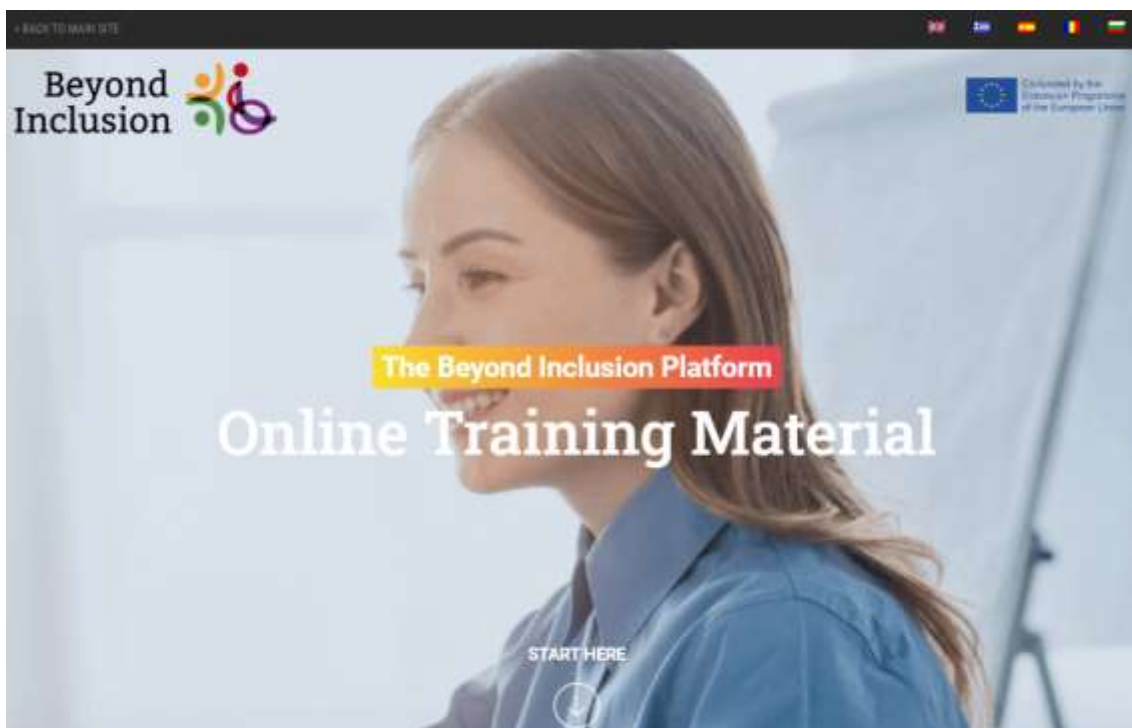Beyond Inclusion

BEYOND INCLUSION project

Employability for persons with disabilities

2020-1-RO01-KA204-080215

IO3 TESTING COURSES AND HANDBOOK FOR SMES ACTORS

REPORT ABOUT PILOTING

In Spain, Greece, Romania, and Bulgaria

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1. INTRODUCTION: WHAT THE PROPOSAL SAYS

28.7% of persons with disabilities in the EU are at risk of poverty and social exclusion compared to 19.2% among the general population. Their employment rate in the EU in 2017 was 50,6% compared to 75% for those persons without disabilities (European Disability Forum 2020). Several studies show that employment functions as a primary factor for disabled people in terms of social inclusion in general. Low employment rates of persons with disabilities indicate in turn an untapped potential and talent and a core area of intervention as stressed by the European Disability Rights Agenda 2020-2030 (EDF 2020).

The inclusion of persons with disabilities in the labour-market is promoted by national legislations through employment quotas, coupled with non-discrimination laws on the ground of disabilities, incentives for employers, as well as non-compliance measures. However, it is debatable whether quotas represent an effective or desirable policy approach, or in contrary, one more form of discrimination. (ILO, Gender, Equality and Diversity & ILOAIDS Branch, Promoting Employment Opportunities for People with Disabilities, 2019). The quotas system in general addresses almost entirely companies with more than 50 employees. Small and micro-enterprises (<10 employees) however, represent 93% of the total SMEs number, reckoning most SMEs 'out of the map' as significant players in promoting employment opportunities for persons with disabilities. The unemployment rate of persons with disabilities across EU Member-States is still very high (50%), while in respect to the participating countries in the proposed project they look as follows: Romania 37,6%, Bulgaria, 49,4%, Greece 32,3%, Spain 31,1%, Cyprus 34,1% (EU SILC [2018).

Considering these data, BEYOND INCLUSION is focusing on the **important role of the labour-market side (in terms of its employment providers) in promoting employment opportunities for people with disabilities.** It will look into **equipping SMEs** (especially micro and small enterprises), including Human Resources departments and recruiters as well as business consultants responsible for recruiting, hiring, retaining, and promoting employees **with a set of tools and practices** (openly and freely available online in an e-learning and e-consulting format) **that will help them to acknowledge and reap the benefits of including disabled people in their work-force, beyond the 'philanthropy – social responsibility – law abiding' nexus**. The project is organised in 4 Intellectual Outcomes (IOs from now on), namely:

Figure 1: Beyond Inclusion project IOs. Own elaboration
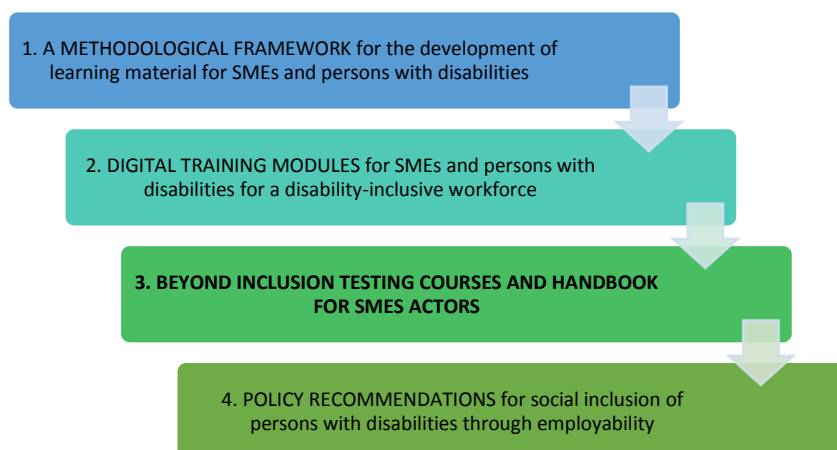
This report focuses on IO3. The following table presents its key info:

Table 1: O3 summary. Own elaboration

Title	**Beyond Inclusion testing courses and Handbook for SMEs actors**
Type	**Learning / teaching / training material – Manual / handbook / guidance material**
Duration	**01/03/2022- 31/09/2022**
IO3 Leader	**ITC (ES)**
Partners involved	**All**
Media	**Text file**

To evaluate the usability, appropriateness, and level of achievement of the desired learning outcomes and the impact of the learning provision as developed in IO2 for both SMEs and persons with disabilities, a **small-scale PILOTING SCHEME will be carried out in Romania, Greece, Spain and Bulgaria**.

Both SMEs as well as persons with disabilities have already participated at the development phase of the learning provision, as directly involved in research activities to identify relevant key aspects regarding employability-disability from both sides. It is those parameters as pedagogically transposed in a learning intervention, accounting for the need for the whole provision (SMEs and persons with disabilities) to be tested respectively. The **testing course will thus function as a 'dialogue' through testing, monitoring, and analysing feedback to be integrated if needed in the final versions of both provisions.**

The **testing courses will take place in person and remotely and /or blended. They are foreseen to last 2-3 months (15-20 testing participants per country)** for both:
- SME actors (managers, recruiters, HR)
- and persons with disabilities (persons with hearing impairments, visual impairments, kinetic disabilities) respectively, while support for persons with disabilities (transfer and sign interpretation for persons with visual impairments, hearing impairments and kinetic disabilities) is foreseen and requested under budget heading Special needs support.

Furthermore, for the needs of the training course, an **ONLINE AVAILABLE HANDBOOK FOR CONSULTING ACTORS FOR SMEs** (internal or external) in the context of human resources will be developed within this Intellectual Output. The Handbook will serve both as **companion with visual and text elements of how to better the digital online modules and will be available in EN, RO, EL, BG, ES.**

Lastly, **country reports of testing in each country as well as an integrated report will be developed**. The report will follow the development path of the project providing information on methodological aspects, the pedagogical approach followed within the scope of the thematic parts, the training offer as developed.

As scheduled:

- testing for SMEs will be carried by partners form the labour market side,
- while testing for persons with disabilities will be carried by partners in the field of support for persons with disabilities.

Elements of innovation/impact/transferability

The testing courses will provide valuable feedback at a primary level. The project intervention goes beyond the professional field of training for SMEs actors, addressing the of social inclusion through employability in SMEs as a mindset for societal and financial well-being. It is a new way to look at personal fulfilment as a priority and understanding the role of SMEs in that.

The Handbook on the other side will not only support the testing process within the scope of the project's activities but will account in addition with the training provision as tool to secure sustainability and inform IO4 regarding policy recommendations at the institutional level. Its availability in EN, RO, EL, BG, ES will help transferability, while its function as companion of the training provision will facilitate transferability through adaptation at the methodological level for further groups of persons with disabilities and further economic actors either involving or not yet involving persons with disabilities in their workforce.

This report presents the results of the testing courses implemented in the 4 partner countries: Spain, Romania, Bulgaria, and Greece.

2. PILOT TESTING METHODOLOGY

All Partners were involved in the development of the pilots:

Figure 2: Logos of the partners - Beyond Inclusion project. Own elaboration

The pilot testing will be developed by following the steps described below:

1. **Partners identify participants**: as planned in proposal:

    ● SPAIN: ITC: 15-20 SMEs and ES country report. Technical support
    ● ROMANIA: GPIRO: 30-40 SMEs and RO country report. Technical support
    ● ROMANIA: ARPA: Pilot sessions in Romania with persons with disabilities: 15-20. Technical support
    ● BULGARIA: BICC: 15-20 SMES and 15-20 persons with disabilities and BU country report. Technical support
    ● Greece: Militos: 15-20 SMES and GR country report. Technical support
    ● Me Alla Matia, AEK: 15-20 persons with disabilities. Technical support

2. **Webinar or a physical meeting with the participants** (depending on Partner's possibilities and the restrictions connected with the COVID-19 pandemic and the war) covering:
    ● Introduction to the Project, the Platform and the purpose of the training and testing
    ● overview of the BEYOND INCLUSION digital training (structure, navigation)
    ● presentation of the testing procedure
    To present the above mentioned information to testing participants Testing Partners will use the presentation developed by ITC: 'BEYOND INCLUSION pre piloting presentation.pptx'.

3. **Pilot testing**

    The sessions can be made either in groups with a facilitator, or as distance online testing, depending on the preferred way of each piloting Partner.

4. **Evaluation questionnaire**

    Participants will fill in an online or physical questionnaire. Its English version is provided in ANNEX 2 and available on Google Forms. ITC will provide Partners access to copies of the Form for translation to national languages (ES, GR, BU and RO).

5. National reports

Based on the data from the evaluation questionnaires Partners will provide national reports.

