

# Evaluation report for the project Erasmus+ Project Foundations4Sector3 (F4S3) Duration: 01.12.2020 – 30.11.2022

Scientific support by the Otto-Friedrich-University Bamberg (Chair of Business Education  
(Karl-Heinz Gerholz)

Scientific direction: Prof. Dr. Karl-Heinz Gerholz

Operative management: Sebastian Ciolek, M.Sc.

Date: 07.11.2022

## Management Summary

It is one of the aims of the University of Bamberg and the scientific support in the Foundations 4 Sector 3 project (F4S3) to evaluate the co-designed modules (workshops and webinars) in the two project years and to substantiate initial findings on a possible increase in competence among participants who want to enter the third sector. This report presents the results and findings from the two rotations/pilots.

### Key findings

- The training dimension in terms of design elements and training outcomes are positively valued by the participants.
- The participants in the pilots are mostly satisfied or very satisfied with the quality and interaction in the pilots.
- It can be proven through digital badges that the competence-oriented learning objectives in the modules have been achieved.
- Most participants feel more self-efficacious in their actions after attending the pilots.
- Participants have more confidence to succeed in their tasks in the third sector after attending the modules.
- The trainers state that the modules enable positive learning effects for the participants.
- Challenges are seen in the management of time in the pilots by the participants and the trainers.

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## Part 1: Mission and work of the scientific support

### *Background*

The third sector in Europe is a huge economic force, surpassing most major industries in terms of number of employees. In 2014, the third sector in Europe employed an estimated 28.3 million full-time equivalent workers (paid and volunteer) in the 28 EU countries and Norway, or about 13 percent of the European labour force. This is a significant contribution, as any industry that accounts for 5 percent of a country's employment is considered a large industry. In other words, the third sector in Europe has the third largest number of employees of any "industry" in Europe, behind trade and manufacturing, but 2:1 ahead of construction and transportation, and 5:1 ahead of financial services" (Enjolras et al., 2018, p. 5). Thus, there are an estimated 13 million paid full-time workers in this sector.

Personnel costs are notably high in third-sector organizations. As a result, cost and efficiency pressures and financial instability have translated into precarious employment. Observable employment patterns: staff per service unit is reduced, staff workloads are increased, salaries are reduced, and atypical employment patterns such as fixed-term contracts, part-time and marginal employment are introduced. Fixed-term contracts, part-time work and marginal employment are on the rise. As a result, work in this sector is perceived as unattractive. Especially in areas where the mental and physical stress is high, this sector has serious problems recruiting personnel. These circumstances risk leading to a deterioration in the quality of services and supports in their countries, since organizations may need to employ fewer technically competent staff and further reduce staff costs per unit of service to close a growing staffing gap" (Enjolras et al, 2018, p. 11).

The European economy and much of our social and civic support rely heavily on a healthy sector that is able to attract and retain highly skilled talent. The workforce is predominantly poorly paid, making it difficult to attract and retain qualified personnel. The sector's operations are broad and diverse, but all employees work with vulnerable groups that require additional support, which adds stress for employees. Staff turnover and burnout are high.

Also, the appreciation and acceptance for and in this sector are not present in all groups of the vocational and social world. Another aspect is the lack of qualification, validation and certification and is a challenge for this sector on a European level. There are no standardized and accepted procedures in existence so far.

### *Global project objectives*

This project addresses the need identified by the consortium to address high staff turnover, burnout, and unclear pathways to career development and mobility in the European third sector:

- Providing an induction program for employees entering the third sector. Unlike an induction program for a specific company, this program will be an introduction to the sector, focusing on personal development and sector-specific core competencies. Module 1 and 2 are sector specific, but Module 3 and 4 can be broadly categorized as "soft skills" and therefore could and can be used in a variety of sectors.
- Validate the skills learned in this course through innovative means of delivering non-formal learning to support workforce mobility and career advancement

- Creation and dissemination of a model for transferability for replication by the whole third sector at national and European level.

### *Target group*

Our target group is employees new to the sector, to help them develop the key skills and knowledge they need to build the foundation for a successful career or for entrance into the sector. Most come from a variety of backgrounds: social care, research, communications, creative arts, business development, etc. They typically have the skills to engage with their field, but little knowledge of how the sector itself works. This project will address the basic skills they need to succeed in the unique landscape of the third sector in Europe.

The project will be transnational, as the third sector is a major employer across Europe, as outlined above. Recognizing that legal structures may differ from country to country, the work that third sector organization staff do to represent and support communities and causes across Europe is similar. The project will focus on working methods and personal and professional development of new staff that are comparable across Europe. Therefore, this project will benefit from the shared learning of the consortium and can be replicated in all European countries once it has been developed and disseminated by the consortium.

### *Implementation and approach*

This project was developed in collaboration with all partners, who provided feedback and technical input into its development, and research on the status quo in relation to existing programs and initiatives in their countries, and the culturally and socially specific needs that need to be addressed. They all agreed on the work plan, and they all agreed on the work plan and processes, responsibilities, and ensured that they were able to carry out the agreed activities.

All partners have experience in developing and delivering training to the third sector, but bring unique attributes to the consortium:

**The Wheel** - designed this project and built the partnership through their international contacts to fill these gaps. They provided a framework for the consortium to discuss, participate in, and provide feedback on the development of the project. They have the capacity and expertise to effectively manage the project and do so in a way that is consistent with best practices and maximizes the project's potential. They also have the landscape insight required for IO1.

**WCVA** - has a long-standing relationship with The Wheel as their counterpart for the Welsh third sector. They have an extensive network and a combination of sector specific knowledge essential to the project and the in-house soft skills development capacity to deliver IO2 successfully.

**Bamberg University** - brings academic rigor to the project and to the validation of the training. It has experience in developing courses for the third sector and has the expertise to ensure that the validation methods used are effective, high quality, and integrated into every aspect of the project.

**Opintotoiminnan Keskusliitto** - represents several third sector networks and voluntary organizations and has experience in the delivery of blended learning, digital badges and the use of online learning environments. They have comprehensive oversight of every aspect of the IOs involved in this project to successfully implement the Transfer Strategy Report for IO4.

## *Main tasks of the University of Bamberg*

Brief overview of the tasks and objectives of the University of Bamberg:

- The scientific support of the validation of the training concept as its main task.
- Identify and send personnel to the short-term workshop.
- Recruit participants and conduct the 2 rotations of the F4S3 program in Germany.
- Conduct a multiplier/dissemination event.
- Work with the lead partner of the project to provide the necessary information.
- Collaborate with Opintotoiminnan Keskusliitto in developing the transfer strategy.
- Work with other partners to attend meetings, participate in reporting, and collaborate in terms of dissemination and sustainability.

## *Overview of the report*

Bamberg University will conduct training needs analysis (TNA), collect, review, assess, and evaluate training evaluations and final evaluations. They will draw conclusions from the data and use it to inform draft evaluations. Data is compiled for reporting and qualitative data is used to highlight relevant points. All draft reports are presented to partners for approval and sign-off at a full partner meeting.

This will include the development of a training needs analysis and matching of training modules related to the European Qualifications Framework (see Part 2: Training Development). Survey instruments will be developed as well to indicate potential learning success and to evaluate the training (see Part 3: Survey Instruments).

Training evaluation and statements of potential learning success among pilot participants are presented in Part 4 (Rotation 1) and Part 6 (Rotation 2). In addition, summaries, evaluations, and follow-ups (see Part 5 and Part 7) are provided. The final evaluation and recommendations are presented in the eighth part of the report.

## *Part 2: Training development*

### *Foundation - European Qualification Framework*

For the development of the training modules, the scientific support was presented to all members of the project. During this presentation the aspects of the European Qualification Framework and the objectives were pointed out. The following is a brief overview of the content:

### *The European Qualifications Framework for Lifelong Learning (EQF).*

The EQF is a common European reference framework that links the qualifications systems of different countries and acts as a translation tool to make qualifications more understandable across national and system boundaries in Europe. It pursues two core objectives: Promoting the cross-border mobility of citizens and supporting their lifelong learning (cf. European Commission 2008).

The Recommendation formally entered into force in April 2008. It recommends that countries link their national qualifications systems to the EQF by 2010, and by 2012 countries should ensure that individual qualification certificates contain a reference to the applicable EQF level (cf. European Commission 2008).

The EQF will link the various national qualifications systems and frameworks to a common European reference - the eight reference levels. They cover the entire range of qualifications,



from basic levels (level 1, e.g., school-leaving certificate) to advanced levels (level 8, e.g., doctorate). As an instrument for promoting lifelong learning, the EQF covers all qualification levels of general, vocational, and academic education and training. The eight reference levels are described in terms of learning outcomes. The diversity of European education and training systems makes it necessary for the EQF to focus on learning outcomes to enable their comparability and cooperation between countries and institutions (cf. European Commission 2008).

In the EQF, a learning outcome is defined as a statement of what a learner knows, understands, and can do after completing a learning process. The EQF therefore emphasizes learning outcomes rather than focusing on inputs, such as duration of study. Learning outcomes are divided into three categories - knowledge, skills, and competence. This indicates that qualifications - in various combinations - capture a whole range of learning outcomes, including theoretical knowledge, practical and technical skills, and social competence, where the ability to work with others is crucial (see European Commission 2008).

### *What are the benefits of the EQF for Europe?*

The Recommendation will contribute to the establishment of a common European reference framework linking the different national qualifications systems, which will help to improve mutual communication. This will create a network of independent but interconnected and universally understood qualifications systems (see European Commission 2008).

By using learning outcomes as a common reference point, the framework will facilitate comparability and transferability of qualifications between countries, systems, and institutions, and is therefore relevant to a range of users at European and national levels (cf. European Commission 2008).

Most European countries have decided to develop a national qualifications framework that refers to and incorporates the EQF. These developments are significant because they ensure that the collaborative process taking place at the European level is appropriately anchored at the national level. The rapid development of NQFs since 2004 highlights the need for greater transparency and comparability of qualifications at all levels and shows that the principles supporting the EQF are widely shared (see European Commission 2008).

The closer linkage of national qualifications systems will have many beneficiaries:

- The EQF supports greater mobility of learners and employees. For learners, it will make it easier to demonstrate their broad competencies when interviewing for jobs abroad. Employers will thus find it easier to evaluate applicant qualifications, which in turn will lead to a strengthening of occupational mobility in Europe. On a very practical level, from 2012 all new qualifications should include a reference to the applicable EQF level. In this way, the EQF complements and strengthens already existing European mobility instruments such as Europass, Erasmus and the European Credit Transfer and Accumulation System (ECTS).
- Individuals should benefit from the EQF by improving access and participation in lifelong learning. By creating a common reference point, the EQF shows how learning outcomes from different contexts, e.g., formal learning and work situations, and different countries can be combined, helping to break down barriers between education and training institutions, for example between higher education institutions and vocational training institutions that otherwise operate separately. This promotes progression so that, for example, learners do not have to repeat learning.


- The EQF can support individuals with extensive experience from the world of work or other areas of activity through simplified validation of non-formal and informal learning. The emphasis on learning outcomes simplifies the assessment of whether the content and relevance of learning outcomes acquired in these contexts correspond to formal qualifications.
- The EQF supports both individual users and education and training institutions by improving the transparency of qualifications awarded outside national systems, e.g., by sectors or multinational companies. The adoption of a common reference framework based on learning outcomes facilitates comparability and the (potential) linking of traditional qualifications awarded by national authorities with those awarded by other stakeholders. The EQF thus helps sectors and individuals to take advantage of the growing internationalization of qualifications (see European Commission 2008).

The EQF is an ambitious and comprehensive tool that has implications for education and training systems, the labour market, industry and commerce, and citizens.

Based on this and more information, all project members agreed when designing the modules (workshops and webinars) to reach level 4 as a minimum. The following modules are presented in the next section.

### *Implementation and adaptation*

The respective managers from IO1 and IO2 developed the designs for the modules (workshops and webinars). Here, the scientific support provided recommendations and a structure in advance on how learning objectives and the competencies should be formulated. After completion, the scientific support went over the formulation of the competency goals and learning objectives again and adjusted the descriptions, based on the didactic designs. These descriptions are also used for validation or certification with the help of the digital badges. The four modules and their descriptions are shown below:

UNDERSTANDING THE THIRD SECTOR	
<p><b>Module description:</b> Workshop 1: Landscape of the Third Sector &amp; Webinar 1: My Organisation within the Wider Sector The aim of this workshop is to give learners an overview of the characteristics of civil society organisations and the sector in their country. The follow up webinar will encourage learners to embed the learning from the first workshop into their own daily work.</p> <p><b>By the end of this workshop and webinar, learners will:</b></p> <ul style="list-style-type: none"> <li>- Understand common terminology associated with civil society activity</li> <li>- Describe the typical organizational structures chosen by civil society organisations</li> <li>- Outline the regulatory context for civil society organisations activities</li> <li>- Outline the scale and diversity of the sector in their country</li> <li>- Describe the support and funding infrastructure available to civil society organizations.</li> <li>- Describe the organisational structure of their organisation</li> <li>- Differentiate between the various organizational and funding structures of a range of organisations</li> <li>- Discuss the most effective structure options for a given case study.</li> </ul> <p><b>This badge represents the knowledge, skills and competences achieved in the workshop “Landscape of the Third Sector”, and the webinar “My Organisation within the Wider Sector”.</b></p>	

**The following competencies are fostered:**

- 1 Professional engagement
- 2 Reflection
- 3 Resilience and Adaptability Monitoring and Evaluation
- 4 Civic and Cultural Participation
- 5 Lifelong learning Competence

**Competencies regarding the characteristics and activities in the civil society organisation and the third sector in their own country. For the most part, the knowledge base can be researched and described on one's own responsibility.**

Knowledge	Skills	Competencies
<p>Have deep knowledge of common terminology related to civil society activities (information, negotiation, motivation, conflict and cooperation talk).</p> <p>Have deep knowledge of typical organisational structures related to civil society organisations.</p> <p>Have deep knowledge of the structure in their organisation (obtain information, negotiation, motivation, conflict and cooperation talk).</p> <p>Understand the environment (stakeholders) and boundaries (regulatory framework, rules, and expectations) of civil society organisations.</p> <p>Have a deep knowledge of the support and funding infrastructure for a civil society organisation.</p> <p>Have a deep knowledge of how to work on a summary.</p> <p>Understand what effective structures are in an organisation and how to improve structures that are not conducive.</p>	<p>Be able to use different, complex tools for communication and information gathering for a civil society organisation.</p> <p>Be able to deal with new challenges mostly on their own.</p> <p>Be able to manage advanced information and communication tools for dealing with specific problems issues related to organisational structure in a civil society organisation.</p> <p>Be able to describe and live values for working in a civil society organisation.</p> <p>Be able to describe the structure of an organisation.</p>	<p>Support the importance of funding aspects in civil society organisations, which means coordinating activities, networking and scheduling tasks.</p> <p>The importance of reflecting on one's own and others' development and giving (self-) feedback on further development.</p> <p>The importance of resilience to recover from adversity or to turn adversity into opportunity while actively participating in change.</p> <p>The importance of monitoring the quality of one's work.</p> <p>Active participation in cultural life and exchange.</p> <p>Developing a way of living the idea of the lifelong learning strategy.</p>

## UNDERSTANDING ADVOCACY



### Module description:

Workshop 2: Public Policy & Advocacy & Webinar 2: My Organisation's Big Advocacy Ask The aim of this workshop is to give learners an overview of the advocacy role of civil society organisations. The follow up webinar will encourage learners to embed the learning from the second workshop into their own daily work.

