



**ILO THROUGH THE EYES OF THE
PARTICIPANTS:
FEEDBACK AND EVALUATION REPORT**

ILO project through the eyes of its participants:

Feedback and Evaluation Report

Data collected by all Consortium Partners from March 2022 to February 2024.

Data analyzed and reported by Sofia Magopoulou (Aristotle University of Thessaloniki).

April 2024.

Executive Summary

The Feedback and Evaluation Report presents an in-depth analysis of the Intercultural Learning Online (ILO) Project, focusing on feedback from both lecturers and participants involved in the initiative. Leveraging the EUSurvey tool, data collection was conducted throughout the project lifecycle (March 2022 – February 2024), facilitating real-time adjustments and improvements based on insights gathered.

Feedback from lecturers indicates overwhelmingly positive interactions with participants, with a strong sense of value for their expertise and a manageable focus on students' wellbeing during online lectures. Lecturers express high levels of satisfaction with the overall experience, highlighting the effectiveness of the project structure, content, and execution.

Collaboration among various institutions ensured a diverse and well-distributed set of lectures, contributing to a broad intercultural learning experience for participants. The lectures were highly effective in promoting active engagement, facilitating discussions, and offering new insights to participants.

The workshop environment was perceived by the participants as respectful and safe, fostering a positive and inclusive learning atmosphere. Participants learned to approach cultural differences critically yet respectfully, promoting intercultural awareness and respect.

Overall, participants expressed a positive inclination to apply the knowledge gained from the lectures in their everyday lives, indicating a high level of engagement and commitment. The report underscores the success of the ILO project in fostering a positive and enriching learning environment, promoting intercultural understanding, and empowering participants to apply their learning in practical contexts.

Introduction

In the pursuit of integrating highly skilled migrants into university courses through the ILO project, the evaluation of feedback holds paramount importance in assessing the efficacy and relevance of the project. Leveraging the EUSurvey tool, an online platform tailored for efficient data collection and compliant with GDPR, this evaluation encapsulates insights garnered from both lecturers and participants. A total of 23 lecturers across all project partners actively participated in the survey, offering invaluable perspectives on the integration process. Furthermore, the diversity of feedback was enriched by the contributions of over 100 participants, amplifying the breadth of viewpoints. Crucially, the survey's continuous availability throughout the project lifecycle (March 2022 – February 2024) fosters a dynamic feedback loop, facilitating real-time adjustments and improvements.

This report presents the key points gathered through the feedback form and sets the stage for a comprehensive analysis of the project's progress and outcomes, rooted in the collaborative engagement of stakeholders.

Feedback from Lecturers

The feedback from lecturers was gathered with the help of all partners throughout the organized activities across all project results.

The survey results highlight a predominantly positive trend in the interactions between lecturers with migrant backgrounds and participants involved in the Intercultural Learning Online Project (ILO). A significant majority, comprising 43.48%, reported their interactions as "extremely positive," while the remaining 56.52% characterized their experiences as "positive." Notably, there were no responses indicating neutral, negative, or extremely negative interactions, suggesting an overall favorable perception of the engagement between lecturers and participants. The absence of no answers further emphasizes the willingness of respondents to share their views on the positivity of these interactions. This overwhelmingly positive feedback underscores the success of the project in fostering constructive and enriching connections between lecturers of migrant backgrounds and participants.

The results of the survey indicate a high level of perceived value for the input and expertise of lecturers with migrant backgrounds in the Intercultural Learning Online Project (ILO). A significant

proportion, comprising 43.48%, reported feeling "extremely valued," while an additional 43.48% indicated feeling "very valued." A smaller percentage, 13.04%, expressed a sense of being "moderately valued." Importantly, there were no responses indicating feelings of being "slightly valued" or "not valued at all." Additionally, there were no instances of respondents choosing not to provide an answer. These findings reflect a positive and appreciative environment within the project, suggesting that lecturers perceive a substantial degree of acknowledgment and appreciation for their input and expertise during the lectures.

The survey results reveal that lecturers with migrant backgrounds in the Intercultural Learning Online Project generally found it manageable to focus on students' wellbeing during online lectures. A combined 69.56% of respondents reported that it was either "extremely easy" (30.43%) or "slightly easy" (39.13%) to maintain focus on students' wellbeing in the online format. An additional 21.74% expressed that it was "neither easy nor difficult." A relatively smaller percentage, 8.7%, found it "slightly difficult," while none reported it as "extremely difficult." Importantly, there were no instances of respondents choosing not to provide an answer. These findings suggest a positive perception regarding the feasibility of addressing students' wellbeing in the online lecture format, reflecting the adaptability of lecturers to create a supportive environment despite the virtual setting.

