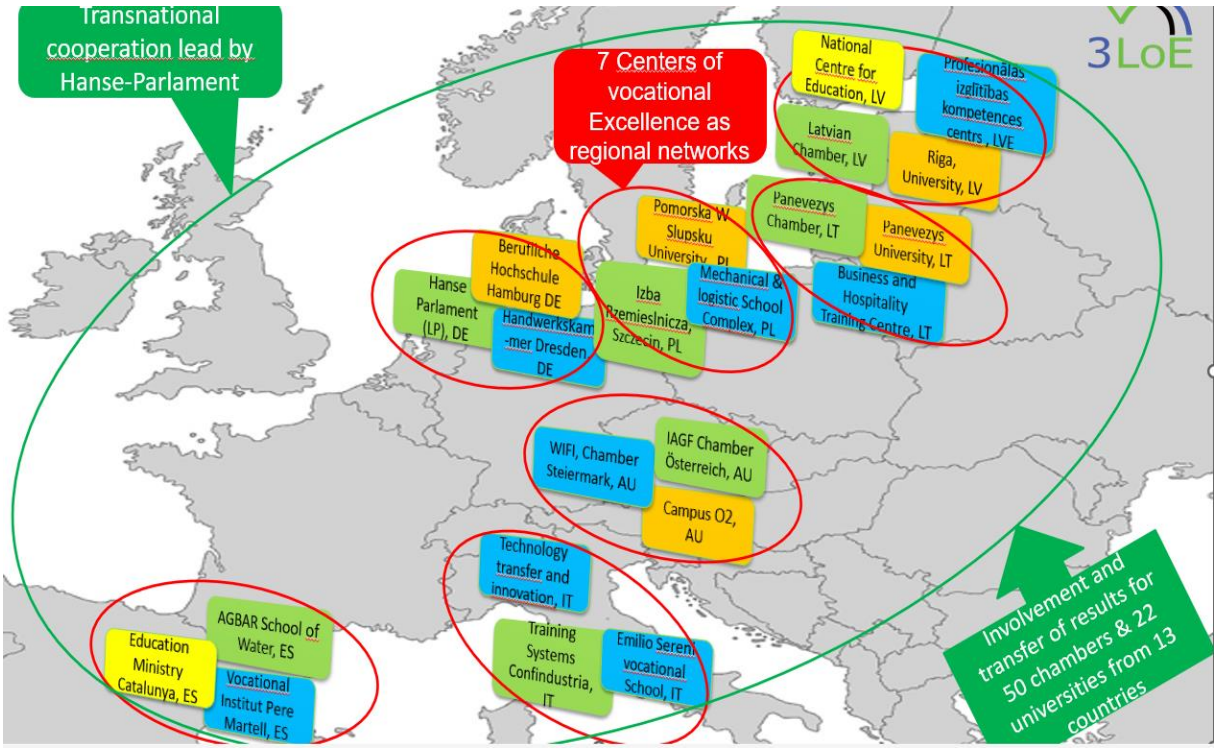
Result 5.4

Train the Trainer Programme for university lecturers and SME consultants

Partner



Language

English

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Summary of the Project and Introduction

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

5.2Transfer 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.

2. About the Train the Trainer Programme for university lecturers and SME consultants

A particular concern of the 3LoE project is to improve the cooperation and exchange between actors in vocational training, further education and the academic education system from the various project partner countries with regard to the provision of green skills and other topics.
This is necessary in order to be able to better understand each other, which e.g. legal, administrative, organizational and curricular or syllabus framework conditions in the individual countries and at the different learning locations for the teaching of theory and practice are available. Knowing the similarities and differences facilitates mutual exchange and thus the development and implementation of a joint educational program.
Cooperation between colleges/universities and SMEs is particularly important with regard to the promotion of innovation and the realization of R&D projects.
Accordingly, a train-the-trainer program for teaching staff from universities and SME consultants was developed, implemented, evaluated and finalized on the basis of the evaluation results. This educational program is characterized by the interlocking of vocational training (representing practice in the broadest sense) and academic training (representing theory and science in the broadest sense).