### By the end of this workshop and webinar, learners will:

- Understand common terminology associated with civil society policy-making and advocacy
- Describe how public policy is developed and implemented nationally and at EU level
- Outline the key elements of an advocacy campaign
- Understand the local regulatory requirements around lobbying
- Describe an advocacy position related to the work of their organisation
- Discuss the range of advocacy positions of a range of organisations
- Analyse the campaign strategy in a given case study

**The badge represents the knowledge, skills and competences achieved in the workshop "Public Policy & Advocacy", and the webinar "My Organisation's Big Advocacy Ask".**

**The following competencies are fostered:**

*1 Professional engagement competence*

*2 Reflection competence*

*3 Resilience competence*

*4 Feedback competence*

*5 Cultural competence*

*6 Lifelong learning Competence*

**Competencies regarding the characteristics and activities in the civil society organisation and the third sector in their own country. In particular, the main topics of civil society policy-making and advocacy will be able to be addressed by the participants at national and international level. For the most part, the knowledge base can be researched and described on one's own responsibility.**

Knowledge	Skills	Competencies
Have deep knowledge of common terminology related to civil society policy-making (information, negotiation, motivation, conflict and cooperation talks).	Be able to use different, complex tools for communication and information gathering for a civil society organisation in the context of policy making and lobbying.	Support the importance of civil society policy-making in civil society organisations, which means coordinating activities, networking and planning tasks.
Have deep knowledge of the common terminology in connection with advocacy (information, negotiation, motivation, conflict and cooperation talks).	Be able to deal with new challenges mostly on their own.	Support the importance of advocacy campaigning in civil society organisations, which means coordinating activities, networking and planning tasks.
Have deep knowledge of public policy. In particular,	Be able to use advanced information and communication tools to deal with specific problems related	The importance of reflecting on one's own and others' development and giving (self-)

<p>implementation and development at national and European level.</p> <p>Have a deep knowledge of the key elements of a campaign strategy for the third sector.</p> <p>Understand the local regulatory requirements around advocacy work. Be able to identify the stakeholders and boundaries in this context.</p> <p>Have a deep knowledge of the advocacy position in the third sector and its organisation.</p> <p>Understand what effective campaign strategy in an organization is and how to improve structures that are not conducive.</p>	<p>to the key elements of an advocacy campaign.</p> <p>Be able to describe and live values for working in a civil society organisation in interaction with civil society policy making.</p> <p>Be able to describe and live values for working in a civil society organisation in interaction with the actors of the advocacy.</p> <p>Being able to describe public policy at national and international level.</p> <p>Be able to describe the structure of key elements of an advocacy campaign.</p>	<p>feedback on further development.</p> <p>The importance of resilience to recover from adversity or to turn adversity into opportunity while actively participating in change.</p> <p>The importance of monitoring the quality of one's work.</p> <p>Active participation in cultural life and exchange.</p> <p>Developing a way of living the idea of the lifelong learning strategy.</p>
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## OPERATING IN THE THIRD SECTOR



### Module description:

Workshop 1: Professional skills necessary to work in the Third Sector & Webinar 1: My Organisation & Approaches to Operations The aim of this workshop is to give learners an overview of the necessary skills to operate in a professional third sector organization. The follow up webinar will encourage learners to embed the learning from the second workshop into their own daily work.

### By the end of this workshop and webinar, learners will:

- Describe their project management skills
- Describe a number of different management and reporting structures
- Recognize their time management skills
- Be able to write a specific short report
- Describe different multi agency working arrangements
- Explain the needs of different target groups
- Describe how to engage with a wide variety of target groups and vulnerable groups.
- Be able to write a specific short report
- Describe a number of different management and reporting structures
- Describe different multi agency working arrangements and
- Describe how to engage with a wide variety of target groups and vulnerable groups.

**This badge represents the knowledge, skills and competences achieved in the workshop “Professional skills necessary to work in the Third Sector”, and the webinar “My Organisation & Approaches to Operations”.**

**The following competencies are fostered:**

1 Professional Management

2 Reflection

3 Resilience and Adaptability

4 Monitoring and Evaluation

5 Civic and Cultural Participation

6 Lifelong learning

**Possess competencies for the professional fulfilment of requirements within a broad context for work in the third sector. For the most part, the fulfilment of tasks takes place alone and on their own responsibility.**

Knowledge	Skills	Competencies
<p>Have a deep knowledge of communication processes and forms (informational, negotiation, motivational, conflict and cooperation) with different target groups for the civil society organisation.</p> <p>Have deep knowledge of project management and reporting structures.</p> <p>Understand the external environment (being aware of any external influences on our organisations)</p> <p>Have a deep knowledge of the existing target groups and vulnerable groups and how to get in touch with them.</p> <p>Have a deep knowledge of aspects of management tasks and goal achievement, project management and time management.</p>	<p>Be able to use different, complex tools for project management and information about target groups and vulnerable groups in the field.</p> <p>Be able to cope with new challenges (time management) mostly on one's own.</p> <p>Be able to define values for working with different target groups.</p> <p>Be able to define skills for partnership and multi-agency working.</p> <p>Be able to manage advanced information and communication tools for interaction with different target groups.</p> <p>Be able to describe and live values for working in a civil society organisation and work with target groups.</p>	<p>The importance of management activities in civil society organisations. This includes coordinating activities, networking, time management and scheduling tasks.</p> <p>The importance of reflecting on one's own and others' development and giving (self-) feedback for further development.</p> <p>The importance of resilience to recover from adversity or to turn adversity into opportunity while actively participating in change.</p> <p>The importance of monitoring the quality of one's work.</p> <p>Active participation in cultural life and exchange.</p> <p>Developing a way of living the idea of the lifelong learning strategy.</p>

SKILLS FOR THE THIRD SECTOR



**Module description:**

Workshop 2: Professional skills necessary to work in the Third Sector & Webinar 2: Professional skills necessary to work in the Third Sector The aim of this workshop is to give learners an



overview of the personal development skills necessary to work in the sector. The follow up webinar will encourage learners to embed the learning from the second workshop into their own daily work.

**By the end of this Workshop, learners will:**

- Describe interpersonal communication and negotiation skills
- Describe how to deal with a number of facilitation challenges
- Describe good presentation skills
- Explain how to look after themselves and to promote wellbeing at work
- Describe their experience of how they have used their skills in the workplace
- Analyse a case-study on interpersonal skills
- Prepare and deliver a 10-minute presentation

**The badge represents the knowledge, skills and competences achieved in the workshop “Professional skills necessary to work in the Third Sector”, and the webinar “My Organization’s & Personal Development”.**

**The following competencies are fostered:**

*1 Professional engagement*

*2 Reflection*

*3 Resilience and Adaptability*

*4 Monitoring and Evaluation*

*5 Civic and Cultural Participation*

*6 Lifelong learning Competence*

**Possess competencies for the professional fulfilment of requirements within a broad context for work in the third sector. In particular, the professional skills for working in the third sector are addressed. For the most part, the knowledge base can be researched and described on one's own responsibility.**

Knowledge	Skills	Competencies
Have deep knowledge of common methods and strategies in communication situations.	Be able to use different and target-oriented methods when creating and delivering a presentation.	Support the importance of interpersonal communications and the relevance of negotiations for the third sector.
Have deep knowledge in moderation and negotiations in specific situations.	Be able to recognise and describe good presentation. In particular, to revise presentations or give substantial feedback.	Support the importance of targeted presentations with objectives and consequences for their own work and the third sector.
Have deep knowledge of how to create and deliver a presentation.	Be able to analyse a case study and reflect on it with their own professional work, in the context of wellbeing at work.	The importance of reflecting on one's own and others' development and giving (self-) feedback on further development, especially in presentations and well-being at work.
Understand their own and others' care and well-being at work.		
Have deep knowledge of the relevance of case studies and can relate them to their own work.	Be able to give a focused presentation and moderate questions.	

	Be able to deal with new challenges mostly on their own.	<p>The importance of resilience to recover from adversity or to turn adversity into opportunity while actively participating in change.</p> <p>The importance of monitoring the quality of one's work.</p> <p>Active participation in cultural life and exchange.</p> <p>Developing a way of living the idea of the lifelong learning strategy.</p>
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From a scientific perspective, these descriptions have achieved the aspiration in the EQF. The descriptions are based on the guidelines of the European Commission and the didactic prototypes fulfil the requirements. These descriptions serve accordingly for the perspective and objective in the respective modules. It is assumed that there is a good foundation for the execution and evaluation of the modules.

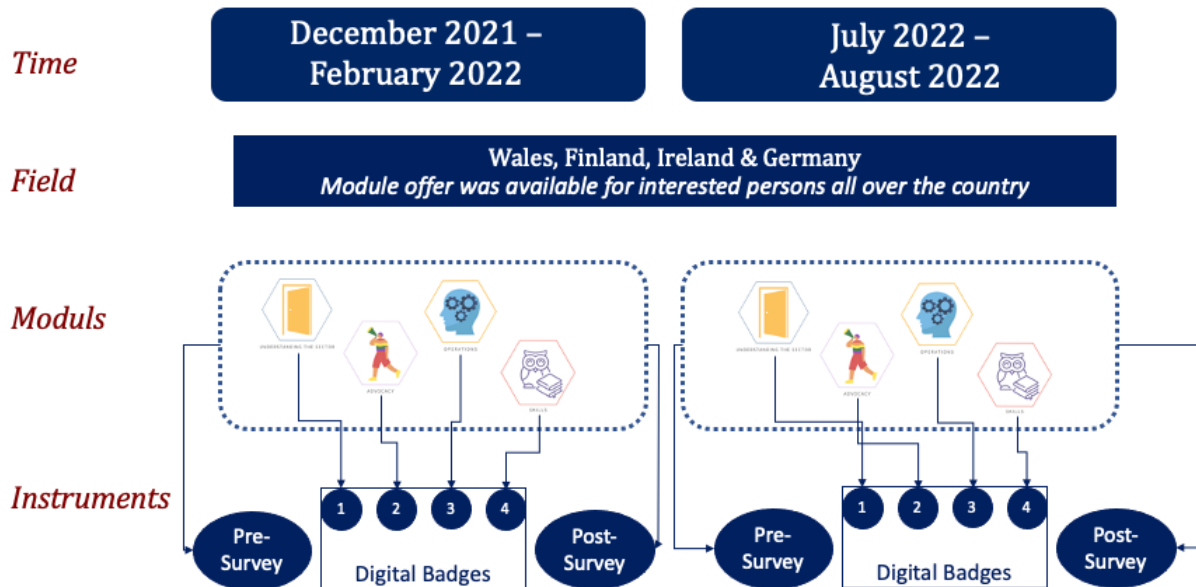


### Part 3: Instruments for collecting and analyse the data

The survey instruments were developed in cooperation with all project partners. The scientific support submitted suggestions. Among the suggestions are questionnaire formats, interviews, observations, evaluation of action products of the training participants, etc. In addition, scales and constructs for possible surveys were proposed.

The project team agreed on a questionnaire before the first workshop and after the last webinar. In between, qualitative statements about learning success should be made with the help of the digital badges. The trainers were also surveyed with a questionnaire after the last webinar.

The reasons for this procedure can be explained with the pandemic situation and uncertainty in each country. In addition, it was important for the project partners to use an economic instrument to not lose participants from the pilots. The following is the chronological time overview:



In the following sections of the report, the instruments and the composition of the corresponding items and questions are presented.

#### Pre-Survey

##### *Socio-demographic data and background information*

In the development of the questionnaire study before the beginning of the first workshop, socio-demographic data and background information were first requested from the participants. This includes age, gender, education level, activity in the organization, duration in the organization and how many members the organisation has (see Appendix Questionnaire: Pre-Questionnaire).

##### *Self-efficacy expectation*

The self-efficacy expectation scale was collected from the participants as well. This is a short version with three items and was adapted for this project. The Scale is an economic instrument for recording individual competence expectations to be able to deal with difficulties and

obstacles in daily life. The reported evidence on the quality of the ASKU suggests that the scale allows a reliable, valid and economic assessment of subjective competence expectations in social science research (Beierlein, Kovaleva, Kemper & Rammstedt 2014). The items are and could be answered on a six-point scale (1 = strongly disagree to 6 strongly agree):

- (1) In challenging situations, I can rely on my abilities
- (2) I can solve workplace related problems independently
- (3) I can solve complicated workplace tasks well

### *Confidence*

In addition, the participants of the questionnaire study were asked quantitatively about their personal attitude regarding the confidence-level perception of the respective modules. This scale was developed in a joint discussion with the project team. Here, the desire was to query how the participants felt about the respective modules. The project team agreed on the following four items, which could be answered on a six-point scale (1 = not confident - 6 = very confident):

- (1) Landscape of the Third Sector, e.g.
  - organizational structures and funding infrastructure of Third Sector organisations
  - regulatory context for civil society organisations
  - common terminology associated with civil society activity
- (2) Public policy and advocacy, e.g.
  - public policy-making structures nationally and on European level
  - the role of civil society organisations in policy-making
  - regulatory requirements around lobbying
  - how to plan and organize an advocacy campaign
- (3) Professional skills necessary to work in the Third Sector, e.g.
  - basic project and time management skills
  - basic report writing skills
  - multi-agency working arrangements
  - engaging with target groups and vulnerable groups
- (4) Personal skills necessary to work in the Third Sector, e.g.
  - interpersonal communication skills
  - facilitation and negotiation skills
  - presentation skills
  - self-care and wellbeing at work.

### *Expectations*

Participants were also asked about their preferences for participating in the modules. Here they were asked to indicate what they wanted to learn or what experience they wanted to have. Here the participants could give several answers or no answer:

- I want to learn new skills
- I want to learn new knowledge
- I would like to exchange views with others
- I want to become more knowledgeable about my organisation
- I want to become more knowledgeable in my area of expertise

The respective surveys were carried out independently in the individual countries by the project partner. All partners used a digital solution for this purpose.

### *Digital Badges*

The digital badges had two tasks. The first task is to certify the participants' achievements from the pilots and provide their proof of learning. The second task is to find out the learning success. The tool offers the possibility that the participants must answer open questions to get the digital badge. The scientific support team modelled the design of the questions on the EQF and came up with a range of possible questions. The project team then agreed on two questions. The reason for this approach was that this procedure with the digital badges is very new for the participants and they tried to minimize the dropout rate. The questions with this tool are:

- What did you learn from this workshop and webinar?
- What did you learn from other participants in the workshop and webinar?

These two questions are intended to address the question: what have the participants in the modules learned. The statements are assigned to the EQF and the level correspondingly. The levels and their descriptions are briefly presented below:

#### Level 1

- Basic general knowledge
- Basic skills required to carry out simple tasks
- Work or study under direct supervision in a structured context

#### Level 2

- Basic factual knowledge of a field of work or study
- Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools
- Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools

#### Level 3

- Knowledge of facts, principles, processes and general concepts, in a field of work or study
- A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
- Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

#### Level 4

- Factual and theoretical knowledge in broad contexts within a field of work or study
- A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study
- Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

#### Level 5

- Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
- A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems
- Exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others

## Level 6

- Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
- Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study
- Manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

## Level 7

- Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research, critical awareness of knowledge issues in a field and at the interface between different fields
- Specialised problem-solving skills required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields
- Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

## Level 8

- The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice
- Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

The digital badges were designed using the Open Badge Factory tool. The German and Irish partners have taken over their own accounts and administration. The evaluation was carried out by the scientific support from Bamberg.

## Post-Survey

In this survey, the same self-efficacy expectancy and confidence scales have been used again. The aim was to demonstrate a potential development.

In addition to these two scales, the training design and the training success should also be evaluated. The goal is to use these findings to make changes to the design of the workshops and webinars if necessary. The scientific support suggested the instrument Training Evaluation Inventory (see Ritzmann, Hagemann & Kluge 2013). Here it is assumed that certain training design dimensions have an impact on the training outcome dimensions. This instrument has five training design dimensions and five training outcome dimensions. The project team has decided to include all dimensions in the questionnaire. Only one item should represent each dimension. In the project report the names of the dimensions are given, but from a scientific perspective they are not considered complete scales. Therefore, this must be considered when interpreting the results. In the following, the names of the scales and the adapted items are presented in tabular form:

Dimension	Item
Training Outcome Dimension	

<b>Subjective enjoyment</b>	Overall, I liked the training.
<b>Perceived usefulness</b>	This training will be useful to me in my role.
<b>Perceived difficulty</b>	The training topics were pitched at the right level for me.
<b>Subjective knowledge gain</b>	The knowledge I have gained will continue to be useful to me in my role in the future.
<b>Attitude towards training</b>	I would recommend this course to my colleagues.
<b>Training Design Dimension</b>	
<b>Problem-based learning</b>	I was able to see a connection between the examples from day-to-day work presented in the training and my own job.
<b>Activation</b>	The trainer invited me to bring in (or share?) my own knowledge and experiences from my day-to-day work.
<b>Demonstration</b>	The learning objectives were achieved.
<b>Application</b>	In the training I had the opportunity to try out things which I will later use in my day-to-day work.
<b>Integration</b>	The interaction with my peers helped me to enhance my learning.

