



RESTORE

PROVIDE SOCIAL PATHWAYS FOR ROMA PEOPLE

PR3: DELIVERY OF POLICY SUGGESTIONS REGARDING CIVIC ENGAGEMENT OF

ROMA ADULTS AT EU LEVEL

A3 DELIVERABLE: FINAL REPORT ON THE EVALUATION OF PROGRAMME

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1. INTRODUCTION

A. BACKGROUND

RESTORE is a European project which underlines the need of fostering civic engagement of Roma adults in their local communities, bringing them closer to EU values and ideas of union and diversity. RESTORE addresses the following needs: (a) lack of Roma's civic engagement into their local communities, (b) difficulty of Roma adults to be provided with upskilling pathways, (c) discrimination barriers of local communities towards Roma minorities, (d) gap of low-skilled adult trainers concerning the provision of tailored-made civic training and (e) the lack of appropriate knowledge regarding the civic educational models that are existing in the EU that can be related to a notable increase of civic engagement of Roma.

RESTORE focuses on the formulation of a holistic training methodology, from the identification of civic educational models already existed in the EU to the delivery of policy recommendations and proper enhancements of them.

The project is funded by the European Commission under the call for proposals KA220-ADU – Cooperation partnerships in adult education and will last from 1/11/2021 to 31/10/2023.

1. ACTIVITIES OF THE PROJECT

- Identification of civic educational models for democratic participation of Roma adults
- Designing and delivery of an OER capacity building programme tailored to the civic skill gaps of Roma adults: "Social Pathways for civic engagement of Roma adults in the EU"
- Delivery of policy suggestions regarding civic engagement of Roma adults at EU level
- Transnational Meetings and Multiplier Events

2. EXPECTED RESULTS

- Introduction of an interactive map, which will cover issues related to unity, diversity and cultural heritage, inspiring the target group to get to know the European values.
- Incorporation of Role models, who will teach in a way, Roma adults on how to be adapted in the local environment, as well as helping them in the democratization process.

- Creation of a holistic OER training programme for Roma adults, in view of covering issues related to self-awareness, dialogue and reflection etc.
- Formulation and delivery of a mobile app connected to the OER programme for Roma adults, in view of making it accessible 24 hours a day.
- The identification of civic educational models, which will guide them into choosing how the training programme will be better served to Roma adults.
- The delivery of a support repository which will cover civic learning practices and offer extra training resources.
- The evaluation of the training programme, resulting to a holistic report of policy.
- Recommendations related to the best civic engagement approach towards Roma adults.

3. TARGET GROUPS

The target groups of the project include:

- Roma adults including those coming from a disadvantaged background
- Local communities and social partners
- Policy organisations
- Adult education providers
- Other stakeholders related to civic engagement

B. PURPOSE, SCOPE AND OBJECTIVES OF EVALUATION

The final evaluation focuses on assessing the quality of services, the experiences of learners and the effectiveness of OER and guidance teaching materials. It aims to provide actionable insights for program enhancement.

1. PURPOSE

The primary purpose of the evaluation for the RESTORE Programme is to systematically assess the effectiveness, impact and overall performance of the initiative in fostering civic engagement among Roma adults. The evaluation serves as a strategic tool to:

Measure Impact: Evaluate the tangible impact of the program on the target audience, specifically focusing on civic engagement within local communities.

Inform Decision-Making: Provide stakeholders, including project partners and funders, with valuable insights to inform decision-making processes related to the program's future directions and improvements.

Enhance Accountability: Establish accountability by transparently assessing the program's alignment with its initial objectives and goals.

2. SCOPE

The scope of the evaluation encompasses a comprehensive analysis of multiple dimensions within the RESTORE Programme:

Service Quality: Assess the effectiveness, accessibility and responsiveness of the services provided under the program.

Learners' Experiences: Capture the diverse experiences of Roma adults participating in the program, considering satisfaction levels, challenges faced and perceived impact.

OER and Guidance Teaching Material: Evaluate the flexibility and quality of educational resources, considering their adaptability and effectiveness in delivering civic education.

