

Result 2.5

Qualification of teachers, counsellors and university lecturers of all project partners



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1. Project Summary and Introduction

The word region is defined as “an area, especially part of a country or the world having definable characteristics but not always fixed boundaries”¹. The Baltic Sea region (BSR) is particularly unique. While the Baltic Sea is the pivotal point defining much of the region’s characteristics and challenges, the countries are also extremely different. Geographically, they are divided between Northern, Western and Central/Eastern Europe, historically, they have been shaped by the East-West divide after the second world war. Nevertheless, given their proximity to the Baltic Sea, they have much in common.

The EU has acknowledged this by issuing the very first macro-regional strategy, the EU Baltic Sea Region Strategy in 2009. As most countries boarding the Baltic Sea were by then EU member states, it can well be considered the EU’s inland sea. The Baltic Sea Region must address current challenges, such as saving the seas, i.e. ensuring clear water, rich and healthy wildlife and clean and safe shipping. At the same time, there are opportunities for a prosperous region through co-operation measures to increase innovation, to deepen the internal market by improving transport systems, to connect energy markets and to jointly fight cross-border crime. This clearly distinguishes the Baltic Sea Region from other parts of the world.

Therefore, “BSR integration is best understood as the way that European integration has been translated into this region, further deepening and leveraging access to the rest of Europe and the markets that the EU provides”²

Over the past 25 years, this region has become a densely integrated, e.g. in the areas of trade, investment, labor mobility, transport and energy infrastructure as well as research collaboration. Furthermore, it demonstrates a broad landscape of robust cross-border organizations and collaborative efforts. Nevertheless, “companies do not look at the Baltic Sea Region as one integrated market in terms of their strategies. For most of them, the region remains a group of individually small markets within the EU, each with its different dynamics, rivals, and often even regulatory rules”³.

Keeping this in mind, the lack of comprehensive regional data collection is surprising. Therefore, as part of the Erasmus+ funded project “Promoting permeability through dual bachelor's programs with integrated initial and further vocational training” (BA&VET), an analysis of the region’s demography, economy, and labour as well as education market has been conducted. The majority of the data is taken from the Eurostat database of the European Union. When needed additional sources, such as the OECD database have been consulted as well.

¹ Oxford Dictionary

² Skilling, David (2018). *The Baltic Sea Economies: Progress and Priorities*. Copenhagen: Baltic Development Forum, p.10.

³ Ibid., p.11

1.1 Project summary

Objectives: What do you want to achieve by implementing the project?

- Increasing permeability between vocational and higher education
- Recruiting universities for tasks of further education in climate and environmental protection
- Providing excellently qualified entrepreneurs, managers and skilled workers and reducing the shortage of skilled workers to meet the challenges in climate and environmental protection
- Strengthening the productivity of SMEs through innovation support and R&D projects
- Promoting cooperation between SMEs and colleges/universities

Implementation: What activities are you going to implement?

- Analyses economy, education and labour markets and qualification needs
- Creation of solution models for 4 project countries
- Development and implementation of Train the Trainer program
- Development and implementation of 2 dual three-stage Bachelor's degree programs and 2 further trainings in climate and environmental protection
- Implementation of R&D projects in SMEs
- Quality assurance for training measures and project implementation
- Dissemination, transfer of results and implementation consultation

Results: What project results and other outcomes do you expect your project to have?

- Result report of the analyses of the economy, education and labour markets and qualification needs
- Solution models for four project countries
- Complete train-the-trainer program
- Module manuals with all documentation for two dual three-stage Bachelor's programs in climate and environmental protection
- Two further education programs in climate and environmental protection
- R&D projects implemented in SMEs
- Quality manual and results reports
- Manual, result videos and broad regional transfer of results

1.2 Objectives, results and target groups

The main objectives of the project are as follows:

- a) Increasing the permeability between vocational education and training and higher education and thus promoting the attractiveness of vocational education and training

- b) Strengthening the recruitment of colleges/universities for the important tasks of continuing education in climate and environmental protection
- c) Providing highly qualified entrepreneurs, managers and skilled workers who, in addition to good theoretical knowledge, also have practical competences, skills and professional experience in climate and environmental protection and reducing the shortage of skilled workers to cope with the very large tasks in the energy, climate and environmental sector.
- d) Attracting entrepreneurs and executives who have all the skills to successfully run a company and perform high-quality tasks in climate and environmental protection
- e) Strengthening the productivity and competitiveness of enterprises through knowledge and technology transfer, promotion of innovation and implementation of manageable R&D projects
- f) Promoting cooperation between SMEs and colleges/universities, strengthening colleges/universities to implement dual courses of study on climate and environmental protection, and promoting entrepreneurship in higher education.

In pursuit of these objectives, the following results will be achieved:

1. Analysis results on the economy, demography, education and labour markets as well as qualification needs in climate and environmental protection
2. Curriculum, Teaching materials, implementation report and evaluation concept and report for teacher training
3. Module handbooks with integrated continuing education, teaching materials, examination regulations, implementation reports as well as evaluation concept and reports for a three-stage dual Bachelor's degree program
 - "Business Administration & Sustainable Management of SMEs"
 - "Management of renewable building energy technology"
4. Concept for promoting innovation by SMEs and evaluation concept and report
5. Concept for innovation promotion of SMEs and R&D projects carried out for SMEs
6. Concepts and report for the evaluation and quality assurance of qualifications and R&D subsidies as well as project implementation, transfer of results, implementations and implementation consultations

The primary target groups of the project are:

- a) School leavers who wish to combine vocational education and training with a bachelor's degree and thus receive excellent employment and professional career opportunities.

- b) Students who are qualified in higher education and university and at the same time in a company and who are highly welcome in SMEs as managers and professionals or as independent entrepreneurs.
- c) Owners, managers and specialists of SMEs who are qualified in continuing vocational training, acquire tailor-made competences and skills for high-quality activities in climate and environmental protection and achieve a recognized continuing vocational qualification.
- d) SMEs that attract suitably qualified young entrepreneurs, managers and specialists, receive innovation funding and carry out R&D projects together with colleges/universities.

The project addresses the following secondary target groups (beneficiaries):

- a) Colleges and universities which, in order to expand their educational opportunities in climate and environmental protection, receive all the documents and materials for two new dual bachelor's degree programs in order to meet the labour market needs and the conditions of SMEs in particular.
- b) Chambers and other vocational training institutions which attract strong young people to vocational training, receive curricula for continuing vocational training modules for the qualification of SMEs and their staff, and cooperate intensively with colleges/universities in teaching and innovation promotion.
- c) Teachers, advisers and lecturers from chambers, other VET providers and colleges/universities who are qualified in Train the Trainer programs to provide high-quality further training, to carry out dual study courses in cooperation with companies as well as innovation promotion and R&D projects for SMEs at a high-quality level.

1.3 Testing and evaluation of the Train the Trainer program

The Train the Trainer program developed (see Result 2.4 Concept, curriculum and teaching materials for a Train the Trainer program) was tested in practice, evaluated and finalized on the basis of the evaluation results.

The completed Train the Trainer program was transferred to 24 colleges and universities and implementation advice was provided. In future, the colleges and universities will implement the Train the Trainer program on an ongoing basis in line with demand, so that a sufficient number of well-qualified teaching staff and advisors are always available in all countries and regions of the Baltic Sea region to implement the dual courses of study and the two further vocational training programs.

