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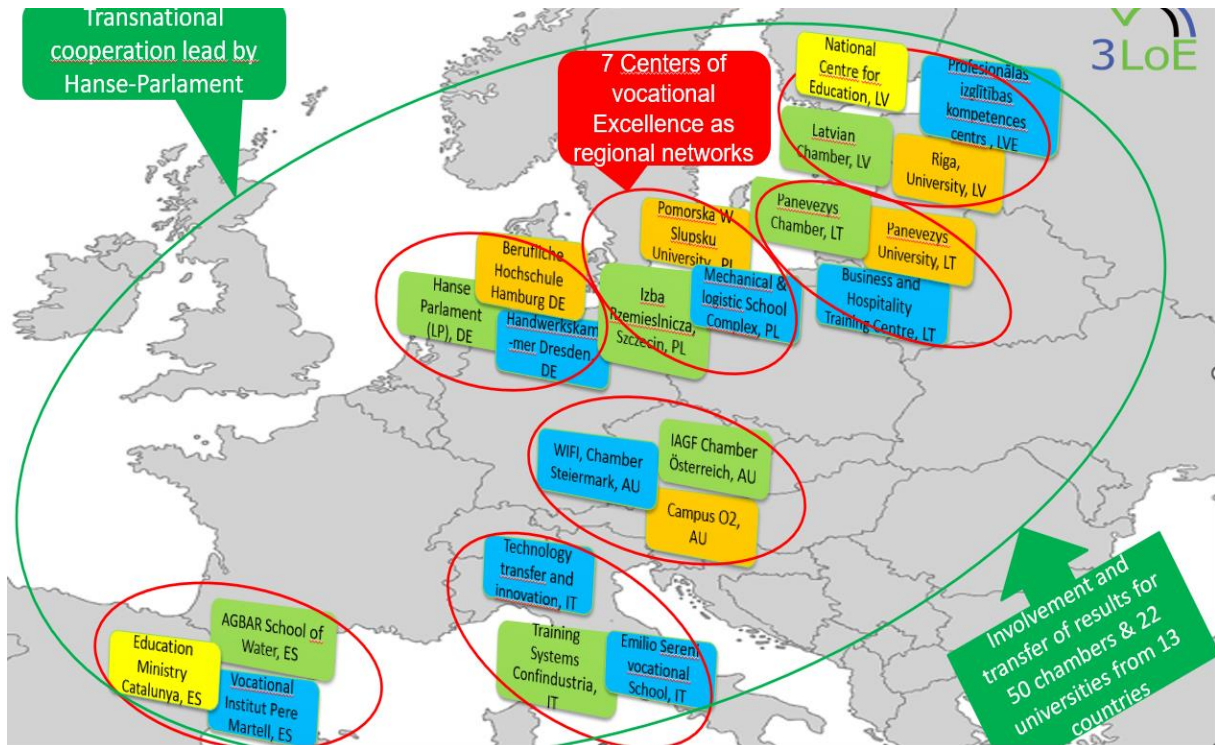
Tool for vocational guidance and training for teachers and consultants



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Partner



Language

English

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1 Introduction

1.1 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 programme, 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 programme 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 programmes "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 programmes.

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.

1.2 About the Tool for vocational guidance and training for teachers and consultants

In order to provide guidance to pupil and students on their vocational path, a tool for vocational guidance and qualification counselling has been developed together with a training for teachers and consultants on how to use this tool. The tool and the training have been tested and evaluated. As Result 3.1 Tool for vocational guidance and training for teachers and consultants, the tool, the implementation reports of testing the tool as well as the curriculum for the teacher and consultant training, implementation and evaluation are summarised.



2. Tool for vocational and qualification counselling

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2.1 Introduction to the TVQ

Within the framework of the above-mentioned project, the final version of the TVQC is presented below, based on the feedback and assessments of the participating project partners. There are no special changes in the structure and basic considerations compared to the previously developed concept. Editorial notes and changes are given in a few places. However, the number of items in Part D was shortened due to individual feedback. In this context, feedback also emphasized that attention should be paid to any necessary country-specific adaptations before using the tool.

Overall, the tool was used successfully. In individual cases - as expected - country-specific adjustments were necessary. The following statements from counsellors who have tested the tool underline the basic suitability of the tool for vocational and qualification counselling.

- “The tool is clear and easy to apply. It's quite similar to other tools I've used in my work. Self-assessment form needs to be adapted to the individual country-specific situation. It is important to give students clear and comprehensive instructions and explanations before they start.”
- “This is a nice tool to use with young students (16-19 years). The procedure is clear and easy to implement. The individual counselling (feedback to the participant) took longer than we planned, so next time we will allow more time for this part.”

2.2 Central information about the TVQC

2.2.1 Procedure, target group and objective

For the general vocational and qualification counselling in the project, an instrument for the self-assessment of participants will be developed and used in a first stage, which can be carried out either paper-based or electronically (online). The central target group should be (rather) younger participants of Generation Z (born between 1995 and 2010) who have already completed compulsory schooling and may already have had their first work experience. The individual parts of the self-assessment were developed with this target group of school leavers and young adults in mind. An attempt was made to compile as comparable an intersection of important information of the target group as possible for all project partners in the tool. The possibility for project partners to make their own additions in some places was also taken into account. Some more details are given in the following.



The three-stage tool can also be used for further education and career planning, e.g. for entrepreneurs, employed persons or university graduates, with minor adjustments to the content. According to the current opinion of the authors, no fundamentally new headings or parts A - J (to be explained later) are necessary for this. However, extensions or reductions can be made in the individual parts if necessary.

With the help of this tool, important personal prerequisites, personal and social competences, professional interests and other key data are to be identified in a multi-stage process for a qualified guidance process. The use of this tool is at the beginning of a possibly longer guidance process. Experts in the field of vocational and qualification guidance are to obtain initial important information about the participants through their self-assessment.

With their self-assessment, the participants provide important information for the experts for a further step. The counselling and education experts analyze the completed self-assessment and evaluate the information especially with regard to possible occupational fields, general occupational interests and ideas.

In the last step, individual counselling/support for the participants is provided based on the previous self-assessment of the participants and based on the analysis as well as evaluation of the self-assessment by the experts.

The aim of this instrument is to give the participants individual and qualified feedback from the experts. In doing so, the experts are to point out concrete possibilities for qualified training or another qualification path (possibly studies) or employment.

2.2.2 Content and structure

With the self-assessment, a participant should provide information about him/herself in the following areas:

- Demographic information, educational background and personal and social skills and interests (parts A to E).
- Previous professional experience (parts F and G)
- Perception of future professional position and activities (part H)
- Job-related needs and expectations (Part I)
- Vocational visions for the future and opportunity to provide more information (Part J and K)

In the above-mentioned parts, the participants must provide various information in standardised, partially standardised or free-text form.

