



Teach Me to Help

Course "Effective online communication adapted to the characteristics of people with disabilities"

Impact assessment

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Erasmus + Project: "Teach Me To Help"

Project No. 2022-1-RO01-KA210-VET-000085029

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1. Introduction

1.1 Context of the Study: course presentation, number of participants, duration and objectives.

The Teach Me to Help project was an innovative initiative launched in response to the growing need for accessible and adapted online education for people with disabilities. As part of this project, the course *"Effective online communication adapted to the characteristics of people with disabilities"* was designed and implemented with the objective of equipping social work practitioners and specialists with the essential skills to design and teach effective and inclusive online courses adapted to the diverse needs of people with disabilities.

This training session, held on August 8, 2024 in the Municipality of Arad, marked a key moment in the course of the "Teach Me to Help" project. The event brought together professionals and practitioners from DAS Arad (Arad Social Assistance Department), representing 21 participants actively involved in the field of social assistance. These participants were carefully selected to ensure diversity in experience and expertise, thus providing a comprehensive perspective on the impact and relevance of the course in different professional contexts.

In recent years, access to education for people with disabilities has become a global priority. Despite technological advances, there is still a significant gap in the resources and skills needed to provide an authentic and inclusive learning experience. With this in mind, the Teach Me to Help project is committed to bridging this gap by focusing on equipping social care professionals with the skills and knowledge to design and deliver online courses tailored to all categories of people with disabilities.

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The training session covered the 5 lessons of the video course, namely:

- L1 . Defining communication concepts, forms and types of communication
- L2. Etymology of communication, conceptual definition of human interaction
- L3. Online verbal and content communication techniques - content creation
- L4. Online verbal communication techniques - the importance of words
- L5. Assertive behavior in online communication and behavioral models for people with disabilities

Learning objectives for participants:

Knowledge:

- Define the concepts of communication and understand its importance in interactions with people with disabilities.
- Identify different forms and types of communication and understand the particularities of online communication.
- Know the basic principles of effective online communication.



Skills:

- Develop skills in creating content adapted for people with disabilities.
- Use effective verbal and non-verbal communication techniques in online interactions.
- Adopt assertive behavior in communicating with people with disabilities.

Attitudes:

- Develop an open and respectful attitude towards diversity and inclusion.
- Improve their ability to adapt to different communication styles.

This impact study aims to evaluate the effectiveness of this training session in meeting the objectives of the Teach Me to Help project. By collecting and analyzing data on participants' feedback, the knowledge gained and its applicability in practice, we will assess how successful this course has been in improving participants' competences and contributing to a more inclusive educational environment for people with disabilities.

1.2 Methodology: description of the methods used to collect and analyze data

This impact study has been carefully designed to evaluate in depth the results of the training session conducted within the Teach Me to Help project. Our methodology is based on a mixed-method approach, combining both quantitative and qualitative data in order to gain a comprehensive understanding of the impact of the course on the participants and the community of DAS Arad.

1. **Evaluation questionnaires:** At the beginning and at the end of the training session, participant completed detailed questionnaires. The first questionnaires assessed the level of knowledge and skills prior to the start of the course, while the final ones assessed the level of understanding and application of the acquired knowledge. These questionnaires provided essential quantitative data to assess the progress of each participant.
2. **Focus groups:** We organized focus groups with participants to collect detailed qualitative feedback. These discussions provided information about participants' personal experiences during the course as well as their perspectives on the applicability of the new knowledge in their daily practice.
3. **Direct observations:** Our team conducted direct observations during the training session to assess participants' level of engagement and how they interacted with the training materials and with their peers.
4. **Data analysis:** The collected data were analyzed using google forms for qualitative analysis. This allowed us to assess not only the general level of improvement, but also to identify specific areas where participants strengthened their knowledge and skills.

Through this robust and balanced methodology, we are confident that we will get a comprehensive picture of how this training session has contributed to the objectives of the Teach Me to Help project.



2. Participants

2.1 Participants' profile: professional categories, previous experience in inclusive education and online courses.

The participants in this training session represent a diverse group of professionals employed within DAS Arad. These employees occupy various positions in the field of social work, including managerial and specialized positions. According to the registration form, the profile of the participants is as follows:

Senior Social Workers: 3 participants

Heads of Service: 1 participant

Heads of Center - Rainbow Complex: 1 participant

Specialty Inspectors: 4 participants

Advisers: 12 participants

The 21 participants are social workers with various specializations, all working directly with the beneficiaries of DAS Arad - people with disabilities, children from socially assisted families, as well as beneficiaries of the Day and Night Centers.

The session brought together both operational staff, directly involved in social work activities, and senior managers, which facilitated a rich exchange of experiences within the group. From their positions, although diverse, all participants work directly with beneficiaries, each bringing their own knowledge, situations and experiences to the training.

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Participants, most of whom were new to online course design, benefited from a learning environment tailored to their needs. The training program was structured to cover both the fundamental and intermediate aspects of online course design, thus providing an appropriate learning path for each participant.

This allowed a diverse group of professionals to develop their skills in an environment that was accessible to them and where they could progress at their own pace.

2.2 Engagement and Participation: Attendance, involvement in discussions, completion of assignments and participation in assessments.

Course participants were highly motivated to participate, expressing various reasons for their involvement:

Personal growth and skills development: Most participants mentioned their desire to develop personally and professionally. They saw this course as the ideal opportunity to improve their competences and learn new skills.



Relationship with beneficiaries: A significant number of participants saw the course as a means to improve their relationship with the beneficiaries they work with and their families. They anticipated that the knowledge and skills acquired on the course would help them to provide better and more tailored assistance to their beneficiaries.

Interest and need: For many of the participants, this course was not only a professional need but also a passion. Their interest in the subject and their desire to learn new things motivated them to get actively involved in the course activities.

Helping colleagues and other professionals: Course participants emphasized a crucial aspect of their motivation: the desire to help colleagues and other professionals overcome the challenges of working with people with disabilities. In the introductory session sharing memorable experiences from their professional work, they all emphasized that in social work, where the efforts to provide adequate support can be overwhelming, it is essential that professionals help each other. Social workers are aware that by supporting each other, a healthier and more supportive environment can be created within the institution and in social work in general. An important aspect emphasized by these participants was the emotional and mental impact of their work. Working with beneficiaries of the social care system, in particular with people with disabilities, can be extremely demanding mentally.