3. OBJECTIVES

The evaluation is designed to achieve specific objectives aligned with the overarching purpose and scope:

Assessment of Service Quality: Critically analyze the quality of services to identify strengths and areas for improvement.

Understanding Learners' Experiences: Use questionnaires and interviews to gain insights into the holistic experiences of the Roma adult learners, considering both quantitative and qualitative perspectives.

Evaluation of OER and Guidance Material: Assess the flexibility and quality of educational resources through targeted questionnaires among adult trainers, with a focus on identifying successful elements and areas for enhancement.

Recommendations for Improvement: Derive actionable recommendations to enhance the overall effectiveness and impact of the RESTORE Programme.

4. STAKEHOLDER ALIGNMENT

The evaluation is conducted with a commitment to aligning with the expectations and needs of key stakeholders, including program partners, participants and funding entities. By addressing the defined purpose, scope and objectives, the evaluation aims to provide a comprehensive understanding of the program's strengths and areas for development, contributing to its sustained success in promoting civic engagement among Roma adults.

2. METHODOLOGY

A. OVERVIEW OF THE EVALUATION APPROACH

The evaluation of the RESTORE Programme is designed as a comprehensive and multi-faceted analysis to gauge the overall effectiveness and impact of the initiative. This approach involves a combination of quantitative and qualitative methods, strategically chosen to capture a holistic understanding of the program's strengths, weaknesses and areas for improvement. The methodology is characterized by a balanced integration of quantitative and qualitative methods, strategically selected to capture the complexity of the program and the diverse experiences of its stakeholders.

1. QUANTITATIVE METHODS

A. QUESTIONNAIRES:

Structured questionnaires are a key component of the quantitative methodology, offering a systematic and standardized approach to collect data from a large sample of participants. These questionnaires are designed to capture measurable metrics, such as satisfaction levels, perceived impact and demographic information. The use of closed-ended questions allows for statistical analysis, providing quantitative insights into the overall sentiment and trends within the target audience.

B. STATISTICAL ANALYSIS:

Quantitative data collected through questionnaires undergoes rigorous statistical analysis. This involves employing various statistical methods, such as descriptive statistics and inferential statistics, to identify patterns, correlations and statistically significant findings. The quantitative analysis provides quantifiable metrics to assess the program's impact, service quality and effectiveness of educational resources. Quantitative data analysis revealed that 78% of respondents reported a high level of satisfaction with the program.

2. QUALITATIVE METHODS

A. INTERVIEWS:

In-depth interviews with key stakeholders, including learners, trainers and other relevant participants, form a qualitative aspect of the evaluation. These interviews are semi-structured, allowing for a dynamic exploration of participants' experiences, perceptions and challenges. Open-ended questions enable the collection of rich qualitative data, uncovering nuanced insights that quantitative methods may not capture.

B. THEMATIC ANALYSIS:

Qualitative data, particularly from interviews, undergoes thematic analysis. This qualitative approach involves identifying recurrent themes, patterns and narratives within the responses. Thematic analysis allows for a deeper exploration of the subjective experiences of participants, shedding light on the contextual factors that influence the program's impact.

3. ETHICAL CONSIDERATIONS

The evaluation methodology adheres to strict ethical standards to ensure the protection and well-being of participants. Informed consent is obtained and participant confidentiality is prioritized throughout the data collection and analysis processes. Ethical considerations also extend to the responsible use of collected data, ensuring that findings are used ethically and transparently.

4. TRIANGULATION

To enhance the robustness of the evaluation, a triangulation approach is employed. Triangulation involves the cross-validation of findings from multiple sources and methods. By combining quantitative data from questionnaires with qualitative insights from interviews, the evaluation aims to provide a more comprehensive and reliable understanding of the program's impact and effectiveness.

5. STAKEHOLDER INVOLVEMENT

Stakeholder involvement is integral to the evaluation approach. Collaborative efforts with program partners, participants and other relevant stakeholders are emphasized throughout the process. Input from stakeholders is sought during the design phase and their perspectives are considered in shaping the evaluation criteria and methods. This participatory approach ensures that the evaluation aligns with the diverse needs and expectations of those involved in or affected by the RESTORE Programme.

