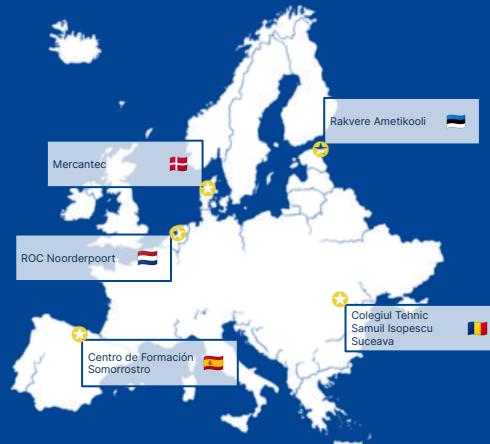


Welcome to Aalborg!



Building the foundation of a Diversity & Inclusion questionnaire.



30 minutes 

About the workshop



About Work Package 3

What will be the main results of this work package?

The specific results of this work package will include:

1. A comprehensive framework of VET-proven questions on ID that can be used to identify barriers to inclusion and diversity in vocational education. The framework will be designed to ensure that the right questions are asked at the right time, and it will provide schools with a clear understanding of the actions they can take to address the barriers identified by the survey. The framework will cover a wide range of potential barriers to ID, including those related to disabilities, health, education and training systems, cultural differences, social and economic factors, discrimination, and geography.
2. Capacity building across all partner schools, enabling them to bring ID to an actionable level and to gain a deeper understanding of the student perspective on inclusion and diversity.
3. Increased awareness and capacity among school leaders on ID activity, ensuring that they are well-equipped to lead their schools in promoting inclusion and diversity.
4. A running survey platform with appropriate security, which will allow all partners to collect and share data on ID in a centralized and secure way.
5. Local buy-in and go-live for each participating partner, ensuring that they are committed to surveying students and using the data to drive change in their schools.

Describe the expected results of the activities.

The expected results of the activities are:

- A well-defined and agreed-upon framework for identifying barriers to inclusion and diversity (ID) in vocational education and training (VET), based on research and partner priorities.
- Increased capacity across the partners to bring ID to an actionable level and understand it from a student's perspective.
- Improved leadership awareness and capacity on ID activities.
- A running survey platform with appropriate security measures across partners.
- Local buy-in and commitment from each participating partner to survey students and react to their feedback.
- Localized mapping of barriers, expectations, and actions for each partner based on the unified framework.
- Identification of specific actions that each partner can take to remove the barriers and improve the learning outcomes for students with less opportunity.
- Increased collaboration and communication between partners to address ID barriers in VET.
- A set of best practices for addressing ID barriers in VET, which can be disseminated and implemented by other educational institutions.
- Improved understanding of the needs of students with less opportunity and increased focus on their inclusion and success in VET programs.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

In order to measure the level of achievement of the work package objectives and the quality of the results, we will use both qualitative and quantitative indicators.

The following are the quantitative indicators that we will use to measure the level of achievement of the work package objectives:

1. Representation: We aim to get representation for all partners and at least 1 student from each partner with less opportunity, to participate in the transnational workshop and capacity-building activity. This will help us ensure that all partners are involved in the process and that the results are inclusive.
2. Question Framework: We aim to get an approved unified question framework across all partners to identify ID barriers. This will help us ensure the framework is practical and can be used across different vocational education and training (VET) institutions.
3. Leadership Workshop: We aim to conduct an online leadership workshop for every partner. This will help us ensure all partners have the necessary knowledge and skills to implement the framework effectively.
4. Local Workshops: We aim to conduct 5 local workshops - one for each participating VET partner. This will help us ensure that the framework is implemented effectively at the local level.
5. Survey Platform: We aim to have a running survey platform with a minimum of 3 users for each partner and a localized question framework based on the unified framework. This will help us ensure the framework is implemented consistently across all partners.

The following are the qualitative indicators that we will use to measure the quality of the results:

1. Feedback from Participants: We will gather feedback from participants, including students, teachers, and experts in surveying, to determine the effectiveness of the question framework and the capacity-building activities
2. Local Implementation Assessment: We will assess the effectiveness of the local workshops in implementing the

In "nordjysk"... 

We've gathered some data that we'll look into and discuss, and based on that we'll build a DI questionnaire to be used in several "microsurveys". That questionnaire we will build into StudentPulse.

Workshop Structures

8:30	KOM Welcoming	
9:00	Workshop purpose & Structure studentPulse go through the activities during the 2 days meeting.	A detailed and optimized ID question framework created over a 2-day onsite workshop with partners. Including the exchange of knowledge, capacity building across partners, and a visit to Denmark.
9:30	Getting to know each other icebreakers to get to know each other	
10:30	Key findings from WP2 result of the desk research	08:30 Start Day 2
11:15	The student perspective: the natural students form Danish schools working this way.	9:00 The plan for today
12:15	Lunch	9:15 Specifying students target groups Discussion in transnational groups to specify the students target groups
13:00	The institutional perspective: world-class Danish institutions elaborate that respect the students'	10:45 Finding "the shared 80% themes" StudentPulse presents
14:00	Exercise Group work on the topic	11:45 Lunch
15:30	Wrapping up and preparing for tomorrow Closure of day 1.	12:45 Drafting questions Working in transnational groups drafting the survey
16:00	Day 1 – Closure	14:45 Planning & Governance What is next and how do we approach this.
18:30	Dinner at a local restaurant	15:45 Closure of the meeting

Your expectations?

Compared to what you've received beforehand we've made some few adjustments to the workshop content (exact agenda on next slide).

Today

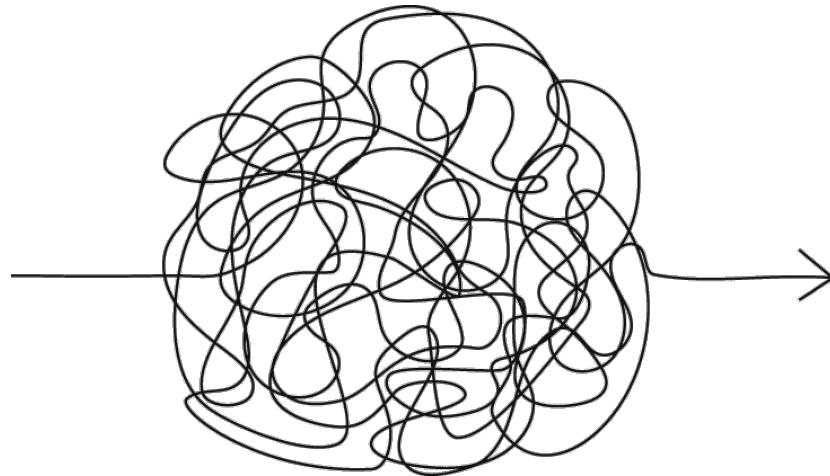
We will focus on data, and get hands on with looking into it. The main purpose of day 1 is **inspiration**. You will get to work a bit with data within each school.

Tomorrow

We'll **go hands** on with both survey timing, student target groups and questions & support. You will get to work across schools.

During both days we'll try to inspire you with different cases and approaches, and then we've prioritised a lot of exercises.

... actual Workshop Structures



Workshop Agenda

Day 1

Main focus: Inspiration & data

Time	Focus	Exercise
9:00–9:30	About the workshop	
9:30–10:30	Getting to know each other	
Break		
10:45–11:00	Key findings from WP2	
11:00–11:30	Results from DI baseline survey	
Lunch		
12:30–14:00	Looking into your own DI data pt. 1	School groups
Break		
14:15–16:00	Turning feedback into action	School groups

Day 2

Main focus: Framework & hands-on

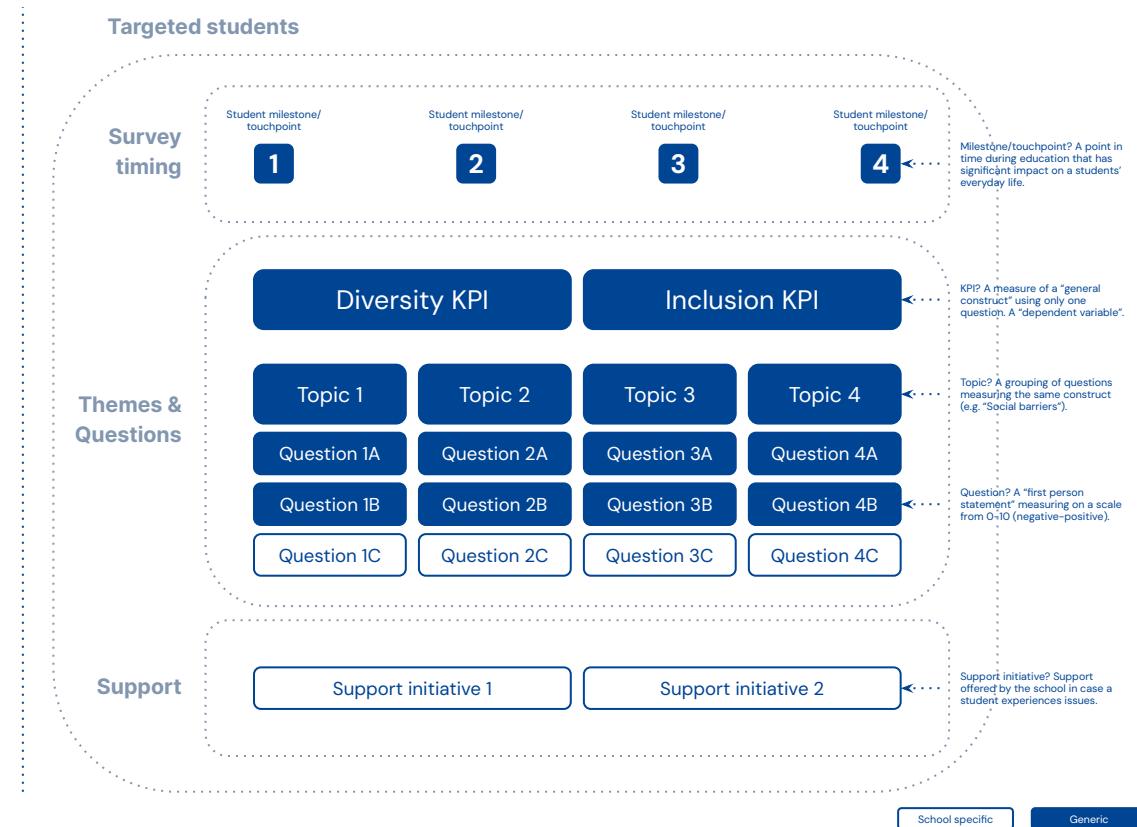
Time	Focus	Exercise
09:00–9:15	About today	
9:15–9:45	Defining student target groups	discuss.
9:45–10:15	A unified student journey	Open discussion
Break		
10:15–11:45	Drafting questions	Mixed groups
Lunch		
12:45–13:00	Priority exercise: One person, one question	1:1
13:00–13:30	Listing support initiatives	Mixed groups
13:30–14:00	Planning ahead	
15:00–15:30	Buffer	

UPDATED

Workshop Outputs

1. General understanding & inspiration

- ✓ Diversity & Inclusion in general
- ✓ "Check-in" structures and use cases
- ✓ Baseline student data
- ✓ Pitfalls when working with student feedback
- ✓ Baseline student data



Workshop Practicalities

Let's go for an **office tour** 😊

Then we'll show you drinks, toilets and whatever you might need!