These professionals are therefore not only interested in their own well-being but also in the well-being of their colleagues. They see training and mutual support as essential to prevent burnout and to maintain a high quality of service.

These varied motivations contributed to a dynamic and interactive learning environment in which participants were not only learners but active contributors, bringing their own experiences and perspectives to the learning process.

The course participants were actively involved in the proposed activities, standing out by their constant presence and deep involvement in discussions and teamwork. The lecture method facilitated not only a theoretical understanding of the diversity of disabilities, but also a practical and interactive exploration of optimal ways of teaching and interaction.

Involvement in discussions and teamwork:

During the sessions, participants engaged in lively and constructive discussions. They brought varied perspectives on how to adapt teaching methods to specific types of disabilities. This diversity of ideas enriched the debates and opened up new horizons in approaching inclusive education.

Attendance and participation:

Participants demonstrated a constant engagement throughout the course. They were present at all sessions and actively participated in the proposed activities. This continuous involvement was a crucial factor in the success of the course, contributing to the positive and collaborative atmosphere within the group.



This intense group activity and their constant interaction highlighted not only their level of knowledge, but also their ability to quickly and effectively apply the new concepts in their professional context.

3. Initial Assessment

3.1 Motivation and personal objectives: To identify participants' initial knowledge and skills in the field of online course design and delivery.

The 21 participants completed the online initial assessment form at the beginning of the course and the results are as follows:

Question 1. Why did you choose to attend this course?

Participants expressed their motivation in a diverse way, reflecting the variety of their needs in the course:

a) Professional development - 15 replies (71%)

Improvement: Most participants mentioned a desire to improve their communication skills, especially in the online context.

Accumulation of new knowledge: Interest in new information and modern communication techniques was evident.

Continuing professional development: Many emphasized the importance of professional development and adapting to new demands in the field.

Consolidation of knowledge: Some participants wanted to consolidate their previously acquired knowledge.

b) Improving communication with people with disabilities - 12 responses (57%)

Better communication: A significant number of participants mentioned a desire to improve their communication skills with people with disabilities, particularly online.

Deeper understanding: The interest to better understand the needs and particularities of communicating with this group of people was evident.

c) Curiosity and personal interest - 5 responses (24%)

Unusual and innovative: Some participants were attracted by the innovative nature of the course and the opportunity to learn something new.

Getting out of routine: The desire to get out of the daily monotony and discover new perspectives was mentioned by some participants.



Essence of motivation: In general, participants were motivated by the desire to improve their professional skills, to adapt to new technologies and to provide higher quality services to people with disabilities. Interest in personal development and curiosity were also important factors.

The analysis of the responses highlights a clear need for social workers to specialize in online communication with people with disabilities. The course provided a valuable opportunity for them to expand their knowledge and improve their professional practice.

Fig. Answers question 1

De ce ați ales să participați acest curs?

21 responses

Am fost si la primul, mi-a placut 😊

Pentru consolidare cunoștințe

Pentru a acumula noi cunoștințe

perfectionare

Pentru a învăța să comunic mai bine cu persoanele cu dizabilități în mediul online

Formare profesionala

Acumulare de noi informații

Perfectionare

Penntru perfecționare

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Question 2. What is the main objective you want to achieve by attending this course?

Main objectives:

- **Professional development:** further training, acquisition of new knowledge, continuous training, development of specific skills - 12 responses (57%)
- **Improved communication:** better communication with beneficiaries with disabilities, especially online, development of specific online communication skills - 9 answers (43%)
- **Technology literacy:** learning theory and practice, getting useful information, becoming independent in making an online course - 3 answers (14%)

Fig. Answers question 2



Care este obiectivul principal pe care doriți să îl atingeți prin participarea la acest curs?

21 responses

Îmbunătățirea cunoștințelor
Pentru formarea deprinderilor specifice ale comunicării în mediul online
Îmbunătățirea cunoștințelor
Perfecționare continuă
Creșterea nivelului de cunoștințe
Dezvoltarea abilitatilor necesare in desfasurarea activitatilor cu persoanele cu dizabilitati
Învățarea teoretică și practică referitoare la subiectul dezbătut
Obținerea de informații utile în comunicarea cu persoanele cu dizabilități
O comunicare cit mai buna in on.line cu beneficiarii

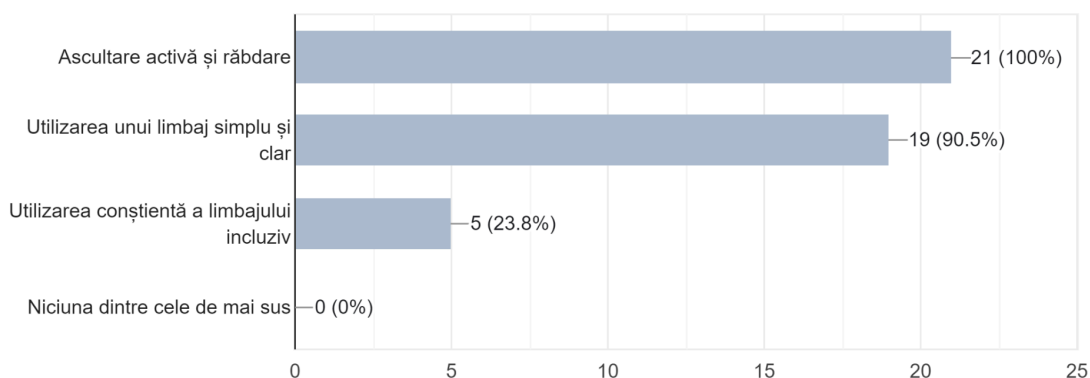
Question 3.

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Fig. Answers question 3

Ce strategii folosiți pentru a arăta empatie și pentru a asigura o comunicare respectuoasă și incluzivă? (una sau mai multe variante)

21 responses



The analysis of the participants' answers to the question on the strategies used to ensure empathetic and inclusive communication with people with disabilities highlights the following aspects:

- **Prioritizing active listening and patience:** All 21 participants emphasized the importance of active listening and patience when interacting with people with disabilities. This indicates a deep understanding of the need to pay full attention to the interlocutor and give him/her the necessary time to express him/herself.
- **Use of clear and simple language as a generalized practice:** 19 of the participants mentioned the use of clear and simple language as a key strategy. This indicates an awareness that adapting language to the level of understanding of the interlocutor is crucial for effective communication.
- **Potential for improvement regarding the use of inclusive language:** Although 5 participants explicitly mentioned the use of inclusive language, there is room to strengthen this practice among all social workers. It is important to emphasize that using language that emphasizes abilities rather than disabilities contributes to more respectful and inclusive communication.

