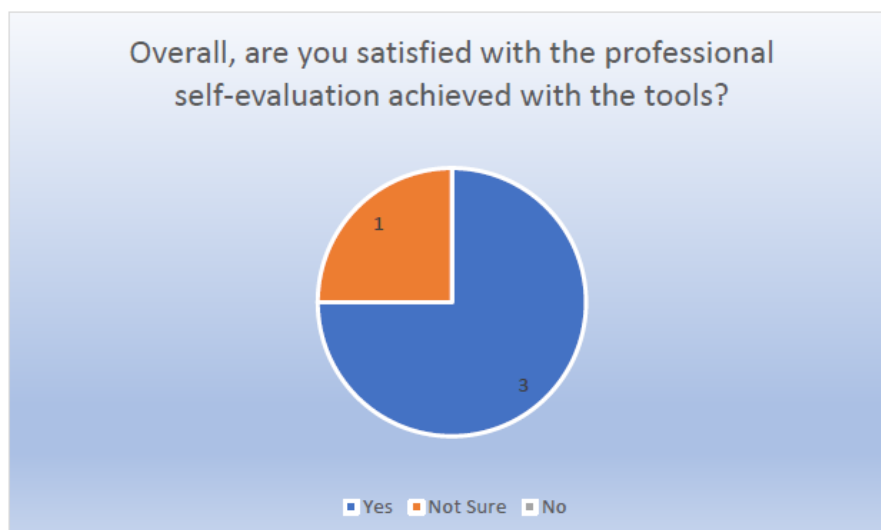
The question of whether CEAR Catalunya's participants found the tools appropriate overall was evenly split between those who did and those who didn't.

3.5.2 Results – Evaluation of the tools

The next section of the questionnaire asked more specific questions about the tools. Once again, we illustrate the answer with graphs for easier viewing and interpretation.



In the pie chart above we can see an overwhelmingly positive response from all 4 respondents from CEAR Catalunya in terms of finding the tool exercises in the annexes easy to do.



3.5.3 Remarks

In this section we'll proceed to quote participants from the feedback left in the first questionnaires' comment sections.

"I found it a methodology far too academic, which is the reason why I answered "Not sure" in a few of the answers. On a positive note, the Guide and Toolkit help refresh and identify one's [professional] competences"

"Overall, everything has been useful and generous, it helps to start the course prepared. Also, the self-assessment activities give a reflection of who we are. Thanks"

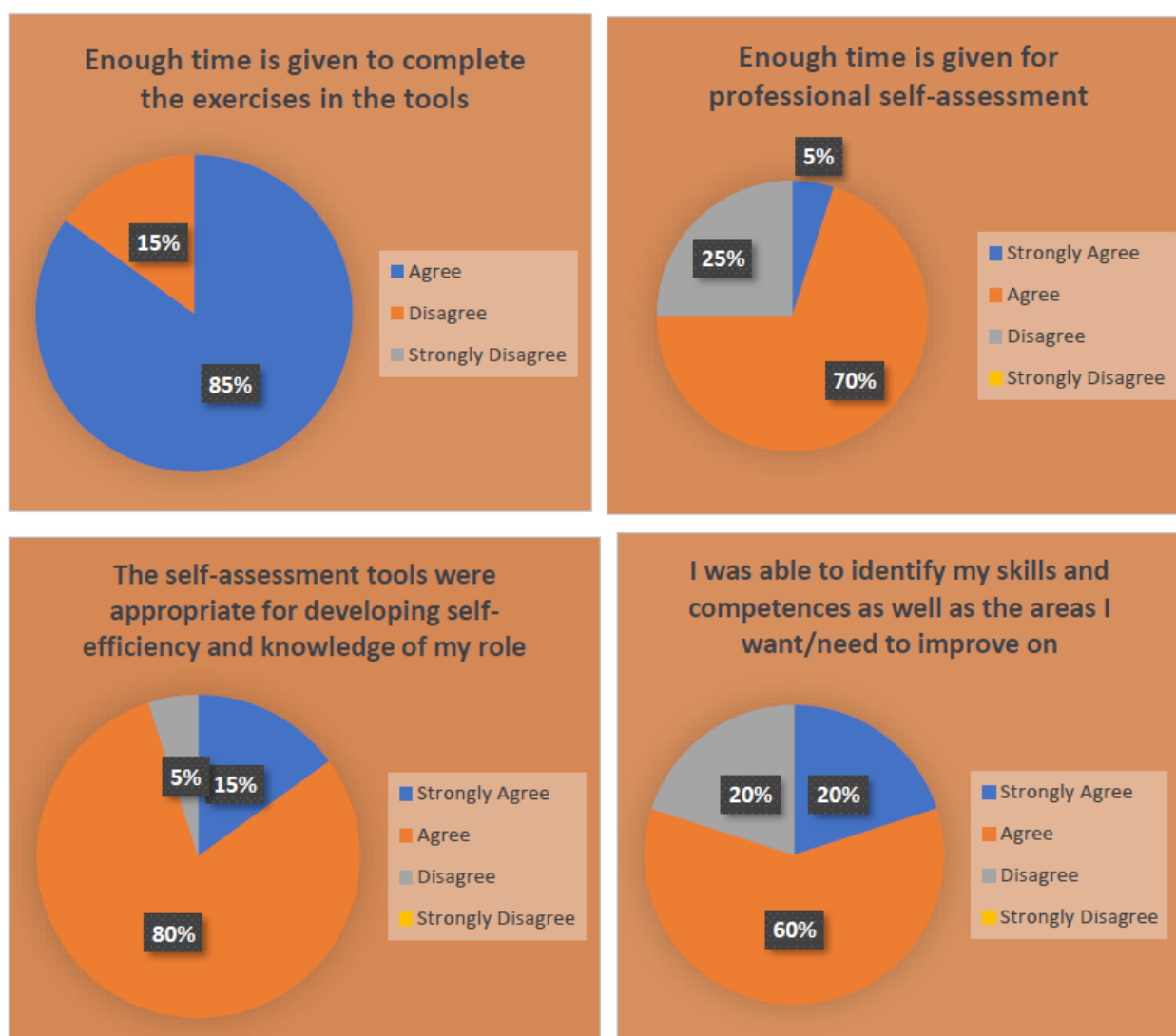
4. An added analysis of the Toolkit Evaluation

