

## Result 3.6

### **Evaluation concept and reports training program "Sustainable Management" and prospects of further implementing**



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## Language

English

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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”<sup>1</sup>. 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”<sup>2</sup>

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”<sup>3</sup>.

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.

<sup>1</sup> Oxford Dictionary

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

<sup>3</sup> 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 further training program

A further training program "Commercial Specialist in Sustainable Management" was developed. This further training program was integrated into the trial Bachelor's degree course "Business Administration & Sustainable Management of SMEs" (see Result 3.3) but is also carried out independently of the degree course as further training for owners, managers and specialists of SMEs. As part of the project, the most important modules of the continuing education program were tested and evaluated in practice and the continuing education program was finalized on the basis of the evaluation results.

The report on the practical testing and on the evaluation, the evaluation concept as well as the number of participating SMEs and qualified persons as well as the planning of future uses are shown as Results 3.6 Evaluation concept and reports training program "Sustainable Management" and prospects of further implementing.

## 2. Implementation and Evaluation Report of the Test of the Training program<sup>4</sup>

### 2.1 Implementation report of the tests

The project, "Promoting permeability through dual bachelor's programs with integrated initial and further vocational training (BA&VET)," runs from December 1, 2022, to November 30, 2025, as part of the Erasmus+ Key Action 2: KA220-HED – Cooperation partnerships in higher education program. The project involves partners from Finland, Germany, Estonia, and Poland representing chambers of crafts, industry, and commerce, bringing together SMEs and higher education institutions. The Pomeranian Chamber of Crafts, as a project partner, tested the "Energy Advisor" training program with a group of 42 participants in the "Sustainable Management in the SME Sector" training program. The training took place from November 22, 2024, to February 20, 2025.

We conducted the following training modules:

1. The importance of businesses for economic performance.
2. Assessing economic relationships and their impact on company goals in the context of sustainable development.
3. Supporting the development and implementation of strategic company goals focused on sustainable development.
4. Supporting green startups and various forms of cooperation, taking into account the legal forms of enterprises.
5. Compliance with and application of trade and environmental regulations in the company.

In total, we conducted 200 hours of training, including 120 hours on-line and 80 hours e-learning.

#### 2.11 Admission and organisation of the training

The training was conducted by an external contractor selected in accordance with the procurement procedure of the Pomeranian Chamber of Crafts and SMEs. The contract was awarded to APMM GROUP Sp. z o. o. with its registered office at 12 Puławska Street, 02-566 Warsaw. The training was led by Dr. Łukasz Grużewski <https://pl.linkedin.com/in/lukaszgruzewski>, a lecturer in economics at the University of Economics.

Recruitment for the training program took place via the websites: <https://pomorskaizba.pl/> and <https://www.facebook.com/pomorskaizba>

<sup>4</sup> Prepared by Justyna Głażewska, Coordinator, Pomeranian Chamber of Handicrafts for SMEs, Poland

Recruitment took place in October 2024. Participants applied using the online form:

[Pomorska Izba Rzemieślnicza Małych i Średnich Przedsiębiorstw](#)

# ZAPRASZAMY NA BEZPŁATNE SZKOLENIA

**ZRÓWNOWAŻONE ZARZĄDZANIE W SEKTORZE MŚP**

**CZAS TRWANIA:**  
**listopad 2024 - luty 2025**  
**webinar i e-learning**  
**200 godzin**

Czas trwania każdego szkolenia:  
 40 godzin  
 (24 h zajęć online, 16 h e-learning)

**Zapisz się na szkolenie:**

- 1. Znaczenie przedsiębiorstw dla wyników gospodarczych
- 2. Ocena relacji gospodarczych i ich wpływ na cele korporacyjne z uwzględnieniem zrównoważonego rozwoju
- 3. Wspieranie rozwoju i wdrażania strategicznych celów korporacyjnych zorientowanych na zrównoważony rozwój
- 4. Wspieranie start-upów zielonego biznesu i różne formy współpracy oraz uwzględnienie korporacyjnych form prawnych w dalszym rozwoju firmy
- 5. Przestrzeganie i stosowanie przepisów prawa handlowego i ochrony środowiska w firmie oraz w relacjach z klientami i dostawcami

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The recruitment process was based on the order of applications.

## 2.12 Participants Profile

The Pomeranian Chamber of Crafts recruited a total of 42 participants, 18 of whom completed the training and took tests to check their knowledge.