How familiar are people with disabilities with online tools and assistive technologies?

Very familiar: 19% (4 people)

Moderately familiar: 61.9% (13 people)

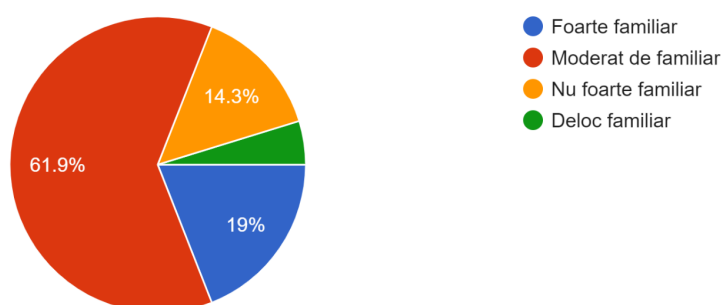
Unfamiliar Comfortable: 14.3% (3 people)

Not at all familiar: 4.8% (1 person)

Fig. Answers question 4

Cât de familiarizat/ă sunteți cu instrumentele și tehnologiile de asistență utilizate online de persoanele cu dizabilități?

21 responses



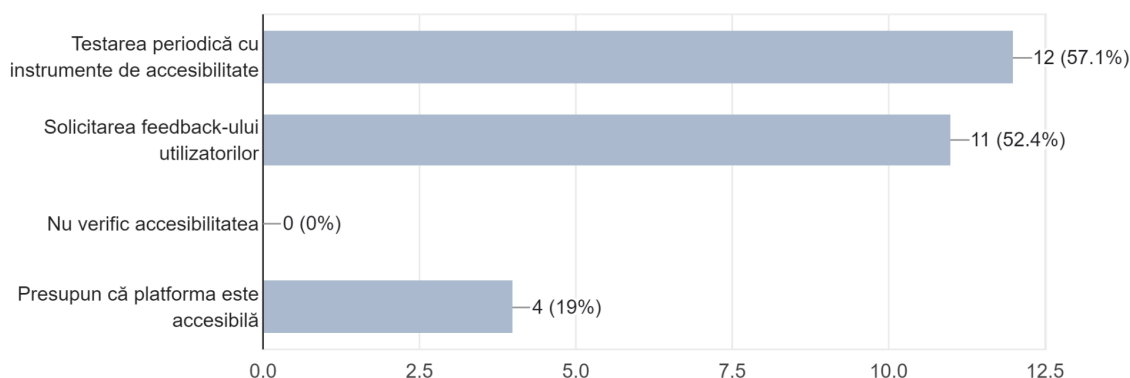
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Question 5. Level of awareness of the concept of online/digital accessibility

How do you check and adjust the accessibility of the messages or online platforms you use to communicate with these people?

Cum verificați și ajustați accesibilitatea mesajelor sau a platformelor online pe care le utilizați pentru a comunica cu aceste persoane? (una sau mai multe variante)

21 responses



The following conclusions can be drawn from the analysis of the answers given by the 21 participants:

Awareness of the importance of accessibility: The majority of participants (12 people) mentioned that they regularly test with accessibility tools. This indicates a good understanding of the importance of ensuring that online messages and platforms are accessible to all users, including those with disabilities.

The role of user feedback: A significant number of participants (11 people) emphasize the importance of soliciting user feedback in order to identify and address potential accessibility barriers. This shows that they recognize that direct user perspectives are key to improving accessibility.

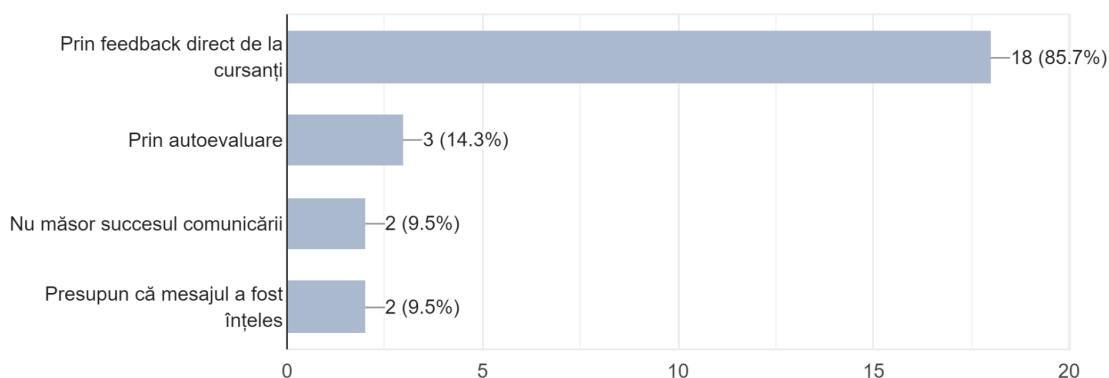
Room for improvement: the fact that 4 people assume that the platform is accessible without checking and one person does not check accessibility at all indicates that there is still room for improvement in terms of accessibility practices.

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Question 6. How do you measure the success of online communication with disabled people in terms of clarity and understanding of the message?

Cum măsurați succesul comunicării online cu persoanele cu dizabilități în ceea ce privește claritatea și înțelegerea mesajului? (una sau mai multe variante)

21 responses



The following conclusions can be drawn from the analysis of the responses:

Importance of direct feedback: The majority of participants (18 people) emphasize the importance of getting direct feedback from learners to assess the clarity and understanding of the message. This indicates a good understanding that those directly involved in the communication process are best placed to evaluate its effectiveness.

Role of self-assessment: Although to a lesser extent, 3 people mentioned self-assessment as a way of measuring communication success. This indicates that some participants try to evaluate their own performance and identify possible points for improvement.