As part of the practical testing, university lecturers, teachers and consultants from all project partners were qualified so that they can implement the educational programs developed in the project at a high level of quality. The following main activities were carried out to achieve this result:

- Development, counselling and coordination of an evaluation concept
- Practical testing with teachers and counsellors from all project partners
- Analyses and preparation of an evaluation report

The results are listed below.

2. Evaluation Concept⁴

2.1 Introduction

Course/training evaluation should be designed in such a way, to help educational institutions determine whether the course and/or the course's programme meets their goals and participants (students) expectations.

The result of the course/training evaluation should be used to improve the courses and/or the courses' programmes.

The evaluation brings a lot of benefits. It helps to discover the course's loopholes, improve the teaching methods, materials and aids.

The organizations invest in their employees by co-financing their courses/trainings participation. It's extremely important for them the course/training delivers important and up-to-day knowledge, useful for employees in their daily work. Educational institutions – competing on the educational services' market – improve their offers and exert to excellence of the courses.

That means, the evaluation is answering expectations of both sides: those who offer the educational services (courses/ trainings) and those who want to buy them. It's important to design it appropriate.

Training/ programme/ course evaluation is based on the regular analysis of how efficient and effective this training/programme/ course is. It is necessary to collect feedback from all actors in this process: the training participants, the trainers/teachers, and others.

Among the methods providing the measure of the training evaluation, the most practiced are (more see ref. [2]- [8]):

1. Kirkpatrick's Four-level Training Evaluation Model (Reaction, Learning, Behaviour, and Results)
2. The Phillips ROI Model
3. Anderson's Model of Learning Evaluation
4. Kaufman's Five Levels of Evaluation
5. The CIRO Model

The evaluation concept presented in this report use a mix of these methods to tailor the content to project aims.

2.2 The evaluation process

Training should be evaluated holistically. For a train the trainer, it is easier because the training's specifications (date and duration) are known.

⁴ Compiled by Marzena Grzesiak, Aniel Mikulska and Magdalena Olczyk, Politechnika Gdanska

In case the course/training is divided into parts and/or conducted by different teachers, the evaluation and reporting each of them separately is recommended.

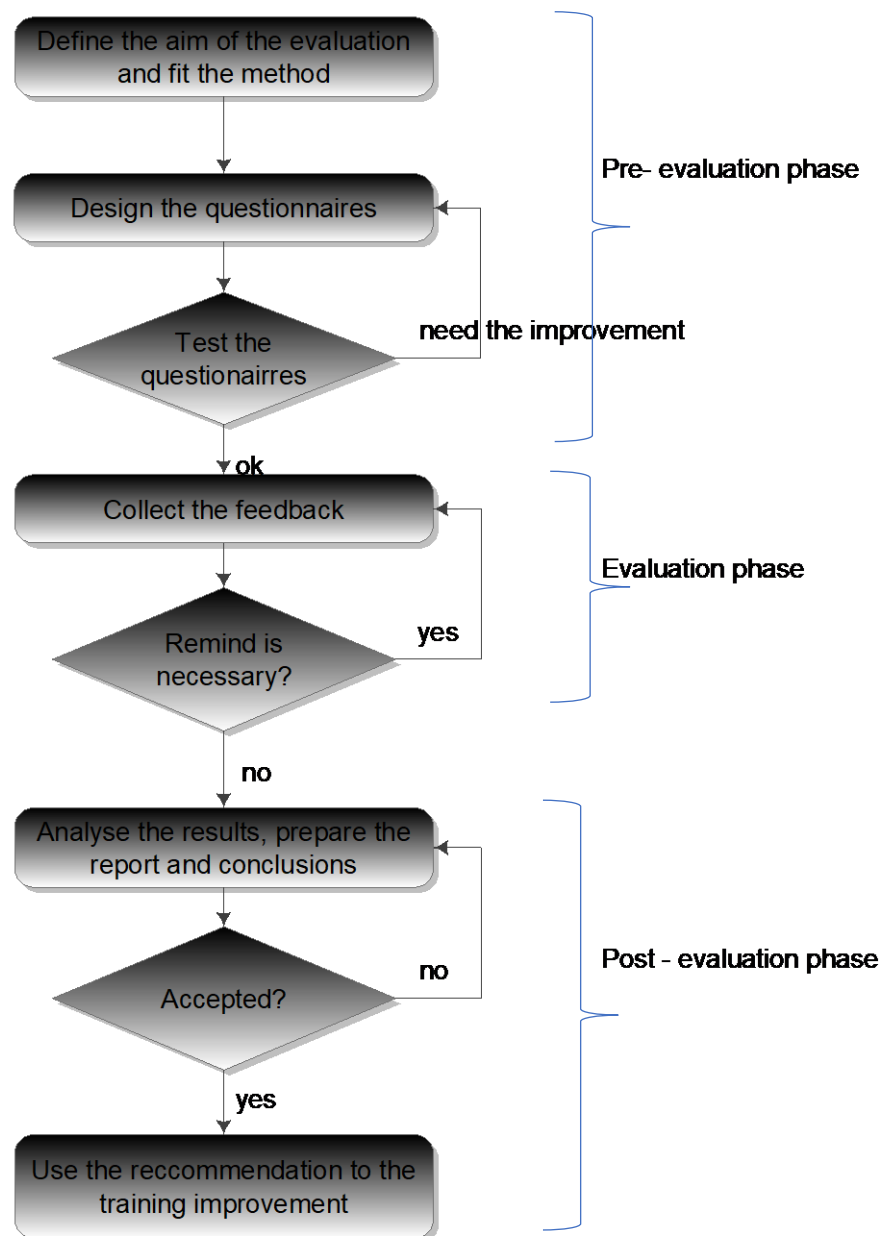


Figure 1. Evaluation process

2.3 Target groups of the evaluation

There are two main target groups: participants of the Train the Trainer course (**students**), and the coaches or consultants (**teachers**) conducting the course. Each target group has its specifically adjusted questionnaire. The online questionnaire will be used.

2.4 Questionnaires and duties of each test facilitator

Questionnaires for the Train-the-Trainer course are going to be prepared in paper and online versions (see Appendices). All questionnaires will be evaluated and can be modified if necessary (Table 1). Comments on the questionnaires should be sent to Gdańsk Tech by the facilitator at least two weeks before the training. The improved questionnaires will be used to collect feedback from participants. The Gdańsk Tech representative using the questionnaires will proceed evaluation of the training.

The train the trainer course will be evaluated with the questionnaires in English version.

2.5 Gdańsk Tech representative's role in the evaluation

At the beginning of the Train the Trainers course, the Gdańsk Tech representative will inform all participants that the training is evaluated. Participants will be informed that the evaluation helps the facilitators to develop and improve the training at all and the particular modules.

The participants (students and teachers) will receive a link to the evaluation questionnaire or its paper version at the end of the course.

The evaluation participants will be reminded that each answer is important, and informed about the time when the online survey is active.

After the responding period ends, the Gdańsk Tech representative will collect the results from the system, analyse them, and prepare the final report.