The survey results demonstrate a notably high level of satisfaction among lecturers with migrant backgrounds regarding their overall experience in the Intercultural Learning Online Project. The majority, accounting for 60.87%, reported being "extremely satisfied," while an additional 30.43% expressed being "slightly satisfied." A small percentage, 4.35%, indicated feeling "neither satisfied nor dissatisfied," and an equal proportion reported being "slightly dissatisfied." Importantly, there were no responses indicating "extremely dissatisfied," and no instances of respondents choosing not to provide an answer. This overwhelmingly positive feedback underscores the success and fulfillment experienced by lecturers participating in the project, highlighting the effectiveness and overall satisfaction with the program's structure, content, and execution.



Figure 1 Overall experience [input from lecturers]



Figure 2 Challenges faced [input from lecturers]

Feedback from Participants

The feedback was gathered throughout all activities of the project across Project Results with the collaboration of partners.

The survey results indicate that the Intercultural Learning Online Project (ILO) organized lectures in collaboration with various institutions, with a notable distribution among four primary institutions. Maastricht University and Laurea accounted for the highest percentage of lectures at 39.78% each, showcasing a balanced involvement between these two institutions. Meanwhile, the Aristotle University of Thessaloniki was actively engaged, contributing to 18.28% of the lectures. Roma Tre had a relatively smaller representation at 2.15%. It is noteworthy that there were no respondents who chose not to answer the question about the organizing institution. The data suggests a diverse and well-distributed collaboration among these educational entities, providing participants with a broad intercultural learning experience facilitated by lecturers of migrant background associated

with the Project Results.

The survey results indicate a positive impact of the lectures on participants' engagement in discussions. A substantial 77.42% of respondents either strongly agreed (45.16%) or agreed (32.26%) that the lectures facilitated active participation in discussions. Additionally, 17.2% indicated a neutral stance by selecting "Neither agree, nor disagree." Only a small percentage disagreed (5.38%), with none expressing strong disagreement. The absence of responses in the "Strongly disagree" and "No Answer" categories suggests a generally favorable outcome, reinforcing the notion that the lectures organized by the Intercultural Learning Online Project (ILO) were effective in promoting active engagement and discussion among participants.

The survey results highlight a strong positive impact of the lectures on participants' acquisition of new insights, with an overwhelming majority expressing agreement. A substantial 55.91% of respondents strongly agreed, and an additional 37.63% agreed that the lectures offered them new insights. The absence of any respondents selecting "Disagree" or "Strongly disagree" suggests a unanimous consensus among participants regarding the enriching nature of the content presented. A minimal 6.45% of participants indicated a neutral stance with "Neither agree, nor disagree." The overall trend indicates that the lectures organized by the Intercultural Learning Online Project (ILO) were highly effective in providing participants with valuable and insightful information, fostering a positive learning experience.

The survey results indicate a overwhelmingly positive perception of the workshop environment, with a significant 96.77% of respondents expressing agreement that it was respectful and safe. The majority, 74.19%, strongly agreed, while an additional 22.58% agreed. The negligible percentages in the "Neither agree, nor disagree," "Disagree," and "Strongly disagree" categories suggest an overwhelmingly positive and unanimous sentiment regarding the workshop's atmosphere. It is noteworthy that only a small percentage (1.08%) chose not to answer. This overwhelming positive response underscores the success of the Intercultural Learning Online Project (ILO) in fostering a secure and respectful environment within its workshops, contributing to a positive and inclusive learning experience for participants.

The survey results suggest that the lectures organized by the Intercultural Learning Online Project (ILO) have been effective in promoting a critical yet respectful approach to cultural differences among participants. A substantial 50.54% of respondents strongly agreed, and an additional 34.41%

agreed that they learned to approach cultural differences in this manner. A smaller percentage, 15.05%, expressed a neutral stance with "Neither agree, nor disagree." Notably, there were no respondents who disagreed or strongly disagreed with the statement. The absence of responses in the "Disagree" and "Strongly disagree" categories, coupled with a lack of non-responses, underscores a positive outcome in terms of imparting the desired approach to cultural differences during the lectures, contributing to the overall success of the Intercultural Learning Online Project.