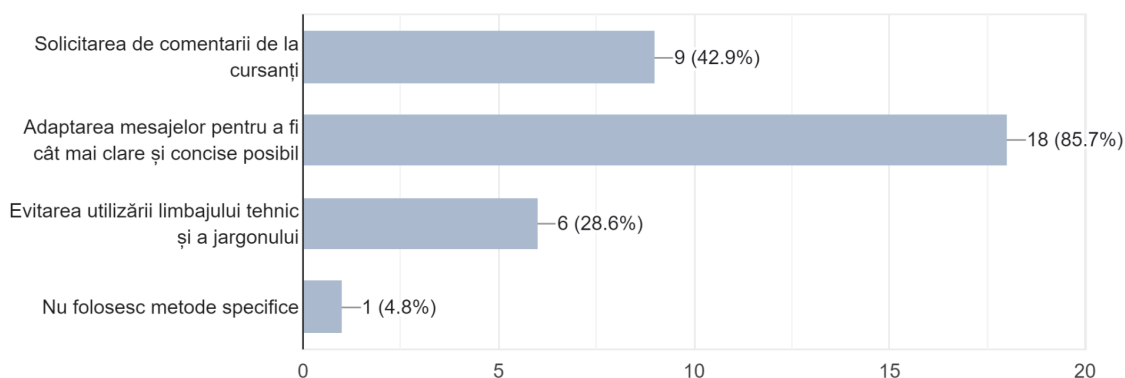
Lack of systematic evaluation methods: the fact that 2 people do not measure the success of the communication and 2 others assume that the message has been understood indicates that there is still room for improvement in terms of systematic evaluation of the effectiveness of communication.

Question 7. What are the main methods you use to ensure effective and responsive communication with this audience?

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Care sunt principalele metode pe care le utilizați pentru a asigura o comunicare eficientă și receptivă cu acest public? (una sau mai multe variante)

21 responses



The following conclusions can be drawn from the analysis of the responses:

Importance of direct feedback: The majority of participants (9 people) emphasize the importance of soliciting comments from learners to improve communication. This indicates a good understanding that people directly involved in the communication process are best placed to evaluate its effectiveness.

Tailoring messages: A significant number of participants (18 people) mention tailoring messages to be as clear and concise as possible. This indicates an awareness of the importance of using simple and direct language to facilitate understanding.

Avoiding jargon: 6 participants emphasize the importance of avoiding jargon and technical language. This shows that they recognize that using specialized language can create communication barriers.

Need to develop specific strategies: The fact that one person does not use specific methods indicates that there is still room for improvement in developing communication strategies tailored to the needs of people with disabilities.

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3.2 Results and Trends: Main conclusions drawn from the initial evaluation.

The initial evaluation revealed a solid understanding of the importance of effective and inclusive communication with people with disabilities. Participants identified a number of effective strategies such as tailoring messages and soliciting feedback. However, there is still room to improve assessment practices and promote the use of more sophisticated tools and technologies. In order to ensure the most effective communication, it is essential to invest in the continuous professional development of staff and promote collaboration between professionals.

Main conclusions drawn from this initial assessment:

Focus on current practice and potential for improvement: the majority of participants (20 out of 21) indicated that they were at a beginner level in designing online courses, highlighting a clear need for initial knowledge and skills in this area.

Focus on the need for professional development: participants came with a variety of expectations, from understanding basic concepts to developing skills for effective teaching of people with disabilities.

Focus on the importance of collaboration and exchange of best practice: Most participants were comfortable or very comfortable with the use of technology, a crucial aspect for online courses.

These initial findings will serve as a starting point for structuring the course, ensuring that participants' needs and expectations are taken into account at each stage of the learning process.

4. Final Evaluation

4.1 Purpose: To assess the knowledge and skills acquired from the course.

The impact study of our online course design course in social work provided valuable information through the final evaluation. By completing the online final evaluation form, all 21 participants provided detailed feedback on their learning experience and how the course influenced their professional skills and perspectives. Here are the main findings:

Application of knowledge and skills: Participants particularly appreciated the practical nature of the course, emphasizing the relevance of the information presented in the context of communicating with people with disabilities. Skills in adapting messages and formats to ensure accessibility were considered essential. Most mentioned that they had gained valuable knowledge about communicating online, including the use of assistive technologies and creating inclusive content, which they plan to implement in their work.

Overcoming Difficulties: The course was an opportunity for participants to overcome their initial reluctance about communicating online with people with disabilities. Through interactive discussions and practical examples, participants developed increased confidence in their ability to use effective communication technologies and strategies.

Integration of new techniques: Participants emphasized that the knowledge gained in the course will have a direct impact on the quality of their interactions with people with disabilities. The skills to create an inclusive online environment and to use accessible languages and formats are essential to ensure effective communication and reduce communication barriers.

Future application: Participants expressed confidence that their new knowledge will be practically applied in their future professional and departmental endeavors. This action-oriented thinking emphasizes the practical impact of the course.

Course recommendation: All participants stated that they would recommend this course to others, thus emphasizing the value they perceived in their learning process.

In the following, we will analyze the answers to the final evaluation questionnaire.

Question 1. Qualitative evaluation of the course. What did you like most about this course?

The most appreciated aspect of the course was the quality of the information presented, both in terms of novelty and relevance to the professional activity. The interactive format of the course and the professionalism of the trainer contributed significantly to a positive learning experience. Participants also emphasized the importance of interaction with colleagues and the opportunity to apply new knowledge in practice.

Ce ați apreciat cel mai mult la acest curs?

21 responses

Profesionalismul de predare

Deschiderea lectorului pentru a ne comunica informatia incat sa fie usor de retinut pentru a o aplica.

Partea practică

Cursul in sine, in special despre inteligenta artificială și atmosfera.

Informațiile primite în cadrul cursului

Tot cursul a fost foarte bine structurat și eficient

Totul,prezentarea,deschiderea pt.noutati

Structura cursului, informatiile noi, modul inovativ de predare

A fost un curs complex, detaliat, dinamic, instructiv si interactiv, usor de asimilat, captivant, prezentat (sustinut) de un trainer excelent, bine pregatit, creativ, cu experienta

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Question 2. Qualitative evaluation of the course. Which topic or concept did you find most difficult and how did you manage to overcome it?

The participants' responses highlighted a variety of challenges, ranging from those related to technology (artificial intelligence, digital tools) to those related to personal skills (communication, managing emotions). However, the majority of participants emphasized that through personal effort and with the help of the trainer they were able to overcome these difficulties.

Participants described various strategies to overcome these challenges, including interacting with the trainer, using practical examples and developing personal skills. In general, participants appreciated the



materials provided, but also the way in which the trainer approached the more difficult topics, making them accessible and relevant to their work.

Ce temă sau concept le-ați considerat a fi mai dificile și cum ați reușit să le depășiți?