There was also an opportunity to provide feedback on the workshops and webinars using an open-ended task format. The questions are:

- What aspect of the training did you particularly like? Please describe it in no more than three sentences.
- Which point can be improved in the training, from your point of view? Please describe it in no more than three sentences.

### *Post-Survey – Trainer-View*

The trainers were also asked to complete a questionnaire. On the one hand, they were able to provide statements on certain aspects of training implementation with numerical equivalents. The answers ranged from 1 = do not agree at all to 6 = agree completely. The individual item formulations in the overview:

- I enjoyed delivering the training
- I was able to cope well with challenging situations during the training
- I believe that the participants have learned a lot
- There was sufficient time allocated to each topic in order to deliver the training in full and meet the learning objectives
- There was sufficient time given to meaningful interaction with the pilot participants
- The structure of this training program made sense to me

In addition, the trainers were offered three open response areas. In the first area they were allowed to state what they liked. The second area was reserved for possible challenges. And in the last open response field, the trainers were allowed to communicate requests for change.

## Part 4: Evaluations for the first pilot

In this fourth part of the report, the results for each country for the first rotation are presented. First, the participants of the modules are described. This is followed by a presentation of the results of the training design and the training outcome. Following this, the fourth section presents the results from the two survey time points regarding self-efficacy expectations and confidence. After that, the area with results of satisfaction of the modules and selected quotes will be presented. After that, the learning success is presented based on the qualitative statements from the digital badges. In the seventh section, the open-ended statements from the questionnaires regarding feedback on the trainings from the participants are given. This fourth part of the report is concluded with the perception of the trainers.

### 4.1 Evaluation Wales

In the first rotation, 10 participants took part in the initial survey. In the initial survey, 6 questionnaires were included for the results and findings. In the first digital badge, 22 usable statements, in second digital badge 20 usable statements, in third digital badge 16 usable statements and in fourth digital badge 28 usable statements have been included in the results.

#### 4.1.1 Participants

In the first rotation, 10 participants took part in the pre-survey. Specifically, 8 women and 2 men participated. Most of the participants are between 30 and 39 years old. In terms of previous education, 80% indicate that they have an education in Higher Education. The overview is shown below in the table:

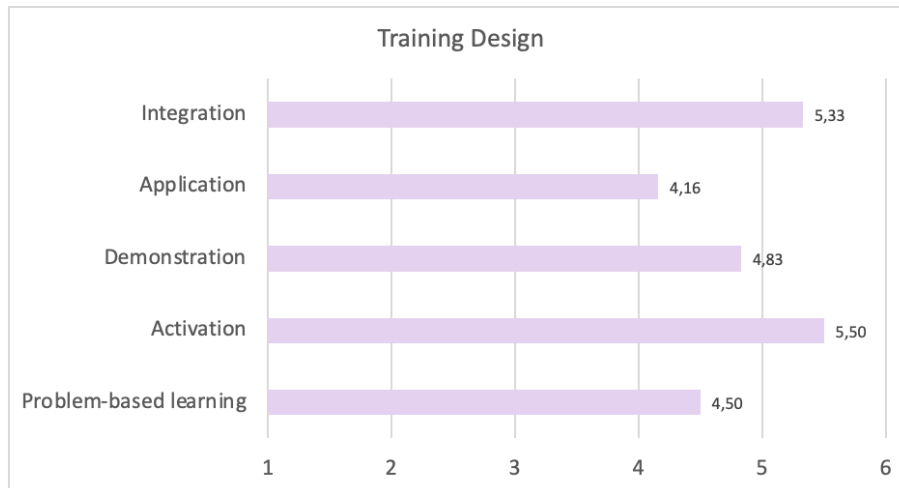
	Female	Male	Non Binary	No Information	
Gender	8	2	0	0	
	20-29	30-39	40-49	50-59	60-69
Age (Years)	2	4	1	1	0
	Primary	Secondary	Higher		
Education	0	2	8		

The participants work in different organisations with the corresponding organisation size. For Wales and this survey cycle, the most reported organisation size is between one and five people, with 4 responses. Experience in terms of working in the sector is stated by 60% between 0 months and 4 months. With 80%, participants are paid members in their organisation.

	1-5	6-15	16-30	31-50	51 or more
Organization Size (People)	4	1	3	2	0
	0-4	5-10	11-15	16-18	more than 18
Experience (Months)	6	2	2	0	0
	Volunteer	Paid Member	Trustee	Other	
Role	1	8	0	1	

#### 4.1.2 Training Design

The highest mean values (M) are found in the dimensions Integration (M: 5.33) and Activation (M: 5.50). This means that the participants were able to contribute their knowledge and own experiences in the workshops and webinars. In addition, the interaction with the peers is descriptively rated positively.



The other three dimensions (M between 4.16 and 4.83) are rated weaker on average. But they are in a good and positive range in the evaluation of these dimensions.

#### 4.1.3 Training Outcome

The highest average rated areas in the training outcome dimension are subjective enjoyment (M: 5.00), perceived usefulness (M: 4.83) and perceived difficulty (M: 4.83). This means that the participants enjoyed the workshops and webinars and rated them as useful.

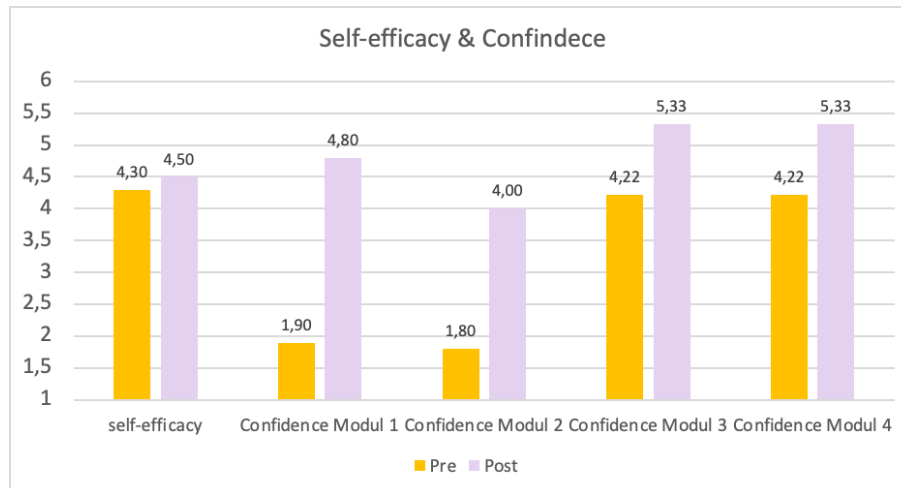


Again, the lower rated items are in a positive range. The subjective knowledge gain is rated with an average value of 4.50 and the recommendation for the modules is rated with an average value of 4.33 by the participants.



#### 4.1.4 Self-efficacy expectation and Confidence

The participants' subjective assessment of their self-efficacy is on average 4.30 at the first point of the survey and 4.50 at the second survey point. This increase can be considered positive on a descriptive level and it can be assumed that the participants feel secure and encouraged in their actions.

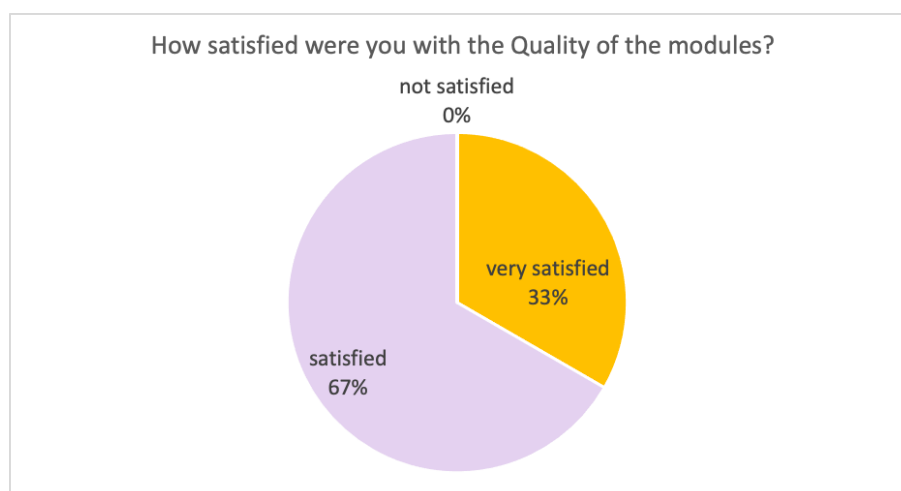


Positive increases in the mean values are observed for the items of confidence regarding all four modules. Module 1 achieves an average increase of 2.90 and Module 2 increases the mean values of the participants by 2.20.

#### 4.1.5 Satisfaction

The quality of the module is rated positively by 67% and very positively by 33%. The following open statements reflect the positive aspects of the implementation:

- *“Breakout rooms were good as we got to see other people’s opinions and experiences and learn from each other”*
- *I liked that we were able to network with other professionals and the number of interactive activities helped to keep things a little more interesting.*

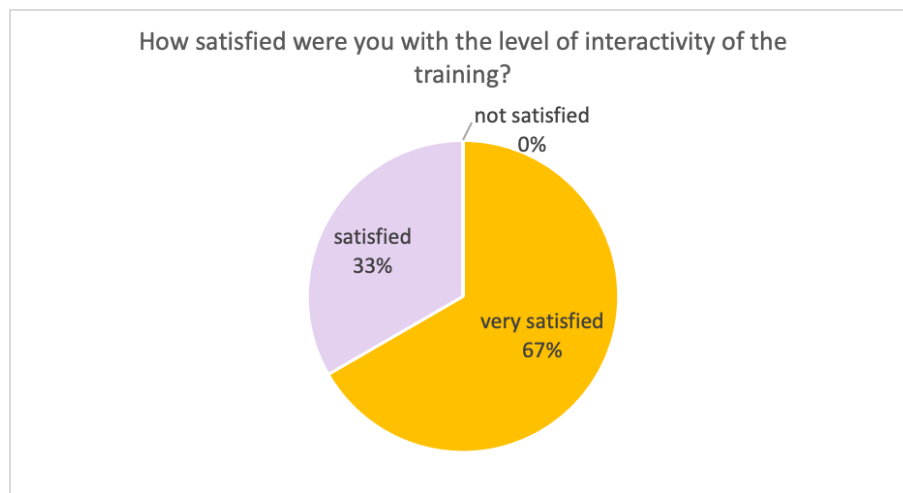


As already indicated above from the quotations, the interactivity in the modules is seen very positive. The participants have a positive assessment of this aspect with 33% and a very



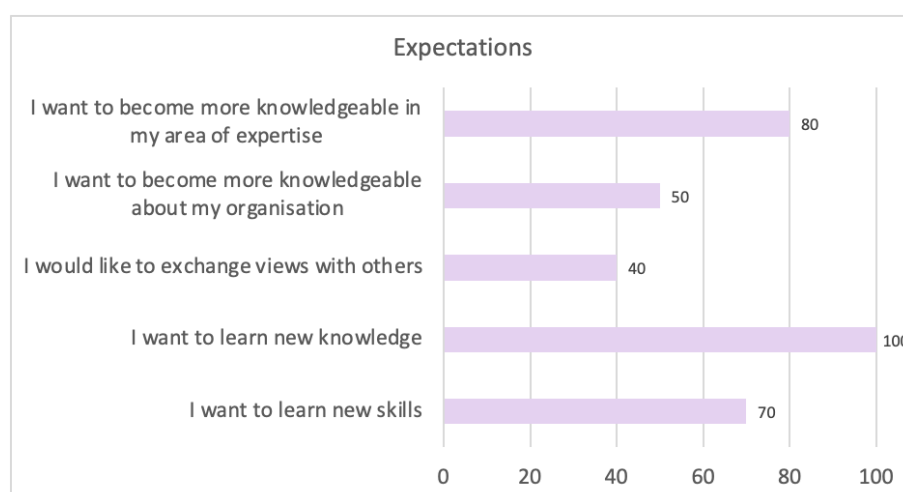
positive assessment with 67%. The following quotation is an example of the descriptive assessment:

- “The group of peers that attended were great, open and honest. It was really good to get people in a virtual (room) from various voluntary organizations all at different level and different roles to see how we work similarly/differently. I like that the overall atmosphere was relaxed and we were able to contribute when we felt comfortable to and ask any questions and share opinions.”*



#### 4.1.6 Learning success

All participants have the expectation to learn general knowledge. This is also confirmed with 80% of the statements about knowledge regarding their own professionalisation in their field. Also, 70% of the participants want to learn new skills in the courses. Half of the participants want to gain more knowledge about their organisation. And 40% of the participants also indicate an exchange with other participants.



Based on the statements in the digital badges, the learning outcomes can be assigned to the levels for the respective modules using the European Qualifications Framework. A total of 114 concrete statements could be assigned to the respective levels in the European Qualifications Framework. These are briefly presented as examples for the respective modules.

	What did you learn from this workshop and webinar?				What did you learn from other participants in the workshop and webinar?				
EQF-Level	Modul 1	Modul 2	Modul 3	Modul 4	Modul 1	Modul 2	Modul 3	Modul 4	Total
1	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0
3	3	2	1	1	2	4	3	2	18
4	12	8	10	18	12	8	6	12	86
5	0	4	0	2	2	0	0	2	10
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
Total	15	14	11	21	16	12	9	16	114

For Module 1, 5 statements can be assigned to Level 3 or a lower level:

- *“I learnt more about the different structures and funding within my organisation and also all the reference site to find info re the third sector.”*
- *“Learnt more **about** the different charities and organisations in the third sector and individuals' roles.”*

For Module 1, 26 statements can be assigned to Level 4 or a higher level:

- *“Organisational structures. Different types of funding that is available for charity's. Charity laws and the importance of sticking to the charity's purpose”*
- *“I learnt about their own organisation structures and how similar they are to mine. How the funding is obtained for each organisation. what their job role is within their organisations.”*

For Module 2, 6 statements can be assigned to Level 3 or a lower level:

- *“The mechanisms behind advocacy and policymaking”*
- *“Different campaigns their organisations have been involved in”*

For Module 2, 20 statements can be assigned to Level 4 or a higher level:

- *“How organisations' advocacy policies impact the way they campaign and attempt to achieve their goals.”*
- *“Every organisation is different and has different goals and campaigns and focus on other parts of society that other organisations may not.”*

For Module 3, 4 statements can be assigned to Level 3 or a lower level:

- *“How to give effective presentations”*
- *“About other strengths and weaknesses”*

For Module 3, 16 statements can be assigned to Level 4 or a higher level:

- *“About the importance of interpersonal skills and how to develop them”*
- *“Every organisation is different and has different goals and campaigns and focus on other parts of society that other organisations may not.”*

For Module 4, 3 statements can be assigned to Level 3 or a lower level:

- *“Structures, target audiences”*
- *“Their target audience and organisational structures of their charity”*

For Module 4, 32 statements can be assigned to Level 4 or a higher level:

- *“Methods for improving workplace wellbeing and important interpersonal skills”*
- *“The way their organisational structures impact their engagement with certain groups.”*

#### 4.1.7 Feedback

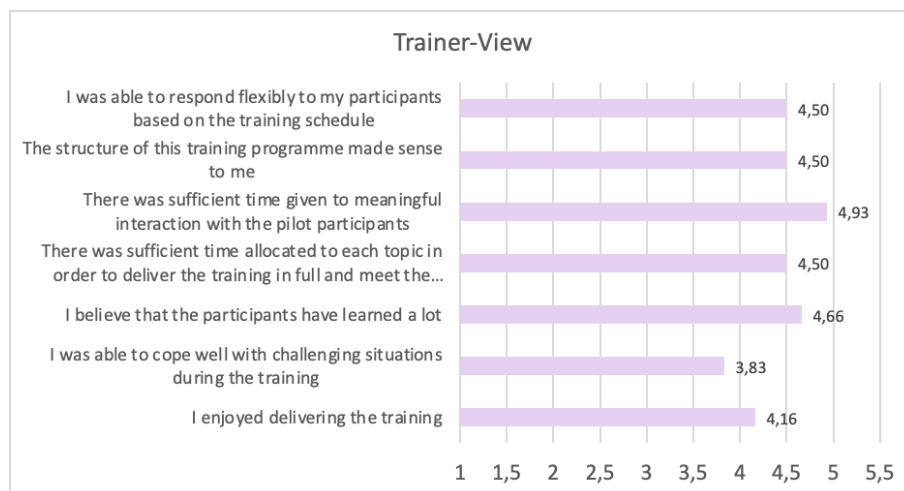
The open responses of the participants also give indications for revising the design of the workshops and webinars. The most important statements are presented below:

- *“The assignments were sometimes unclear and hard to understand, especially the last one.”*
- *“The feedback peer review sessions could be improved because we would spend time prepping an essay when we could have done bullet points.”*
- *“I think there is far too many assignments for those working full time too, especially assignment 4 when a case study and presentation had to be completed.”*
- *“I think there is far too many assignments for those working full time too, especially assignment 4 when a case study and presentation had to be completed. I think less sessions, but more detail would have been useful. Sometimes I think it is good to have a short and intense training session so that you can learn more in depth about different topic areas and still have the recap from the recorded webinar anyway.”*

In particular, the assignments and the design of the assignments were viewed critically by the participants. The time aspect seems to play a role in the modules and webinars. This is especially the case for participants who are already working.