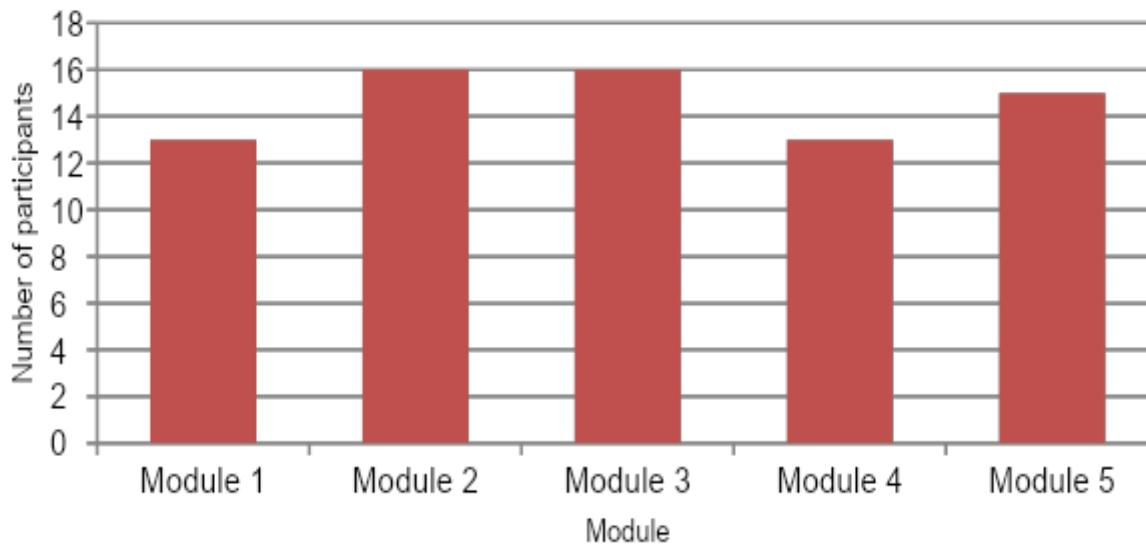
The data provided in the report is based on participants who were issued certificates.

### Number of certificates issued, broken down by training module

1. The importance of businesses for economic performance – 13 copies

2. Assessing economic relationships and their impact on company goals in the context of sustainable development – 16 copies
3. Supporting the development and implementation of strategic company goals focused on sustainable development – 16 copies
4. Supporting green startups and various forms of cooperation, taking into account the legal forms of enterprises – 13 copies
5. Compliance with and application of trade and environmental regulations in the company – 15 copies

Attendance by Module



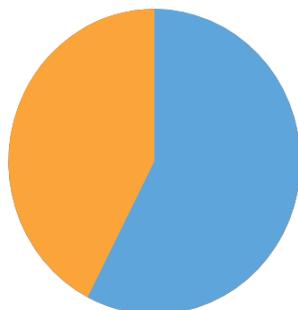
Modules 2 & 3 attracted the most attendees (16 each).

Modules 1 & 4 had 13 participants, while Module 5 had 15.