In the above-mentioned parts, the participants have to provide various information in standardised, partially standardised or free-text form.

Parts A to F contain common questions and items that include a lot of personal information and information on (initial) professional experience.

The participants should also consider in parts H, G and I what ideas, wishes or needs they have for a future professional position. Part I contains many points that characterize Generation Z.

Part J gives the participants the opportunity to discuss their professional goals.



Further information that the participants think is important for the experts can be given in Part K. The participants can also give the experts a kind of list of their career goals.

From this extensive information, the experts get a relatively concrete impression of how the individual participants assess themselves. They can use the information to develop initial considerations for concrete counselling of the participants.

Opportunity of country-specific additions to individual parts of the self-assessment

Some parts of the self-assessment have an optional field. This field is intended to give the various actors in the project partner countries the opportunity to make their own country-specific additions. In principle, the authors cannot include in advance all points that might be of interest to the individual project partners in a consultation process. With the optional fields, a country-specific adaptation of individual parts of the self-assessment is very well possible.

2.3 The TVQC Questionnaire

Self-assessment tool for vocational and qualification counselling

Development of the self-assessment with the possibility of supplementation by project partners.

A. Personal information

Individual country-specific addition by project partner (optional):
E.g., home address, name of the last school attended ...

My name	
My date of birth	
...	
...	

B. What is your highest level of education?

No school leaving certificate, basic knowledge	
Some lessons, no degree, conditional knowledge	
School attendance up to approx. 16 to under 18 years, good practical knowledge	
School attendance up to 18 and beyond, school leaving certificate, solid knowledge	
University or vocational qualification, advanced knowledge or bachelor's, master's or PhD level	

C. What do you think of your language skills in addition to your native language?



	No knowledge	Beginner	Basic	Good	Very good, fluent
National language					
English orally					
English in writing					
Any other languages? Please specify:					

D. How do you rate your personal and social skills or abilities?

	++ fully applies	+ partially applies	- partially does not apply	-- does not apply	- ? - don't know
I am a person you can rely on. (Reliability)					
I like to learn new things. (Willingness to learn)					
I am able to complete work items in a timely manner. (Willingness to perform)					
I also do time-consuming work to the end. (Endurance)					
I cope well with difficulties and problems. (Load capacity)					
I do tasks accurate and carefully (Care)					
I can concentrate very well and do not allow myself to be distracted. (Ability to concentrate)					
I can work well on my own. (Independence).					
I can accept criticism of my performance and behavior. (Critical ability)					
I can work well with others. (Ability to work in a team)					
I am polite and friendly to others. (Manners)					



I can handle difficult situations. (Conflict ability)					
I accept the view of other people. (Tolerance)					
Other activity, namely.....					

Individual country-specific addition by project partner (optional):
...

E. What are you particularly interested in...?

... in your free time	
... at your school	

Individual country-specific addition by project partner (optional):
...

F. How many years of professional experience in a company do you have?

No work experience	
Some weeks but less than a half year of professional experience	
0,5 - 1 year of professional experience	
More than 1 year of professional experience	

G. Have you ever done an internship? If so, where, when and what did you like/not like?

where	when	I liked...	I did not like...

Individual country-specific addition by project partner (optional):

...

H. Professional position in the future.

1. Which position in a company is interesting for you in the future (multiple answers possible)?

	++ very interesting	+ fairly interesting	- not very interesting	-- not at all interesting	? don't know
ordinary worker					
qualified worker					
ordinary clerk; employee					
qualified clerk; employee					
lower executive, manager					
middle executive, manager					
high executive, manager					
Self-employed or entrepreneur					

2. What kind of job do you find interesting? (Multiple answers possible)

	++ very interesting	+ fairly interesting	- not very interesting	-- not at all interesting	? don't know
Commercial activities.					
Craft activities					
Activity in the social / helping area					
Service activities					
Self-employed					



Other activity, namely.....

Individual country-specific addition by project partner (optional):
 ...

I. What is particularly important to you in relation to a specific position in a company?

Put maximum five of the following topics in order (most important = 1, second most important = 2, etc.)

Item	Rank (from 1 to 5)
Existence of planned and systematic training or induction	
fixed working hours	
Possibility to work independently	
Extensive customer contact	
Clear separation between work and private life	
Presence of a personal contact person at the workplace	
Make a lot of money	
Regular feedback	
Intensive teamwork	
International work	
A company car	
Other topic, namely ...	
Other topic, namely ...	

J. Professional goals in the future

What are your long-term goals in the job?

(Free text answer)

Individual country-specific addition by project partner (optional):
 ...

**K. What else would you like to tell about you to people who would like to advise you on vocational training and qualification?**

(Free text answer)

Thank you very much for your self-assessment!

2.4 Information on the three-stage consultation process

2.4.1 Stage 1

The first part of the counselling process consists of planning and carrying out the counselling using the TVQC questionnaire.

The transition to the second stage is relatively smooth and should be flexible. At the end of the first stage or before the start of the second stage, the experts should evaluate the self-assessment of a participant. At least 30 minutes should be set aside for this per participant. During this evaluation, the experts should get a first impression of the participant and record particularly important information that will be discussed intensively with the participant in the second stage. This special information can include, for example: clearly recognisable professional ideas, special wishes, but also major discrepancies between wishes and reality with regard to professional ideas.

2.4.2 Stage 2

In the second stage, experts and participants look at the results of the self-assessment together. For this purpose, the individual parts of the self-assessment can be discussed successively and the experts can ask questions. If necessary, the participant explains his answers and information with further information. Overall, there should be a constructive dialogue between experts and participants and not a search for "right answers".

Depending on the participant, the constructive dialogue between experts and participants can vary in length. A larger amount of time should be flexibly planned for the second stage; even though it may vary greatly from person to person, approx. 1 - 2 hours should be planned for this.

Due to the interlinking of the stages of the tool, it cannot be ruled out that during the second stage the experts already start thinking about the further counselling of the participant. This is especially true if the experts have extensive information and knowledge about the participant's career options.

The information given below is aimed at experts who already have experience and competences in the field of career guidance and/or educational counselling with the target group "school leavers and young adults". The following prerequisites should therefore be present in the experts.

2.4.2.1 Prerequisites of the consultants

- Skills and experience in vocational guidance
- Knowledge of the training and employment market
- Knowledge of local and, if applicable, supra-regional guidance networks for career guidance and counselling
- Experience in counselling the relevant target group "school leavers and young adults".
- Knowledge of the career ideas of different generations, especially Generation Z.
- Knowledge with the evaluation of surveys, ideally in the context of a self-assessment of the target group

In this second stage of vocational and qualification counselling, the experts (maximum two) should first evaluate and analyse the participants' self-assessment. The aim here is the systematic preparation for later individual consultation with the respective participants.