In short, the following figure illustrates the process:

Figure 3: Pilot Testing Methodology. Own elaboration

Partners identify participants	SMES and persons with disabilities
Meeting with the participants	Webinar or physical
Pilot testing	Face to face or online
Evaluation	Participants fill in questionnaire for SMEs and PWD
National reports	Partners elaborate their reports
Final collated report	This document
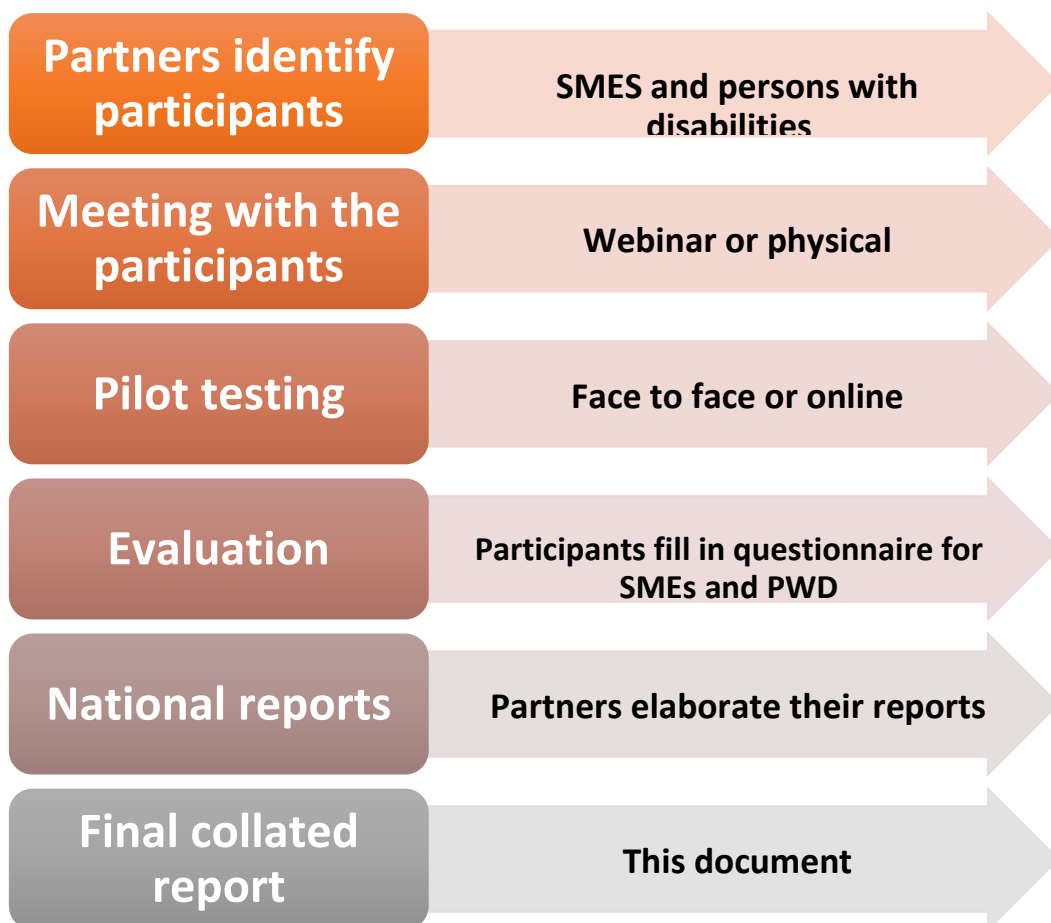
3.   INDICATORS OF ACHIEVEMENT PROPOSED

The indicators of achievement posed in the proposal were:

- 1 HANDBOOK **for consulting actors for SME**s (internal or external) in the context of human resources in **EN, RO, EL, BG, ES**
- Online course and materials tested:

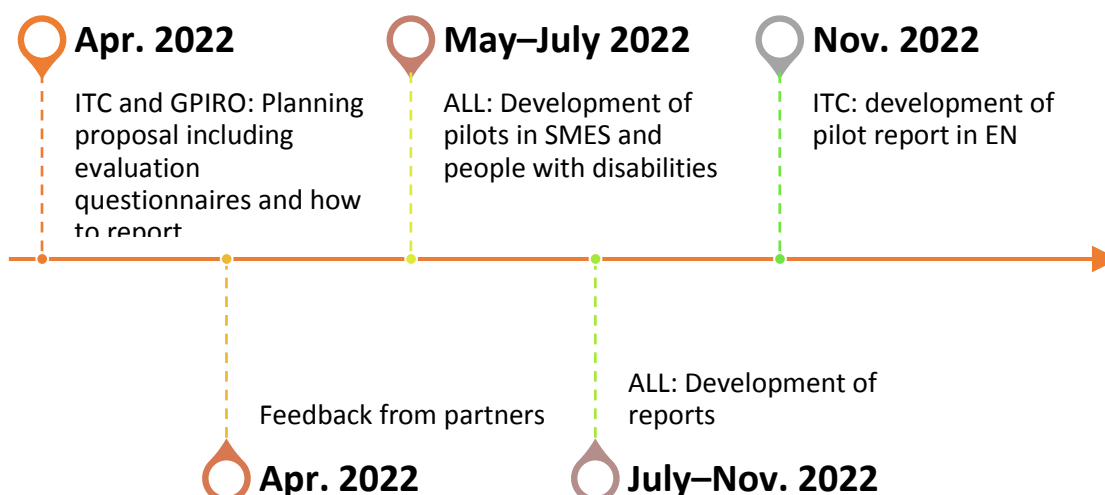*Table 2: Online course and materials proposed to be tested by partner and country. Own elaboration*

SPAIN	ITC: 15-20 SMEs and ES country report.
ROMANIA	GPIRO: 30-40 SMEs and RO country report.
	ARPA: Pilot sessions in Romania with persons with disabilities: 15-20.
BULGARIA	BICC: 15-20 SMES and 15-20 persons with disabilities and BU country report
GREECE	Militos: 15-20 SMES and GR country report.
	Me Alla Matia, AEK: 15-20persons with disabilities.

- 4 PILOT RESTING REPORTS FROM Spain, Romania, Bulgaria, and Greece (annexes of this report)
- 1 PILOT-TESTING report in EN (this document)

4. TIMINGS

The following figure presents the timings:

Figure 4: Timings of Pilot Testing. Own elaboration

Apr. 2022
ITC and GPIRO: Planning proposal including evaluation questionnaires and how to report

May–July 2022
ALL: Development of pilots in SMES and people with disabilities

Nov. 2022
ITC: development of pilot report in EN

Feedback from partners
Apr. 2022

ALL: Development of reports
July–Nov. 2022

5. TOOLS PROPOSED: EVALUATION QUESTIONNAIRES

2 questionnaires were proposed:
- Evaluation questionnaires for SMES (Annex 1)
- Evaluation questionnaires for Persons with Disabilities (Annex 2)

They were both organized in 3 parts:

1. **Evaluation of the Beyond Inclusion training provision as a whole: Indicators:**
- The training content in all the 2 Modules is relevant for my work, helping me to better understand the benefits for my company and the steps towards the creation of a disability inclusive workforce
- The flow and sequence of the 2 Modules and their content is presented in a clear and logical manner
- The online training environment was user-friendly and easy to understand (e.g., navigation, menus etc.)
- The digital and graphical elements used (images, tables, pictures etc.) are supporting the learning experience.
- The overall time needed to go through the training material is appropriate

2. **Evaluation of modules (2 for SMEs and 4 for Persons with Disabilities): Indicators:**

- SMES: MODULE 1: Benefits for SMEs and Evaluation of MODULE 2: Into action: Steps towards the creation of a disability inclusive workforce
- Persons with Disabilities: MODULE 1: About myself, MODULE 2: Disability and the job market, MODULE 3: Self presentation and self-marketing and MODULE 4: At the workplace.

For each module the questions were related to:
- Understanding about the module contents
- Provision of appropriate and useful knowledge
- Appropriateness of language used and ease of understanding
- The evaluation proposed (tests at the end of each Unit) is helpful to assess the knowledge and understanding of the topics addressed in the Unit/Module
- Usefulness of additional Resources for deepening the knowledge gained in the Module

3. **Suggestions, remarks, recommendations: Indicators:**
- Technical aspects to change
- Technical aspects to optimize
- Contents of the training to be changed or improved
- Any contents of the training that should be presented in a way that would better support learning

6. EVALUATION OF THE BEYOND INCLUSION TRAINING BY COUNTRY

Below we have included a summary table per country including timings, modality (online of face to face) and the number of participants achieved (both SME representatives and persons with disabilities – PwD from now on):

Table 3: Evaluation of the Beyond Inclusion training: key data per country. Own elaboration

	WHEN	Online of F2F	#SMEs	#PwDs
SPAIN	27/07/2022 -13/10/2022	online	15	
ROMANIA	9/01/2023	online	30	15
BULGARIA	01/10/2022 - 21/11/2022,	online	15	15
GREECE	27/07/2022 -27/10/2022	online	15	15
		TOTAL	75	45

As to face to face or online implementation:

In Spain, it was implemented fully online by developing a short presentation of the project and invitation sent by email to join the platform and test the BEYOND INCUSION e learning platform. All the respondents were provided with a phone number in case they had any problem with the training. 2 of them had problems with the registry process and were aided by the ITC staff. The piloting in Spain was addressed only to SMEs. ITC involved in this exercise all their network of contacts in Parc Bit (Iles Balears) and Verdiblanca Association in Spain (https://www.verdiblanca.com/), the Andalusian Association of persons with disabilities.

In Greece, Me Alla Matia organized a face-to-face event and presented the platform (login process, structure, content, testing etc.) to 8 persons with disabilities. Assisted by AEK, they presented the platform to another 7 persons with disabilities online, getting both verbal and written feedback, via the online questionnaires written by ITC and adapted to Greek by Militos. Militos developed a short presentation of the platform and an invitation sent by email and through the social media (see annex 1) to join and test the BEYOND INCLUSION e-learning platform. Some of the learners were contacted individually via online conference platforms (Zoom), given all the details for the login process, the structure, the content, and the testing process. The SMEs' representatives contacted were from a variety of fields: retail companies ("The perfect party"), e-shops (twinelefants.gr, sushi's closet etc.), food services (luv&roll house), art companies (CALD Productions, Act for Art, Alenik, ArtIt etc.), social enterprises (Knowl social enterprise, Victory Social Enterprise), media companies (ipolizei.gr), cultural management companies (i.e. CulturePolis) and 5 more micro enterprises with 3 or less employees (a pharmacy, a doctor's office, a notary's office etc.) Militos received both verbal and written feedback through the online questionnaires from 15 of the participants.

In Romania, the pilot testing in the case of SMEs was implemented fully online. In a first stage, Great People Inside organized online webinars and presented the platform to the representatives of interested SME companies, then fill in their suggestions in the feedback questionnaire. In the second stage, online invitations were sent to participate in the pilot testing phase of the Beyond Inclusion platform, through which they were sent information about the learning platform, how to connect and how to collect feedback/suggestions for improvement notified by users. The SMEs participating in the study were selected from:
1. GPI network – clients and collaborators
2. The Register of Authorized Protected Units in Romania
3. The SME database created among the companies registered on the pages of the Chambers of Commerce and industry of Romania
4. Other SMEs involved in ERASMUS+ projects with the same profile on the dissemination platform: https://erasmus-plus.ec.europa.eu/projects
5. Organizations/ institutions in Romania supporting the rights of persons with disabilities
6. Open call on social media network such as the project's Facebook page and LinkedIn.

In the case of people with disabilities, ARPA organized meetings with representatives of the National Association of the Deaf to explain how the platform works and what needs to be done to complete the training courses. Since most deaf people use sign language, the representatives of the National Association of Deaf People organized a meeting with some young beneficiaries of the association, who are looking for a job. 5 people with hearing impairment attended the online training courses. Regarding people with visual impairment, ARPA representatives organized an online meeting to explain them how the online training course works and what they need to do to benefit from the information. The visually impaired persons were recruited from the association's database, most of them being beneficiaries of ARPA projects. 7 visually impaired people offered positive feedback on the online training courses regarding the employment of people with disabilities. More than 10 people with physical disabilities attended the online training courses. They were recruited from the database of the association, many of them being participants of the scientific events organized by ARPA. Three of the participants provided feedback on the online training course.