21 responses

Comunicarea directa cu persoanele cu persoanele cu dizabilități

Posibilitatea persoanelor cu dizabilități de a avea acces la digitalizare și la tehnică adaptata

-

Comunicare si abilitati de gestionare a situatiilor dificile

Utilizarea instrumentelor online

Intotdeauna mi s-a parut dificil de gestionat comportamentul asertiv, iar acest curs m-a invatat cum pot depasi astfel de situatii (prin imbunatatirea claritatii mesajului transmis, prin respect reciproc, prin stabilirea unor limite voi reusi sa gestionez eficient conflictele, sa reduc stresul si anxietatea).

Utilizarea instrumentelor digitale

Inteligenta artificiala dar văzând aplicațiile practice le am depășit.

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Question 3. Qualitative evaluation of the course. What new methods, techniques or approaches have you integrated into online communication with people with disabilities?

Participants reported a wide range of new methods and techniques integrated into online communication with people with disabilities. These include the use of assistive technologies (e.g. speech-to-text, Open AI), communicating through icons and video recordings, creating online courses with practical information, using images and animations, and exploring the potential of artificial intelligence.

An important aspect highlighted by the responses is personalizing communication to the specific needs of each person with a disability. Participants mentioned simple design changes, direct communication and adapting messages to different channels (WhatsApp, email) as effective strategies to improve understanding and engagement.

Ce metode, tehnici sau abordări noi ați integrat în comunicarea online cu persoanele cu dizabilități?

21 responses

Modificări simple de design adaptate nevoilor acestora

Încă nu am reușit să le abordez, dar pe viitor le voi folosi pe toate cele discutate la curs, acestea fiind de mare ajutor

AI

folosirea imaginilor, cursurilor inregistrate, video

Am descoperit importanta comunicarii nonverbale (in special, a paralimbajului).

Comunicarea prin pictograme si intrgistrari video

Metoda prin crearea unui curs online cu detalii și informații practice pentru ei.

De pe telefon prin whatapp, apoi pt verificare daca am primit informatia convorbite telefonica. Apoi omunicare prin e.mail urmata de verificare tot prin convorbire telefonica. Pasi mici dar siguri

Question 4. Qualitative evaluation of the course. How do you think you will apply the new knowledge i your future professional future/within the department?

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According to their responses, participants plan to use artificial intelligence to create more effective and personalized educational materials, improve communication with beneficiaries and develop new approaches to support vulnerable groups. By applying effective communication principles and innovative technologies, the participants aim to have a positive impact on the lives of beneficiaries.

Participants also emphasized that the new knowledge acquired will enable them to develop their professional skills and become more efficient in their work.

Cum credeți că veți aplica noile cunoștințe în viitorul dvs profesional/în cadrul departamentului?

21 responses

În funcție de cerințele de la locul de muncă

Voi aplica toate cele învățate la curs când voi interacționa cu persoane cu dizabilități

Le voi aprofunda

Voi introduce metodele asimilate in interacțiunea cu beneficiarii

Toate cunostintele acumulate in cadrul acestui curs ma vor ajuta sa-mi dezvolt abilitatile, sa imi imbunatatesc activitatea profesionala, punand in practica principiile de comunicare eficienta invatate.

Prin crearea de materiale video suport pentru beneficiari

Doresc sa creez cursuri online pentru beneficiarii din cadrul serviciului în care lucrez, respectiv persoane cu dizabilități, tineri marginalizați proveniți din sistemul de protecție a copilului, copii proveniti din familii nevoiașe.

Voi incerca sa cunosc cit mai mult inteligenta artificiala.

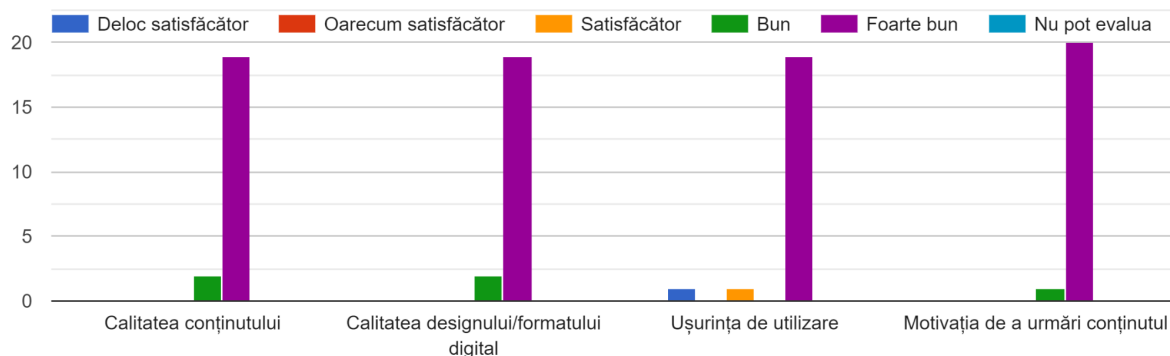
Question 5. Evaluation of content, design, usability and motivation to follow the content.

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a) Content quality

Participants consistently rated the quality of our course content as "very good". This consistent rating indicates that the course content was perceived as excellent, providing a learning experience that met their expectations. This positive evaluation underlines the efforts made to provide relevant, informative and valuable content, which was uniformly appreciated by participants. The positive feedback on the quality of the content underpins the impact and relevance of our course in the context of participants' needs and expectations.

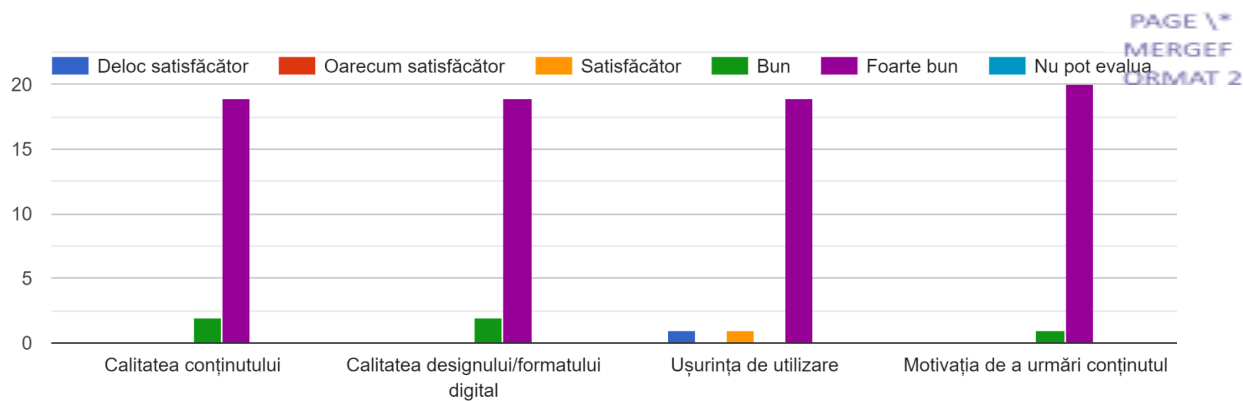
Vă rugăm să evaluați următoarele aspecte ale materialelor de curs prezentate:



b) Quality of digital design/format:

Feedback was consistently 'very good', indicating that the design and digital format were well received by learners. This indicates an enjoyable visual experience and appropriate structuring of the course.