The reason for limiting the number of experts to a maximum of two is that a larger number could prevent the individual participant from presenting himself or herself as authentically and openly as possible and from engaging in the counselling process without reservations.

In other project contexts with comparable counselling instruments, the experience was made that a larger group of experts on the part of the participants tended to be perceived as a kind of board of examiners or audit committee in the broadest sense.

In the course of planning and organising the entire counselling process and the specific counselling appointment, it must therefore be prevented that a participant develops the feeling of an examination situation when carrying out the self-assessment. This should be pointed out again and again when contacting the individual participants.

In the analysis of the content of the self-assessment, particular attention should be paid to the concrete points of reference that a participant provides for vocational and qualification guidance through his/her answers or self-assessment.

Particular attention should be paid to analysing whether a participant's statements provide a comprehensible and appropriate picture with regard to his or her previous schooling and - if available - vocational training, his or her competences, interests and own ideas of a vocational activity.

It can be concluded that there has been little or no examination of one's own professional possibilities and limits, for example if

- there are only limited school qualifications,
- few or no professional experiences have been made,
- there are hardly any concrete ideas about one's own competencies and abilities, and
- at the same time, a relatively high management position is desired, for which earning a lot of money is also stated as the highest priority.



As a rule, VET professionals are able to carry out such a consistency check and use it as information in the course of the feedback interview in the third stage to present realistic and feasible proposals for a further VET pathway.

Distinction between consistency check and matching (conceptual distinction)

The following distinction is important as an overarching conceptual differentiation for levels two and three, even if level three is only presented in a differentiated manner at the end of this chapter for reasons of presentation.

Consistency is generally understood here to mean a large degree of agreement between two sets of data. Within the framework of the consistency check proposed here, the experts should compare the existing data (i.e. the information provided by a participant from the self-assessment) with other available data that provide concrete information about the prerequisites and job requirements that trainees or skilled workers should have. Depending on the possibilities of the experts and depending on the involvement of suitable networks, a matching process can also be carried out or at least initiated on the basis of a consistency check.

Matching is generally also understood to mean a comparison of data; however, in this case it is in the narrower sense about concrete job requirements that are matched with applicant profiles. In the development and use of self-assessment, however, a concrete job in a concrete company is not yet a mandatory prerequisite for the design of the self-assessment or the subsequent counselling process. Nevertheless, a participant provides important information about him/herself that can be used for VET guidance and possibly also for a matching process.

However, the question of which specific training place or job in a specific company a participant might be interested in must be put into perspective for factual and systematic reasons for the design of an instrument (in the sense of the self-assessment) that encompasses all project partner countries. This is because the counselling process initiated by the self-assessment for all project partner countries cannot replace specific on-site career counselling in the narrower sense, but can initiate, accompany or supplement it if necessary. The counselling process initiated by the self-assessment can above all offer a well-founded introduction to basic vocational education counselling for all project partners.

It is by no means excluded that at the end of such a counselling process there could also be a concrete placement of a training place in the sense of a successful matching. However, the result could also be that the participant (e.g. school leaver) has not yet developed a concrete idea of a training place in the self-assessment and is rather at the beginning of a dynamic career orientation phase. Only after going through this career orientation phase can a concrete own idea of occupational activities and associated training places be developed.

As a result of an open counselling process, however, placement in training or employment would not be possible, but rather support and counselling with regard to a more in-depth career orientation - both would thus be possible. Even with representatives of Generation Z, it is not unlikely that they have not yet developed a concrete training or job perspective after completing their school career, which would be needed for matching in the narrower sense. This possibility should also be considered by the experts.



Based on these considerations, the information that a participant provides in the context of his or her self-assessment is not necessarily suitable for already being able to determine a concrete training place or a concrete job in a company in the sense of matching. And that is precisely why the available data from the self-assessment should (initially) be subjected to a consistency check and not be viewed as data with which (only) specific training positions or jobs can be identified.

Information on where on-site a participant can receive further support in terms of vocational and qualification guidance can also be part of a result.

If the experts have intensive contacts with training companies, pointing out opportunities to complete a traineeship or, if applicable, to apply for a training place can also be an important part of an outcome of the third-level guidance, which is described below.

2.4.3 Stage 3

In view of the above explanations and differentiations, the experts from the project partner countries should be able to offer a suitable, preferably specific offer of support and advice in time for the second stage, oriented towards the individual prerequisites, needs and ideas of the participants in the self-assessment.

As a rule, they will make use of their local contacts and networks. With their support, they will be able to provide the participants with suitable e.g. career guidance offers, training places or jobs or, if necessary, further education or qualification offers.

It is important that this third stage is recognisable as an independent guidance and support process. In the run-up to this process, the experts should get a concrete picture of which vocational opportunities actually exist for the respective participant. It may be necessary to inform and use known or new contacts in the relevant networks after the second stage. On the part of the participant, this stage should also be perceived as independent counselling and support. Depending on the outcome of the second stage, this process can also include several sub-processes, so that further meetings and exchanges are necessary. The time required for the preparation, implementation and follow-up of this stage is difficult to plan. It can last from a few hours to several days (with interruptions). The project partners will have to develop their own time plans based on their own experience.

2.4.3.1 Evaluation of the results of the second stage and possible results of the consultation of the third stage

After a phase of internal consultation and discussion between the two experts, the participant is informed about the considerations the experts have come to and what further steps they propose.

Ideally, the considerations and further steps are prepared and made available to the participant in an understandable way.

In this part, too, any questions the participant may have about the results and the next steps should be answered. It should also be communicated to the participant that the results of the assessment could be used again at a later point in the guidance and counselling process,



especially in the event that a person familiar to him or her from the guidance process either changes or other persons are also involved in the guidance and counselling process.

Furthermore, the issue of data protection and the confidential handling of all personal data in the entire guidance process should be explicitly pointed out to the participants once again.

As a rule, career guidance organisations have their own quality assurance concept or comparable procedures and instruments for the secure handling of personal data. Reference can also be made to this existing quality assurance.

The result of the individual counselling should help the participant to better assess his/her possibilities and limits for his/her further career path.

