



SENSENET



**SENSENET**  
**Compiled piloting report**  
8th of May 2020

A blue-tinted photograph of a person writing in a notebook with a pen. The person's hands and the notebook are visible, with the pen resting on the page. The background is slightly blurred, showing what appears to be a desk or table.

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# Content

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# About the SENSENET project

The SENSENET project aims to increase the skills of managers and human resources staff from Social Economy Enterprises and Organizations (SEOs) in diversity and performance management.

Moreover, through the project implementation one of the objective is to create a Learning Network Model to support SEOs' managers and human resources, facing challenges in the recruitment, induction and retention in employment of people from disadvantage backgrounds.

The third intellectual output is a learning programme, easily accessible, proving SEO'S managers and HR staff with effective learning paths, to upgrade or promote their diversity management, recruitment and staff management skill.



## What to expect from SENSENET project?

The SENSENET project represents a chance for:



HR and/or manager of a social economy organisation or enterprise to be equipped with tools to help them in managing their employees from diversity background and embrace diversity.



HR and/or manager to address diversity management issues in their organisation, and to have access to a set of tools and exchange opportunities with organisations from other European countries to share good practices, concerns and solutions.

### *Why the management of diversity is a subject to cope with?*

Having an inclusive environment in the organisation supports creativity and innovation, improves workplace conditions with positive effects on the employees' performance, motivation and health, increases organisational performances and, more generally, it helps organisations to be more sustainable in their actions and more competitive on the market.



# Executive summary



## Introduction

This report is a comprehensive summary of the work that was conducted for IO3 (SEOs' Managers and Human Resources Learning Programme) within the SENSENET project by the project partners countries (Romania, Portugal, Italy, Denmark and France) which will feed the further development of the SEOs' Learning Network Model.

This document focuses on the process undertaken by each partner country in preparing and delivering the learning programme as well in summarising the main findings from the piloting activities of the programme.

Furthermore, the purpose of this report is to summarise national contributions in the delivery of the piloting and identify and define similarities and country-specific information related with the implementation of a D&I training programme.

The pilot activity took place in the period January/March 2020 and started with the recruitment and selection of SEOs' Managers and HR participating process, followed by the delivery of training sessions among the beneficiaries and ending with the reporting and evaluation phase.

Given the uncertainty of the period chosen, as the pandemic health situation (COVID-19) expanded in this period very quickly and in all Europe, also our training courses were affected by the situation and the SENSENET consortium had to adapt to the new conditions.

However, at the end of the piloting activity, the SENSENET project countries partners managed to reach: 119 participants in the training courses, an indicator which can show us that the participants have recognised D&I as a serious issue, and they are willing to take further steps to address these needs.

The evidence base experiences from piloting activity brings together not only existing knowledge and experience but also the needs of the participants who are the target group of the proposed programme to embrace a D&I policies and practices.

This summary review of partner piloting country reports provides an up-to-date context for the new programme, highlights best practice and lessons learned. The piloting experiences will inform development of the programme of activities and will provide evidence for the need to support such a programme inside social economy organisation.



## Methodology

In terms, of the methodology the flexibility of the programme allowed project partners country to choose the format of the training, content of the course, duration of the training and training methods.

The training consisted in the following modules:

<b>1</b>	D&I polices
<b>2</b>	D&I business case
<b>3</b>	Attract people
<b>4</b>	Develop people
<b>5</b>	Retain people
<b>6</b>	Team management and leadership

All the training sessions were delivered face to face, with the possibility to access the training content in the online platform.

The online platform used for the online training was the Learning Management System (LMS) owned by Aproximar. Each country, piloting the training, had a space on the platform dedicated to their own online course, with the opportunity to upload documents, invite and enrol participants in the training.

As a way of interaction with the audience, the training was interactive, trainers promoted discussions and interactions to ensure involvement of participants and foster the exchange of ideas and good practices between all.

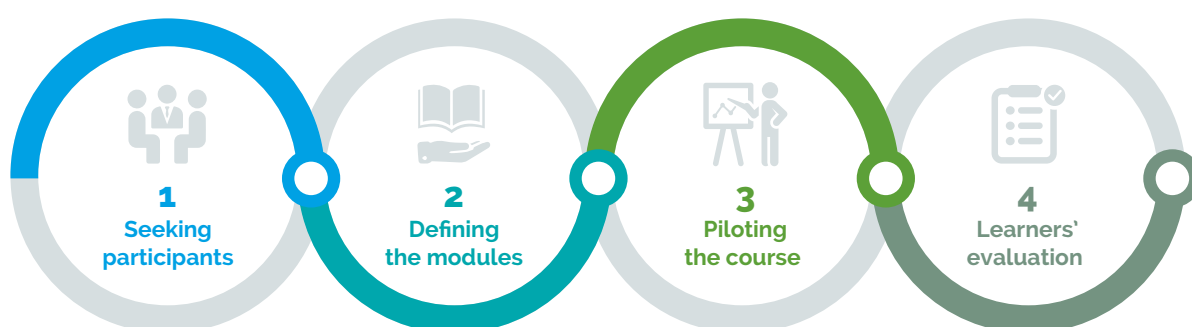


# Framework for pilot action



To provide an overview of the implementation of the piloting of the learning programme, it is important to present the process undertaken by each country participant in delivering the learning programme, the piloting activities conducted in each country, underlying the similarities and differences.

For the implementation of the learning programme almost all the partners (FR,RO,DK,IT) followed the same structure consisting of 4 steps.



The partner from Portugal chose the same approach, but slightly different in the process order, namely defining the modules, seeking participants, piloting the course, learner's satisfaction and training course evaluation.