TABLE 1: SUMMARY OF THE DUTIES, PROCESS AND SCHEDULE OF THE TEST

Deadline and responsible party	Task
One (1) month before the start of the training, the facilitator of the training should	<ul style="list-style-type: none"> inform Gdańsk Tech about the schedule of the course inform Gdańsk Tech about number of participants in each of the course send to Gdańsk Tech brief info about the curricula (names and e-mail addresses of the teachers, and topics they will teach are required)

Within one (1) month, calculated from receiving the information listed above Gdańsk Tech will	<ul style="list-style-type: none"> • create the specific survey for this training • send the links to the surveys to the facilitator and inform about the response deadline
When the training starts, facilitator will inform the participants, teachers, and enterprises that	<ul style="list-style-type: none"> • the training will be evaluated • the link to the evaluation survey will be given or sent at the end of the course or phase of the course • it is essential for developing the course that everyone complete the questionnaire
When the training ends the facilitator will	<ul style="list-style-type: none"> • deliver the links to the survey to each group of respondents (participants, teachers) either by e-mail or in another acceptable way • inform the respondents about the deadlines • remind the course participants about the importance of the evaluation
When the given deadline has been passed Gdańsk Tech will	<ul style="list-style-type: none"> • open the database and collect and analyse the results • prepare the report • send the report to be discussed

The report covers the following points: A rough description of the group of respondents, whether they were satisfied with the facilitation, the topics, the teachers and their group, do they think the training was valuable, and what could have been done differently. In addition, for specific courses and training, teachers' opinions are also solicited and reported. These cases will be mutually agreed upon and reported separately.

At the end of the report, a concluding section will summarize the findings and provide suggestions for improving and developing the curriculum and/ or offerings.

2.6 References

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2.7 Appendices 1 Participants questionnaire

Feedback and evaluation of the training Train the trainers Survey for students

Evaluation and feedback are essential in the further development of the training. It is important that everyone answers the questions.

BACKGROUND INFORMATION

Q1. What is your highest educational level? *

<input type="checkbox"/>	Doctor or resp.
<input type="checkbox"/>	Master of science
<input type="checkbox"/>	Bachelor
<input type="checkbox"/>	Master VET
<input type="checkbox"/>	Vocational education
<input type="checkbox"/>	Matriculation exam
<input type="checkbox"/>	Comprehensive school
<input type="checkbox"/>	Others (describe).....

Q2. Employment: Currently you are...*

<input type="checkbox"/>	Working
<input type="checkbox"/>	Studying
<input type="checkbox"/>	Unemployed
<input type="checkbox"/>	Retired
<input type="checkbox"/>	Others (describe).....

Q3. Which sector are you working in or studying?*

<input type="checkbox"/>	Education and training
<input type="checkbox"/>	Consulting
<input type="checkbox"/>	Construction
<input type="checkbox"/>	Furniture
<input type="checkbox"/>	Electrician
<input type="checkbox"/>	Plumber
<input type="checkbox"/>	Architect
<input type="checkbox"/>	Construction engineering
<input type="checkbox"/>	Public authority
<input type="checkbox"/>	Others (describe).....

Q4. Work experience (select)

0 - 5 years	6 - 10 years	11 - 20 years	More than 20 years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5. Work experience in the sector pointed in Q3 (select)

0 - 5 years	6 - 10 years	11 - 20 years	More than 20 years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6. Age

<input type="checkbox"/>	Less than 30 years old
<input type="checkbox"/>	30-60 years old
<input type="checkbox"/>	More than 60 years old

Q7. Gender

<input type="checkbox"/>	Female
<input type="checkbox"/>	Male
<input type="checkbox"/>	Other
<input type="checkbox"/>	Do not want to answer

THE TRAINING

FACILITATIONS

	VERY SUITA- BLE	SUITABLE	QUITE OK	IT COULD HAVE BEEN BETTER	NOT GOOD AT ALL
The place of the training was	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The date of the training was					
The length of the training was					
The schedule of the training was					
The facilitations (room, equipment etc.) were					
The refreshments were					

	ABSOLUTELY TRUE	TRUE	QUITE OK	DIFFICULT TO ANSWER	NOT TRUE
The organization of the training met the criteria of accessibility for people with disabilities and equal rights.					
The training was organized in accordance with the principles of environmental protection.					
The invitation for the training did stated its goals clearly.					
The information in the invitation was precise and sufficient.					

GENERAL OPINION ABOUT THE TRAINING

Evaluate the topics discussed during the training (5 choices max)*

<input type="checkbox"/>	Topical
<input type="checkbox"/>	Important
<input type="checkbox"/>	Interesting
<input type="checkbox"/>	Close to my profession
<input type="checkbox"/>	Close to my needs
<input type="checkbox"/>	Up to date
<input type="checkbox"/>	Useful for my professional development
<input type="checkbox"/>	Boring
<input type="checkbox"/>	Out-of-date
<input type="checkbox"/>	Unnecessary
<input type="checkbox"/>	Other remarks.....

THE CONTENT DELIVERY

Evaluate the facilitator(s) (5 choices max)*

<input type="checkbox"/>	were knowledgeable about the topic
<input type="checkbox"/>	enjoyed attending their classes
<input type="checkbox"/>	were well prepared for the session
<input type="checkbox"/>	encouraged active participation
<input type="checkbox"/>	answered questions in a complete and clear manner
<input type="checkbox"/>	used a variety of training methods
<input type="checkbox"/>	were respectful of the different skills and values presented by the participants
<input type="checkbox"/>	modeled cross-sector collaboration
<input type="checkbox"/>	Other remarks.....

EVALUATION OF PARTICULAR MODULE

Module B Motivation

Module C Comparison of education systems with regard to interlocking of theory and practice

Module D Further Training program "Sustainable Management"

Module E Three stage dual study program "Business Administration & Sustainable Management of SMEs"

Module F Further Training program "Energy Service Manager"

Module G Three stage dual study program "Management of Renewable Building Energy Technology"

Module I Pedagogy & Coaching

Module J Innovation promotion of SMEs

(Write the name or topic of the course) (copy as many times as required)

	ABSOLUTELY TRUE	TRUE	QUITE OK	DIFFICULT TO ANSWER	NOT TRUE
The goals of the module were clearly defined.					
Lecturers delivered important information.					
The topics and information were up-to-date.					
The topics presented during the module were useful for my daily work improvement.					
The presentations were clear and understandable.					
I got enough support in the process of learning.					
The information presented in the materials was adjusted to my needs.					

It was enough time for topics' presentation.					
There was the time reserved for the students' questions and discussions.					
The methods used during the module were sufficient for students' interactive participation.					
The training materials and aids were useful.					
The tasks and exercises realized during the module were clear and understandable.					
The atmosphere in the module was excellent and open.					
We had a good team spirit.					

FINALLY

What would you like to say to teachers/ facilitators. What could have been done better, what should not be changed, etc.

How do you hope to change your practice due to this training?

What additional training would you like to have in the future?

.....

.....

.....

.....

Thank you for your time!

2.8 Appendices 2 Teachers questionnaire

Feedback and evaluation of the training Train the trainers Survey for lecturers

Evaluation and feedback are essential in further development of the training. It is important that everyone answers the questions.