2.4.3.2 Further suggestions on the process and procedure of the consultation

- At least one expert in career and qualification guidance must know the results of a participant's self-assessment and be able to use them as a basis for entering the guidance process in the third stage.
- The participants should have been sufficiently informed about the procedure and the goal of the guidance process at the beginning of the whole process at the latest. The issues of data protection and anonymity should also have been clarified. Questions from participants on this should have been answered.
- The feedback on the content of the results of the self-assessment should be planned as an explanation with the possibility to ask further questions and questions of understanding. This part is about taking stock and reflecting the results to the participant. If there are any ambiguities, they should be clarified.
- In the further course of the counselling process (in the sense of the consistency check described in the concept), the information from the self-assessment should be checked to see whether or not there are already reasonably concrete and suitable vocational ideas, especially about training or employment in a company.
- In addition, the results that suggest that there are still few or no concrete ideas about vocational training or employment should be discussed and deepened.
- After the detailed feedback discussion and the clarification of open questions as well as any necessary deepening of information, this part of the counselling process is completed.
- In individual cases, it may be necessary to arrange further counselling appointments where points that have not yet been clarified can be discussed and deepened.



3. Training for teachers and consultants on the TVQC

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3.1 Introduction

In September 2021, the Train-the-Trainer Seminar (TT-Seminar) took place to train consultants, VET experts and university representatives as part of the 3LoE project. 41 participants were present during the two-day event in Hamburg. Nine participants were connected online from Latvia, Austria, Italy and Spain. 38 participants took part in the subsequent evaluation.

As a result of the evaluation, the participants expressed a high overall level of satisfaction with the organization, content and implementation (see evaluation results below).

The testing and implementation experience informed the final curriculum of the train-the-trainer training for the use of the consulting and qualification instrument TVQC (Assessment Tool).

3.2 Objectives and didactic-methodological background of the Train the Trainer Seminar (TT-Seminar)

3.2.1 Central objectives of the TT seminar

- Presentation of the conceptual foundations and in particular the three-phase process of the consultation on the basis of the TVQC questionnaire.
- To demonstrate the particular need to consider the three phases in a very differentiated way over time.
- Presentation of the structure and the main objectives of the consulting process and the possibilities of using the assessment tool.
- Identification of special features of the target group "Generation Z"
- Identification of the requirements for consultants when using the assessment tool

3.2.2 Selected didactic-methodological backgrounds

In the context of the TT seminar, the general conditions are basically comparable to those in other seminars that are part of the continuing education or training of adults. Essential framework conditions and partly design factors are the target group, the selection of content and the methodology.



3.2.3 Target group

In comparable projects, the target group usually consists of participants with partly comparable, but sometimes also very different educational and experience backgrounds in the field of vocational and academic education. This is characterized above all by the sometimes very different vocational training systems. While many academic standards have been adopted at colleges and universities in the project partner countries due to the European higher education reform (Bologna Process since 1999) and are therefore largely comparable, such a reform has not yet taken place in the field of vocational education and training. As a result, the knowledge and experience background of the target group is rather heterogeneous with regard to the different national professional standards and rather homogeneous with regard to the largely comparable academic standards.

Dealing with the design of a TT seminar always presents a special challenge for planning with a generally heterogeneous target group. On the one hand, the trainer target group would have to have in-depth specialist knowledge and experience with the content to be taught and the assumed target group (especially young adults). This is because the trainers, who are employed in different functions in different vocational or academic educational institutions, are to pass on the content to other target groups who use the TVQC tool (multiplier function of the trainers). On the other hand, especially in the development and dissemination of an individual counselling offer for the later trainers in different countries with possibly different groups of participants or those seeking advice with partly different requirements in a counselling situation. It will be very challenging to create the prerequisites for the use of the advisory instrument and to implement the individual stages of the consulting process on site in terms of organisation and content.

Therefore, an international TT seminar must also create a connection between the comparable (known topics and contents) and the new (new topics and contents or new context). With regard to the content of the seminar in the planning, this challenge leads in particular to the question: Is this content already known to the target group, which is "only" viewed with a new point of view and thus (perhaps) receives a different significance for the target group than before (expansion of existing knowledge). Or is the content "in itself" new and leads to a completely new knowledge among the target group (development of new knowledge).

Only in the first case could a TT seminar be structured in such a way that, on the basis of the specialist knowledge known to all participants (here: planning and implementation of vocational and qualification advice with the assessment tool), the curricular content is "only" thought about the perhaps changed perspectives and so far possibly different priorities in the content. In essence, everyone knows about all technical content.

However, this cannot be assumed in such TT seminars, but it must always be assumed that some, perhaps even many contents are little or not known. And in the worst case, this can lead to a lack of understanding of seminar contents and, if necessary, to a comprehensible overload of the participants. This balancing act should be taken into account when conveying the contents of a TT seminar. In the chapter ***Contents of the TT seminar***, the contents are presented accordingly.

3.2.4 Methodology

For the TT seminar, some basic decisions have to be made about the selected methods. In addition to organizational and temporal considerations, which determine the framework of the method selection, the above-mentioned considerations regarding the target group and the selection of content are decisive for the selection of methods. One of the most important principles in adult education is the consideration of participant-activating methods in order to adequately take into account the diverse and different knowledge and experience background of the target group within the framework of organizational and temporal conditions. This principle is particularly important during the presentation of the essential cornerstones of the three-phase course of the consultation as well as during the presentation of the details of the TVQC questionnaire. Here, attention should be paid to a dialogical form of involvement of the seminar participants.

3.2.5 Design of the seminar room - use of media

The basic requirements for the design of a seminar room and the use of media are usually no longer major challenges in many educational institutions today. Interactive whiteboards, flipcharts, metaplan walls, moderator cases and other utensils are often available in seminar rooms, especially in adult education. The arrangement of the seminar tables and chairs can be changed as required.

Since the experience with the Covid pandemic, special consideration must be given to the question of whether a face-to-face event or a hybrid event will be held in the planning and implementation of the TT seminar. For the implementation of the TT seminar, a hybrid form of interaction was chosen in order to enable participants who were not present in the seminar room to participate. The necessary technical prerequisites should always be created and checked in advance of the event. Due to the intensive commitment and exemplary support of the lead partner, some additional participants were able to participate virtually during the TT seminar in Hamburg and also participate in the discussions via microphone.

