



**Culture and Art for Restorative Justice (CA4RJ)**

**Project No.: 2020-1-UK01-KA227-ADU-094445**

**IO2 Face-to-face Piloting Evaluation**

**Report**

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**social  
cooperative  
activities  
for vulnerable  
groups**



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## A few words about the Project

**Culture and Art for Restorative Justice (CA4RJ)** has been created in order to bring a strategic partnership of VET providers, cultural and art organisations so that the power of art and restorative justice can be used to increase cultural awareness and thus contribute to the successful integration of migrant communities at one of the most challenging times for Europe.

## About this Report

All monitoring, quality and impact evaluation activities to be carried out by the CA4RJ Project have been designed and described in a Quality & Evaluation Strategy. The Strategy has been designed to observe, track progress, quality and achievement, and in doing so involves methodological review and objective analysis, through direct users / partners questionnaires.

The following represents a report on the rating results and open-question feedback by the following persons:

- the participants of the IO2 piloting in each country
- the user scrutiny panel members of each country

Namely the number of participants of the IO2 piloting in each country were:

1. Rj4All/REFRAME: **9 persons attended**, 9 questionnaires filled
2. CIS: **15 persons attended**, 15 questionnaires filled
3. RESET: **11 persons attended**, 8 questionnaires filled
4. IASIS: **8 persons attended**, 8 questionnaires filled
5. EDRA: **7 persons attended**, 4 questionnaires filled
6. CERA: **15 persons attended**, 15 questionnaires filled

**Total: 65 participants\*** & the **USP members**

\*Among the 65 participants, 59 questionnaires were filled out.

The focus of the testing was the delivery of the IO2 CA4RJ face-to-face training, in each country, comprised by a seven-modules course, in PPT format.

## Evaluation Methods

The evaluation was conducted using a mixed-methods approach, which included **quantitative and qualitative data collection methods**. The quantitative data were collected through a post-course survey, while the qualitative data were collected through an open-ended questionnaire that was administered to the learners after they completed the course.

As a user-led project CA4RJ has set up a **user scrutiny panel** comprised by art professionals and individuals related to migration, who will take part in the evaluation procedure, monitoring the process and giving their feedback by filling specific open-ended questions. Their participation in the quality and evaluation procedure ensures that both outputs and outcomes are aligned with the end-users real needs and current realities.

## General Evaluation Criteria

- Course Content
- Course Structure and Organization
- Course Engagement and Interaction
- Instructor/Support

## Forms used (see the actual forms in Appendix 1)

Namely:

- *A copy of the face-to-face training participants questionnaire is contained in Appendix 1.*

Of the 5 partners expected to fill the evaluation forms, 5 partners uploaded their completed questionnaires. **Total: 59 questionnaires.**

- *A copy of the User Scrutiny Panel Evaluation questionnaire is contained in Appendix 1.*

All User Scrutiny Panel Members completed the questionnaires.

## Summary of the rating RESULTS at a glance:

### Questionnaire quantitative questions answered, at a glance:

1. Modules Evaluation average score: 4/5
2. Piloting Evaluation score: 4/5
3. Piloting Provider Evaluation score: 4/5

The average scores reflect a high level of satisfaction from participants and panel members, with all of the scores being between 3-5 of 5.

### Summary of the Qualitative Open Answers/Comments filled in, at a glance:

Comments were very detailed so we present them in detail below. Most of the comments were focused on:

- need for more interactive content (either through "more images", "visual elements" or "exercises" and "activities")
- more homogenised sections
- lack of clarity in some texts of the slides

## Some of the Participants Comments:

..... Participant No 1 .....

*"Is there a uniform design you can put for all the modules? Like so all modules can have the same style for expressing learning objectives for example. Just to make it a bit more uniform. Might be hard for the PPTs though.*

*The PPTs for the first and third modules could use more photos. For the first for example, maybe you could expand on the last examples in the module (with more photos/video content of what was done) (this is re section c - how restorative justice art can be used for migrant integration). "*

..... Participant No 2 .....

*It was good to go through the modules with the presenters so I can envision what the training course will be like. They were good about asking if we had any questions too. And very friendly!*

..... Participant No 3 .....