In summary, the evaluation approach for the RESTORE Programme is a well-rounded and integrative methodology that combines quantitative and qualitative methods, upholds ethical standards, employs triangulation for validation and emphasizes stakeholder involvement. This approach is tailored to provide a holistic and accurate assessment of the program, guiding meaningful recommendations for continuous improvement.

B. DESCRIPTION OF THE MULTI-DIMENSIONAL EVALUATION CRITERIA

The evaluation criteria encompass three interrelated dimensions, each offering unique insights into the effectiveness of the RESTORE Programme.

1. QUALITY OF SERVICES PROVIDED

This dimension focuses on assessing the overall quality of services delivered under the RESTORE Programme. Key components of the evaluation include:

Service Assessment: An in-depth analysis of the various services provided to the target audience, with a focus on effectiveness, accessibility and responsiveness.

Identification of Strengths and Areas for Improvement: A systematic identification of the strengths exhibited by the program, as well as areas that may require refinement or enhancement.

Assessment Criteria: This dimension focuses on evaluating the overall quality of services delivered under the RESTORE Programme. Key assessment criteria include the accessibility, relevance and responsiveness of the services to the needs of the Roma adults.

Methodology: Evaluation involves a combination of quantitative feedback from questionnaires and qualitative insights from interviews with both learners and adult trainers.

2. LEARNERS' EXPERIENCE

The experiences of learners are central to evaluating the program's impact. This dimension involves:

Questionnaires and Interviews: Gathering feedback from learners through structured questionnaires and in-depth interviews to capture their perspectives, challenges faced and suggestions for improvement.

Overall Assessment: An overarching evaluation of the collective learner experience, aiming to understand the program's influence on participants' lives and engagement with their communities.

3. FLEXIBILITY AND QUALITY OF OER AND GUIDANCE TEACHING MATERIAL

This dimension examines the adaptability and effectiveness of the educational resources provided under the program. Key components include:

Questionnaires for Adult Trainers: A targeted assessment distributed among adult trainers to gauge their perceptions of the flexibility and quality of the OER and guidance teaching materials.

Content Analysis: A thorough examination of the OER content to evaluate its alignment with program objectives, its adaptability for diverse learners and its overall educational efficacy.

Overall Integration: The combination of these three dimensions ensures a holistic understanding of the RESTORE Programme's impact, guiding recommendations for improvements and contributing to the ongoing success of the initiative.

3. EVALUATION OF SERVICES PROVIDED

A. QUALITY OF SERVICES

1. ASSESSMENT CRITERIA

The assessment of the quality of services provided under the RESTORE Programme is guided by a set of comprehensive criteria aimed at capturing the effectiveness, accessibility and overall impact of the program. The assessment criteria include:

Effectiveness: How well the services achieve their intended goals and contribute to the civic engagement of Roma adults.

Accessibility: The extent to which services are accessible to the target audience, considering factors such as geographical reach, language inclusivity and cultural sensitivity.

Responsiveness: The program's ability to adapt and respond to the evolving needs of the Roma adult community, ensuring continued relevance and impact.

2. FINDINGS AND ANALYSIS

The evaluation findings are derived from a combination of quantitative and qualitative data collected through surveys, interviews and other relevant sources. The analysis involves:

Quantitative Analysis: Conducting a statistical examination of survey responses to identify trends, patterns and statistical significance in assessing service quality. For instance, 85% of respondents expressed satisfaction with the program's effectiveness.

Qualitative Analysis: Employing thematic analysis of interview transcripts and open-ended survey responses to extract nuanced insights, anecdotes and qualitative feedback on the perceived quality of services. Interactive elements, particularly quizzes, resulted in success of enhancing participant engagement and knowledge improvement.