## 2.2 Evaluation Results

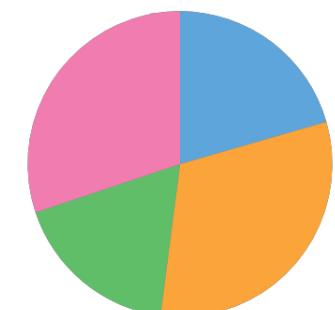
### Participant Demographics

Gender



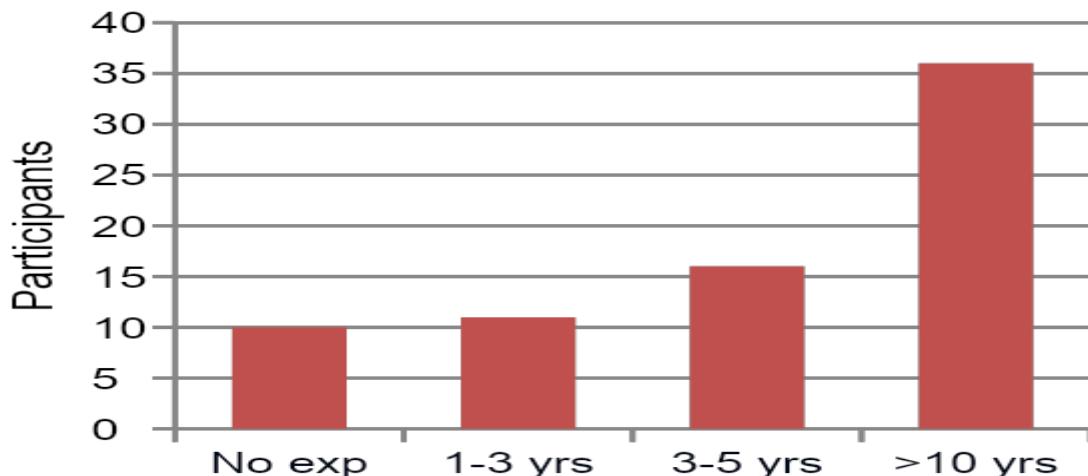
■ Female ■ Male

Age group



■ 18-24 ■ 25-34 ■ 35-44 ■ 45-54

## Experience



Female participants outnumber male by 11.

Most attendees fall in the 25–34 and 45–54 age ranges.

Over 49% have more than 10 years of experience.

### 2.21 Execution of the Training

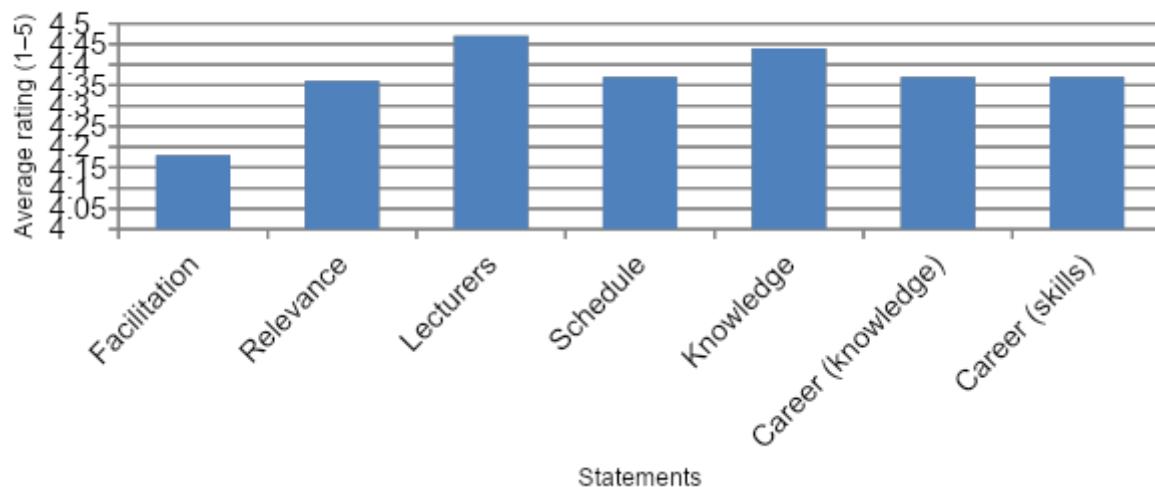
Module number	Module name	Lessons recommended in the curriculum (hours)	Lessons conducted during testing (hours)	Estimated average hours of self-learning per participant (participant survey if necessary)	Number of participants
1	The importance of businesses for economic performance	40 h	40 h	16 h	13
2	Assessing economic relationships and their impact on company goals in the context of sustainable development	40 h	40 h	16 h	16
3	Supporting the development and implementation of strategic company goals focused on sustainable development	40 h	40 h	16 h	16

4	Supporting green startups and various forms of cooperation, taking into account the legal forms of enterprises	40 h	40 h	16 h	13
5	Compliance with and application of trade and environmental regulations in the company	40 h	40 h	16 h	15
Total	-	200 h	200 h	80 h	73

Five training modules were tested. Participants in the training program passed knowledge assessment tests administered after the final session.

Participants completed surveys regarding their level of satisfaction with the training program.

