2. Concept, Curricula and Evaluation for Train-the-Trainer Seminar

Innovative Business Transfer Models for SMEs in the BSR (INBETS BSR)

Concept, Curricula and Evaluation
for Train-the-Trainer Seminar

1. Background

INBETS BSR aims to examine, further develop and design innovative and transferable models and tools for facilitating small and medium-sized enterprises (SMEs) business transfers, make them widely available and implement them in companies. One of the main tools to achieve these goals is to strengthen institutional capacities of existing business support organisations (BSOs) for successful business transfers by qualifying permanent staff of BSOs as transfer coaches.

This modularised concept, curricula and documentation for Train-the-Trainer activities was developed for the purpose of implementation of Train-the-Trainer seminars with staff from BSOs and experts from transfer partners in order to qualify them as transfer coaches.

The aim of the training is to familiarize the participants with all the tasks of consulting and promotion of business transfers.

2. Target Groups

The target groups of Train-the-Trainer Seminar are:

- Teachers and lecturers from universities / colleges, chambers, training institutions, etc., who are involved in the training of entrepreneurs;
- Advisers to Chambers and other business development agencies involved in advising, coaching and promoting business transfers and start-ups.

3. Learning Objectives

The main learning objective of Train-the-Trainer Seminar is to give the target group the skills they need to become permanent qualified business transfer coaches, which means that:

- The participants should be able to get an overview of the main topics of entrepreneurship education and to be able to assess which competences are necessary for the communication of this content;

- The participants must have pedagogical skills and experience that will be refreshed and supplemented by the training on pedagogical issues of entrepreneurship education;
- The participants should get to know the whole process of training and coaching of potential founders and transferees;
- The participants should be enabled to independently carry out the training and coaching on the basis of curricula and teaching materials.

4. Structure and Duration of the Training

The Train-the-Trainer seminar is a 2-day seminar that consists of 2 main parts:

A. Training as an Entrepreneur - introduction and explanation of main training content, divided into 6 Modules:
   A1. Determining Corporate Competitiveness;
   A2. Developing Corporate Government Strategies;
   A3. Innovation Management;
   A4. Basic Computer Skills, Bookkeeping using Commercial Software;
   A5. Preparing, Completing and Evaluating Start-up and Takeover Activities;
   A6. Human Resources Management & Vocational Education Knowledge.

B. Pedagogy as well as Coaching and Consulting Process:
   B1. Pedagogical questions procedure and examination of training to become an entrepreneur;
   B2. Design and instruments of the consulting process for company transfers.

Total duration of the seminar - 2 working days, 18 hours:
- 15 hours of training (1st day - 8,5 hours; 2nd day - 6,5 hours);
- 2 hours of lunch breaks;
- 1 hour of coffee breaks.

5. Learning Content

5.1 Part A "Training as an Entrepreneur"

Module A1 "Determining Corporate Competitiveness"

Sub-Module I: **Market analysis**

- Significance, procedure, areas of corporate planning strengths and weaknesses analysis
- Strengths and weaknesses analysis
- Estimating market opportunities and risks
- Motivating profit potential

Sub-Module II: **Corporate goal system**

- Analysing corporate goals
- Knowing your goals and goal relationships
- Establishing a target system

Sub-Module III: **Corporate culture and image**

- Characteristics of corporate culture
- Communicating corporate social responsibility in the corporate image

Sub-Module IV: **Classification of the legal system**

- Civil and public law
- Contract law (general contract law, purchase agreement)
- Property law (property, ownership)
- Start-up relevant regulations
- Tax law

Discussion and Interactive group work by using these (one of more) Innovative Teaching-Learning Methods:

1. *Case study* is a method of teaching-learning, which focuses on abilities to apply the acquired knowledge in a real situation. This is an analysis and generalisation of a specific social, economic phenomenon, situation or problem, seeking to highlight the essential aspects and their interrelations. Case study is conducted applying other methods of active teaching-learning methods (situation analysis, group discussions, etc.). It promotes school learners' collaboration, develops initiative and creativity, contributes to consolidation and development of theoretical knowledge, to acquisition of new abilities to practically solve problems;
2. *Method of memory mapping* is a method for group work, strategic analysis, solving of marketing (demand and supply of goods, increase of competitiveness) and other problems, which creates conditions for exhaustive causal analysis;
3. *Discussion* is a method applied on fragmented basis, when following the curriculum of economics and entrepreneurship education, learners exchange information and share their experience analysing a certain topic or problem. Taking an active participation in discussions, they develop self-confidence, critical thinking, ethical principles of communication and collaboration, ability to provide arguments, to assume responsibility for own actions.