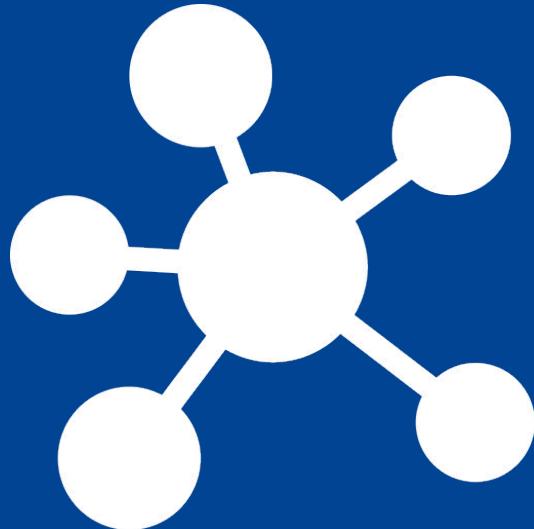
Please notice that only a few breaks are to be found in the agenda
- we will of course have some more breaks on the go to get coffee
etc.

60 minutes ⏱

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Getting to know each other

Gorm on stage



Get to Know Your Workshop Partners!

 Co-funded by the Erasmus+ Programme of the European Union

Select a Partner:

- Pair up with someone in the room. Try to choose someone you don't know well yet.

Take a Walk:

- Spend 30 minutes going for a walk outside. Use this time not just to talk, but also to enjoy a moment to breathe and relax.

Interview Each Other / Take Pictures

- During the walk, interview each other using the following questions:
 - What is your name?
 - Where do you work?
 - How long have you been there?
 - What is your role?
 - What is currently occupying your thoughts the most?
 - **Can you share a time when you felt like an outsider or found it challenging to fit in? What could have made the situation better?**

Presentation Time:

- Once you return, each person will take a few minutes to present the other person to the group.
- Share what you learned about them

Upload Pictures here

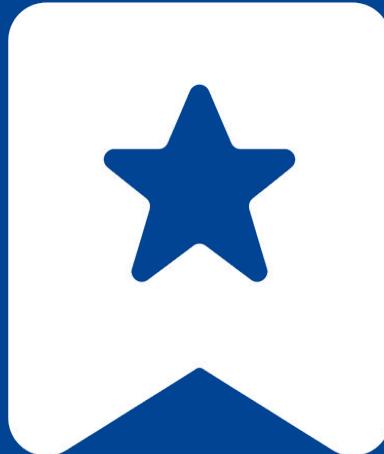
*Wifi: CompanYoung A/S
Pass: E9DDPaB5*



30 minutes ⏱

Key findings from WP 2

Looking into the nature of diversity
and inclusion



Analysing Barriers

Institutional stakeholder perspectives

Known barriers according to school representatives

Asking school representatives to *describe themes that are most important to address from a school and national level* within their home country, a total of 15 different topics were listed by the five schools. Some themes being mentioned only locally (9), while other themes reoccurring across countries. Highlighting common denominators they were:

1. **Social barriers**
2. **Economic matters**
3. **Mental health issues**
4. **Learning issues**
5. **Family issues**
6. **Commuting** (logistic issues)

These six themes serve as great inspiration for bringing institutional priorities into a shared VET framework, and just as importantly the schools' inputs highlight the need a framework allowing local differences - in particular taking the diversity of each school's main barrier into account. Worth mentioning that themes labelled "local" might be relevant to other schools (and countries) as well.



Analysing Support Initiatives

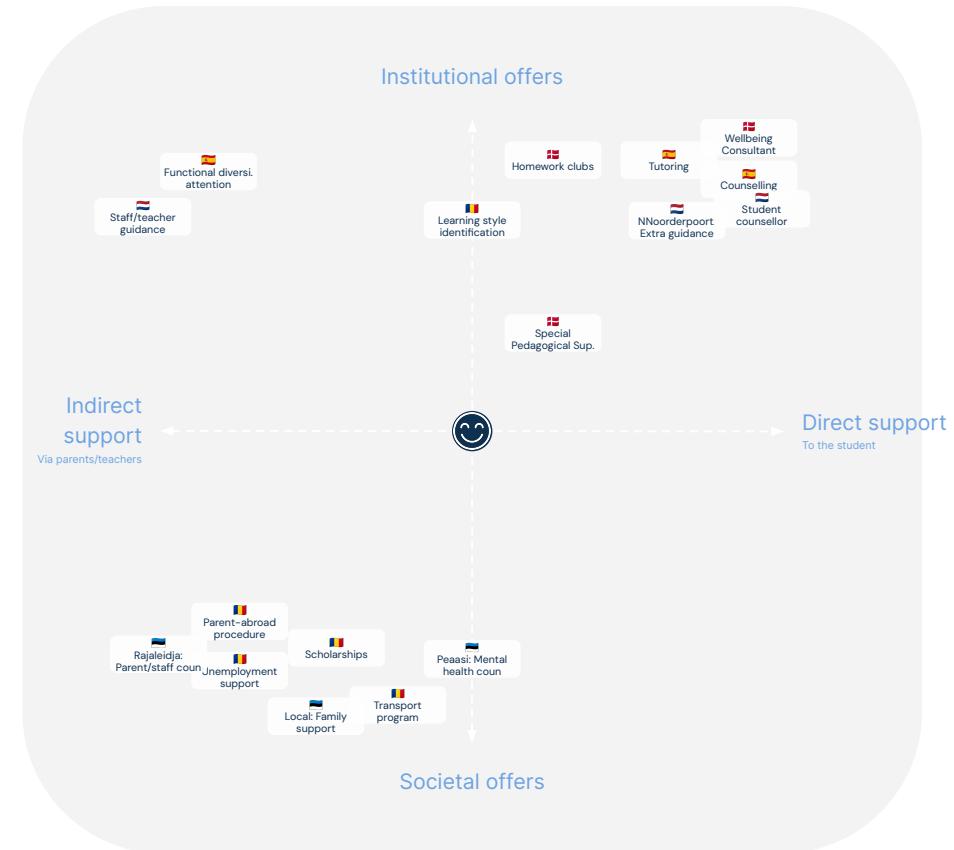
A cross-country overview

Student support initiatives already existing

Understanding - and strengthening - diversity and inclusion is not just a question of understanding barriers faced by students, but also the circumstances of support and initiatives available to them.

Asking the five schools about student support initiatives (in the light of diversity and inclusion) a total of XX initiatives were brought into play by. Noticeable, these initiatives do not just differ when it comes to the underlying barrier they are addressing, also there is a significant difference across countries in regards to what instance/organisation that is responsible for the initiative. Some schools pointing mostly towards governmental and public initiatives whereas other schools pointing towards internal support services.

Adding to this initiatives also differ when it comes to who they are addressing to support students, ranging from parents and teachers, to students themselves.



Summary and Application

1. Framework measures

Building findings into a framework

Based on the analysis a total of eight different topics relevant to the framework measures have been identified:

1. Four main barriers
2. Local measures
3. The impact of moderators
4. At-school and outside school
5. Gender & educational background
6. The role of internships
7. The individual student
8. Timing flexibility

These eight topics will serve as inspiration for April's framework workshop (WP3).

Suggested framework recommendations

1	There is a need for measuring four barriers in particular Several barriers of inclusion and diversity have been identified across the five schools: <i>social barriers</i> related to classmates, <i>learning barriers</i> related to in particular theoretical teaching (and in particular experienced by students with learning disabilities), <i>mental health barriers</i> including both motivational issues and anxiety, and finally <i>economic barriers</i> driven by both (local) commuting issues and family resources in general. It's the recommendation that these four barriers are all included in framework measures.	Inst. stakeholder interviews / student surveys/interviews
2	"Local measures" should be built into the framework Whereas a 80% shared framework is doable, 20% uniqueness is a must. There are a lot of similarities across schools, but some critical uniqueness. Commuting, addiction and VET reputation being examples of local barriers of great importance.	Student surveys/interviews
3	Both absence of barriers and presence of moderators should be measured Students point towards the fact that the presence of variables (such as "an adult authority", and "early social adaption") has a positive moderating effect on inclusion.	Inst. stakeholder analysis
4	Measures should mix at-school and outside-school barriers Looking into student everyday lives, and their educational motivation, it is clear that barriers are faced at school in particular when it comes to learning and socialisation. However, several barriers have nothing to do with what happens at school, examples being friend-acceptance, commuting issues and family issues, demanding a mixed focus trying to understand the student as a whole.	Inst. stakeholder interviews Student journey
5	A few background variables are crucial: gender and educational background Based on the analysis it is obvious that in particular <i>gender</i> has a great impact on the student's experience, and barriers faced, at school. In particular in the light of minority groups (girls in a "boys' programme" and boys in a "girls programme"). Further there are indications that it's relevant to know whether the student has attending basic VET or not (for those countries where there is a distinction between basic and intermediate VET), as the analysis has shown different barriers for these students.	Inst. stakeholder interviews Student surveys/interviews
6	Internship/traineeship barriers should be taken into account According to most schools something "happens" when students face their (first) internship periods. Some students experiencing issues with being included in the workplace, other students facing "cultural shocks" when leaving the safe environment of the school. In case the cohort of students included in the project are having internships, specific measures should be used.	Inst. stakeholder interviews
7	Measures should capture the uniqueness of the individual student Even though the analysis has shown that "typical student (groupings)" exist, it has also shown that different students face different barriers. This calls for measures that presume some barriers being present but catches students individuals attitudes and issues.	Inst. stakeholder analysis Student surveys
8	Framework flexibility should be given in regards to the timing of measures Mapping the different school' student journeys it becomes clear that same structures are followed in general: a mix between at-school activities and internships – but it differs a lot when students have their internship periods. Well aware that the project aims to standardise not just measures but also the flow of surveys, this still means that some local timing flexibility should be allowed.	Student journeys