Average ratings across all modules

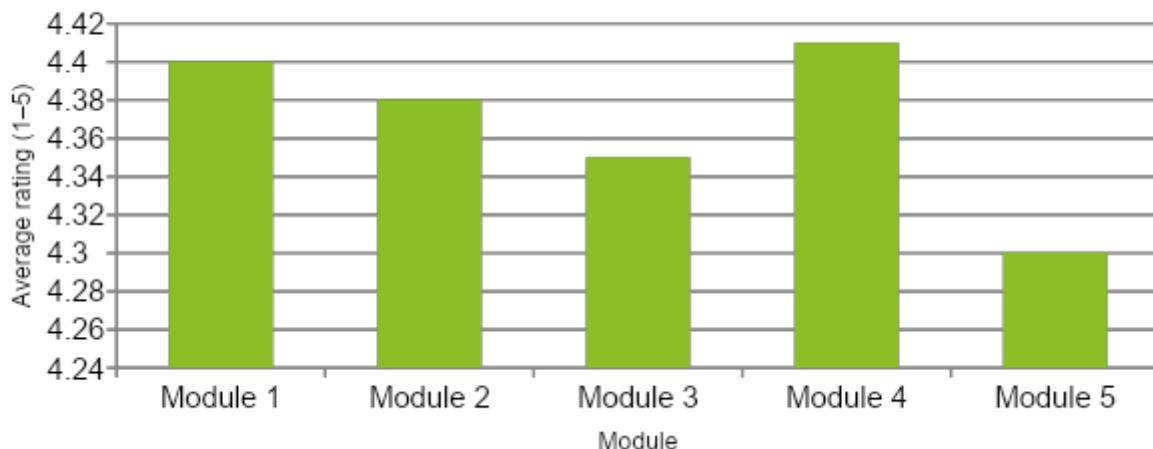


**Lecturers' explanations received the highest marks (4.47).**

**Facilities scored lowest (4.18) but remain positive.**

**Overall satisfaction averages 4.35 out of 5.**

### Average satisfaction per module



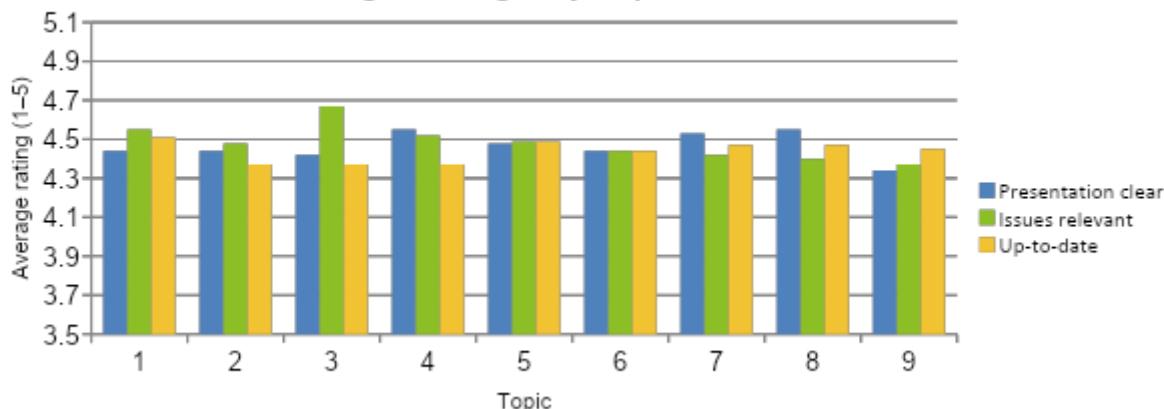
**Module 4 leads with the highest satisfaction (4.41).**

**Module 5 scores slightly lower at 4.30.**

**All modules exceed 4.3/5, indicating strong approval.**

### 2.22 Main Findings and Conclusions

#### Average ratings by topic and criterion



**Topic 3 relevance scores highest at 4.67.**

**All topics exceed 4.3 across criteria.**

**Clarity and relevance consistently earn strong marks.**

Participants rated all aspects of the training program at a high level, above 4.3/5, indicating high satisfaction. It is recommended that improved digital training solutions be implemented and that the range of topics be balanced.

### 2.3 Prospects for future uses

Germany

In Germany, the continuing education programme 'Sustainable Management' developed in the BA&VET project is used on an ongoing basis independently of the dual study programme by Elbcampus, the vocational training institution of the Hamburg Chamber of Crafts. In order to bring about a corresponding decision and to make concrete preparations, the Hanse-Parlament (PP1 HP) held a workshop on 12 December 2025 with the education management of Elbcampus, lecturers and members of the examination board.