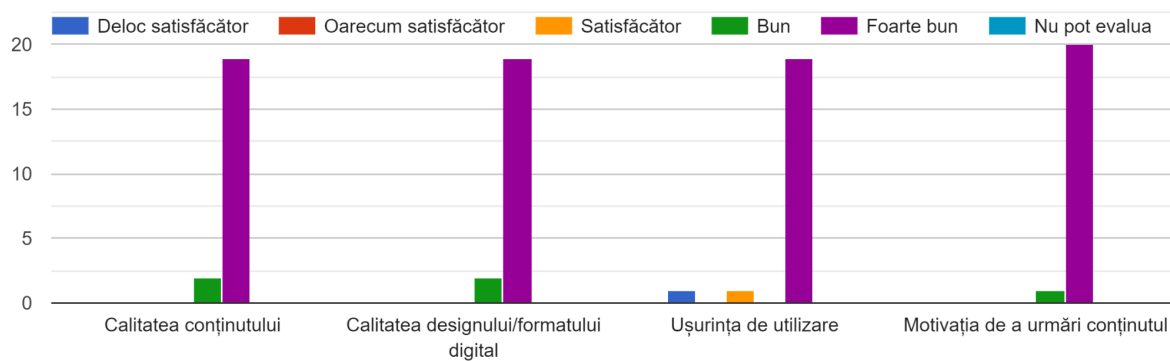
Vă rugăm să evaluați următoarele aspecte ale materialelor de curs prezentate:



c) Ease of use:

The majority of learners found the platform easy to use, expressing 'very good' feedback. This is crucial for a smooth and positive learning experience.

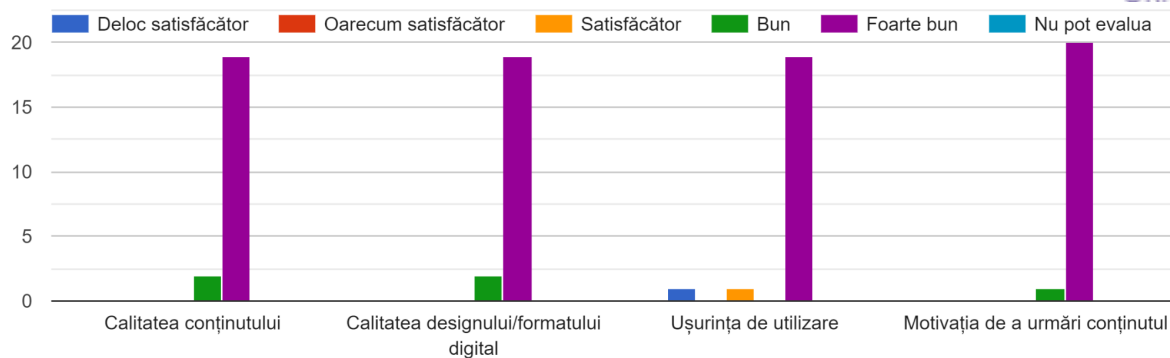
Vă rugăm să evaluați următoarele aspecte ale materialelor de curs prezentate:



d) Motivation to pursue content:

'Very good' feedback reflects the high motivation of learners to follow the content. It indicates the relevance and interest of the content, keeping learners engaged throughout the course.

Vă rugăm să evaluați următoarele aspecte ale materialelor de curs prezentate:



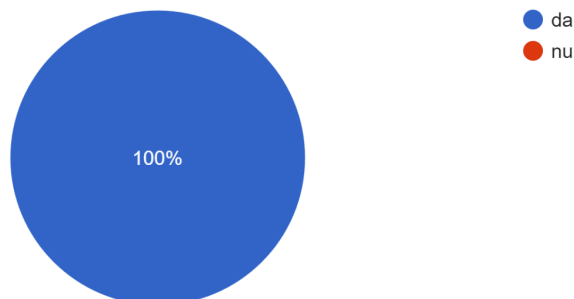
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Question 6. Recommend the course to other participants.

All 21 participants stated that they would recommend this course to others, emphasizing the value they perceived in their learning.

Ați recomanda acest curs altora?

21 responses



Question 7. Additional comments or tips for organizers.

In general, participants were very satisfied with the course, particularly appreciating the quality of the information, the expertise of the trainer and the pleasant atmosphere. Many asked for further courses on similar topics and appreciated the practical exercises. As suggestions for improvement, several participants mentioned the wish for longer courses and a brighter room. Overall, the feedback received was extremely positive, confirming the relevance and usefulness of this type of training.

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Observații suplimentare sau sfaturi pentru organizatori:

17 responses

Să se mai organizeze asemenea cursuri

Nu e cazul, cursul a fost bine organizat.

Sa se organizeze și alte cursuri

Durata cursului sa fie mai mare

Apreciez exercitiile practice sustinute in cadrul formarii

Am ramas cu o impresie deosebit de placuta deoarece a fost un curs extrem de util, foarte bine documentat, sustinut de un trainer cu excelenta experienta si abordare multidisciplinara, desfasurat intr-o atmosfera calda, prietenoasa

Apreciez sincer angrenarea asistentului social in formare

Mai multe cursuri

Question 8. Overall course evaluation

100% of the participants rated the course as excellent, very good and good. This appreciation shows that the course met their expectations as a whole, contributing to the strengthening of a culture of continuing education within the DAS Arad institution, and to the establishment of a platform of support for workers.