Summary and Application

2. Support & intervention inspiration

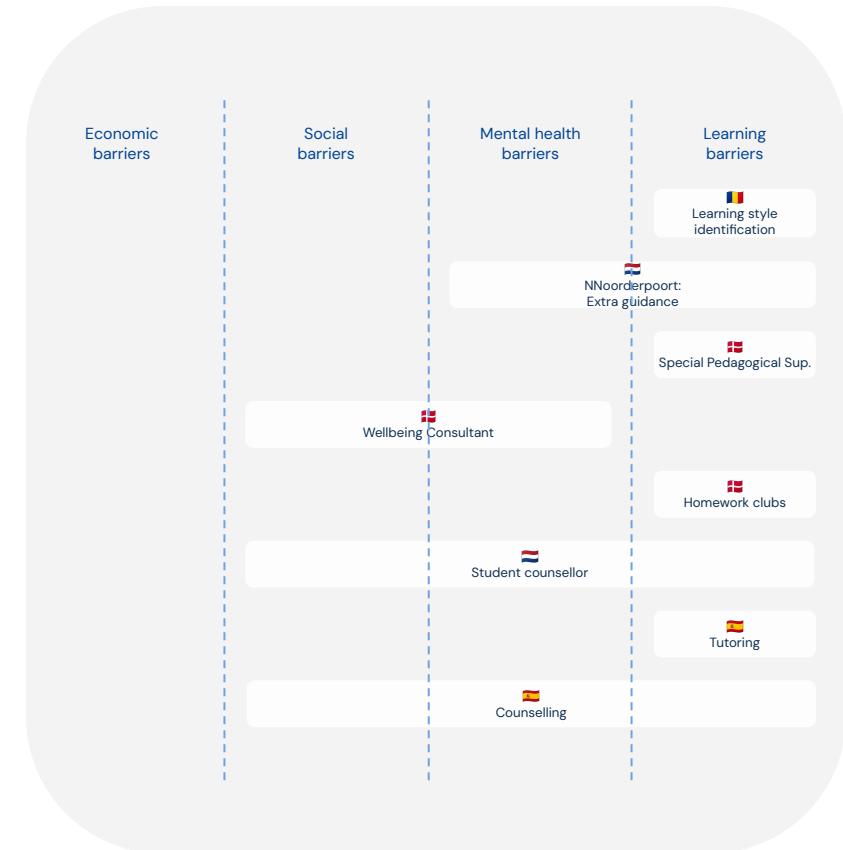
Structuring DI support & interventions

When looking into schools' suggested student support initiatives and interventions it became clear that a lot is already done to help students overcome potential barriers. It became obvious that both initiatives provided by schools themselves and by external organisations were present, as well as both initiatives supporting the student directly and through those key stakeholders of students life (teachers, staff and parents).

When choosing the most "applicable" initiatives for this project, we have prioritised initiatives that are:

1. Supporting the student directly
2. Provided by the school itself
3. Covering the four "main" identified barriers

Based on the assumption that these initiatives most easily can be operationalised by schools, and most likely will be used by students. External and stakeholder focused initiatives, have been left out as *operationalisation* is a main project priority. **Please notice** that the importance of other initiatives to be used in other contexts must not be neglected!



Summary and Application

3. A baseline Diversity & Inclusion Survey

Getting one step closer to a unified framework

Whereas this report has been explorative of nature - gathering thoughts and potentials - from here there is a need for "testing" some of the findings among those who it is all about: the students.

With a workshop coming up, there is a need for "standardised" data across the five schools that can help guide discussions and the framework definition, and therefore it is suggested that a unified "baseline diversity & inclusion survey" is carried out by the five schools.

Questions in the survey has been formed based on the results of analyses carried out in the report and should be ask to at least 50 students in advance of the workshops in April.

The four "main" barriers



Uncovering social barriers

- I have one or more close friends in my class. (0-10)
7-10: Are you aware of one or more classmates not having any close friends at school?



Uncovering mental health barriers

- Most days I am feeling happy. (0-10)
0-6: What would you say is on your mind when you do not feel happy?



Uncovering learning barriers

- It is easy for me to follow and succeed with my different courses. (0-10)
0-6: What difficulties do you face in particular?



Uncovering economic barriers

- I am not worried about my economic situation.
0-6: What is on your mind in particular in regards to your economic situation??

Segmentation



Gender & Educational background

- My gender is.
→ Before I started my current education I...

Peers & adults



Inclusion deep-dive

- I am experiencing some of my classmates not being treated well by others. (0-10)
Please describe the situation you experienced mentioning no names.



Presence of adult authorities

- The adults at school make sure that we are nice to each other. (0-10)
0-6: In what situations do you think adults could do more?

General questions



School happiness

- I am happy to go to school.
0-6: What would make you happier to go to school?
7-10: What is the best part about school?



Support knowledge

- If I am experiencing issues with something related to school I know where to go.



Outside-school issues

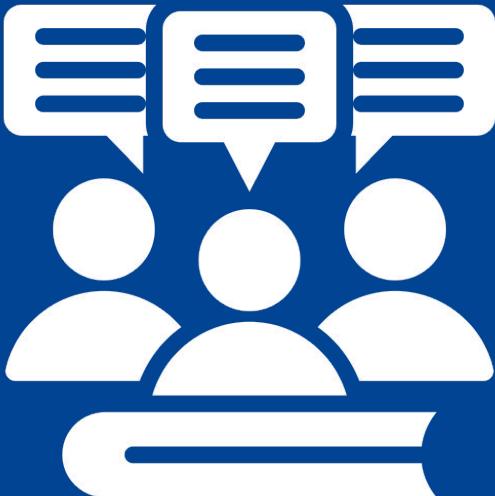
- I often face issues in my life that are not related to school. (yes/no).
Yes: What are the main issue(s) you experience.

30 minutes ⏱

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The student perspective

Findings from a DI Baseline survey



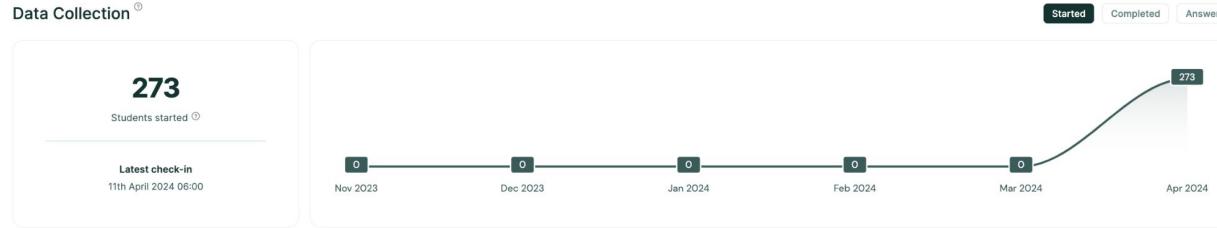
The structure of the survey

Q1	[4335] Uncovering social barriers I have one or more close friends in my class. <small>FOLLOW-UP ⓘ</small>	Q7	[4343] School happiness I am happy to go to school. <small>FOLLOW-UP ⓘ</small>
Q2	[4336] Uncovering mental health barriers Most days I am feeling happy. <small>FOLLOW-UP ⓘ</small>	Q8	[4344] Support knowledge If I am experiencing issues with something related to school I know where to go. <small>FOLLOW-UP ⓘ</small>
Q3	[4337] Uncovering learning barrier It is easy for me to follow and succeed with my different courses. <small>FOLLOW-UP ⓘ</small>	Q9	[4345] Outside-school issues I often face issues in my life that are not related to school. <small>FOLLOW-UP ⓘ</small>
Q4	[4338] Uncovering economic barriers I am NOT worried about my economic situation. <small>FOLLOW-UP ⓘ</small>	Q10	[4339] Gender My gender is: <small>FOLLOW-UP ⓘ</small>
Q5	[4341] Inclusion deep-dive I am experiencing some of my classmates not being treated well by others. <small>FOLLOW-UP ⓘ</small>	Q11	[4340] Educational background Before I started my current education I: <small>FOLLOW-UP ⓘ</small>
Q6	[4342] Presence of adult authorities The adults at school make sure that we are nice to each other. <small>FOLLOW-UP ⓘ</small>		

We (L 😊) messed up this questions. Wasn't added before midway through.

Participation and completion

Data Collection ①



Reach & Engagement ②



Check-ins ⑧

Available **Archived**

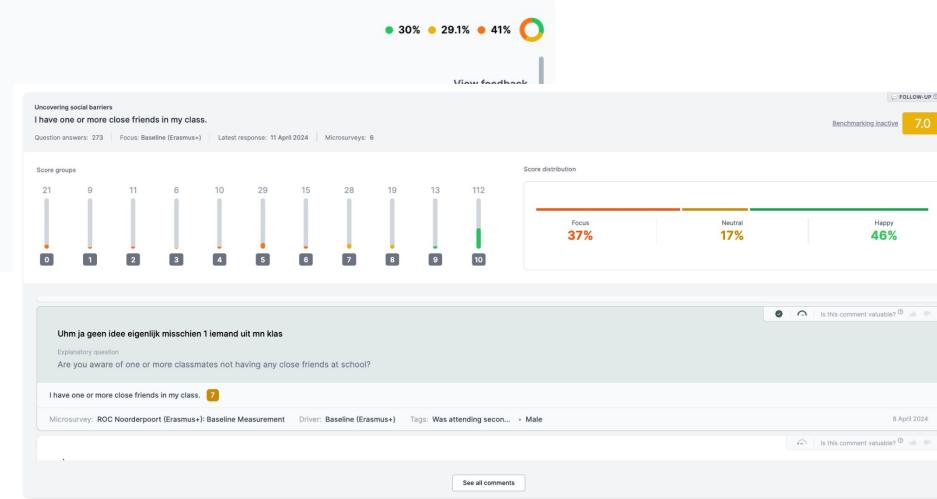
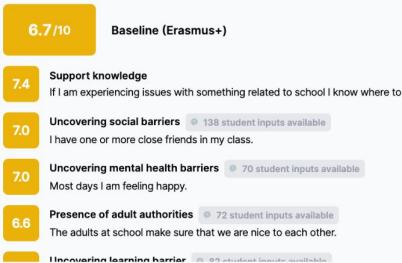
Check-in	Unit	Latest check-in	Started	Completed	Main source
Baseline Measurement: MASTER	Erasmus+ DI VET	No data	0	0	
Centro de Formación Somorrostro (Erasmus+): Baseline Measurement	Centro de Formación Somorrostro (Erasmus...)	10 Apr 2024	21	18	
Colegiul Tehnic Samuil Isopescu Suceava (Erasmus+): Baseline Measurement	Colegiul Tehnic Samuil Isopescu Suceava (E...)	8 Apr 2024	79	62	
Mercantec (Erasmus+): Baseline Measurement	Mercantec (Erasmus+)	11 Apr 2024	54	53	
Rakvere Ametikooli (Erasmus+): Baseline Measurement	Rakvere Ametikooli (Erasmus+)	10 Apr 2024	65	54	
ROC Noorderpoort (Erasmus+): Baseline Measurement	ROC Noorderpoort (Erasmus+)	10 Apr 2024	52	47	