*Really cool material! There is lots of material though so I think now that you have all the content it's just about making it more concise and putting it in a uniform manner*

..... Participant No 4 .....

*Module 2 videos are great. Module 6 PPT is really excellent*

..... Participant No 5 .....

*Unit 2 current challenges for migrant integration. Just noticed a typo - it says Brexit exasperated but I think its supposed to be exacerbated*

*Can there be activities to break it up throughout ?? There's a lot of text in the modules and all the exercises are at the end. Maybe it is better this way, but it should be consistent throughout the training module I think.*

*Also, the Further Readings section should be above the bibliography so that it is easier to access// sometimes people just skip to the next once they see the bibliography*

..... Participant No 6 .....

*Emotional challenges and provision of emotional support in migrants – what module # is this? Slides are beautiful though!!!*

..... Participant No 7 .....

*PPTs for Modules 6 and 7 are so great – well done !*

..... Participant No 8 .....

*Module 1 content very interesting but needs more photos/media or something to draw people in; see module 5 for example*

..... Participant No 9 .....

### Module 3

*I like that the aim is to encourage people to think about the significance and value of embracing diversity in a personal way*

*Typo - ethnicies should be ethnicities in 3.2*

*I think 3.3 is really important - directly addressing what should be done in case of xenophobic or racist incidents*

*Where are the activities to test people on the information? The first one had them interspersed, the second had them at the end, but the third one I didn't see any activities in the word doc of the modules*

..... Participant No 10 .....

*Deciding where activities should go and making it the same for the whole thing*

..... Participant No 11 .....

### **Module 1:**

*Where to find out more section can you include videos rather than links*

*Are the activities to be self reflective? If this will be online as well*

*Lots of long quotes – make more interactive (activities throughout are good in this way)*

#### **Module 2:**

*Great video and image content in PPTs but slightly more text needed for direction  
Says 1.1, 1.2 etc throughout but shouldn't it be 2.1, 2.1 etc  
Seems a very long module – how will this be divided overall as there is much content*

#### **Module 3:**

*Good use of infographics  
Iceberg concept of culture is a good slide in PPT  
A bit confusing that each subunit heading had the general presentation*

**Module 4:** *Emotional challenges and provision of emotional support in migrants*

*May be a good idea in 4.1 to clearly differentiate between refugees and migrations - not all migration is forced so it may be good to express this via explaining both terms*

*I like this part / is important to include 'There is no one-size-fits-all approach or paradigm for providing mental health and psychosocial assistance to refugees and migrants but some good practice principles, summarized below'*

*The T/F in this section can be a bit more in-depth and also the answers should be provided as a separate answer key*

*In the post assessment this seems a bit of a lofty goal*

*I know how to provide support in migrant population*

*Could it rather be something like 'I feel better prepared to support migrants'*

*Same with this one*

*'I feel ready to provide culturally appropriate support to migrants and refugees'*

*Just because it seems like a big goal to accredit the module alone for making someone feel ready to provide culturally appropriate support to migrants and refugees*

*I also don't think this should really be part of the post assessment*

*I will implement principles of Art Based Interventions (ABIs) in my work*

#### **Module 5**

*It is crucial to develop an anticolonisation mentality of getting in touch with other cultures. It is important to question power structures and foster critical consciousness by working to dismantle dominant, master narratives.  
YES so glad this is included right at the start*

*The section on working with kids in refugee camps is interesting - do you need to put some kind of disclaimer almost of like its not that you're advocating for this you just want to show it as an example?  
Since these are education modules*

Again- are there activities in this module? There should be some consistency

### **Module 6**

I see in the intro to the module that it is planned to be 4 hours - can these be divided up into the ones about migration and cultural awareness and the ones about art specifically ? Or even individual there is just a lot of content so by the time you get to module 6 I think people wouldn't do 4 hours even though unit 6 is so amazing

Use this framework for all modules! Clear and easy to follow - since it feels like there isn't one uniform template

Wow this is really impressive - could stand alone. For ex the collage wheel activity is great and the whole assessment activity is one hour - so it seems like someone could do all of unit 6 in a workshop for example, like a multi hour training workshop on its own

### **Module 7**

#### **The Use of Arts In Multicultural Scenarios for Educators**

Maybe title should be tied to migrants since the module summary says that it focuses on educators who work with migrants

1.1 is really long - can it be broken up more with activities?