In future, this train-the-trainer program will be implemented on an ongoing basis by the respective university in each of the seven COVEs, so that well-qualified university teachers and SME consultants are available for cooperation with SMEs.

Concept and Report: Train-the-Trainer program for university lecturers and SME advisors[1]

Project specific background

"*The comprehensive provision of green skills is a key priority of 3LoE. Addressing the challenges of energy, climate and environmental protection, 3LoE establishes Centres of Vocational Excellence on green economy and implements a wide range of vocational education, training and higher education measures concerning green economy, digitalization and entrepreneurship."*[2]

Main deliverables:

"Implementation of dual vocational training in education, training and higher education, with an intensive partnership between the places of learning (companies – centres)"[3]

1. Objective of the train the trainer seminar

A particular concern of the 3LoE project is to improve the cooperation and exchange between actors in vocational training, further education and the academic education system from the various project partner countries with regard to the provision of green skills and other topics.

This is necessary in order to be able to better understand each other, which e.g. legal, administrative, organizational and curricular or syllabus framework conditions in the individual countries and at the different learning locations for the teaching of theory and practice are available. Knowing the similarities and differences facilitates mutual exchange and thus the development and implementation of a joint educational program. This educational program is characterized by the interlocking of vocational training (representing practice in the broadest sense) and academic training (representing theory and science in the broadest sense).

The associated working hypothesis for the train the trainer seminar is:

A comprehensive examination of the possibilities, but also the limits of the interlinking of professional and academic education is a prerequisite for the design and communication of demanding professional and scientific content, such as study course content on the green economy.

Therefore, one of the main goals of the train the trainer seminar is to present the possibilities of interlinking vocational training and academic education in the different project partner countries on the basis of comparable criteria.

[1] Prepared by Prof. Dr. Joachim von Kiedrowski and Prof. Dr. Uwe Schaumann, Berufsakademie Hamburg

[2] Source: https://3-loe.eu/

[3] Ibid

2. Target group of the train the trainer seminar

The target group in such a seminar should consist of representatives of vocational and academic education with extensive experience in the planning and design of vocational education programs and academic study programmes. As experts in their organizations, these representatives are generally familiar with the diverse administrative, legal, organizational, curricular, didactic and other framework conditions when planning and implementing measures, courses or complete educational and study programs. This makes them ideal for analysing, reflecting on and assessing the possibilities for improving qualifications in the field of green economy by interlocking theory and practice. In addition, based on experience, they can assess which framework conditions can and must be changed locally for such an improvement in qualifications.

3. Content and Method

The preparation for this phase of the seminar took place at the end of September/beginning of October 2022 before the meeting in Rome. For this purpose, the organizers of the seminar asked three project partners to prepare the possibilities and limits of the interlocking of theory and practice in their courses or study programs on the basis of various key questions and to present them in Rome. At this point, the representatives of the BHH would like to express their thanks once again for the excellent preliminary work and collegial cooperation with the representatives from Lithuania Jovita Kaziukonyte), Poland (Marek Lukasik) and Latvia (Tatjana Muravska).

In preparation for the seminar, all three project partners received the following information and key questions from the BHH:

Key questions for the presentation of your own study program(s) with reference to the essential topic of the train-the-trainer seminar (non selectivity questions)

"Possibilities and limits of the interlocking of theory and practice - basics, instruments and examples"

1. What are the special features of our study program(s), especially with regard to the interlocking of theory and practice?

2. How is theory and practice interlinked at our university?

- e.g. with regard to the teaching of scientific content in the study programme, (e.g. practical relevance of "theory")
- e.g. in relation to the development of new knowledge in cooperation with practice and the associated transfer into practice (R&D projects, participation and involvement of lecturers and students)
- e.g. in relation to the organization of courses and examinations (e.g. integration of practice for courses and in examinations; timing/coordination with practice, etc.)
- e.g. through the exchange of experts from university and practice (e.g. in institutional networks, in smaller working groups, as an individual exchange of particularly committed people, etc.)

- e.g. in relation to the recognition of qualifications/degrees (academic qualifications/degrees are recognized for professional qualifications and vice versa)
- …

3. Which methods, procedures or instruments do we use for the interlocking? Which approaches or procedures have we tried to integrate theory and practice at our university?

