

Key findings from the external evaluation report: the feedback from learners, employers and trainers

VASILIS AVDIKOS, LKN ANALYSIS

ASSISTANT PROFESSOR, PANTEION UNIVERSITY
OF SOCIAL AND POLITICAL SCIENCES

two interrelated levels of analysis

the strategic level, where the focus was on evaluating whether the Live Skills project had fulfilled all the general macro-objectives that have been agreed between the partners.

the operational level, where the external evaluator aimed at evaluating the specific aims and micro-objectives of each work package (WP) of the Live Skills project (32 indicators).

Methodology

A mix and combination of a number of quantitative and qualitative methods

Seven online anonymous surveys (where more than 300 persons participated),

16 personal anonymous interviews with the partners at different stages of the project and

51 interviews and three focus groups with the students/trainers/employers.

Observation of a number of training sessions, workshops and seminars, and

Desk-based research (assessment of reports, deliverables, minutes from meetings, etc)

Three main WPs

1. A thorough research of current trends and needs in skills development in the AV and LP sectors (Scoping Analysis-WP2),
2. Design of the three curricula (Core Curricula Design-WP3) and
3. Test the three curricula through a two-pilot stage courses and seminars (Curricula Delivery-WP4).

WP2 Scoping Analysis

Nine focus groups and 28 semi-structured interviews were conducted in the four countries with practitioners from the AV and LP sectors

A workforce survey with 240 participants

Skills chart was developed

two professions were selected, in order to develop the Live Skills curricula: video editor & sound manager

Findings were validated through a pan-European consultation

WP3 Core curricula design

Core curricula plans

The components of the curricula were grouped in two major categories, namely a) **theoretical part** and b) **work-based Learning**.

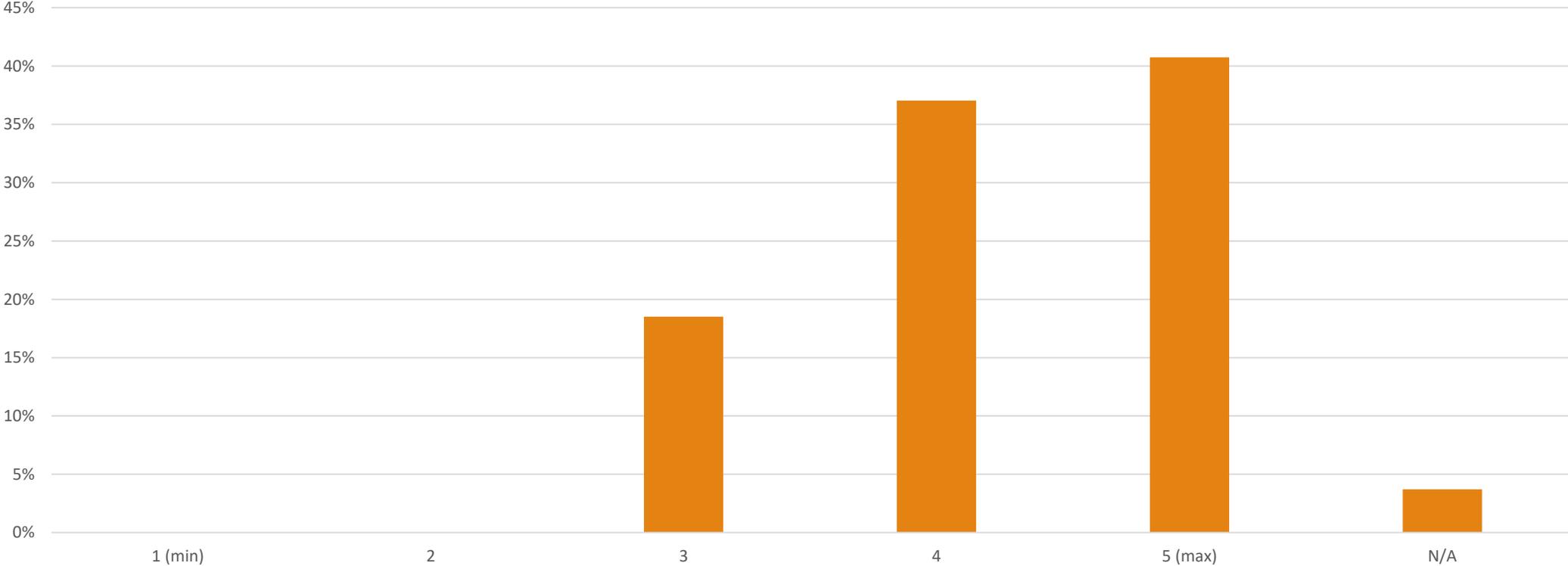
Training resources for trainers, learners, employers->

