

Result 2.3

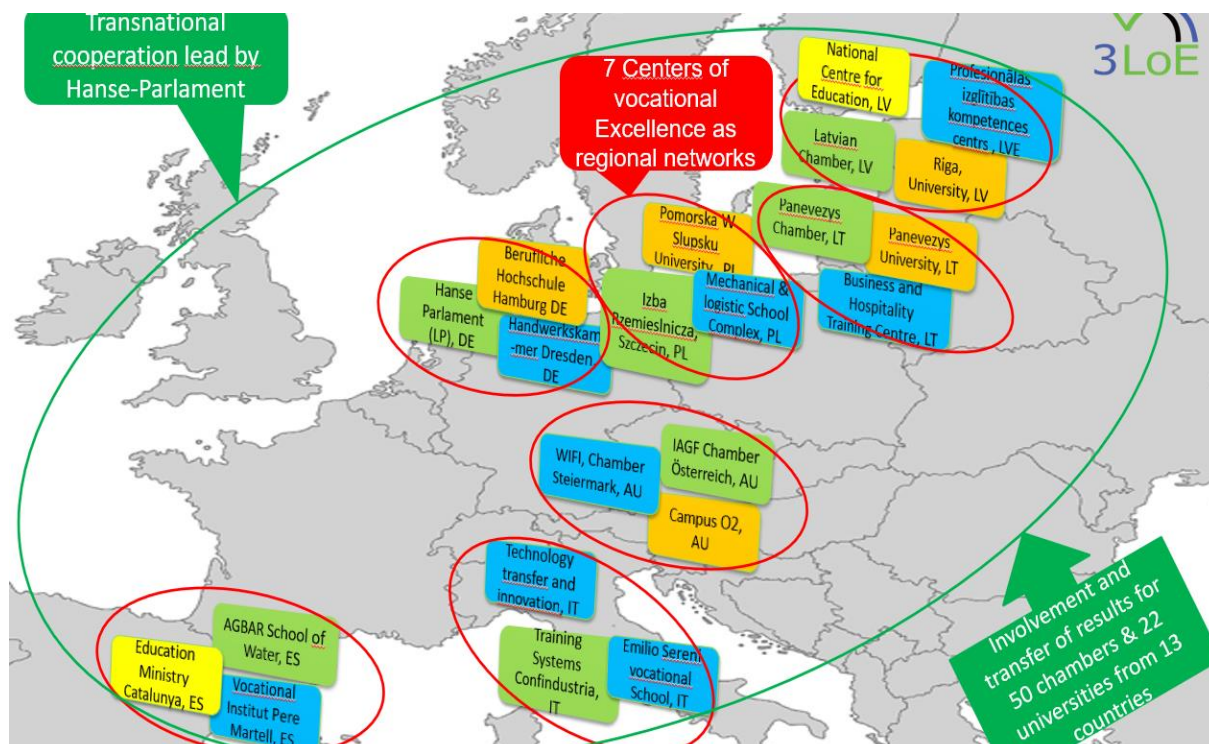
Training program for personnel and center management



This work is licensed under the Creative
Commons Attribution 4.0 International License.

"The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Partner



Language

English

Table of Contents

Introduction.....	4
About the 3LOE project	4
About the Training program for personnel and center management	7
Curriculum	8
Goal of the training program	8
Personal requirements	8
Professional requirements	8
Competences	9
Qualification standard	10
Syllabus and hour overview	21
Implementation report	22
Participants	23

Implementation	23
Agenda	24
Qualification of the trainers	27
Experience	27
Photos	28
Evaluation	29
Introduction	30
Evaluation concept	32
Questionnaire	34
Results.....	35
Attachments	38

Introduction

About the 3LOE project

Around 99% of all EU businesses are SMEs, creating up to 70% of all jobs. In general, SMEs have good growth prospects for the future and are particularly well equipped to solve environmental problems and to enhance the green economy. However, in most of the project countries, SMEs are confronted with a shortage of skilled workers and young entrepreneurs. This shortage of skilled workers is even more alarming taking into account that due to aging of current entrepreneurs, a large and growing number of companies will have to be handed over to the next generation. Furthermore, young specialists and entrepreneurs often lack the qualifications and skills needed in order to respond to contemporary developments in the fields of energy, climate and environmental protection. The following problems have been identified in SMEs working in the fields of green economy, energy and environmental protection:

- Blatant and growing shortage of skilled workers.
- Large qualification deficits, especially in the Green Economy.
- Loss of attractiveness and low qualification of school-based VET.
- Low rates of further training and insufficient orientation of offers to SME needs.
- Ageing of entrepreneurs and increasing shortage of young people (demographic change).
- Failure of business transfers and low rates of business start-ups.
- Low innovation rates and insufficient productivity.
- Not enough cooperation between universities and SMEs and a lack of teaching geared to SME needs.
- Comparably low internationalization of SMEs and vocational training providers.
- Lack of national level support for SMEs”.

To meet these challenges, work-based learning and new paths in vocational training must be provided through cooperation between educational institutions, economic chambers and SMEs. University graduates are often well-qualified in theory, but lack practical knowledge, skills and abilities that are crucial for SMEs. For this reason, VET reforms must also involve higher education, and should implement dual bachelor's degree programs that combine a bachelor's degree with vocational training and on-sight work in companies.

In the 3LOE project, an innovative and complex project structure with 22 project partners from 7 countries as well as 60 associated partners from 13 countries was designed. In each country, centers of vocational excellence (COVEs) in Green Economy will be established, managed and their permanent continuation ensured. A transnational cooperation of the centers will be developed, extended to 60 education stakeholders from 13 countries and operated permanently in an institutionalized form. The centers will offer a wide range of dual education measures in vocational training, further education and higher education, that are being

developed, tested and evaluated in the project. These educational measures on EQF levels 3-7 focus on Green Economy, Digitalization and Entrepreneurship. Furthermore, vocational and educational consulting and innovation support for SMEs will be developed and implemented. In total, seven Train-the-Trainer programs will be developed and implemented permanently by the project partners. All results will be transferred to the 60 associated partners together with implementation advice.

The objectives and aimed outcomes of the 3LOE project can be summarized as following:

1. Foundation of a three-level Center in each project country

1.1 Building the "Green Economy" skills alliance for qualifications in SMEs with educational and economic actors from the 7 project countries; development of information and cooperation tools.

1.2 Expansion of the skills alliance to the 60 associated partners from 13 countries, comprising chambers of commerce, SME associations, as well as universities of applied sciences/colleges.

1.3 Development, testing and evaluation of a curriculum and teaching materials for Train the Trainer courses for personnel and center management (vocational schoolteachers, trainers in SMEs and lecturers in further and higher education institutions).

1.4 Evaluation of the construction and operation of the seven centers of Excellence and of the transnational cooperation.

1.5 Development of business and financing plans and ensuring the long-term continuation of the seven centres and transnational cooperation.

1.6 Development, consulting and introduction of political strategy program.

2. Implementation and realization vocational training

2.1 Development and implementation of a tool for vocational and qualification counselling as well as a training for consultants and teachers to use the tool.

2.2 Implementation of the dual system, so that work-based learning is put into practice in the project countries.

Preparation and transfer of curricula and examination regulations for dual vocational training for different professions and implementations in Poland, Lithuania, Latvia and Spain. Development, test and implementation Trainings for teachers to conduct dual vocational training as well as Training of trainers in SMEs.