In Bulgaria, the piloting process was carried out via online questionnaires and through a direct invitation to pre-selected representatives of both target groups. In addition, BICC – Sandanski published an open call for registering on the platform and to provide feedback and suggestions for its functionality and usefulness regarding its purpose. The call was disseminated through the regular (monthly) newsletter of BICC – Sandanski, which is distributed to 809 registered subscribers. Phone assistance was provided to respondents.

6.1   SPAIN

The piloting was addressed to SMES. The evaluation focused on the following aspects:

- Evaluation of the Beyond Inclusion training provision as a whole
- Evaluation of each module (2 for SMES and 4 for persons with disabilities):
- Suggestions, remarks, recommendations

For analysis purposes we provided the "totally agree" part of the scale the number 5 and "totally disagree) number 1.

Evaluation of the Beyond Inclusion training provision as a whole

The questions about the training provision requested respondents to provide their **agreement with each of the following statements:**
- The training content in all the 2 Modules is relevant for my work, helping me to better understand the benefits for my company and the steps towards the creation of a disability inclusive workforce
- The flow and sequence of the 2 Modules and their content is presented in a clear and logical manner
- The online training environment was user-friendly and easy to understand (e.g., navigation, menus etc.)
- The digital and graphical elements used (images, tables, pictures etc.) are supporting the learning experience.
- The overall time needed to go through the training material is appropriate.

In table 4 we have included the averages by item: we can see that the collated rating corresponded to 4.6 (totally agree) and the lowest rating corresponded to "*The online training environment was user-friendly and easy to understand (e.g., navigation, menus etc.)*" which received a 4.3, corresponding to "I agree".

Table 4: Evaluation of the Beyond Inclusion training – averages. Own elaboration

Statements	Average
The training content in all the 2 Modules is relevant for my work, helping me to better understand the benefits for my company and the steps towards the creation of a disability inclusive workforce	*4.7*
The flow and sequence of the 2 Modules and their content is presented in a clear and logical manner	*4.7*
The online training environment was user-friendly and easy to understand (e.g., navigation, menus etc.)	*4.3*
The digital and graphical elements used (images, tables, pictures etc.) are supporting the learning experience.	*4.7*
The overall time needed to go through the training material is appropriate.	*4.6*
Collated, all statements	*4.6*

In the figure below, figure 4, we are illustrating the results by statement and percentages:

Figure 5: Evaluation of the Beyond Inclusion training – percentages. Own elaboration
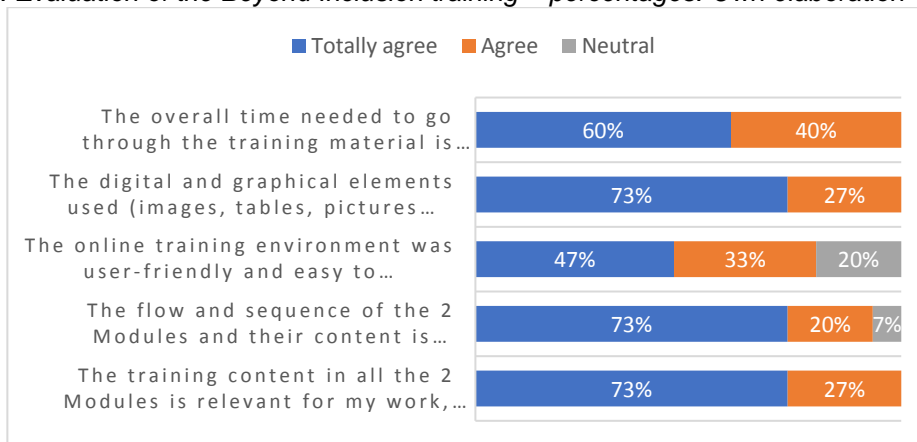
Evaluation of Module 1: Benefits for SMEs

The questions about Module 1 included the 5 statements included in table 5. As we can see below the collated rated corresponded to 4.5 (Totally agree) and the lowest rating was for "*The Additional Resources offered are useful for deepening the knowledge gained in Module 1*":

Table 5: Evaluation of the Beyond Inclusion Module 1 – averages. Own elaboration

Statements	Average
The training material in Module 1 presents useful and clear explanations of the benefits of promoting an inclusive workforce for SMEs	*4.6*
Having followed Module 1, my overall knowledge and understanding of benefits of promoting an inclusive workforce for SMEs has been enhanced.	*4.6*
The language used was appropriate and easy to understand.	*4.6*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 1.	*4.5*
The Additional Resources offered are useful for deepening the knowledge gained in Module 1.	*4.3*
Collated, all statements	*4.5*

Again, in the figure below, figure 5, we are illustrating the results by statement regarding Module 1 and percentages:

Figure 6: Evaluation of the Beyond Inclusion Module 1 – percentages. Own elaboration

Evaluation of Module 2 for SMEs: Into action: Steps towards the creation of a disability inclusive workforce
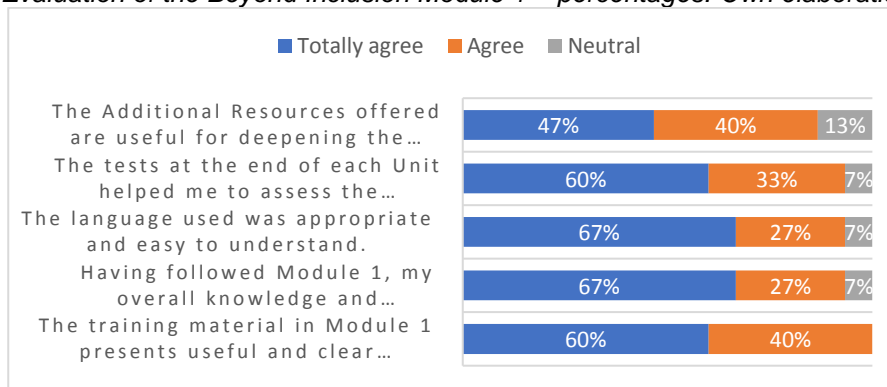
The questions about Module 2 included the 5 statements included in table 6. As we can see below the collated rated corresponded to 4.6 (Totally agree) and the lowest rating was for "*The Additional Resources offered are useful for deepening the knowledge gained in Module 2*":

Table 6: Evaluation of the Beyond Inclusion Module 2 – averages. Own elaboration

Statements	Average
By following Module 2, I gained a better understanding of the steps towards the creation of a disability inclusive workforce in the EU from an SME perspective.	*4.6*
Module 2 provided me with appropriate and useful knowledge and tools from an SME perspective to promote a disability inclusive workforce in the EU	*4.7*
The language used was appropriate and easy to understand.	*4.6*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 2.	*4.5*
The Additional Resources offered are useful for deepening the knowledge gained in Module 2.	*4.4*
Collated, all statements	*4.6*

In the figure below, figure 6, we are illustrating the results by statement regarding Module 2 and percentages:

Figure 7: Evaluation of the Beyond Inclusion Module 2– percentages. Own elaboration
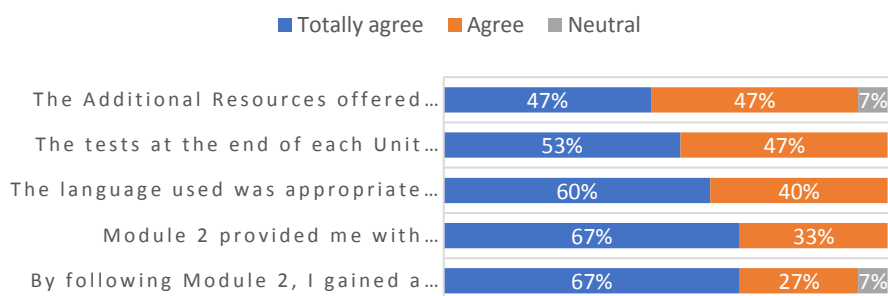
Conclusions – piloting in Spain

The pilot testing in Spain was implemented in the period 27/07/2022 until 13/10/2022 engaging 15 stakeholders using online devices and telephone. The piloting in Spain focused on SMEs that were contacted by the ES partner, ITC using their network of contacts.

In the table below we have included the average ratings provided by the respondents to the main statements regarding Overall rating of the training, module 1 and module 2. The collated rating corresponding to 4.6:

Table 7: Summary evaluation – averages. Own elaboration

Summary of ratings	Average
Overall rating of the training	*4.6*
Overall rating Module 1	*4.5*
Overall rating Module 2	*4.6*

In order to illustrate the results, we have included figure 7.

Figure 8: Summary Evaluation of the Beyond Inclusion training– averages. Own elaboration

4 of the respondents replied that there were technical aspects that should be optimized. However, as we have reported in section 1.4, all the Spanish respondents filled in the *Open question* field about further suggestions that were mainly addressed to **simplifying the registration process and access to the training by translating some sentences and words that remained in English.** All these aspects have been notified to the IT partner, RnDO, and have been optimised when registering in Spanish.

6.2   ROMANIA

The pilot testing in Romania was implemented in the period 7/10/2022 until 09/01/2023 engaging 30 stakeholders (30 representatives of SMEs) and 15 representatives of the target group with persons with disabilities.

SMES

The first part of the piloting was addressed to SMEs. The evaluation focused on the following aspects:

- Evaluation of the Beyond Inclusion training provision as a whole
- Evaluation of each module (a total of 2 modules for SMEs)
- Suggestions, remarks, recommendations

The information provided below is based on the adopted structure of the online questionnaire that was used during the piloting process.

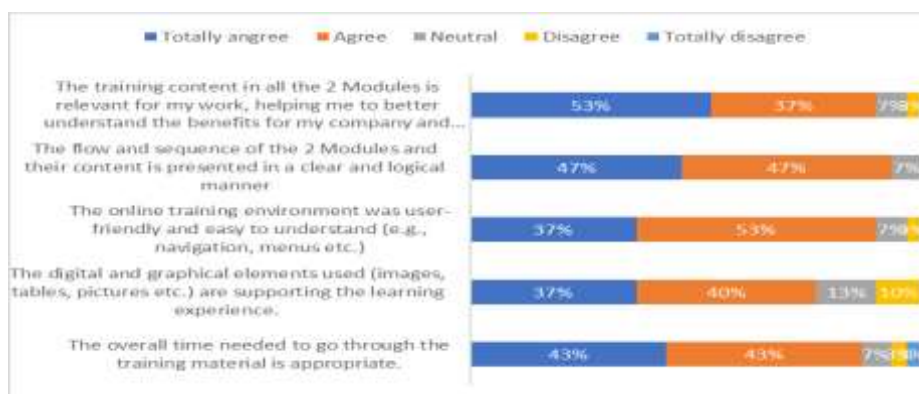### Evaluation of the Beyond Inclusion training provision as a whole

In the table 8 we have included the averages by item: we can see that the collated rating corresponded to 4.3 (agree) and the lowest rating corresponded to "The digital and graphical elements used (images, tables, pictures etc.) are supporting the learning experience." which received a 4.0, corresponding to "I agree".

Table 8: Evaluation of the Beyond Inclusion training – averages. Own elaboration

Statements	Average
The training content in all the 2 Modules is relevant for my work, helping me to better understand the benefits for my company and the steps towards the creation of a disability inclusive workforce	*4.4*
The flow and sequence of the 2 Modules and their content is presented in a clear and logical manner	*4.4*
The online training environment was user-friendly and easy to understand (e.g., navigation, menus etc.)	*4.2*
The digital and graphical elements used (images, tables, pictures etc.) are supporting the learning experience.	*4.0*
The overall time needed to go through the training material is appropriate.	*4.2*
Collated, all statements	*4.3*

In the figure below, we are illustrating the results by statement and percentages:

Figure 9: Evaluation of the Beyond Inclusion training – percentages. Own elaboration

Aspects mentioned by those who have ticked disagree or total disagree for one or more items referring to the evaluation of the Beyond Inclusion platform are:

- ⇨ On the phone the platform does not log in to the Romanian language, so they had to go through more than half of the information in English and there is no option to move to another language.
- ⇨ It took a long time to complete the material and the tests. It is rather difficult to find the answer to the tests.
- ⇨ There are not many digital elements (charts, tables) which makes it difficult to read the material. Due to the presentation mode, the time required for the study is very high.
- ⇨ I don't think this issue is now of our company.
- ⇨ There are not enough digital elements; they should be included to facilitate the reading of information.