Train the Trainer Guide

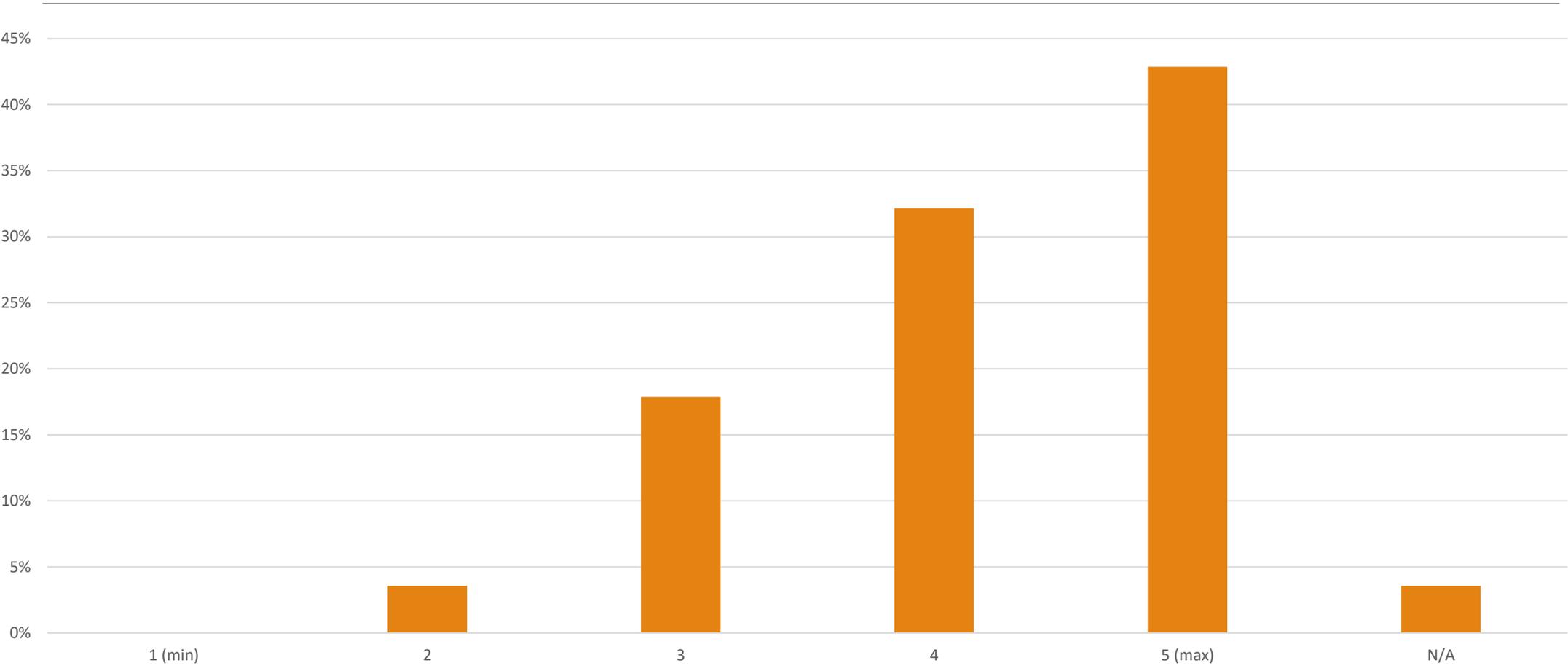
A portfolio of learners' resources

Employer Handbook