The survey results reveal a positive impact of the lectures organized by the Intercultural Learning Online Project (ILO) on participants' ability to recognize and respect different perspectives. A significant 49.46% of respondents strongly agreed, and an additional 40.86% agreed that they learned to acknowledge and respect diverse viewpoints during the lectures. A relatively small proportion, 8.6%, adopted a neutral stance with "Neither agree, nor disagree." Importantly, only a minimal percentage (1.08%) disagreed with the statement, and there were no respondents who strongly disagreed. The absence of non-responses further emphasizes the overall success of the lectures in fostering an understanding and appreciation of diverse perspectives, reinforcing the positive impact of the Intercultural Learning Online Project in promoting intercultural awareness and respect among participants.

The survey results indicate a positive inclination among participants to apply the knowledge gained from the lectures in their everyday lives. A significant 44.09% of respondents strongly agreed, and an additional 36.56% agreed that they intend to use what they learned in their daily routines. While 13.98% adopted a neutral stance with "Neither agree, nor disagree," only a relatively small percentage (4.3%) disagreed with the statement. Importantly, there were no respondents who strongly disagreed, emphasizing a generally positive disposition towards practical application. The minimal 1.08% of non-responses indicates a high level of engagement and commitment from the participants. Overall, these findings suggest that the Intercultural Learning Online Project has effectively motivated individuals to integrate their newfound knowledge into their everyday lives.

The survey results suggest a generally positive sentiment regarding the online format of the lectures and its impact on learning outcomes. A significant 47.31% of respondents strongly agreed, and an additional 40.86% agreed that the online format did not have a negative influence on their learning outcomes. A relatively small percentage (5.38%) adopted a neutral stance with "Neither agree, nor disagree." It is noteworthy that a minor portion (4.3%) disagreed, and an equal percentage (2.15%) both strongly disagreed and did not provide an answer. While a small fraction found drawbacks in the

online format, the majority expressed a positive view, indicating that the Intercultural Learning Online Project effectively managed to deliver valuable content and maintain a conducive learning environment despite the online setting.

The overall evaluation of the participants' experience in the Intercultural Learning Online Project (ILO) indicates a highly positive response. A majority of 48.39% rated their experience as "Excellent," and an additional 30.11% gave a rating of 4, reflecting a positive overall sentiment with a substantial 78.5% satisfaction rate. Furthermore, 15.05% rated their experience as a 3, suggesting a generally positive but somewhat moderate assessment. Only a small percentage (3.23%) provided a rating of 2, indicating a minority of participants who perceived room for improvement. The "Not enough" category received the smallest response at 2.15%, highlighting a minimal dissatisfaction rate. Importantly, the overall positive trend is reinforced by the low percentage (1.08%) of participants who chose not to provide an answer, indicating a high level of engagement and willingness to share feedback.



Figure 3 Overall experience [input from participants]

Participants Demographics

The gender distribution among the participants in the Intercultural Learning Online Project (ILO) reveals a diverse representation. The majority, 54.84%, identifies as female, while 34.41% identify as male. Additionally, 3.23% of respondents identify as non-binary, and an equal percentage prefer to self-describe. Notably, a small portion, 4.3%, chose not to answer the question about their gender identity. The results underscore the importance of considering diverse perspectives and experiences in the evaluation of the project, reflecting a commitment to inclusivity and recognizing a range of gender identities among participants.

The age distribution among participants in the Intercultural Learning Online Project (ILO) reflects a diverse range of age groups. The largest percentage of respondents, 38.71%, falls within the age group of 30-39. The next most represented groups are 18-24 at 23.66%, 25-29 at 15.05%, and 40-49 at 15.05%, showcasing a balanced distribution across these age brackets. Participants aged 50-59 represent 4.3%, while those aged 60-69 constitute 1.08%. Notably, there are no respondents aged 70 or above. A small portion, 2.15%, chose not to disclose their age. This varied age distribution emphasizes the project's accessibility and appeal to a broad demographic range, contributing to a richer and more inclusive learning environment.

The current occupation distribution among participants in the Intercultural Learning Online Project (ILO) showcases a diverse range of professional and academic roles. The largest group consists of students at 35.48%, indicating a significant representation from the academic community. Working students make up 15.05%, reflecting a combination of academic and professional pursuits. Participants working in the public sector constitute a substantial 27.96%, highlighting a significant engagement from individuals employed in government or related fields. Those in the private sector represent 11.83%, while self-employed individuals make up 6.45%. Only a small percentage, 1.08%, indicated being unemployed, and 2.15% chose not to disclose their current occupation. This occupational diversity suggests that the Intercultural Learning Online Project effectively caters to a broad audience with different professional backgrounds and interests.



Funded by
the European Union



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



UNITED NATIONS
UNIVERSITY

UNU-MERIT



Maastricht University