BACKGROUND INFORMATION

Q1. What is your highest education level? *

<input type="checkbox"/>	Doctor or resp.
<input type="checkbox"/>	Master of science
<input type="checkbox"/>	Bachelor
<input type="checkbox"/>	Master VET
<input type="checkbox"/>	Vocational education
<input type="checkbox"/>	Matriculation exam
<input type="checkbox"/>	Comprehensive school
<input type="checkbox"/>	Others (describe).....

Q2. Profession

<input type="checkbox"/>	Teacher
<input type="checkbox"/>	Researcher
<input type="checkbox"/>	Consultant
<input type="checkbox"/>	Entrepreneur
<input type="checkbox"/>	Others (describe).....

Q3. Professional specialization

<input type="checkbox"/>	Education and training
<input type="checkbox"/>	Economy and Business
<input type="checkbox"/>	Construction
<input type="checkbox"/>	Architect
<input type="checkbox"/>	Public administration
<input type="checkbox"/>	Others (describe).....

Q4. Work experience in specialization pointed in Q3 (select)

0 - 5 years	6 - 10 years	11 - 20 years	More than 20 years
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Q5. Work experience in teaching (select)

0 - 5 years	6 - 10 years	11 - 20 years	More than 20 years
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Q6. Age

<input type="checkbox"/>	Less than 30 years old
<input type="checkbox"/>	30-60 years old
<input type="checkbox"/>	More than 60 years old

Q7. Gender

<input type="checkbox"/>	Female
<input type="checkbox"/>	Male
<input type="checkbox"/>	Other
<input type="checkbox"/>	Do not want to answer

Q8. The module I provided:

<input type="checkbox"/>	Module B Motivation
<input type="checkbox"/>	Module C Comparison of education systems with regard to interlocking of theory and practice
<input type="checkbox"/>	Module D Further Training program "Sustainable Management"
<input type="checkbox"/>	Module E Three stage dual study program "Business Administration & Sustainable Management of SMEs"
<input type="checkbox"/>	Module F Further Training program "Energy Service Manager"
<input type="checkbox"/>	Module G Three stage dual study program "Management of Renewable Building Energy Technology"
<input type="checkbox"/>	Module I Pedagogy & Coaching
<input type="checkbox"/>	Module J Innovation promotion of SMEs

THE TRAINING

FACILITATIONS

	VERY SUITABLE	SUITABLE	QUITE OK	IT COULD HAVE BEEN BETTER	NOT GOOD AT ALL
The place of the training was					
The date of the training was					
The length of the module was					
The schedule of the training was					
The facilitations (room, equipment etc.) were					
The refreshments were					

	ABSOLUTELY TRUE	TRUE	QUITE OK	DIFFICULT TO ANSWER	NOT TRUE
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The organization of the training met the criteria of accessibility for people with disabilities and equal rights.					
The training was organized in accordance with the principles of environmental protection.					
The invitation for the training did stated its goals clearly.					
I got enough information to prepare for the module					

The topic given to be lectured was (5 choices max) *

<input type="checkbox"/>	Topical
<input type="checkbox"/>	Up to date
<input type="checkbox"/>	Out of date
<input type="checkbox"/>	Important
<input type="checkbox"/>	Interesting
<input type="checkbox"/>	Unnecessary
<input type="checkbox"/>	Close to my profession
<input type="checkbox"/>	Close to Students' needs
<input type="checkbox"/>	Too detailed ("Peanuts")
<input type="checkbox"/>	Too general or wide
<input type="checkbox"/>	Other remarks.....

General evaluation of students' preparation (level of knowledge and interest) for the module *



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Evaluation of students' reactions and participation in the course (5 choices max) *

<input type="checkbox"/>	Were interested in the module's content
<input type="checkbox"/>	Seemed to have a need for the information presented during the module
<input type="checkbox"/>	Actively participated at the course

	Discussed the issues and asked relevant questions
	Completed the given assignments
	Met the expectations concerning their level and knowledge
	Did not have the required knowledge
	Did not seem to need the information provided during the course
	Other remarks.....

General evaluation of students’ basic knowledge about the topic












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General evaluation of students’ attitudes – they were helpful and respected each other

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General evaluation of students’ satisfaction with the module







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THE MODULE _____

EVALUATION OF PARTICULAR MODULE
(Write the name or topic of the course) (copy as many times as required)

	ABSO- LUTELY TRUE	TRUE	QUITE OK	DIFFICULT TO AN- SWER	NOT TRUE
I was able to follow the plan and program of the module I had prepared.					
I was able to support the students in learning.					
The information I was giving was up-to-date.					
The presentation I was giving was clear and understandable.					
There was enough time for discussing all the matters regarding the topic.					
There was time enough for the discussion with students.					
Students actively participated in the module.					
The atmosphere in the module was good and open.					
The students seemed to have a good team spirit					

FINALLY

What would you like to say to students / facilitators. What could have been done better, what should not be changed etc.

.....

.....

Thank you for your time!

3. Implementation Report⁵

3.1 Introduction

The Train the Trainer (TtT) training, designed as part of the "BA&VET" project's Work Package 2, "Basics and Train the Trainer," intends to equip teachers, SME advisors/promoters and university lecturers with the competence to guide institutions throughout the implementation process of three stage dual study programmes as well as consult on promotion of innovation in SMES and requirements for further education, innovation promotion, and R&D projects in collaboration with SMEs. Focus was given to motivation, essential terminology, dual study programmes, innovation promotion, pedagogic matters, mentoring, and coaching.

3.1.1 Aim and target groups of the course

The ideal participants for this seminar should be individuals who have expertise in the development and implementation of vocational education programmes and academic study programmes, and who represent both vocational and academic education sectors. As authorities in their respective organisations, these representatives possess a broad understanding of the various administrative, legal, organisational, curricular, pedagogic, and other contextual factors involved in the development and execution of initiatives, courses, or comprehensive educational and study programmes.

3.1.2 Period of implementation

A two-day classroom training took place in Hamburg, Germany on October 12th and 13th, 2023. The training focused on discussing central themes during which each participating partner took part in a set of interactive exercises.

⁵ Done by Anna Maria Czarny, Hanse-Parlament

3.2 Admission and organisation of the training

The Train the Trainer course was designed and realised by Hanse Parlament's Dr. Jürgen Hogeforster, founder of the Hanse Parlament, an association of 50 Chamber of Commerce and Crafts and educational institutions and 24 Universities. Dr. Jürgen Hogeforster has over 40 years of experience working in vocational education and training, including his tenure as Managing Director at the Chamber of Crafts in Hamburg, and over 20 years of experience as a Project Manager in international project cooperation, focusing on the permeability of vocational education and training.

The curriculum was also designed and realised by Principal Lecturer Dr Sirpa Sandelin and Senior Researcher Dr Kari Lilja from Satakunta University of Applied Sciences, Finland. Dr Sandelin has long experience as teacher and nearly 40 years of experience in international project operations and more than 14 years of experience in corporate mentoring. Currently, she is involved in projects dealing with dual vocational training, entrepreneurship, circular economy, innovation management and digitalization in SMEs. Dr Kari Lilja has more than 40-year experience in business, most of this as entrepreneur, auditor, CFO and CIO in construction and machinery industry, and property management.