2.3 Development political concept for the training and integration of young people with learning difficulties for young people with learning difficulties (EQF level 3).

Development, test and implementation of a dual vocational training "Specialist for Building Insulation".

2.4 Development, testing and evaluation of education program, teaching materials and examination regulations for the provision of sector-specific qualifications already during the initial vocational training for stronger learners. Implementation in the dual system, so that work-based learning is put into practice in the project countries.

2.5 Development and implementation five-year technician training „Ecologic Solutions in Logistics”.

3. Implementation and realization of further vocational training

3.1 Development and implementation of concepts and instruments for the management of continuing vocational training.

3.2 Development, test and implementation of a Train-the-Trainer program for teachers to conduct further training.

3.3 Development and implementation of a concept "SME-fair digitalization" as well as development, test and implementation of two train the trainer programs "Basic and advanced digital skills".

3.4 Transfer and implementation of four further trainings Energy Saving and Renewable Energies.

3.5 Preparation, transfer and implementation of six further trainings in the Green Economy.

3.6 Development, testing and evaluation of different training programs and teaching material for owners, managers and qualified workers of SMEs (EQF level 5 and 6). The trainings are specifically tailored to SME needs and different qualification levels and combine the transfer of technical, professional and management know-how.

- Training Enterprise and Entrepreneurship in Green Economy
- Training Energy Service Manager
- Trainings vocational Master Carpenter and Electric
- Training Construction Technician
- Training Service Technician
- Training Sustainability in foodservice industry

3.7 Development of regulations for new continuing education occupational profiles with a focus on the green economy.

3.8 Development of an integration program for the unemployed (EQF level 4) in order to be able to place the unemployed in permanent jobs through further training seminars and a further training qualification.

4. Implementation and realization of higher education

4.1 Preparation and transfer of curricula, evaluation and examination regulations for two existing dual Bachelor degree programs "Management of Renewable Building Energy Technology" and "Business Administration for SMEs".

4.2 Development and beginning of implementation of new dual Bachelor degree programs

- Business Administration & Sustainable Management of SMEs
- Entrepreneurship and Innovation in Green Economy
- Logistics - Green Supply Chains
- Service technician
- Tutorial "Sustainable management Climate neutrality for companies"

4.3 Development, test and implementation of four study modules (EQF level 6) on SME management in the Green Economy sector, which will be carried out in the dual study system and integrated into existing Bachelor degree programs.

4.4 Development and implementation of concept for innovation promotion Solutions for manageable R&D tasks of SMEs and conducting manageable R&D projects for SMEs-

4.5 Development, testing and implementation of Training program for university lecturers and SME advisors.

5. Dissemination, transfer and use of the project results

5.1 Development of a concept and summary evaluation of the dissemination results of all partners

5.2 Transfer of all educational measures to 60 educational institutions in 13 countries and needs-oriented implementation consultations as well as realization of a bundle of measures for further dissemination of the project results.

5.3 Further dissemination activities such as presentations online, at third-party events, press releases and conferences.

5.4 Book with all results of the project and distribution via book trade.

For each of the three levels of educational measures there will be:

- Target-group-specific educational programs.
- Curricula, teaching materials, etc. developed in a leading role by the educational institutions of the respective level, whereby the educational institutions of the other levels (in particular universities) participate in an advisory and supportive manner.
- Representatives of the participant target groups involved in the development work.

All educational measures will be tested with the respective target groups under different national conditions in the countries, evaluated and completed on the basis of the evaluation results with application notes.

Analyses of the economic and demographic development, the education and labour markets as well as the qualification needs of SMEs in the Green Economy were conducted to provide the basis for a common point of departure for carrying out the project work. They form the starting point for the subsequent development of concepts for the establishment and permanent operation of seven regional centers of excellence in seven EU countries. In the development of these strategic concepts, the experience gained from already operating VET centers of excellence in Germany and Poland were taken into account.

About the Training program for personnel and center management

In order to prepare the management of the COVEs and promote international cooperation between all COVEs, a special training program for staff and centre management was developed, tested and evaluated as part of the 3LoE project. The developed curriculum, the implementation report and the evaluation are summarised as result 2.3 Training program for personnel and centre management.

Curriculum

Prepared by:

**Institut für angewandte Gewerbeforschung
der Wirtschaftskammer Österreich**

Goal of the training program

To provide the knowledge, skills and competences to establish, manage and develop a Centre of Vocational Excellence (COVE) in the field of Green Economy.

Knowledge, skills and competences are taught in order to

1. lead the educational institution as part of a COVE and
2. cooperate with the other partners of a COVE; and
3. complement and help each other.

DEFINITION OF A CENTRE OF VOCATIONAL EXCELLENCE (COVE):

Cooperative network of multiple (at least two) educational institutions that provides all educational services (EQF 3 to 6) with one of the cooperation partners being responsible for the coordination of the CoVE.

Personal requirements

- | | |
|---|---|
| • lead authentically, self-confidently, reflectively and creatively | • stand up for his/her ideas |
| • lead with high integrity and honesty | • allow mistakes and recognise them as a resource for the growth process |
| • communicate powerfully, effectively and authentically | • can reflect on him/herself and his/her actions |
| • lead professionally and competently | • give and receive feedback |
| • inspire and motivate others with visions | • act as a team player |
| • act in a results-oriented way | • act enthusiastically |
| • delegate | • develop strategic perspectives |
| • recognise potential | • manage challenges in a solution-oriented way |
| • set challenging or ambitious, but not over-demanding or unrealistic goals | • resolve conflicts and areas of tension in an appreciative manner |
| • initiate and drive change and development processes in the organisation | • use his/her social and communicative skills in a goal- and task-oriented manner |
| • focus on the essentials | |

Professional requirements

Presented in the form of learning outcomes of the following qualification standard: 1, 7 and 11.

At least at competence level 6 or 7.

At least 5 years of professional experience in a leading management function.

Competences

All learning outcomes are assigned to the following competences:

He/she can

- manage complex professional tasks or projects. In doing so, he/she also takes responsibility for decisions in unpredictable situations (he/she is ultimately responsible for any decision).
- decide whether he/she will take on tasks or projects entirely by him/herself or whether he/she will delegate them to employees or external persons.
- control the quality of the implementation of delegated tasks or projects, intervene, if necessary, make decisions on content or personnel and anticipate possible consequences.
- critically evaluate his/her own achievements.
- develop innovative and optimized procedures based on the experience gained.

Qualification standard

What knowledge, skills and competences are needed to build and manage a Center of Vocational Excellence (COVE) for Green Economy?