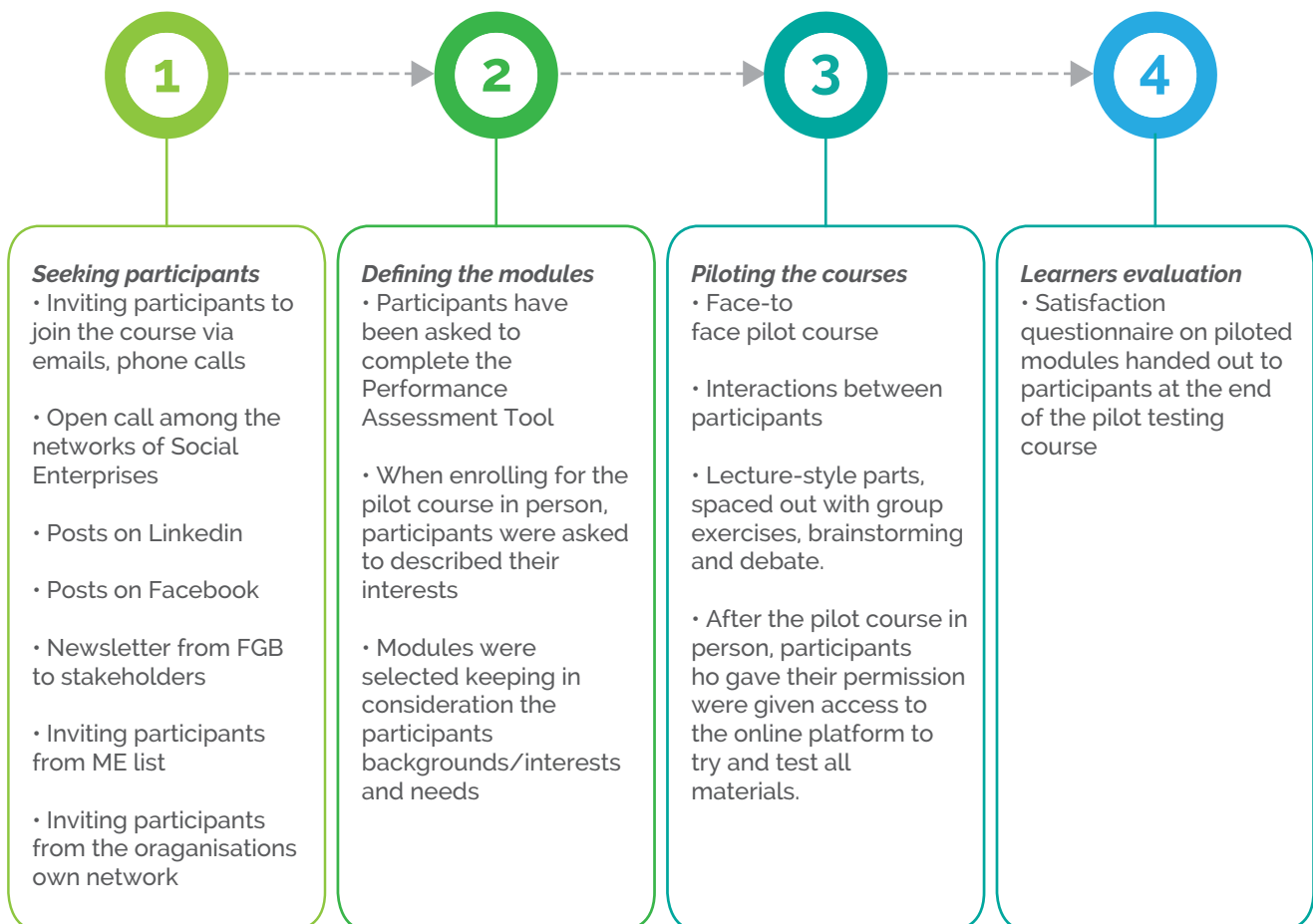
The steps of delivering the training programme were understood and followed by each partners country, with few minor differences. The differences consisted in country partners specificity in terms of the identified training needs of participants, organisational resources, and the organisation capacity to reach and involve a high number of people.

Also, it is important to understand the differences from the piloting activity, considering the perspective of the new situation in Europe.

For instance, due to COVID-19 in the Italian piloting activity experience, the partners had to reconsider their piloting activity. Although, FGB had planned two pilot courses, one in Turin on 25 January, the second one in Milan it has been cancelled. However, to involve and disseminate the project and the learning course, on March 31st FGB team organised a 2-hours webinar with participants who enrolled to the Milan pilot course (14 participants).

Furthermore, the FACE experienced a similar situation in which a number of people dropped out from the course because of the national strike on transportation.

*The process for delivering the training programme and the steps undertook can be summed up and can be observed below:*



## Defining the modules and piloting course

Within the second step of the process, each partner country responsible for the piloting activity define its own curricula to deliver to the participants.

The training modules were chosen by the partners based on the following items:

- the needs identified using the Performance management tool (IO2);
- the profile and background of participants
- the interests express by the participants during the recruitment phase.

The methodology of the piloting activity allowed partners to be flexible, letting them to define the modules, activities and exercises which they considered to be relevant for the participants and bearing in mind their country social economy context.



# **Piloting the SENSENET learning programme**



In the next chapter we will explore more in details the training programme delivered in each partners country, pointing out the organisation experience regarding the piloting, duration of the piloting and content covered.

This summary section draws upon partner own piloting experiences, while also considering the piloting similarities and differences across the partnership.

In terms of similarity of the way in which the piloting was designed and conducted, all the partners followed almost the same learning path. All the trainers involved promoted discussions and interactions to ensure involvement of participants and foster the exchange of ideas and good practices between all.