#### Poland

The testing and evaluation of the 'Sustainable Management' continuing education programme developed in the BA&VET project by the Gdańsk Chamber of Crafts (PP6 PCH) proved so positive that the partner decided to continue running the continuing education programme on an ongoing basis. In addition, the concept, curriculum and application guidelines were transferred to all Polish chambers of crafts via the Central Association of Polish Crafts. Following consultations, some of these chambers have already decided to implement the programme in the future. Further more, the chamber plans to submit a project under the European Social Development Funds, Measure: Support Social Dialogue on the European Green Deal which will utilize the 'Sustainable Management' and the 'Energy Service Manager' continuing education programme as part of training for SMEs.

#### Estonia

In Estonia, the Estonian Chamber of Commerce and Industry (PP5 ECCI) has decided to run the "Sustainable Management" training programme on an ongoing basis, at least once a year.

#### Finland

The curricula for further vocational training can be used in VET-institutes in Finland. Part of them might be usable as further information source in courses approaching such issues. They could also be used in special courses ordered by employers and companies, because this kind of ordered training is in common not aiming to graduation but to give further training and special skills in certain exact topic, and thus is less regulated.

SAMK collaborates with both vocational education institutions and companies and other organizations too, thus, the results gained and curricula developed will be disseminated to VET institutions, enterprises, and organizations in Finland.

#### Other countries

From 2024 to 2028, Centres of Vocational Excellence (COVE) will be established in Germany, Denmark, Poland, Lithuania, Finland, the Netherlands, Hungary and Ukraine, which will be jointly operated by universities, vocational schools, chambers and associations. These centres have already decided to use and implement the further vocational training programmes developed in the BA&VET project.

### 3. Evaluation concept<sup>5</sup>

#### 3.1 The evaluation

##### 3.11 Background information on the evaluation

Current evaluation concept is compiled by PP3 Tallinn University of Technology (TalTech) Tartu College as a part of ERASMUS+ co-funded project “Promoting permeability through dual bachelor's programs with integrated initial and further vocational training” (BA&VET), work package WP3, activity A4 *Development of drafts for concept, curricula, module handbook and examination regulations for three stage dual study programme “Business Administration & Sustainable Management of SMEs”*.

The term evaluation is commonly used to refer to studies implemented to assess and report on the strengths and weaknesses of policies, programmes, curricula, etc., and in that way give an opportunity to improve their effectiveness (Hafeez, Naureen and Sultan, 2022). In common, evaluation includes different levels. Macro level deals with framework and facilitations of the programme; medium level approaches the individual course or study programme; micro level studies the experiences, feeling and success of an individual student or trainee in the learning process (Fitzpatrick, 2004) (Lilja, Kari; Sandelin, no date).

The focus of evaluation depends on goals of the process evaluated. Concerning the evaluation also further aspects such as “*Timeline*” and the “*Opportunity to impact*” have to be considered. If the aim of the evaluation is to help and enable developing and improving the training, the evaluation should be focused on such issues that in a way or another tell us, how to change the process and that are under our control, thus, the focus should be directed to the future. If the goal of the evaluation is to find out how did the policy, programme or course succeed, an approach should have a look at backward and concentrate on outcomes, that not necessary are under supervision.

In common, evaluations tend to be multilevel and have a look at both towards and backwards. The aim of the evaluation is to support implementing and improving of the training programme; thus, the evaluation is multilevel, and the focus is on issues that we have an opportunity to impact on.

The evaluation should be scheduled so, that the whole course is still in the memory of respondents. If the course is single activity like lecture, practical training, or e-learning session, this is no problem. The evaluation survey or interview can be conducted immediately after the training without any risk on confusions concerning the target of the evaluation. But if there are more activities, the course lasts weeks or months, or consists of many meetings with certain interval, the risk of bias, caused by uncertainty about which part the survey or interview deals with, increases. This means that in such

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<sup>5</sup> Compiled by Mihkel Kiviste (Prof., PhD), Tallinn University of Technology, School of Engineering, Tartu College

cases either the survey should be conducted separately after each phase or questions should be written so, that the risk of bias becomes minimized.

### 3.12 The evaluation process

In best cases, the evaluation survey and the report should cover some of modules of the evaluated further training programme. This is not always possible, because e.g., the training may have been divided into parts with long periods between each, or parts of the course are quite different from each other. In such cases, it is recommendable to conduct the evaluation and write the report separately in each phase to avoid bias caused by time. These individual reports can then be summarised in concluding report.

