

IncluMusic

WP4

“External Testing and delivery of supporting tools for trainers”

A4.2

**“Analysis of the evaluations and revision of training materials
for the 2 courses”**

EVALUATION REPORT

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Introduction

This report forms an integral part Work Package (WP) 4 – “External Testing and Delivery of Supporting Tools for Trainers” of the IncluMusic project and its activity A4.2 “Analysis of the evaluations and revision of training materials for the 2 courses”.

The pilot phase focused on testing the IncluMusic course programme in real learning environments and gathering feedback from participants and trainers. The objective was to validate the relevance, accessibility, and usability of the developed training content.

External testing involved implementing the courses with participants beyond the partnership to ensure broader validation and neutrality of feedback. The aim was to evaluate transferability of the training content, verify accessibility for diverse audiences, identify potential improvements before finalisation, and assess participant satisfaction and perceived usefulness.

The evaluation phase aimed to measure the effectiveness, quality, and impact of the pilot activities. Both quantitative and qualitative indicators were used to provide a comprehensive assessment.

Quantitative evaluation focused on measurable outputs such as number of participants involved in pilot activities, completion rates of the training courses, participation across different target groups, and engagement levels during sessions. These indicators provided evidence of participation reach and implementation performance.

Qualitative evaluation focused on participant experiences and perceptions, including satisfaction with course content and delivery, perceived usefulness of knowledge and skills gained, relevance of topics to professional practice, and accessibility and inclusiveness of the learning environment.

The external testing confirmed that the course structure was generally well received and that the content addressed relevant needs within the sector. Feedback collected during both internal and external pilots contributed directly to improvements in course materials, methodology, and delivery approaches.

The content and the results of the evaluation questionnaires are featured in the Report on the Pilots (A4.1), while this report focuses on the analysis of the results and suggestions for review.

The following chapters provide the following information:

- Overview of WP4 and A4.2
- Analysis of the results based on feedback from the evaluation questionnaires
- Suggestions for review

WP4 “External Testing and Delivery of Supporting Tools for Trainers”

WP overview

After defining the Design Principles and the Curriculum for the training course to build inclusive higher education systems from WP2, partners finalised the courses and training materials during WP3, uploaded them to the IncluMusic e-learning platform and tested and evaluated them internally with testers from partner institutions.

During WP4, partners conducted another round of pilot courses, this time involving HMEIs outside the partnership. External evaluation of the training contents will be important in order to ensure the sustainability of the courses and its adaptability to different social and cultural contexts. The aim of this WP is to allow strengthening relations with HEI providers in other countries and creating a community of organizations that support inclusivity in the music sector.

WP4 has the following **specific objectives**:

- Reinforcing the competencies (knowledge, skills and attitudes) of HEI teachers and HEI administrative staff in the field of Special Education.
- Reducing the barriers and enhancing facilitators in order to make HMEIs inclusive environments for learning.
- Defining new approaches for training HMEIs’ students with Special Educational Needs.
- Creating new professional roles (specialized tutors) aimed at fostering and monitoring on social inclusion practices within HMEIs.
- Reducing the barriers for enrolling in HMEIs for people with Special Educational Needs.
- Creating a community of HMEIs adopting social inclusion practices.

The **main results** of WP4 are:

- Two training courses, one dedicated to HEI teachers and one for administrative staff, aimed at improving the learners’ skills and break down the barriers that limit the access to HMEIs to people with cognitive and sensorial disabilities. All the training materials will be freely and openly available on an e-learning platform in English, Italian, Greek and Romanian.
- Two Training Manuals, referring to the two courses. The Manuals have a two-fold purpose: on one side, explaining the pedagogical methodology of each training session and provide more information about how to deliver the training; on the other, explaining to other organizations how to organize the course.
- Two self-paced Training courses. These courses, to be uploaded on the project e-learning platform, will be conceived as a support for any organization that would like to replicate the courses. They will contain information on both the pedagogical

and organizational aspects. They will also contain tips and suggestions from the partners that have already completed the courses and a collection of testimonials. Beside the pedagogical purpose, the self-paced course should be considered as a tool for increasing the interest of the HMEIs in adopting the IncluMusic course for boosting inclusivity and special pedagogy skills in both the academic and administrative staff.