The other lecturers were Prof. Dr. Joachim von Kiedrowski (BHH, University of Applied Science in Hamburg), a professor of general business administration, in particular organizational management and organizational development in SMEs, Professor Dr. Uwe Schaumann, a university lecturer for general business administration, in particular human resources management and personnel development in SMEs, at the Hamburg University of Applied Sciences (BHH).

3.3 Participants profile and organisation of the training

The participants were mainly university lecturers, chamber consultants and project managers. Around 60% of the attendees worked in Education and Training with education, training and research mentioned as key words. The highest attendee educational level was Doctor, Master of Science, Master of Arts, PhD in Engineering Sciences, Master VET and Bachelor representatives. Over 50% of the attendees had more than 20 years of work experience.

3.4 Execution of the Training

The training was carried out according to the approved curriculum of Train the Trainer designed to be tested. The training does not have any examination and it does not give any qualification.

The training was a mixture of theory-based presentations and interactive exercises with attendees divided into thematical groups.

To summarize the experiences, the training was considered successful. The topics were found to be topical, and the presentations encouraged active participation, but the time reserved to go through the issues could have been divided in other way. Some would have preferred to receive the slides of the presentation beforehand to be prepared as educational systems in each country differ.

The curriculum consisted of 11 modules:

Module A Introduction
Module B Dual study programs & interactive work
Module C Comparison of education systems with regard to interlocking of theory and practice
Module D Further Training program "Sustainable Management"
Module F Further Training program "Energy Service Manager"
Module E Three stage dual study program "Business Administration & Sustainable Management of SMEs"
Module G Three stage dual study program "Management of Renewable Building Energy Technology"
Module I Pedagogy & Coaching
Module J Innovation promotion of SMEs
Implementations in the BA&VET project
Module K Completion of the training

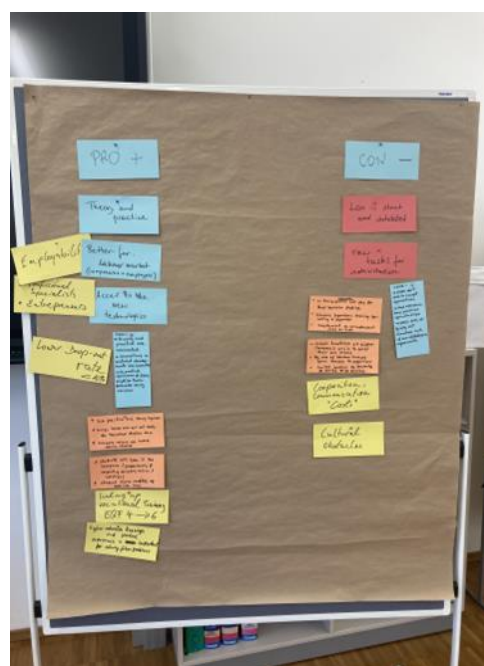
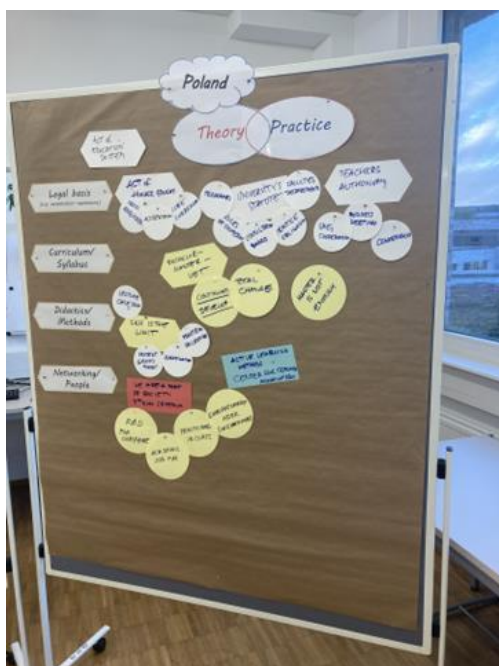
3.5 Main Findings and Conclusions

The test was successful, and curricula tested was found to be a good base for responsive courses in the future with national conditions taken into consideration (different educational frameworks).

The combination of interactive exercises gave room for international experience and best practice exchange and online day worked well although there was some criticism concerning the fact that for some exercises, the attendees would have preferred more preparation time. In classroom teaching, pauses enable the informal communication and interactivity between participants. Detailed results of the evaluation will be presented in the evaluation report.

The curriculum is free for use to be applied and localized by any partner who has a need to train the trainers.





4. Evaluation Report⁶

4.1 Introduction

According to the "CONCEPT OF THE TRAIN THE TRAINER EVALUATION PROCESS" final report is going to cover the following points:

- a rough description of the group of respondents,
- results of participants' satisfaction regarding the content, methods as well as the facilitations,
- teachers opinions about participants, their knowledge and involvement,
- comments and remarks regarding course's strong points and aspects that needs the improvement.

"TRAIN THE TRAINERS" was conducted 12th and 13th of October 2023 in Hamburg. There were 12 participants, who took part in the training.

The training consisted of the following modules:

- Module A Introduction – provided by HP
- Module B Why are dual study programs and promoting of innovation - provided by HP
- Module C Comparison of education systems with regard to the interlocking of theory and practice - provided by BHH;
- Module D Further Training program "Sustainable Management" - provided by BHH;
- Module F Further Training program "Energy Service Manager" - provided by SAMK;
- Module E Three stages dual study program "Business Administration & Sustainable Management of SMEs" - provided by BHH;
- Module G Three stages dual study program "Management of Renewable Building Energy Technology" - provided by SAMK;
- Module I Pedagogy & Coaching - provided by SAMK;
- Module J Innovation promotion of SMEs - provided by HP;
- Module K Completion of the training - provided by HP.

⁶ Done by Marzena Grzesiak, Anieli Mikulska, Magdalena Olczyk, Anita Richert-Kaźmierska: Politechnika Gdańska

There were used online questionnaires to:

- evaluate the training organization;
- evaluate the modules B-J by participants;
- assess the training by teachers.

4.2 “Train the Trainers” – Teachers’ Perspective

Training was conducted by eight trainers. Modules B and J were delivered by the same trainer. Most of them (6) have the PhD level of education and two Master of Arts (see figure 1)

75% of trainers are the researchers who specialise in Education and Training. Most of them have long teaching experience (see table 1)