Seems like there is some overlap with module 3

For the T/F can the answers be separated as in in an answer key at the end

Some but not all modules have this

I really enjoyed all aspects of the piloting.

- Some of the modules' ppt slides were too wordy in my opinion
- I found that throughout all the modules there is a tendency of the examples given: most of the examples are from the UK and from the Spain. (I don't mean it as a problem, but i guess this is something that I've noticed so I would like to point out.)
- The activities designed for each module could definitely be developed better with more details or more careful considerations.

Used most of the time going through the material individually, maybe it could have been more guidance based.

Generally speaking, by just taking a look at the module ppts, it feels like most of the modules are fairly theoretical, since it's for training i feel like it should be more practical in order to let the trainees know how to do it more than just knowing what they should do.

Rather than True/False questions, I think it would be more helpful if the Activity section can give some activities that allow me to think about how to exercise the knowledge in an imagined real case. E.g., activities for "intercultural scenarios for educators" module.

The beginning part that explained restorative justice related concepts. And the part which talks about the power of arts in countering the victimization of women by photos from news media. These two parts allow me to know better the importance of the project and restorative justice art.

..... Participant No 12 .....

Internet connection was a bit unstable during the first part of the piloting.

*It might be better to have less contents on the slides, or leave more time for audience to read each slide, some slides were changed too fast for me to have a close look at the contents.*

*Some chapters/sections are quite wordy to read as an audience. Although the powerpoint slides can help to make the illustration clearer, the Modules document itself is bit hard for beginners to navigate.*

*Additionally, I think it could help if modules could give more emphasis on the exact practices/approaches that can be adopted by support workers/educators. The last module for educators (intercultural scenarios) is good. Yet, for other modules, more practical contents could be more helpful.*

*Using more bullet points, highlights and/or subtitles might make the contents easier to read.*

..... Participant No 13 .....

*I think the collaboration between RJ4ALL and Reframe House worked really well. Reframe House showed photos of restorative justice in practice, not just theory based.*

..... Participant No 14 .....

*More discussion time for participants. There is a lot of material to go through in a short time. It would be good to have more educators or migrant workers participate in the piloting. It's just a lot of content – how is it going to be compiled together in a way that isn't overwhelming*

..... Participant No 15 .....

*More tools*

*Amazing pictures that telling the story.*

..... Participant No 16 .....

*The presentation of the materials were exquisite and very user friendly because it was comprised of infographics and other strong visual elements.*

*I would like further examples of hands-on exercises and specific crafts examples of inside the classroom activities the use of arts for migrant integration.*

*The interaction among the participants from different backgrounds and fields was great!*

*Very nice training and the presentation and support from the part of the facilitator.*

..... Participant No 17 .....

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## USER SCRUTINY PANEL comments

..... Participant No 1 .....

**1. How close are, the practices described, to the current realities of migrants? Please propose any modifications.**

*The practices described are very close to the realities of migration, there is no need for modifications.*

**2. Do the methodologies described in the modules, address the real needs of migrants? Please propose any modifications.**

*The methodologies described are very successful in addressing the real needs of migrants. The barriers which migrants feel the most are those formed because of a lack of knowledge of the language, and of support. As a result, migrants don't feel integrated, and struggle economically, socially as well as with*



their mental health. These aspects are all well explained on the methodologies described, hence there is no need for modifications.

**3. Do you have any propositions on how to improve the methodologies described in the modules?**

An improvement could be a greater focus on language barriers, and as a result more exercise and attention should be paid to that. This is because as mentioned on the modules as well, the lack of knowledge of the host language means that migrants are unable to access services, communicate, and get reliable information, which results in an isolation from society, and can have mental repercussions on top of a struggle to find jobs.