Apart from theory provided in the beginning of the course, the participants were also involved in practical examples or situations, the trainers managing to create a collective dynamic and relations between participants, who were interested in keeping contact with everyone.

### a) France

In France, 2 training sessions took place: January 23rd 2020 in Paris and January 30th in Montpellier. These sessions, lasting one day, gathered respectively 6 and 14 participants. The two trainers covered 5 modules in the learning programme: D&I Business Case, D&I Policies, Attract people, Develop people, Team management/inclusive communication.

Based on the different modules prepared by each partner, FACE team built a 6 hours face-to-face learning path, suited to France national context, laws and good practices.

### b) Portugal

In Portugal the training piloting activity was delivered in two cities: Amadora and Covilhã, between January and February 2020. A total of 45 persons registered for the pilot course, but only 31 confirmed their interest, and participation. At the end, 26 HR professionals and managers of social economy organisations successfully concluded and were certified. The training covered five modules: I D&I Business Case & Policies, II. Attract People, III. Develop People, IV. Retain People, V. Inclusive Leadership & Communication. In terms of the duration of the course, the piloting in Portugal was divided as: 24h face-to-face and 12h online.

### c) Italy

Two training sessions were planned in Italy though, due to COVID19 outbreak, only one session took place. The Pilot course was organised in Turin on January 25th 2020: the activities lasted 6 hours, with a class of 15 participants. All activities were conducted by two trainers. The FGB team built a 6 hours face-to-face learning path and selected topics from 3 modules in the learning programme: Mod. 1 D&I Business Case, Mod. 2 D&I Policies and Plans, Mod. 6 Team management/inclusive communication. The interest in the project and participation has been quite positive: participants to the pilot course in Turin were active and interactive and willing to participate to other activities concerning the project.

The process chosen by FGB for delivering the training pilot was as followed:  
After the Pilot Course, FGB asked the participants for their permission to be enrolled to the online platform and test the full contents of the learning course. Only 5 participants positively gave their permission and they have been enrolled to the learning course. Participants can access the entire sets of materials produced by the Consortium, with some contents which are more relevant for the Italian context translated in Italian.

The face to face piloting course was followed by an online webinar of two hours in Milan with 14 participants. Within the online event, the participants had the chance to get familiar with the learning programme and to experiment some group activity developed by the partners.



#### d) Romania

The pilot course in Romania took place on 10th of February with 24 participants, with a duration of 4 hours. Further to the face to face training session, the participants were invited to join also the online training and to go through the materials uploaded on the platform. <http://aproximarcapacita.pt/learning/index.php>. At the end, 16 participants enrolled in the online platform.

In terms of the content the course covered the following topics: definitions of D&I and difficulties, policies about D&I, recruitment process and the importance of investment in people development and retain people, the role of team management in promoting diversity.

#### e) Denmark

The event Diversity and Inclusion Workshop, took place on the 30th of January 2020 in Copenhagen and included 20 participants from a wide range of fields, as well as both private and public sector. The duration of the course was of 6 hours.

In terms, of the covered content DLF build a training session including the following modules: Team Management - Change Management (team-work and self-management) - Unconscious Bias - Attract People - Recruiting - Diverse workplaces - Recommendation (the road to D&I - Inclusion take time) - Demo of diversity + tools - Business Models - Sceint + data.

Country	Partner(s)	Session	Training delivery approach	Participants reached
Denmark	DLF	1 day session	6 hours face to face	20
France	FACE	2 sessions: Paris and Montpellier	6 hours face to face	20
Italy	FGB	One day session in Turin	6 hours followed by the opportunity to go online 2 hours webinar in Milan	15 participants face to face 14 participants online
Portugal	Aproximar & IBIS	2 weeks on a row (Thursdays and Fridays) in Amadora and Covilhã	24h face to face 12h online	26
Romania	EaSI & CPIP	One session in Timisoara	6 hours followed by the opportunity to go online	24
<b>Total</b>				<b>119 participants</b>



## Summary of key findings

In total, 119 people from five different countries participated in the learning programme and were trained about the D&I policies and practices, as well in performance management.

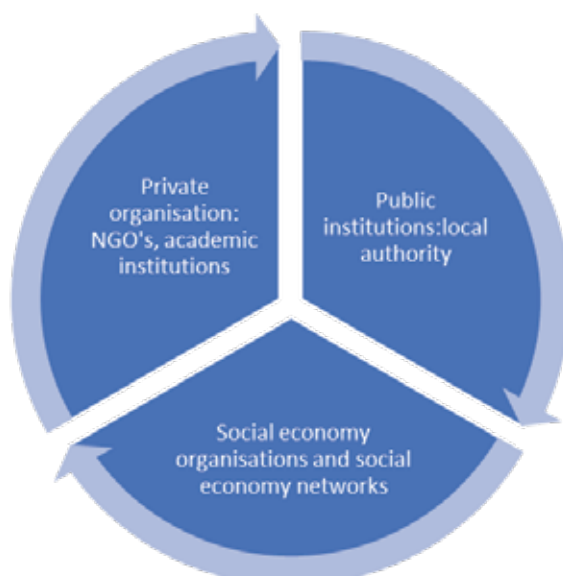
In all the countries the learning programme was delivered considering the needs of the participants and following a blending learning approach. Given the pandemic situation, the piloting courses were delivered: online and face to face, with the possibility for participants to access the online training platform and test also other modules after the face-to-face training.

Regarding the process of reaching participants, all the partners followed the same approach, namely contact the participants by emails or phone, posting on different social platforms, or selecting through their own networks, including among the participants from ME.