(e.g. networking, visiting trade fairs, setting up working groups, planning and conducting joint events, etc.)

4. Which legal provisions promote or limit the interlocking of theory and practice at our university? In which form?

e.g. our study and examination regulations prevent the participation of practitioners in our university examinations. We have agreements with practice on the joint planning and implementation of courses.

5. What do we understand by "theory" and by "practice" in the sense of the interlocking outlined above.

(No explanation or specifications, but own explanations desired by project partners.)

The project partners answered some of the questions differently and thus made a significant contribution to the understanding of the possibilities and limits of the interlinking of (professional) practice and (scientific) theory for the representatives from chambers, training centers and universities.

- **Analysis phase (II): Comparison of education systems with regard to interlocking of theory and practice**

In the second part of the seminar the representatives of the Berufliche Hochschule Hamburg (university of applied science), formed various points of connection to the previous presentations and supplemented them with further reflections on the interlocking of theory and practice using the example of the idea of study-integrated training at the Hamburg University of Applied Sciences.

Explanations of the central idea and the interlocking of theory and practice in study programmes at the BHH.

The BHH was founded in 2020 to upgrade vocational education in the education system. In many federal states, young people would rather study than do a state-recognised apprenticeship. Apprenticeship places therefore often remain unfilled.

The BHH as a public higher education institution is pursuing a new concept to strengthen vocational and academic education. Many young people ***(target group 1)*** are faced with the decision of study or recognised apprenticeship (vocational training) after general school system. The question cannot always be answered clearly and leads to uncertainty. BHH provides a remedy and offers a path that combines study and apprenticeship ***(legal recognition).*** With the study-integrated training model, both options go hand in hand.

Young people can obtain a double qualification by studying for a Bachelor's degree in combination with an apprenticeship ***(examination and certification)***, and this in a period of only four years. Achievements at three places of learning (university, company and vocational school) are mutually recognised ***(learning places)***. The ***interlocking of contents*** reduces inefficient duplication in different ***courses*** and enables a workload that is oriented towards the classic five-day week.

One of the most important features of study integrated apprenticeship (special type/modification of dual study programme) is the combination of demanding practical skills in the teaching company ***(target group 2)***, broad knowledge of the entire vocational field at the vocational school, and academic skills and scientific methods at the university. The phases at the three places of learning are largely structured in coherent blocks and some university afternoons. Organizational and curricular coordination is one of the most important tasks between the different learning places.

Based on this example of interlinking vocational and academic education, the main comparison criteria can be identified (terms in bold). These played an essential role in the further course of the training. This is because they can be used for the design of a matrix. Using these criteria, the relevant activities and examples from the academic world´, in particular self-conception and framework conditions for the design and implementation of the study program ("theory") and the vocational world, in particular self-conception of the representatives of professional practice (e.g. companies, chambers) and framework conditions for the design and implementation of vocational training) ("practice") in the single project countries can now be used and compared.

Comparison criteria (exemplary)	**„Theory"** (≈ self conception of the university and framework conditions for the design and implementation of the study program)	**„Practice"** (≈ self conception of the representatives of professional practice (e.g. companies, chambers) and framework conditions for the design and implementation of vocational training)
Curriculum/ Syllabus		
Regulations		
Content		
Examination & Certification		
Target group (participants)		
Methodology		
People (network)		
Learning places		

One of the results is an overview and a better understanding of, for example, the legal, organizational and curricular framework in the different worlds. In addition, the matrix can be used as an approach to better understand the different worlds in the different project partner countries.

As a result of the above considerations and preparations, the indicated matrix was developed and used. It represents a systematization grid to enable a comparison between "theory" and "practice" based on the specified criteria. This created a common basis for communication that can be used to place the different perspectives in the project on a common basis. The flexibility of this part of the train-the-trainer seminar was taken into account by the possibility to change or add some criteria if the project partner group considered it useful.

- **Action and reflection phase: Development of examples for interlocking of theory and practice**

In this phase of the seminar, the participants used the previously developed comparison criteria to describe and discuss many examples of how theory and practice can be linked in their educational institutions. Each project group received a prepared flipchart for this purpose. On this flipchart, the participants first reflected on the existing criteria and modified them if necessary. They then considered examples for the matrix, which from the point of view of the 3 LOE project offer particularly good opportunities to illustrate the interlocking of theory and practice. Overall, this phase was characterized by a high level of participation and interaction among all participants.