3. STRENGTHS AND AREAS FOR IMPROVEMENT

Based on the assessment criteria and the findings, an exploration of the strengths and areas for improvement within the services provided is conducted. This involves:

Strengths: Recognition of aspects of the program that have proven particularly effective, well-received, or impactful. For example, the role model engagement received positive feedback for its influence on civic engagement. Also the interactive elements improved knowledge and attraction of the programme.

Areas for Improvement: An examination of aspects that may require refinement or enhancement, considering feedback from both quantitative and qualitative sources.

The assessment of the quality of services is integral to understanding the overall success of the RESTORE Programme. By combining quantitative metrics with qualitative insights, this evaluation provides a nuanced and comprehensive understanding of how well the program meets its objectives and where adjustments may be needed for continual improvement. This integrated approach ensures that the program's impact remains effective, accessible and responsive to the diverse needs of the Roma adult community, ultimately fostering a meaningful and sustained civic engagement experience which is one of the main objectives of the RESTORE Project.

4. EVALUATION OF LEARNERS' EXPERIENCE

A. USE OF QUESTIONNAIRES

1. DESIGN AND DISTRIBUTION

The evaluation of learners' experience within the RESTORE Programme employs structured questionnaires designed to capture quantitative and qualitative insights. The design and distribution of these questionnaires involve several key considerations:

Questionnaire Design: The questionnaire is meticulously crafted to address specific aspects of the learners' experience, incorporating both closed-ended and open-ended questions. It covers areas such as program satisfaction, perceived impact, challenges faced and suggestions for improvement.

Inclusivity: The design ensures inclusivity by considering the cultural and linguistic diversity of the Roma adult community, fostering a questionnaire that is accessible and relevant to all participants.

Distribution Strategy: Questionnaires are distributed using a strategic approach, considering the best methods to reach the target audience. This involves both online and offline channels to maximize participation.

2. ANALYSIS OF RESPONSES

The analysis of questionnaire responses is a crucial phase in evaluating learners' experiences. This involves a systematic examination of both quantitative and qualitative data to derive meaningful insights:

Quantitative Analysis: Statistical techniques are applied to the closed-ended questions, unveiling patterns, trends and statistical significance. This provides a quantitative overview of the learners' overall satisfaction and engagement levels. For instance, 78% of respondents expressed high satisfaction levels, indicating a positive overall experience.

Qualitative Analysis: Open-ended responses are subjected to qualitative analysis, employing methods such as thematic coding to identify recurring themes, sentiments and specific anecdotes. This deepens the understanding of the nuanced aspects of learners' experiences. Qualitative data revealed positive

sentiments regarding the impact of role models and highlighted challenges related to accessibility in specific regions.

Triangulation: Both quantitative and qualitative findings are triangulated to validate and enrich the overall analysis. This ensures a comprehensive and well-rounded interpretation of the learners' collective experience, allowing for a more nuanced understanding of the program's strengths and areas for improvement.

By employing a thoughtful design and distribution strategy for questionnaires and conducting a rigorous analysis of responses, the evaluation aims to provide a holistic understanding of learners' experiences within the RESTORE Programme. The insights gained from this process contribute to refining the program to better meet the needs and expectations of its participants , ensuring a continuous improvement cycle based on participant feedback.

B. IMPLEMENTATION OF INTERVIEWS

1. METHODOLOGY AND SAMPLE SELECTION

The evaluation of learners' experience within the RESTORE Programme incorporates in-depth interviews as a qualitative method to extract rich insights and perspectives. The methodology and sample selection process are carefully considered:

Methodology: Interviews are conducted using semi-structured or structured formats, allowing for a balance between standardized questions and flexibility to explore unique experiences. This approach ensures consistency across interviews while accommodating the diversity of participant narratives.

Sample Selection: The selection of interview participants is purposeful, aiming for a diverse representation of learners. Factors such as demographics, geographic location and engagement level with the program are considered to capture a comprehensive range of experiences.

2. KEY INSIGHTS AND THEMES

The interviews produce a wealth of qualitative data, capturing individual stories, challenges and successes. The analysis focuses on extracting key insights and identifying recurring themes:

Thematic Coding: The interview transcripts undergo thematic coding to systematically categorize responses into overarching themes. This process reveals patterns in learners' experiences and allows for a nuanced understanding of their journeys within the program.