Duration: 1st Day, from 08:45 to 10:15 h. Total duration of this Module - 1,5 h.

Module A2 "Developing Corporate Government Strategies"

Sub-Module I: **Need for private provision for old age**

- Social security systems
- Private personal and property insurance
- Pension / retirement provision

Sub-Module II: **Commercial and Corporate Law**

- Definition of a merchant
- Company name
- Commercial register

Sub-Module III: **Competition Law**

- Law against restraints on competition
- Law against unfair practices
- Quotation of prices act
- Store closing law
- Copyright law

Sub-Module IV: **Tax Law**

- VAT, trade tax
- Assessed income tax
- Corporate tax, taxation procedure

Sub-Module V: **Understanding and use of marketing instruments**

- Marketing functions and instruments
- Client orientation and client attention
- Communication and promotion policies
- Pricing and conditions policies
- Procurement planning (supplier selection)

Sub-Module VI: **Marketing**

- Developing and evaluating a marketing scheme
- Estimating market potential, client groups and needs, figures for incoming orders and sales
- Market entry and marketing mix

Sub-Module VII: **Capital requirements and financing**

- Planning of investments, financial and liquidity planning
- Types of financing
- Alternative forms of financing
- Money transfer

Sub-Module VIII: **Inter-company co-operation**

- Value chains
- Co-operation schemes

Sub-Module IX: **Controlling**

- Mission and objectives
- Weak point analysis
- Operating figures and performance indicator systems
- Costs and revenues management and control

Sub-Module X: **Claims management**

- Accounts receivable management
- Dunning and legal actions
- Debt collection and compulsory execution

Sub-Module XI: **Insolvency proceedings**

Sub-Module XII: **Financing / funding**

- Quantifying capital requirements
- Investment plan and finance concept
- Financing rules
- Revenue model, liquidity planning

Discussion and Interactive group work by using these (one of more) Innovative Teaching-Learning Methods:

Discussion is a method applied on fragmented basis, when following the curriculum of economics and entrepreneurship education, learners exchange information and share their experience analysing a certain topic or problem. Taking an active participation in discussions, they develop self-confidence, critical thinking, ethical principles of communication and collaboration, ability to provide arguments, to assume responsibility for own actions.
  1. *Interactive simulation* is a method applied for development and consolidation of entrepreneurship skills. During simulation such methods as case study, role play and other active teaching and learning methods can be applied;

2. ***Method of brain storming*** is acknowledged as an efficient method. This is a method of business idea generation aimed to creation of alternative solutions to problems, to enhancement of initiative, creative and analytical thinking;

3. ***Market research*** is focuses on collection of information on supply and demand of products or services, consumer needs as well as on processing of such information. This is a method that encourages a better understanding of the surrounding environment and application of the acquired knowledge and abilities solving various problems.

Duration: 1st Day, from 10:30 to 12:00 h. Total duration of this Module - 1,5 h.

Module A3 "Innovation Management"

Sub-Module I: Innovation Management

Sub-Module II: Classification of innovations and peculiarities of innovation activity in companies

Sub-Module III: Scientific technological progress and innovations in the sphere of business

Sub-Module IV: Organization of innovations in business entity

Sub-Module V: Human resources in business entities and development of innovations

Sub-Module VI: Intellectual property in business

Sub-Module VII: Practical aspects of the implementation of innovations

Sub-Module VIII: Product development

- Sales and purchase market analysis
- Market research and market analysis techniques
- Clients, general public, suppliers
- Products, preparing decisions

Sub-Module IX: Modification of products and services supply

Sub-Module X: Innovations and competition

Sub-Module XI: Evaluation of products and services demand

Discussion and Interactive group work by using these (one of more) Innovative Teaching-Learning Methods:

1. ***Opportunity-centered learning*** embraces creation of innovative ideas based on the possessed experience, evaluation of real situation and own abilities. In the process of opportunity-centered teaching-learning, which is closely related to experiential learning, learners get familiar with the world as rich environment, where exploration challenges regularly emerge and an opportunity of choice appears;
2. ***Team learning*** (ranked third according to the significance) is an efficient teaching-learning method, which is applied solving various problems that aim to facilitate thinking of team members and their joint activities;
3. ***Discussion*** is a method applied on fragmented basis, when following the curriculum of economics and entrepreneurship education, learners exchange information and share their experience analysing a certain topic or problem. Taking an active participation in discussions, they develop self-confidence, critical thinking, ethical principles of communication and collaboration, ability to provide arguments, to assume responsibility for own actions.