Overview in the form of a qualification standard–

1. He/she is able to build up and manage the organisation/company as a Centre of Vocational Excellence (COVE) in a professionally founded manner, taking into account sustainable entrepreneurial aspects.
2. He/she is able to grasp and take into account the fields of education law and education policy when establishing the Centre of Vocational Excellence (COVE) and developing training and further education programmes.
3. He/she is able to network efficiently and comprehensively with important stakeholders/contact persons of the Green Economy sector. **Fehler! Textmarke nicht definiert.**
4. He/she is able to systematically acquire the subject areas and challenges of a green economy sector and, based on this, develop training and further education objectives coordinated with the sector.
5. He/she is able to build and manage teams and project groups.
6. He/she is able to establish and further develop cooperations for subject-specific projects in education and training.
7. He/she is able to select and professionally manage suitable trainers and staff for the different training and further education programmes and/or areas of work.
8. He/she is able to constantly check, reflect and develop his/her own soft skills, methods and competences and those of the trainers.
9. He/she is able to arrange promotions, support and sponsorships for the training and development programmes of the Center of Vocational Excellence (COVE).
10. He/she is able to present the Center of Vocational Excellence (COVE) by means of appropriate public relations and to develop and implement target group-specific marketing. **Fehler! Textmarke nicht definiert.**
11. He/she is able to carry out customer acquisition by means of target group-specific communication measures and to implement and further develop professional customer management in the Centre of Vocational Excellence (COVE).
12. He/she is able to build up and continuously develop the infrastructure for e-learning offers in the Center of Vocational Excellence (COVE).
13. He/she is able to implement, build and develop a suitable ERP system for the establishment and continuous operations of the Centre of Vocational Excellence (COVE).

1. He/she is able to build up and lead the organisation/company as a Centre of Vocational Excellence (COVE) in a professionally founded manner, taking into account sustainable entrepreneurial aspects.

KNOWLEDGE	SKILLS
<p>He/she has advanced knowledge of:</p> <ul style="list-style-type: none"> • Structure of the company organisation • Accounting, finance and controlling • Methods of self-organisation and time management • Forms of organisation of operational bookkeeping • Commercial records to be maintained (e.g. necessary books) • Operational turnover and costs • Basics of income and expense accounting or double-entry bookkeeping (balance sheet, profit and loss account) • Operationally relevant key figures • Financial plan • General legal guidelines (e.g. Basic Data Protection Regulation) • Basics of quality management • Quality assurance and optimisation processes • Further training for employees in relation to operational quality standards and quality assurance processes • Employee protection 	<p>He/she can</p> <ul style="list-style-type: none"> • define and develop the business goals of the Centre of Vocational Excellence (COVE). • know and implement all areas of the establishment and development of a Center of Vocational Excellence (COVE). • observe the economic and sustainable corporate development of the Center of Vocational Excellence (COVE). • carry out financial and investment planning. • define and evaluate organisational structures and processes. • develop, implement and evaluate the operational processes in accordance with the regulations of the Employee Protection Law and other legal requirements and guidelines. • set priorities. • delegate tasks. • use and apply methods of self-organisation and time management. • take into account the principles of sustainable economic efficiency in all operational processes. • continuously control the development of turnover and costs. • calculate key figures relevant to the Center of Vocational Excellence (COVE). • interpret the business results of the Center of Vocational Excellence (COVE) on the basis of the key figures and the annual financial statements and derive conclusions from them, such as: <ul style="list-style-type: none"> ○ o Necessity of changes in the offer or cost structure. ○ Necessity to professionalise and intensify communication and marketing measures ○ Personnel or financing decisions • make company-relevant decisions for the Centre of Vocational Excellence (COVE) based on the results of the financial planning (e.g. personnel decisions, cooperation, decision on external financing, timing of financing). • carry out and document quality management. • recognise when quality development and quality assurance measures become necessary.

	<ul style="list-style-type: none"> • carry out quality assurance and optimisation processes. • Instruct his/her staff to implement the company's quality standards and quality assurance processes. • motivate his/her staff to make improvements in quality assurance processes. • implement, realise and review the sector-specific and legal requirements in the operational context of the Center of Vocational Excellence (COVE). • control and document all measures for work safety and employee protection.
--	--

2. He/she is able to grasp and take into account the fields of education law and education policy when establishing the Centre of Vocational Excellence (COVE) and developing training and further education programmes.

KNOWLEDGE	SKILLS
<p>He/she has advanced knowledge of:</p> <ul style="list-style-type: none"> • Educational goals • Types of national education systems • Public and private education systems • Educational institutions • The National Qualifications Framework • National education strategies • Legal and statutory fundamentals of education policy • Educational innovations such as microlearning tools, gamification • Financing systems of the different education systems • Certification systems and providers of educational institutions 	<p>He/she can</p> <ul style="list-style-type: none"> • survey, analyse and interpret the education policy strategy of the respective country and the respective sectors and use the results from this to build up a Centre of Vocational Excellence (COVE). • regularly inform themselves about education law and policy guidelines and innovations and take the necessary measures in case of changes. • Adapt the education and training programme to the respective different education systems. • develop and build up the education and training programme on the basis of the NQF specifications. • Plan and act strategically. • Identify and use synergies. • obtain and interpret information on educational innovations at the appropriate place and implement them. • develop educational innovations.

3. He/she is able to network efficiently and comprehensively with important stakeholders/contact persons of the Green Economy sector

KNOWLEDGE	SKILLS
-----------	--------

<p>He/she has advanced knowledge of:</p> <ul style="list-style-type: none"> • Networking methods • Potential partners such as <ul style="list-style-type: none"> ○ different interest groups, ○ sectoral associations, ○ representatives of occupational groups, ○ cooperatives, ○ educational institutions, ○ professional associations and neighbouring economic sectors such as trade and manufacturers • networking methods such as the 70-20-10 rule • Different digital channels and platforms 	<p>He/she can</p> <ul style="list-style-type: none"> • reflect on his/her own areas of competence. • make his/her networks available to new partners. • act as a network engine within the sector. • bring potential partners together through attractive and interesting events and offers. • jointly develop offers for the Green Economy sector. • develop professional relationships in different fields. • present themselves and their Center of Vocational Excellence (COVE) attractively and competently. • maintain contacts and strengthen networks. • willingly share knowledge. • establish a culture of trust. • give and receive feedback. • use social media optimally, strategically and regularly and in a goal-oriented way. • keep the Center of Vocational Excellence (COVE) profile on social media meaningful and up-to-date. • regularly inform about the market.
--	---

4. He/she is able to systematically acquire the subject areas and challenges of a green economy sector and, based on this, develop training and further education objectives coordinated with the sector.

KNOWLEDGE	SKILLS
<p>He/she has advanced knowledge of:</p> <ul style="list-style-type: none"> • simple methods of market research and market observation • market data • related industries • Potential partners such as <ul style="list-style-type: none"> ○ different interest groups, ○ sectoral associations, ○ representatives of occupational groups, 	<p>He/she can</p> <ul style="list-style-type: none"> • acquire knowledge about developments, trends and business fields of the green economy sector in a short time. • conduct sector analyses (e.g. analyse portfolio of companies, observe innovations of leading sector companies). • research and ascertain which topics (challenges, potentials) are relevant for the sector. • network with the respective industry representatives, interest groups and the like.

<ul style="list-style-type: none"> o cooperatives, o educational institutions, o professional associations and neighbouring economic sectors such as trade and manufacturers • Legal foundations • Cooperation with sector-relevant companies and Centres of Vocational Excellence (COVE) • Definition and analysis of target groups 	<ul style="list-style-type: none"> • continuously inform and educate themselves via platforms, digital channels, trade journals, trade fairs, events and the like. • derive and specify the necessary education and training goals that the sector needs for successful further development on the basis of the sector data collected. • Design training and further education goals that are coordinated for the sector.
--	--

5. He/she is able to build and manage teams and project groups.

KNOWLEDGE	SKILLS
<p>He/she has advanced knowledge of:</p> <ul style="list-style-type: none"> • Leadership theories and concepts • project management • Communication techniques • Team building methods • Conflict solutions • Building cooperation • Methods of moderation and topic identification and concretisation 	<p>He/she can</p> <ul style="list-style-type: none"> • Forming teams. • Recognise and strengthen the potential of team members. • delegate. • Establish and enforce clear and understandable project structures. • Manage teams and project groups. • Resolve conflicts in an appreciative way.