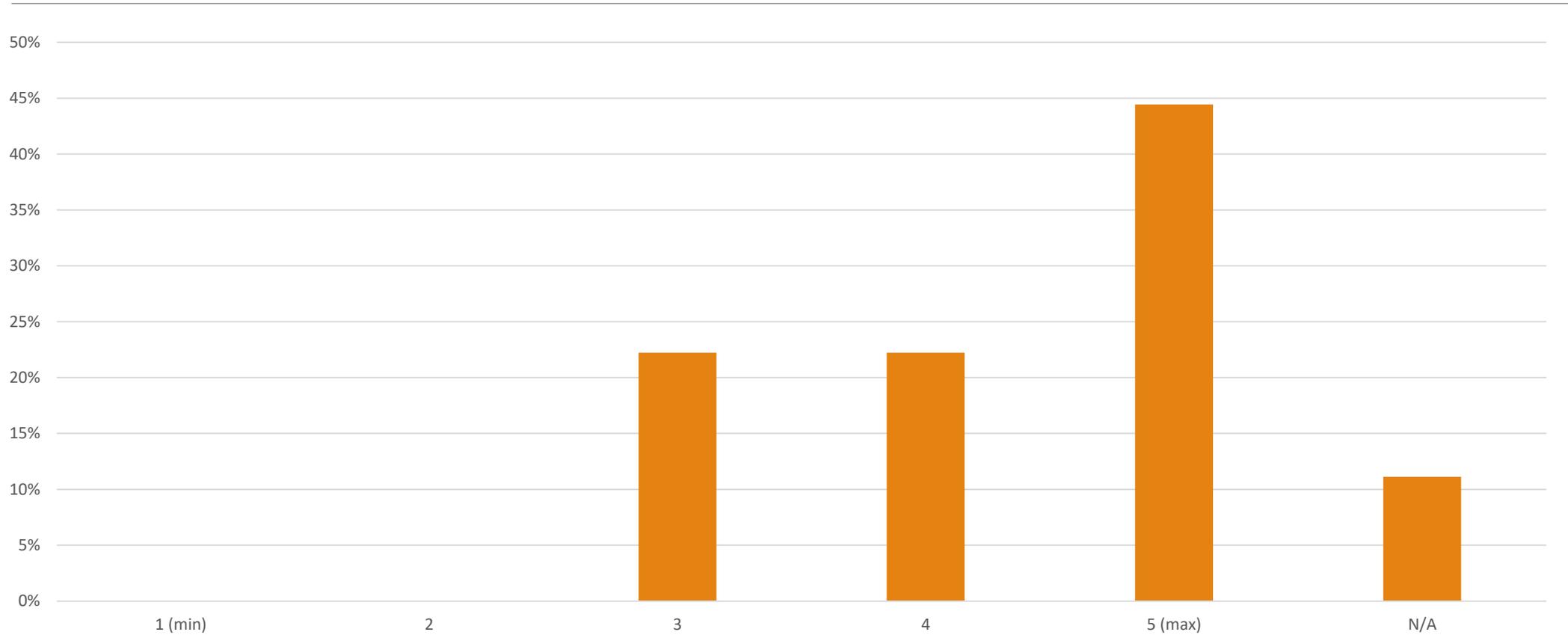
80% of trainers felt more confident in training teachers as a result of using the handbook (target: 70%).