Duration: 1st Day, from 13:00 to 14:30 h. Total duration of this Module - 1,5 h.

Module A4 "Basic Computer Skills, Bookkeeping using Commercial Software"

Sub-Module I: **Basic Computer Skills**

- Basics of operating systems
- File architecture
- Data security and protection

Sub-Module II: **Subsystems of Corporate Accounting**

- Financial statements
- Cost and performance accounting
- Cash-flow statement

Sub-Module III: **Bookkeeping**

- Tasks in view of legal regulations
- Double-entry method
- Inventory and completion methods (e.g. IT)

Sub-Module IV: **Annual accounts/ Period-end closing and Business Assessment**

- Balance sheet structure and profit & loss statement
- Methods for rating scores, balance sheet figures, performance indicators

Sub-Module V: **Cost and Performance Calculation**

- Tasks and structuring of cost-type accounting
- Cost centre accounting
- Cost unit accounting
- Profit and loss account
- Cost accounting systems

Sub-Module VI: **Creating, Checking and Posting Vouchers**

- Assets accounting, accounts payable
- Cash accounting
- Payroll accounting
- Account assignment and posting

Sub-Module VII: **Creating and Checking the Cash Ledger**

- Cash ledger structure
- Recording of cash operations, cheque transactions
- Cash book control, differences
- Document control and record keeping

Sub-Module VIII: **Preparation of Financial Statements**

- Inventory
- Recognition and valuation principles
- Asset accounting

Sub-Module IX: **Payroll Procedures**

- Entering employee information
- Recording of working times
- Payroll structure and elements
- Dates and deadlines

Discussion and Interactive group work by using these (one of more) Innovative Teaching-Learning Methods:

1. *Case study* is a method of teaching-learning, which focuses on abilities to apply the acquired knowledge in a real situation. This is an analysis and generalisation of a specific social, economic phenomenon, situation or problem, seeking to highlight the essential aspects and their interrelations. Case study is conducted applying other methods of active teaching-learning methods (situation analysis, group discussions, etc.). It promotes school learners'

collaboration, develops initiative and creativity, contributes to consolidation and development of theoretical knowledge, to acquisition of new abilities to practically solve problems;

2. ***Cooperative learning*** is an efficient teaching-learning method, when communication and collaboration that occur between the educator and learners during the social interaction encourage to build up and transform knowledge, to create concepts and to develop abilities, which can be adapted in various situations. Cooperative learning learning enhances school learners' self-esteem, self-confidence and contributes to development of independence. Collaborating, discussing, arguing, debating and asking each other questions, school learners develop cognitive skills;

3. **Discussion** is a method applied on fragmented basis, when following the curriculum of economics and entrepreneurship education, learners exchange information and share their experience analysing a certain topic or problem. Taking an active participation in discussions, they develop self-confidence, critical thinking, ethical principles of communication and collaboration, ability to provide arguments, to assume responsibility for own actions.

Duration: 1st Day, from 14:45 to 15:45 h. Total duration of this Module - 1 h.

Module A5 "Preparing, Completing and Evaluating Start-up and Takeover Activities"

Sub-Module I: **Preparing, completing and evaluating start-up and takeover activities**

- Identification and evaluation of the possibilities to use consulting services;
- Identification and evaluation of the possibilities to use promotional and support services for the foundation and takeover of a company;
- Identify the appropriate contact points for start-up and takeover consulting and evaluate their range of services.

Sub-Module II: **Organisation**

- The importance of the organisational structure;
- Planning company's development;
- Understanding key areas, instruments and principles of an organisation;

Sub-Module III: **Corporate succession**

- Necessity to plan business succession;
- The aspects of inheritance and family law important for business succession;
- Impact of tax regulations on selected business succession model.

Sub-Module IV: **Entrepreneurship / company start-up**

- Analysis and planning – how it is important preparing the business concept;
- Significance of personal aspects, as well as business and legal components in the corporate context.