3.3 Agenda of the TT seminar

First day: Thursday, September 2nd 2021		
09:00	Welcome and introduction	Dr. M. Hogeforster
Part I: Work-based learning – Dual Vocational Training		
09:30 – 10:30	The dual vocational education and training system a) Presentation b) Discussion	C. Wildt All
30 Minute Coffee break		
11:00 – 12:00	Group work: Roles and tasks of the training institutions	C. Wildt & M. Henke



	Vocational school teacher Entrepreneurs Chambers/associations Presentation & discussion of the results of the group work Summary: Roles and tasks of the training institutions	All
12:00 – 13:00	Strategies for the development of vocational education and educational guidance a) Presentation b) Discussion	Dr. M. Hogeforster All
13:00 – 14:00 Lunch at Baseler Hof		
Part II: Vocational and educational guidance		
14:00 – 14:30	Overview of methods of competence assessment and educational guidance Discussion	Prof. Dr. J. von Kiedrowski & Prof. Dr. U. Schaumann All
14:30 – 15:30	Presentation of the 3LoE three-stage assessment tool Discussion	Prof. Dr. J. von Kiedrowski & Prof. Dr. U. Schaumann All
30 Minute Coffee break		
16:00 – 17:00	Presentation of the tool's first stage "Self-assessment" Discussion of country-specific additions	Prof. Dr. J. von Kiedrowski & Prof. Dr. U. Schaumann All
17:00 – 17:30	Summing up of the day and discussion	Prof. Dr. J. von Kiedrowski & Prof. Dr. U. Schaumann
Free time		
19:00 Project Dinner at Hamburger Elbspeicher – Große Elbstraße 39, 22767 Hamburg		

Second day: Friday, September 3rd 2021



9:00 – 10:00	Presentation of the tool's second and third stage "External assessment" by personal interviews Discussion	Prof. Dr. J. von Kiedrowski Prof. Dr. U. Schaumann All
10:00 – 11:00	Group work: Conducting interviews in small groups Joint evaluation and exchange of experiences on the importance of vocational and qualification counselling for education actors and centres of vocational excellence	Prof. Dr. J. von Kiedrowski Prof. Dr. U. Schaumann All
30 Minute Coffee break		
11:30 – 12:30	Target groups and individual country needs and expectations	Prof. Dr. J. von Kiedrowski Prof. Dr. U. Schaumann All
12:30 – 13:00	Implementation of vocational and qualification counselling in the further project work Discussion and agreement on the further procedure	M. Henke All
13:00 – 14:00 Lunch at Baseler Hof		
14:00 – 14:30	Evaluation Concept for the testing & implementation of the tool	Prof. Dr. J. von Kiedrowski Prof. Dr. U. Schaumann All
14:30 – 15:00	Evaluation and feedback of the training Time for questions and discussion and conclusion of the Train the Trainer seminar	All
15:00 Farewell Coffee Opportunity to discuss other project implementation issues in small groups, or bilaterally		

3.4 Contents of the TT seminar

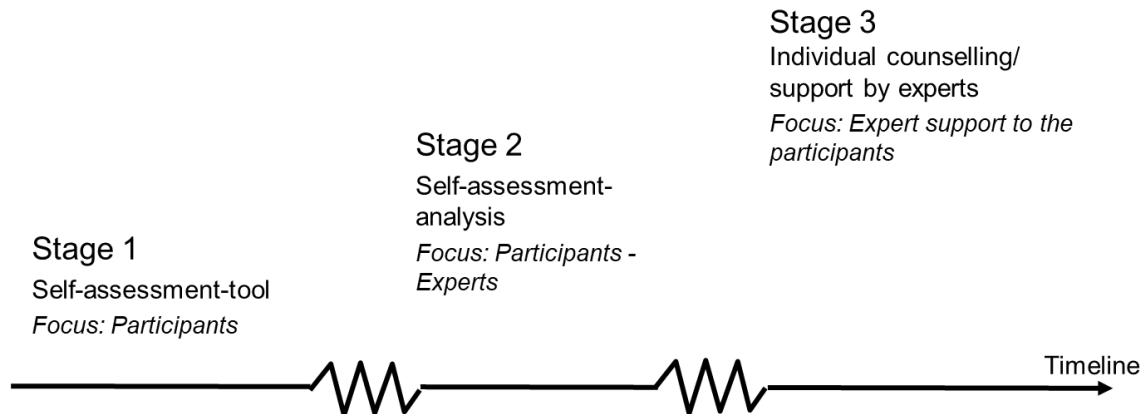
As a central content, the TT seminar first gives a fundamental insight into the design and structure of the consulting process, with which a fundamental general applicability for all project partners is sought. This allows a comparable standard to be created for different consulting situations.

In addition, it is also necessary for the TT seminar to present the objectives, expected target group and the details of the advisory instrument (TVQC questionnaire) as content in order to be able to explicitly point out the need for country-specific adjustments.

Both the three phases of the consulting process and the structure and contents of the TVQC questionnaire represent the core contents of the TT seminar and are presented below.

3.4.1 Phase concept

The structure of the three-phase consulting process is shown below.



Note: Very different periods of time between the stages / phases are possible.

The focus of stage one is on the participants. The organization must enable them to fill out the questionnaire online or offline

The focus of stage two is the analysis and evaluation of the completed self-assessment between participant and expert.

The focus is the expert support to the participant. The identification of specific vocational and professional opportunities.

3.4.2 Target group - participants

In principle, the counselling process and the TVQC questionnaire can be used for different target groups who need vocational and qualification advice. A special focus can be on the target group of Generation Z. For the planning and implementation of the consulting process, the following characteristics of the target group can be specified.

- Young people (adults), who have completed compulsory schooling (school leavers)
- Maybe some have first work experience
- Most of them are (probably) members of the generation z (born about between 1995 and 2010)
- Gen. Z is described for example by the following characteristics
 - They're digital natives
 - The world they live in has never felt safe



- They're health-conscious
- They value their privacy
- They're entrepreneurial and worried about their future prospects

3.4.3 Main objective of the TVQC- Questionnaire

The central objective of using the TVQC questionnaire is to obtain essential information on various demographic aspects as well as on the existing professional experience, knowledge and skills of those seeking advice for the counselling process. Therefore, the TVQC questionnaire is divided into several parts. Many questions or items have been created in a standardized form for better comparability and easy completion.

Individual parts of the questionnaire:

- Demographic information, educational background, personal and social skills and interests (parts A to E),
- Previous professional experience (parts F and G)
- Imagination of future professional positions and activities (part H)
- Job related needs and expectations (part I)
- Professional goals for the future and opportunity to provide more information (part J and K)

3.4.4 Components of the TVQC questionnaire

All components of the TVQC questionnaire presented below should be presented and discussed in the TT seminar. In individual cases, it may be necessary to make country- and/or organization-specific adjustments in the planning of the consulting process. This flexibility is a prerequisite for target group-specific advice.

Self-assessment tool for vocational and qualification counselling

Development of the self-assessment with the possibility of supplementation by project partners.

A. Personal information

Individual country-specific addition by project partner (optional): E.g., home address, name of the last school attended ...	
My name	
My date of birth	
...	