Some examples of this phase in the seminar:

- **Exchange phase: Finding of commonalities and differences**

In this next phase, the participants were asked to take a tour of the results of the other project partners and discuss them. In order to develop a better understanding of the special features of the theory-practice interlocking in the other project partner country, the respective project partners presented their concrete 3-LoE examples or future possibilities of a theory-practice interlocking in their qualification and education area based on their presentation on the flipchart.

Through this exchange, all participants from the different project partner countries were able to get a differentiated and at the same time project-specific picture of the framework conditions, possibilities and limits of the integration of theory and practice in the other project partner countries. Similarities and differences became directly visible through this exchange and could be discussed more intensively. Due to many discussions, questions and queries, this phase was also very interactive and communicative.

Some impressions of this part of the seminar

- **Presentation and discussion phase: Ideas and Examples for interlocking of theory and practice**

As part of a large round of presentations for all participants at the end of the train the trainer seminar, all project partners presented their examples of the possibilities of interlinking courses or study programs in connection with the 3 LOE project. They paid particular attention to highlighting the special features and typical features of their examples. Overall, through these presentations by the individual project partners, all participants received an insight and overview of the special possibilities, but also the limits of a criteria-guided theory-practice interlocking of their professional and academic educational institutions in the 3 LoE project.

Some impressions of the result presentation phase

4. Conclusion and outlook

An essential and very demanding goal of the Train the Trainer workshop is to improve the mutual understanding of the two multi-layered constructs (academic) theory and (business-related) practice by the respective representatives. This is accompanied by

the search for one or more connecting elements, how the view of theory (academic education in science with its self-understanding) can be constructively connected with the view of practice (vocational education in practice with its self-understanding) for a joint qualification in study programmes. For this connection, the various overarching criteria on theory and practice in particular served in the training, which clarified the differences, commonalities and future potentials of the two qualification systems for the development of.

Special mention must be made of the extremely committed cooperation of the participants, who had to deal with the other qualification systems and the partly very different requirements in a dialogue exchange several times during the training. The challenges were not small. A good working atmosphere and the creation of a team spirit, which could already be built up in the run-up to the training, are effective for the success of such a training. For the future, care should be taken to ensure that all participants first understand the other perspective from theory or practice, so that they can then recognise and appreciate it. In this way, a common basis can be created to break down any existing hurdles and resistance and to build up or expand a complementary educational offer.

Evaluation Concept and Report

1. Concept[4]

The general goal of most evaluations is to provide "useful feedback" to a variety of target groups such as sponsors, donors, customer groups, administrators, employees and other relevant groups. Feedback is usually perceived as "useful" when it helps with decision-making. However, the relationship between evaluation and its effect is not always easy - studies that appear critical sometimes have no impact on short-term decisions, and studies that initially seem to have no impact can be delayed if conditions are met. Nevertheless, there is a broad consensus that the main objective of evaluation should be to influence decision-making or policy-making through empirically based feedback.

1.2 Types of evaluation

There are many different types of evaluation, depending on the object and purpose of the evaluation (in the present case: training). Perhaps the most important basic distinction in evaluation types is that between *formative* and *summative* evaluation. Formative evaluation strengthens or improves the object of the evaluation. So, this kind of evaluation helps to shape the object by examining the implementation of the program (process) or technology, the quality of its implementation and the evaluation of the organizational context, staff, procedures, inputs, etc. Summative evaluation, on the other hand, examines the effects or results of the object. The summative evaluation summarizes it by describing what happens after the delivery of the program or technology. It evaluates whether the object may have caused the result; determines the overall effect of the causal factor beyond the immediate target results and estimates the relative costs associated with the object.

Formative evaluation includes several evaluation types:

- *needs assessment* determines who needs the program, how great the need is, and what might work to meet the need;
- *evaluability assessment* determines whether an evaluation is feasible and how stakeholders can help shaping its usefulness;
- *structured conceptualization* helps stakeholders defining the program or technology, the target population, and the possible outcomes;
- *implementation evaluation* monitors the fidelity of the program or technology delivery;
- *process evaluation* investigates the process of delivering the program or technology, including alternative delivery procedures.