Sub-Module V: **The reliable determination of the value of the company to be transferred**
- Valuation Methods and INBETS Valuation Tool;
- Important factors influencing business value;
- Criteria for determining the business value;
- Price of the business transferred.

Sub-Module VI: **Financing of business transfer models**

- Innovative SME Financing Models;
- Preparing business activity forecasts (business plan);
- Business investment planning;
- Business liquidity planning;
- Identification of the capital needs of the business;
- Selecting appropriate financing instruments of chosen business transfer model.

Sub-Module VII: **Business transfer models**

- Process of planning the business transfer;
- Possible Model of business transfer
- Six different Models of business transfer.

Sub-Module VIII: **Matchmaking between transferor and transferee**

- Motivating factors for business transfer;
- Tools facilitating matchmaking of relevant business transfer parties;
- INBETS Matchmaking system.

Sub-Module IX: **Transfer of knowledge**

- Knowledge Management Principles;
- Importance of Knowledge Management;
- Knowledge management systems;
- IMBETS Knowledge management tool.

Discussion and Interactive group work by using these (one of more) Innovative Teaching-Learning Methods:

1. ***Interactive simulation*** is a method applied for development and consolidation of entrepreneurship skills. During simulation such methods as case study, role play and other active teaching and learning methods can be applied;
2. ***Method of evaporating conflict cloud***, though it can be applied solving internal, interpersonal or group conflict, after wishes of conflicting parties were clarified and the common goal, which unities their needs, was identified;
3. **Discussion** is a method applied on fragmented basis, when following the curriculum of economics and entrepreneurship education, learners exchange information and share their experience analysing a certain topic or problem. Taking an active participation in discussions, they develop self-confidence, critical thinking, ethical principles of communication and collaboration, ability to provide arguments, to assume responsibility for own actions.

Duration: 1st Day, from 15:45 to 18:00 h. Total duration of this Module – 2:15 h.

Module A6 "Human Resources Management & Vocational Education Knowledge"

Sub-Module IV: Presenting and motivating the benefits and use of in-company training

Sub-Module V: Participating in planning and decision-making with regards to specific training needs, to legal and operational conditions, and to the collective agreement

Sub-Module VI: Selecting proper training methods and media for target groups, and applying them accordingly, if necessary

Sub-Module VII: Creating learning-conductive conditions and a motivating learning culture, giving and receiving feedback

Sub-Module VIII: Organising, designing and evaluating the probation period

Sub-Module IX: Developing and defining operational learning and work-related tasks, based on the in-company training plan and the typical occupational and business processes

Sub-Module X: Assisting trainees with individual training and guidance in case of learning difficulties by applying training aids, if necessary, or by checking the possibility of extending the training period

Sub-Module XI: Providing trainees with additional training opportunities, in particular in the form of additional qualifications, and by checking the possibility of shortening the training period or chances for an early approval of the final examination

Sub-Module XII:	Promoting social and personal development of trainees, identifying problems and conflicts in good time, solution-oriented approach
Sub-Module XIII:	Measuring and evaluating performance and test results of third parties, conducting assessment discussions and drawing conclusions with regard to the further training process
Sub-Module XIV:	Learning and working in a team as well as intercultural skills in the company promote
Sub-Module XV:	Preparing trainees for their final of journeyman's examination by taking-into account the examination dates, and leading the training to successful completion
Sub-Module XVI:	Ensuring that the trainees register with the competent commission and making sure that the commission will be aware of any specifics that might be relevant with regard to the examination
Sub-Module XVII:	Contributing in the issuing of written certificate, on the basis of performance assessments
Sub-Module XVIII:	Informing and advising trainees about inter-company development and career opportunities, and about occupational further training options
Sub-Module XIX:	Presenting the vocational training system structures and its liaising areas
Sub-Module XX:	Selecting training professionals for a company and specifying their purpose
Sub-Module XXI:	Examining qualification of a company with regards to training in a desired vocational training field and whether and to what extent training contents shall be conveyed outside the company, in particular by a combination of interplant and external vocational training
Sub-Module XXII:	Assessing chances for applying preparatory measures in vocational training
Sub-Module XXIII:	In a company - co-ordinating tasks of personnel involved in the training, in due consideration of their functions and qualifications
Sub-Module XXIV:	Drawing up an operational training plan based on training regulations, in due consideration of job-specific work and business processes
Sub-Module XXV:	Taking-into account prospective participation and co-participation in vocational training of involved occupational interest groups