Each partner country responsible for piloting of the learning programme had the flexibility to choose the methods of delivery the piloting and the channels to reach the participants considering the national context and the resources of each partner.

The diversity of the profile of participants who attended the piloting courses showed a big interests of the people to familiarize with the concepts of D&I and an interests of managers to further on implement the learning programme in their own organisations.

As it can be seen above, the participants (consultants, managers, administrative staff, teachers, social workers), came from public and private institutions, covering a large area of sectors.



The flexibility of the course, in terms of duration and content gave to the partners the opportunity to respond better to the needs of participants and additionally to adapt to the new situations and constraints.



# The piloting activities results



The following chapter is a summary of the results of the piloting in each partner country focusing on the description of the recruitment of the participants, the receptivity of the target audience, number of the registration and dropouts and finally the number of participants who completed the full training.

Analysing the data provided by all the partners, revealed us a similarity in the recruitment process. All the partners used their social media platforms such as: Facebook, Instagram or Linkdin, plus their website and their own professional network in order to reach a larger audience.

For instance, the Aproximar organisation also created a database with the contacts of several organizations and contact them directly by email, marketing the course and how to register.

In terms of the receptivity, we can conclude that the participants were interested to attend in the training course, and most of them responded positively to the partners invitation.

However, due to different reasons as COVID-19, other job responsibilities and commitments, or the national strike on transportation in France, there were some drop-outs as well. For instance, from CPIP organisation from 30 participants interested 6 drop-out, in Aproximar organisation case there were 45 people interested in the training, 31 complete registration and 26 participants who complete the full programme.

In the Italian piloting case, there were 29 participants interested in the training course, but only 15 participants managed to follow the face to face course, the other one in Milan being forced to cancel due to the pandemic situation and move online. In regard with the DK piloting case they had only 3 person who drop-out the course.





## Results

The table below summarizes the results from the piloting country activities taking into consideration the following indicators: no.of participants who have requested information about the learning programme, no.of drop-out, % learners attendance in training course, no. of facilitators and hits on the e-learning programme.

no. of participants who have requested information about courses:	no. of drop-out (if any):	% of learners' attendance in training courses	no. of facilitators in training	hits on the e-learning platform:
<b>149 participants</b>	<b>29 persons</b>	<b>Between 31,5% and 100%</b>	<b>2 trainers in all the countries except Romania where it was just one trainer.</b>	<b>7893 hits</b>

The overall participation in the course was of 119 participants, with just 29 participants who dropped-out.

Regarding the piloting process and results, we also should mention, in terms of results, that the participants had the opportunity to access the online learning programme, available on the LMS platform owned by Aproximar organisation.

The accessibility of the learning programme through the platform gave an added value to the course and flexibility for the participants. On these conditions, each country participant, could invite people before/during and after the face to face to access the online training course.

Additionally, to the face to face learning programme, 47 persons enrolled on the online training course.



## Learners Satisfaction

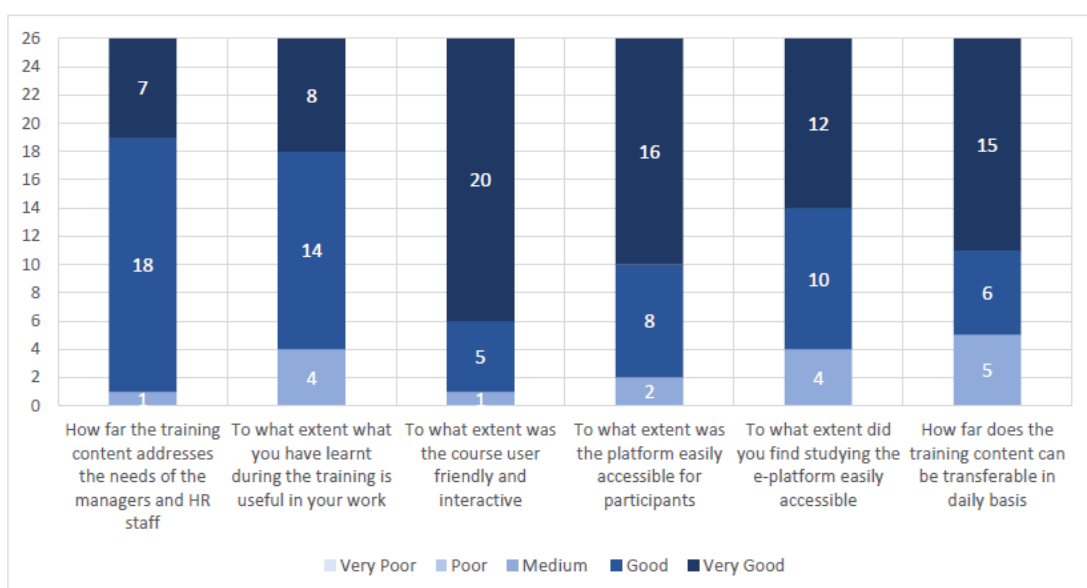
This chapter is a summary of the piloting training evaluation conducted in all the five countries (DK, FR,PT,RO and IT). Furthermore, this chapter points out the main findings from the feedback gave by participants about the training course, and analyses the strengths and weaknesses of the learning programme from the participants perspective's and point of view.

As a standard procedure for any delivery of training, participants were asked to give their feedback about the pilot course. These were collected through a satisfaction survey that focused on 5 main dimensions: general aspects, training experience, trainers, training organization and logistic and the modules.