Summative evaluation can also be sub-divided:

- *outcome evaluation* investigates whether the program or technology caused demonstrable effects on specifically defined target outcomes;
- *impact evaluation* is broader and assesses the overall or net effects - intended or unintended - of the program or technology as a whole;
- *cost-effectiveness and cost-benefit analysis* address questions of efficiency by standardizing outcomes in terms of their dollar costs and values;
- *secondary analysis* re-examines existing data to address new questions or use methods not previously employed;

[4] Development based on a successful evaluation concept from Gdansk Technical University

- *meta-analysis* integrates the outcome estimates from multiple studies to arrive at an overall or summary judgement on an evaluation question.

Evaluators ask many types of questions and use a variety of methods during the evaluation process. The methods used are anchored in the summative and formative evaluation.

In **formative research** the major questions and methodologies are:

What is the definition and scope of the problem or issue, or what is the question?

Formulating and conceptualising methods might be used including brainstorming, focus groups, nominal group techniques, Delphi methods, brainwriting, stakeholder analysis, synectics, lateral thinking, input-output analysis, and concept mapping.

Where is the problem and how big or serious is it?

The most common method used here is "needs assessment", which can include: analysis of existing data sources, and the use of sample surveys, interviews of constituent populations, qualitative research, expert testimony, and focus groups.

How should the program or technology be delivered to address the problem?

Some of the methods, already listed, are applied in the present evaluation, as these are detailed methods such as simulation techniques, or multivariate methods such as multi-attribute utility theory or explorative causal modelling; decision-making methods; and project planning and implementation methods like as flow charting, PERT/CPM and project scheduling.

How well is the program or technology delivered?

Qualitative and quantitative monitoring techniques, the use of management information systems, and implementation assessment would be appropriate methodologies.

The questions and methods addressed under **summative evaluation** include:

What type of evaluation is feasible?

Evaluability assessment can be used in the present evaluation, as well as standard approaches for selecting an appropriate evaluation design.

What was the effectiveness of the program or technology?

Identify observation and correlation methods to show whether desired effects have occurred and quasi-experimental and experimental designs to determine whether the observed effects can reasonably be attributed to the intervention and not to other sources.

What is the net impact of the program?

Econometric methods for assessing economic efficiency and the cost-benefit ratio as well as qualitative methods that enable to summarise the entire spectrum of intended and unintended effects.

1.2 Evaluation dimensions

Evaluation literature refers to the “dimensions of evaluation” as process, outcome and impact. These concepts are fundamental that will be described in detail in other contexts.

- Process evaluation

The process evaluation describes and evaluates the materials and activities of the program. Determining the scope and nature of programme implementation is an important first step in examining the results of the programme, i.e. it describes the interventions to which the results can be attributed. The evaluation of results evaluates the performance and effects of the programme.

- Outcome evaluations (see also 8.ii.f and g)

Outcome evaluation studies the immediate or direct effects of the programme on participants. The scope of an outcome evaluation can extend beyond knowledge or attitudes, however, to examine the immediate behavioural effects of programmes.

- Impact evaluation

Impact evaluation looks beyond the immediate results of policies, instruction, or services to identify longer-term as well as unintended programme effects. Very useful reports on this subject have notably been made by the Center for Global Development[5], and by Deloitte Insight Economics.[6]

1.3 Example of evaluation model - Donald Kirkpatrick's 4 levels[7]

Kirkpatrick described 4 levels of training evaluation: reaction, learning, behaviour and results. He identified the four levels as:

- Reaction – a measure of satisfaction (what the trainees/fellows thought and felt about the training); evaluation here focuses on the reaction of individuals to the training or other improvement intervention:
- Learning – a measure of learning (the resulting increase in knowledge or capability); evaluation here assesses what has been learned as measured with end of course tests;
- Behaviour – a measure of behaviour change (extent of behaviour and capability improvement and implementation/application); evaluation here measures the transfer of what has been learned back to the workplace;
- Results – a measure of results (the effects on the institutional environment resulting from the fellows' performance); evaluation here measures (at least tries to) the impact of the training on overall organizational results (in the private sector on business results).