The **quantitative and qualitative indicators** of WP4 are defined as follows:

Quantitative indicators:

- N. of training course for HME teachers delivered [Target: 4]
- N. of training course for partners HME administrative staff delivered [Target: 4]
- N. of HME teachers invited to take the course [Target: 200]
- N. of HME administrative staff invited to take the course [Target: 80]
- N. of HME teachers internal to the partnership trained [Target: 40]
- N. of HME administrative staff internal to the partnership trained [Target: 16]
- N. of self-paced training course developed [Target: 2]

Qualitative indicators:

1. Involvement of the partners in the project activities [Target: 80% of positive evaluation in the Quality Report: good or very good, corresponding to “Agree” and “Strongly agree” in a Likert scale].

Overview of Activity A4.2

Activity A4.2 is called “**Analysis of the evaluations and revision of training materials for the 2 courses**”.

It includes the following allocation of **tasks and responsibilities for this activity**:

“Resolvo will analyse the results of the questionnaires filled in by the learners of the two courses. Resolvo will identify suggestions for the revision.”

The **content of this activity** is as follows:

“Resolvo will analyse the feedback collected from the learners taking part in the external pilot courses and elaborate a specific evaluation report containing a number of improvement points addressed to the authors of the different training sessions.”

The **expected results of this activity** are defined as follows:

“Resolvo will prepare a detailed report analysing all the feedback provided by the learners and proposing a number of corrective actions.”

Analysis of evaluation questionnaires results

Quantitative indicators

The following table shows if the defined quantitative indicators have been reached together with additional relevant information:

Indicator	Target	Status	Additional information
N. of training course for HME teachers delivered	4	3	Given the common base of the content for the two courses, only one Training Manual was elaborated both for teachers and administrative staff/tutors.
N. of training course for partners HME administrative staff delivered	4	3	Given the common base of the content for the two courses, only one Training Manual was elaborated both for teachers and administrative staff/tutors.
N. of HME teachers invited to take the course	200	4358	Overall number for teachers and administrative staff, as mass-invitations were sent.
N. of HME administrative staff invited to take the course	80	4358	Overall number for teachers and administrative staff, as mass-invitations were sent.
N. of HME teachers internal to the partnership trained	40	195	Overall number of testers (teachers and administrative staff) In total 287 modules were tested by both categories
N. of HME administrative staff internal to the partnership trained	16	195	Overall number of testers (teachers and administrative staff) In total 287 modules were tested by both categories
N. of self-paced training course developed	2	2	Available on the e-learning platform

Qualitative indicators

The qualitative indicator relates to the involvement of the partners in the project activities. As target value, a percentage of 80% of positive evaluation has been defined, which corresponds to “Agree” and “Strongly agree” or “Satisfied” and “Totally Satisfied” in the evaluation questionnaire. The table below shows an overview for each module and category related to the satisfaction of the course and motivation to attend the course.

When considering all results, an overall average positive evaluation of **82%** has been achieved, and therefore, the qualitative indicator has been reached.

The following table shows the percentage of responses “Agree” and “Strongly agree” or “Satisfied” and “Totally Satisfied” for each module.

Module	Section	Percentage of positive evaluation
1	Satisfaction of the course	92%
	Motivation to attend the course	82%
2	Satisfaction of the course	83%
	Motivation to attend the course	58%
3	Satisfaction of the course	89%
	Motivation to attend the course	86%
4	Satisfaction of the course	96%
	Motivation to attend the course	69%
5	Satisfaction of the course	90%
	Motivation to attend the course	80%
6	Satisfaction of the course	89%
	Motivation to attend the course	74%

Suggestions for review

Suggestions for review are based on the above presented results and focus on those modules that have not achieved a positive evaluation and where evaluators have indicated that they (strongly) disagree or are (totally) unsatisfied.

Project partners / authors responsible for the module should have an in-depth look into the suggestions and corrective measures from the responses to the open questions for each module in order to revise their training materials accordingly.

The following 2 tables provide an overview of responses “Disagree” and “Strongly disagree” or “Unsatisfied” and “Totally unsatisfied” related to the provided statements and for each module.

Summarising, based on the evaluation findings, several recommendations were identified, including further adaptation of materials to different learning needs and backgrounds, increased use of practical exercises and case studies, enhancement of digital accessibility and user experience, and additional guidance for trainers to support course delivery.

These suggestions aim to strengthen the final version of the IncludMusic training programme and improve its long-term sustainability and impact and have been communicated and presented with the leaders of each module.