**4. Which aspects of the modules would you consider the most positive? Why?**

I believe the focus on ways that art can be used for integration of migrants into society is the most positive aspect of the modules. This is because through art not only can the migrants enjoy themselves but can also express their feelings, while feeling part of a community, which has great benefits as it creates confidence and stimulates language learning and interpersonal relations.

..... Participant No 1 .....

**1. How close are, the practices described, to the current realities of migrants? Please propose any modifications.**

I believe that the practices described at the module are close to the current realities of migrants. They address the urgent needs of migrants and can help to provide support in an effective way by releasing a sufficient amount of stress that migrants might feel. It is also very important the practices are adjusted and is highlighted to respect the cultural or educational level of the beneficiaries or their mental state.

**2. Do the methodologies described in the modules, address the real needs of migrants? Please propose any modifications.**

The methodologies described in the modules, address the real need of migrants. They are focused both on providing the proper support to migrants and help them improve their cognitive and mental state. The methodologies proposed address also the need of migrants to express themselves freely, through experiential and non-verbal activities.

**3. Do you have any propositions on how to improve the methodologies described in the modules?**

Although the methodologies proposed in the modules are comprehensive, one proposition I have for improving them, is maybe to include some more specific subject areas for the experiential workshop, in order to have a more specific framework of conducting the activity.

**4. Which aspects of the modules would you consider the most positive? Why?**

In my opinion, the most positive aspects of the modules is the one about the Dance Movement Therapy, because I believe that it is one of the most representative ways of how arts can help improve cognitive and mental state of migrants. One other aspect is the one about experiential workshops. The reason I believe it is one of the most positive aspects of the module is because I strongly believe that experiential learning is the best way to learn, both for kids and for adults. In case of migrant population, it is a really interesting way to include people in the learning procedure, giving the space for expression of thoughts, opinions and exchanging ideas.

..... Participant No 1 .....

**1. How close are, the practices described, to the current realities of migrants? Please propose any modifications.**

I think the content of the modules draws upon some of the most important challenges faced by migrants (at least in Cyprus) and it provides very well-structured and helpful content on how arts could

help inclusion. The concept of applying restorative justice to counter xenophobia and the exclusion of migrants in local communities is a very interesting and promising methodology, but I don't think the local community is doing much towards this direction in real life. Although there are many local initiatives driven by charities, NGOs and voluntary organisations I think there is a general lack of applicability of the norms of restorative justice when approaching migration from a governmental perspective.

**2. Do the methodologies described in the modules, address the real needs of migrants? Please propose any modifications.**

Yes, some of the biggest and most common needs of migrants are clearly explained and suggestions for improvement are given in the modules. The exercise and self-assessment tools at the end of the modules are also very useful in assessing the knowledge one gains from the modules etc.

**3. Do you have any propositions on how to improve the methodologies described in the modules?**

Not something very specific on the content of the modules. Maybe I would suggest a more cohesive self-assessment/exercises tool to help in the continuity of the modules.

**4. Which aspects of the modules would you consider the most positive? Why?**

I think explaining the concept of restorative justice in Module 1 in relation to addressing the main needs of migrants is a very innovative approach and one that should be implemented within local, national and European integration policies to ensure the respect and promotion of human rights and equality when addressing migration and refugee crisis. In addition, Module 3 on Intercultural Awareness is also very important.

..... Participant No 1 .....

**1. How close are, the practices described, to the current realities of migrants? Please propose any modifications.**

The current realities of migrants in Greece are ever-changing but the modules cover them adequately and in- depth. There is a need for a link to the proposed practices to the specific policies of each government. The most powerful aspect of the modules is that they feed on real examples and reception stages and facilities that migrants go through during their journey.

**2. Do the methodologies described in the modules, address the real needs of migrants? Please propose any modifications.**

Each methodology applies to different needs and stages of integration process. The module could have integrated video interviews and live feedback by migrants about the application of the proposed methods.

**3. Do you have any propositions on how to improve the methodologies described in the modules?**

There is a need to have a clear representation of all professional fields that are needed during migrant integration. Social workers, psychologists, art therapists, artists, art organisers, art educators, mediators, facilitators, mental health professionals. A clear distribution of their roles would be convenient for the understanding of the situation and finding a solution in various integration problems.