A couple of Insights

Key Performance Indicators



Drivers



... and some more

Gender

Display	Options	Female	Male	Other	Prefer not to answer
Average					
 School happiness ⓘ		6.9 40 replies 36 comments	6.1 97 replies 85 comments	8.8 5 replies 5 comments	5.8 5 replies 4 comments
 Support knowledge ⓘ		7.6 39 replies	7.5 97 replies	7.6 5 replies	7.0 5 replies
Baseline (Erasmus+)					
Uncovering social barriers I have one or more close friends in my class.		6.8 278 replies 117 comments	6.7 679 replies 268 comments	8.0 35 replies 14 comments	6.8 35 replies 13 comments
Uncovering mental health barriers Most days I am feeling happy.		7.2 40 replies 22 comments	7.0 97 replies 58 comments	7.8 5 replies 4 comments	7.4 5 replies 4 comments
Uncovering learning barrier It is easy for me to follow and succeed with my different courses.		6.6 40 replies 18 comments	7.4 97 replies 24 comments	8.2 5 replies	5.0 5 replies 2 comments
Uncovering economic barriers I am NOT worried about my economic situation.		6.3 39 replies 14 comments	6.6 97 replies 31 comments	8.2 5 replies 2 comments	7.4 5 replies 1 comment
Presence of adult authorities The adults at school make sure that we are nice to each other.		6.2 39 replies 10 comments	6.1 97 replies 40 comments	8.2 5 replies 1 comment	8.4 5 replies
School happiness I am happy to go to school.		6.6 39 replies 13 comments	6.5 97 replies 30 comments	7.2 5 replies 2 comments	6.6 5 replies 2 comments
Support knowledge If I am experiencing issues related to school I know where to go.		6.9 40 replies 36 comments	6.1 97 replies 85 comments	8.8 5 replies 5 comments	5.8 5 replies 4 comments
		7.6 39 replies	7.5 97 replies	7.6 5 replies	7.0 5 replies

Educational background

Display	Options	Was attending secondary school	Was attending other VET programme	Was attending other education in...	Was working full-time	Other
Average						
 School happiness	①	6.2 130 replies 109 comments	4.7 27 replies 23 comments	6.4 27 replies 24 comments	6.0 20 replies 18 comments	6.3 30 replies 27 comments
 Support knowledge	①	7.6 130 replies	6.9 27 replies	7.0 27 replies	7.0 20 replies	7.5 30 replies
Baseline (Erasmus+)						
Uncovering social barriers		6.8 899 replies 342 comments	6.0 189 replies 73 comments	6.4 189 replies 80 comments	6.6 140 replies 50 comments	7.1 210 replies 77 comments
I have one or more close friends in my class.		7.4 130 replies 77 comments	6.2 27 replies 11 comments	6.0 27 replies 14 comments	6.8 20 replies 8 comments	7.0 30 replies 18 comments
Uncovering mental health barriers		7.1 130 replies 36 comments	6.0 27 replies 11 comments	6.8 27 replies 9 comments	6.8 20 replies 6 comments	8.0 30 replies 4 comments
Most days I am feeling happy.						
Uncovering learning barrier		6.7 129 replies 41 comments	5.8 27 replies 9 comments	5.9 27 replies 11 comments	6.8 20 replies 5 comments	6.8 30 replies 10 comments
It is easy for me to follow and succeed with my different courses.						
Uncovering economic barriers		6.4 130 replies 39 comments	5.7 27 replies 13 comments	6.3 27 replies 13 comments	6.0 20 replies 6 comments	6.8 30 replies 10 comments
I am NOT worried about my economic situation.						
Presence of adult authorities		6.5 130 replies 40 comments	6.4 27 replies 6 comments	6.6 27 replies 9 comments	6.7 20 replies 7 comments	7.3 30 replies 8 comments
The adults at school make sure that we are nice to each other.						
School happiness		6.2 130 replies 109 comments	4.7 27 replies 23 comments	6.4 27 replies 24 comments	6.0 20 replies 18 comments	6.3 30 replies 27 comments
I am happy to go to school.						
Support knowledge		7.6 130 replies	6.9 27 replies	7.0 27 replies	7.0 20 replies	7.5 30 replies
If I am experiencing issues with something related to school I know where to go.						

... and some elaborating inputs

Happiness with going to school

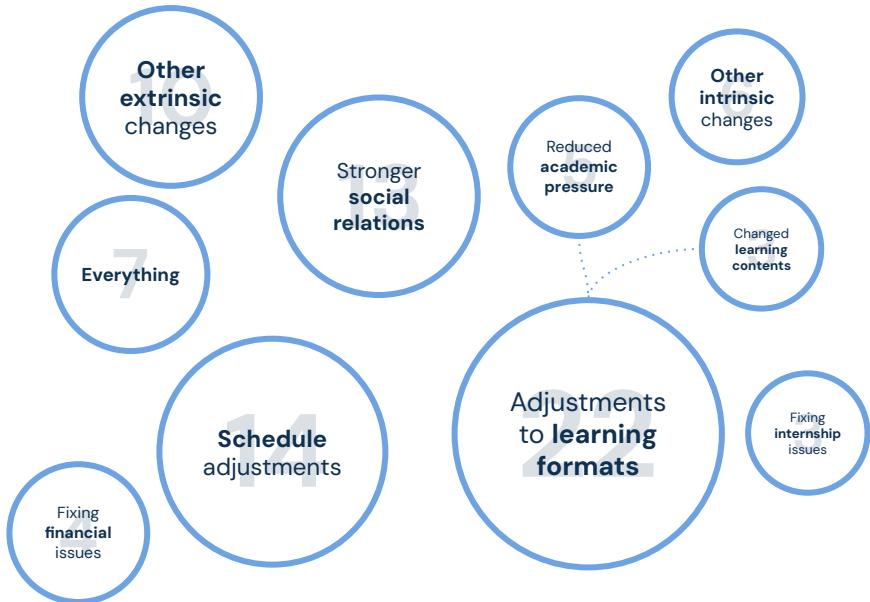
What do students think are the best parts of going to school?

114 inputs from students

A supportive environment and friends and new knowledge.	Have fun classmates, have fun teachers
Almost everything	Having early days off on Fridays
Being among people	Hours
Being enjoyed with age	I can communicate with friends and see friends that I don't see in my free time
can continue working at your own pace	I can cook
coffee machine in building A on the first floor	I can study my favorite subject with helpful classmates.
Colleagues	I do not know
Colleagues	I do not want to go
Colleagues	I have classmates who care and help.
Colleagues	In the fellowship
Colleagues and teachers	it feels like vacation
Communicating with friends and attending interesting classes	later hours, getting home earlier
Contact with fellow students	Learn and share with colleagues
Develop yourself entourage	learn something
Environment, teachers and learning methods equipment	learning
Fellow students	Module hours
for help in learning the various weldings when you have not tried them before	Module hours and practical representations.
Free coffee	Module hours and practice
friends	My classmates
Friends	My classmates.
friends	my lovely classmates
Friends friends	our doctrine jonas
Gain knowledge and make friends	Passport
Good condition	Pause
good food and the teachers are conscientious	people
	Play and share with friends
	Playing with peers
	practice
	Practice
	Practice, to learn to look for faults there
	Program until 15:00
	REACH
	reliability
	Responsive teachers
	Scholarship
	School environment and people's attitude towards each other.
	see you with colleagues and friends
	Sitting at home would be boring
	sobrad and my area
	Spending time, talking to people and learning
	Studying my favorite subject and getting along with other classmates
	Teachers and classmates
	that I can ask for help from people who have experience in the subject, whether it is other students or teachers
	That I make friends
	The break
	The breaks, no not that many actually yes
	the camaraderie the school creates in the class and the learning so that I can progress with my education
	the canteen food
	The canteen lady with the black hair
	The classmates
	The collective, learning new things
	THE COMPANIONS
	The comrades
	the fact that I can study what I want
	The friends
	the friendships that are made
	the new development with new teachers and higher demands

What would make students happier to go to school?

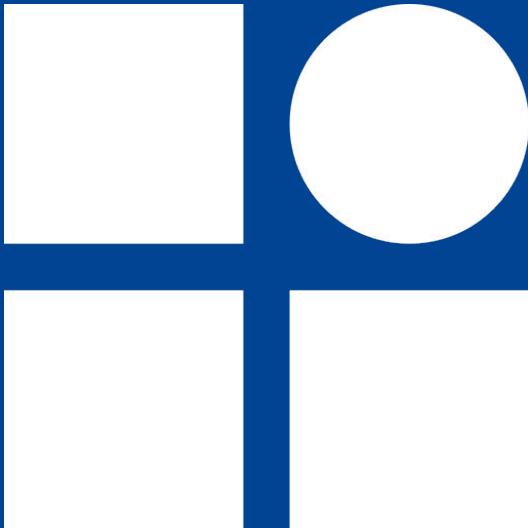
101 inputs from students



120 minutes 

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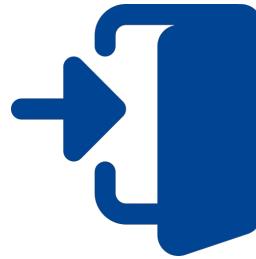
The local uniqueness pt. 1



EXERCISE

The local uniqueness!

Access



You get a user with
access to YOUR feedback

Intro



You get a 15 minutes
intro + technical support

Analysis



You get 45 minutes to go through your
data and draw conclusions

Presentation



You get 5 minutes to present KEY
inputs to the rest of the group

EXERCISE

The local uniqueness!

So, what to look for? 😊

It's up to you, honestly. But have the "framework" in mind when you look at the results. Inspiration:

- **Tendencies:** What main issues do we see?
- **The individual:** Are there any individual comments that are particular strong?
- **Curiosity:** Is there anything we would have liked to know more about?
- **Missing pieces:** Anything we forgot to ask about?

Presentation

Top three issues at our school in the light of DI (based on data)

Three examples of “important” student comments (in EN 🇬🇧)

AOB that is relevant for you to share

EXERCISE

30 minutes ⏱

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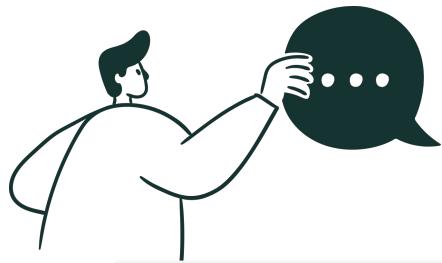
Working with feedback

Inspiration from educational
institutions working actively with
student feedback



“Institutions succeeding with decentralisation of feedback usage are not those where employees possess great tech capabilities, but rather institutions characterised by internal alignment, clear responsibilities and empowerment of existing processes”





The three principles of feedback usage



1. Solid alignment

Feedback targets and success criteria.

Tool: Feedback relevance analysis.

2. Clear responsibility

Roles & implementation steps

Tool: Responsibility mapping.

3. Existing process utilisation

Tasks & Meetings

A VET-example

1. Solid alignment

Feedback targets and success criteria

Purpose

Our purpose of using wellbeing check-ins is to...

We want to strengthen our students' engagement to increase response rates and the quality of feedback. We want to use the feedback to support our four strategic pillars of our students' journeys. In the end this should lead to increased satisfaction with school and decreased dropout rates.

Wellbeing focus areas

We want to achieve this by focusing on students'...

10%
Personal wellbeing

10%
Social wellbeing

80%
Academic wellbeing

Making it happen

When we ask students about their wellbeing, we do it because we want to...

Scope and define **strategic wellbeing initiatives** & projects

Enable **decentral stakeholders** with wellbeing feedback that helps them to take action

Set students up with relevant **self-help** initiatives right away

Identify students at risk and provide them with **1:1-support** right away

Measuring the impact

We know that our check-ins have been a success when...

70% of students have been reached

[XX] qualified student inputs have been collected

[XX] colleagues are active on platform and use check-ins every [XX period]

50% of measures covered by self-help initiatives
25% less support requests on phone/mail

25% of students needing help have been supported from a check-in

1. Solid alignment

Feedback relevance tool

Desired outcome

To uncover the student feedback most relevant to your work, and potential barriers to using that feedback.