The questionnaire was developed using the Jotform platform and can be visualized here: <https://form.jotform.com/g3072081735961>

The overall satisfaction of the participants regarding the piloting course was positive. Trough the piloting activity, participants had the chance to interact between them, share experiences and make new connection. Almost all the participants mentioned they would use the network and new connections from the event in their future activities.

In the following pages we will analyse each dimension separately.



Graphic 2. General Aspects of the Training Course

Analysing the data regarding the general aspects about the training course we can conclude the following:

Items such as: the utility of the course for the participants on their daily activities, the relevance of content, the transferability of the content of the training in the participants daily basis were appreciated as good, very good and medium.

Regarding aspects such as the accessibility of the platform, or its utility in the learning process, the participants evaluated these items from medium to good, some of them mentioning that they found the e-platform a bit confusing, needing further clarification.

They also appreciated the examples of practices given, as well as existing websites, social media, resources to guide them into on the topics

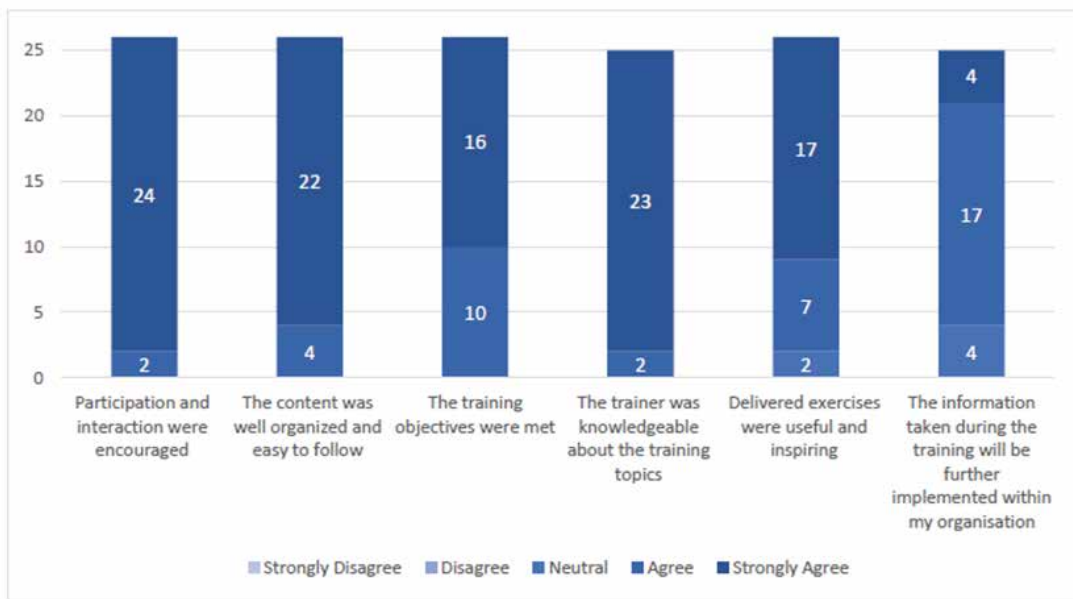
## Trainer knowledge and content

Regarding the satisfaction of the participants, about the way in which the trainers interacted during the course, the appreciation of the participants was highly positive.

All the participants in the piloting evaluated the trainer's performance as enjoyable and knowledgeable. The trainers succeeded to engage participants, motivate them and keep them enthusiastic during the entire sessions, managing to bring their experiences, observations and comments to the discussion and group activities.

For instance, in France the pilot exercise was overall appreciated as positive. In both sessions, participants enjoyed the high level of interactions, the possibility to discuss with each other.

The Italian participants to the face-to-face pilot found the topic presented and the modalities used to carry out the pilot course interesting and expressed an interest in testing the online part of the course, finding the activities engaging and stimulating. Some of the participants particularly appreciated the group activities and discussions and mentioned that in their opinion, the time dedicated to practical activities and group discussion could have been longer.

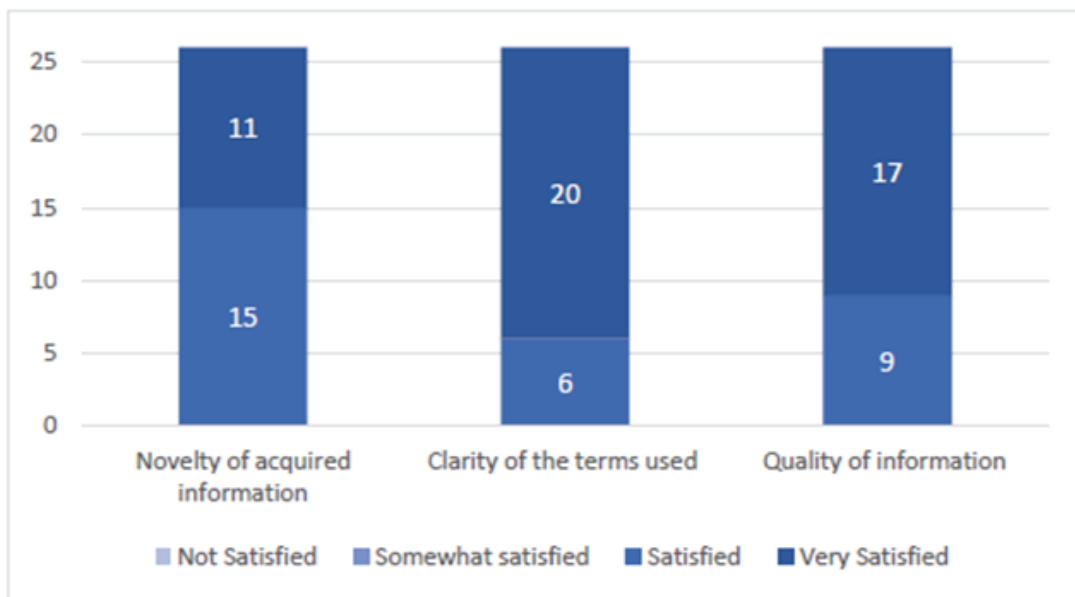


Graphic 4. Evaluation regarding trainers' performance



## Training experience

To evaluate the Training Experience, participants responded to the items about "Novelty of acquired information"; "Clarity of the terms used" and "Quality of information". The scale to evaluate these aspects went from "Not satisfied", "Somewhat Satisfied", "Satisfied" to "Very Satisfied".