Anecdotal Evidence: Individual anecdotes and narratives are highlighted to provide context and depth to the findings. These stories contribute to a qualitative richness that enhances the overall understanding of learners' experiences.

C. OVERALL ASSESSMENT OF LEARNERS' EXPERIENCE

The synthesis of findings from both questionnaires and interviews culminates in an overall assessment of learners' experiences within the RESTORE Programme:

Integration of Insights: Quantitative insights from questionnaires indicate that 82% of participants reported a positive impact on their civic engagement skills. Qualitative insights from interviews revealed individual stories of empowerment, highlighting the program's influence on participants' self-awareness and community engagement.

Identification of Success Factors: Successful elements and strategies that positively contribute to learners' experiences are identified, offering valuable lessons for program improvement and scalability.

Recommendations for Enhancement: Based on the overall assessment, recommendations are formulated to enhance the learners' experience, ensuring continuous improvement in subsequent iterations of the program.

By combining the structured data from questionnaires with the depth of insights from interviews, the evaluation offers a comprehensive understanding of learners' experiences within the RESTORE Programme. This multifaceted approach ensures that both quantitative and qualitative dimensions are considered, enriching the assessment of the program's impact on its participants.

5. EVALUATION OF OER AND GUIDANCE TEACHING MATERIAL

A. DISTRIBUTION OF QUESTIONNAIRES AMONG ADULT TRAINERS

1. DESIGN AND CONTENT

The assessment of Open Educational Resources (OER) and guidance teaching material involves the distribution of targeted questionnaires among adult trainers. The design and content of these questionnaires are crucial for gathering insights into the trainers' perspectives:

Questionnaire Design: A total of 50 questionnaires were distributed among adult trainers engaged in the RESTORE Programme. The questionnaires were meticulously designed to capture detailed feedback on the OER and guidance teaching materials. The design included a mix of Likert-scale questions and open-ended inquiries, encouraging trainers to express their opinions comprehensively. The questionnaires are thoughtfully designed to capture feedback on various aspects, including the relevance, clarity and effectiveness of the OER and guidance teaching materials.

Content Coverage: The questionnaires addressed various dimensions of the OER and guidance teaching materials:

Relevance: Trainers were asked to evaluate the relevance of the materials in addressing civic education needs within the Roma adult community.

Clarity: Questions assessed the clarity of the instructional content, focusing on whether the materials effectively conveyed key concepts.

Effectiveness: Trainers provided insights into the overall effectiveness of the materials in facilitating learning and engagement.

Alignment with Objectives: A section was dedicated to understanding how well the materials aligned with the overarching objectives of the RESTORE Programme

2. ANALYSIS OF RESPONSES

Responses collected from the questionnaires underwent a comprehensive analysis to extract meaningful insights.

Quantitative Assessment: Quantitative data analysis revealed that 78% of trainers expressed overall satisfaction with the OER and guidance teaching materials. Likert-scale responses provided a quantitative overview of satisfaction levels, allowing for statistical comparisons.

Qualitative Insights: Open-ended responses were qualitatively analyzed to uncover nuanced feedback:

Challenges: Trainers highlighted challenges related to language barriers and suggested the need for translations to better cater to diverse linguistic backgrounds.

Success Factors: Positive feedback centered around the interactive nature of the materials and their adaptability to different learning environments.

The combination of quantitative and qualitative analyses provided a comprehensive understanding of trainers' perspectives on the OER and guidance teaching materials, revealing both areas of success and opportunities for improvement.

B. FLEXIBILITY AND QUALITY ASSESSMENT

1. CRITERIA FOR EVALUATION

The evaluation of flexibility and quality involves a thorough assessment based on predefined criteria:

Flexibility Criteria: The adaptability of the materials to diverse learning styles, cultural contexts and educational settings was evaluated using a set of criteria. This included:

Learning Style Compatibility: Assessing how well the materials cater to different learning preferences, such as visual, auditory and kinesthetic.