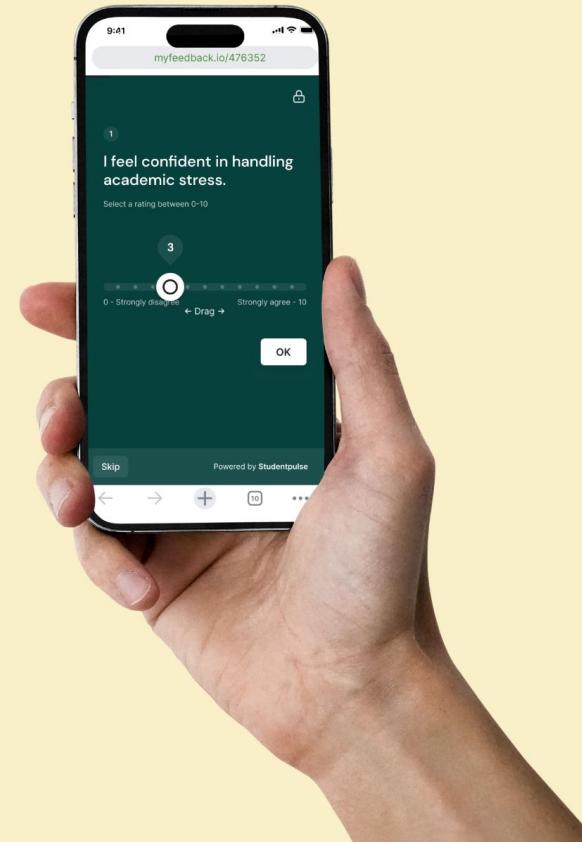
Questions we'll look into

- What feedback is of most importance to you?
- What feedback is easiest to do something about?
- What feedback are you lacking?
- What are the main barriers for you to use feedback?

Exercise steps

1. We'll use your current StudentPulse drivers and subdrivers as the outset
2. Hold on: We'll go three "check-ins" 😊
3. We'll sum up and keep inputs for developing guidelines and potential developments

studentpulse



2. Clear responsibility

The feedback implementation table

Roles	Activation Nov-Dec '22	Preparation Dec-Jan '23	Commitment Feb '23	Reinforcement Mar-Jun '23	Evaluation & Scaling Jun '23-
TiU Project Team Coordinator/promoter Learning specialist Professor ambassador	Other "Initial interest"-list	Other Student question evaluation/validation output Question translations (NL) Course rep. overview (confirmed) Role overview (distr, act, other)	Meetings Bi-weekly knowledge sharing Other Follow-up: courses without data	Meetings Bi-weekly knowledge sharing Other Follow-up: courses without data	Other Course rep. evaluation questions Student evaluation questions Collaboration agreement
StudentPulse	Other Course coordinator slidedeck: why to use microsurveys?	Meetings Course onboarding session StudentPulse Platform Ready-to-use account - Impl. framework - Course access - Microsurvey links/QRs/PINS Other Question framework (sheet) - Drivers - Questions - Follow-up texts - Microsurvey schedules	Meetings Data visualisation session Other Data collection stats overview: Round 1 StudentPulse Platform Notification mail: Share with students Notificaiton mail: Look at feedback	Meetings Data visualisation session Other Data collection stats overview: Round-by-round StudentPulse Platform Notification mail: Share with students Notificaiton mail: Look at feedback	Other Collaboration agreement StudentPulse Platform Evaluation survey impl.
Course Reps	Other Interest indication	Meetings Course onboarding session	Meetings "Course onboarding session" Bi-weekly knowledge sharing StudentPulse Platform Microsurvey sharing StudentPulse login	Meetings "Course onboarding session" Bi-weekly knowledge sharing StudentPulse Platform Microsurvey sharing StudentPulse login	Other Sharing student microsurvey evaluation StudentPulse Platform Microsurvey evaluation
Students		Other Student question evaluation/validation output (focus group students only)	StudentPulse Platform Microsurvey feedback	Microsurvey feedback	Microsurvey evaluation

2. Clear responsibility

Data point ownership tool

Desired outcome

To clarify who and how issues or improvements raised by students will be handled, and how this process is supported.

Issues we'll address

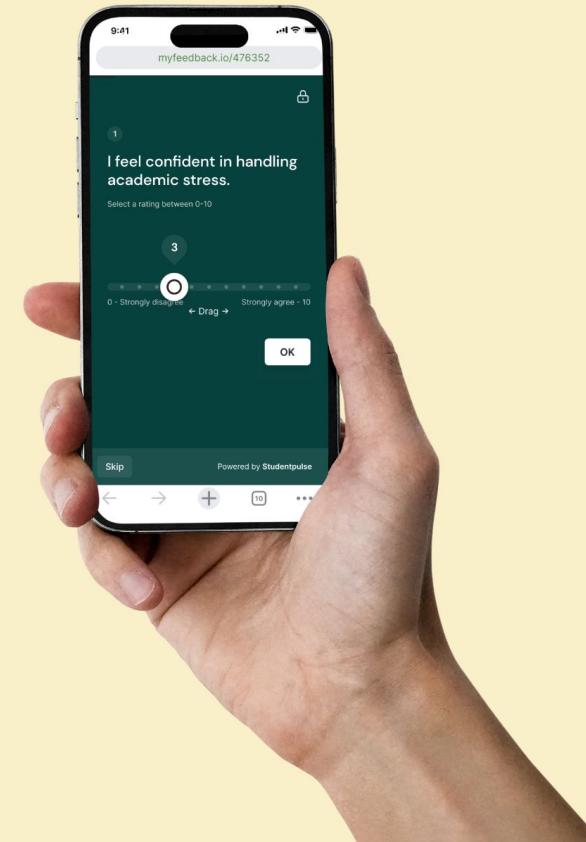
- ➡ How to handle issue regarding lack of communication
- ➡ How to handle issue regarding learning contents and tech
- ➡ How to handle issue regarding outdated material

Exercise steps

Three different real-life examples will be brought up. For each example we will discuss:

1. Who is main responsible for handling the input
2. What secondary stakeholders are involved
3. Where to go internally if support is needed to handle the input

studentpulse



3. Existing process utilisation

Observations

"To clarify opportunities for application in daily work, participants were asked to provide examples of recent use – as well as identify meetings, tasks, and projects where feedback can be advantageously implemented.

Discussions revealed many (!) possibilities for application. Both for individual roles, in cross-functional projects, and especially in ongoing use in existing meetings. Revision was a recurring theme, while there was talk of potential in meetings and that it's more about formalizing when feedback is introduced in meetings."

There's a HUGE potential in already existing activities and initiatives within the institution. Using feedback is a question of "placing the data" with the right meetings and tasks, providing stakeholders with hands on examples.

Examples	<ul style="list-style-type: none"> ✓ Follow-up with teachers ✓ Quality report, new topic QA review 	<ul style="list-style-type: none"> ✓ Building course reports + teacher brief ✓ Student issues with learning journey
Meetings	<ul style="list-style-type: none"> ✓ Section meetings with teachers ✓ Quality council meetings, monthly department meetings, ✓ Project meetings, team meetings 	<ul style="list-style-type: none"> ✓ VGO-team meetings ✓ Teacher-meetings ✓ OKR-framework
Tasks	<ul style="list-style-type: none"> ✓ Revision (x5!) ✓ New development/incremental development ✓ Videos, interactive content 	

The TECHCOLLEGE-case

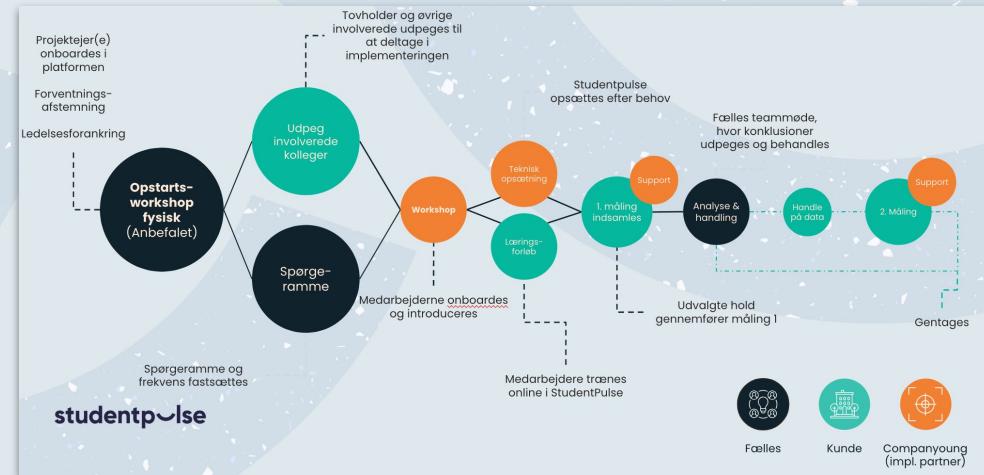
What made the TECHCOLLEGE-case a success?

- ✓ ONE point of contact whose success was determined by the success of using feedback (Vivi)
- ✓ Check-ins were “integrated” into the everyday life of teachers (calendar blocks)
- ✓ Ongoing “feedback usage” seminars have been put in place for knowledge sharing
- ✓ Student requests have been integrated into counsellors task lists

What didn't work well?

✗ ...

studentpulse



3. Existing process utilisation

Desired outcome

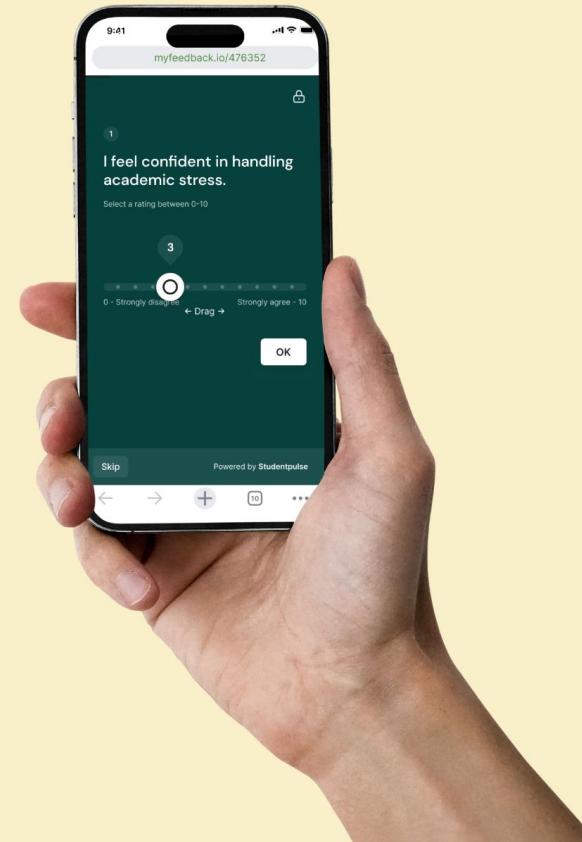
To identify existing processes, meeting structures and tasks that can benefit from the usage of student feedback.