Because of the fact that Inercia Digital prepared and sent out its own Toolkit questionnaire prior to UNITOV's one, when translating UNITOV's online questionnaire about the online learning platform we decided to add some Toolkit questions that were not included in our questionnaire to give a more well-rounded, homogeneous picture and leave no gaps between the rest of the partners' results and ours.

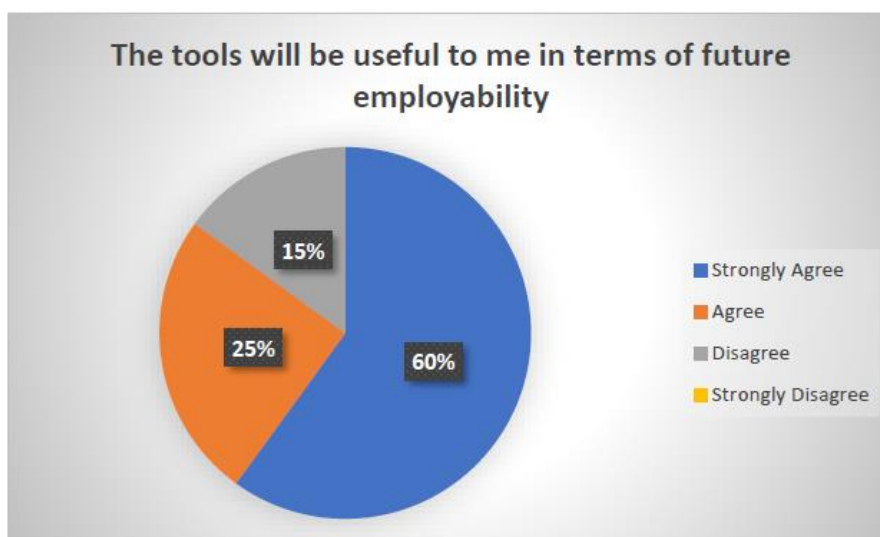
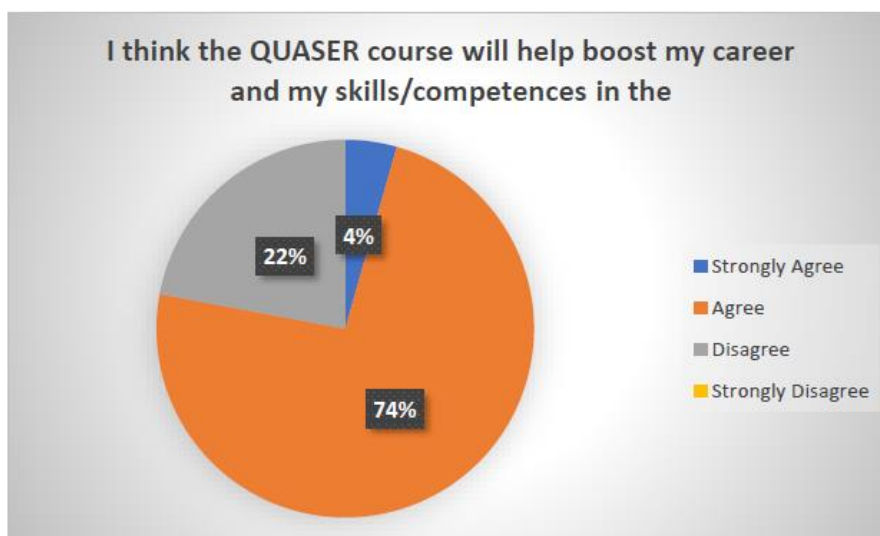
Here we proceed to include the answers to the Toolkit questions not addressed in our first questionnaire. The following graphs reflect the compiled answers of all participants, Cruz Roja Española Andalucía and CEAR Catalunya.

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4.1 Overall Toolkit Evaluation – answering the missing questions



The last two questions asked participants how they saw the QUASSER course possibly changing the future of their careers or influencing their career paths:



5. CLOSING REMARKS – FOOD FOR THOUGHT

Taking into account the varied feedback given from Cruz Española Andalucía and CEAR Catalunya's pilot participants we can conclude that while the majority of aspects were viewed in a mostly positive light, there is room for improvement in a few areas as identified by the testers. While it's true that we cannot aim to please everyone in the same way, the feedback illustrated here should be considered when making adjustments to the final version of the QUASER online learning platform and the Guide and Toolkit.