6. He/she is able to establish and further develop cooperations for subject-specific projects in education and training.

KNOWLEDGE	SKILLS
-----------	--------

He/she has advanced knowledge of: <ul style="list-style-type: none"> • Current cooperation possibilities • Negotiation know-how • Strategies for finding partners • Cooperation exchanges and platforms • Different digital channels and platforms, trade magazines 	He/she can <ul style="list-style-type: none"> • integrate the guiding principle of "cooperation instead of competition". • recognise when cooperation makes sense and is successful. • Identify and select suitable cooperation partners. • Establish and further develop cooperations. • develop and implement a coordinated educational offer with educational partners.
---	--

7. He/she is able to select and professionally manage suitable trainers and staff for the different training and further education programmes and/or areas of work.

KNOWLEDGE	SKILLS
He/she has advanced knowledge of: <ul style="list-style-type: none"> • Teaching process management • Pedagogical and methodological processes • Staff leadership and personnel management • Methods of identifying staffing needs • Legal regulations (e.g. Employment of Foreigners Law, Equal Treatment Law) • Collective contract • selection methods • Contents of a job description and advertisement • Relevant legal provisions (e.g. Employee Protection Law, labour law) • collective contract • Forms of employment (e.g. employment relationship, freelance contract) • Basics of payroll accounting (gross and net pay, charges such as wage tax and social security, special payments) • Regulations for registering and deregistering employees • Possibilities for terminating employment relationships (e.g. notice of termination, amicable termination, dismissal, retirement) 	He/she can <ul style="list-style-type: none"> • identify short-, medium- and long-term staffing needs. • define a job profile and determine the necessary education, training and work experience. • formulate job advertisements on the basis of the job profile and determine the level of remuneration, taking into account the regulations of the collective contract. • conduct job interviews and use appropriate selection methods. • select suitable employees. • conduct salary negotiations. • determine the amount of total personnel costs from the gross pay. • draw up contracts of employment. • recruit employees in an appropriate way. • apply the appropriate collective contract, start and end employment relationships properly. • register employees with and deregister them from the regional health insurance fund in due time and handle the related operational administration. • train and guide new employees.

<ul style="list-style-type: none"> • Severance regulations • Formulation of references • Management styles, models, concepts • Motivation techniques, instruments • Communication techniques 	<ul style="list-style-type: none"> • draw up duty rosters. • recognise, strengthen and promote the potential of his/her employees. • train employees further. • motivate employees. • delegate. • carry out payroll accounting or select suitable external partners and instruct them to carry out payroll accounting. • review and explain payroll to his/her employees. • inform employees about their rights and duties and control their compliance. • keep and manage work records. • ensure compliance with the legally regulated working hours of the employees and review their records. • pay charges such as social security, municipal tax and wage tax on time. • transfer wages and salaries on time. • make decisions on the termination of employment. • carry out the termination of employment relationships in a professional manner (e.g. observance of the period of notice). • issue employer's references in consideration of the legal requirements. • enforce his/her decisions to his/her employees. • give feedback. • develop solutions to conflicts. • have regular internal communication. • deal with difficult situations. • apply problem-solving strategies.
---	--

8. He/she is able to constantly check, reflect and develop his/her own soft skills, methods and competences and those of the trainers.

KNOWLEDGE	SKILLS
-----------	--------

He/she has advanced knowledge of: <ul style="list-style-type: none"> • learning theories • neurobiological basics of learning • presentation techniques • methods - media competences • social skills • Organisational soft skills • Communicative soft skills • communication processes • Leading employee conversations and perspective discussions • Sector- and company-specific further training offers • personnel development • career planning 	He/she can <ul style="list-style-type: none"> • keep informed about the latest neurobiological findings on learning and education. • recognise his/her further training needs and identify and make use of appropriate offers. • Promote professional and personal development. • motivate employees for further training. • conduct employee and perspective conversations. • develop career plans for employees. • Identify and select appropriate training measures. • Conduct regular team and employee conversations
---	--

9. He/she is able to arrange promotions, support and sponsorships for the training and development programmes of the Center of Vocational Excellence (COVE).

KNOWLEDGE	SKILLS
He/she has advanced knowledge of: <ul style="list-style-type: none"> • Financing of education systems • government support systems such as tax privileges, reduced fees, subsidies, direct promotions • private promotions • sponsoring • certification programmes • Support programmes for participants 	He/she can <ul style="list-style-type: none"> • find out about suitable promotion opportunities. • Regularly prepare submission documents for promotion. • Communicate promotion opportunities to his/her clients. • Identify and contact potential sponsors. • Establish a sponsorship concept.

10. He/she is able to present the Center of Vocational Excellence (COVE) by means of appropriate public relations and to develop and implement target group-specific marketing.

KNOWLEDGE	SKILLS
<p>He/she has advanced knowledge of:</p> <ul style="list-style-type: none"> • Methods of public relations • Marketing methods • Digital and intra-sectoral communication channels as well as target group-specific analogue and digital communication tools (e.g. print, web presence, social media, blogs, direct mailing, sponsoring, promotion) • Networks for communication such as industry representatives, trade magazines, etc. • Definition and analysis of target groups • Demand-oriented training and further education programmes 	<p>He/she can</p> <ul style="list-style-type: none"> • define goals and target group. • present the Center of Vocational Excellence (COVE) through an appropriate corporate design. • establish and develop a positive image of the Center of Vocational Excellence (COVE). • organise the public communication of the Center of Vocational Excellence (COVE) professionally and regularly and carry out high-quality press and media work on a regular basis. • conduct target group specific marketing • identify, establish and develop suitable communication channels that are appropriate for the Center of Vocational Excellence (COVE). • establish social media channels professionally and use them optimally, strategically and regularly. • evaluate PR and communication measures and use them to develop suitable strategies in communication and PR. • professionally build up and continuously develop internal communication, e.g.: through social intranet. • use analogue and digital methods of marketing and information brokerage. • connect the organisation and represent it to the outside.

11. He/she is able to carry out customer acquisition by means of target group-specific communication measures and to implement and further develop professional customer management in the Centre of Vocational Excellence (COVE).

KNOWLEDGE	SKILLS
-----------	--------

<p>He/she has advanced knowledge of:</p> <ul style="list-style-type: none"> • Communication options and types (e.g. social media, direct mailing, sponsoring, promotion) • CMS (customer management systems) and ERP systems • Measures for customer winning • Customer loyalty measures • Target group-specific analogue and digital communication instruments (e.g. print, website, social media, blogs, direct mailing, sponsoring, promotion) • Target group-specific complaint management (dealing with complaints) • communication techniques • customer counselling • Sales techniques and promotion • negotiation techniques • Promotion programmes 	<p>He/she can</p> <ul style="list-style-type: none"> • use analogue and digital methods (e.g. print, online marketing, social media, direct mailing) of communication about education and further education programmes and opportunities. • acquire clients using different methods and communication tools. • inform and advise clients about education and further training programmes and opportunities. • advise clients on financial support options. • Advise clients on individual client wishes and coordinate them with the given requirements. • recognise the client's additional needs and present appropriate options. • Deal professionally with complaints from customers. • Analyse customer requirements. • create and continuously expand functional databases.
---	---

12. He/she is able to build up and continuously develop the infrastructure for e-learning offers in the Center of Vocational Excellence (COVE).

