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PILOT OF ELIE 2.0 COMMUNITY ENTERPRISE COACHING KIT

EVALUATION REPORT

INTRODUCTION

The Community Enterprise Coaching Kit learning resources were developed for the use of community enterprise and employability coaches in furthering their ability and knowledge to support community entrepreneurs who are utilising the ELIE 2.0 education and learning resources. This includes the Community Enterprise Guide, Community Enterprise Toolkit and the active programmes associated with ELIE 2.0 community researchers.

The units below make up the ELIE 2.0 – Community Enterprise Coaching Kit:

- **Unit 1 Becoming a Confident Community Enterprise Coach**
- **Unit 2 Live Project Identification, Recruitment and Management**
- **Unit 3 Providing Support, Advice and Guidance to People with Additional Needs or Vulnerable to Social Exclusion**
- **Unit 4 Developing and Maintaining Networks for Enterprise**
- **Unit 5 Working with External Stakeholders**
- **Unit 6 Identification of Additional Services for Enterprise Support**
- **Unit 7 Moral and Ethical Issues in Working with Groups Vulnerable to Social Exclusion**
- **Unit 8 Building Peer Support Networks for Enterprise Coaches**



It is estimated that full completion of the Kit will take 40 hours of guided learning. Content of the kit equates to a Level 3 certification.

This report presents a summary of the Elie 2.0 Community Enterprise Coaching Kit pilot carried out by partners in the UK, Greece, Bulgaria & Poland with recommendations based on its findings to enable modification of the guide as necessary.

APPROACH TO THE PILOT

For the pilot process, each participant will be allocated **2 units** of the kit by an Elie 2.0 project partner. The project partner will pass on all information to the participant to ensure they have a full understanding of the units and the subsequent reviewing process. The Project partner will continue to offer support throughout the pilot and up until the participant questionnaire.

Each participant will be required to fill in the anonymous questionnaire [Appendix i] in regard to the units of which they were allocated. The data will then be used to inform any adjustments and adaptations that may need to be made to the Community Enterprise Coaching Kit to ensure its useability and accessibility going forward.

As participants will be volunteers, we anticipated each would need approximately 12 weeks to complete the programme. We held initial workshops and 1-1's with participants to ensure full understanding of the programme and to collect data outlining participants views of the resource for the pilot. Progress of trainees was monitored throughout to maintain momentum and provide clarity and support where needed.

OUTCOMES

Of the aforementioned questionnaire, twenty-three responses were collected from the piloting of the Community Enterprise Coaching Kit.

From this data, the majority of the participants accessed the kit through MOODLE, though some opted to interact with a paper-based form of the resource. Whilst this does not impact the balance of how many participants were reviewing which units.

Q.1	How did you pilot the training resources		responses	23	
	Digital learning (MOODLE)		Paper-based resources		
# of responses	14		9		
percentage	61%		39%		
Q.2	Which unit did you review?			responses	23
	1 - 2 Poland		3 - 4 Greece		
	5	22%	8	35%	
	5 - 6 UK		7 - 8 Bulgaria		
	5	22%	5	22%	

(Above taken from ELIE 2.0 Community Enterprise Coaching Kit Pilot Data Analysis [appendix ii])

In regard to the functionality of the kit and any amendments requested, most were concerned with the User interface of MOODLE, and that of the use of language and the translation of the language itself. [ii, Q 3 & 4]. This is echoed in the scores given in the Evaluation Criteria of the questionnaire [ii, G & K].

Of those who participated there were clear majorities in gender and those who work within Educational Establishments. There is also a clear majority of participants who are educated to university or equivalent level. [ii, section 3]

When evaluating the content of the units, the participants agreed that the Kit had merit in its prescribed use. As evidenced below.

A	The materials are useful for training Community Enterprise coaches to support people wanting to set up their own business or those wanting to develop an existing business						
						responses	23
	1. Strongly Disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Strongly Agree	N/A(Not Applicable)	
0	0	1	6	16	0		
0%	0%	4%	26%	70%	0%		

(Above taken from appendix ii)

As of which, twenty two of the twenty-three participants responded that they would use this course within their organisation.

5 Do you feel that this is a course that you would use in your organisation?	
	responses 23
Yes	No
22	1
96%	4%

CONCLUSIONS

From the responses gathered by this group of participants, the overall opinion from this pilot is that the Community Enterprise Coaching Kit is positive to use in aid of accessing and in conjunction with the existing ELIE 2.0 resources.

The data gathered in section 2 of the questionnaire shows the participants have gained, or furthered skills and knowledge in using this kit [ii, I & J]. This will further benefit those who subsequently become involved.

The content and exercises associated with the units have also been highly rated in terms of usefulness and relevance [ii C,D &F].

With this combined, the participants mostly felt confident in their skills in lieu of completing this training.

B	I feel confident in my ability to support people in my community in setting up or developing thier business having completed the training					
	1	2	3	4	5	N/A
					responses	23
	0	0	1	8	14	0
	0%	0%	4%	35%	61%	0%

Whilst most of the feedback was positive, there were also some limitations highlighted through question six of the Evaluation Criteria.



6 Do you think there are any limitations?		
		responses 23
	Yes	No
	5	18
	22%	78%

Although only five participants selected ‘Yes’, in the following section when asked to elaborate, eight participants offered comments [ii 6.b.]. Of these, the majority of the concern came in the advanced language and the necessity to have prior knowledge to effectively understand some of the content. Also mentioned was having an appropriate instructor in allowing the best chances to alleviate the complicated use of language and the lack of context in some of the content.

RECOMMENDATIONS

1. Issues with MOODLE

A number of participants expressed issues with MOODLE finding it not very user friendly and experiencing issues logging on and accessing the units. Another suggested that a ‘more interactive and engaging’ alternative could be used.

- Consider and research alternative software.
- A course tutor or dedicated training support worker would enable digital training and support in providing access to the MOODLE
- An instructional video to guide people how to access, log on and use the MOODLE.

2. Language and translation

Participants felt the most pressing recommendation for amendment to the kit is to review and update language in the kit to make it more accessible and user friendly in addition to adding points of context to the information. Furthermore, one participant said that they felt the quality of the translation in some areas was poor stating ‘it feels like it was translated automatically’.

- This could be approached by having the course delivered by someone who has sufficient qualification to ensure that the content will be understood and can aptly support the participants to such an end.



- Alternatively, by reviewing and amending the language into a more accessible and understandable manner. This will allow for the participants to self-study more effectively alongside the guidance from the delivered content.
- Partners to review the quality of translations.

3. Funding, Finance and the Future of the Community Enterprise Coaching Kit

A number of pilot participants stated the need for 'personnel training', 'employee training' and need for 'finance to properly support learners' in addition to the 'cost of staff and resources to properly run the course and provide support'. These issues may be seen as barriers but also present the case for future development to seek funding and finance to further develop and implement the training.

Overall, it has been very positively received. As such it appears essential to consider future funding schemes and proposals to fully realise the potential of the coaching kit.

- Scope to develop and extend through GROW and OSCAR coaching models.
- Certification and accreditation.
- Funding for learners, staff and personnel.
- Consortium approach to raising investment to support focussed community enterprise development in communities vulnerable to social and financial exclusion. Invest in new and emerging community enterprises alongside implementation of the coaching kit and associated support to effectively run the training and deliver benefits and impact.