Evaluation of Module 1: Benefits for SMEs

In the case of Module 1: Benefits for SMEs the collated rated corresponded to 4.4 (agree) and the lowest rating was for "*The language used was appropriate and easy to understand.*" and "*The Additional Resources offered are useful for deepening the knowledge gained in Module 1.*" which received a 4.3, corresponding to "I agree". This is influenced by the fact that some of the respondents were unable to access the platform and create an account in Romanian, so the information on the platform was accessed in English *("I was connected directly to English, although I accessed the link in Romanian. I didn't see the Romanian button and it was quite difficult to go through the whole material.*". It has also been mentioned that the language used is sometimes "standard", which can make it difficult to follow ideas (very good, by the way).

Table 9: Evaluation of the Beyond Inclusion Module 1– averages. Own elaboration

Statements	Average
The training material in Module 1 presents useful and clear explanations of the benefits of promoting an inclusive workforce for SMEs	**4.5**
Having followed Module 1, my overall knowledge and understanding of benefits of promoting an inclusive workforce for SMEs has been enhanced.	**4.4**
The language used was appropriate and easy to understand.	**4.3**
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 1.	**4.4**
The Additional Resources offered are useful for deepening the knowledge gained in Module 1.	**4.3**
Collated, all statements	*4.4*

In the figure below, figure 9, we are illustrating the results by statement regarding Module 1 and percentages:

Figure 10: Evaluation of the Beyond Inclusion Module 1 – percentages. Own elaboration
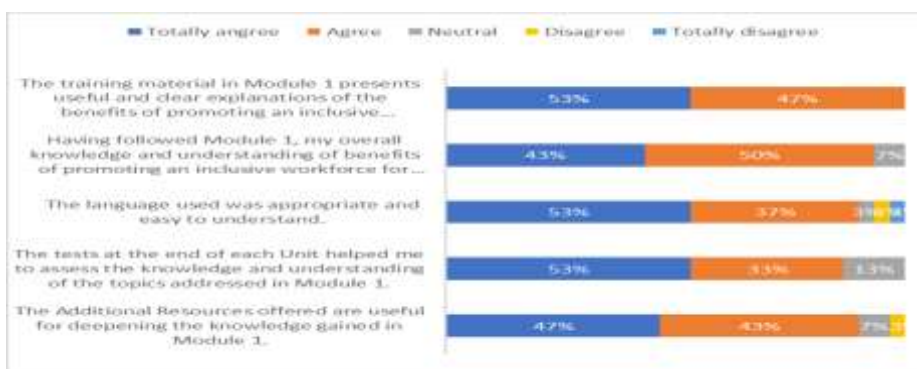
A person motivated the disagreement for one of the analysed items affirming that: resources seem to be useful to those who thoroughly (possibly scientifically) research this subfield, for SME leaders create additional tasks without adequate efficiency.

Evaluation of Module 2 for SMEs: Into action: Steps towards the creation of a disability inclusive workforce

In the case of Module 2 for SMEs: Into action: Steps towards the creation of a disability inclusive workforce, the collated rated corresponded to 4.4 (agree) and the lowest rating was for "Module 2 provided me with appropriate and useful knowledge and tools from an SME perspective to promote a disability inclusive workforce in the EU", "The language used was appropriate and easy to understand." And "The Additional Resources offered are useful for deepening the knowledge gained in Module 2." which received a 4.3, corresponding to "I agree".

Not all respondents were able to connect to the platform in their native language, respectively Romanian, so the item regarding the language used obtained low values on the scale used, as a result the obtained average is also lower.

Table 10: Evaluation of the Beyond Inclusion Module 2– averages. Own elaboration

Statements	Average
By following Module 2, I gained a better understanding of the steps towards the creation of a disability inclusive workforce in the EU from an SME perspective.	*4.5*
Module 2 provided me with appropriate and useful knowledge and tools from an SME perspective to promote a disability inclusive workforce in the EU	*4.3*
The language used was appropriate and easy to understand.	*4.3*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 2.	*4.4*
The Additional Resources offered are useful for deepening the knowledge gained in Module 2.	*4.3*
	Collated, all statements	*4.4*

In the figure below, figure 10, we are illustrating the results by statement regarding Module 2 and percentages:

Figure 11: Evaluation of the Beyond Inclusion Module 2 – percentages. Own elaboration
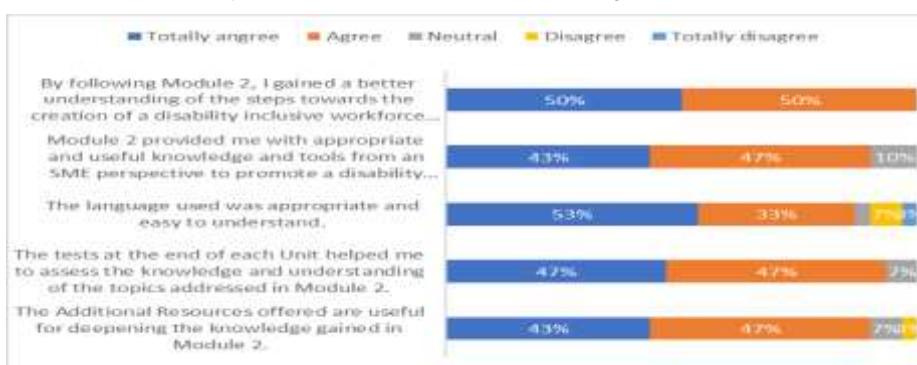
Those who opted for the lower scale levels (total disagree and disagree) explained why they chose this for the items analyzed for Module 2, the issues noted referring to:

⇨ The language used is standard and makes it difficult to follow ideas.
⇨ Connection on the platform in English, because it was not allowed to connect in Romanian.
⇨ There is a lot of information in the form of text. Better structuring of information and more graphic representations would have been more useful.

The additional resources seem appropriate for doctoral research, rather than the *do-it-yourself* approach, and it does not suggest going through all the resources. Some valuable resources may be skipped.

Table 11: Summary evaluation – averages. Own elaboration

Summary of ratings	Average
Overall rating of the training	*4.3*
Overall rating Module 1	*4.4*
Overall rating Module 2	*4.4*

Persons With Disabilities

The second part of the pilot was aimed at the target group of people with disabilities. The evaluation focused on the following aspects:

- Evaluation of the Beyond Inclusion training provision as a whole
- Evaluation of each Module (4 modules for persons with disabilities)
- Suggestions, remarks, recommendations

The information provided below is based on the adopted structure of the online questionnaire that was used during the piloting process.

Evaluation of the Beyond Inclusion training provision for persons with disabilities as a whole

Most of the participants in the piloting process "Agreed" that the flow and sequence of the 4 Modules and their content was presented in a clear and logical manner and The digital and graphical elements used (images, tables, pictures etc.) are supporting the learning experience. Similar was the rating that was given to the remaining questions related to the relevance of the training content in all the 4 modules for their personal life and their work, for the online training environment, and the overall time needed to go through the training material.

Table 12: Evaluation of the Beyond Inclusion training – averages. Own elaboration

Statements	Average
The training content in all the 4 Modules is relevant for my personal life and work, helping me to better understand myself, my potential, improving my presentation skills in the frame of the current job market requirements and increasing my employability potential	*4.3*
The flow and sequence of the 4 Modules and their content is presented in a clear and logical manner	*4.4*
The online training environment was user-friendly and easy to understand (e.g., navigation, menus etc.)	*4.2*
The digital and graphical elements used (images, tables, pictures etc.) are supporting the learning experience.	*4.4*
The overall time needed to go through the training material is appropriate.	*4.2*
Collated, all statements	*4.3*

Evaluation of Module 1: About myself

As seen in the table below, we observe that the most respondents "Agree" that the training material in Module 1 presents useful and clear explanations about their life skills, personality traits, values, and interests and the language used in this Module was appropriate and easy to understand.

Table 13: Evaluation of the Beyond Inclusion Module 1 – averages. Own elaboration

Statements	Average
The training material in Module 1 presents useful and clear explanations about my life skills, personality traits, values, and interests	*4.4*
Having followed Module 1, my overall knowledge of the importance of better understating my life skills, personality traits, values and interests has increased.	*4.2*
The language used was appropriate and easy to understand.	*4.4*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 1.	*4.2*
The Additional Resources offered are useful for deepening the knowledge gained in Module 1.	*4.2*
Collated, all statements	*4.3*

Evaluation of Module 2: Disability and the job market

When evaluating the contents of Module 2: Disability and the job market we observe that the most respondents agreed or totally agreed that the language used was appropriate and easy to understand. A high score (corresponding level "Agree") was obtained for the tests at the end of each Unit that helped to assess the knowledge and understanding of the topics addressed in Module 2 and the Additional Resources offered which were useful for deepening the knowledge gained in Module 2. Most respondents also agreed that Module 2 provided them with appropriate and useful knowledge and tools to better understand the situation of disability and the job market in the EU.

Table 14: Evaluation of the Beyond Inclusion Module 2 – averages. Own elaboration

Statements	Average
By following Module 2, I gained a better understanding about the identification of jobs and job matching, job search methods and careers exploration	*4.2*
Module 2 provided me with appropriate and useful knowledge and tools to better understand the situation of disability and the job market in the EU.	*4.3*
The language used was appropriate and easy to understand.	*4.5*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 2.	*4.3*
The Additional Resources offered are useful for deepening the knowledge gained in Module 2.	*4.3*
Collated, all statements	*4.3*

Evaluation of Module 3: self-presentation and self-marketing

The participants in the piloting process "agreed" or "strongly agreed" that the language used was appropriate and easy to understand. Most respondents also agreed that the Module 3 provided them with appropriate and useful knowledge and tools to increase their self-presentation and self-marketing skills.

Table 15: Evaluation of the Beyond Inclusion Module 3 – averages. Own elaboration

Statements	Average
By following Module 3, I gained a better understanding about self-presentation and self-marketing skills when applying for a job.	*4.2*
Module 3 provided me with appropriate and useful knowledge and tools to increase my self-presentation and self-marketing skills.	*4.3*
The language used was appropriate and easy to understand.	*4.5*

The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 3.	*4.2*
The Additional Resources offered are useful for deepening the knowledge gained in Module 3.	*4.1*
Collated, all statements	*4.3*

Evaluation of Module 4: At the workplace

According to respondents, the language used for Module 4 was appropriate and easy to understand the contents. Also, Module 4 offered a better understanding about job skills vis-à-vis disability, focus on soft skills and dealing with the expectations of others, and provided them with appropriate and useful knowledge and tools to be better equipped at the workplace. In addition, the majority of respondents believe that the tests at the end of each Unit helped them to assess the knowledge and understanding of the topics addressed in Module 4.

Table 16: Evaluation of the Beyond Inclusion Module 4– averages. Own elaboration

Statements	Average
By following Module 4, I gained a better understanding about job skills vis-à-vis disability, focus on soft skills and dealing with the expectations of others	*4.3*
Module 4 provided me with appropriate and useful knowledge and tools to be better equipped at the workplace.	*4.3*
The language used was appropriate and easy to understand.	*4.4*
The tests at the end of each Unit helped me to assess my knowledge and understanding of the topics addressed in Module 4.	*4.3*
The Additional Resources offered are useful for deepening the knowledge gained in Module 4.	*4.1*
Collated all statements	*4.3*

Table 17: Summary evaluation– averages. Own elaboration

Summary of ratings for the material for persons with disabilities	Average
Overall rating of the training	*4.3*
Overall rating Module 1	*4.3*
Overall rating Module 2	*4.3*
Overall rating Module 3	*4.3*
Overall rating Module 4	*4.3*

Conclusions – piloting in Romania

The following recommendations and recommendations were identified by the respondents. All identified technical errors were analysed by the project team at Great People Inside and forwarded to the technical partner (RNDO).