Areas that will be within the scope

- Meetings that could benefit from including student feedback
- Upcoming projects/tasks where usage of student feedback can nuance the scope
- Tools that can easily be used for task management

Exercise steps

1. We've built a set of questions into a check-in
2. Scan, go through the questions (and please remember to elaborate)
3. We'll discuss inputs together afterwards



In the context of our DI-project

'Decentralisation and deep organisational usage of feedback is important, but...

Given the 'individualised" nature of diversity and inclusion, understanding and supporting the individual student is higher priority if a true impact is to be made'

The good thing about that...

'If we put the right **measures** in place, and back them up with the right (self-help and 1:1) **support-initiatives**, then we are already a long way with the feedback usage.

Leaving room to investigate best practices during the project rather than pushing pre-defined processes through'

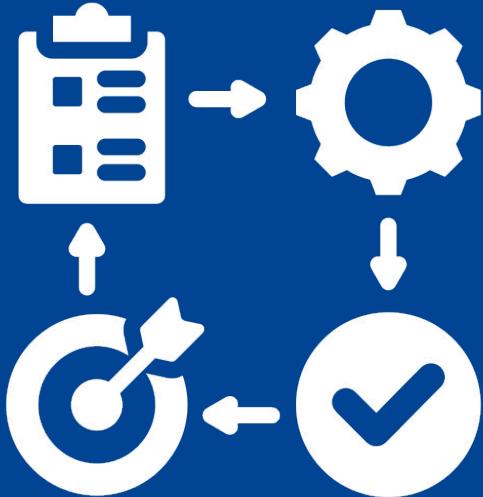
Summarising: for now let's just find the most important measures, and link them with relevant support initiatives.

Or put in another way: as long as you commit to a couple of support initiatives for your school, then there is no need, by this point in time, to implement processes of deep organisational involvement – but rather we'll learn about this in WP4 when we get the first student feedback.

120 minutes ⏱

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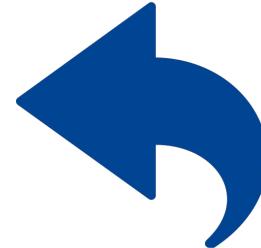
Turning feedback into action



EXERCISE

Turning feedback into action

Go back...



Look at your "identified issues" and "student examples" from last exercise and choose three of them

The real-life setting



You now get 3 × 20 minutes to visualise each of the issues in a natural context (guidance next page)

Presentation



You get 10 minutes each to summarise how you would work with the identified issues at your school

EXERCISE

Turning your feedback into action

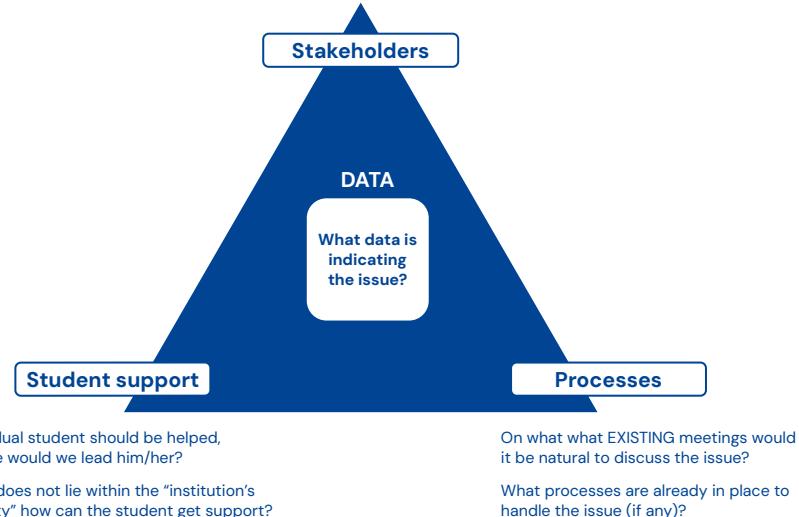
So, what to do? 🧐

- Identification: Decide upon **three "identified issues"** (e.g. an issue could be "We have five students that mention they have financial issues with paying for equipment to be used during their internship").
- Action: Go through one issue at a time. The main purpose is to clarify how you - in a real setting - would **handle** the issue at your school.
- Template: You are welcome to use the template questions to the right when discussing your issues. Please notice that you need to consider support, stakeholders, processes and data per issue when presenting your inputs.

Presentation

What other stakeholders should be involved if the issue should be fixed?

Who is the MAIN responsible at the school to deal with such an issue?



EXERCISE

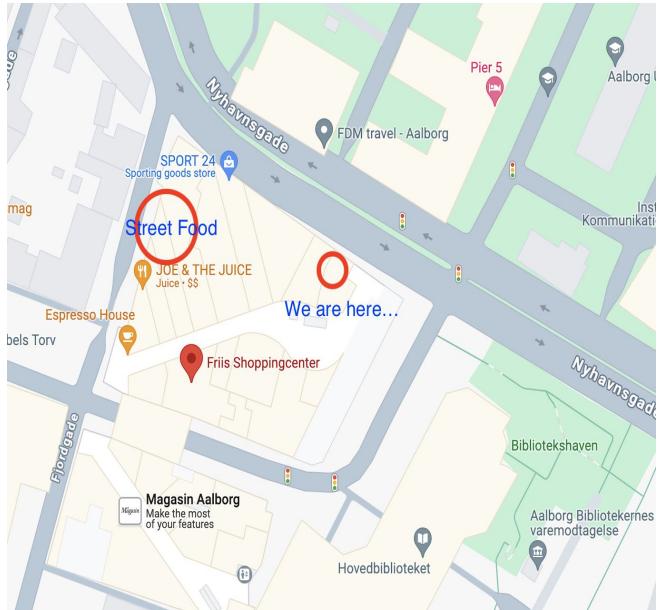
15 minutes 

Wrapping up Day 1



DI issue-action table

See you at 18:00! 😊



Day 2

Agenda: Yesterday and Today

Day 1

Main focus: Inspiration & data

Time	Focus	Exercise
9:00-9:30	About the workshop	
9:30-10:30	Getting to know each other	
Break		
10:45-11:00	Key findings from WP2	
11:00-11:30	Results from DI baseline survey	
Lunch		
12:30-14:00	Looking into your own DI data pt. 1	School groups
Break		
14:15-16:00	Turning feedback into action	School groups

Day 2

Main focus: Framework & hands-on

Time	Focus	Exercise
09:00-9:15	About today	
9:15-9:45	Defining student target groups	discuss.
9:45-10:15	A unified student journey	Open discussion
Break		
10:15-11:45	Drafting questions	Mixed groups
Lunch		
12:45-13:00	Priority exercise: One person, one question	1:1
13:00-13:30	Listing support initiatives	Mixed groups
13:30-14:00	Planning ahead	
15:00-15:30	Buffer	

UPDATED

Student target groups

Finding those students being part of the project



What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?
<ul style="list-style-type: none">- Minimum six micro surveys conducted over this year for each partner- Minimum 250 students participating on each participating partner, with a total minimum of 1250 students responding to feedback- Average of 6 questions on each micro-survey round, resulting in 7 500 completed surveys- Expected average of 10 data points per survey, resulting in a minimum of 75,000 data points- 10% of the data points are expected to be qualitative feedback, resulting in 12,500 inputs on how and why students have barriers- 10% (125 students with less opportunity) of students facing barriers will have consented to be contacted to receive individual support

Quantity of students

What does the project material say?



What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?
Quantitative Indicators:
- Minimum six micro-surveys conducted over the year for each partner
- Minimum 250 students participating on each participating partner, with a total minimum of 1250 students responding to feedback
- Average of 6 questions on each micro-survey round, resulting in 7,500 completed surveys
- Expected average of 10 data points per survey, resulting in a minimum of 75,000 data points
- 15% of the data points are expected to be qualitative feedback, resulting in 12,500 inputs on how and why students have barriers
Total (125 students with less opportunity) of students facing barriers will have consented to be contacted to receive individual support.

We “need” one out of ten students to make use of suggested support.

We need around 250 students to respond to feedback each time.

Our experience

Student responses

Email distribution

If main distribution method is **email or similar** (optional & distanced) expect a response rate around 20-40% (i.e. you need to target around 1000 students every time).

In-class distribution

If main distribution method is **in-class** or similar “required” distribution expect a response rate around 90% (i.e. you should target around 300 students every time).

Students support usage

Support suggestions

Based on wellbeing data from StudentPulse: **every second student** will get suggested some sort of intervention (huge differences depending on number of support options available, etc.).

Support acceptances

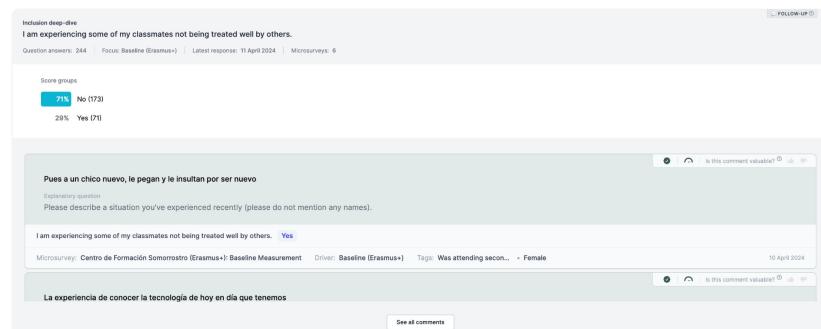
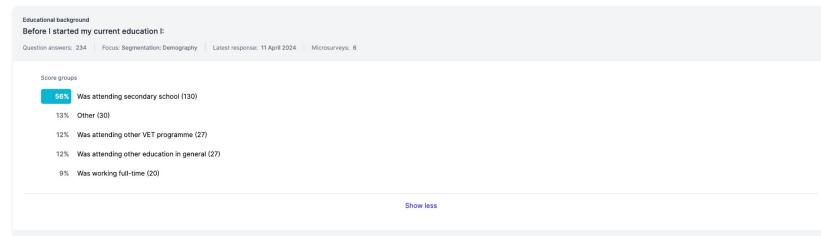
Based on wellbeing data from StudentPulse: **every third student** receiving a “suggested action” will make use of it. Again, huge variation depending on the scope. It means that around 16% of students responding to a survey are expected to consent to support (50% x 33%).

Characteristics of students

Ideally students share the same characteristics across the five schools:

- Age group (16-18)
- Basic VET OR intermediate VET
- Mix of male/female if possible

But 😊 We know it might be a tough task, and well aware that educational structures are (way) different from country to country, we might come a long way with using “segmentation variables” (to make sure that we can compare certain student cohorts afterwards).



NOTICE: Programmes (or similar)

Based on inputs from day 1 

For some schools there might be a need to distinguish between programmes or similar - to be able to “segment” students afterwards (the example from Mercantec).

When we have the discussion on “local uniqueness” (separate session per school) we will also look into what “programmes” students should be divided into.

Choosing students

Open discussion



What students will be included from
your school?