KNOWLEDGE	SKILLS
<p>He/she has advanced knowledge of:</p> <ul style="list-style-type: none"> • E-learning methods • E-learning providers and platforms • electronic and digital media • content sharing • online lectures • blended learning • Multimedia learning methods 	<p>He/she can</p> <ul style="list-style-type: none"> • inform themselves about different providers of e-learning systems. • Research financial aspects. • Establish appropriate collaborative partnerships for e-learning systems. • Select appropriate e-learning tools for the Centre of Vocational Excellence (COVE). • Select user-friendly e-learning platforms. • Implement e-learning tools. • Integrate e-learning methods into didactic and pedagogical concepts. • Adapt e-learning to the target group and educational content.

	<ul style="list-style-type: none"> offer customers contact persons or cooperation partners for e-learning problems.
--	--

13. He/she is able to implement, build and develop a suitable ERP system for the establishment and continuous operations of the Centre of Vocational Excellence (COVE).

KNOWLEDGE	SKILLS
<p>He/she has advanced knowledge of:</p> <ul style="list-style-type: none"> Types of ERP systems 	<p>He/she can</p> <ul style="list-style-type: none"> inform themselves about the advantages and disadvantages of the different ERP systems for the Center of Vocational Excellence (COVE). Select and implement a suitable ERP for the Center of Vocational Excellence (COVE).

Syllabus and hour overview

ONLINE_Train the trainer form 12th to 14th January 2022

Train the trainer – learning outcomes

Teaching units in hours

Train the trainer – learning outcomes		Teaching units in hours	
1.	He/she is able to build up and manage the organisation/company as a Centre of Vocational Excellence (COVE) in a professionally founded manner, taking into account sustainable entrepreneurial aspects.		is required
2.	He/she is able to grasp and take into account the fields of education law and education policy when establishing the Centre of Vocational Excellence (COVE) and developing training and further education programmes.		is required
3.	He/she is able to network efficiently and comprehensively with important stakeholders/contact persons of the Green Economy sector.	2	Networking methods and tools
4.	He/she is able to systematically acquire the subject areas and challenges of a green economy sector and, based on this, develop training and further education objectives coordinated with the sector. <ul style="list-style-type: none"> Methods of selecting topics from the meta-level to the level of implementation 	2	Research and survey methods and tools
5.	He/she is able to build and manage teams and project groups.	1	Teambuilding method
6.	He/she is able to establish and further develop cooperations for subject-specific projects in education and training <ul style="list-style-type: none"> Best case – Development of the WIFI Styria for Energy and Environmental Technology 	2	Cooperation models
7.	He/she is able to select and professionally manage suitable trainers and staff for the different training and further education programmes and/or areas of work.		is required
8.	He/she is able to constantly check, reflect and develop his/her own soft skills, methods and competences and those of the trainers.	1	Methods/tools for reflection and further development
9.	He/she is able to arrange promotions, support and sponsorships for the training and development programmes of the Center of Vocational Excellence (COVE).	2	not in train the trainer in Januar 2022
10.	He/she is able to arrange promotions, support and sponsorships for the training and development programmes of the Center of Vocational Excellence (COVE).	1	Methods and tools of PR, public relations and marketing
11.	He/she is able to carry out customer acquisition by means of target group-specific communication measures and to implement and further develop professional customer management in the Centre of Vocational Excellence (COVE).		is required
12.	He/she is able to build up and continuously develop the infrastructure for e-learning offers in the Center of Vocational Excellence (COVE).	2	not in train the trainer in Januar 2022
13.	He/she is able to implement, build and develop a suitable ERP system for the establishment and continuous operations of the Centre of Vocational Excellence (COVE).	2	not in train the trainer in Januar 2022
Total hours of ONLINE Train the trainer		15	

Implementation report

Done by:

Sophie Bernet,

Heidi Bichler-Ripfel,

Katharina Kemeter

Institut für angewandte Gewerbeforschung

Table of Contents

Participants.....	23
Implementation.....	23
Agenda.....	24
Qualification of the trainers	27
Experience	27
Photos.....	28

Participants

In the testing of the training program, 41 participants from the different CoVEs from seven countries took part. Most of them were project managers.

Implementation

Because of the ongoing COVID-19 pandemic, the training had to take place online via Zoom in January 2022.

The training was held on three days, January 12-14, 2022, each day from 09:00 a.m - 1:00 p.m.. The content planning, input and implementation was done by Heidrun Bichler-Ripfel, Katharina Kemeter and Sophie Bernet from the Institut für angewandte Gewerbeforschung der Wirtschaftskammer Österreich.

These three days comprised theoretical inputs in the form of PowerPoint presentations (also held by project partners), but the main focus was on creative exchange, brainstorming and joint development of different topics of the participants from different COVES.

In order to make the online seminar as creative and varied as possible, the online tool "Mural" was used. At the beginning of the first day of the seminar, there was a short training session so that all participants could work well with it over the next three days. This was an important requirement for the success of the seminar, as the participants worked together online in small groups. Mural makes it possible to work together on a whiteboard at the same time and also in different groups at the same time. In this way, each Cove was able to work together on an individual whiteboard.

The focus was on the one hand on the theoretical input of the trainers on the 6 deepenings of the Cove Management tasks and on the other hand on an active exchange in the Coves themselves and between the different Coves. Good practices were also presented by different partners.

Since the focus of the workshop was primarily on the topic of management, a curriculum was first presented in this regard. Afterwards, the 6 following deepenings of Cove Management were dealt with intensively.

- I. Network with stakeholders/contacts in the field of green economy
- II. Identifying the issues and challenges in the green economy sector and developing coordinated educational and training goals
- III. Creating and managing teams and project groups

- IV. Establishment and further development of cooperations for subject-specific projects in VET and further education
- V. Constant review, reflection and further development of soft skills, methods and competences
- VI. Advertising COVEs through suitable PR and implementing target group-specific marketing

The 6 deepening were divided into 2 parts, with one part being discussed on day 2 and one on day 3 of the workshop. Part 1 consisted of the deepening 1-3 and part 2 of deepening 4-6. For each management deepening first a presentation was held, followed by a question and answer session, an exercise and if necessary also a reflection. The exercises were different for each deepening, so that the content just presented could be presented again in a practical way, but also strengthened and tested. Surveys were conducted, team games were tested and soft skills were practiced.

The exchange among the Coves was also an important point in these online seminars. On the one hand, there was a lot of input for discussion and time for discussion in the Coves themselves among themselves. On the other hand, the Coves could also exchange with other Coves and discuss questions and experiences together. Also a common conclusion of all Coves and participants together has taken place.