SME: 9 of the respondents replied that there were technical aspects that should be optimized. However, 14 out of our respondents filled in the *Open question* field about further suggestions. The most mentioned suggestion is the one related to the inclusion in the content of the platform of visual elements, videos, graphics, images to facilitate the reading of information. A summary of the replies would be:

- The connection on the Romanian link takes you most often also on .EU; to specify or make more visible the option to browse the information in Romanian.
- When the Romanian language changes you return to the login page and the information path is not kept, that is, you must start over or remember where you left and continue.
- If you switch to another module, it disconnects you from the platform and displays the login page. Basically, it is a logout on connecting to another module. This means that the link does not work properly.
- To the questions at the end of the units I answered the wrong question, and he did not let me go further, he blocked me at the quiz.
- The information contained in the platform gives the impression of a master thesis rather than an online course.
- Better structuring of information; the material should be segmented into smaller pieces with graphs or other elements.
- Suggestion: Instead of learning outcomes, use the term objectives for the SME module, because for entrepreneurs it is not exactly appropriate to name the sub-chapter of learning outcomes, because it brings you to the thought of learning, school, school, etc. and today's entrepreneurs are not receptive to such an approach, but rather to notice the benefits they have from browsing the information from the platform. For goals to be passed: Increasing employability, understanding current contexts, benefits of hiring people with disabilities, etc., these should be listed as units. These formulations should also be linked to the interests and benefits of SME users.
- Correlation as content between starting sentences and bulleted information. Ex: By completing Module 1, you will be able to learn about: What are the factors and challenges that limit the entry of people with disabilities into the labour market / What are the advantages and benefits for your company when you hire people with disabilities, from improving the company's reputation and image to increasing market share and revenue. This mismatch is also found in English.
- The lack of visual digital elements or their existence to a small extent (charts, tables, graphical representations, infographics) makes it difficult to browse the material. Due to the way of presentation, the time required for the study is very high. More visual / multimedia content (videos, photos, animations like doodle) would make it easier to go through the modules.
- The platform is too long and has too many stages, entrepreneurs will not have the patience to go through all the stages, to do tests, quizzes. The suggestion would be that all the information be put together and the quizzes at the end of the whole material. The tests are smart and well thought out as questions!
- In terms of content: Beware of abbreviations!
- More space may be given to legislative aspects to encourage employment of persons with disabilities in each country.

- Inclusion of case studies.
- The platform has the possibility to choose how to browse the information: 1) Text, 2) Video with interpretation for the deaf, 3) Audio, so that entrepreneurs who are in the car at the wheel, on the long road can choose the audio option, they should lead and at the same time inform themselves.
- There are audio and video materials that are not necessarily made in a super professional way, to facilitate the information of those with disabilities.
- Additional resources could be at least partially in the form of videos with best practice case or interviews with organizations that have applied these principles, including people with disabilities and their managers or mentors.

Persons with Disabilities: 4 of the respondents replied that there were technical aspects that should be optimized. However, 5 out for our respondents filled in the *Open question* field about further suggestions. Their recommendations refer to:

- Chromatic design to help navigate the site
- For the deaf and hard of hearing, special video materials in mime-gestural language
- Providing the content (also) in an audio format would be a great advantage.
- The use of sign language in the materials, the mother tongue for the deaf - LSR (Romanian sign language).

6.3   BULGARIA

The pilot testing in Bulgaria was implemented in the period 01/10/2022 until 21/11/2022, engaging 15 representatives of SMEs and 15 representatives of the target group with persons with disabilities.

The piloting process was carried out via online questionnaires and through a direct invitation to pre-selected representatives of both target groups. In addition, BICC – Sandanski published an open call for registering on the platform and to provide feedback and suggestions for its functionality and usefulness regarding its purpose. The call was disseminated through the regular (monthly) newsletter of BICC – Sandanski, which is distributed to 809 registered subscribers (Annex 1 – Screenshot). If requested, phone assistance was provided to respondents.

SMES

The first part of the piloting was addressed to SMEs. The evaluation focused on the following aspects:

- Evaluation of the Beyond Inclusion training provision as a whole
- Evaluation of each module (a total of 2 modules for SMEs)
- Suggestions, remarks, recommendations

The information provided below is based on the adopted structure of the online questionnaire that was used during the piloting process.

Evaluation of the Beyond Inclusion training provision as a whole

Most of the respondents (Agreed) (marked in red) that the training content in the 2 modules intended for SMEs is relevant to their work and helped them to understand the benefits for their companies better. It is visible from the graphic that most participants in the online survey agreed that their overall knowledge and understanding of the benefits of promoting an inclusive workforce for SMEs have improved. Online survey respondents mostly agreed that the language used throughout the platform, the self-assessment test and the additional resources that were offered at the end of each training module are appropriate, relevant, and easy to use. Here are some suggestions left from respondents:

- There are certain graphics that are not translated.
- There are certain texts that are not translated throughout the modules.
- There are very few graphics and mostly text.

The reading flow is smooth, and the information is valuable.

Table 18: Evaluation of the Beyond Inclusion training – averages. Own elaboration

Statements	Average
The training content in all the 2 Modules is relevant for my work, helping me to better understand the benefits for my company and the steps towards the creation of a disability inclusive workforce	*3.8*
The flow and sequence of the 2 Modules and their content is presented in a clear and logical manner	*4.0*
The online training environment was user-friendly and easy to understand (e.g., navigation, menus etc.)	*3.9*
The digital and graphical elements used (images, tables, pictures etc.) are supporting the learning experience.	*3.8*
The overall time needed to go through the training material is appropriate.	*4.2*
Collated, all statements	*3.9*

Evaluation of Module 1: Benefits for SMEs

When evaluating the contents of Module 1: Benefits for SMEs we observe a similar pattern, i.e., most respondents "Agree" (marked in red) or "Strongly agree" (marked in blue) that the content provided within the module gave them appropriate and useful knowledge and tools to promote a disability inclusive workforce in SMEs, gaining a better understanding of the steps towards the creation of such an environment.

Again, the language used throughout the platform, the self-assessment test and the additional resources offered at the end of each training module were deemed appropriate, relevant, and easy-to-use. Again, some typos and mistakes in the translation were pointed out by respondents.

Table 19: Evaluation of the Beyond Inclusion Module 1– averages. Own elaboration

Statements	Average
The training material in Module 1 presents useful and clear explanations of the benefits of promoting an inclusive workforce for SMEs	*3.8*
Having followed Module 1, my overall knowledge and understanding of benefits of promoting an inclusive workforce for SMEs has been enhanced.	*3.9*
The language used was appropriate and easy to understand.	*4.2*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 1.	*4.1*
The Additional Resources offered are useful for deepening the knowledge gained in Module 1.	*4.1*
Collated, all statements	*4.0*

Evaluation of Module 2 for SMEs: Into action: Steps towards the creation of a disability inclusive workforce

When evaluating the contents of Module 1: Benefits for SMEs, we observe a similar pattern, i.e., most respondents "Agree" (marked in red) or "Strongly agree" (marked in blue) that the content provided within the module gave them appropriate and useful knowledge and tools to promote a disability inclusive workforce in SMEs. Some respondents answered "Neutral" to the question asking if Module 2 provided Again, the used language throughout the platform, the self-assessment test and the additional resources offered at the end of each training module were deemed as appropriate, relevant, and easy-to-use. Again, some typos and mistakes in the translation were pointed out by respondents.

Table 20: Evaluation of the Beyond Inclusion Module 2– averages. Own elaboration

Statements	Average
By following Module 2, I gained a better understanding of the steps towards the creation of a disability inclusive workforce in the EU from an SME perspective.	*3.8*
Module 2 provided me with appropriate and useful knowledge and tools from an SME perspective to promote a disability inclusive workforce in the EU	*3.9*
The language used was appropriate and easy to understand.	*4.1*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 2.	*4.1*
The Additional Resources offered are useful for deepening the knowledge gained in Module 2.	*4.1*
Collated, all statements	*4.0*

Table 21: Summary evaluation– averages. Own elaboration

Summary of ratings	Average
Overall rating of the training	*3.9*
Overall rating Module 1	*4.0*
Overall rating Module 2	*4.0*

Persons With Disabilities

The second part of the pilot was aimed at the target group of people with disabilities. The evaluation focused on the following aspects:

- Evaluation of the Beyond Inclusion training provision as a whole
- Evaluation of each Module (4 modules for persons with disabilities):
- Suggestions, remarks, recommendations

The information provided below is based on the adopted structure of the online questionnaire that was used during the piloting process.

Evaluation of the Beyond Inclusion training provision for persons with disabilities as a whole

Most of the participants in the piloting process "Agreed" (marked in "Red") that the training content in all 4 Modules was relevant to their personal life and work, helping them to better understand their persona, potential, improving their presentation skills in the frame of the current job market requirements as well as increasing their potential. Similar was the rating that was given to the remaining questions related to the flow, timing, and graphical representation of the contents on the platform.

Table 22: Evaluation of the Beyond Inclusion training – averages. Own elaboration

Statements	Average
The training content in all the 4 Modules is relevant for my personal life and work, helping me to better understand myself, my potential, improving my presentation skills in the frame of the current job market requirements and increasing my employability potential	*3.9*
The flow and sequence of the 4 Modules and their content is presented in a clear and logical manner	*3.5*
The online training environment was user-friendly and easy to understand (e.g., navigation, menus etc.)	*3.1*
The digital and graphical elements used (images, tables, pictures etc.) are supporting the learning experience.	*3.9*
The overall time needed to go through the training material is appropriate.	*3.9*
Collated, all statements	*3.7*

Evaluation of Module 1: About myself

As seen in the table below, most respondents either "Agreed" (marked in Red) or "Strongly agreed" (marked in blue) that the training material in Module 1 presented useful and clear explanations for them to reconsider and rediscover their life skills, personality traits, values, and interests. Most respondents "Agreed" that their overall knowledge of the importance of better understating their life skills, personality traits, values and interests has increased. The language used, tests and additional resources were also evaluated highly by respondents.

Table 23: Evaluation of the Beyond Inclusion Module 1– averages. Own elaboration

Statements	Average
The training material in Module 1 presents useful and clear explanations about my life skills, personality traits, values, and interests	*3.9*
Having followed Module 1, my overall knowledge of the importance of better understating my life skills, personality traits, values and interests has increased.	*4.0*
The language used was appropriate and easy to understand.	*4.0*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 1.	*4.0*
The Additional Resources offered are useful for deepening the knowledge gained in Module 1.	*4.0*
Collated, all statements	*4.0*

Evaluation of Module 2: Disability and the job market

Apart from the issues with navigation in Module 2, which are detailed in the section "Recommendations", again the vast majority of respondents to the online survey "Agreed" that the content was interesting and relevant to their objectives, i.e. provided better understanding about the identification of jobs and job matching, job search methods and careers exploration, as well as providing the appropriate and useful knowledge and tools to understand better the situation of disability and the job market in the EU. Similarly, to Module 1 and all subsequent modules, the language, tests, and additional resources were evaluated highly by the respondents.