#### 4.1.8 Perception of trainer

The perceptions of the trainers or their responses to the questionnaire survey are all in the positive range and above the scale average. The highest rated item is *“there was sufficient time allocated to each topic in order to deliver the training in full and meet the learning objectives”* with a mean value of 4.93. The lowest rated item is *“I was able to cope well with challenging situations during the training”* with a mean value of 3.83.



The open questions are presented below. The positive statements are given first:

- *“I enjoyed meeting with the learners, hearing about their discussions in groups and I also learnt a lot.”*

- *“The facilitated feedback sessions, these were engaging and reinforced learning.”*
- *“It was good to work closely with my colleague and see her develop as a trainer, something that is new for her.”*
- *“I enjoyed meeting the participants and hearing about their organisations.”*
- *“It was good to see the positive engagement from the learners which demonstrated that they were getting some benefits from the course.”*

The following challenges have been observed by the trainers in their activities:

- *“The fact that it took place online made it difficult to monitor how engaged the learners were, e.g. I couldn't listen in during small group discussions in the same way as I would in a face-to-face course. I also found it a bit challenging that I'm not an expert on some of the areas I covered in the training and although the trainer notes and handouts were really useful, I feel I need to be more confident in my knowledge in order to deliver the session more smoothly.”*
- *“Changing to online course and delivering materials written by someone else.”*
- *“It was very challenging and stressful to be asked to deliver this on top of my already full-time role. It was also exhausting delivering the sessions online.”*
- *“I think it was quite difficult to maintain concentration online when there were quite large sections of content. Some learners had problems following links to other resources when in Zoom which created a couple of technical issues, but we found workarounds for it.”*

In the following, the wishes for changes of design elements and changes already made in advance by the trainers are presented:

- *“We had to make some changes to the training plan, mainly because of the adaptation to online delivery, and we will have to further tweak some of the activities for Pilot 2. We felt swapping some things around (e.g., reflection on learning) made the session flow better online. There was a slide which we will need to get some clarification on (engaging with target audience). I think in some areas it would be useful to incorporate some of the information in the handouts into the delivery/trainer notes.”*
- *“Extend time between sessions and amend some activities based on observations during the program.”*
- *“More opportunities for participant interaction throughout. Too many words on slides, needed to be more visual for online delivery. Wellbeing section - certain parts lacked sensitivity, mind-map task didn't make much sense.”*
- *“It's too intensive, for both participants and trainers. It needs to be more spread out. Some of the content is more relevant than other parts and we should look at that, e.g., too much on the EU since we have left.”*
- *“I think that they need more time between the webinar and when the next module starts.”*

## 4.2 Evaluation Finland

In the first rotation, 15 participants took part in the entry survey. In the exit survey, 10 questionnaires were used for the results and findings. For the first digital badge, 12 usable statements, for the second digital badge 8 usable statements, for the third digital badge 12 usable statements and for the fourth digital badge 8 usable statements were included in the results.

#### 4.2.1 Participants

In this round of the questionnaire study, 13 women and 2 men participated. For the question about the age, 2 persons stated that they were between 20 and 29 years old, 5 persons stated that they were between 30 and 39 years old, 3 persons stated that they were between 50 and 59 years old and 2 persons stated that they were between 60 and 69 years old. In terms of prior education, 3 persons indicated Secondary Education and 12 persons classified themselves as Higher educated.

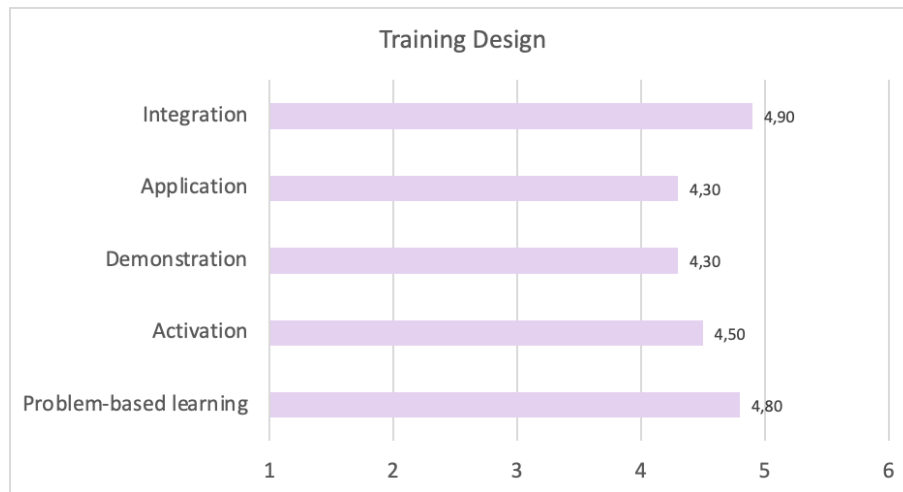
	Female	Male	Non Binary	No Information	
<b>Gender</b>	13	2	0	0	
	<b>20-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60-69</b>
<b>Age (Years)</b>	2	5	3	3	2
	<b>Primary</b>	<b>Secondary</b>	<b>Higher</b>		
<b>Education</b>	0	3	12		

For the question about the organisational size, the distribution between the respective sizes of the organisation is similar and participants are almost evenly distributed across all five areas. In terms of experience, the highest number of respondents is between 0 and 4 months, with 7 responses in this category. In addition, 13 of the 15 people are employed as paid members in their organisations.

	1-5	6-15	16-30	31-50	51 or more
<b>Organization Size (People)</b>	3	4	3	2	3
	<b>0-4</b>	<b>5-10</b>	<b>11-15</b>	<b>16-18</b>	<b>more than 18</b>
<b>Experience (Months)</b>	7	3	2	0	3
	<b>Volunteer</b>	<b>Paid Member</b>	<b>Trustee</b>	<b>Other</b>	
<b>Role</b>	1	13	1	0	

#### 4.2.2 Training Design

In the training design dimension, the highest average scores are observed for integration with 4.90 and for problem-based learning with 4.80. This means that here the participants perceive a connection between the profession and the modules and the discussions with their peers most strongly.



The other three dimensions are rated weakest, but are above the scale average and have a maximum difference of 0.60 to the highest average value

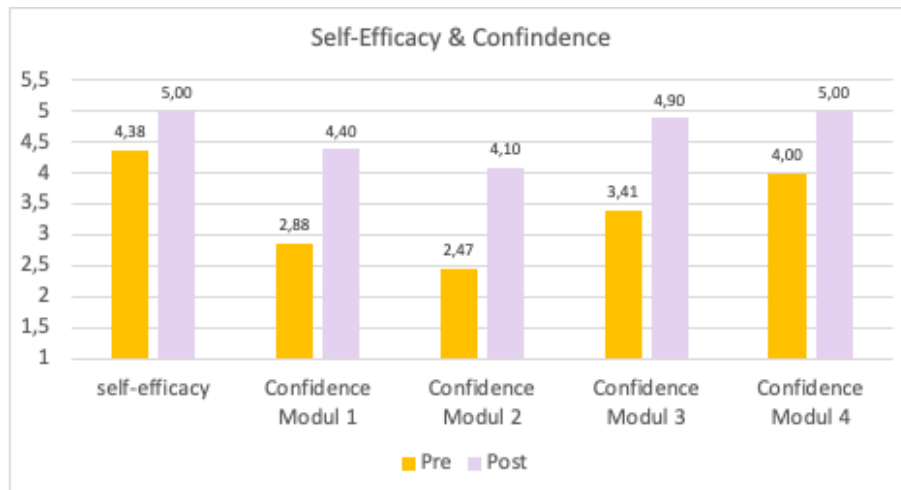
#### 4.2.3 Training Outcome

The dimensions of the training outcome are rated similarly by the participants. The mean value here is between 4.60 and 4.90 for the dimensions and can be evaluated positively.



#### 4.2.4 Self-efficacy expectation and Confidence

The subjective rating for these participants regarding their self-efficacy is on average 4.38 in the pre-questionnaire and 5.00 in the post-questionnaire. This increase can be considered positive on a descriptive level and it can be assumed that the participants feel secure and encouraged in their actions.



Positive increases in the mean values are observed for the items of trust regarding the four modules. Module 1 achieves an average increase of 1.52, for Module 2 the participants' statements increase by 1.63 and for Module 3 with the value by 1.49.

#### 4.2.5 Satisfaction

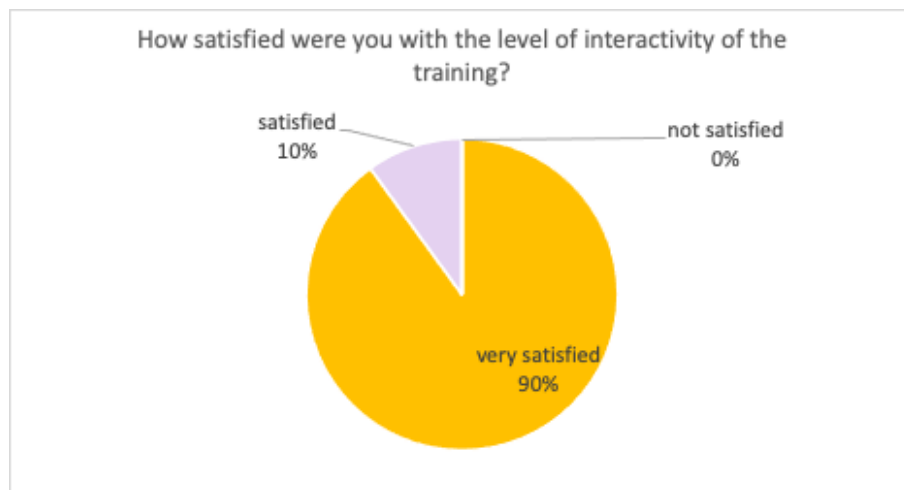
Regarding the quality of the modules, 90% of the participants are very satisfied and 10 are satisfied. The answers from the open part are presented below:

- *“The thematic sections were clear, going forward in a coherent way made it easier to adopt things. A tight package, there was a lot of new information. Easy to come back to the topics of the training afterwards, which makes using the information easier. The exercises were good for own development, make competences deeper and made visible what had to be practiced more. MOST IMPORTANTLY the trainers' professional skills, good interaction and a cheerful and positive touch created a trustful and open atmosphere, which enabled development and learning.”*
- *“I also especially liked the pre assignments which helped me learn tremendously in a short period of time.”*



Regarding the interactivity in the modules, the participants are 90% very satisfied and 10 are satisfied. The answers from the open part are presented below:

- “Networking and discussions.”
- “Discussions in small groups gave the most. Clear presentation slides, that one could take a look at even afterwards. The lectures had a clear structure and were well guided through. One could see that the trainers listened to the “students” when they talked about things.”
- “Working in small groups during workshops and the chance to participate in one's own way after lunch.”



#### 4.2.6 Learning success

Most of the statements regarding the expectations for the modules, the participants state with 94% that they want to achieve more knowledge for their area of expertise. This is also observed in the statements on general knowledge and here 74% of the participants wish to improve. With 71% each, participants want to exchange with other participants and learn new skills. Only 47% of the participants want to learn about their own organisation.



Based on the statements in the digital badges, the learning outcomes can be assigned to the levels for the respective modules using the European Qualifications Framework. A total of 71



concrete statements could be assigned to the respective levels in the European Qualifications Framework. These are briefly presented as examples for the respective modules.

EQF-Level	What did you learn				What did you learn				Total
	Modul 1	Modul 2	Modul 3	Modul 4	Modul 1	Modul 2	Modul 3	Modul 4	
1	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0
3	0	1	2	0	2	1	2	0	8
4	6	6	6	8	8	6	8	8	56
5	3	0	2	0	0	0	0	2	7
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>9</b>	<b>7</b>	<b>10</b>	<b>8</b>	<b>10</b>	<b>7</b>	<b>10</b>	<b>10</b>	<b>71</b>

For Module 1, 2 statements can be assigned to Level 3 or a lower level:

- *“Issues related to the culture of different types of organisations.”*
- *“The fact that the organisations involved in training are ultimately very similar in their organisational models. Moreover, the challenges faced by these organisations are very similar.”*

For Module 1, 17 statements can be assigned to Level 4 or a higher level:

- *“Issues and challenges of financing different types of organisations and associations, cf. small - large organisations and associations. The importance of communication tools and how to use them.”*
- *“Great professionals working in organisations, knowledge of the business world also helps in understanding and developing the work of organisations, I learned to look at organisations' websites from a new perspective. A wonderfully interactive learning experience”*

For Module 2, 2 statements can be assigned to Level 3 or a lower level:

- *“This was a topic I was already very familiar with, but I learned more about the municipal decision-making process and its different stages. In addition, the organisation of EU decision-making became a little clearer to me. Otherwise, the workshop and the webinar mainly reinforced what I had already learned.”*
- *“We can all make a difference, each with our own skills. Looking outside your own circle expands the meaning of impact in your practice.”*

For Module 2, 12 statements can be assigned to Level 4 or a higher level:

- *“There was a lot of new information on socio-political issues, the different types of lobbying campaigns and issues related to lobbying.”*
- *“The research revealed a wide range of ways of lobbying and increased understanding of the importance of different lobbying forums. The discussions enriched and deepened the themes of the day.”*

For Module 3, 4 statements can be assigned to Level 3 or a lower level:

- *“Familiarisation with presentation skills and facilitation.”*
- *“We can all make a difference, each with our own skills. Looking outside your own circle expands the meaning of impact in your practice.”*

For Module 3, 16 statements can be assigned to Level 4 or a higher level:

- *“On the holistic nature of interaction skills, the importance of listening and concentration. Facilitation skills, how it differs from teaching.”*
- *“I learned from listening to other people's experiences, and how similar people are despite their differences. Everyone has the same basic principles, which influence their behaviour, how they work in a group and how they treat others.”*

For Module 4, 0 statements can be assigned to Level 3 or a lower level.