80% of the tutors have acquired new skills in delivering courses after the training workshop and by using the tutor handbook. (target: 70%)



76% of employers reported direct benefits of using the manual (Employer Handbook)(target: 70%)



WP4 Curricula delivery

Number of Learners				
	Pilot 1	Pilot 2	Pilot 2 (seminars)	Total
DNT	34	31	182	247
CE	23	27	118	168
AM	22	28	129	179
Total	79	86	429	594

2-Pilot stages

The Evaluator interviewed: 27 learners, 13 tutors and 11 employers in the three countries (Bulgaria, Greece and the UK) and organised three focus groups with tutors and learners.

Three online anonymous surveys after each pilot (in total 67 learners, 28 tutors and 9 employers), whereas the seminar attendees in Romania filled in 193 questionnaires at the end of the day of the seminars.

Learners that took part in the two pilot stages of the Live Skills curricula had a very positive impression about the content of the curricula. The quantitative analysis, the interviews and the focus groups with students in Greece, Bulgaria and Northern Ireland show that the objectives and the quantitative targets of this WP have been fulfilled.

The three Live Skills curricula seem to fit for purpose and have been carefully adapted to meet each country's specific needs and context. Furthermore, all relevant stakeholders and end users (tutors, learners and employers) were fully engaged, informed and trained to maximise impact of their participation in the pilots.

«Although, the work placements seem to have been followed up smoothly the in-class learning, they should have been more structured to the needs of the young trainees and better linked with the educational content of the three curricula»

Indicators and targets	Learners	Teachers	Employers
70% of learners, teachers and employers report that the pilot curricula have brought direct benefits to them as learners / teachers/ employers in terms of improved learning outcomes.	90%	85%	80%
70% of teachers across the 4 countries report increased skills and confidence in delivering new thematic curricula for learners as a result of using the tutor handbook.		81%	
70% of trainers feel more confident in training teachers as a result of using the handbook.		80%	
50% of learners feel more inclined to pursue mobility opportunities within the EU arena or beyond to develop their skills and global awareness of the sector	82%		
70% of teachers or tutors report feeling better prepared in delivering curricula and feel more motivated, and inspired delivering to learners		86%	
70% of learners report having acquired new skills and knowledge	86%		
70% of individuals report feeling better prepared for work and greater confidence, and feel more motivated, and inspired towards their career	84%		
80% of employers confirm that learners and new recruits are better equipped for working in the sector			84%
50% of employers report that skills development in the sector or country better meets their needs			68%
60% of employers report that they have benefited from applied new knowledge/skills as a result of this project			68%
70% of individuals recognise the benefits of working cross-sectorally	80%		
50% of individuals report being better skilled and acquiring new knowledge which has empowered them to seek relevant employment in the cultural sector or grow/sustain their cultural enterprise	85%		
60% of programme participants use the newly acquired knowledge and expertise in skills development in their institutions/organisations	84%		
50% of those surveyed report greater access to high-quality cultural skills development opportunities.	92%		

A couple of quotes from learners and tutors

A learner from Athens highlighted that *“The tutor was very good and the course very helpful. We approached the issue from different perspectives and that was very useful, especially to those of us who are from the cultural sector and such meanings (Project Management) are quite difficult to understand.”*

A tutor in Belfast stressed: *“Delivering material to other people, learning things in order to write the material was fascinating and I definitely learnt a lot”*, while another tutor in Athens highlighted that *“The students were very willing to learn and receptive to new knowledge. The course material was very useful, meeting the course objectives and covering many areas of Project Management.”*

To sum up...

Live Skills has proved to be a very successful project as it has fulfilled all major strategic objectives and all operational objectives in each WP.

In more details, the Live Skills project has designed three innovative Vocational Education and Training curricula (e.g. arts management, digital and new technologies, cultural entrepreneurship) for Sound Managers & Video/Film Editors.

Although, there were some areas that the project has faced a few challenges, all quantitative targets of indicators have been successfully covered in the WPs and the final outputs of the project are of high quality.