	Number of students	Basic/ intermediate	Age group (appx.)	Programs (high level.)
Somorrostro				
Isopescu Suceava				
Mercantec				
Rakvere Ametikooli				
ROC Noorderpoort				

EXERCISE

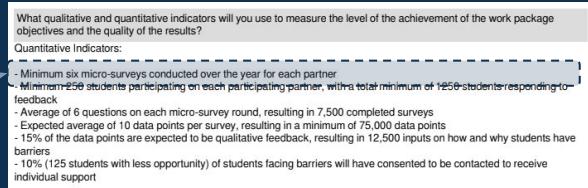
30 minutes 

A unified student journey

Defining the most crucial student
milestones

The number of student touchpoints

What does the project material say?

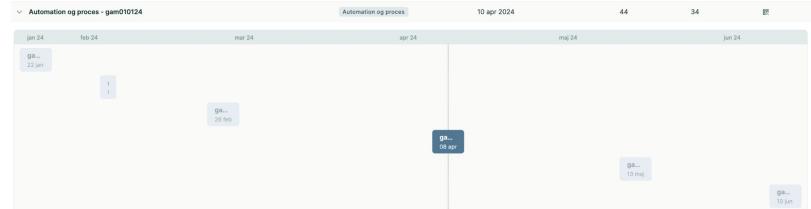


What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?
Quantitative Indicators:
- Minimum six micro-surveys conducted over the year for each partner
- Minimum 250 students participating on each participating partner, with a total minimum of 1,250 students responding to feedback
- Average of 6 questions on each micro-survey round, resulting in 7,500 completed surveys
- Expected average of 10 data points per survey, resulting in a minimum of 75,000 data points
- 15% of the data points are expected to be qualitative feedback, resulting in 12,500 inputs on how and why students have barriers
- 10% (125 students with less opportunity) of students facing barriers will have consented to be contacted to receive individual support

We need three surveys in August–December 2024, and three surveys in January–June 2025.

Our experience

We have institutions building student journeys like this (basic VET)



... but also institutions using setups like this (HEI)

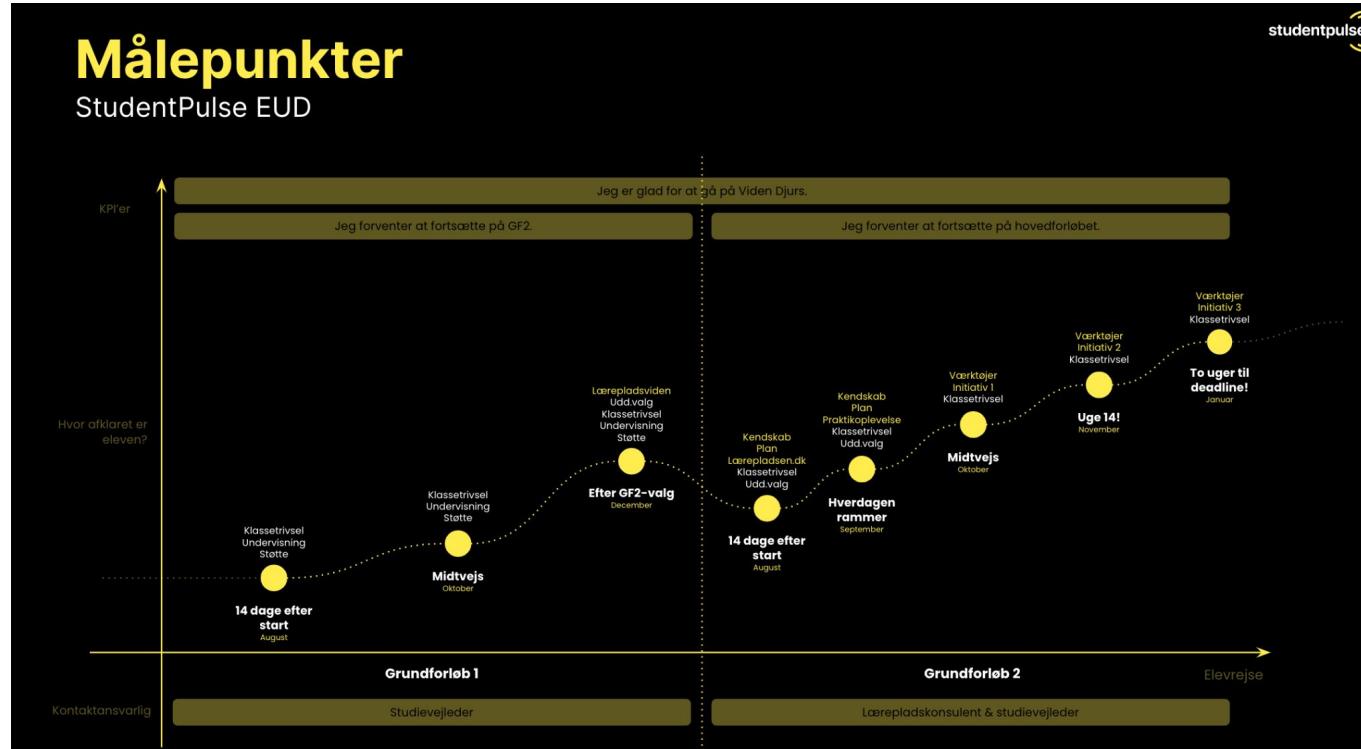


So what to do?

Honestly, the most important thing is that someone has taken the time to consider what THEIR student journey is like - from a student perspective.

The scope of student touchpoints

An example of an approach where the **touchpoints are put at the center** of the framework



+ Pros

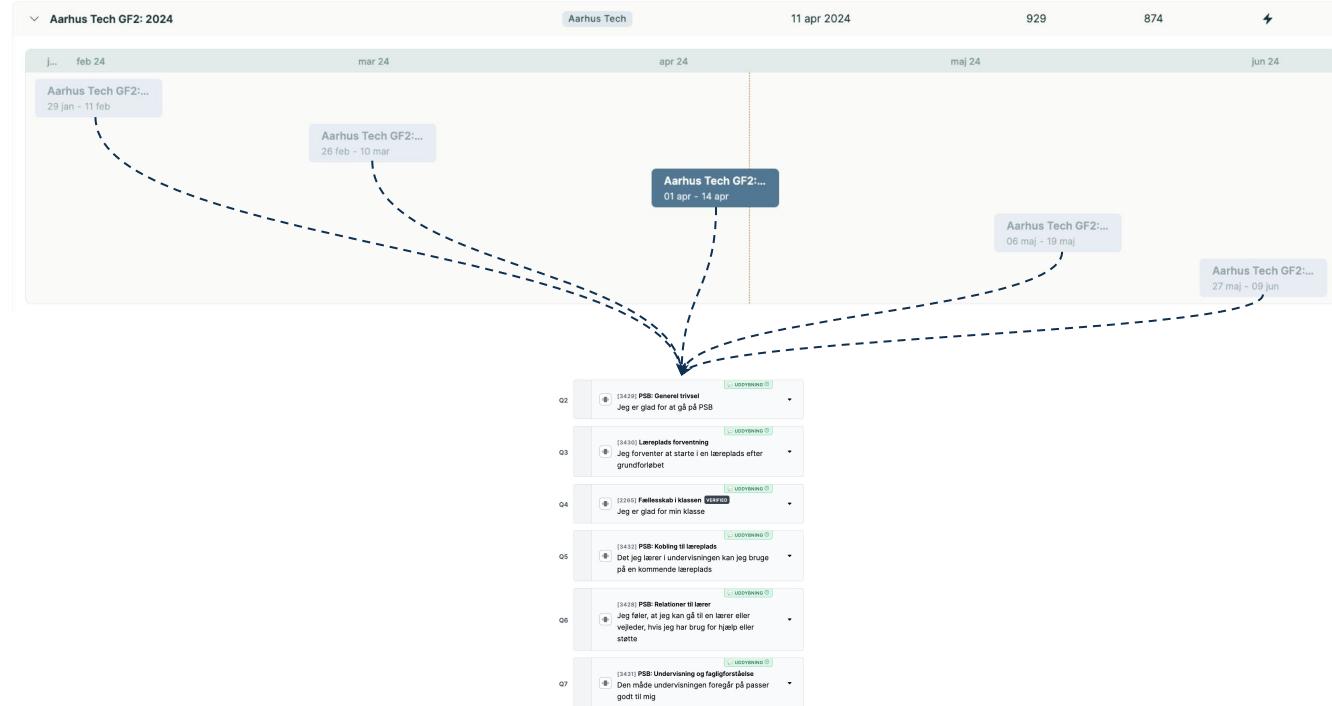
Extremely targeted measures build strong topicality and perfectly timed student support

+ Cons

Difficult to align across institutions where journeys are not identical, and harder to build good practices around measures (every measure is unique). Requires deep understanding of students' issues at specific points in time.

The scope of student touchpoints

An example of an approach where **measures (questions)** are put at the center of the framework



+ Pros

Insanely good to catch general tendencies and explain the journey itself. Easy to implement actions and workflows.

+ Cons

Support suggestions will expectedly (but not necessarily) be a bit less strong as they are not targeted the exact point in time. If no ongoing analysis you might end up with "same data" all over (no variation).

Choosing touchpoints



Open discussion



Thinking about the students chosen earlier on, at what points in time will it be relevant to survey (and support!) them?

	Number of students	Basic/ intermediate	Age group (appx.)	Programs (high level.)	Touchpoints (dates)
Somorrostro					
Isopescu Suceava					
Mercantec					
Rakvere Ametikooli					
ROC Noorderpoort					

NOTICE: We need to find six generic points in time!

EXERCISE

Choosing touchpoints



EXERCISE

120 minutes 

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Drafting generic DI measures (questions)

"Finding the transnational 80%"

What we've focused on so far

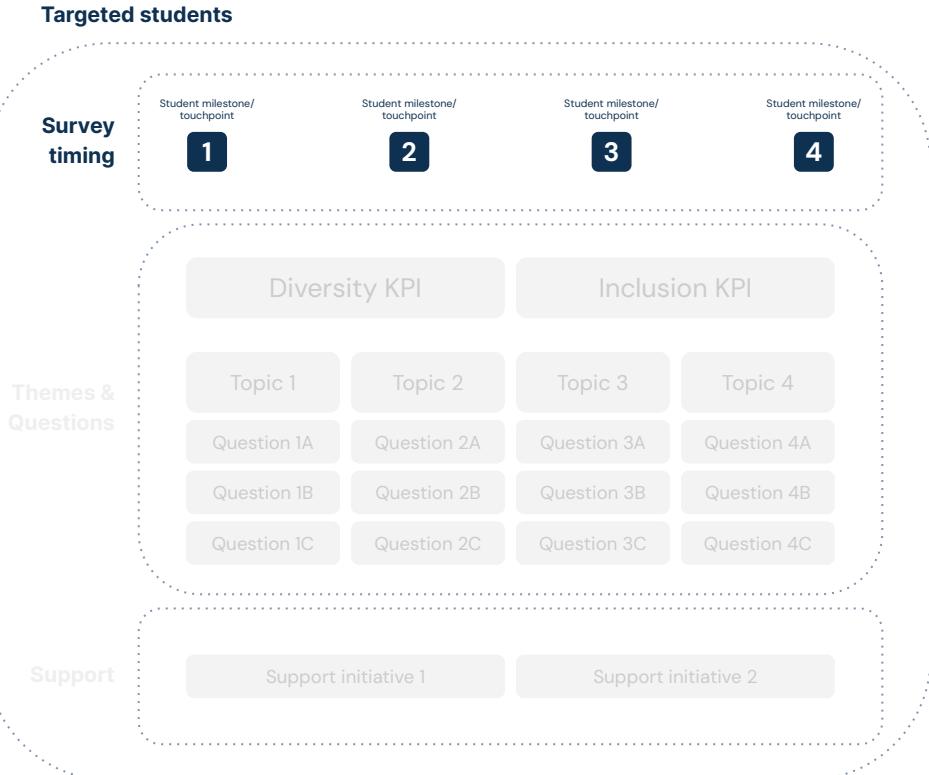
So! We've now focused a bit on the targeted students and the timing of surveys (journeys).