**4. Which aspects of the modules would you consider the most positive? Why?**

The most positive aspects is the use of real life examples that turn modules to active learning experiences instead of passive ones. The learners are more engaged and understand more effectively the real world applications.

## Conclusion

The findings of the evaluation indicate that the course was effective in achieving its learning objectives. The results of the survey also showed that the learners found the course to be engaging, interactive, and well-structured.

The materialisation of the course in each partner country differs because the facilitators conducting the sessions are different. The qualitative data collected, though, through the open-ended questionnaire, supports the effectiveness of the course, too.

Many learners mentioned that they enjoyed the interactive nature of the course, which included quizzes, simulations, and interactive exercises. In some cases, an even higher level of interactivity seems that would be much appreciated by the learners. Also, some learners would like more homogeneity among the modules. Moreover, some modules seemed to have more busy content and a more user friendly layout and activity based approach was recommended. Changes were made accordingly.

## Future Steps

All above feedback and comments will be taken into account during future planning of the project. The evaluation and quality control of the course will continue the next months through receiving feedback by registered users in the e-course, in an on-going procedure and new registrations are taking place every month in order to achieve the target of 15 participants per partner country (75 in total) as well as by 25 participants from other EU countries.

## Appendix 1:

A. The template of the Piloting Evaluation Questionnaire for the training participants to fill out.

### CA4RJ IO2 PILOTING - EVALUATION QUESTIONNAIRE for participants

<b>Country:</b>	
<b>Organisation:</b>	

In the next three tables, rate each of the sentences/statements presented by marking with an **X** the level you agree with the most.

#### **4. Modules Evaluation**

STATEMENTS	1 Stron gly disag ree	2 Disag ree	3 Neith er agree nor disagr ee	4 Agre e	5 Stron gly agre e
1.1 The objectives of the Modules are clear.					
1.2 The contents of the Modules are easy to understand.					
1.3 The Modules are interesting.					
1.4 The duration of the Modules is adequate.					
1.5 The Modules encourage the active participation of learners.					
1.6 The Modules correspond to my expectations.					
1.7 The Modules included subjects/topics that are beneficial for me as an educator.					
1.8 I am interested in using the Modules to a different context (private, social, professional, etc.).					

**5. Are there any topics you would have liked to cover (or in further detail)?**

## **1. Piloting Evaluation**

<b>STATEMENTS</b>	<b>1 Stron gly disag ree</b>	<b>2 Disag ree</b>	<b>3 Neith er agree nor disagr ee</b>	<b>4 Agre e</b>	<b>5 Stron gly agre e</b>
<b>2.1</b> The facilitator demonstrated knowledge on the approached subjects.					
<b>2.2</b> The trainer facilitator well with the participants.					
<b>2.3</b> The facilitator established a good relationship with the participants.					
<b>2.4</b> The facilitator made me feel included.					
<b>2.4</b> The documentation and tools used by the facilitator were adequate considering the curriculum.					

## 2. Piloting Provider Evaluation

<b>STATEMENTS</b>	<b>1 Stron gly disag ree</b>	<b>2 Disag ree</b>	<b>3 Neith er agree nor disagr ee</b>	<b>4 Agre e</b>	<b>5 Stron gly agre e</b>
<b>3.1</b> Facilities were appropriate (in case of a face-to-face meeting).					
<b>3.2</b> Equipment and materials were suitable.					
<b>3.3</b> Support was given during the training.					

**3. Which aspects of the piloting (areas, tools, activities, etc.) would you consider the most positive? Why?**

4. Which aspects of the piloting (areas, tools, activities, etc.) can be improved? Why?
5. Other comments and/or suggestions:

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**USER SCRUTINY PANEL EVALUATION QUESTIONNAIRE for panel members**

1. How close are, the practices described, to the current realities of migrants? Please propose any modifications.

...

2. Do the methodologies described in the modules, address the real needs of migrants? Please propose any modifications.

..

3. Do you have any propositions on how to improve the methodologies described in the modules?

...

4. Which aspects of the modules would you consider the most positive? Why?

...



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