Sub-Module XXVI: Determining co-operation needs and co-ordinating with project partners, in particular with the involved vocational school, organisation and contents of the training

Sub-Module XXVII: Applying criteria and procedures for selection of trainees, taking into consideration their diversity

Sub-Module XXVIII: Preparing a vocational training contract and its registration with the competent body

Sub-Module XXIX: Examining chances of organising the vocational training program partly abroad

Discussion and Interactive group work by using these (one of more) Innovative Teaching-Learning Methods:

1. *Cooperative learning* is an efficient teaching-learning method, when communication and collaboration that occur between the educator and learners during the social interaction encourage to build up and transform knowledge, to create concepts and to develop abilities, which can be adapted in various situations. Cooperative learning enhances school learners' self-esteem, self-confidence and contributes to development of independence. Collaborating, discussing, arguing, debating and asking each other questions, school learners develop cognitive skills;

2. *Independent learning* as one of most efficient methods for consolidation and deepening of learners' theoretical knowledge and entrepreneurship education. Independent learning includes completion of assignments without direct assistance from a teacher. This is learners' independent work with textbooks or other information sources, which targets at selection and understanding of essential issues. The search for various information sources on the issues of economics and entrepreneurship, their analysis, generalization, selection of essential information and its processing are carried out by learners';

3. *Learning of activity* is a teaching-learning method, when using learning of activity methods based on practical activities are applied in the process. Learning of activity presents a practical way of personal improvement, when activity is taken up and participants learn from it while investigating problems;

4. *Discussion* is a method applied on fragmented basis, when following the curriculum of economics and entrepreneurship education, learners exchange information and share their experience analysing a certain topic or problem. Taking an active participation in discussions, they develop self-confidence, critical thinking, ethical principles of communication and collaboration, ability to provide arguments, to assume responsibility for own actions.

Duration: 2nd Day, from 08:00 to 09:30 h. Total duration of this Module - 1,5 h.

5.2 Part B Pedagogy as well as Coaching and Consulting Process

Module B1 „Pedagogical questions Procedure and examination of training to become an entrepreneur"

Sub-Module I: **Pedagogy**

Sub-Module II: **Procedure and examination of training**

Presentation of the entire process of entrepreneurship training from preparation to execution. From implementation to follow-up. Presentation of the examination regulations and requirements for the examination acceptance.

Duration: 2nd Day, from 09:30 to 11:45 h. Total duration of this Module - 2 h (15 minutes Coffee Break excluded).

Module B2 „Design and instruments of the consulting process for company transfers"

Sub-Module I: **Consulting and coaching process**

Sub-Module II: **Instruments** (to be presented in following trainings)

The aim of the training is to familiarize the participants with all tasks of consulting and promotion of business transfers. Accordingly, the various phases, tasks, instruments, etc. of company transfers must be mapped from the point of view of the transferor and the transferee:
- Information and advice for transferors;
- Information and advice for acquirers;
- Legal forms and models of transfer;
- Financing models for the handover;
- Promotion of the handover;
- Valuations of companies;
- Matchmaking Systems;
- Knowledge Management System;
- Determination of entrepreneurial competences;
- Motivation and creativity training;
- Training as an entrepreneur;
- Courses to prepare for the existence of incorporation or takeover;
- Designing the consulting process until the successful takeover of a company.

Duration: 2nd Day, from 13:15 to 14:45 h. Total duration of this Module - 1,5 h.

5.3 Conclusion of the Train the Trainer Seminar

The participants will receive a qualified certificate of attendance, which will be issued by Vytautas Magnus University Education Academy Professional Development Institute. An example of this certificate is provided additionally.