Agenda

The agenda of the training on January 12th -14th 2022 was as follow:

Wednesday, January 12 th 2022		
09:00 – 09:30	Welcome and introduction	PP13 IAGF All
09:30 – 10:30	Good Practice presentation CoVE Graz, Austria	PP14 WIFI
30 Minute Coffee break together via Zoom		
11:00 – 12:00	Good Practice presentation CoVE Hamburg, Germany	PP1 HP
12:00 – 13:00	Group work per CoVE in Breakout Rooms	All
	1. What is the current state of the CoVE?	Moderation by PP13 IAGF

	<p>2. What can we learn from the best practices and use for our CoVE?</p> <p>3. What other ideas and goals do we have for our CoVE?</p> <p>4. What help and trainings do we need for our CoVE?</p> <p>Short summary of the discussion by each CoVE coordinator</p>	CoVE coordinators
Conclusion of day 1		

Thursday, January 13th 2022		
09:00 – 09:10	Welcome and summary of day 1 Clarification of open questions	PP13 IAGF All
09:10 – 09:45	CoVE management tasks <ul style="list-style-type: none"> a) Management level b) Teaching staff c) Administration and supervision 	PP13 IAGF
09:45 – 10:05	CoVE management methods and tools	PP1 HP
10:05 – 11:15	Work in 4 groups in Breakout Rooms (English, German, Polish, Latvian) <ul style="list-style-type: none"> a) Assessment of management methods and tools b) What other tools do you use and can you recommend? What tools and platforms for international collaboration can be used? c) What kind of tools are missing? How can existing tools be improved? How can international collaboration be enhanced? 	All
	Presentation of the group discussions	All
15 Minute Coffee break together via Zoom		
11:30 – 12:00	Deepening of CoVE Management tasks	PP13 IAGF

12:00 – 12:20	a) Network with stakeholders / contacts in the field of green economy	
12:20 – 13:00	b) Identifying the issues and challenges in the green economy sector and developing coordinated educational and training goals	
	c) Creating and managing teams and project groups	
Conclusion of day 2		

Friday, January 14th 2022		
09:00 – 09:20	Welcome and summary of day 2 Clarification of open questions	PP13 IAGF All
09:20 – 09:50	Deepening of CoVE Management tasks d) Establishment and further development of cooperations for subject-specific projects in VET and further education	PP13 IAGF
09:50 – 10:30	e) Constant review, reflection and further development of soft skills, methods and competencies	
10:30 – 11:15	f) Advertising CoVEs through suitable PR and implementing target group-specific marketing	
15 Minute Coffee break together via Zoom		
11:30 – 12:45	World Café in two rounds 1. Each COVE works with the digital posters created during the first day and collects and discusses questions that have arisen during the Train-the-Trainer 2. The coordinators of each CoVE remain in the Breakout Room each while all other participants join other CoVEs to get updated about the other COVEs, to ask	Moderation PP13 IAGF All

	questions and to bring in their suggestions	
12:45 – 12:45	Feedback and evaluation of Train-the-Trainer	PP13 IAGF PP1 HP
Conclusion of Train-the-Trainer		

Qualification of the trainers

The trainers have a lot of experience in the field of trainer training, marketing and management. The chosen methods and contents were well received by the participants. Despite these comprehensive topics and the fact that the seminar had to be conducted online, it was possible to create an entertaining and interesting seminar. Due to the division of the Cove Management tasks into 2 parts with 3 topics each, it was possible for one trainer each to concentrate on one topic and by complementing all trainers, to communicate the input in the best possible way.

Sophie Bernet (curriculum vitae attached)

With the background of numerous socio-pedagogical trainings and trainer trainings Sophie Bernet was able to establish especially the "togetherness" also in online form in the train the trainer.

Katharina Kemeter (curriculum vitae attached)

As a digital native of Generation Z, Katharina Kemeter was able to explain the uncomplicated use of digital tools to the older generation in an understandable and self-explanatory way. The training and use of the "Mural" tool in the online train-the-trainer program made a significant contribution to enabling both content-related and personal exchange via the Internet.

Heidrun Bichler-Ripfel (curriculum vitae attached)

As head of the IAGF, Heidrun Bichler-Ripfel has many years of experience of training in the field of management and marketing, especially in small and medium-sized enterprises. This experience has been integrated into the trainings, especially for the area of marketing.

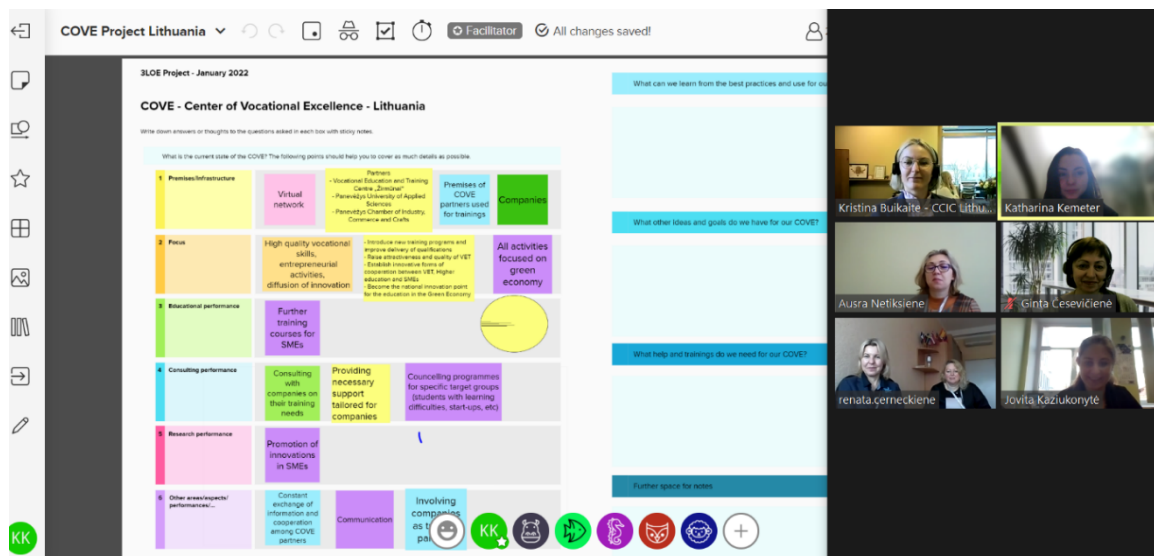
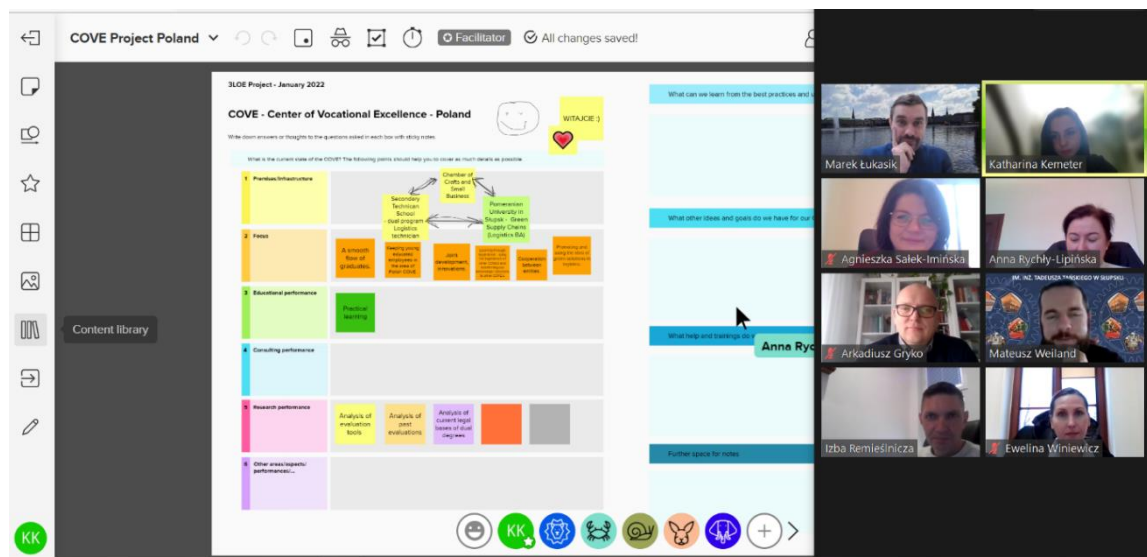
Experience

The difficulty with this online event was the lack of personal exchange during the breaks, as personal exchange is very important in EU project. Therefore, it would be important in online seminars to give even more time for small group discussions in the breakout rooms. Despite a lot of scheduled time for this, there were a few times when there was not enough time.