Figure 1. “TRAIN THE TRAINERS” TEACHERS’ PROFESSIONS

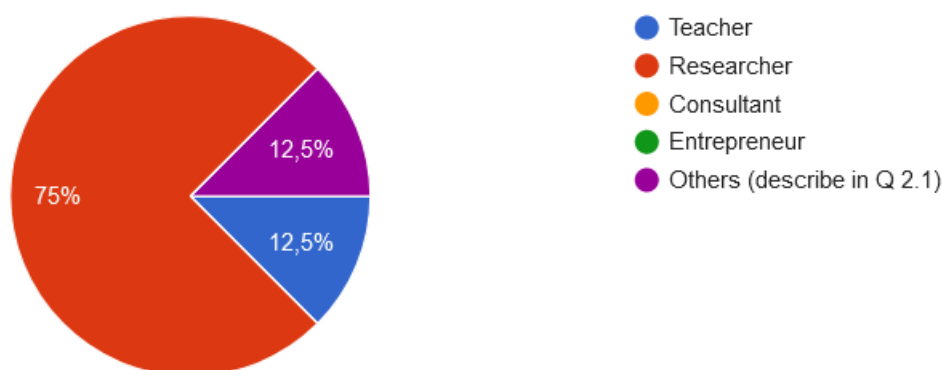
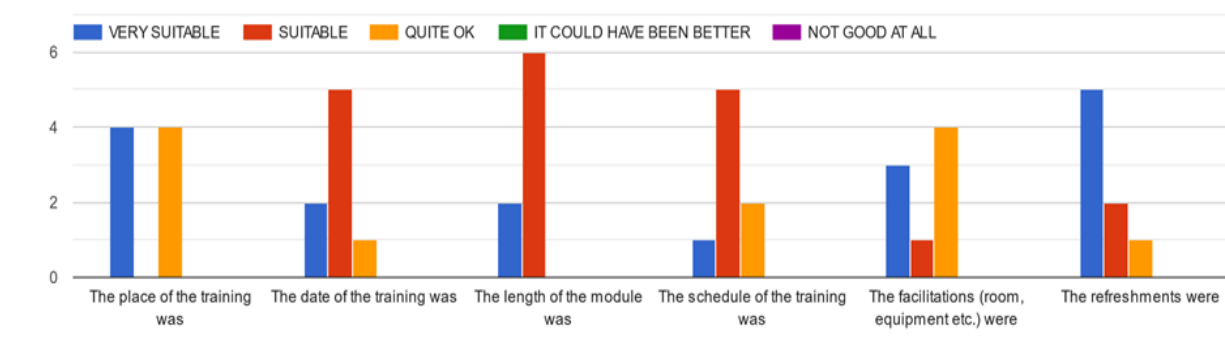


TABLE 1. THE WORK EXPERIENCE OF “TRAIN THE TRAINERS” TEACHERS

	The work experience in specialization	The work experience in teaching
0-5 years	2	2
6-10 years	3	3
11-20 years	-	1
20 years and more	3	2

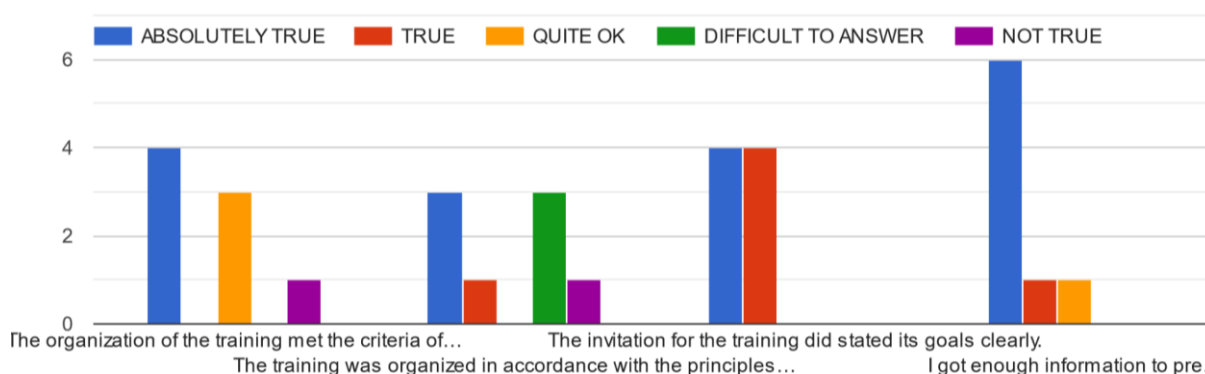
Most of trainers evaluated the facilitations as *very suitable* or *suitable* (see figure 2). There were no answers *it could have been better* or *not good at all*. The most *very suitable* marks were given for “the refreshments” and “the place of the training”.

Figure 2. THE EVALUATION OF FACILITATIONS



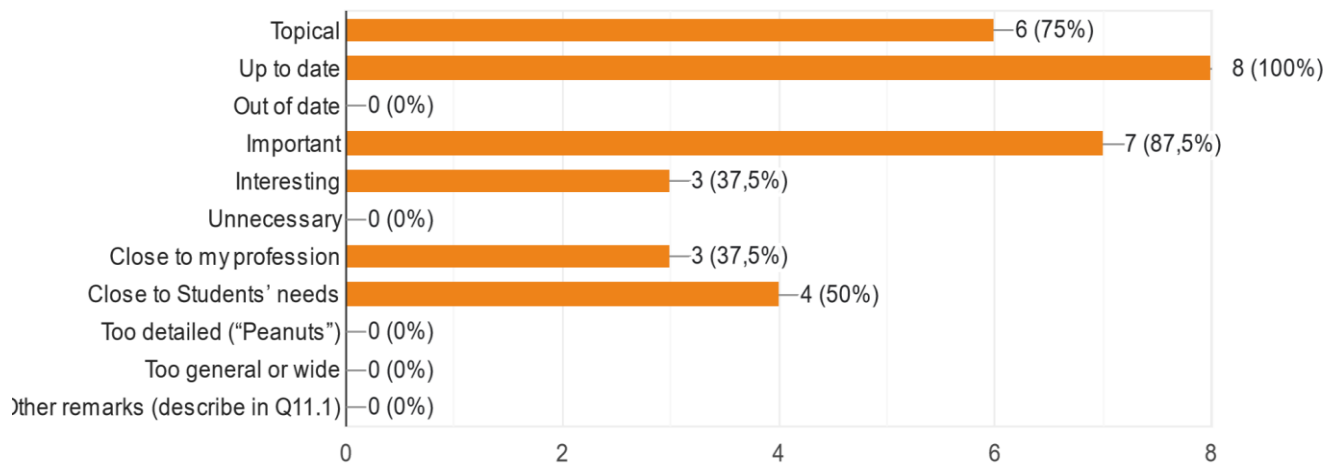
In the evaluation several remarks regarding the training organization were raised (figure 3). One of the teachers pointed the **organization of the training did not meet the criteria of accessibility for people with disabilities and equal rights**. There were also remarks regarding the point a **training was organized in accordance with the principles of environmental protection**.

Figure 3. THE ASSESSMENT OF ACCESSIBILITY CONDITIONS AND PRINCIPLES OF SUSTAINABLE DEVELOPMENT



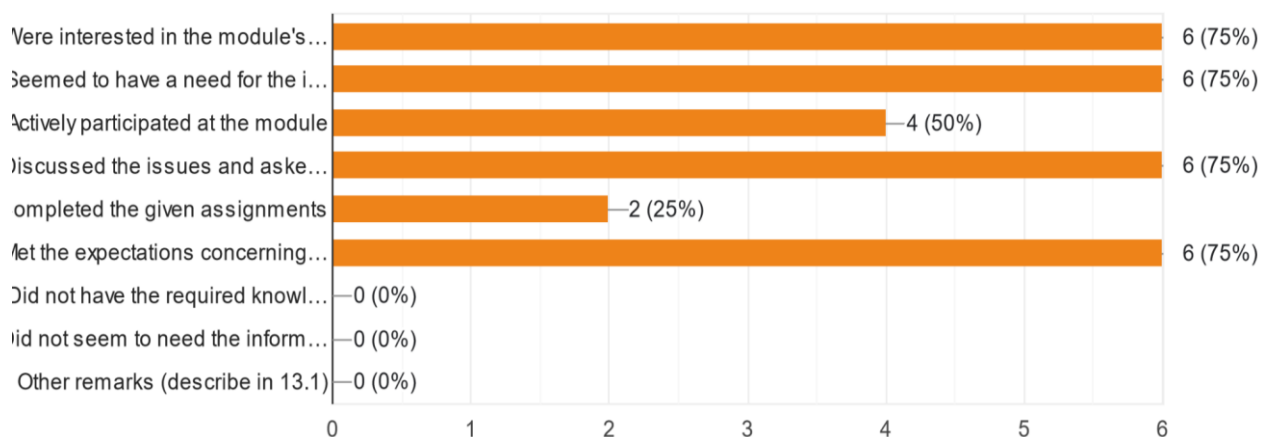
Teachers participating in the train-the-trainers assessed the presented content as topical, up to date, important and sensible (closed to the students' needs) – see figure 4