6. Implementation concept for the testing of the Train the Trainer seminar

Implementation Planning

When?	What?	Who & How?
	1st Day	
08:00 - 08:45	Welcome and Introduction. Presentation of the participants. Overview of the programme of the 1st day	Moderator: Vytautas Magnus University
08:45 – 10:15	PART A **Module A1: "Determining corporate competitiveness"**	Moderator: Vytautas Magnus University **Discussion and Interactive group work**
10:15 – 10:30	Coffee break	
10:30 - 12:00	PART A **Module A2: "Developing corporate government strategies"**	Moderator: Vytautas Magnus University **Discussion and Interactive group work**
12:00 - 13:00	Lunch	
13:00 - 14:30	PART A **Module A3: "Innovation Management"**	Moderator: Vytautas Magnus University **Discussion and Interactive group work**
14:30 - 14:45	Coffee break	
14:45 - 15:45	PART A **Module A4: "Basic Computer skills, bookkeeping using commercial software"**	Moderator: Vytautas Magnus University **Discussion and Interactive group work**
15:45 - 18:00	PART A **Module A5: "Preparing, completing, evaluating start-up, takeover activities"**	Moderator: Vytautas Magnus University **Discussion and Interactive group work**
18:00 - 19:00	Free time	

19:00 – 22:00	Joint dinner and international exchange of experiences	
2nd Day		
08:00 - 09:30	**Overview of the programme of the 2nd day** PART A **Module A6: "Human Resources Management & Vocational Education Knowledge"**	Moderator: Vytautas Magnus University **Discussion and Interactive group work**
09:30 - 10:30	PART B **Module B1: "Pedagogical questions Procedure and examination of training to become an entrepreneur"** Sub-Module I: Pedagogy	Moderator: Vytautas Magnus University **Discussion and Interactive group work**
10:30 - 10:45	Coffee break	
10:45 - 11:45	PART B **Module B1: "Pedagogical questions Procedure and examination of training to become an entrepreneur"** Sub-Module II: Procedure and examination of training	Moderator: Vytautas Magnus University **Discussion and Interactive group work**
11:45 - 12:15	PART B **Module B2: "Design and instruments of the consulting process for company transfers"** Sub-Module I: Consulting and coaching process	Moderator: Vytautas Magnus University **Discussion and Interactive group work**
12:15 - 13:15	Lunch	
13:15 - 14:45	PART B **Module B2: "Design and instruments of the consulting process for company transfers"** Sub-Module II: Procedure and examination of training	Moderator: Vytautas Magnus University **Discussion and Interactive group work**
14:45 - 15:45	**Completion:** Graduation Summary Certificates of attendance Feedback collection	Moderator: Vytautas Magnus University
15:45 - 16:00	Farewell Coffee - exchange of experience	All

7. Evaluation concept for the Testing of the Train the Trainer seminar

7.1 Methods and goals of evaluation

Numerous evaluation methods and standards have been established on an international level. The comparison of applied methods shows that concerning the validity evaluation criteria play a significant role (cf. among others Widmer, Th., Evaluation: A systematic manual, Wiesbaden, 2009).

Depending on which criteria certain priority is assigned to, the evaluation results turn out correspondingly.

The same significance has the pragmatic direction. Therefore, the question: which goals have to be reached with the evaluation?

7.2 Goals

As a rule, the evaluation has the following goals:

1. It has to provide objectified knowledge about the progress (quantity and quality) of processes;
2. It serves the control of such processes and helps capturing the strong and the weak points. Therefore, it is an instrument of quality assurance;
3. It serves the legitimization. In other words, a successful evaluation is an evidence of competence of the person responsible for the process being evaluated;
4. Transparency, in order to make a dialogue possible.

In order to achieve these goals, the evaluation was performed in a process-related and summative manner: process-related (also formative, development-related) in order to evaluate the quality of the project progress and if necessary to make changes. The summative evaluation or evaluation of results serves the evaluation of the specified objectives within the framework of the project, final evaluation of impact and efficiency of the project lecturers management, of cooperation and transfer.

7.3 Methods

As a rule, it is reasonable to use a combination of qualitative and quantitative instruments for evaluations: "If one wants to ensure the availability of statements concerning relevant program conditions and impacts through the framework of mutually reinforcing evidences so the multiple methodic access providers, in general, a more comprehensive and informative picture than a monomethodic approach" (Brandtstädter, Jochen (1990): Development during the course of life. Approaches and problems of lifespan development psychology. In: Mayer, Karl Ulrich (Hg.): Life courses and social transformation (special issue of the Cologne magazine for sociology and social psychology. Opladen: Westdeutscher Verlag.).