This evaluation concept covers different modules of further training programme. Some of these modules can be evaluated as a whole, but some must be evaluated phase by phase or can be evaluated only partially. However, the evaluation method, phases and tools are similar in each case. The evaluation will be conducted using the online survey application, which enables the anonymity of the respondents, and – If needed – follows the sent invitations and sends reminders to those who have not responded. The questionnaire will be pre-prepared and saved as a template (Appendix A). The prepared survey will be tested to see if the questionnaire is working, and if the reporting will be possible in a desired way (Figure 1.1).

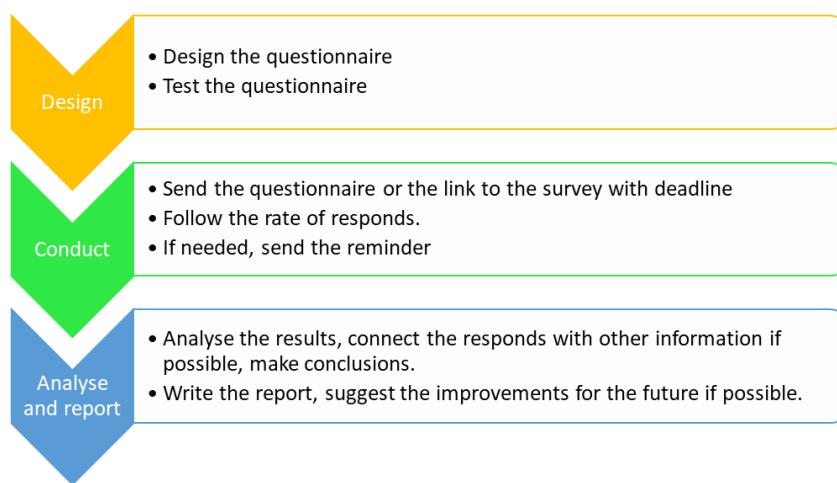


Figure 1.1. The evaluation process.

### 3.13 Target groups of the evaluation

The main target groups are participants and lecturers/trainers of the further training programme. Therefore, separate questionnaires are developed to participants (Appendix 1) and lecturers (Appendix 2). It is recommended that these questionnaires will be completed by each participant as well as by each lecturer separately for each module that has been completed at the end of the implementation of the respective module. Later on, an evaluation can be carried out for each individual module as well as for the programme (training) as a whole.

### 3.14 Online questionnaires and duties of each test facilitator

The online questionnaire will be prepared by TalTech in English using the template created in *Google Forms*. TalTech will send the links to questionnaire to the facilitator who delivers the links and instructs the target groups to complete the questionnaire.

### 3.15 Needs to translate the questionnaire

If the questionnaire needs to be translated to domestic language, a facilitator should announce this at least a month before the training starts. TalTech will then send a preliminary questionnaire of each target group to be translated. Facilitator will send the translated version to TalTech latest two weeks before the further training programme starts.

### 3.16 When the modules of the programme start

In the beginning of each module, the facilitator informs, that the module will be evaluated, and that participants will receive a link to the evaluation questionnaire during the programme. Participants should be informed that the evaluation helps the facilitators to develop and improve the programme in the future.

### 3.17 When the modules of the programme end

In the end of the module, facilitator gives the link to the survey to participants (students), reminding them that each answer is important, and informs the period when the evaluation survey is active.

After the responding period has finished, TalTech will collect the results from the online system, analyse them and write a report.

Table 1.1: Summary of the duties, process and schedule of the test

Deadline and responsible party	Task
Latest one (1) month before the start of the programme / training facilitator of the course should	<ul style="list-style-type: none"> <li>inform TalTech about the schedule of the course,</li> <li>send TalTech a brief info about the further training programme (only topics of the programme are required).</li> </ul>
When the course starts, facilitator will inform the participants, teachers/trainers, and enterprises that	<ul style="list-style-type: none"> <li>the programme will be evaluated,</li> <li>the link to the evaluation survey will be given or sent during the programme, and</li> <li>that it is important for developing the programme that everyone complete the questionnaire.</li> </ul>
When the course or phase of the course ends, facilitator will	<ul style="list-style-type: none"> <li>deliver the links to survey to respondents either by e-mail or in other acceptable way,</li> <li>inform the respondents about the deadlines, and</li> <li>remind them about the importance of the evaluation.</li> </ul>
When the given deadline has been passed, TalTech will	<ul style="list-style-type: none"> <li>open the database and collect and analyse the results,</li> <li>write a report, and</li> </ul>

- send the report to be discussed.