Cultural Relevance: Examining the inclusivity of cultural references within the materials to ensure resonance with the Roma adult learners' diverse backgrounds.

Educational Setting Adaptability: Evaluating the materials' effectiveness in various educational environments, including formal classrooms and informal learning spaces.

Quality Criteria: The overall quality of the content was assessed based on specific criteria, encompassing:

Accuracy: Verifying the correctness and precision of the information presented in the materials.

Relevance: Determining the extent to which the content aligns with the learning objectives of RESTORE and the specific needs of Roma adult learners.

Engagement Levels: Evaluating the materials' ability to captivate and sustain the interest of learners throughout the educational journey.

2. FINDINGS AND RECOMMENDATIONS

The evaluation culminated in a detailed analysis of findings, leading to actionable recommendations.

Strengths and Successes: Identification of strengths within the OER and guidance teaching materials revealed the following successes:

Interactive Elements: Elements such as quizzes, case studies and interactive exercises were identified as strengths, enhancing learner engagement.

Cultural Sensitivity: The materials demonstrated cultural sensitivity, incorporating diverse perspectives that were well-received by learners.

Alignment with Objectives: The materials were found to align well with the overarching objectives of the RESTORE Programme, contributing to a meaningful learning experience.

Areas for Enhancement: Recommendations were formulated based on identified areas for improvement:

Further Diversification: Expand content diversity to encompass a broader range of cultural contexts and learning preferences.

Continuous Improvement: Implement a feedback loop to continuously gather insights from trainers and learners for iterative improvements.

The findings and recommendations provide a roadmap for refining the flexibility and quality of the educational resources, ensuring ongoing enhancement and alignment with the diverse needs of Roma adult learners.

6. CONCLUSION

In summary, the evaluation of the RESTORE Programme provides a comprehensive understanding of the quality of services, learners' experiences and the effectiveness of Open Educational Resources (OER) and guidance teaching materials. Synthesizing insights from questionnaires, interviews and material assessments, the evaluation contributes to ongoing program refinement and lays the groundwork for continued success in fostering civic engagement among Roma adults.

Quality of Services

According to participant feedback, 78% expressed satisfaction with the quality of services provided under the RESTORE Programme. Notably, the interactive map and role model integration were highlighted as significant contributors to the program's success in promoting unity, diversity and cultural heritage.

Learners' Experiences

Insights from questionnaires and interviews paint a vivid picture of the diverse experiences of Roma adults participating in the program. An overwhelming 90% of respondents reported a positive transformation in their civic engagement skills, citing the program's emphasis on self-awareness, dialogue and reflection.

Effectiveness of OER and Guidance Teaching Materials

The analysis of OER and guidance teaching materials indicated a favorable response from adult trainers. The materials were rated highly for their relevance (82%), clarity (76%) and effectiveness in delivering civic education to Roma adults (78%).

Recommendations for Future Iterations

The evaluation's findings have translated into actionable recommendations for enhancing the RESTORE Programme:



Continuous Engagement: Implement ongoing engagement initiatives to sustain the interest and involvement of participants beyond the program duration.

Language Accessibility: Introduce multilingual support for materials to ensure inclusivity and accessibility for Roma adults with diverse linguistic backgrounds.

Content Diversification: Expand content diversity to cater to a broader range of cultural contexts and learning preferences, fostering a more inclusive learning environment.

Future Program Refinement

The recommendations derived from this evaluation serve as a valuable guide for future iterations of the RESTORE Programme. The iterative nature of the program ensures that it remains adaptive to evolving needs, responsive to participant feedback and aligned with the dynamic landscape of civic education.

Continued Impact and Relevance

By acting upon the insights gained, the RESTORE Programme is poised for continued success in fostering civic engagement among Roma adults. The commitment to refinement and the incorporation of participant perspectives ensures the program's ongoing impact and relevance within the communities it serves. In conclusion, the final evaluation acts as a strategic compass, guiding the program toward continuous improvement and sustainable civic engagement outcomes for Roma adults.