Whereas for the analysis of process-related data (program control, execution etc.) first of all qualitative survey methods are suitable, for the verification of achievement of the goals, of impact and causal assessment quantitative survey and evaluation methods have to be implemented (Stockmann, Reinhard: Was ist eine gute Evaluation. Saarbrücken: Centrum für Evaluation, 2002. (CEval-Arbeitspapiere; 9).

Within the framework of evaluations, the most frequently used methods are:

- Secondary analysis of available materials;
- Guided interviews;
- Standardized surveys or partly standardized surveys;
- Case studies.

Which methods are selected and implemented in particular depends on the central questions of evaluation discussed herein, therefore which goals and tasks are set, who performs the evaluation and which research paradigm must be the basis for this.

Within the framework of the present evaluation the mixed model – consolidation model – is implemented. According to the general description it means that first of all a quantitative survey/research is performed. The obtained data material is subsequently evaluated quantitatively, then it is followed by qualitative research method which is aimed at the consolidation of achieved results. So, it provides material for the interpretation of expected and unexpected effects and illustrates the results of quantitative studies on the basis of case examples.

Therefore, for the evaluation of the Train the Trainer Course standardized as well as partly standardized surveys were used in the form of written questionnaires. Complementary results were achieved by accompanying observations of the trainings.

7.4   Data sources

The conclusions of the evaluation research will contribute to improve the quality, and especially the effectiveness of training, show the limitations of the training model and indicate the direction for further activities.
In the Train-the-trainer courses will take part each at least 15 participants/teachers of the project partners.

The trainings will be set each for two days. The trainings will be completed with a qualified participants' certificate that contains a description of the issues, priorities etc. of the training. Train-the-trainer program is targeted for teachers of vocational schools, lecturers of project partners and other vocational education providers. The goal is to offer this program at vocational schools on a permanent basis, so that teachers get qualified for the ongoing independent implementation of courses in all regions.

Train-the-trainer courses will consist of a larger set of modules that deal with technical aspects and didactic matters. From this set the modules are demand-driven selected and combined to a training

session. Doing this way, the training can be carried out tailored to the regional conditions and needs of the participants.

The scope of the evaluation included the following research questions:

- Assessment of compliance of training with the expectations of participants,
- Assessment of the level of satisfaction of trainees,
- Assessment of the possibilities of implementation of training in different countries trainees,
- Determine the impact of training on the growth of professional qualifications and job situation and personal development training participants,
- Responds to the question of how the skills acquired during the training can be useful to participants in their daily work.

As a research tool was use written questionnaires. These studies rely on written interview, in which the important role played by a written questionnaire. From what quality will be given a questionnaire will determine the quality of the data obtained through him. The questionnaire on the nature of the impersonal, standard questions, the order of questions arranged so as to facilitate the development of data and accordingly affected the respondent. Closed-ended questions give answers ready, previously thought by the investigator. The subjects shall only choose from suggested answers. Responses are selected such that the cover generally all the possible solutions that may lead one in relation to the question posed. They facilitate the work of the investigator. The anonymity of the survey is a factor conducive to honest answers than the face-to-face interview. The study does not require large research teams, allow you to quickly examine a fairly large community, and are also relatively inexpensive. Polls often use units involved in the study of public opinion. This type of research is recommended where it is difficult to use other types of tests.

Participants will be asked to fill out questionnaires (see annex 1) in which they will be able to assess the quality of training in its various aspects. The current evaluation is quality control of training and the level of satisfaction of its participants. Satisfaction with the course and program content classes, and thus the efficiency on the "level of response" is a prerequisite for proper motivation to learn and consequently to high efficiency to the next level. The questionnaire is divided into three parts: the first part concerns the evaluation of motivation to participate in the training, the second part concerns the evaluation of the usefulness of training for the participant, the third part concerns the evaluation of the teachers and the organization of training.

All trainers will be asked to fill out questionnaires (see annex 2) in which they will be able to assess the quality of training in its various aspects. The questionnaire is divided into four themes:
- Was time length appropriate for the training?
- How do you evaluate the trainees learning, activity, participation?
- What else would you suggest?
- Other remarks.

Annex 3 contains a survey sheet for the accompanying observations by the evaluator.

Annex 1   FEEDBACK FORM TRAIN-THE-TRAINER TRAINING

Dear Participant,
Please fill out all the boxes and note any observations you made during the training. Your answers provide valuable information for raising the level and efficiency of the training, and attractiveness of further trainings.
The questionnaire is anonymous. To fill out it takes you only a few minutes.