...	
-----	--

B. What is your highest level of education?

No school leaving certificate, basic knowledge	
Some lessons, no degree, conditional knowledge	
School attendance up to approx. 16 to under 18 years, good practical knowledge	
School attendance up to 18 and beyond, school leaving certificate, solid knowledge	
University or vocational qualification, advanced knowledge or bachelor's, master's or PhD level	

C. What do you think of your language skills in addition to your native language?

	No knowledge	Beginner	Basic	Good	Very good, fluent
National language					
English orally					
English in writing					
Any other languages? Please specify:					

D. How do you rate your personal and social skills or abilities?

	++ fully applies	+ partially applies	- partially does not apply	-- does not apply	- ? - don't know
I am a person you can rely on. (Reliability)					
I like to learn new things. (Willingness to learn)					
I am able to complete work items in a timely manner. (Willingness to perform)					
I also do time-consuming work to the end. (Endurance)					
I cope well with difficulties and problems. (Load capacity)					



I do tasks accurate and carefully (Care)					
I can concentrate very well and do not allow myself to be distracted. (Ability to concentrate)					
I can work well on my own. (Independence).					
I can accept criticism of my performance and behavior. (Critical ability)					
I can work well with others. (Ability to work in a team)					
I am polite and friendly to others. (Manners)					
I can handle difficult situations. (Conflict ability)					
I accept the view of other people. (Tolerance)					
Other activity, namely.....					

Individual country-specific addition by project partner (optional):
...

E. What are you particularly interested in...?

... in your free time	
... at your school	

Individual country-specific addition by project partner (optional):
...

F. How many years of professional experience in a company do you have?

No work experience	
Some weeks but less than a half year of professional experience	
0,5 - 1 year of professional experience	
More than 1 year of professional experience	



G. Have you ever done an internship? If so, where, when and what did you like/not like?

where	when	I liked...	I did not like...

Individual country-specific addition by project partner (optional):

...

H. Professional position in the future.

1. Which position in a company is interesting for you in the future (multiple answers possible)?

	++ very interesting	+ fairly interesting	- not very interesting	-- not at all interesting	? don't know
ordinary worker					
qualified worker					
ordinary clerk; employee					
qualified clerk; employee					
lower executive, manager					
middle executive, manager					
high executive, manager					
Self-employed or entrepreneur					

2. What kind of job do you find interesting? (Multiple answers possible)

	++ very interesting	+ fairly interesting	- not very interesting	-- not at all interesting	? don't know



Commercial activities.					
Craft activities					
Activity in the social / helping area					
Service activities					
Self-employed					
Other activity, namely.....					

Individual country-specific addition by project partner (optional):
...

I. What is particularly important to you in relation to a specific position in a company?

Put maximum five of the following topics in order (most important = 1, second most important = 2, etc.)

Item	Rank (from 1 to 5)
Existence of planned and systematic training or induction	
fixed working hours	
Possibility to work independently	
Extensive customer contact	
Clear separation between work and private life	
Presence of a personal contact person at the workplace	
Make a lot of money	
Regular feedback	
Intensive teamwork	
International work	
A company car	
Other topic, namely ...	



Other topic, namely ...	
-------------------------	--

J. Professional goals in the future

What are your long-term goals in the job?

(Free text answer)

Individual country-specific addition by project partner (optional):

...

K. What else would you like to tell about you to people who would like to advise you on vocational training and qualification?

(Free text answer)

Thank you very much for your self-assessment!

3.5 Observations

As part of the TT seminar, it should be pointed out again and again, if necessary and in response to queries from the participants, that all parts of the instrument can be adapted, provided that the basic basis of necessary information for consultants is not changed. In individual cases, parts can also be shortened or modified.

In addition, the trainers are to be informed about the processes within the three phases. In this context, the instrument should be used and reflected on by the participants (e.g., through role plays and application exercises) as part of a training. Differentiated content and organizational information on the three phases is given in the final version of the Tool for vocational and qualification counselling (TVQC).

3.6 Evaluation of the TT seminar

After the train-the-trainer workshop (TTT) workshop, the participants of the training are asked to fill out a feedback form. The feedback from the participants gives important impulses for a possible improvement of the workshop. The participants are addressed as consultants/counsellors. For this purpose, the participants should take on the role of consultants or anticipate the role of future consultants in their local educational institutions.

The following areas are the subject of the assessment.

- General assessment of the workshop
- Content and methods
- Lecturers/trainers
- Organization

The arrangement of the individual areas and the assessment scales used correspond to standard workshop assessments and should be relatively easy to understand. In the last



section of the assessment sheet, the participants have the opportunity to enter further feedback on the workshop in a free text field.

The feedback form is shown below.

3.6.1 Feedback Form – TTT-Participants/Consultants

Please take some time and help us improve the “Train-the-Trainer” (TTT) Workshop by rating the following statements on a scale from 1 (absolutely agree) to 6 (absolutely disagree).

1. General Assessment					
Please rate the statements in the following section on a scale from 1 (absolutely agree) to 5 (absolutely disagree).	absolutely agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	absolutely disagree
The Train-the-Trainer Workshop met my expectations.					
I have been sensitized by the workshop to many things that a counsellor should consider in connection with the TVQC.					
The seminar and the documents help me to understand the requirements as a counselor in the project.					
The workshop has provided important information for me and my colleagues or other experts at home.					
2. Content and Methods					
The content of the workshops was interesting and informative for a counselor.					
The event was varied and informative.					
The training methods were dynamic and attractive.					
The main ideas for using and implementing the TVQC can be transferred to my educational organization.					
3. Lecturers/Trainers					
The lecturers/trainers were communicative, friendly and approachable.					
The lecturers/trainers were goal- and result-oriented.					
The lecturers/trainers were competent and well prepared.					



The lecturers/trainers responded well to questions and queries from the participants.					
4. Organization					
The overall organization was good.					
The overall atmosphere of the workshop was good.					
The training venue and environment was comfortable and conducive to the learning process.					
The duration of the training was sufficient.					
Overall, I am very satisfied with the workshop and would recommend it to other counsellors.					
Is there anything else you would like to share?					
.....					
.....					
.....					

Additional notes

- This feedback sheet should be made available to the participants after the Train-the-Trainer workshop
- The feedback sheet should be filled in digitally through surveymonkey: <https://www.surveymonkey.de/r/3LOE-tool-ttt> (if that is not possible, the responsible partners can collect handwritten questionnaires from the participants and feed the responses into surveymonkey for them)
- The participants of the Train-the-Trainer should fill out the feedback sheet directly after the training or approx. 1 - 2 days later, the Lead Partner (Hanse Parliament) should be notified about the completion of the questionnaire no later than 14 days after the consultation.
- The relevant data protection regulations should be explained to the participants, the anonymity of their information is guaranteed.