Table 24: Evaluation of the Beyond Inclusion Module 2– averages. Own elaboration

Statements	Average
By following Module 2, I gained a better understanding about the identification of jobs and job matching, job search methods and careers exploration	*3.8*
Module 2 provided me with appropriate and useful knowledge and tools to better understand the situation of disability and the job market in the EU.	*4.0*
The language used was appropriate and easy to understand.	*4.0*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 2.	*4.0*
The Additional Resources offered are useful for deepening the knowledge gained in Module 2.	*3.9*
Collated, all statements	*3.9*

Evaluation of module 3: self-presentation and self-marketing

According to respondents, the contents of Module 3 gained a better understanding of self-presentation and self-marketing skills when applying for a job. In addition, most respondents either "Agreed" or "Strongly agreed" that Module 3 provided them with appropriate and useful knowledge and tools to increase their self-presentation and self-marketing skills. Similarly to Modules 1 and 2, the language, tests and additional resources were evaluated highly by the respondents.

Table 25: Evaluation of the Beyond Inclusion Module 3 – averages. Own elaboration

Statements	Average
By following Module 3, I gained a better understanding about self-presentation and self-marketing skills when applying for a job.	*4.0*
Module 3 provided me with appropriate and useful knowledge and tools to increase my self-presentation and self-marketing skills.	*4.0*
The language used was appropriate and easy to understand.	*4.1*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 2.	*4.1*
The Additional Resources offered are useful for deepening the knowledge gained in Module 2.	*4.0*
Collated, all statements	*4.0*

Evaluation of module 4: At the workplace

As in the previous module, Bulgarian participants in the piloting process "agreed" that the module contents were interesting and applicable to their objectives, i.e., providing appropriate and useful knowledge and tools to be better equipped at the workplace.

Table 26: Evaluation of the Beyond Inclusion Module 4 – averages. Own elaboration

Statements	Average
By following Module 4, I gained a better understanding about job skills vis-à-vis disability, focus on soft skills and dealing with the expectations of others	*4.1*
Module 4 provided me with appropriate and useful knowledge and tools to be better equipped at the workplace.	*3.9*
The language used was appropriate and easy to understand.	*4.0*
The tests at the end of each Unit helped me to assess my knowledge and understanding of the topics addressed in Module 2.	*4.0*
The Additional Resources offered are useful for deepening the knowledge gained in Module 2.	*3.9*
Collated all statements	*4.0*

Table 27: Summary evaluation – averages. Own elaboration

Summary of ratings for the material for persons with disabilities	Average
Overall rating of the training	*3.7*
Overall rating Module 1	*4.0*
Overall rating Module 2	*3.9*
Overall rating Module 3	*4.0*
Overall rating Module 4	*4.0*

Conclusions – piloting in Bulgaria

The following recommendations were identified by the respondents. All identified technical errors were analysed by the project team at BICC – Sandanski and forwarded to the technical partner (RNDO).

SMEs:

- The initial process of orientation in the platform and the need to "Register" is confusing and redundant. You can also think about certificate at the end.
- The content and the platform are fine. However, for all statements provided above, I cannot say that they have made me change my perspective or improve my knowledge essentially. However, there are a few interesting takeaways.
- It might be good for the platform to offer a document that certifies the completion of the training. There is too much text which gets tiring at times.
- Add more graphics.
- Some graphics and text are in a language other than Bulgarian.
- At first, it is a bit difficult to navigate the content.
- More graphics and less text.

People with disabilities:

- Some graphics are not translated. There may be a screen at the end to indicate that the training has been successfully completed. A certificate may also be considered.
- At the beginning, after registration, it is difficult to navigate where exactly to start studying. The registration process itself is easy. There are spelling mistakes in the text that need to be corrected. A large part of the graphics has not been translated and localised in Bulgarian.
- There is a problem with the automatic progress through the lessons. It is noticeable that when you go through the modules using the "Forward" button, some of the Lessons are skipped by the system. Finally, it is difficult to know which lessons have been missed. This needs to be fixed because it spoils the overall impression of the platform. On the other hand, there is interesting content, especially in the modules on soft skills, job search, career guidance, etc.
- There is a problem with the platform because when going through the individual lessons, some of them are skipped. The navigation needs to be improved because it is now very clunky and not intuitive.
- Navigating the platform is confusing. Some of the lessons are available in the menu (on the right), but when you click on them, another lesson appears. When pressing the "Next" button, some lessons are missing.
- Technical errors and grammatical/spelling errors must be corrected.
- Self-assessment tests are too many and interrupt the learning process. Rather, there should only be a test at the end of each module, not after each lesson.
- Confirmation that a lesson or module has been completed should be more distinct. It's barely noticeable now.
- It is good to have a comprehensive test that allows for certification. It is good that the platform can generate a certificate.

6.4 GREECE

The pilot testing in Greece was implemented in the period from 27/07/2022 until 27/10/2022 engaging 15 SME representatives and 15 persons with disabilities (mainly visual and mobile impairments).

SMES

In the piloting addressed to SMES, implemented by Militos (GR), the evaluation focused on the following aspects:

- Evaluation of the Beyond Inclusion training provision as a whole
- Evaluation of each module (2 for SMES and 4 for persons with disabilities):
- Suggestions, remarks, recommendations

For analysis purposes we provided the "totally agree" part of the scale the number 5 and "totally disagree) number 1.

Evaluation of the Beyond Inclusion training provision as a whole

In table 28 we have included the averages by item: we can see that the collated rating corresponded to 4.0 (I agree) and the lowest rating corresponded to "*The digital and graphical elements used (images, tables, pictures etc.) are supporting the learning experience.*" which received a 3.4.

Table 28: Evaluation of the Beyond Inclusion training – averages. Own elaboration

Statements	Average
The training content in all the 2 Modules is relevant for my work, helping me to better understand the benefits for my company and the steps towards the creation of a disability inclusive workforce	*4.1*
The flow and sequence of the 2 Modules and their content is presented in a clear and logical manner	*4.3*
The online training environment was user-friendly and easy to understand (e.g., navigation, menus etc.)	*4.1*
The digital and graphical elements used (images, tables, pictures etc.) are supporting the learning experience.	*3.4*
The overall time needed to go through the training material is appropriate.	*4.3*

Evaluation of Module 1: Benefits for SMEs

The questions about Module 1 included the 5 statements included in table 29. As we can see below the collated rated corresponded to 4.1 (Agree) and the lowest rating was for "*The Additional Resources offered are useful for deepening the knowledge gained in Module 1*":

Table 29: Evaluation of the Beyond Inclusion Module 1– averages. Own elaboration

Statements	Average
The training material in Module 1 presents useful and clear explanations of the benefits of promoting an inclusive workforce for SMEs	*4.1*
Having followed Module 1, my overall knowledge and understanding of benefits of promoting an inclusive workforce for SMEs has been enhanced.	*4.2*
The language used was appropriate and easy to understand.	*4.3*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 1.	*4.3*
The Additional Resources offered are useful for deepening the knowledge gained in Module 1.	*3.8*
Collated, all statements	*4.1*

Evaluation of Module 2 for SMEs: Into action: Steps towards the creation of a disability inclusive workforce

The questions about Module 2 included the 5 statements included in table 30. As we can see below the collated rated corresponded to 4.1 (Agree) and the lowest rating was 3.9 (Agree) for "*The Additional Resources offered are useful for deepening the knowledge gained in Module 2*" and "*The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 2".*

Table 30: Evaluation of the Beyond Inclusion Module 2– averages. Own elaboration

Statements	Average
By following Module 2, I gained a better understanding of the steps towards the creation of a disability inclusive workforce in the EU from an SME perspective.	*4.1*
Module 2 provided me with appropriate and useful knowledge and tools from an SME perspective to promote a disability inclusive workforce in the EU	*4.3*
The language used was appropriate and easy to understand.	*4.4*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 2.	*3.9*
The Additional Resources offered are useful for deepening the knowledge gained in Module 2.	*3.9*
Collated, all statements	*4.1*

Persons With Disabilities

The second piloting, conducted by *Me Alla Matia* (GR), was addressed to persons with disabilities. The evaluation focused on the following aspects:

- Evaluation of the Beyond Inclusion training provision as a whole
- Evaluation of each module (4 for persons with disabilities):
- Suggestions, remarks, recommendations

For analysis purposes we provided the "totally agree" part of the scale the number 5 and "totally disagree) number 1.

Evaluation of the Beyond Inclusion training provision for persons with disabilities as a whole

In table 31 we have included the rates that agree or totally agree with following sentences:

Table 31: Evaluation of the Beyond Inclusion training – averages. Own elaboration

Statements	Average
The training content in all the 4 Modules is relevant for my personal life and work, helping me to better understand myself, my potential, improving my presentation skills in the frame of the current job market requirements and increasing my employability potential	*4.3*
The flow and sequence of the 4 Modules and their content is presented in a clear and logical manner	*4.4*
The online training environment was user-friendly and easy to understand (e.g., navigation, menus etc.)	*4.3*
The digital and graphical elements used (images, tables, pictures etc.) are supporting the learning experience.	*3.5*
The overall time needed to go through the training material is appropriate.	*4.6*
Collated, all statements	*4.2*

Evaluation of Module 1: About myself

The questions about Module 1 included the 5 statements included in table 32. As we can see below the collated rate corresponded to 4.3 (Agree) and the lowest rating was 4.1 (Agree) for "*Having followed Module 1, my overall knowledge of the importance of better understating my life skills, personality traits, values and interests has increased.*":

Table 32: Evaluation of the Beyond Inclusion Module 1– averages. Own elaboration

Statements	Average
The training material in Module 1 presents useful and clear explanations about my life skills, personality traits, values, and interests	*4.4*
Having followed Module 1, my overall knowledge of the importance of better understating my life skills, personality traits, values and interests has increased.	*4.1*
The language used was appropriate and easy to understand.	*4,5*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 1.	*4,5*
The Additional Resources offered are useful for deepening the knowledge gained in Module 1.	*4.2*
Collated, all statements	*4,3*

Evaluation of Module 2: Disability and the job market

The questions about Module 2 included the 5 statements included in table 33. As we can see all statements have the same average rating (4.3) and the lowest rating (4.1) was for the tests at the end of the Unit:

Table 33: Evaluation of the Beyond Inclusion Module 2 – averages. Own elaboration

Statements	Average
By following Module 2, I gained a better understanding about the identification of jobs and job matching, job search methods and careers exploration	*4.3*
Module 2 provided me with appropriate and useful knowledge and tools to better understand the situation of disability and the job market in the EU.	*4.3*
The language used was appropriate and easy to understand.	*4.3*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 2.	*4.1*
The Additional Resources offered are useful for deepening the knowledge gained in Module 2.	*4.3*
Collated, all statements	*4.3*

Evaluation of module 3: self-presentation and self-marketing

The questions about Module 3 included the 5 statements included in table 34. As we can see below the collated rate corresponded to 4.3 (Agree):

Table 34: Evaluation of the Beyond Inclusion Module 3 – averages. Own elaboration

Statements	Average
By following Module 3, I gained a better understanding about self-presentation and self-marketing skills when applying for a job.	*4.5*
Module 3 provided me with appropriate and useful knowledge and tools to increase my self-presentation and self-marketing skills.	*4.2*
The language used was appropriate and easy to understand.	*4.4*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 2.	*4.2*
The Additional Resources offered are useful for deepening the knowledge gained in Module 2.	*4.2*
Collated, all statements	*4.3*

Evaluation of module 4: At the workplace

The questions about Module 4 included the 5 statements included in table 35. As we can see below the collated rate corresponded to 4.2 (Agree) for the language used and the lowest rating was 4.1 (Agree) for the level of *"the appropriate and useful knowledge and tools to be better equipped at the workplace"* and the Additional Resources offered:

Table 35: Evaluation of the Beyond Inclusion Module 4 – averages. Own elaboration

Statements	Average
By following Module 4, I gained a better understanding about job skills vis-à-vis disability, focus on soft skills and dealing with the expectations of others	*4.3*
Module 4 provided me with appropriate and useful knowledge and tools to be better equipped at the workplace.	*4.1*
The language used was appropriate and easy to understand.	*4.4*
The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 2.	*4.2*
The Additional Resources offered are useful for deepening the knowledge gained in Module 2.	*4.1*
Collated, all statements	*4.2*

Conclusions – piloting in Greece

SMEs: 1 respondent thinks that some technical aspects need to be changed, 6 of the respondents think that some technical aspects should be optimized, 3 of them made suggestions about the content and 4 of the respondents suggested that there should be things added in the way the material is presented. However, as we have reported below, all our respondents filled in *Open question* fields (for the material as a whole and for each Module separately) about further suggestions. A summary of the replies would be:

1. The **graphical elements** were one of the main concerns of the respondents, as they have mentioned:

- Visual elements should be added to enable the learning experience.
- More images could be used to add some fun to the learning material.
- The graphical elements should be enhanced.
- The presentation of the material could be enhanced with images and infographics to be more attractive.