Level	Measurement focus	Questions addressed
1 - Reaction	Trainees's perceptions	What did trainees think of this training?
2 - Learning	Knowledge/skills gained	Was there an increase in knowledge or skill level?
3 - Behaviour	Worksite implementation	Is new knowledge/skill being used on the job?
4 - Results	Impact on organization	What effect did the training have on the organization?

[5] See "When Will We Ever Learn: Improving Lives through Impact Evaluation", May 2006 publication by the Center for Global Development.

[6] See "Impact Monitoring and Evaluation Framework", June 2007 report at www.crcwood.unimelb.edu.au/docs/CRCA_Framework_Background.pdf. [9]
See inter alia www.socialresearchmethods.net/kb/intreval.htm. above.

[7] See notably 1998 edition of his book "Evaluating Training Programs: The Four Levels".

1.4 The concept of the train the trainers' evaluation

1.41 The aim of train the trainers' evaluation

The aim of the train the trainers' evaluation is to improve training design, content and implementation.

1.42 Methodology

First of all, the trainees and their reaction during the training will be evaluated, in particular the following questions should be answered: Did the trainees seem committed and interested, did they ask questions, help them to solve problems that occurred during the training? Did the training location seem suitable? Was the right number of trainees involved? Was the training session the right length?

Second, the trainer work will be evaluated: What worked well? Why? What didn't work out well? Why? Have the training goals been achieved? Does the work of the trainees at the workplace support this? Was the information appropriate during the training? Was the information interesting and appealing? Were there any additional content or resources that would have supported the training? Were the means to support the training adequate? Do the trainees need further training? Are the administrative and accounting requirements fulfilled?

In the present evaluation the four sequential levels of evaluation based on the model of Donald L. Kirkpatrick will be considered. The focus especially lies on two selected levels of Kirkpatrick's method i.e. on level 1 (how do participants react to the training program) and on level 3 (how has the behavior of participants changed after the training program). The main method of the training the trainers is the follow-up training's survey, which is carried out after the training for trainers. It is recommended to give enough time to complete the questionnaire. The post-training survey should measure learning as a result of the training experience, analyse the adequacy of learning objectives, and identify trainees who need additional help in order to specifically improve their learning needs.

In the present evaluation observation will be also used as a method to evaluate the training quality. This observation sheet will be completed by the evaluator for each session.

2. Report[8]

2.1 Introduction

The evaluation is divided into three parts. The first part provides a general assessment of the organisation and course of the TtT seminar from October 20 - 21, 2022 in Rome. The second part focuses on the selected content and the methods. In the third part, the trainers are evaluated. 22 people took part in the evaluation.

[8] Prepared by Prof. Dr. Joachim von Kiedrowski and Prof. Dr. Uwe Schaumann, Berufsakademie Hamburg

2.2 Evaluation of the first part of the evaluation and recommendations

Overall, a high level of satisfaction can be observed among most participants. All items for this were mostly ticked with "strongly agree" or "agree". The two items "The overall training organisation was good" and "The overall atmosphere of the training was encouraging" were rated particularly positively. In addition, the personal benefits of the training for the participants and for other participants were emphasized.

Almost 82% (27.27% strongly agree; 54.55% agree) agree with the item "The training was useful for my work". A slight increase in approval can be seen for the item "I would recommend the training" with a total of just under 91% (36.36% strongly agree; 54.55 agree).

In conclusion, the way of intensive preparation and organizational implementation can be recommended. This requires close coordination between the organisations involved. In addition, the goals and content as well as the participant requirements should be discussed intensively beforehand.