Despite this, the feedback from the participants was positive throughout. The evaluation report can be found below.

Photos

The following photos were taken while working together with the Mural tool.



Evaluation

Done by:
Hanse Parlament

Table of Contents

Introduction.....	30
Evaluation concept.....	32
Questionnaire.....	34
Results	35

Introduction

Evaluating the training, teaching and learning has been an emerging issue in the 1980's when it was actively researched within several disciplines like education, pedagogics, psychology and organizational sciences. During the 1990's the enthusiasm flagged, but the interest woke up again in parallel with the waves of refugees and immigrants arriving to the Europe. The needs to include newcomers to the hosting society, to teach local culture, habits and language, and to train professional skills to comply with the local requirements have highlighted the importance of developing new teaching and training methods. These new methods and tools in teaching and training should be compatible with the requirements set by cultural diversity of both the refugees and immigrants, and the societies more or less voluntary receiving the incomers.

Furthermore, during the past two decades the western countries have met - in addition to enormous flood of settlers - another phenomenon that challenges the education system: The post-war baby boom generation reaches age of retirement. This has two consequences, both requiring the answers from school systems. Firstly, the western countries should have a capability and capacity to educate and train more and more nursing personnel to cover both the vacuum left by those retiring, and to answer to the needs of ageing population. Secondly, these countries should be capable to renew their education systems to be able to satisfy the needs of business, to be able to train skilled labor and to be able to educate more persons that are both capable and willing to create their career as entrepreneurs and to continue the work of retiring entrepreneurs. If this fails, the consequences for European economy might be fatal or even disastrous.

This challenges not only schools and universities or teachers and trainees, but also those developing the courses and teaching and training methods used in the courses. Evaluating the learning of trainees, used methods and the impact of these methods on the learning would help teachers, designers and analysts to improve the methods.

The aims and targets of the evaluation are context dependent issues. Thus, in ideal world, the courses, the methods used in the courses and the means to evaluate the outcome of the course, the learning of trainees and the efficacy and success of the methods should be designed together so that the whole course is seen as main process inside which the training and evaluation are parallel subprocesses. This would be the best way to ensure that exactly those goals set to this unique program are measured during the evaluation. In this case "Train the Trainer" -training program has been planned parallel with the planning of the evaluation.

Train the Trainer

The Train the Trainer program has been developed to respond to the challenges faced by those who aim to develop centres of vocational excellence, perform all coordination and management functions, and organize day-to-day operations to deliver qualifications in vocational education and training and higher education with a high level of competence. At the same time, the qualifications are to be combined with targeted innovation support for SMEs in the green economy. Management skills, the use of specific tools, organizational and procedural processes as well as communication and cooperation skills are trained. The focus is also on conveying best practices, exchanging experiences and practicing in role plays and group work.

The target group of the program is manager, administrative staff, lecturers and consultants from (or delegated by) chambers, universities, vocational schools and other partners. The planned duration of course is 2 days, 8 lessons per day. Each lesson lasts 45 minutes. Methods used in lessons will be lectures, teaching talks, working in small groups, case studies and examples from real world. Material used during the teaching consists of e.g. information material (basics & backgrounds, thematic introductions etc.), presentations, questionnaires, question guides, checklists, analysis results, good practice examples and so on.

Evaluation of courses including gained results and found problems is essential to be able to develop further the existing training programs as well as to consider the experiences gathered from these programs when building new curricula. The evaluation process of each course has been designed hand in hand with the course itself.

When evaluating courses, the goals and real results should be compared. This is not always possible or fair and just. The evaluation should be targeted only to such measurable issues on which the designer, teacher, facilitator or student himself has an impact. Evaluating the impacts of training programs against the presented main goals would require large societal research including the recording of the initial situation before starting the programs and the long-term follow-up research in which the conducted interventions and actions (In this case new forms of training and education) and their impacts on change of variables is followed. The final conclusions can be drawn just after some years or after decades. In this project this is not possible and the whole evaluation process must be rethought and simplified.

The most important variables, on point of view of achieving the goals set, are the motivation

Common steps of evaluation



Figure 1: Evaluation process

of student, the support he gets, the relevance of issues in curricula, the quality material and training and the ability of facilities to support training and learning. Although most of the variables presented above are so called soft variables, which can't be measured directly by

targeting the measurement tool to some point or phase in the process, they can be assessed indirectly by assessing the feelings and comments of participants and other stakeholders.

The assessment of feelings and comments can be done with many alternative tools, e.g. surveys, interviews and follow-up studies in which a researcher follows lessons and training in practice and observes the students and teachers collecting comments and registering e.g. the atmosphere in the classrooms and during the training in the workplaces.

In this case the experiences and comments of participants will be surveyed by simple questionnaire with questions approaching the common impressions, the applicability of facilities, the relevancy and importance of each issue and the experienced quality of each lesson and material used.

Evaluation concept

The objective of the evaluation is to determine whether the goals of the program will be achieved in the implementations evaluated, and how the program has impact on student's career and opportunities.

The type of the evaluation follows standard course evaluation methods, i.e. formative, process and outcome evaluation, the latter only partial:

- The formative evaluation will provide feedback to the curriculum designers, developers and implementers to ensure that designed and implemented courses really meets the needs of the intended audience, i.e. assure or improve the quality of program. Formative evaluation and analyses will answer to the following questions:
 - Were the goals and objectives suitable for the audience?
 - Were the training methods and course materials appropriate for the audience?
 - Should the program or some part of it be developed further and if, how?
 - Furthermore, formative evaluation also provides information that benefits the development of the program, facilities and timing.
- The process evaluation will provide information concerning the training and lectures, like asked questions and verbal feedback.
 - Process evaluation answers the question "What did you do?"
 - It focuses on procedures and actions used to produce results.
 - Process evaluation takes place during the training delivery and at the end of the training.
 - The co-organizer (Responsible for the course)
 - monitors the training,
 - describes the training process as a whole, and
 - records the findings into the written report.
- The outcome evaluation tries to find out how the knowledge, attitudes, and behaviors of the audience developed. It takes a long time to find out the outcomes of the

education and training, so in this stage only the main topics participants are able to do at the end of training, will be assessed.