Graphic 3. Training Experience

As can be seen in the graphic above, all participants were "Satisfied" or "Very Satisfied" with regard to the three parameters presented. However, it should be noted that the results were even more positive about the clarity of concepts and the quality of information. Participants identified as positive topics of the training: "Trainers (posture and knowledge on the theme), content, theme"; "The way the training was given (knowledge of the trainers to do it), the contents, the theme" and "The clear and objective way of transmitting the contents".

Regarding the DLF experience, related with the participants level of satisfaction, we can mention that they found the training significant to them, the event was informative, meaningful, and necessary. Based on the questionnaire, 40 % of participants voted totally agree in regards to whether the event was found fruitful and contribute to their future professional activities, 30 % voted agree, whilst 30 % voted neither agree or disagree. The majority supported the notion of having learned through the cases being presented on inclusion and diversity.

## Training organisation and logistic

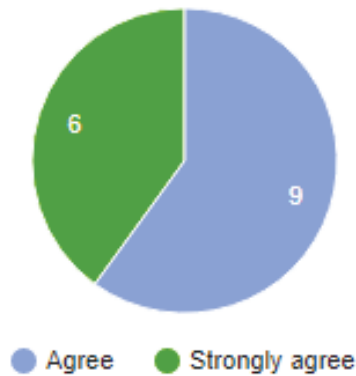
The all three items to evaluate: agenda, the length of the training and the training room facilities went from neutral, strongly agree and agree. As it can be seen in the picture below the facilities were appreciated adequate and comfortable as well the agenda.

**Please rate the following statements about the organisation of the training - The meeting room and facilities were adequate and comfortable**





Please rate the following statements about the organisation of the training - The agenda was well prepared

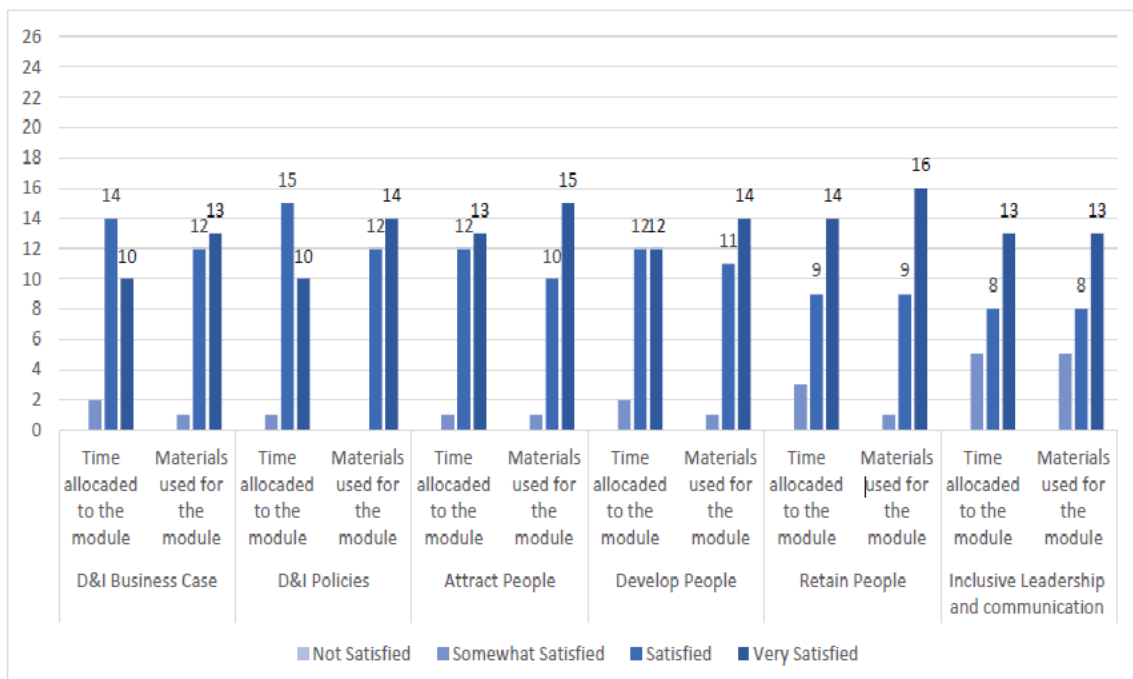


However, some of the participants in the course mentioned that the length of the training should have been shorter with more time dedicated to activities. In addition to this aspects, the DLF participants mentioned that it would have appreciate if the agenda had been sent in advance to the course.



### Content of the modules

As the last point of evaluation, participants had to evaluate concerning Time allocated to the module and Materials used for the module, for each Module. The scale to evaluate these aspects went from "Not satisfied", "Somewhat Satisfied", "Satisfied" and "Very Satisfied".



Graphic 6. Evaluation of the modules

The overall evaluation (as it can be seen in the picture above from Aproximar evaluation course) was very positive; however, it should be noted that time was the aspect that people considered most often "somewhat satisfied". It can be identified in the improvement suggestions that were mentioned "More time to develop each topic, room more functional training program and make PDFs of the modules available on the platform"; "More on-site training time in order to deepen the debate and work on the theme for the institution we are linked" and "Time allocated to each module, more hours in the classroom taking into account that the same modules are maintained".

