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PUENTE Project

Evaluation Process

Summary of the PUENTE project evaluation process



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The evaluation process for the PUENTE project has been designed as a technical, operational and realistic system aimed at assessing the impact of the training on professionals working with Ukrainian refugees, rather than on the refugees themselves.

The evaluation is based on a functional and psychosocial approach, focusing on observable changes in professional practice, perceived competence, attitudes and the transfer of learning, whilst avoiding the use of clinical or diagnostic tools.

1. Purpose and objectives of the evaluation

The scope of the evaluation covers the professionals participating in the PUENTE project's training.

The main objectives are:

The evaluation is formative in nature and aimed at improvement; it is neither punitive nor is it intended to lead to accreditation

To identify changes in educational and support practices, and analyse the applicability of the training content in the context of working with refugees.



2. Dimensions assessed

The evaluation process is structured around five main dimensions:

- Perceived professional competence
- Inclusive educational and support practices
- Trauma-informed approach in professional practice
- Ethical, empathetic and professional attitudes
- Training experience and its application to practice

Each dimension is defined by clear behavioural indicators, categorised according to different levels of achievement.

3. Assessment tools

Assessment is carried out using brief and accessible tools, tailored to the participants' profile:

- Graded behavioural scales (levels 0-3),
- Self-perception questionnaires,
- Behavioural checklists,
- Brief qualitative supporting questions.

The indicators are formulated so that they can be used for both self-assessment and professional assessment, depending on the context and the resources available.

4. Assessment stages

Pre-training assessment

Establishes a baseline of competences, practices and attitudes prior to the training intervention.

Post-training assessment

Assesses the immediate changes associated with the training, as well as the usefulness and understanding of the content delivered.

Follow-up assessment

Focuses on the transfer of learning to everyday professional practice and is carried out, where possible, following a period of real-world application.

Not all dimensions require an assessment at all times, with operational feasibility always being the priority.

5. Use of the results

- To improve future editions of the training programme.
- To identify any additional needs for support or reinforcement.
- To document the project's impact internally.
- To support accountability to the funding bodies.

The results are interpreted in aggregate form, whilst respecting the confidentiality of the participants.

6. Methodological principles

Simplicity

Clear and concise tools.

Consistency

Alignment with the project's objectives.

Feasibility

Adaptation to real-world intervention contexts.

Usefulness

Focus on practical improvement.

Ethics

Respect for participants and the people they support.

This evaluation system enables the impact of the PUENTE project to be assessed in a rigorous yet realistic manner, ensuring consistency between training, professional practice and the objectives of social and educational inclusion.

6. Professional Competence Assessment Tool

Indicator 1:

Understanding of the migration process and the context of refugees

This indicator does not apply to the professional or cannot be assessed

The professional demonstrates difficulties in understanding the migration process and its psychosocial impact

The professional understands the basic aspects of the migration process when these are explained to them or when they are asked about them

The professional demonstrates a clear and comprehensive understanding of the migration process and its implications for intervention

6. Professional Competence Assessment Tool

Indicator 2. Identification of psychosocial needs

Not applicable / cannot be assessed

The professional does not identify relevant psychosocial needs in their practice

The professional identifies some needs when guided or encouraged to do so

The professional independently and systematically identifies relevant psychosocial needs

6. Professional Competence Assessment Tool

Indicator 3.

Clarity of the professional role and the limits of intervention

	Not applicable / cannot be assessed
	The professional shows confusion regarding their role and its limits
	The professional recognises their role when reminded or given guidance
	The professional acts with clarity regarding their role, boundaries and responsibilities

6. Professional Competence

Assessment Tool

Indicator 1.

Adaptation of methodologies and materials

Not applicable / cannot be assessed

The professional does not adapt methodologies or materials to cultural or linguistic diversity

The professional adapts methodologies or materials when asked to do so

The professional proactively adapts methodologies and materials to the group's needs

6. Professional Competence

Assessment Tool

Indicator 2.

Use of intercultural communication strategies

Not applicable / cannot be assessed

The professional does not use specific intercultural communication strategies

The professional uses basic strategies when instructed to do so

The professional routinely and spontaneously uses intercultural communication strategies

6. Professional Competence

Assessment Tool

Indicator 3. Creating safe and inclusive learning environments

Not applicable / cannot be assessed

The environment created does not take emotional or cultural needs into account

The professional takes these needs into account when reminded

The professional actively fosters a safe, inclusive and respectful environment

6. Professional Competence

Assessment Tool

Indicator 1. Recognising the signs of emotional distress

	Not applicable / cannot be assessed
	The professional does not recognise the basic signs of emotional distress
	The professional recognises some signs when given guidance
	The professional independently and appropriately recognises the signs of emotional distress

6. Professional Competence

Assessment Tool

Indicator 2.
Empathetic and emotionally supportive response

	Not applicable / cannot be assessed
	The professional responds inappropriately or evasively to distress
	The professional responds with empathy when given guidance
	The professional responds empathetically and supportively in a spontaneous manner

6. Professional Competence

Assessment Tool

Indicator 3. Appropriate use of referrals

	Not applicable / cannot be assessed
	The professional does not identify the need for referral
	The professional identifies the need for referral when instructed to do so
	The professional identifies and manages referrals appropriately when necessary

6. Professional Competence

Assessment Tool

Indicator 1. Respectful and non-judgemental attitude

	Not applicable / cannot be assessed
	The professional displays judgemental or stereotyped attitudes
	The professional maintains a respectful attitude when reminded
	The professional maintains a respectful and non-judgemental attitude at all times

6. Professional Competence

Assessment Tool

Indicator 2. Cultural sensitivity

Not applicable / cannot be assessed

The professional does not take relevant cultural aspects into account

The professional takes them into account when they are pointed out

The professional actively incorporates cultural sensitivity into their practice

6. Professional Competence Assessment Tool

Indicator 1. Perceived applicability of the training

Not applicable / cannot be assessed

The professional does not perceive any practical benefit from the training

The professional recognises its usefulness but has difficulty applying it

The professional considers that the training is clearly applicable to their practice

6. Professional Competence Assessment Tool

Indicator 2. Transfer to professional practice

Not applicable / cannot be assessed

The professional has not applied the content of the training

The professional has applied some of the content on an occasional basis

The professional has consistently integrated the content into their practice

The evaluation results are used to:
Improve future editions of the training,
Identify additional needs for support or reinforcement,
Document the impact of the project internally,
Support accountability to funding bodies.
The results are interpreted in aggregate form,
whilst respecting the confidentiality of participants.



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