### 3.18 The evaluation report

In the report, following issues will be reported: A rough description of the group of respondents, have they been satisfied with the facilitations, topics, teachers, and their group, do they believe that the further training programme has been beneficial, and what could have been made in other way.

All the evaluations will be summarized together concluding the findings and some suggestions concerning the opportunities to improve and develop the further training programme.

## 3.2 Further training programme “Commercial Specialist in Sustainable Management”

### 3.21 Background and relevance of the sustainable management

Sustainability has been defined as the balance between the environment, equity, and economy. Today, there exist many global challenges, which affect the sustainability in business, i.e a) global climate crisis, b) continuous consumption of the earth's natural resources and c) advancing environmental destruction. These challenges have changed the behaviour of consumer, who is more conscious about the consumption of sustainable products. This has been understood at the political setting of environmental and climate targets, e.g., EU's Green Deal.

These challenges however are the possibility to create new opportunities for small and medium enterprises (SME-s). Further on both climate-neutral and sustainable products should be developed. At the same time resource-saving processes must be implemented along the entire value chain. Also, the compliance with human rights, health and safety regulation must be ensured at all stages of global value chain. Sustainable actions affect all functions along the value chain (Figure 2.1).



Figure 2.1. A principle of management of sustainable value chains of a product.

This require: a) the knowledge about the use of environmentally friendly and renewable resources and, b) business administration competences as well as the basis, c) for the finding of entrepreneurial decisions that make economically and ecologically sense and are ethically responsible.

### 3.22 The conceptual foundations of the further training programme

#### “Commercial Specialist in Sustainable Management”

The **legal basis** for the further training programme programme is the „*Ordinance on the examination for the recognized advanced training qualification for a certified commercial specialist*“ in accordance with the crafts regulations in Germany.

The **admission requirements** are flexible and can be fulfilled through various further education certificates as well as professional experience in relevant fields of activity.

The further training is **primarily aimed at people with commercial dual vocational, training** who are interested in independently managing commercial-administrative areas of craft businesses or other small and medium-sized companies, in the design of operational processes as well as marketing and personnel management.

**Main (Central qualification) objectives:** The course graduate should be able to manage commercial-administrative areas of craft businesses or other small and medium-sized companies, to design operational processes as well as marketing and personnel management independently. **Cross-functional objectives:** Analysing and optimizing processes from a business perspective, taking sustainability into account.

### 3.23 Data collection

The data is collected separately for each training module. The evaluation data is collected online on the basis of standardised questionnaires. At the end of the training for each individual module, the participants and lecturers (trainers) of the training programme are each asked to complete a questionnaire.

- The questionnaire for the participants is attached as Appendix 1.
- The questionnaire for the trainers is attached as Appendix 2.

The implementing partner shall ensure that the questionnaires are completed and that the completed questionnaires are made available to the evaluator TalTech no later than fourteen days after the completion of the respective module. In addition, the Implementation Partner shall send an implementation report to the Lead Partner and TalTech no later than four weeks after the end of the entire training. On this basis, the evaluator carries out all analyses and prepares a comprehensive evaluation report no later than four weeks after receipt of the documents, which also contains conclusions and recommendations for the design of the training and for future use in a separate chapter.

### 3.3 References

Fitzpatrick, J.L. (2004) 'Exemplars as Case Studies: Reflections on the Links Between Theory, Practice, and Context', *The American Journal of Evaluation*, 25(4), pp. 541–559. Available at: <https://doi.org/10.1016/J.AMEVAL.2004.09.008>.

Hafeez, M., Naureen, S. and Sultan, S. (2022) 'Quality Indicators and Models for Online Learning Quality Assurance in Higher Education', *Electronic Journal of e-Learning*, 20(4), pp. 374–385. Available at: <https://doi.org/10.34190/ejel.20.4.2553>.

Lilja, Kari; Sandelin, S. (no date) *Evaluation concept. The evaluation of Train The trainer - test (WP3) and test training of WP4*.

### 3.4 Appendix 1: Questionnaire for participants of the further training programme "Commercial Specialist in Sustainable Management"

Dear participant,

At the end of each training module, please complete the following questionnaire separately for each module. This will help us to continuously improve and develop the training program.

#### Identification of the training module

Please tick which module you have completed and evaluated.