The evaluation process will be as follows:

1. Semi-structured questionnaires will be created for the participants (Appendix A)
2. Time for the survey (approx. 15 minutes) will be allocated in the end of the course
3. In the beginning of the course the co-organizer (Responsible for the course) will inform participants about the evaluation and its importance for further development actions
4. The co-organizer (Responsible for the course) distributes the questionnaires to the participants to be filled in before leaving the course. The purposes of the questionnaire and how the data will be used should be explained clearly to the participants. This will help to improve the response rate and encourage them to make comments that can be useful to improve future programs.
5. The participants complete the questionnaires and return them to the co-organizer.
6. A questionnaire will be created for the lectures of the Train the Trainer Seminar (see Appendix B). Lectures complete this survey form directly after the seminar.
7. The co-organizer collects the questionnaires from the participants and from the lectures and deliver them to the evaluator.
8. The evaluator compiles all feedback and summarizes written analysis on the evaluations and developed recommendations for curriculum and future use.

The evaluation approach will be based on a combination of qualitative and quantitative methods. The Microsoft Excel package will be used to transcribe the feedback and interviews. Open questions will be categorized, and qualitative analysis of the groups will be done.

The final evaluation report will give insight into the following issues:

- Did the curriculum reach the targets?
- How well was the knowledge creation and sharing realized?
- Did the participants assimilate knowledge and tools?
- Was the venue and equipment appropriate for the training course?
- What kind of further development will be needed, if any?

Schedule of the evaluation

The schedule of the evaluation should be matched to the phases of the curriculum. There is no sense to evaluate the course before the students have a true and fair view of the course, its phases and contents. Thus, the survey will be conducted in the end of the course.

Questionnaire

3LoE Train-the-Trainer "Personnel and Center Management" feedback survey

Dear Train-the-Trainer participant,

Thank you for taking time to fill out this feedback form on the "Personnel and Center Management" Train-the-Trainer (TTT) workshop, that was developed by PP13 IAGF and tested online on January 12-14th, 2022 in the frame of the Erasmus+ project "3LoE". This survey is anonymous and will take approx. 5-10 minutes.

1. General Assessment

	absolutely agree	somewhat agree	neither agree nor disagree	somewhat disagree	absolutely disagree
The TTT met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The TTT was useful for my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this training course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Content and Methods

	fully agree	somewhat agree	Neither agree nor disagree	somewhat disagree	disagree
The content of the TTT was interesting and informative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The methods of the TTT were suitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training contents were relevant to my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect to use the knowledge and skills gained from this training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Lecturers/Trainers

	fully agree	somewhat agree	neither agree nor disagree	somewhat disagree	disagree
The lecturers/trainers were communicative, friendly and approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lecturers/trainers were goal- and result-oriented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lecturers/trainers were competent and well prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lecturers/trainers responded well to questions and queries from the participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Organization

	fully agree	somewhat agree	neither agree nor disagree	somewhat disagree	disagree
The overall organization was good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall atmosphere of the train-the-trainer was good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training venue and environment was comfortable and conducive to the learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The duration of the training was appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am very satisfied with the training and would recommend it to other counsellors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Is there anything else you would like to share?

Results

In the following, the results of the evaluation of the “training program for personnel and center management” developed by PP13 IAGF are presented. The training program was tested online on January 12th-14th, 2022.

In order to evaluate the training program for personnel and center management, an online survey (Attachment I) was created that was shared with the training participants at the end of the training.

26 people responded to the feedback survey.

1. General Assessment

	ABSOLUTELY AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	ABSOLUTELY DISAGREE	TOTAL	WEIGHTED AVERAGE
The TTT met my expectations.	57.69% 15	30.77% 8	3.85% 1	3.85% 1	3.85% 1	26	1.65
The TTT was useful for my work.	53.85% 14	30.77% 8	11.54% 3	0.00% 0	3.85% 1	26	1.69
I would recommend this training course.	53.85% 14	15.38% 4	26.92% 7	0.00% 0	3.85% 1	26	1.85

2. Content and Methods

	FULLY AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	TOTAL	WEIGHTED AVERAGE
The content of the TTT was interesting and informative.	53.85% 14	34.62% 9	3.85% 1	3.85% 1	3.85% 1	26	1.69
The methods of the TTT were suitable.	65.38% 17	15.38% 4	11.54% 3	3.85% 1	3.85% 1	26	1.65
The training contents were relevant to my needs.	42.31% 11	26.92% 7	15.38% 4	11.54% 3	3.85% 1	26	2.08
I expect to use the knowledge and skills gained from this training.	53.85% 14	23.08% 6	19.23% 5	0.00% 0	3.85% 1	26	1.77

3. Lecturers/Trainers

	FULLY AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	TOTAL	WEIGHTED AVERAGE
The lecturers/trainers were communicative, friendly and approachable.	76.92% 20	19.23% 5	3.85% 1	0.00% 0	0.00% 0	26	1.27
The lecturers/trainers were goal- and result-oriented.	65.38% 17	23.08% 6	11.54% 3	0.00% 0	0.00% 0	26	1.46
The lecturers/trainers were competent and well prepared.	76.92% 20	23.08% 6	0.00% 0	0.00% 0	0.00% 0	26	1.23
The lecturers/trainers responded well to questions and queries from the participants.	65.38% 17	26.92% 7	3.85% 1	3.85% 1	0.00% 0	26	1.46

4. Organization

	FULLY AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	TOTAL	WEIGHTED AVERAGE
The overall organization was good.	80.00% 20	16.00% 4	4.00% 1	0.00% 0	0.00% 0	25	1.24
The overall atmosphere of the train-the-trainer was good.	88.00% 22	12.00% 3	0.00% 0	0.00% 0	0.00% 0	25	1.12
The training venue and environment was comfortable and conducive to the learning process.	60.00% 15	20.00% 5	16.00% 4	0.00% 0	4.00% 1	25	1.68
The duration of the training was appropriate.	65.38% 17	23.08% 6	7.69% 2	3.85% 1	0.00% 0	26	1.50
Overall, I am very satisfied with the training and would recommend it to other counsellors.	65.38% 17	19.23% 5	15.38% 4	0.00% 0	0.00% 0	26	1.50

5. Other remarks

1. *I liked that we had to work with mural every day. It provided opportunity not only to acquire the tool itself but also interact with other partners and especially spent some time together in national teams. Good dynamics, supportive and friendly atmosphere, trainers' commitment and interaction with each other during training. Well done!*
2. *The most interactive and exciting 3 days meeting ever. Partner PP13 IAGF - You did Your VERY BEST. Compliments for creating such a comfortable atmosphere. You rock!*
3. *Frankly, I didn't expect the training to be so interactive, interesting and useful. Huge thanks to the hosts! Great job! Waiting to meet everyone in Vienna!*
4. *The inputs collected are many and highly interesting. grounding the results, proposing predeveloped tools to be applied to the COVEs could help to make the inputs concrete.*
At
national level there is a risk of watering down the inputs too much and not getting results. Thank you for the wonderful atmosphere, focused and relaxed at the same time...human relations are the most important things. I agree
5. *Many compliments for the organisation even if in tricky times!*
6. *I think we should allow more time for open discussion on specific topics, especially connected with our COVEs, the successful stories and challenges (and possibly solutions, which we could all work together on.*
7. *Congrats to Austria for the nicely organized seminar!*

Attachments

The following further attachments can be found in the [3LoE project's Google Drive](#):

1. Introduction
2. Power Point presentation day 1
3. Power Point presentation day 2
4. Power Point presentation day 3
5. Mural COVE Austria
6. Mural COVE Germany
7. Mural COVE Italy
8. Mural COVE Latvia
9. Mural COVE Lithuania
10. Mural COVE Poland
11. Mural COVE Spain
12. Mural Icebreaker
13. Pdf on deepening management tasks