For Module 4, 18 statements can be assigned to Level 4 or a higher level:

- *“Project management issues and steps - what to take into account when. You can never know time management well enough, so it was particularly useful to go through it and discuss it with colleagues. I also had to reflect on accessibility and barriers to inclusion for myself, because I work with people who are very much in touch with these issues. Organisational structures were difficult to grasp, and I am still learning about them.”*
- *“Discussions with other students were always rewarding and provided new perspectives. It is always interesting to know about other organisations' cooperation and networks, to see if you can find new networks there. The assignment allowed me to reflect properly on the issues of my own target group, accessibility and inclusion. The task was interesting and opened up new things to think about.”*

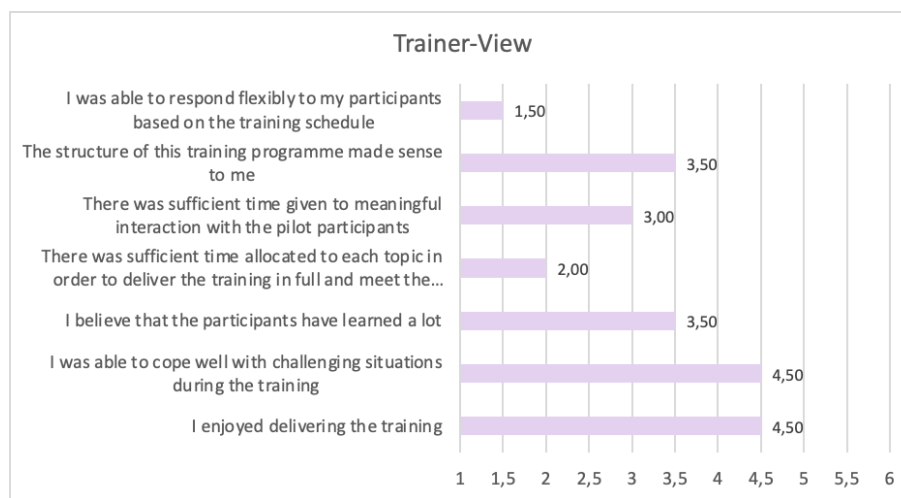
#### 4.2.7 Feedback

The open responses of the participants also provide indications for revising the design of the workshops and webinars. The following are brief statements:

- *“There could be even more demanding content in the training and materials linked to it for those who already handle the basics or those who learn fast or otherwise wish to deepen their learning. There could be even more time for discussions, even if this was already on a good level.”*
- *“There was too little time to do the exercises between the first and second module. This sure is a matter of scheduling. There could have been longer lectures of some topics (ex. topics in the first module like the role and tasks of the board). I was missing more concrete examples, for example of advocacy, good report... It would have been nice if the trainers had presented a good example of each of the sections. Of course, we looked for those ourselves, but I would have wanted an option that was right for sure.”*
- *“The assignments in between the modules required quite a lot of work, it would be of reason to consider their extent. One could get more out of more concise assignments. The assignments were per se versatile and encouraged learning. It would have helped the participant if there was information beforehand about how much time one should reserve/use for each assignment.*
- *I cannot really say whether Padlet is a good or a bad tool. First, I wasn't about to find the right blocks there, maybe the most annoying thing was that it was possible to see only a small part of information at once.*
- *At first there was too little time for small group discussions, but that was fixed later on during the training “*

#### 4.2.8 Perception of trainer

The perception of the trainers or their responses to the questionnaire study on four items above the scale mean. The two highest values are the items, “*I enjoyed delivering the training*” with an average value of 4.50 and the item “*I was able to cope well with challenging situations during the training*” with the average value of 4.50. Also, two items can be observed that are below the scale mean. The items are “*I was able to respond flexibly to my participants based on the training schedule*” (M: 1.50) and “*There was sufficient time allocated to each topic in order to deliver the training in full and meet the learning objectives*” (M: 2.00).



The open questions are presented below. The positive statements of the trainers are presented first:

- “*Participants were really motivated and we have a great atmosphere in the course. It was a pleasure to train with my colleague. It was interesting to have ready activities.*”
- “*I enjoyed the great cooperation with my trainer colleague. The structure of the training and materials were well thought and quite easy to follow. Support from and discussions with the whole F4S3 trainer group felt useful.*”

The following challenges were observed by the trainers in the respective modules:

- “*Time management. Align the content to Finnish third sector and society.*”
- “*The amount of content and different topics was enormous. There was very little time for discussions with the whole group together (but this was the first pilot, those things can be improved next time).*”

In the following, the wishes for changes to a design element and changes already made in advance by the trainers are presented:

- “*I would have given more time for some group discussions. Webinars could have been for example 30 min longer. I would connect the content in modules 3 and 4 stricter to non-profit sector workplaces.*”
- “*I would add 30 minutes to webinars for sharing thoughts on the subject of the day together and e.g., introducing the open badges. I also would like to check if the learning objectives and the content are in sync.*”

## 4.3 Evaluation Ireland

In the first rotation in Ireland, 17 participants took part in the entry survey. In the exit survey, 14 questionnaires were used for results and findings. For the first digital badge 30 usable statements, for the second digital badge 26 usable statements, for the third digital badge 26 usable statements and for the fourth digital badge 26 usable statements were included in the results.

### 4.3.1 Participants

In this round of the questionnaire study, 15 women and 2 men participated. For age, 6 persons indicated that they were between 20 and 29 years old, 3 persons indicated that they were between 30 and 39 years old, 3 persons indicated that they were between 50 and 59 years old and 5 persons indicated that they were between 40 and 49 years old. In terms of prior education, one person indicated that Primary Education was attained and 16 persons classified themselves as Higher Education.

	Female	Male	Non Binary	No Information	
Gender	15	2	0	0	
	20-29	30-39	40-49	50-59	60-69
Age (Years)	6	3	5	3	0
	Primary	Secondary	Higher		
Education	1	0	16		

In terms of the size of the organisation, six people put themselves in the first category (0-5 people), five people in the second category (6-15 people), three people in the third category (16-30 people), two people in the fourth category (31-50 people) and one person in the last category (51 or more people). When asked about their experience, the most respondents indicated a period of 0 to 4 months, and here 8 respondents were found. Furthermore, four persons each assigned themselves to the experience periods of 5 to 10 months and eleven to 15 months. Also, 15 of the 17 people are employed as paid members in their organisations.

	1-5	6-15	16-30	31-50	51 or more
Organization Size (People)	6	5	3	2	1
	0-4	5-10	11-15	16-18	more than 18
Experience (Months)	8	4	4	0	1
	Volunteer	Paid Member	Trustee	Other	
Role	0	15	2	0	

### 4.3.2 Training Design

In this evaluation, the dimensions of training design are all in the positive range above the mean value of the scale. In particular, the four scales Integration (M: 5.92), Demonstration (M: 5.57), Activation (M: 5.64) and Problem-based learning (M: 5.36) achieved high average values.



The dimension Application has the lowest mean value with 3.36. This could be an indicator that the training needs to focus more on aspects that are relevant for the daily work.

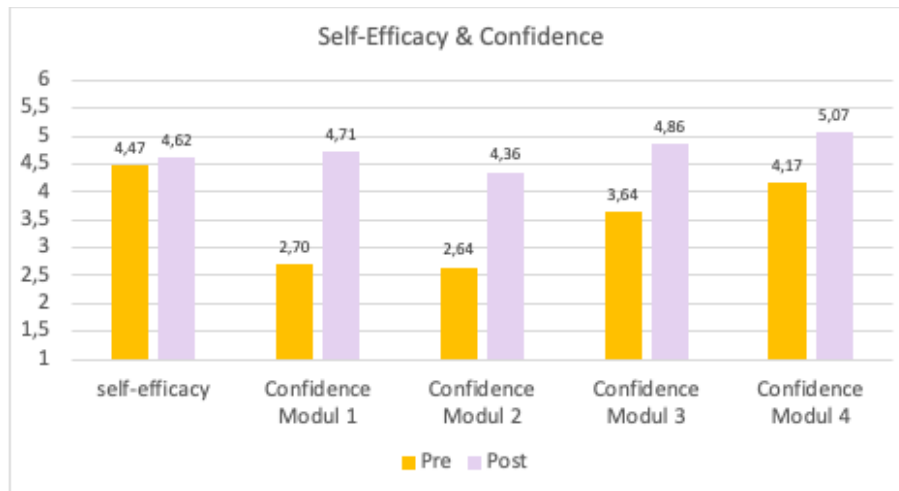
#### 4.3.3 Training Outcome

For the dimensions of the training outcome, the participants give on average very high values between 5.28 (dimension: Perceived difficulty) and 5.71 (dimensions: and Subjective knowledge gain).



#### 4.3.4 Self-efficacy expectation and Confidence

The self-efficacy expectation scale before the training sessions is stated with an average of 4.47 and after the training sessions with an average of 4.62. This increase can be considered positive and the participants feel more empowered for their future actions according to these descriptive values.



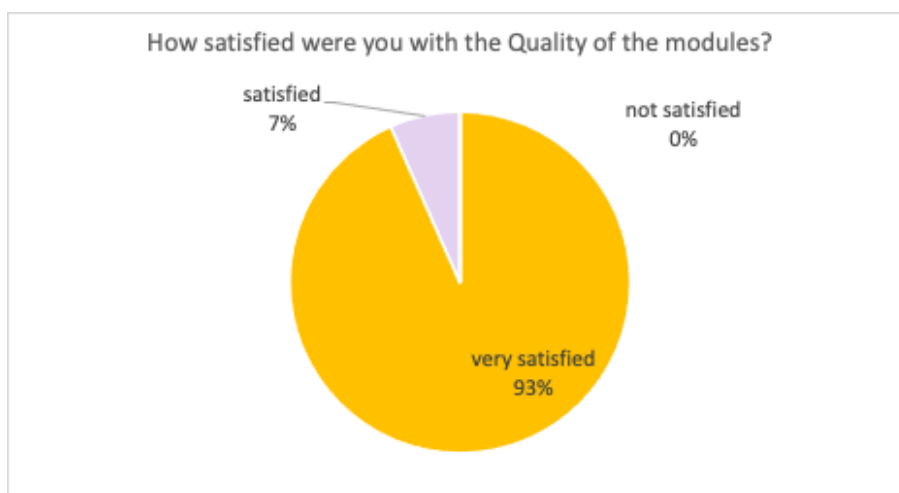
The scales of confidence have increased regarding all four modules. The strongest increases are observed in module 1 with an increase of 2.01 and in module 2 with an increase of 1.72.

#### 4.3.5 Satisfaction

Regarding the quality of the training, 7% of the participants stated that they were satisfied and 93% that they were very satisfied.

The following statements were made by the participants regarding the quality of the trainings:

- *“Presentation, Negotiation, Facilitation, understanding my skills, being confident with what I do know, believing in myself.”*
- *“The two course facilitators were excellent. The level of engagement with the group was very good. I really enjoyed the whole course.”*
- *“I think the importance of working with peers who are at the same place/level in their career was hugely helpful. The need to complete a task each week was important to ensure the learning was then used to ensure we had understood the modules. The facilitators couldn't have been more helpful, warm and engaging.”*
- *“The interactions between all attendees & the facilitators was fantastic - the tone and delivery of the content, brilliant - taking this block of time from our working days can be stressful - but the relaxed safe space to share and learn was also like a little holiday away from the stresses of work - being part of this course at the start of a new year has really set me up well - in a very positive way for the rest of the year.”*



The satisfaction regarding the interaction in the modules is indicated by the participants with 100% very satisfied.

The following statements were made by the participants regarding the level of interactivity of the training:

- *“I really liked the break out rooms and being able to chat with the other participants.”*
- *“I really enjoyed the break out rooms and the open discussions that were had. Usually, I would have hated this and it was probably the one thing I was least looking forward to when starting the training. However, everyone was so friendly and welcoming that it was comfortable and enhanced my learning.”*
- *“The peer-to-peer learning and use of breakout rooms was a really strong aspect of the training. Not only did it keep me engaged, but as someone new to the sector it was really useful to hear about people's real-life experiences in their organisations to help contextualize some of the learning. I also like the opportunity to work on a task and present it to my peers as I felt it gave me an opportunity to actually apply the learning.”*
- *“The one thing I dreaded which was the break out rooms- in the end they became invaluable at getting to know the topics - purely because people were willing to share their knowledge and give really good examples - so the dreaded break out room became a really good tool to learn.”*





#### 4.3.6 Learning success

The highest rating for expectations of the modules is given by the participants for learning new skills with 94%. In second place, participants want to gain new knowledge from the modules with 82%. In third place, participants want to gain more knowledge in their area of expertise with 70%. The exchange with other participants is expected by 65% of the participants. And 53% of the participants want to gain more knowledge about their organisation.



Based on the statements in the digital badges, the learning outcomes can be assigned to the levels for the respective modules using the European Qualifications Framework. A total of 120 concrete statements could be assigned to the respective levels in the European Qualifications Framework. These are briefly presented as examples for the respective modules.

EQF-Level	What did you learn from this workshop and webinar?				What did you learn from other participants in the workshop and webinar?				Total
	Modul 1	Modul 2	Modul 3	Modul 4	Modul 1	Modul 2	Modul 3	Modul 4	
1	0	0	0	0	0	0	0	0	0
2	0	0	1	1	1	0	0	0	3
3	4	4	1	2	5	3	4	4	27
4	13	11	12	12	10	10	10	12	90
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>17</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>13</b>	<b>14</b>	<b>16</b>	<b>120</b>

For Module 1, 10 statements can be assigned to Level 3 or a lower level:

- “Terminology, structures of third sector, governance”
- “I have learned about their organisations.”

For Module 1, 23 statements can be assigned to Level 4 or a higher level:

- “I learned of the different types of Sector 3 organisations (e.g., social enterprises, charities), the size of the sector in Ireland and its workforce, and I understand better the regulatory bodies for the sector.”



- *“I learned about the similarities/differences between various organisations. I learned about the various different funding and structures and sources from other organisations. I learned generally what the other members organisations do and how they benefit people/the users.”*

For Module 2, 7 statements can be assigned to Level 3 or a lower level:

- *“Terminology, Information about Public Policy, Advocacy Campaigns”*
- *“I gained new perspectives, in particular from participants with more experience than me within the sector”*

For Module 2, 21 statements can be assigned to Level 4 or a higher level:

- *“I learned about the different types of advocacy, what groups of people we can advocate to, and the steps included for advocacy.”*
- *“The similarities and differences in how we obtain funding, The different challenges organisations face gaining their funding, The ways in which different organisations advocate”*

For Module 3, 6 statements can be assigned to Level 3 or a lower level:

- *“Refresh on existing skills”*
- *“We are all trying to negotiate for what we need to succeed”*

For Module 3, 22 statements can be assigned to Level 4 or a higher level:

- *“I learned about the factors of psychological safety at work and why it's important, barriers to listening, and tips for negotiating.”*
- *“I learned about the facilitation techniques that the other group members use, tips to strengthen resiliency at work, and their experiences of barriers to listening.”*

For Module 4, 7 statements can be assigned to Level 3 or a lower level:

- *“This session covered information I knew already but was helpful to recap”*
- *“Really good to hear from other organisations's challenges/ perspective/ energy!”*

For Module 4, 24 statements can be assigned to Level 4 or a higher level:

- *“Project management priorities & PESTLE, Engaging Target Groups, Report Writing Considerations”*
- *“I learned about project management tools used by others, their methods for writing reports, and what professional skills are prioritised for different positions (e.g., Director, manager, support staff).”*

#### 4.3.7 Feedback

The open responses of the participants also give indications for revising the design of the workshops and webinars. No negative statements were made or suggestions for improvement made for this rotation among the participants from Ireland.

#### 4.3.8 Perception of trainer

In the case of the statements or the evaluations of the trainers, all average values are above the scale average and indicate a positive evaluation of the trainers from Ireland for the first

rotation. The highest values (M: 5.50) are given for the statements *“I believe that the participants have learned a lot”* and *“there was sufficient time given to meaningful interaction with the pilot participants”*.



The open questions are presented below. The positive statements of the trainers are presented first:

- *“I enjoyed giving participants the space to air concerns, learn from their peers, and have their skillsets affirmed.”*
- *“The opportunities for discussion with the participants.”*
- *“The structured encourage learners to apply learning to their own organisations and real-world experiences.”*

The following challenges were observed by the trainers in the respective modules:

- *“I didn't have a background or experience in some of the modules I was delivering so I found some things tricky to contextualise for the participants. Also, the lesson plans for the two IOs differed in structure so a lot of prep time was spent on making sure the structure was cohesive.”*
- *“Keeping the energy going online for a whole day.”*
- *“Working with the number of worksheets in the second module and keeping the flow of the session.”*

In the following, the wishes for changes to a design element and changes already made in advance by the trainers are presented:

- *“I might add more videos or first-hand accounts from people involved in the specific areas of work to mix up the content. Am aware that this would take a lot of time though.”*
- *„The number of work sheet that participants had to read through in module two as part of the session plan rather than just as a support I think the timing in Module two could be worked on.”*

### 3.4 Evaluation Germany

In the first rotation in Germany, 12 participants took part in the entry survey. In the exit survey, 12 questionnaires were used for results and findings. For the first digital badge 24 usable

statements, for the second digital badge 24 usable statements, for the third digital badge 24 usable statements and for the fourth digital badge 24 usable statements were included in the results.