2. The indicated another area of intervention with regards to the content:

- The content of the course is covering almost of the areas with regards to the subject. However, the material about the legal framework could be more country-oriented, so as for the learners to be able to better comprehend the legislation in their own country.
- Although they understood the benefits from hiring a person with disability, they would like to know more about the incentives (tax incentives etc.) offered in Greece for employing persons with disabilities.

3. They brought to our attention some **technical aspects** with regards to the login process and the beginning of the course, as well as the change of languages.

4. The respondents indicated that, with regards to the additional resources, they would like more things to be included, such as **videos and audio-visual material** that would make the course more attractive.

Persons with Disabilities: 6 of the respondents replied that both some technical aspects and part of the material should be optimized and 7 indicated that the presentation of the material should be somehow different to enable the learning experience, while 4 of them suggested that there should be changes in the technical aspects of the course. However, as we have reported below, all our respondents filled in the *Open question* fields about further suggestions. A summary of the replies would be:

- There should be more images and infographics to help the learner. Indicatively, one of the respondents mentioned that, having dyslexia, it was difficult for him/her to maintain his/her attention to the course.
- There are accessibility issues with some of the existing infographics.
- Some hyperlinks take the learner out of the platform and the learner needs to relog in.
- Content-wise, body language is emphasized as a means of communication, which can be severely damaged if the person has a serious mobile impairment. One respondent suggested that there should be an alternative means of communication given for a person with mobile impairment, interacting with a potential employer.
- Some of the respondents had trouble with the registration process.
- With regards to the additional resources, one respondent mentioned his/her need for more resources in Greek.
- Some of them suggested that there should be more tests about themselves, rather than tests for the comprehension of the material.

Please note that all these aspects have been notified to the IT partner, RnDO, and have been optimised.

7. OVERALL COLLATED ANALYSIS BY MODULE

In this section we will present the collated report from all countries participating in the piloting divided in 2 sections: Piloting involving SMEs and Persons with Disabilities.

a. SMES

The pilot testing was implemented in Spain, Romania, Greece, and Bulgaria engaging 60 SME representatives using online devices and telephone.
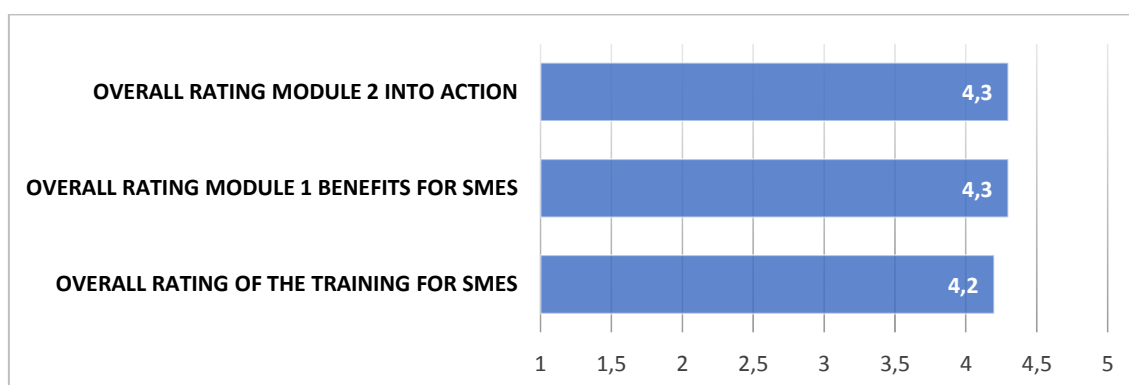
In the table below we have included the average ratings provided by the respondents form all countries to the main statements regarding Overall rating of the training, module 1 and module 2. The collated rating corresponding to 4,3:

Table 36: Summary evaluation– averages ALL COUNTRIES. Own elaboration

Summary of ratings	Average ES	Average RO	Average BU	Average GR	Total average
Overall rating of the training for SMEs	4.6	4.3	3.9	4.0	4.2
Overall rating Module 1 Benefits for SMEs	4.5	4.4	4.0	4.1	4.3
Overall rating Module 2 Into Action	4.6	4.4	4.0	4.1	4.3
Total Average	4.6	4.4	4.0	4.1	4.3

To illustrate the results, we have included figure 11 to show the collated rating from all countries involved. We can state that the piloting with SMEs has surpassed the imaginary evaluation line of 4 out of 5, corresponding to "very good".

Figure 12: Summary Evaluation of the Beyond Inclusion training – averages. Own elaboration

b. Persons With Disabilities

The pilot testing was implemented in Romania, Greece, and Bulgaria engaging 45 PwD using online devices and telephone.

In the table below we have included the average ratings provided by the respondents form all countries to the main statements regarding the overall rating of the training, module 1, 2, 3 and 4. The collated rating corresponding to 4.2:

Table 37: Summary evaluation– averages ALL COUNTRIES. Own elaboration

Summary of ratings	Average RO	Average BU	Average GR	Total average
Overall rating of the training for PwD	4.3	3.7	4.2	**4.1**
Overall rating Module 1 About myself	4.3	4.0	4.3	**4.2**
Overall rating Module 2 Disability and the job market	4.3	3.9	4.3	**4.2**
Overall rating Module 3 self-presentation and self-marketing	4.3	4.0	4.3	**4.2**
Overall rating Module 4 At the workplace	4.3	4.0	4.2	**4.2**
Total Average	**4.3**	**3.9**	**4.3**	**4.2**

To illustrate the results, we have included figure 12 to show the collated rating from all countries involved. We can state that the piloting with PwD has surpassed the imaginary evaluation line of 4 out of 5, corresponding to a good qualifying.

Figure 12: Summary Evaluation of the Beyond Inclusion training – averages. Own elaboration
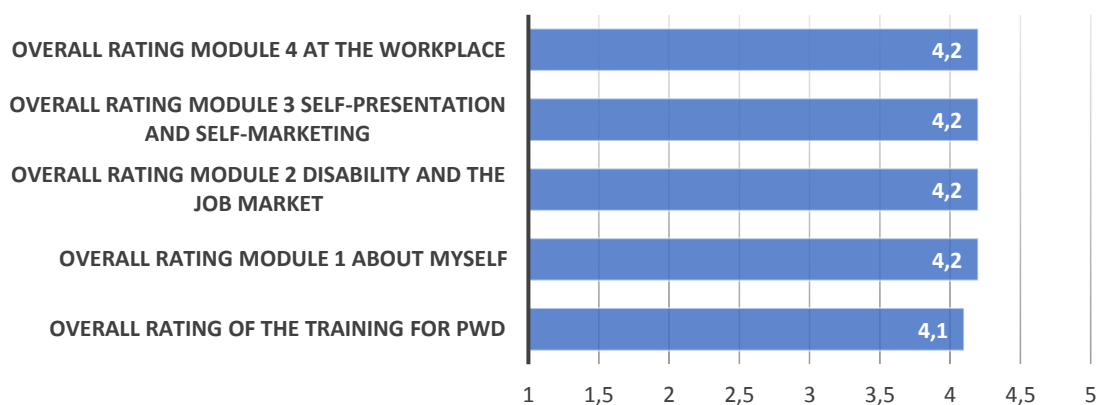
8. CONCLUSIONS

This section presents the summary of recommendations to improve the modules for SMES and persons with disabilities.

In Spain, the pilot testing focused on **SMEs** that were contacted by the ES partner, ITC using their network of contacts. 4 of the respondents replied that there were technical aspects that should be optimized. However, as we have reported in section 1.4, all the Spanish respondents filled in the *Open question* field about further suggestions that were mainly addressed to **simplifying the registration process and access to the training by translating some sentences and words that remained in English.**

In **Romania**, the pilot testing included the evaluation of the platform for SMEs and the one for people with disabilities. A summary of the Suggestions and recommendations for the SME's would be:

- The connection on the Romanian link takes you most often also on .EU; it is indicated to specify or make more visible the option to browse the information in Romanian.
- If you switch to another module, it disconnects you from the platform and displays the login page. Basically, it is a logout on connecting to another module. This means that the link does not work properly.
- The information contained in the platform gives the impression of a master thesis rather than an online course.
- Better structuring of information; the material should be segmented into smaller pieces with graphs or other elements.
- Suggestion: Instead of learning outcomes, use the term objectives for the SME module, because for entrepreneurs it is not exactly appropriate to name the sub-chapter of learning outcomes, because it brings you to the thought of learning, school, school, etc. and today's entrepreneurs are not receptive to such an approach, but rather to notice the benefits they have from browsing the information from the platform
- Correlation as content between starting sentences and bulleted information. Ex: By completing Module 1, you will be able to learn about: What are the factors and challenges that limit the entry of people with disabilities into the labour market / What are the advantages and benefits for your company. when you hire people with disabilities, from improving the company's reputation and image to increasing market share and revenue. This mismatch is also found in English.
- The lack of visual digital elements or their existence to a small extent (charts, tables, graphical representations, infographics) makes it difficult to browse the material. Due to the way of presentation, the time required for the study is very high. More visual / multimedia content (videos, photos, animations like doodle) would make it easier to go through the modules.
- The platform is too long and has too many stages, entrepreneurs will not have the patience to go through all the stages, to do tests, quizzes. The suggestion would be that all the information be put together and the quizzes at the end of the whole material. The tests are smart and well thought out as questions!
- More space may be given to legislative aspects to encourage employment of persons with disabilities in each country.
- Inclusion of case studies.

- The platform has the possibility to choose how to browse the information: 1) Text, 2) Video with interpretation for the deaf, 3) Audio, so that entrepreneurs who are in the car at the wheel, on the long road can choose the audio option, they should lead and at the same time inform themselves.
- There are audio and video materials that are not necessarily made in a super professional way, to facilitate the information of those with disabilities.
- Regarding additional resources, it could be at least partially in the form of videos with best practice case or interviews with organizations that have applied these principles, including people with disabilities and their managers or mentors.

As regards Persons with Disabilities in Romania the suggestions and recommendations received were:
- Chromatic design to help navigate the site
- For the deaf and hard of hearing, special video materials in mime-gestural language
- Providing the content (also) in an audio format would be a great advantage.
- The use of sign language in the materials, the mother tongue for the deaf - LSR (Romanian sign language).

In Bulgaria, the pilot testing focused on **SMEs and persons with disabilities. As regards SMES:**
- The initial process of orientation in the platform and the need to "Register" is confusing and redundant. You can also think about certificate at the end.
- The content and the platform are fine. However, for all statements provided above, I cannot say that they have made me change my perspective or improve my knowledge essentially. However, there are a few interesting takeaways.
- It might be good for the platform to offer a document that certifies the completion of the training. There is too much text which gets tiring at times.
- Add more graphics.
- Some graphics and text are in a language other than Bulgarian.
- At first, it is a bit difficult to navigate the content.
- More graphics and less text.