3.6.2 General assessment

More than 90% of the following items for the general assessment of the seminar were answered with absolutely agree, somewhat agree:

- The Train-the-Trainer Workshop met my expectations.
- I have been sensitized by the workshop to many things that a counsellor should consider in connection with the TVQC.



- The seminar and the documents help me understand the requirements as a counsellor in the project.
- The workshop has provided important information for me and my colleagues or other experts at home.

3.6.3 Assessment content and methods

Also in this part of the evaluation, about 90% or more of the respondents expressed their agreement by ticking absolutely agree, somewhat agree.

- The content of the workshops was interesting and informative for a counsellor.
- The event was interesting and informative.
- The training methods were dynamic and attractive.
- The main ideas for using and implementing the TVQC can be transferred to my educational organization.

3.6.4 Assessment Lecturers/Trainers

The evaluation of the individual items to the trainers of the TT seminar was carried out with a very high approval of 95 – 100% of the answers.

- The lecturers/trainers were communicative, friendly and approachable.
- The lecturers/trainers were goal- and result-oriented.
- The lecturers/trainers were competent and well prepared.
- The lecturers/trainers responded well to questions and queries from the participants.

3.6.5 Assessment Organization

The organization of the TT seminar was also rated very positively by the participants. Here, the two answer options fully agree, somewhat agree accounted for between 95 and 100% of the answers.

- The overall organization was good.
- The overall atmosphere of the training was good.
- The training venue and environment was comfortable and conducive to the learning process.
- The duration of the training was sufficient.
- Overall, I am very satisfied with the training and would recommend it to other counsellors.

4. Implementation of the TVQC

Prepared by:

Joachim von Kiedrowski and Uwe Schaumann,
Berufliche Hochschule Hamburg

4.1 Overview

The tool was tested by the following partners:

Project partner	CoVE	No. of participants
PP2 HWKD	CoVE Germany	7
PP4 CHSZ	CoVE Poland	15
PP7 PMCZ	CoVE Lithuania	15
PP10 LAK	CoVE Latvia	15
PP14 WIFI	CoVE Austria	8
PP20 IPM & PP18 DEGC	CoVE Spain	13
PP21 ES & PP17 SFC	CoVE Italy	28
Total		101

4.2 Implementation reports

The implementation reports by the different partners can be found in the 3LoE project's Google Drive:

https://drive.google.com/drive/folders/1yOy8zqaWWBZbGbpFPPQ8mvONIB_3WZB0?usp=share_link

4.3 Evaluation of the implementations

For the evaluation of the implementation of the TVQC tool, different data was collected from:

- the consultants who use the TVQC-tool for career and qualification counselling
- the participants of the counselling process



4.3.1 Aim and method of the evaluation

The evaluation planned with this concept serves to check the suitability of the “Tool for Vocational Qualification Counselling” (TVQC) as a consulting instrument. In a broader sense, this also includes the planning, organization and the course of the advisory process for the TVQC. In the narrower sense, the “self-assessment sheet” that the participants receive is the core of the TVQC. Thus, the aim of the evaluation is to check the suitability of the TVQC in the broader and narrower sense.

The consultants in the educational organizations of the individual project partners are particularly responsible for the successful use of the TVQC. That is why the consultants are at the center of the evaluation and their assessment and / or feedback on the TVQC is very important.

In the draft of the “Tool for Vocational and Qualification Counselling (TVQC)”, some instructions for the implementation of the counselling by the counsellors have been given. These are not repeated here in order to avoid redundancies. However, knowledge of this draft of the TVQC is required for the participating consultants and those responsible for the educational organization. In addition, the specific implementation of a consultation with the help of the TVQC is necessary in order to be able to use the feedback sheet developed below. A feedback sheet is a common and, in many cases, well-known evaluation tool. It is assumed that the consultants are also familiar with such an instrument. The feedback sheet developed here covers the following areas:

- Planning, organization and course of the advisory process
- Basic structure and content of the TVQC
- Information on how to proceed

The first part is primarily about an assessment of the planning and organization of the advisory process by the educational organization. The consultant's knowledge of the TVQC is essential.

The second part focuses on the structure and content of the TVQC. Here the advisors should also state their assessment of the individual parts of the “self-assessment sheet” that the participants fill out.

The third part focuses on the further procedure of the advisory process. Particularly interesting here is the question whether, after the consultant's evaluation of the “self-assessment”, all points could be discussed and clarified with the participant and thus an end of the consultation process has been reached. In addition, it is also possible that the evaluation of the “self-assessment” between the consultant and the participant does not yet result in the end of the consultation process, but rather that further counselling activities will be continued.

4.3.2 Feedback Form - consultants on the use of the TVQC

(For the use of this feedback sheet, concrete knowledge of the information on the "Tool for vocational and qualification counselling (TVQC)" and initial experience with the use of the TVQC are required. It is also useful to have a printout of the TVQC while answering of the items available.)



1. Planning, organisation and procedure	fully agree	some-what agree	neither agree nor disagree	some-what disagree	disagree	don't know
1. I am satisfied with the planning and organization of the consultation from my educational institution.						
2. I have received all the necessary information on the procedure and use of the "Tool for Vocational and Qualification Counselling (TVQC)" from my educational institution before the consultation begins.						
3. The process of the entire consultation situation based on the TVQC is understandable for me.						
4. Overall, I feel well prepared for my educational institution to use the TVQC.						
5. I have carried out a consultation based on the TVQC at least once.						
6. In my opinion, the following things could be improved within the framework of planning and organization.						
2. Basic structure and content of the TVQC (Self-assessment form)	fully agree	some-what agree	neither agree nor disagree	some-what disagree	disagree	don't know
7. The basic structure of the self-assessment with the individual parts A to J is good.						
8. The basic contents of the self-assessment are good.						
9. The possibility of being able to make individual additions to some parts of the self-assessment is good.						

3. General assessment of the individual parts of the self-assessment form (not considering any individual additions by the educational organization)				
	too extensive	exactly fitting	too little	don't know
10. Part A (personal information) is basically ...				
11. Part B (highest level of education) is basically ...				



12. Part C (language skills) is basically ...						
13. Part D (personal and social skills / abilities) is basically ...						
14. Part E (particular own interests) is basically ...						
15. Part F (professional experience in company) is basically ...						
16. Part G (internship) is basically ...						
17. Part H (professional position in future) is basically ...						
18. Part I (particularly important in relation to a specific position) basically ...						
19. Part J (professional goals in future) is basically ...						
20. Part K (what else to tell about you ...) is basically ...						
21. What I, as a consultant for the implementation of the Tool of Vocational and Qualification Counselling, would like to share.						
4. Information on procedure	fully applies	rather applies	partially applies	applies little	does not apply at all	don't know
22. As part of the evaluation of the "self-assessment", all important points could be discussed and clarified with the participant (end of the consultation process).						
23. Following the evaluation of the "self-assessment", the consultation process continues with the participant.						
24. Further experts are to be called in to continue the advisory process.						
25. In my opinion, the consultation process so far has led to good results for the participant.						