#### 4.4.1 Participants

In the first rotation in Germany, nine women and three men participated. Of these nine people, they range in age from 20 to 29 years, two people range in age from 30 to 39 years and one person ranges in age from 40 to 49 years. Nine people have a secondary education and three have a higher education.

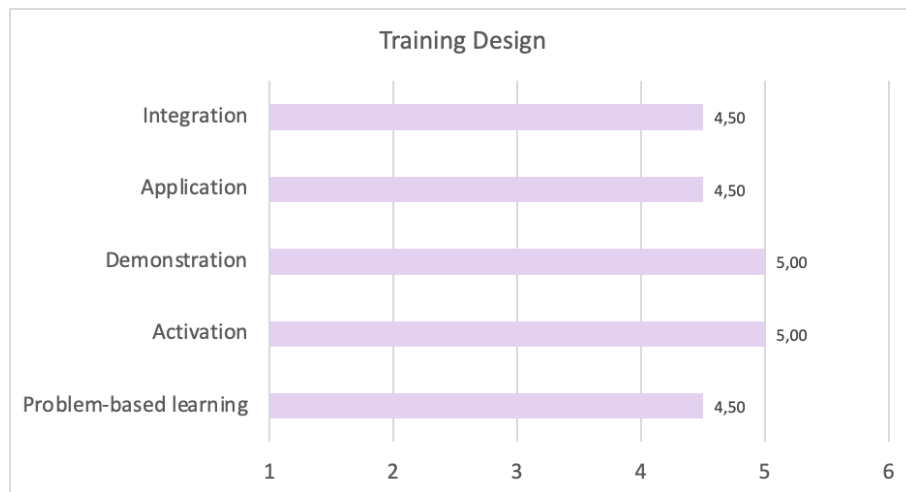
	Female	Male	Non Binary	No Information	
<b>Gender</b>	9	3	0	0	
	<b>20-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60-69</b>
<b>Age (Years)</b>	9	2	1	0	0
	<b>Primary</b>	<b>Secondary</b>	<b>Higher</b>		
<b>Education</b>	0	9	3		

In terms of organisation size, five people place themselves in the range of 1 to 5 people, 3 people place themselves in the range of 6 to 15 people, three people place themselves in the range of 16 to 30 people and one person places themselves in the range of 31 to 50 people. In terms of experience, nine people have between 0 and 4 months of experience and three people have more than 18 months of experience. Nine people work as volunteers and three people are trustees.

	1-5	6-15	16-30	31-50	51 or more
<b>Organization Size (People)</b>	5	3	3	1	0
	<b>0-4</b>	<b>5-10</b>	<b>11-15</b>	<b>16-18</b>	<b>more than 18</b>
<b>Experience (Months)</b>	9	0	0	0	3
	<b>Volunteer</b>	<b>Paid Member</b>	<b>Trustee</b>	<b>Other</b>	
<b>Role</b>	9	0	3	0	

#### 4.4.2 Training Design

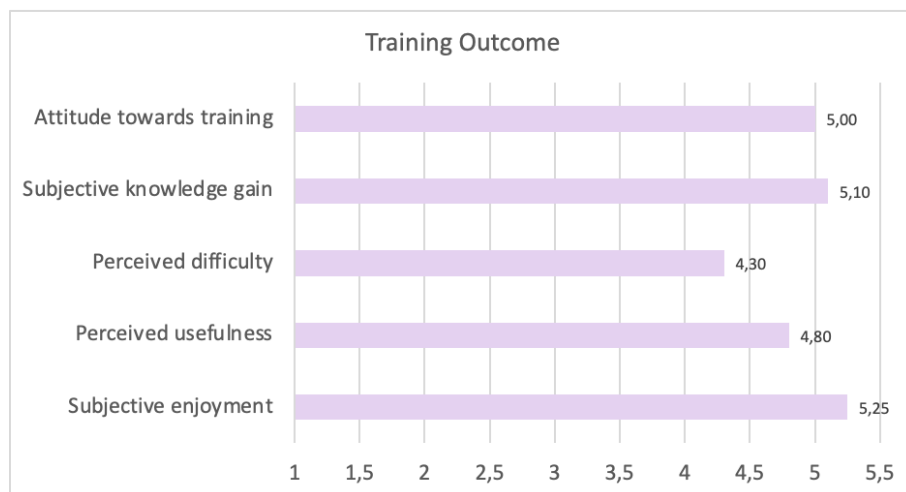
In the training design, the feedback for all dimensions is in the positive range and the highest values are observed in Demonstration and Activation with a mean value of 5.00 each.



The lowest values are observed for Integration, Application and Problem-based learning with an average value of 4.50.

#### 4.4.3 Training Outcome

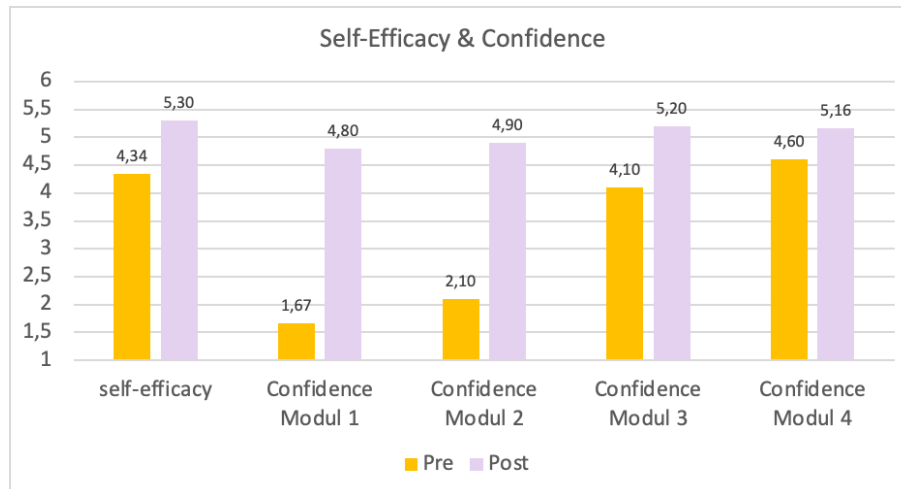
In the area of training outcomes, the average values and assessments by the participants are positive and all values are above the scale mean. In particular, the values for the dimension Subjective knowledge gain (M: 5.10) and Subjective enjoyment (M: 5.25) are the best rated items.



The weakest value is observed in perceived difficulty, with an average value of 4.30. It can be interpreted here that the content could be better adapted to the level of the participants.

#### 4.4.4 Self-efficacy expectation and Confidence

In the section on self-efficacy expectations, the participants give an average value of 4.34 in the first survey and a value of 5.30 in the initial survey. Here we can positively assess this development and assume that the participants will experience themselves as more self-efficacious in their future work-based actions.



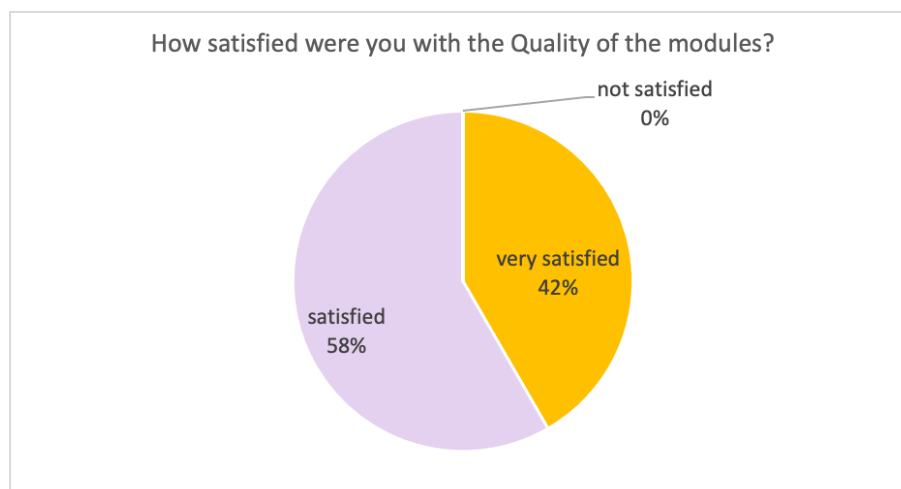
The modules are positively evaluated in terms of confidence for all four modules. In particular, the first and second modules experience the highest increases. For module 1 the increase is 3.13 and for module 2 the increase is 2.80.

#### 4.4.5 Satisfaction

Regarding the quality of the training, 58% of the participants stated that they were satisfied and 42% that they were very satisfied.

The following statements were made by the participants regarding the quality of the trainings:

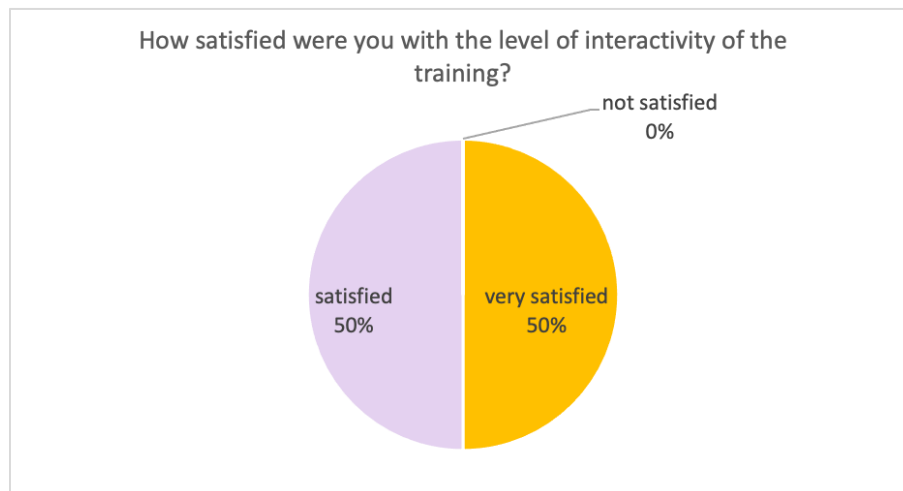
- *“I was satisfied with the quality of the module. The content was well prepared, the trainer gave good impulses and there were many moments for reflection.”*
- *“I really liked the first two modules in particular. The content was really good and it was nice to receive a learning plan. This way I could always note down my progress and take it with me to the organisation.”*



When queried about the satisfaction of the interactivity in the modules, 50% of the participants state that they were satisfied and 50% state that they were very satisfied.

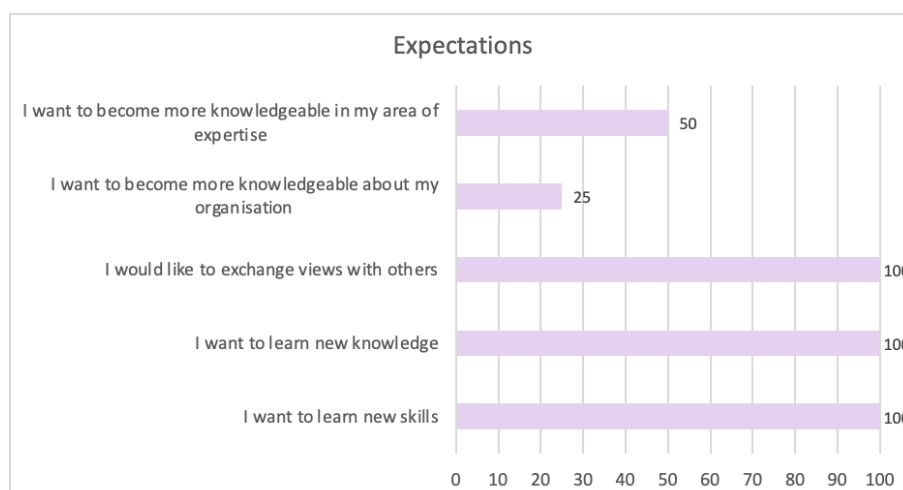
The following statements were made by the participants regarding the level of interactivity of the training:

- *“The interaction with the others was really good. You could always have a good exchange.”*
- *“What was really good was the interaction with the trainers. He always paid attention to us and always wanted to know our opinion and how we were doing. That was great, especially after the long input units.”*



#### 4.4.6 Learning success

The highest rating for expectations regarding the modules is given by the participants for learning new skills and for learning new knowledge with 100%. Participants also have the expectation with 100% that they want to exchange their views with the other participants. Half of the participants also want to acquire knowledge specifically for their expertise in their field. Only 25% of the participants want to gain knowledge about their organisation in the modules.



Based on the statements in the digital badges, the learning outcomes can be assigned to the levels for the respective modules using the European Qualifications Framework. A total of 125 concrete statements could be assigned to the respective levels in the European Qualifications Framework. These are briefly presented as examples for the respective modules.

	What did you learn from this workshop and webinar?				What did you learn from other participants in the workshop and webinar?				
EQF-Level	Modul 1	Modul 2	Modul 3	Modul 4	Modul 1	Modul 2	Modul 3	Modul 4	Total
1	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0
3	2	2	1	2	2	2	1	2	14
4	6	11	16	8	8	8	10	8	75
5	3	3	2	1	0	1	2	1	13
6	3	4	2	2	3	3	3	3	23
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>14</b>	<b>20</b>	<b>21</b>	<b>13</b>	<b>13</b>	<b>14</b>	<b>16</b>	<b>14</b>	<b>125</b>

For Module 1, 4 statements can be assigned to Level 3 or a lower level:

- *“Common Terminology, Typical organisational structures and Regulatory context”*
- *“Openness and willingness to share and relate with others' ideas”*

For Module 1, 23 statements can be assigned to Level 4 or a higher level:

- *“Learned about the third sector, learned about trustees, learned about the charities regulator, charity governance code, difference between charity and not for profits, funding streams”*
- *“The similarities and differences, how thoughtful and sharing people in the sector are, challenges are the same”*

For Module 2, 4 statements can be assigned to Level 3 or a lower level:

- *“How to run a campaign”*
- *“How others run campaign”*

For Module 2, 30 statements can be assigned to Level 4 or a higher level:

- *“You need to set advocacy goals and choose your audience before goals to ensure that it is being presented to the right audiences. You also need to be careful with politics and your organisation because it can cause problems. Campaigning takes a lot of thought and effort and is not something that can change overnight.”*
- *“Different Advocacy Campaigns, how we are all advocates for our organisation and that advocacy is not a short-term thing, it can be very long - persistence is key!”*

For Module 3, 2 statements can be assigned to Level 3 or a lower level:

- *“Refresher on communicating and active listening methods”*
- *“Everyone sees different skills as important”*

For Module 3, 35 statements can be assigned to Level 4 or a higher level:

- *“Practice interpersonal communication skills Explore facilitation skills, understand how to negotiate, be able to recognise good presentation skills, understand self-care and wellbeing at work.”*
- *“Learned about others' personal development skills and what they feel is important/not so important in a work environment, learned more about professional language from others”*

For Module 4, 4 statements can be assigned to Level 3 or a lower level:

- *“Different ways of working for wide range of orgs, good refresher on effective ways of working and on reporting”*
- *“Doesn't matter the size being structured is important”*

For Module 4, 23 statements can be assigned to Level 4 or a higher level:

- *“External organisations and how to best engage and work with them, time management and engaging with the target audience”*
- *“Their own struggles in their organisations, report writing skills, taking initiative and do what you said in the workplace that you'll do!”*

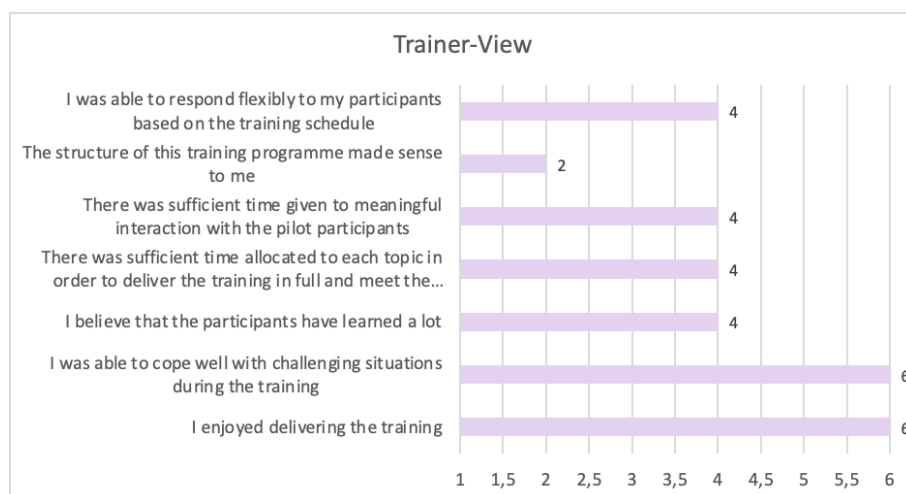
#### 4.4.7 Feedback

The open responses of the participants also give indications for revising the design of the workshops and webinars. The most important statements are presented below:

- *“It was really hard for me to attend the modules in addition to my work. It was good that the modules were also offered on Saturdays, but I always felt exhausted. There is so much information and it would be nice if the input came in beforehand.”*
- *“I think some topics were covered too much and other topics not so much. I would have been more interested in some topics. But it was also more of a general module than a focus class.”*

#### 4.4.8 Perception of trainer

Of the seven items, six items are rated positively by the trainer. In particular, the items *“I enjoyed delivering the training”* and *“I was able to cope well with challenging situations during the training”* are rated positively with a value of 6.