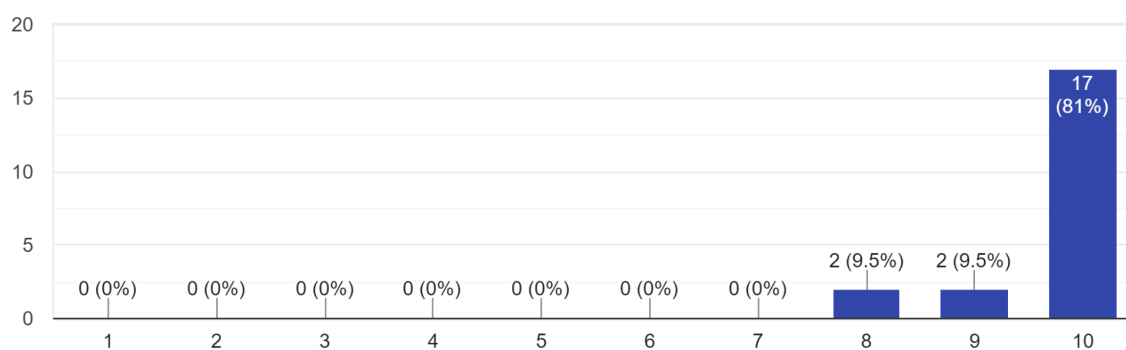
Excellent - grade 10: 81% (17 people)

Very good - grade 9: 9.5% (2 people)

Good - grade 8: 9.5% (2 people)

Pe o scară de la 1 la 10 (1 fiind cel mai slab și 10 fiind cel mai bun), cum ați evalua cursul în ansamblu?

21 responses



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These findings confirm the success and relevance of our course, highlighting how it has contributed and is contributing to the development of participants' communication skills with people with disabilities in online social work courses.

All this information will be used to continuously improve our training program.

4.2 Results and Progress: Comparison of the final results with the initial ones. Highlighting progress made by participants.

Based on the feedback and data provided by participants in the initial and final evaluations, we observe a significant evolution in their knowledge and skills related to the design and delivery of online courses in social work. Here are the main outcomes and progress identified:

Increased level of knowledge: Participants demonstrated an improved understanding of the fundamental concepts of online course design and delivery. Their initial feedback indicated varying levels



of experience in this area, but the final evaluations showed a consistent increase in knowledge for most participants.

Developing digital skills: Another notable development was in the area of digital skills needed for online teaching. Participants improved their skills in the use of digital tools and online platforms, as reflected in their final evaluations. In particular, assistive technologies and the use of artificial intelligence were mentioned as resources and tools that they will use/integrate into their work.

Improved interaction and engagement skills: The final evaluations and observations made by our team showed a significant increase in the level of engagement and interaction both between participants and between participants and the course materials. This suggests active participation and engagement in course activities and discussions.

Motivation and satisfaction: Final evaluations reflected an increase in the level of motivation and satisfaction of participants. Their feedback highlighted their appreciation for the course content and structure, leading to a positive and fulfilling learning experience.

Course recommendation: Most participants indicated that they would recommend this course to others, suggesting their level of confidence in the quality and relevance of the content.

In conclusion, the results and progress noted in these areas indicate the success of the course in achieving its proposed objectives and the significant improvement of participants' knowledge and skills in designing and teaching online courses in social work.

5. Course Impact

5.1 Competence improvements: Presentation of the areas where participants showed the greatest improvement.

The impact of the course on the participants was significant, showing significant improvements in several key areas. Participants made notable progress in their online course design and delivery skills as indicated by the final evaluation. An improved view of technology was also evident, with a significant increase in comfort level and confidence in its use. In addition, participants demonstrated a deeper understanding of the basic concepts of online design and instruction, as well as improved skills in interaction and participation of people with disabilities. These evident improvements underline the success of the training program and the participants' commitment to developing their skills and knowledge in inclusive education and social work.

5.2 Practical applicability: concrete examples of how the acquired knowledge has been applied in a professional context.

Having at their disposal a variety of teaching resources and benefiting from the experience gained in the first two modules, trainees were invited to propose topics for new courses for different target groups: disabled beneficiaries and social care professionals.



Among the proposed topics, such as developing intervention programs, personal development and autonomy, communication and interpersonal skills, conflict management and work-life balance, the topic of managing emotions and frustrations was selected as the most relevant and urgent for the current context of social work practice. By deciding to create this course, the trainees have demonstrated the ability to identify real needs in the field and develop practical and effective solutions to address them.

Course topic: Managing emotions and frustrations

Content responsible: the Rainbow Center team

Responsible for editing / technical realization: Emil M.

Estimated date of the piloting event: September 15-30, 2024

These concrete examples demonstrate not only the deep understanding of the concepts learned in the course, but also the ability of participants to apply this knowledge in a practical and relevant way in their professional field, thus contributing to improving access and quality of services for people with disabilities and professionals working with them.

5.3 Participant feedback: Participants' views and impressions of the course and the benefits to their practice.

Participants' experience:

1. Usefulness of the course

Participants found the course extremely useful for their professional practice. They appreciated that they acquired specific knowledge and skills that enable them to communicate more effectively with people with disabilities.

2. Content relevance:

The course content was perceived as relevant and topical, covering a wide range of issues related to communicating with people with disabilities online.

3. Quality of training

The teaching format, structure and quality of information were highly appreciated by most participants. The trainer was praised for his knowledge, the way of presentation and his willingness to answer questions.

4. Impact on practice

Many participants mentioned that they intend to immediately apply the acquired knowledge in their interaction with beneficiaries.

5. The need to deepen

Some participants expressed the wish to deepen certain topics or to attend other specialization courses.

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6. Pro-activity and immediate applicability

The trainees, now having the experience of two training modules within this project, as well as the educational materials made available, have created a team to develop a new course on the topic identified as a priority, both for beneficiaries and for social care professionals, have set deadlines for the realization and the way to support the piloting session of the newly created course.