As to People with disabilities in Bulgaria:
- Some graphics are not translated. There may be a screen at the end to indicate that the training has been successfully completed. A certificate may also be considered.
- At the beginning, after registration, it is difficult to navigate where exactly to start studying. The registration process itself is easy. There are spelling mistakes in the text that need to be corrected. A large part of the graphics has not been translated and localised in Bulgarian.
- There is a problem with the automatic progress through the lessons. It is noticeable that when you go through the modules using the "Forward" button, some of the Lessons are skipped by the system. Finally, it is difficult to know which lessons have been missed. This needs to be fixed because it spoils the overall impression of the platform. On the other hand, there is interesting content, especially in the modules on soft skills, job search, career guidance, etc.
- There is a problem with the platform because when going through the individual lessons, some of them are skipped. The navigation needs to be improved because it is now very clunky and not intuitive.
- Navigating the platform is confusing. Some of the lessons are available in the menu (on the right), but when you click on them, another lesson appears. When pressing the "Next" button, some lessons are missing.

- Technical errors and grammatical/spelling errors must be corrected.
- Self-assessment tests are too many and interrupt the learning process. Rather, there should only be a test at the end of each module, not after each lesson.
- Confirmation that a lesson or module has been completed should be more distinct. It's barely noticeable now.
- It is good to have a comprehensive test that allows for certification. It is good that the platform can generate a certificate.

In Greece, the pilot testing focused on **SMEs and persons with Disabilities. As regards SMES,** 1 respondent thinks that some technical aspects need to be changed, 6 of the respondents think that some technical aspects should be optimized, 3 of them made suggestions about the content and 4 of the respondents suggested that there should be things added in the way the material is presented. However, as we have reported below, all our respondents filled in *Open question* fields (for the material as a whole and for each Module separately) about further suggestions. A summary of the replies would be:

1. The graphical elements were one of the main concerns of the respondents, as they have mentioned:

- Visual elements should be added to enable the learning experience.
- More images could be used to add some fun to the learning material.
- The graphical elements should be enhanced.
- The presentation of the material could be enhanced with images and infographics to be more attractive.

2. The indicated another area of intervention with regards to the content:

- The content of the course is covering almost of the areas with regards to the subject. However, the material about the legal framework could be more country-oriented, so as for the learners to be able to better comprehend the legislation in their own country.
- Although they understood the benefits from hiring a person with disability, they would like to know more about the incentives (tax incentives etc.) offered in Greece for employing persons with disabilities.

3. They brought to our attention some technical aspects with regards to the login process and the beginning of the course, as well as the change of languages.

4. The respondents indicated that, with regards to the additional resources, they would like more things to be included, such as videos and audio-visual material that would make the course more attractive.

Please note that all these aspects have been notified to the IT partner, RnDO, and have been optimised.

As regards Persons with Disabilities in Greece: 6 of the respondents replied that both some technical aspects and part of the material should be optimized and 7 indicated that the presentation of the material should be somehow different to enable the learning experience, while 4 of them suggested that there should be changes in the technical aspects of the course. However, as we have reported below, all our respondents filled in the *Open question* fields about further suggestions. A summary of the replies would be:

- There should be more images and infographics to help the learner. Indicatively, one of the respondents mentioned that, having dyslexia, it was difficult for him/her to maintain his/her attention to the course.

- There are accessibility issues with some of the existing infographics.

- Some hyperlinks take the learner out of the platform and the learner needs to relog in.

- Content-wise, body language is emphasized as a means of communication, which can be severely damaged if the person has a serious mobile impairment. One respondent suggested that there should be an alternative means of communication given for a person with mobile impairment, interacting with a potential employer.

- Some of the respondents had trouble with the registration process.

- With regards to the additional resources, one respondent mentioned his/her need for more resources in Greek.

- Some of them suggested that there should be more tests about themselves, rather than tests for the comprehension of the material.

Please note that all these aspects were notified to the IT partner, RnDO, and have been optimised.

ANNEX 1: ASSESSMENT QUESTIONNAIRES

QUESTIONNAIRE FOR SMES

Dear respondent,

this questionnaire has been designed with the intent to know your opinion about the Beyond Inclusion training for SMEs to measure the potential impact on your personal and professional performance according to your feedback.

Please rate your level of agreement with the following statements related to several aspects of the 2 modules by selecting the relevant option on the provided scale. In case you want to motivate your response to any of the questions below, or if you have any comments to add, please use the corresponding open question to do so.

Thank you for your time!

1. General information: Which country do you currently work in?

☐ Romania
☐ Bulgaria
☐ Greece
☐ Spain

2. Have you worked with disabled workers or engaged in its inclusion in any way? (Open question)

3. Evaluation of the Beyond Inclusion training provision as a whole

Please indicate your agreement with each of the following statements regarding the Beyond Inclusion course, on a scale of 1 (strongly disagree) to 5 (strongly agree):	1	2	3	4	5
1	The training content in all the 2 Modules is relevant for my work, helping me to better understand the benefits for my company and the steps towards the creation of a disability inclusive workforce					
2	The flow and sequence of the 2 Modules and their content is presented in a clear and logical manner					
3	The online training environment was user-friendly and easy to understand (e.g., navigation, menus etc.)					
4	The digital and graphical elements used (images, tables, pictures etc.) are supporting the learning experience.					
5	The overall time needed to go through the training material is appropriate.					

Open question (not mandatory): If you chose 1 or 2 or 3 – please explain why.

4. Evaluation of MODULE 1: Benefits for SMEs

Please indicate your agreement with each of the following statements regarding Module 1 of the Beyond Inclusion course, on a scale of 1 (strongly disagree) to 5 (strongly agree):	1	2	3	4	5
1	The training material in Module 1 presents useful and clear explanations of the benefits of promoting an inclusive workforce for SMEs					

		1	2	3	4	5
2	Having followed Module 1, my overall knowledge and understanding of benefits of promoting an inclusive workforce for SMEs has been enhanced.					
3	The language used was appropriate and easy to understand.					
4	The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 1.					
5	The Additional Resources offered are useful for deepening the knowledge gained in Module 1.					

Open question (not mandatory): If you chose 1 or 2 or 3 – please explain why.

5. Evaluation of MODULE 2: Into action: Steps towards the creation of a disability inclusive workforce

Please indicate your agreement with each of the following statements regarding Module 2 of the Beyond Inclusion course, on a scale of 1 (strongly disagree) to 5 (strongly agree):	1	2	3	4	5
1	By following Module 2, I gained a better understanding of the steps towards the creation of a disability inclusive workforce in the EU from an SME perspective.					
2	Module 2 provided me with appropriate and useful knowledge and tools from an SME perspective to promote a disability inclusive workforce in the EU					
3	The language used was appropriate and easy to understand.					
4	The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 2.					
5	The Additional Resources offered are useful for deepening the knowledge gained in Module 2.					

Open question (not mandatory): If you chose 1 or 2 or 3 – please explain why.

6. Suggestions, remarks, recommendations

Choose YES or NO	YES*	NO
1	Are there any technical aspects of the training that should be changed?		
2	Are there any technical aspects of the training that should be optimized?		
3	Are there any contents of the training that should be changed or improved?		
4	Are there any contents of the training that should be presented in a way that would better support learning?		

Open question (not mandatory): If you replied YES, to any of the questions above, please tell us which ones.

Beyond
Inclusion

QUESTIONNAIRE FOR PERSONS WITH DISABILITIES

Dear respondent,

this questionnaire has been designed with the intent to know your opinion about the Beyond Inclusion training to measure the potential impact on your personal and professional performance according to your feedback.

Please rate your level of agreement with the following statements related to several aspects of the 4 modules by selecting the relevant option on the provided scale. In case you want to motivate your response to any of the questions below, or if you have any comments to add, please use the corresponding open question to do so.

Thank you for your time!

A. General information
1. Which country are you answering from?

❑ Romania
❑ Bulgaria
❑ Greece
❑ Spain

2. Have you followed similar courses in the past? If so, can you provide us with some details? (Open question)

B. Evaluation of the Beyond Inclusion training provision as a whole

Please indicate your agreement with each of the following statements regarding the Beyond Inclusion course, on a scale of 1 (strongly disagree) to 5 (strongly agree):	1	2	3	4	5
1	The training content in all the 4 Modules is relevant for my personal life and work, helping me to better understand myself, my potential, improving my presentation skills in the frame of the current job market requirements and increasing my employability potential					
2	The flow and sequence of the 4 Modules and their content is presented in a clear and logical manner					
3	The online training environment was user-friendly and easy to understand (e.g., navigation, menus etc.)					
4	The digital and graphical elements used (images, tables, pictures etc.) are supporting the learning experience.					
5	The overall time needed to go through the training material is appropriate.					

Open question (not mandatory): If you chose 1 or 2 or 3 – please explain why.

C. Evaluation of MODULE 1: About myself

Please indicate your agreement with each of the following statements regarding Module 1 of the Beyond Inclusion course, on a scale of 1 (strongly disagree) to 5 (strongly agree):	1	2	3	4	5
1	The training material in Module 1 presents useful and clear explanations about my life skills, personality traits, values and interests					
2	Having followed Module 1, my overall knowledge of the importance of better understating my life skills, personality traits, values and interests has increased.					
3	The language used was appropriate and easy to understand.					
4	The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 1.					
5	The Additional Resources offered are useful for deepening the knowledge gained in Module 1.					

Open question (not mandatory): If you chose 1 or 2 or 3 – please explain why.

D. Evaluation of MODULE 2: Disability and the job market

Please indicate your agreement with each of the following statements regarding Module 2 of the Beyond Inclusion course, on a scale of 1 (strongly disagree) to 5 (strongly agree):	1	2	3	4	5
1	By following Module 2, I gained a better understanding about the identification of jobs and job matching, job search methods and careers exploration					
2	Module 2 provided me with appropriate and useful knowledge and tools to better understand the situation of disability and the job market in the EU.					
3	The language used was appropriate and easy to understand.					
4	The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 2.					
5	The Additional Resources offered are useful for deepening the knowledge gained in Module 2.					

Open question (not mandatory): If you chose 1 or 2 or 3 – please explain why.

E. Evaluation of MODULE 3: Self presentation and self-marketing

Please indicate your agreement with each of the following statements regarding Module 3 of the Beyond Inclusion course, on a scale of 1 (strongly disagree) to 5 (strongly agree):	1	2	3	4	5
1	By following Module 3, I gained a better understanding about self-presentation and self-marketing skills when applying for a job.					
2	Module 3 provided me with appropriate and useful knowledge and tools to increase my self-presentation and self-marketing skills.					
3	The language used was appropriate and easy to understand.					
4	The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 3.					
5	The Additional Resources offered are useful for deepening the knowledge gained in Module 3.					

Open question (not mandatory): If you chose 1 or 2 or 3 – please explain why.

F. Evaluation of MODULE 4: At the workplace

Please indicate your agreement with each of the following statements regarding Module 4 of the Beyond Inclusion course, on a scale of 1 (strongly disagree) to 5 (strongly agree):	1	2	3	4	5
1	By following Module 4, I gained a better understanding about job skills vis-à-vis disability, focus on soft skills and dealing with the expectations of others					
2	Module 4 provided me with appropriate and useful knowledge and tools to be better equipped at the workplace.					
3	The language used was appropriate and easy to understand.					
4	The tests at the end of each Unit helped me to assess the knowledge and understanding of the topics addressed in Module 4.					
5	The Additional Resources offered are useful for deepening the knowledge gained in Module 4.					

Open question (not mandatory): If you chose 1 or 2 or 3 – please explain why.

G. Suggestions, remarks, recommendations

Choose YES or NO		YES*	NO
1	Are there any technical aspects of the training that should be changed?		
2	Are there any technical aspects of the training that should be optimized?		
3	Are there any contents of the training that should be changed or improved?		
4	Are there any contents of the training that should be presented in a way that would better support learning?		

Open question (not mandatory): If you replied YES, to any of the questions above, please tell us which ones.