2.3 Evaluation of the second part of the evaluation and recommendations

With regard to the content and methodology, the participant-oriented and organizational design was rated positively in particular. A total of almost 91% agree with the corresponding item "The content was well organised and easy to follow" (63.64% strongly agree; 27.27% agree). Similarly, there is a high level of agreement on the following items:

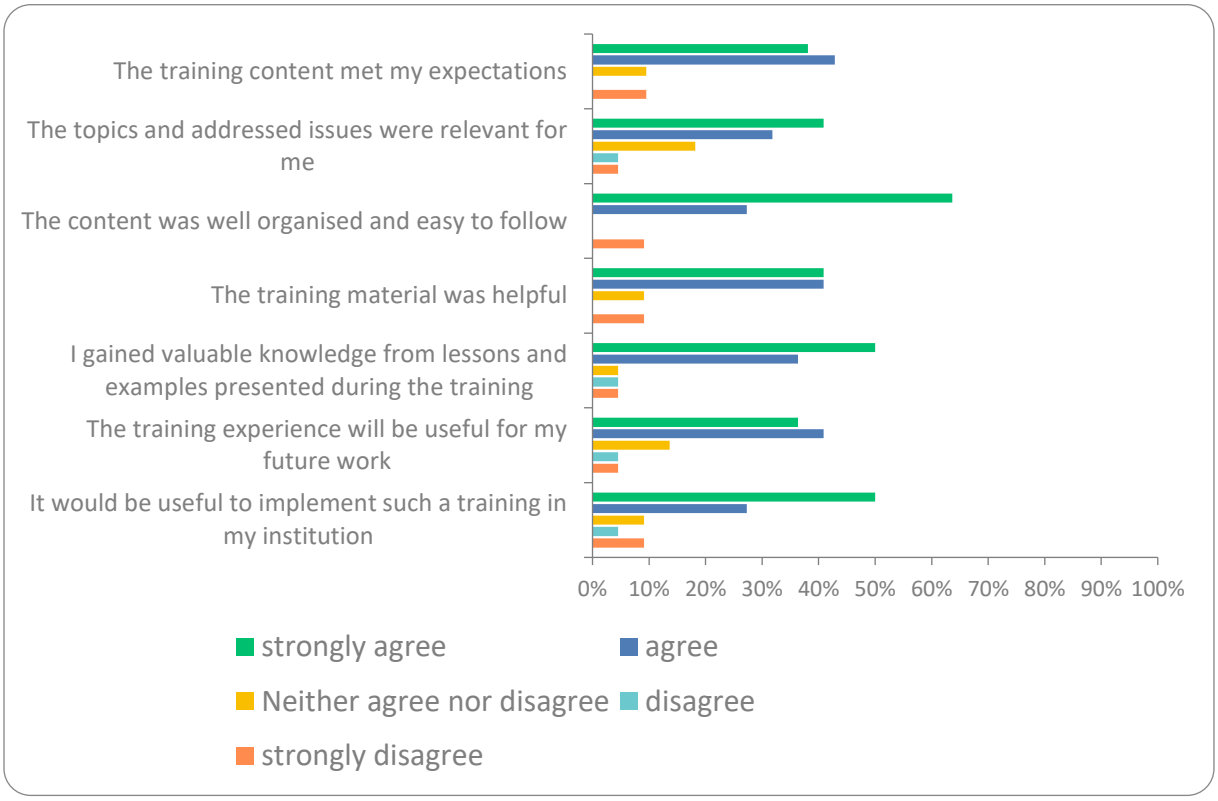
“I gained valuable knowledge from lessons and examples presenting during the training.” (50,0 % strongly agree; 36,36 % agree)

“It would be useful to implement such a training in my institution.” (50,0 % strongly agree; 27,27 % agree)

The latter item is of great importance insofar as the transfer of the training content to one's own organizations is of particular importance in this project. The prerequisites

for a suitable transfer of the training to the project partner countries have thus been created. This is also supported by the fact that the participants' expectations of the content of the training are mostly met (Item: "The training content met my expectations." (38.10% strongly agree; 42.86% agree)).

Future trainers can be recommended to deal intensively with the quite complex content and to plan a participant-oriented design of the training. It should not be ruled out in the preparation that there are also participants in the seminar who have little to do with the peculiarities of the cooperation between theory and practice at the university level. For these participants, an intensive exchange with the possibilities and limits of the interlocking of vocational and university learning venues is very important. For example, in the context of one-on-one interviews during the group work phases, these participants should be more involved.