Also, yesterday we looked into data to uncover student issues and suggested actions and support related to these different issues.

Now we'll use all of this to draft the framework. We'll provide inputs on:

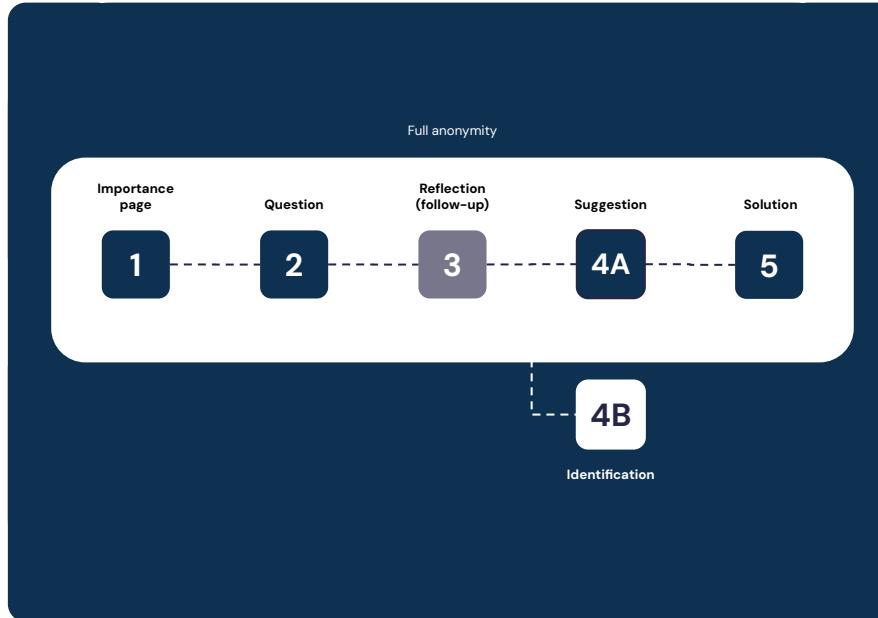
- KPI questions
- Generic questions per topic
- Local questions per topic
- Support initiatives

Please notice that we'll use the session to gather inputs and discuss them. It's not the aim of the session to finalise the framework 😊



Before we start...

About the “check-in structure”



Research

- There's a difference how students will respond with action when situational demands are increasing
- It's the combination of personal attitudes subjective norms and perceived behavioral control that leads students to behavioral intentions that lead to behavior
- Goal attainment is substantially improved when people are explicitly instructed to think about their goals
- Students might have intentions of seeking help but procrastination will mean they do not
- Anonymity Encourages Honesty (Tourangeau, R., & Yan, T. (2007))

Application

StudentPulse check-ins have a strong foundation in literature and institutional best practices. They are built to make students:

- Aware of how they feel
- Acknowledge the importance of acting if not feeling well
- Learn that others deal with similar issues
- Knowledgeable about where to go and what to do
- Build intentions to do something
- Plan what to do and when to do it
- Not unintentionally delay the action (procrastination)

To strengthen students' well-being they should not just be asked, they should act - either right away or through the efforts of institutional representatives.

Before we start...

About the framework

No **action**, no question

No **importance**, no question

No **topicality**, no question

Action can be nudging, connecting or identifying of nature – or based on follow-up improvement suggestions.

Importance is defined by the impact a high/low score will have on students' general experience with the educational institution.

Topicality is defined by chance that an action is taken in the immediate vicinity of that point in time where the question is asked.

Before we start...

About the questions

Metrics

StudentPulse check-ins are based on 0-10 scale items. In some cases we use single choice, multiple choice or an open comment.

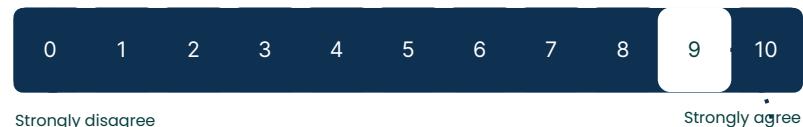
Wording

Questions are phrased "I" (to make it "personal"), and framed positively (keeping zeros and tens consistent).

Follow-ups

The majority of questions are followed up by an explanatory "comment question" based on the student's question score. To make sure you do not just identify that something is good or bad, but also why that is, and what you can do to improve further.

The course has lived up to the expectations I had before I started the semester.



Is there anything in particular that has surprised you positively?

Write here



Let's begin

Groups and tasks for this exercise

	Somorrosto	Isopescu	Mercantec	Rakvere	Noorderpoort
Group 1					
Group 2					
Group 3					

First task

You'll get to define KPI questions.

Second task

You'll get to define questions within different DI barriers.

Third task

We'll discuss questions together. Reflections and inputs. Might take 2 minutes, might take 200.

Notice

We (Rune & Patrick) are there to assist all the way through. Just ask us 😊

EXERCISE

Task 1: Finding KPI questions



Identify your group and find a place where you can sit together



Go to [this sheet](#)



30 minutes

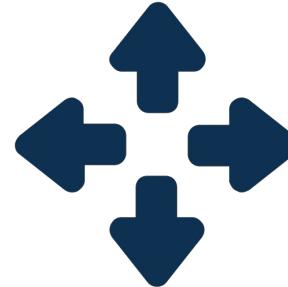
Go to tab 1 (KPI Questions).'
Add at least ONE KPI question to measure **inclusion**.
And ONE KPI question to measure **diversity**.

EXERCISE

Task 2: Building questions per DI barrier



Go to [this sheet](#) (you get
the point... 😊)



90 minutes

Go to [tab 2](#) (DI Barriers).
Add at least TWO questions per barrier
and TWO questions measuring another barrier.
Ten questions in total.

EXERCISE

Task 3: Building questions per DI barrier

Open discussion



Any reflections on the question
creation?

EXERCISE

60 minutes 

Listing student support initiatives

Our final - and most important - step

Before we start...

What is this “student support” about?

When talking about “student support” we talk about those initiatives that can be offered to students facing one or more issues related to DI.

When uncovering these initiatives we in particular emphasize activities that are **carried out by YOU** as a school, and we emphasize activities where the student is **facing a human being** (over activities leading students to resources).

How is this exercise different from what is already written in the report?

What we want to achieve with this exercise is to be really specific about the EXACT support initiative. We want you to think about colleagues that can realistically be involved in the project to support your students.



Task 1: Listing support initiatives



In this (final) exercise you sit together with your colleague(s)



Go to [this sheet](#)



30 minutes

Go to tab 3 (support initiatives). Add at least ONE initiative for each of the "student issues" listed. Please notice that the initiative NEEDS to offer the student to talk to a human being 😊

EXERCISE

Task 2: Discussing the initiatives

Open discussion



Any reflections on support initiatives?

EXERCISE

60 minutes ⏱

Planning ahead

Steps we'll take from here



So! What will happen now?

Converting your inputs into a framework

It's simple, fortunately. We'll go through two steps.

1. Building the shared framework

During the upcoming weeks we'll start our work with drafting the "final" framework:

- **Questions:** We'll use all of your inputs to align on the 80% that is to be shared across schools.
- **Timing:** We'll fix the points in time, and we'll add questions to these points in time.
- **Support:** We'll find those questions where support should be offered to students.
- **Review:** We'll reach out to you for you to review the framework.

2. Adding the local uniqueness

During May we'll coordinate a session with each of you where we will:

- **Discuss** whether any local measures need to be put in place
- **Coordinate support initiatives** getting the first ideas about how you can and will support students
- **Discuss survey distribution:** we know this is a WP4-step, but just want to get talks started

PLEASE NOTICE: We've concluded that we do "only" need your for two hours to discuss local uniqueness + support. And need students for 2 × 30 minutes to validate the framework. Hence, we recommend online sessions per school rather than a physical visit, having the opportunity to make use of this during WP4 to support DI feedback application instead. In particular Erasmus+' focus on sustainable travelling taken into account (i.e. when travelling it should be because there's an added "physical value", and that is really limited for the upcoming tasks).

So! What will happen now?

Hands on

Development of the unified Inclusion and Diversity framework - questions, themes and transition	Virtual activity	19/04/2024	05/05/2024	AIS (E10267624 - DK)	StudentPulse	2 800,00
Local Partner workshop at each partner with student services, barriers and mapping of expectations	Estonia	05/05/2024	05/06/2024	AIS (E10267624 - DK)	StudentPulse	2 800,00
Setup of unified Survey platform access rights to include common and local questions and mapping	EEA	05/06/2024	14/06/2024	AIS (E10267624 - DK)	StudentPulse	1 400,00
Online briefings for all partners confirming survey access	EEA	06/06/2024	30/06/2024	AIS (E1009997 - DK)	R&D MERCANTEC	0,00

A running unified survey platform set up that includes common and local questions and mapping. This allows for better data and ensure transparency for ID barriers and data. This includes security and user creation for the partners.

Steps	April 2024	May 2024	June 2024	July 2024	August 2024	September 2024
1. Lean back...	X			X		
2. Review framework		X				
3. Coordinate "local" session + student validation		X				
4A. Local session (online) on uniqueness + support		X				
4B. Student test + validation		X				
5. Framework implementation			X			
6. Initial onboarding (school team)			X			
7. Actual onboarding (all relevant school stakeholders)					X	
8. Data collection begins					X	X

A successful go-live briefing for all partners involving the survey platform ensuring smooth adoption of the ID framework. All partners can log-in to their own platform and security in tight.



So! What will happen now?

Hands on

School milestones	April 2024	May 2024	June 2024	July 2024	August 2024	September 2024
1. Lean back...	X			X		
2. Review framework		X				
3. Coordinate "local" session + student validation		X				
4A. Local session (online) on uniqueness + support		X				
4B. Student test + validation		X				
5. Framework implementation			X			
6. Initial onboarding (school team)			X			
7. Actual onboarding (all relevant school stakeholders)					X	
8. Data collection begins					X	X

Coordinating upcoming sessions

Tentative dates (May-June 2024)

School	Local uniqueness Discussing questions + support with the project team	Student validation Going through a "test survey" and getting inputs from two students	Notes
Mercantec 			
Noorderpoort 			
Rakvere Ametikooli 			
Samuil Isopescu Suceava 			
Somorrostro 			

Done 