

ESEC QUESTIONNAIRE (STAKEHOLDERS)

Respondent's code _____ (to be entered by the interviewer)

You are invited to participate in the **ERASMUS+ Strategic Partnership project “Extending Social Educators Competences (ESEC)” No 2018-1-PL01-KA204-051126**. Please, complete this questionnaire. Your responses are confidential, and the results will be used to design a new training course for social educators.

Please provide information about yourself:

I am:

- ☐ An employee of Social services
- ☐ A manager of social services
- ☐ An employee of a Social enterprise
- ☐ A manager of a Social enterprise
- ☐ A politician
- ☐ Other _____

Age _____

Gender:

- ☐ Male
- ☐ Female
- ☐ Prefer not to say

Completed level of education:

- ☐ Secondary school
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Other _____ (please specify)

Work experience:

- ☐ None
- ☐ Less than a year
- ☐ 1-5 years
- ☐ More than 5 years

Please, select what, in your opinion, prevents the participation in a parent-training course:

- ☐ Cost;
- ☐ Time;
- ☐ Expertise of trainers;
- ☐ Duration;
- ☐ Lower level of contents;

Please, rate the following statements: circle a value: 1 – “I completely disagree”; 2 – “I somewhat disagree”; 3 – I neither agree nor disagree; 4 – I somewhat agree; 5 – “I very agree”)

Rate	Statement
1 2 3 4 5	Parent-training aims at creating or improving competence of participants
1 2 3 4 5	Online learning-tools can increase parents participation
1 2 3 4 5	A parent-training process aims at improving the awareness of participants about their problematic situations
1 2 3 4 5	Parent-training participation can be increased using online learning-tools
1 2 3 4 5	The most important skills of a parent training trainer is the ability to communicate
1 2 3 4 5	Participants should socialize and work together
1 2 3 4 5	Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills

Please, assess the relative importance of the following ability/competence of a parent-training trainer:

- ☐ **Importance** – evaluate the importance of the ability/competence; circle a value: 1 – “very unimportant”; 2 – “somewhat unimportant”; 3 neither important nor unimportant; 4 somewhat important; to 5 – “very important”

Importance	Ability/Competence
1 2 3 4 5	Deep expertise in the area to train
1 2 3 4 5	Ability to work in a collaborative online environment
1 2 3 4 5	Competence in teaching parents new skills
1 2 3 4 5	Skills to accept suggestions/feedback from the parents
1 2 3 4 5	Competence in teaching parents emotional communication skills
1 2 3 4 5	Ability to analyze Parent Implementation and Provide Corrective Feedback

1	2	3	4	5	Strategies for Evaluating Parent and Child Progress
1	2	3	4	5	Fluency in Presenting Information and Giving Feedback
1	2	3	4	5	Knowledge of the Empirical and Conceptual Basis of Intervention
1	2	3	4	5	Teach by using concrete, positive examples; provide supporting materials to illustrate
1	2	3	4	5	setting goals and selecting strategies for parent education