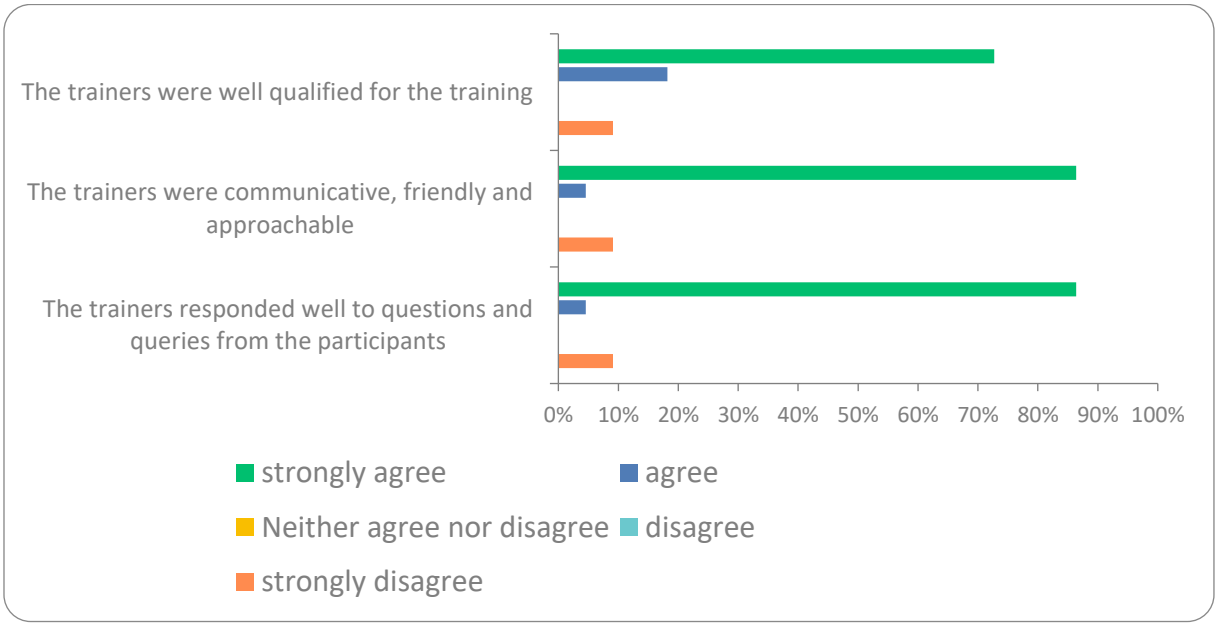


2.4 Evaluation of the third part of the evaluation and recommendations

The overall positive impression of the seminar is also reflected in the evaluation of the two trainers. Almost 91% agreed with the item "The trainers were well qualified for the training." (72.73% strongly agree; 18.18% agree). This high level of agreement even tends to be exceeded by the two items "The trainers were communicative, friendly and approachable" (86.36% strongly agree; 4.55% agree) and "The trainers responded well to questions and queries from the participants." (also 86.36 % strongly agree; 4.55 % agree).

Experience has shown that content preparation is just as important for future trainers as intensive didactic and methodological preparation, which requires a high level of willingness and ability to communicate. Basic knowledge and, ideally, experience in the field of interlinking vocational and university learning venues are helpful here. In

the group work phases, the trainers should regularly try to discuss the open questions in the groups and – if possible – give answers. In any case, it is useful to be aware of the sometimes-different institutional requirements of the participants.



2.5 Conclusion and Limitation of the Evaluation

The entire organisation as well as the preparation and implementation of the seminar received an overall (very) high level of approval from almost all participating project partners.

Unfortunately, due to the anonymization of the data collection, it was not possible to identify the answer option "strongly disagree" that was continuously ticked by two people. Two preliminary assumptions can be made for such a response.

It is possible that two participants are generally dissatisfied for reasons that cannot be determined, or that there is an incorrect interpretation of the polarity of the response scale, in which "strongly agree" may have been confused with "strongly disagree".

Nevertheless, based on the detailed evaluation of the evaluation shown above, the seminar can be rated as extremely successful with the given recommendations. The concept, organisation and implementation of the training could thus be further developed and disseminated on a country-specific basis.