In terms of the materials presented, the participants found from somewhat satisfactory, satisfactory to very satisfactory all the 6 modules.



## Suggestions of improvements

Additionally, to the satisfaction questionnaire, trainers challenged participants to give their feedback about the course, in terms of what they liked and what topics/aspects of the course needs improvements. The feedback's of participants, including feedback's of the trainers were summarized in strengths and weaknesses points of the training course.

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Good presentation of topics (objectives and content)</li> <li>• Variety of activity and level of engagement and participation when conducting face-to-face activities</li> <li>• The pilot course aroused curiosity to further activities and to continue the course</li> <li>• Variety of the working groups and of the pilot class</li> <li>• Tools and knowledge within disadvantages and advantages of D&amp;I were acquired</li> <li>• Networking and new connections</li> <li>• Utility of the programme/practical exercises</li> <li>• Informative responds to managers and HR needs</li> <li>• The novelty of the programme for the social economy sector</li> <li>• Transferability of the programme</li> <li>• Structuration of the training and modules</li> <li>• Adaptation to national context</li> <li>• Trainers expertise</li> <li>• Group dynamics/exercises to consolidate concepts</li> </ul>	<ul style="list-style-type: none"> <li>• More time to group activities and simulations</li> <li>• Inviting HR and managers from organisations that are already implementing D&amp;I plans, to have a direct exchange of experiences</li> <li>• More comments and suggestions from the trainers</li> <li>• Lack of presentation of agenda</li> <li>• More specific and contextual knowledge on inclusion and diversity was desired</li> <li>• More concrete tools were desired</li> <li>• a D&amp;I programme requires time and resources to implement it</li> <li>• Lack of motivation among some of participants</li> <li>• Requires long term involvement both for organisations and staff</li> <li>• Not providing a summary sheet / list of resources at the end of the day</li> <li>• Not using online interactive apps during exercises / discussions</li> <li>• Concepts introduced in general overview</li> <li>• No availability of downloadable materials of the modules</li> <li>• Short time for face-to-face training to allow deeper debate</li> <li>• Intense schedule</li> </ul>



## Conclusions of the learner's satisfaction

In short, participants found this training course useful and necessary. They understand the need for more training and knowledge in implementing a D&I programme in their organisation, but in the same time they complained about the lack of resources and strategies in these areas, especially in social economy sector.

Summarising their feedback, we can conclude that they appreciate the topics as interesting and critical for social economy, although they still have difficulties in evaluating how the learnt contents can be applied in their daily work. At the end of the training, all participants mentioned in their evaluation questionnaires that they recommend the training to others.

Overall, these sessions enabled trainers to create a collective dynamic and relations between participants, who were interested in keeping contact with everyone. This meets the Sensesnet objective of creating an active network of SEOs engaged on Diversity & Inclusion.

In France, after one piloting session, participants concluded the day with the following quote: "Change starts today!".



## Improvement of knowledge about the D&I

This chapter highlights both the knowledge of participants about the D&I topics, as well the elements of good practices and improvements of competences in this area.

The piloting activities conducted in all five countries have been a valuable experience in establishing how participants are currently responding to the D&I issue, what are their knowledge and perception about the D&I topic.

In order to facilitate discussions during the training course and to offer adaptable learning paths according to the needs of participants, each country collected feedback about the D&I topics from participants through the Performance Self-Assessment Tool.

The tool aimed to identify SEOs' managers and human resources' learning needs and provide guidelines and optional paths.

In short, the Performance Self-Assessment Tool is structured in two parts:

*Part I. Which level is your organisation on Diversity and Inclusion?*

This section offers the opportunity to have a first general overview on organisation's formal attitude towards Diversity, Inclusion and Sustainability.

*Part II. Implementation and Actions*

This section offers the opportunity to assess organisation's concrete behaviour (existing actions) towards Diversity, Inclusion and Sustainability in practice, focusing on key human resources practices.

Therefore, the research allowed partners to have an overview about the participants' own understanding and needs regarding the D&I topics. In addition, the collected feedback from the participants, enabled partners to create learning modules based on the main findings from the tool and at the same time to assess if there were any improvements as result of their participation to the training course.

In total, the country piloting partners managed to collect 68 questionnaires (Performance self-assessment tool).

Being a compilation of the all 5 countries piloting experiences, this chapter focuses on the results of the questionnaire on 7 categories:

<b>The participants awareness about their possible stereotypes</b>
<b>The existence of Policies about D&amp;I within their organisation</b>
<b>The existence of human or financial resources to implement a D&amp;I programme</b>
<b>Participants knowledge about the ground of discrimination</b>
<b>The existence of training about inclusive recruitment</b>
<b>The existence within organisation of specific strategies to include new employees</b>
<b>The evaluation of the needs of employees</b>

As it can be seen, in the table below, most of the participants (57 people) who filled in the performance self-assessment tool are aware about the fact that stereotypes might influences manager's leadership, however few of them have put in place strategies related with D&I or are trained in these matters (36 employees said they have never been trained for inclusive recruitment).

Are you aware that stereotypes may influence managers' leadership decisions and result in inefficient choices for the organisation?

- Yes (57 responses)
- No (8 responses)
- I don't know (2 responses)

In your organisation, are there any organisational policies on Diversity and Inclusion?