Course topic: Managing emotions and frustrations

Content managers: team Rainbow Center

Responsible for editing / technical realization: Emil

Benefits of the practice:

- **Improved online communication:** Participants reported significant improvement in their communication skills with people with disabilities, both verbally and nonverbally, adapted to the online environment.
- **Increased confidence:** The course helped to increase participants' confidence in their ability to interact with people with special needs.
- **Inventory of personal resources:** at the same time, the exchange of experiences and working in workshops led to an awareness of common interests and needs, identification and inventory of existing resources within the team / institution, so necessary for strengthening a support system for social workers and mutual support in the daily work, but also for the development of new projects.
- **Identifying new tools and technologies:** the course introduced participants to a variety of tools and technologies that can be used to facilitate communication with people with disabilities (assistive technologies, SPT, GPT chat, Gemini, etc.).
- **Developing an inclusive perspective:** Participants developed a more inclusive perspective and a better understanding of the needs of people with disabilities.
- **Autonomy and Relevance:** By initiating and developing a course that responds directly to the needs identified in practice, learners demonstrated a strong sense of self-determination. They acted as key actors in the learning process, becoming creators of solutions. This approach emphasized the immediate relevance of the training and reinforced the motivation for practical application of the knowledge acquired.

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6. Conclusions and Recommendations

6.1 Conclusions: Main conclusions drawn from the impact assessment.

Our impact study on the course "Effective online communication adapted to the characteristics of people with disabilities" showed remarkable results and significant progress in the development of participants' skills. The main conclusions can be summarized as follows:



The main conclusions can be summarized as follows:

- **Significant improvement in online communication skills:** Participants demonstrated a considerable increase in their ability to communicate effectively online, tailoring their messages to the specific needs of people with disabilities.
- **Deepening knowledge about accessibility:** The course contributed to a deeper understanding of accessibility principles in digital communication. Participants gained valuable knowledge about text formatting, the use of plain and clear language and the use of assistive technologies.
- **Developing practical skills:** Through practical exercises and case studies, participants developed concrete skills to create accessible content, use online communication platforms and interact effectively with people with disabilities.
- **Coagulation of a resource center for DAS education:** participants shared experiences, identified the needs of the target groups and drafted a list of topics for the courses that they will develop themselves, working in teams, in the immediate future.
- **Increased confidence in using technology:** Many participants overcame initial barriers related to technology and gained the confidence to use digital tools in their work.
- **Positive impact on professional practice:** Feedback from participants indicates that the knowledge and skills acquired in the course have a direct impact on the quality of services provided to people with disabilities. Social workers feel more prepared to communicate effectively and provide appropriate support in the online environment.
- **Participant satisfaction:** The extremely positive feedback and high level of engagement underlined the value of the course in the eyes of the participants. The appreciation of the interactive form of teaching and the professionalism of the team contributed significantly to this overall satisfaction.

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6.2 Recommendations: Tips and suggestions for future improvement of the course or similar initiatives.

Based on our findings, we make the following recommendations for future training initiatives:

- 1. Improving the content:** In order to optimize future sessions, it is essential to deepen the topics that have aroused the most interest and to introduce new relevant topics, such as non-verbal communication in the online environment and dealing with difficult situations, emotions and frustrations, etc. Practical examples and concrete exercises will reinforce participants' understanding.
- 2. Adapting teaching methods:** The combination of traditional methods (case studies, group work) and innovative methods (gamification, microlearning) will make learning more enjoyable and effective. The introduction of simulations and a mentoring system can increase participants' confidence in the practical application of knowledge.
- 3. Course customization:** To meet the individual needs of participants, it is recommended to segment groups and offer optional modules. Personalized learning paths will allow each participant to focus on the aspects that interest them most.



4. On-going evaluation: Implementing regular formative evaluation will allow for real-time adjustment of content. Summative and long-term evaluation will provide valuable data about the impact of the course on professional practice.

5. Development of teaching materials: The creation of interactive digital materials, practical guides and an online community will facilitate access to information and encourage the exchange of experiences between trainers.

6. Collaboration with other institutions: By establishing partnerships and developing joint projects with other institutions or NGOs working with people with disabilities, we can expand the impact of the initiative and provide integrated services to people with disabilities.

In order to ensure the continued success of these training initiatives, it is essential to maintain a commitment to interactive and practical teaching methods that stimulate active learning and meet the specific needs of participants. In parallel with the continuous development of technical, methodological and digital competences, the development of communication skills with people with disabilities in the online environment is crucial to delivering high quality courses. The implementation of a constant feedback system will allow for continuous adjustment of content and teaching methods, motivating social care professionals to continue the training process, thus ensuring the relevance and effectiveness of these initiatives in the long term.

7. Annexes

7.1. Initial assessment form

<https://forms.gle/wipXDdDifUMB51Zx7>

1. Full name: [space for completion]
2. Why did you choose this course?: [fill in the blank]
3. What is the main objective you want to achieve by attending this course? [space to be filled]
4. What strategies do you use to show empathy and ensure respectful and inclusive communication?
 - a) Active listening and patience
 - b) Use simple and clear language
 - c) Conscious use of inclusive language
 - (d) None of the above
5. How familiar are you with assistive tools and technologies used online by people with disabilities?
 - a) Very familiar
 - b) Moderately familiar
 - c) Not very familiar
 - d) Not at all familiar
6. How do you check and adjust the accessibility of the messages or online platforms you use to communicate with these people?
 - a) Regular testing with accessibility tools
 - b) Soliciting user feedback
 - c) I do not check accessibility
 - d) I assume that the platform is accessible
7. How do you measure the success of online communication with people with disabilities in terms of clarity and understanding of the message?
 - a) Through direct feedback from learners

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b) Through self-assessment

c) I do not measure the success of communication

d) I assume the message was understood

8. What are the main methods you use to ensure effective and responsive communication with this audience?

a) Soliciting comments from learners

(b) Tailor messages to be as clear and concise as possible

c) Avoid using technical language and jargon

d) Do not use specific methods

Institution represented: [space for completion]



7.2. Final evaluation form

<https://forms.gle/Msp4VS2jji4xJ4n88>

1. Full name: [space for completion]
2. What did you like most about this course?: [fill in the blank]
3. Which theme or concept did you find most difficult and how did you manage to overcome it?:
[fill in the blank]
4. What new methods, techniques or approaches have you integrated into online communication with people with disabilities?: [space to be filled in]
5. How do you think you will apply your new knowledge in your future professional future/within the department?: [space to complete]

Please evaluate the following aspects of the course materials presented:

- 1) Content quality
- 2) Quality of digital design/format
- 3) Ease of use
- 4) Motivation to pursue content

Not satisfactory at all

Somewhat satisfactory

Satisfactory

Good

Very good

I cannot assess

6. Would you recommend this course to others?

A. From

B. No

7. Additional comments or tips for organizers: [space to be filled]

8. On a scale of 1 to 10 (1 being the worst and 10 being the best), how would you rate the course overall?

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