The weakest rated item is *“The structure of this training programme made sense to me”* and is reaching a value of 2,00.

The open questions are presented below. The positive statements of the trainers are presented first:

- *“I found the atmosphere and the cooperation with the participants the best. Despite the distance due to Corona and the challenges that arose, there was always a positive and appreciative atmosphere.”*

The following challenges were observed by the trainers in the respective modules:

- *“A big challenge was the time constraints. There was not enough time for much of the content and it could not be worked on in the depth that the participants would have liked.”*

In the following, the wishes for changes to a design element and changes already made in advance by the trainers are presented:

- *“I would like to see some of the content uploaded in video form in advance so that it can be discussed even more during the training phases.”*

## Part 5: Conclusion Rotation / Pilot 1

The first pilot and the first rotation in this project concentrated especially on the new development of the modules and the content. The implementation of the modules was also affected by the COVID 19 pandemic. Here, all countries had to find specific and individual solutions. At this point, it must be pointed out that due to this challenging situation, the results must be interpreted very positively. These are summarised in the following section.

### *Training Design*

In summary, positive results can be observed for the training design in all four countries. The mean values in each country are above the scale midpoint (M: 3.00) and indicate positive tendencies. The strongest dimension or items are Integration and Activation with an average value of 5.16. The weakest item or dimension is Application with an average value of 4.08. However, the country-specific data must be considered here. Nevertheless, the country-specific information provided by the participants must be considered here. For example, in the dimension Activation the countries Wales and Ireland are above the average of the four countries. The following table shows the results for all four countries and the average value for the whole project:

Training Design	Wales	Finland	Ireland	Germany	Project average
Integration	5,33	4,90	5,92	4,50	<b>5,16</b>
Application	4,16	4,30	3,36	4,50	<b>4,08</b>
Demonstration	4,83	4,30	5,57	5,00	<b>4,92</b>
Activation	5,50	4,50	5,64	5,00	<b>5,16</b>
Problem-based learning	4,50	4,80	5,36	4,50	<b>4,79</b>

The participants are satisfied and very satisfied with the presentations or documents and the contents in the first rotation. The interaction between the peers and the trainers in all countries seemed to be positive. The greatest potential is perceived in the aspect of time by the participants. Here, specific tasks are difficult to implement in the time available. The burden of the modules, which are usually carried out alongside a full-time job, is also mentioned. Here, for example, the modules and the content could be used even more in the blended learning format. It would be possible to divide the content into several units.

### *Training Outcome / Learning success*

Positive results are also observed for the training outcome in all four countries. Here it can be assumed that the modules have positive effects on the learning success of the participants. The dimension or item with the highest score is Subjective enjoyment, with an average value of 5.14 for the countries. Here again, the country-specific differences must be taken into account. For example, the countries Germany and Ireland are also above the average value

for the dimension or item Subjective enjoyment. The following table shows the results of the four countries and the average value for the entire project:

Training Outcome	Wales	Finland	Ireland	Germany	Project average
Attitude towards training	4,33	4,60	5,57	5,00	4,87
Subjective knowledge gain	4,50	4,90	5,71	5,10	5,05
Perceived difficulty	4,83	4,80	5,28	4,30	4,80
Perceived usefulness	4,83	4,60	5,57	4,80	4,95
Subjective enjoyment	5,00	4,60	5,71	5,25	5,14

The learning effects were attempted to be captured via the information provided by the digital badges. Here the results and statements by the participants indicate a positive learning effect. **For the modules, a total of 68 statements can be assigned to Level 3 or lower of the European Qualifications Framework. In the analysis regarding level 4 or higher in the European Qualifications Framework, a total of 359 assignments can be made for all modules.** This indicates a good influence on the development of competences among the participants.

#### *Self-efficacy and confidence*

Self-efficacy as a predictor of competence is a good scale to show whether the modules promote the participants' ability to deal with challenges in the future. It can be assumed that the modules have a positive influence on the self-efficacy. For all countries, this scale increases in comparison to the survey times and a positive trend can be observed for the entire project regarding the mean value. The following table presents the results clearly:

Self-efficacy	Before the module visit	After the module visit
Wales	4,30	4,50
Finland	4,38	5,00
Ireland	4,47	4,62
Germany	4,34	5,30
Project average	4,37	4,85

In the area of confidence, all participants were asked how they assessed themselves for the respective modules before and after attending the module. Positive results and developments can be observed for all modules. But especially Module 1 and Module 2 have very strong increases in the average values. The table below shows an overview of all results:

Confidence	Before Module 1	After Module 1	Before Module 2	After Module 2	Before Module 3	After Module 3	Before Module 4	After Module 4
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<b>Wales</b>	1,90	4,80	1,80	4,00	4,22	5,33	4,22	5,33
<b>Finland</b>	2,84	4,40	2,47	4,10	3,41	4,90	4,00	5,00
<b>Ireland</b>	2,70	4,71	2,64	4,36	3,64	4,86	4,17	5,07
<b>Germany</b>	1,67	4,80	2,10	4,90	4,10	5,20	4,60	5,16
<b>Project average</b>	<b>2,28</b>	<b>4,59</b>	<b>2,25</b>	<b>4,34</b>	<b>3,84</b>	<b>5,06</b>	<b>4,24</b>	<b>5,14</b>

### *Trainer View*

The trainers in all countries report that they enjoyed working with the participants in the modules. The interactions between the trainers and the participants as well as between the participants and the participants are also seen positively. The trainers also have the impression that the participants have gained something for themselves from the modules, and a learning success is assumed by the trainers.

The online setting was perceived as a major challenge. Here, the implementation of the modules was perceived as exhausting and challenging by the trainers. A lack of expert knowledge for some areas is also perceived as a challenge. Managing time for the respective content and work assignments is also perceived as a challenge by the trainers.

But the trainers have already made changes or have change requests. The trainers perceive that some contents have to be located in other places in the training plan. Also, more time is planned for some activities. Another wish is that the units should not only be scheduled for a few days, but that the periods of implementation should be extended. Also, some trainers will send or offer to send more of the content to the participants in advance via video recordings.

## Part 6: Evaluation for the second pilot

In this sixth part of the report, the results for each country for the second rotation are presented. First, the participants of the modules are described. This is followed by a presentation of the results of the training design and the training outcome. Following this, the fourth section presents the results from the two survey time points regarding self-efficacy expectations and confidence. After that, the area with results of satisfaction of the modules and selected quotes will be presented. After that, the learning success is presented based on the qualitative statements from the digital badges. In the seventh section, the open-ended statements from the questionnaires regarding feedback on the trainings from the participants are given. This sixth part of the report is concluded with the perception of the trainers.

### 6.1 Evaluation Wales

In the second rotation, 17 participants took part in the initial survey. In the initial survey, 8 questionnaires were included for the results and findings. In the first digital badge, 34 usable statements, in second digital badge 34 usable statements, in third digital badge 28 usable statements and in fourth digital badge 30 usable statements have been included in the results.

#### 6.1.1 Participants

Fourteen women and two men participated in this survey, as well as one person who did not indicate their gender. The age is between 20 and 29 years for eight persons, between 30 and 39 years for four persons and between 40 and 49 years for three persons and between 50 and 59 years for two persons. In terms of education, two persons assign themselves to primary education and fifteen persons to secondary education.

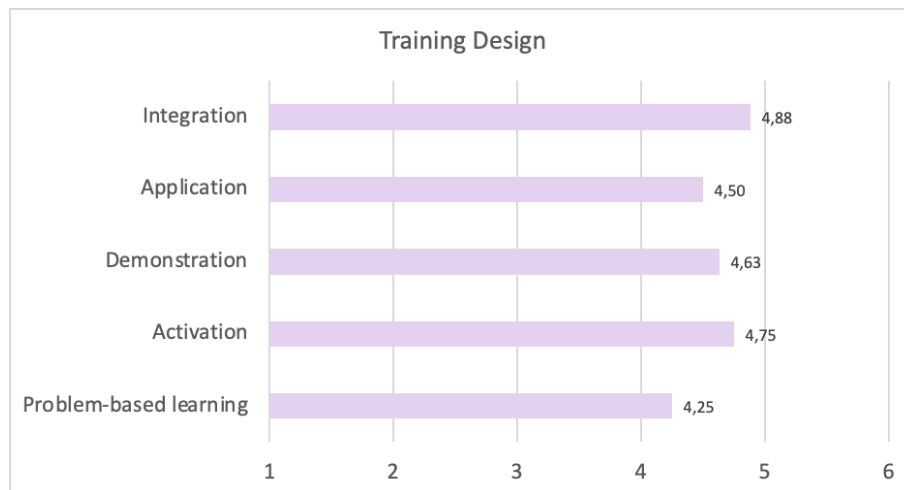
	Female	Male	Non Binary	No Information	
Gender	14	2	0	1	
	20-29	30-39	40-49	50-59	60-69
Age (Years)	8	4	3	2	0
	Primary	Secondary	Higher		
Education	2	15	0		

For organisational size, one person assigns himself to organisational size 1 to 5 persons, six persons assign themselves to organisational size 6 to 15 persons, six persons assign themselves to organisational size 16 to 30 persons, one person assigns himself to organisational size 31 to 50 persons and three persons assign themselves to an organisation with more than 51 persons. Experience is represented by six persons at 0 to 4 months, seven persons between 5 and 10 months and four persons between 11 and 15 months. All participants in the questionnaire survey are paid members in their organisation.

	1-5	6-15	16-30	31-50	51 or more
Organization Size (People)	1	6	6	1	3
	0-4	5-10	11-15	16-18	more than 18
Experience (Months)	6	7	4	0	0
	Volunteer	Paid Member	Trustee	Other	
Role	0	17	0	0	

### 6.1.2 Training Design

In the questioning of the section regarding training design, all values are above the scale mean and can be interpreted positively. The highest values are observed in the dimension of integration (M: 4.88) and activation (M: 4.75).



The lowest value of 4.25 can be observed in the dimension problem-based learning. This means that the training module can further improve the connection between the training and the participants' working life.

### 6.1.3 Training Outcome

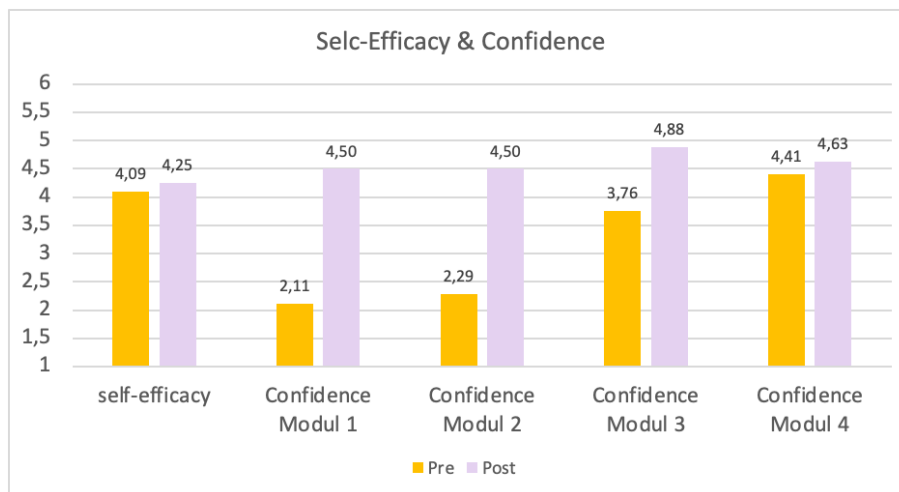
In the section of the questionnaire, the items related to the training outcome are rated positively and all mean values are above the scale centre. The two highest scoring items are attitude towards training and perceived difficulty with a mean value of 5.00 each.



The weakest item is subjective enjoyment with the mean value 4,63. It can be assumed that not all participants had a lot of fun during the training and that in this dimension is still potential for revision.

#### 6.1.4 Self-efficacy expectation and Confidence

In the questionnaire survey, participants give an average value of 4.09 for self-efficacy at the start of the webinars and workshops. At the exit survey, the value of self-efficacy expectation reaches an average value of 4.25.



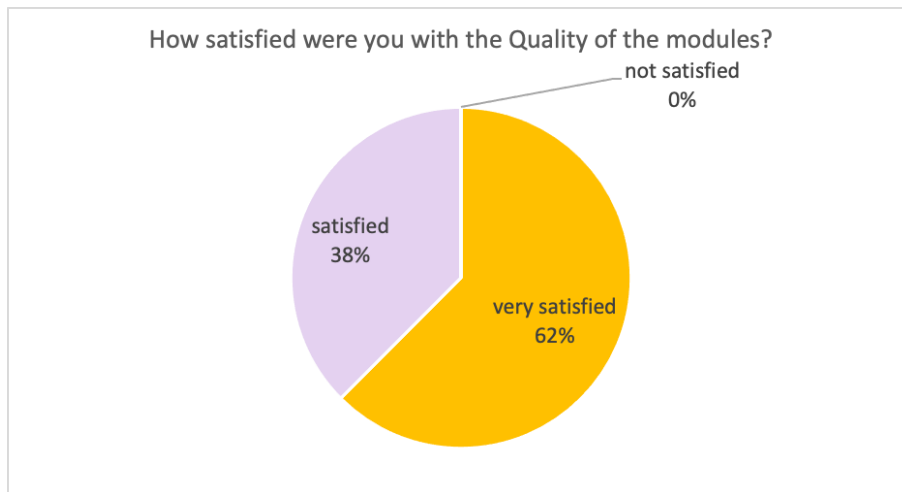
The area of confidence increases in all four modules. The strongest increase is observed in module 1 and the average value rises from 2.11 to 4.50. The second strongest increase is registered in the second module and the average value rises from 2.29 to 4.50 here.

#### 6.1.5 Satisfaction

The participants of the modules are satisfied with 38% and very satisfied with 62% regarding the quality in the respective modules.

The following statements were made by the participants regarding the quality of the trainings:

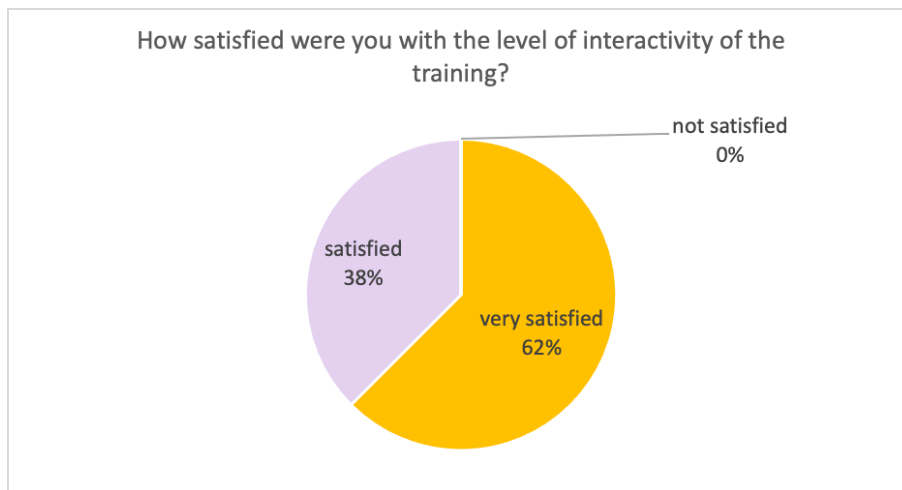
- *“I really enjoyed the variety of activities that we did across the modules. I liked the webinars with the conversations and knowledge sharing that came from that.”*
- *“Small group peer review as assessment.”*
- *“Learning about the different aspects of the third sector e.g., campaigning, structure etc. “*



Satisfaction among participants regarding the level of activity is rated as satisfied at 38% and very satisfied at 62% of participants.