Figure 4. TOPICS VALUE



Also the participants reactions were analysed (figure 5). Attractive topics, experienced trainers and up-to-date content led to a high level of commitment from the training participants. Teachers noted in the evaluation that participants were interested in the content of the module, seemed to have a need for the information presented during the module, actively participated in the module, discussed the topics, asked relevant questions and completed the tasks given.

Figure 5. THE EVALUATION OF PARTICIPANTS' REACTIONS AND PARTICIPATION IN THE COURSE



Teachers also assessed the participants' knowledge about the module's topics, attitudes and satisfaction with the module. The mean for all three categories was 4,04 what should be considered as relatively high (see table 2)

Table 2. GENERAL EVALUATION OF TRAINING PARTICIPANTS – TEACHERS' PERSPECTIVE

	MARKS/ NUMBER OF RATINGS					MEAN
	1	2	3	4	5	
General evaluation of participants' knowledge about the module's topics			2	5	1	3,875
General evaluation of participants' attitudes – they were helpful and respected to each other				4	4	4,5
General evaluation of participants' satisfaction with the module			2	6		3,75

The teachers were also asked about their self-assessment (table 3). They evaluated their preparation, their commitment and the organization of the module they carried out. Two main conclusions can be drawn from the results collected: **More time is needed for discussions with the participants and the presentations need to be prepared in an easily understandable and memorable way.**

Table 3. TEACHERS' SELF-EVALUATION RESULTS

	ABSOLUTELY TRUE	TRUE	QUITE OK	DIFFICULT TO ANSWER	NOT TRUE
I was able to follow the plan and program of the course I had prepared	3	4	1		
I was able to support the students in learning	1	6	1		
The information I was giving was up-to-date	6	2			
The presentation I was giving was clear and understandable	2	3	3		

There was enough time for discussing all the matters regarding the topic	3	1	4		
There was time enough for the discussion with students	1	1	6		
Participants actively participated in the module	3	4	1		
The atmosphere in the module was good and open	8				
The participants seemed to have a good team spirit	8				

Only one answer was given in the section “What would you like to say to the participants/ What could have been done better, what should not be changed, etc.”. It agrees with the conclusions formulated above. One of the lecturers wrote: “more time for discussion and cases; slides before the presentation”. It is important to include this in the main training.

4.3 “Train the Trainers” – Participations Perspective

There were 12 participants of train-the-trainers. All of them have the university graduates and long work experience (figure 6; table 4)

Figure 6. TRAIN-THE-TRAINERS PARTICIPANTS’ EDUCATION LEVEL

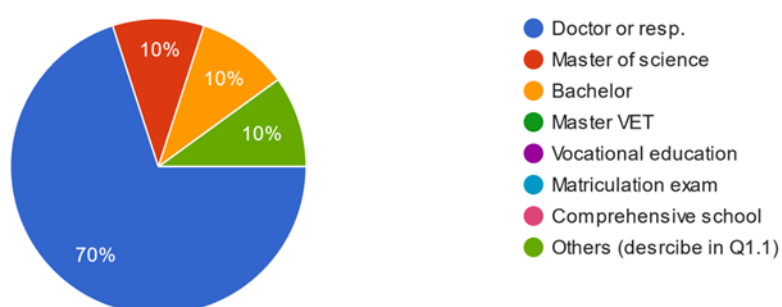


Table 4. WORK EXPERIENCE OF TRAIN-THE-TRAINERS PARTICIPANTS

YEARS OF WORK EXPERIENCE	NUMBER OF PARTICIPANTS
0-5 years	
6-10 years	
11-20 years	4
more than 20 years	6

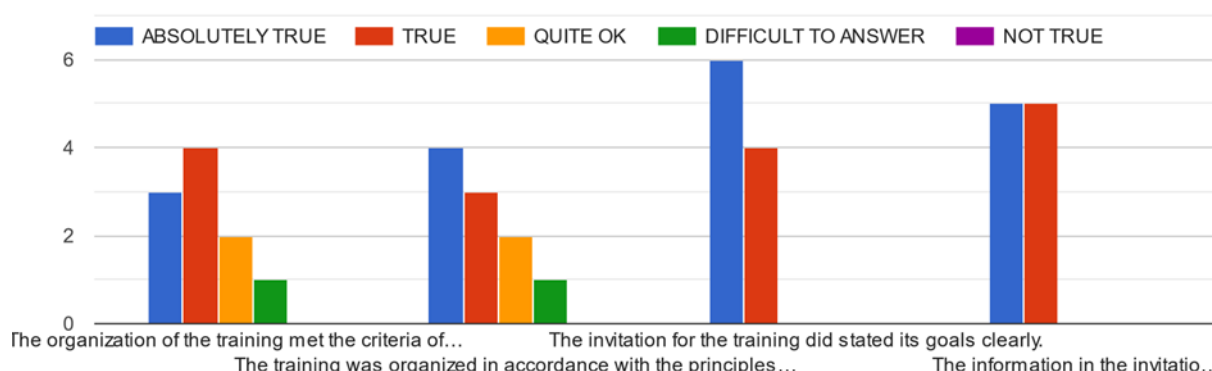
The participants rated the organization of the training (table 5). The best marks were awarded in the category of timing of the training, facilitation and refreshments. According to the participants, the duration of the training and its schedule were not satisfactory.