Implementation notes for the use of the feedback sheet for consultants

When using the feedback sheet, the educational organizations should pay particular attention to the fact that...



- the consultants had sufficient time to familiarize themselves with the contents and the process of the “Tool for vocational and qualification counselling” (TVQC) before a specific consultation situation.
- the consultants have the opportunity to deal in detail with a participant's completed “self-assessment form”.
- the feedback sheet should be filled in digitally through surveymonkey: <https://www.surveymonkey.de/r/3LOE-tool-consultants> (if that is not possible, the responsible partners can collect handwritten questionnaires from the consultants and feed the responses into surveymonkey for them)
- the consultants were able to carry out a specific consultation situation in line with the project idea with the TVQC.
- the feedback sheet for the consultant can be filled out directly after the evaluation interview or approx. 1 - 2 days later, the Lead Partner (Hanse Parliament) should be notified about the completion of the questionnaire no later than 14 days after the consultation.
- the relevant data protection regulations are explained to the consultants and the anonymity of their information is guaranteed.

4.3.3 Feedback Form - participants on the use of the TVQC

Basic information for educational institutions:

As a further component of this concept for planning and evaluating the implementation of the TVQC, a feedback sheet for the individual participants in the counselling situation is presented below. At the beginning of the consultation process, the participants should be informed that they will receive a feedback sheet following the evaluation interview and that the applicable data protection regulations will be observed. In particular, the participants should be assured that their information will be treated confidentially. It should also be conveyed that the feedback sheet is not an examination of the participants. As a reason for filling out the feedback form, the 3LoE project and the special role that the participants play in this European project can be briefly explained. Even if it is important for the evaluation in the project that as many participants as possible in the advisory process fill out the feedback sheet presented below, participation is of course voluntary. This aspect should also be made clear to the participants in advance.

1. General information on the participant			
Year of birth	<input type="radio"/> before 1975	<input type="radio"/> 1975 – 1979	<input type="radio"/> 1980 – 1984
	<input type="radio"/> 1985 – 1989	<input type="radio"/> 1990 – 1994	<input type="radio"/> 1995 – 1999
	<input type="radio"/> 2000 – 2004	<input type="radio"/> 2005 or later	
Gender	<input type="radio"/> female	<input type="radio"/> male	<input type="radio"/> non-binary



Highest level of education	<input type="radio"/> No school leaving certificate, basic knowledge <input type="radio"/> Some lessons, no degree, conditional knowledge <input type="radio"/> School attendance up to the age of 14, school leaving certificate <input type="radio"/> School attendance up to the age of 18, school leaving certificate, solid knowledge <input type="radio"/> School attendance beyond the age of 18, school leaving certificate, solid knowledge <input type="radio"/> University or vocational qualification, advanced knowledge or bachelor's, master's or PhD level
Work experience	<input type="radio"/> No work experience <input type="radio"/> Some months but less than a year of professional experience <input type="radio"/> 1-3 years of professional experience <input type="radio"/> 3-5 years of professional experience <input type="radio"/> More than 5 years of professional experience

2. Type of implementation					
I had the following version of the self-assessment form:	<input type="radio"/> paper version <input type="radio"/> electronic version (filled out on a computer/tablet)				
3. Structure and Content of the Self-assessment-form/questionnaire					
Please rate the statements in the following section on a scale from 1 (absolutely agree) to 5 (absolutely disagree).	absolutely agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	absolutely disagree
I found the structure of the self-assessment sheet to be well structured and easy to understand for me.					
I understood the content of the self-assessment sheet well.					
The following parts were particularly interesting for me to deal with the topics described there in self-assessment:	<input type="radio"/> Part A (personal information) <input type="radio"/> Part B (highest level of education) <input type="radio"/> Part C (language skills) <input type="radio"/> Part D (personal and social skills/abilities) <input type="radio"/> Part E (particular own interests) <input type="radio"/> Part F (professional experience in company) <input type="radio"/> Part G (internship) <input type="radio"/> Part H (professional position in future)				



	<input type="radio"/> Part I (particularly important in relation to a specific position) <input type="radio"/> Part J (professional goals in future)
--	---

4. Transparency about the goals, benefits and the handling of personal data as well as inquiries about further advice needs

Before and after the consultation process with the Self-assessment-form/questionnaire

Please rate the statements in the following section on a scale from 1 (absolutely agree) to 5 (absolutely disagree).	absolutely agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	absolutely disagree
On the run-up to the self-assessment, I was informed about the goals and possible benefits of the entire advisory process.					
In the run-up to the self-assessment, I was informed about the handling of my data and information in the counselling process.					
I think that the evaluation interview gave me enough information for my professional situation.					
I think that I don't need any further counselling after the evaluation interview/feedback discussion.					
I think that I will need further advice after the evaluation interview/feedback discussion.					
I would have liked more information from the consultant or another unit in the consultation process on the following aspects:					

5. Summary evaluation of the consultant and the consultation process

Please rate the statements in the following section on a scale from 1 (absolutely agree) to 5 (absolutely disagree).	absolutely agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	absolutely disagree
There was a trusting and constructive atmosphere throughout the consultation process.					
The consultant showed me individual possibilities and ways how I can improve my training situation or my professional situation.					



The consultant responded specifically to my queries.					
Overall, I am very satisfied with the consultation process.					

Additional implementation notes for the educational organization

- This feedback sheet should be made available to the participants after the joint evaluation of the “self-assessment sheet” (individual consultation).
- The self-assessment sheet should be made available to the participant as a blank copy so that some questions can be better understood.
- The feedback sheet should be filled in digitally through surveymonkey: <https://www.surveymonkey.de/r/3LOE-tool-participants> (if that is not possible, the responsible partners can collect handwritten questionnaires from the participants and feed the responses into surveymonkey for them)
- The participants should fill out the feedback sheet directly after the consultation or approx. 1 - 2 days later, the Lead Partner (Hanse Parliament) should be notified about the completion of the questionnaire no later than 14 days after the consultation.
- The relevant data protection regulations should be explained to the participants, the anonymity of their information is guaranteed.

4.4 Evaluation reports

The evaluation reports can be found as PowerPoint presentations on the 3LoE project’s Google Drive:

[https://drive.google.com/drive/folders/1mwR4CJx781nD4tjA6h-UF7ZkGb2_ua?usp=share link](https://drive.google.com/drive/folders/1mwR4CJx781nD4tjA6h-UF7ZkGb2_ua?usp=share_link)