- No (11 responses)

Do you have specific resources (human or financial) to manage issues or develop new actions related to diversity

- Yes (27 responses)
- No (26 responses)
- I don't know (11 responses)

Do you know the grounds of discrimination in your country?	Are you, as a manager and/or as a recruiter, trained for inclusive recruitment?	In your role as a manager, do you put in place any strategies to help people feeling included?	When organising your offices' space, have you ever taken into consideration your employees' specific needs?
Yes - 57 some or all No - 3	Yes (31) No (36)	Yes - 31 No - 24 I don't know - 12	Yes - 44 No - 11 I don't know - 12

Regarding the score obtained by the participants who filled the Performance assessment tool, this vary between 4 which mean o low level of knowledge about D&I issues and 36 which represent a substantial level of competences.

The total score received at the end of the questionnaire place respondents on one of the following levels:

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**12 participants have lack of competences with a [score between 1-9]** - No action taken to address the topics in SEOs;

**24 participants have a minimum level of competences with a [score between 10-18]** - Some initial actions taken to address the topics and/or a discussion has been initiated to address the topics within the SEO;

**19 participants have partial level of knowledge with a [score between 19-27]** - Some actions taken toward specific needs but lack of a written support to the actions/hotspot actions taken with no actual planning for the future;

**12 participants have substantial level of competences with a [score between 28-36]** - meaning Defined written and verbal standards to support the topics' policies within the SEO;

No participant reached the **Full competence and commitment level**- [score between 37-46.5].

To understand the evolution that the training brought to the participants, six months after the training, respondents will be asked again to fill in the performance assessment tool in order to analyse the differences. The results will not provide an effective connection between the pre and post-training as it is a short period of time that would not bring a reliable analysis.

Although not formally assessing skills and competences, the trainers in the piloting asked participants to evaluate if they feel more confident with the topics/concepts of D&i after the training course.

In conclusion, although, the skills and competence of participants were not formally assessed, from the piloting experiences of each partners country we can summed up that all participants acknowledged an improvement on their awareness about the topics of D&I and reinforced their competences about HR practices for D&I.

Furthermore, some of the participants mentioned that the learning achieved could be adapted to his/her organisation to support learning about D&I, recruitment and onboarding of marginalised citizens.

At the end of the course, participants were able to correctly define the main concepts related with D&I and to understand the process and needed steps for the development of a D&I initiative.

In the end, the ability of the trainers to present practical examples and exercises, enabled participants to gain tools and knowledge within disadvantages and advantages of D&I.





# Constraints and lessons learned



As in any big project or activity, also the SENSENET piloting country had to face and deal with constraints covering different areas such as time, development of the modules, or unpredictable situation like Covid-19.

This final chapter highlights the main constraints and challenges faced by the partners around the piloting training programme as well the lesson learned through its implementation.

It's hard to lead such a such a big programme, because unplanned situations might happen, but understanding them, could further on help other organisation to take over a D&I programme.

Regarding the constraints, one of the main issue identified by some of the partners (IT+FR refers to the allocated time for piloting the programme. In this matter, they identified the following constraints:

**The length of the training.** Holding a training for 6 hours straight was an effort both for trainers and participants. Trainers had difficulties maintaining participants concentration.

**Late cancellations from participants,** due to different reasons such as: the strike in France, the COVID-19 in Italy or other commitments. The DLF partner found the late cancellation as a weakness to achieve the project objectives, since some of the attenders would have proved valuable for the development of discussions, meaning they could have added value to the course.

**The size and magnitude of the programme.** In the Romanian case, for instance the participants appreciated the topics of the programme as interesting and important, but they found it difficult to acquire skills in just few hours, since it a programme about D&I involves a long process and steps.

Other main issue/constrain identified by the partners relate with the **training course development.**

For instance, the Aproximar partner identified that a major constraint of the implementation of the pilot course is linked with the development of the course, as there was a need for a great effort in national adaptation of the contents and modules. This has put some pressure in time to deliver the activities on time. At the same time, despite the constraint, some specific improvement points were identified when the pilots were carried out, such as:

The need of review communication / disclosure to highlight that the course is for an internal view of the organization/ to focus on human resources;

Introduce the need of diversity awareness sessions for employees in the beginning of the training;

Need of reflect in the course programme, broadening some activities and topics (D&I, stereotypes & discrimination);

Reorganise exercises based in case studies to make it easier to deliver and to go beyond the specificities of the participating organisations themselves.



## Lessons learned

Developing such a programme was challenging, because the particularity and the context in each partners country in addressing D&I needs, but at the same time demonstrates that is a need and interest for a D&I programme.

The purpose of this section is to reflect more on the similarities experienced by the partners in delivering the training course, than the differences.

Despite the dissimilarities regarding resources, or different level of understanding in terms of D&I within the partners countries, there is clear need for connection and sharing experiences about the topics. All the participants in the training course appreciated and recognized as a valuable aspect the connection done through the training.

Suggested recommendations are:

**Keep a balance between practical and theoretical activities, we don't want our participants to get bored, but neither to offer an intensive schedule.**

**Take enough time to prepare everything, use a check list, ask questions in advance, collect the needs and expectation of the participants.**

**Invite more participants to the course in order to avoid the late cancellation**

The lessons learned identified during the training experience reveals that getting started is more successful when it:

**Addresses organizational specific needs; learning is important**

**Focuses on providing more references, including testimonies, activities done by associations working specifically on topics of D&I**

**Offers time to reflect about the topics**

**Assures a proper understanding about why/how and what are the benefits of a D&I programme**

**Focuses in providing insightful experiences**

**The training experience is accompanied with management commitment**

**Offers potential of learning and deepen knowledge**

**Investing in utilization of knowledge learned from past accumulated lessons**



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