Table 5. TRAIN-THE-TRAINERS ORGANIZATION ASSESSMENT

	VERY SUITABLE (5)	SUITABLE (4)	QUITE OK (3)	IT COULD HAVE BEEN BETTER (2)	NOT GOOD AT ALL (1)	MEAN
The place of the training	5	3	2			4,3
The date of the training	7	1	2			4,5
The length of the training	2	1	5	2		3,3
The schedule of the training	3		7			3,6
The facilitations (room, equipment etc.)	5	4	1			4,4
The refreshments	6	2	2			4,4

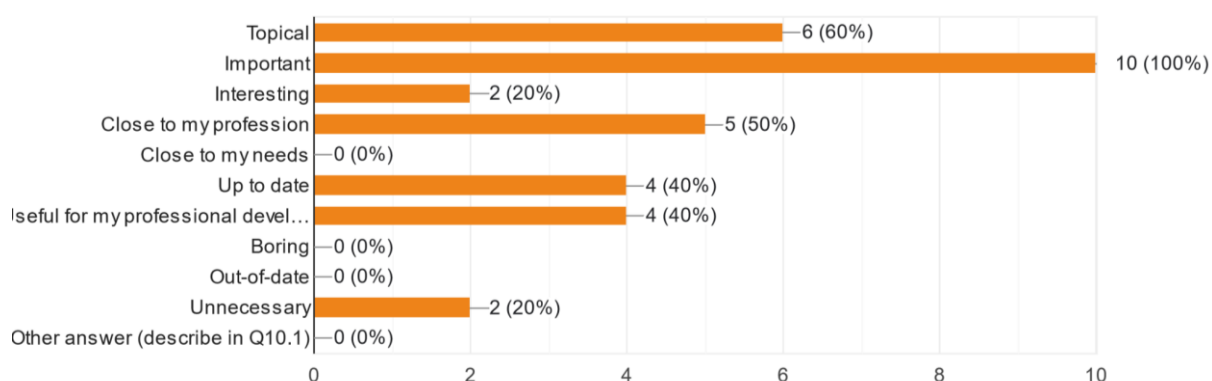
The same, as in teachers' evaluations, one of the participants pointed, the **organization of the training did not meet the criteria of accessibility for people with disabilities and equal rights**. There were also remarks regarding the point **training was organized in accordance with the principles of environmental protection**.

Figure 7. ASSESSMENT OF ACCESSIBILITY CONDITIONS AND PRINCIPLES OF SUSTAINABLE DEVELOPMENT



All train-the-trainers participants emphasized that the topics discussed during the training were interesting (figure 8). Six of them pointed “topical”, five of them “topic was close to my profession”. Two of participants pointed the answer “unnecessary”. Its’ urgent information about the need for precise selection of the target group to the main training.

Figure 8. CONTENT EVALUATION – PARTICIPANTS’ PERSPECTIVE



As part of the evaluation, the training participants assessed the content as well as the preparation and commitment of the teachers (table 6. Each module was evaluated separately. The table below shows the numbers of participants who pointed out certain characteristics in the evaluation by the trainers.

Table 6. HOW DO YOU ASSESS THE MODULE? – PARTICIPANTS’ PERSPECTIVE (N=10)

	Were knowledgeable about the topic	Important	Enjoyed attending their classes	Were well prepared for the session	Encouraged active participation	Answered questions in a complete and clear manner	Used a variety of training methods	Were respectful of the different skills and values presented by the participants	Modeled cross-sector collaboration
Module B Motivation	5	3	2	7	9	4	8	1	
Module C Comparison of education systems with regard to interlocking of theory and practice	5	4	1	5	7	2	5	3	2
Module D Further Training program "Sustainable Management"	9	5	1	7	6	4	4	3	1
Module E Three stage dual study program "Business Administration & Sustainable Management of SMEs"	9	4	1	7	5	6	2	0	2
Module F Further Training program "Energy Service Manager"	7	8	2	7	2	2	1	1	
Module G Three stage dual study program "Management of Renewable Building Energy Technology"	6	6	3	4	2	4	2	1	1
Module I Pedagogy & Coaching	8	6	1	9	4	4	1	2	1
Module J Innovation promotion of SMEs	7	6	2	8	5	7	2		1

In general, teachers conducting all the modules during train-the-trainers were highly evaluated for their well preparedness for the session. The lowest mark received trainer in Module G Three stage dual study program “Management of Renewable Building Energy Technology”. It should be the subject for the analysis and improvement, as well as the discussion with the trainer.

Compering to other modules, in Module F Further Training program “Energy Service Manager” and Module G Three stage dual study program “Management of Renewable Building Energy Technology”, participants were less satisfied with encouraging active participation.

The results of the evaluation of the content of the modules, the structure, the didactic methods used and the course organization are of great interest for the further development of the course. The table below shows the average results in each category for each module.

Table 7. MEAN RESULTS OF EVALUATION IN EACH CATEGORY FOR EACH MODULE (max 5,0)

	The goals of the module were clearly defined.	Lecturers delivered important information.	The topics and information were up-to-date.	The topics presented during the module were useful for my daily work	The presentations were clear and understandable.	I got enough support in the process of learning.	The information presented in the materials was adjusted to my needs.	It was enough time for topics' presentation.	There was the time reserved for the students' questions and discussions.	The methods used during the module were sufficient for students' interactive participation.	The training materials and aids were useful.	The tasks and exercises realized during the module were clear and	The atmosphere in the module was excellent and open.	We had a good team spirit.
Module B Motivation	4,2	3,5	4,3	3,5	3,7	3,7	3,3	3,8	3,9	3,9	3,6	4,4	4,5	4,7
Module C Comparison of education systems with regard to interlocking of theory and practice	3,1	3,8	4,5	3,4	3,9	3,2	3,0	3,7	3,7	3,4	3,5	3,2	4,3	4,4
Module D Further	4,0	4,1	4,3	4,3	4,2	3,9	3,7	3,4	3,1	3,3	3,8	3,4	4,1	4,3

Training program "Sustainable Management"														
Module E Three stage dual study program "Business Administration & Sustainable Management of SMEs"	3,8	4,1	4,3	3,9	4,1	3,6	3,3	3,1	3,1	3,3	3,3	3,3	4,2	4,2
Module F Further Training program "Energy Service Manager"	3,3	3,9	4,2	3,4	2,9	3,0	3,0	3,8	3,1	2,8	3,6	3,1	3,8	3,9
Module G Three stage dual study program "Management of Renewable Building Energy Technology"	3,3	3,4	4,1	3,0	3,0	3,1	3,0	3,6	3,2	3,1	3,3	3,2	3,9	4,0
Module I Pedagogy & Coaching	3,9	4,3	4,4	4,0	3,8	3,7	3,3	3,7	3,0	2,9	3,5	3,7	4,1	4,1
Module J Innovation promotion of SMEs	4,1	4,0	4,2	3,8	4,1	3,9	3,9	4,0	3,6	3,8	4,2	4,0	4,4	4,4

The module with highest average value was Module J Innovation promotion of SMEs. The lowest mean results got Module G Three stage dual study program "Management of Renewable Building Energy Technology".

The lowest marks in all modules were collected in the categories: "the methods used during the module were sufficient for students' interactive participation" and "the information presented in the materials was adjusted to my needs".

In-deep analysis of the results collected in Table 7 is recommended to authors of courses' curriculums and those who conduct the trainings.

The participants also made some additional comments during the evaluation. Regarding Module F Further training program "Energy Service Manager", the following information was provided: no presentation of the curriculum, only some parts. For Module

G Three-phase dual study program “Management of Renewable Building Energy Technology” there was provided: concept and curriculum were not presented, no discussion. In the general conclusions there was the remark: “Provide slides before the lecture.

4.4 Conclusions

The train-the-trainers training, which took place in Hamburg on October 12 and 13, 2023, was a very important phase in the preparation of the final courses. It highlighted the strengths and weaknesses of the proposed modules/courses. The evaluation conducted by Gdansk Tech helped to correct/develop some elements in the concepts presented by PP.

The most important factors influencing the participants' course evaluation are the following:

- professionalism and good preparation of trainers
- engaging ways of working with the training participants
- time for discussion and discussion of best practises
- group work and exchange of experiences
- provision of materials/slides before the lesson
- pleasant atmosphere