Module number	Module name	Please tick one module only
1	Analysing and promoting the competitiveness of companies acting sustainably	
2	Designing marketing according to a sustainability-oriented strategy	
3	Organizing business accounting, controlling as well as financing and investment considering sustainability	
4	Designing human resources management and leading employees	
5	Qualifications of trainers in SMEs	

#### General information

(1) Please indicate your gender

- Male
- Female
- Prefer not to answer

(2) Please indicate your age

- Younger than 18
- 18 - 24
- 25 - 34

- 35 – 44
- 45 - 54
- Prefer not to answer

(3) Please indicate your professional experience

- no professional experience
- 0-6 months
- 6-12 months
- 1-3 years
- 3-5 years
- 5-10 years
- more than 10 years

(4) Please indicate your current professional activity

- I am a self-employed entrepreneur
- I am an employee in a company

The company has

- less than 10 employees
- 10 to 49 employees
- 50 to 250 employees
- more than 250 employees

I carry out the following activity.....

I work in the following branch.....

(4) Please indicate your educational background

- no formal education
- primary school
- junior high school
- vocational school
- high school
- technical high school
- college/ university (Bachelor's Degree/ Engineering Degree)
- college/ university (Master's Degree)

(5) Did you attend any additional courses/ trainings before you enrolled in this course?

- YES

NO

(6) What additional courses/ trainings did you attend before you enrolled in this course?

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Please circle the scale that applies to your opinion on the following aspects of the education you participated.

Scale: 1= Strongly disagree, 2=Disagree, 3=Neither disagree or agree, 4=Agree, 5=Strongly agree

In common		1	2	3	4	5
The facilitation (location, room etc.) was suitable for training		1	2	3	4	5
The topics and issues were relevant and responded to the goals of training		1	2	3	4	5
The lecturers explained topics of the lessons, additional questions, experiences, and topical issues arisen during the course well		1	2	3	4	5
There were enough time scheduled for each issue.		1	2	3	4	5
I got valuable knowledge from lessons and examples presented by lecturers.		1	2	3	4	5
I believe that can utilize the knowledge gained from lessons in my future career.		1	2	3	4	5
I can utilize the skills trained and knowledge gained in my future career, e.g. when consulting my clients.		1	2	3	4	5
Comments concerning the common issues						
Lessons and Topics						
Topic 1	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Topic 2	The presentation was clear and understandable	1	2	3	4	5

	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Topic 3	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Topic 4	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Topic 5	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Topic 6	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Topic 7	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Topic 8	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Topic 9	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
		1	2	3	4	5

	The information presented were up-to-date					
Free speech						
What was good?						
What could have been done better? (E.g. was some topic missing or unnecessary)						
Would you recommend the course to someone you know? If not, why not?						
Was anything missing that you might need in your future profession / occupation / job?						
Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?						
Other comments						

Thank you for your answer

### 3.5 Appendix 2: Questionnaire for lecturers of the further training program “Commercial Specialist in Sustainable Management”

Dear lecturer,

at the end of each training module, please complete the following questionnaire separately for each module. This will help us to continuously improve and develop the training program.

#### Identification of the training module

Please tick which module you have completed and evaluated.

Modul number	Modul name	Please tick one module only
1	Analysing and promoting the competitiveness of companies acting sustainably	
2	Designing marketing according to a sustainability-oriented strategy	
3	Organizing business accounting, controlling as well as financing and investment considering sustainability	

4	Designing human resources management and leading employees	
5	Qualifications of trainers in SMEs	

The lecturer should evaluate the course with overall grade (poor, fair, good, very good, excellent). Written comments are appreciated. Thank you for your co-operation!

Experience in teaching: \_\_\_\_\_ years

Overall content of course topics

1 = Poor	Comments:
2= Satisfactory	
3= Good	
4= Very good	
5= Excellent	

How well the topics in curricula match to the needs and goals of the students (average)?

1 = Poor	Comments:
2= Satisfactory	
3= Good	
4= Very good	
5= Excellent	

Schedule compared to the contents and goals of the programme

1 = Poor	Comments:
2= Satisfactory	
3= Good	
4= Very good	
5= Excellent	

Level of the students

1 = Poor	Comments:
2= Satisfactory	
3= Good	
4= Very good	
5= Excellent	

Motivation of the students

1 = Poor	Comments:
2= Satisfactory	
3= Good	
4= Very good	
5= Excellent	

How do the contents of the education match to the requirements of the qualification

1 = Poor	
2= Satisfactory	
3= Good	
4= Very good	
5= Excellent	

Comments:

Thank you for your answer.