Please mark with a cross where applicable

Gender	Female		Male			
Age	<40		40-50		51-60		>60	
Workplace	Education		Business			
	Other (please fill in)					

Please mark with a cross where applicable – only one answer possible

II.	Evaluation of the usefulness of training for the participant				
		Yes	Partly	No	Do not know
1.	Did the training meet your expectations?				
2.	Did the training meet the set goals?				
3.	Were the topics for the training well chosen?				
4.	Did the training improve your didactic competence and skills?				
5.	Did the training improve your knowledge?				
6.	Did you acquire enough abilities to work with students or trainees?				
7.	Will the skills acquired during the training be useful in your daily work?				
8.	Is it possible to implement this training in your country?				
9.	Is it possible to use full program of the training in your country?				
10.	From your point of view as a trainer, is the presented curriculum suitable for adequately				

	qualifying aspiring entrepreneurs?				
11.	From your point of view as a trainer, are all included contents in the presented curriculum essential for prospective entrepreneurs?				
12.	Does the presented curriculum, from your point of view as a trainer, provide comprehensive training for aspiring entrepreneurs?				

Please mark with a cross where applicable – only one answer possible

III.	Evaluation of the teachers and the organization of the training					
		Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very poor (1)
	How do you evaluate…					
1.	… the professional knowledge of teachers?					
2.	… communication of the teachers with the group?					
3.	… proportion of practical examples in the training?					
4.	…theory and practice ratio?					
5.	… work and learning organization?					
6.	…the presented material?					
7.	… working environment (tools, equipment, etc.)?					
8.	… the organization of practical exercises?					
9.	… available time for individual questions?					

10.	… overall atmosphere of the training?					
11.	What would you suggest doing better or change in the training program or organization of the training in the future? ……………………………………………………………………………………………… ………………………………….. ……………………………………………………………………………………………… ………………………………………………………..					
12.	Any other comments? .... ……………………………………………………………………………………………… …………………………………. ……………………………………………………………………………………………… ………………………………….					

Thank you for fulfilling the evaluation sheet. It will be helpful to improve the training.

<u>Annex 2</u>   **Train the training – feedback from trainers**
This sheet has to be completed by evaluator from every trainer

Date and location (date and place) …………………………………………………………..
Organize by (name of organization) …………………………………………………………
Name of trainer ………………………………………………………………………………

Was time length appropriate for the training? Yes/no? Can you please give any constructive and helpful comments to make improvements?
………………………………….…………………………………………………………………
………………………………….…………………………………………………………………
………………………………….…………………………………………………………………
………………………………….…………………………………………………………………

How do you evaluate the trainees learning, activity, participation?
………………………………….…………………………………………………………………
………………………………….…………………………………………………………………
………………………………….…………………………………………………………………
………………………………….…………………………………………………………………

What else would you suggest?
………………………………….…………………………………………………………………
………………………………….…………………………………………………………………
………………………………….…………………………………………………………………
………………………………….…………………………………………………………………

Other remarks
………………………………….…………………………………………………………………
………………………………….…………………………………………………………………
………………………………….…………………………………………………………………

Thank you for fulfilling the evaluation sheet. It will be helpful to improve the training.

Annex III   **Train the training observation sheet**
This observation sheet has to be filled by evaluator for every session

1. Training information
Date and location (date and place) ………………………………………………………………..
Organize by (name of organization) …………………………………………………………………

2. Training observation
Name of trainer …………………………………………………………………………………………
Did the trainer keep the training topics?
…………………………………..……………………………………………………………………………
…………………………………..……………………………………………………………………………
…………………………………..……………………………………………………………………………
Did the trainer keep the schedule?
…………………………………..……………………………………………………………………………
…………………………………..……………………………………………………………………………
…………………………………..……………………………………………………………………………
The variety of using tools by the trainer? (Power Point/ or other application presentation, work-sheet, videos etc.)
…………………………………..……………………………………………………………………………
…………………………………..……………………………………………………………………………
…………………………………..……………………………………………………………………………
How did the trainer activate the participants?
…………………………………..……………………………………………………………………………
…………………………………..……………………………………………………………………………
…………………………………..……………………………………………………………………………
Were trainees active?
…………………………………..……………………………………………………………………………
…………………………………..……………………………………………………………………………