The following statements were made by the participants regarding the level of interactivity of the training:

- *“Lots of discussion time.”*
- *“Nothing felt rushed.”*
- *“I like the networking between peers. It was very useful to learn their roles and how they perceived tasks and get to know others.”*



#### 6.1.6 Learning success

The highest rating in the expectations for the modules is observed by the participants in the learning of new knowledge with 100%. In second place, learning new skills and knowledge regarding their own expertise in the field is mentioned with 77%. The participants state with 65% that they also want to build knowledge regarding their organisation. The lowest expectations are observed regarding the exchange with other participants with 53%.





Based on the statements in the digital badges, the learning outcomes can be assigned to the levels for the respective modules using the European Qualifications Framework. A total of 95 concrete statements could be assigned to the respective levels in the European Qualifications Framework. These are briefly presented as examples for the respective modules.

	What did you learn from this workshop and webinar?				What did you learn from other participants in the workshop and webinar?				
EQF-Level	Modul 1	Modul 2	Modul 3	Modul 4	Modul 1	Modul 2	Modul 3	Modul 4	Total
1	0	0	0	0	0	0	0	0	0
2	0	1	1	2	1	0	1	1	7
3	3	0	0	1	1	3	2	3	13
4	6	7	5	5	9	7	5	7	51
5	3	4	3	3	3	3	1	1	21
6	0	1	0	1	1	0	0	0	3
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
Total	12	13	9	12	15	13	9	12	95

For Module 1, 5 statements can be assigned to Level 3 or a lower level:

- “Structure types of organisations”
- “Their structure and set up and what their charities do.”

For Module 1, 22 statements can be assigned to Level 4 or a higher level:

- “I learnt about the governance, structure and funding of charities. I also learnt how to evaluate my own charity and present information on it”
- “I learned more about the structure, day to day running and missions of the other participants organisations”

For Module 2, 4 statements can be assigned to Level 3 or a lower level:

- “Valuable information “
- “About their charities and campaigns”

For Module 2, 22 statements can be assigned to Level 4 or a higher level:

- *“Recognise an advocacy position within my organisation - Discuss an advocacy campaign strategy - Analyse a campaign strategy in a case study”*
- *“About how different organisations operate when it comes to advocacy and how there are actually a lot of similarities. Also, great to hear how others do things and why.”*

For Module 3, 4 statements can be assigned to Level 3 or a lower level:

- *“Skills”*
- *“Valuable discussions”*

For Module 3, 14 statements can be assigned to Level 4 or a higher level:

- *“I found these workshops and webinars particularly interesting. I was able to identify personal strong skills and areas of development. I found the interpersonal skills set useful as we are transitioning back into in-person activities.”*
- *“I found it really useful to acquire advice from others that they found useful in their workplace.”*

For Module 4, 7 statements can be assigned to Level 3 or a lower level:

- *“Stakeholders”*
- *“About their organisations”*

For Module 4, 17 statements can be assigned to Level 4 or a higher level:

- *“Greater understanding of project management skills - Recognise my own time management skills - How to better engage vulnerable groups - Report writing”*
- *“Learning about the way other people and organisations interact with their stakeholders, allowed me to identify changes required for external communications within my own organization.”*

### 6.1.7 Feedback

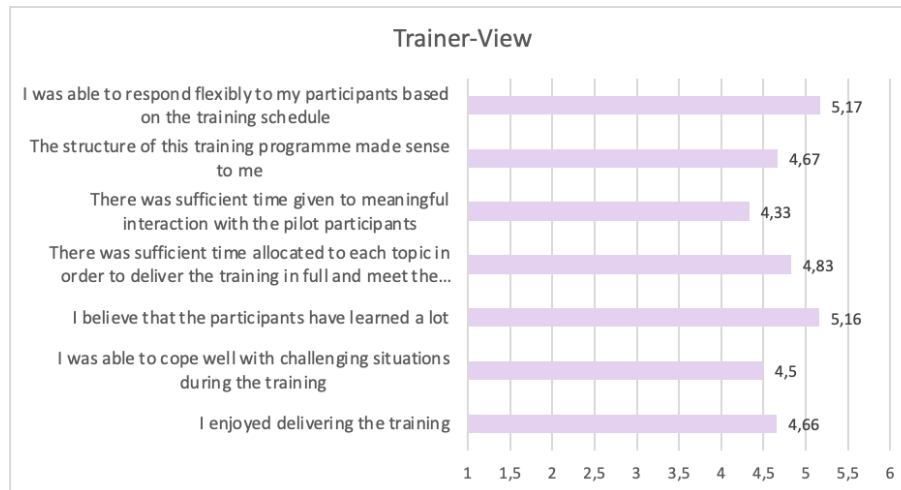
The open responses of the participants also provide indications for revising the design of the workshops and webinars. The following are brief statements:

- *“The delivery of module 2 policy and advocacy had some more detailed and considered content that could have been delivered slightly differently for me to have got the maximum from it. I think this was the only area where I struggled to see the link between the content and my day-to-day work. But in saying that it will be useful in trying to understand others work and roles I may hold in the future.”*
- *“More information about the course beforehand.”*
- *“The course felt very long and sometimes the ice breakers each section felt too long also. I think some of the content was felt irrelevant to all organisations such as vulnerable groups and public policy. Many people felt the first session was too much but I thought it was a good level.”*
- *“Too many ice breakers, long sessions, padlets are confusing.”*

### 6.1.8 Perception of trainer

In the survey of the trainers, the highest rated items are *“I was able to respond flexibly to my participants based on the training schedule”* with an average value of 5.17 and the item *“I believe that the participants have learned a lot”* with an average value of 5.16. All other items

are in the positive range, as they are above the scale mean of 3. The lowest rated item is “There was sufficient time given to meaningful interaction with the pilot participants” and has an average value of 5.33.



The open questions are presented below. The positive statements are given first:

- *“The facilitated discussions, the learners really engaged with the course and each other.”*
- *“I found delivering Pilot 2 much easier and I think overall it was a better experience for the learners as well compared to Pilot 1. I think the changes made to the slides (e.g., less text, more images, easier tasks/group discussions to engage with in certain places) made it easier to deliver the workshop and easier for the learners to follow.”*
- *“I really enjoyed the fact that the group was engaging and it seemed they got a lot out of it. I also enjoyed feeling more confident and comfortable about the delivery and the content compared to Pilot 1.”*
- *“Good to get more experience delivering training. It's good when you can see that the participants are learning and engaging with the topic.”*

The following challenges have been observed by the trainers in their activities:

- *“Overcoming a lack of confidence to deliver training successfully”*
- *“People dropping out of sessions and having to get everyone to catch up and complete the webinars”*
- *My main challenges were related mainly to my lack of experience as a trainer, e.g., keeping good engagement, being able to react to unexpected questions, etc.*
- *“I also find it challenging to pick up a course that was written by someone else, but I think for Pilot 2 we made some more adaptations which made it easier to 'own' the content and deliver it confidently.”*
- *“Too much on top of my other role”*

In the following, the wishes for changes of design elements and changes already made in advance by the trainers are presented:

- *“Too much reading off slides - not great training practice - I try to adapt so as not to do this but the way its structured makes it difficult*
- *“Seems like a massive input of staff time and resources to train a very small group of people”*

- “More signposting to better resources - we couldn't cover everything in appropriate depth really”
- “Double the slides and make them more visually engaging for online audience”
- “More opportunities for interaction”

## 6.2 Evaluation Finland

In the second rotation in Finland, 17 participants took part in the initial survey. In the initial survey, 12 questionnaires were included for the results and findings. In the first digital badge, 22 usable statements, in second digital badge 24 usable statements, in third digital badge 16 usable statements and in fourth digital badge 12 usable statements have been included in the results.

### 6.2.1 Participants

In this round of the questionnaire study, 15 women and 2 men participated. For the question about the age, 2 persons stated that they were between 20 and 29 years old, 7 persons stated that they were between 30 and 39 years old, 3 persons stated that they were between 40 and 49 years, 3 persons stated that they were between 50 and 59 years old and 2 persons stated that they were between 60 and 69 years old. In terms of prior education, 3 persons indicated Secondary Education and 12 persons classified themselves as Higher educated.

	Female	Male	Non Binary	No Information	
Gender	15	2	0	0	
	20-29	30-39	40-49	50-59	60-69
Age (Years)	2	7	3	3	2
	Primary	Secondary	Higher		
Education	0	2	15		

Five participants place themselves in an organisation with 1 to 5 people, 3 participants place themselves in an organisation size of 6 to 15 people, three participants place themselves in an organisation size of 16 to 30 people, one person places themselves in the organisation size of 31 to 50 people and five people place themselves in the organisation size of more than 51 people. Most of the participants, seven participants, assign themselves to the range of 0 to 4 months of experience in the organisation, three participants have between 5 and 10 months of experience, two participants have between 11 and 15 months of experience and four participants have more than 18 months of experience. All participants are paid members in their organisations.

	1-5	6-15	16-30	31-50	51 or more
<b>Organization Size (People)</b>	4	3	3	1	5
	0-4	5-10	11-15	16-18	more than 18
<b>Experience (Months)</b>	7	3	2	1	4
	Volunteer	Paid Member	Trustee	Other	
<b>Role</b>	0	17	0	0	

### 6.2.2 Training Design

In the area of training design, at least the mean value of 3.00 is achieved and may be positively interpreted in this case. The two highest values are observed in the dimension of integration with an average value of 4.16 and in the dimension of activation with an average value of 4.08.



The two lowest scores are observed for the dimension Problem-based learning with an average value of 3.08 and for Application with an average value of 3.00. It can be assumed that the participants did not see the connection to their current job in the modules and did not get the opportunity to try out something in the modules that would help them in their daily work.

### 6.2.3 Training Outcome

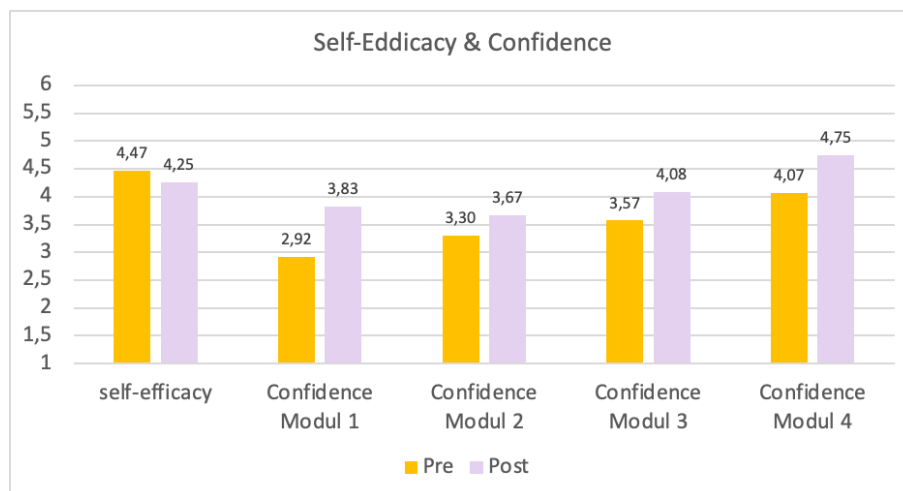
For the training outcome dimensions, all scales are above the scale mean. The highest dimension is the item regarding perceived difficulty with a mean value of 3.83. The weakest item is the dimension perceived usefulness with a mean value of 3.17. In this case, it can be observed that all scales are above the mean value.



The weakest item is the dimension Perceived usefulness with an average value of 3.17. In this case, it can be observed that all items are between the scale mean and the mean value of 4.00. This implies that all five dimensions have potentials in this context.

#### 6.2.4 Self-efficacy expectation and Confidence

The self-efficacy expectation scale has an average value of 4.47 in the survey before the modules. After attending the modules, the average value reaches 4.25. A reduction in the participants' subjective ability to act after attending the modules is assumed in this case. One reason for this reduction may be that the participants come out of the modules with more challenges and questions for their everyday professional life.



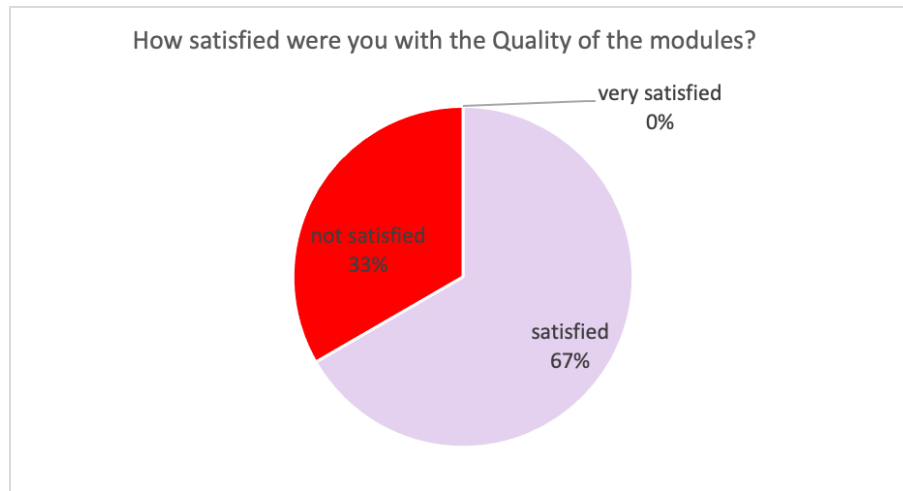
The scales of confidence, on the other hand, increase in all four modules and can be interpreted positively. The largest increase is observed in module 1 with an increase of 0.91.

#### 6.2.5 Satisfaction

Regarding the quality of the training, 33% of the participants state that they are not satisfied. However, 67% are satisfied with the training.

The following statements were made by the participants regarding the quality of the trainings:

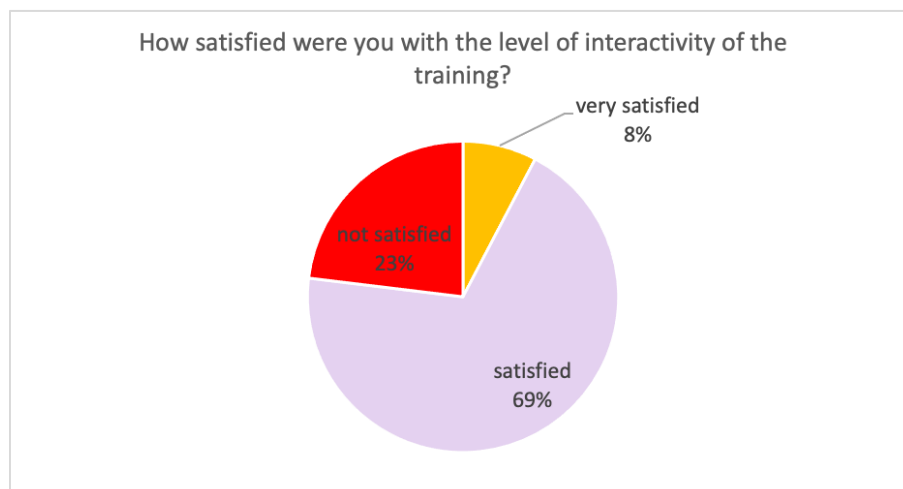
- *“Flexibility, you got to do things your way. The discussions were good peer support. Trainers’ topic introductions and task assignments were clear.”*
- *“The interim tasks were motivating and well related to my own organisation and work. It was nice to get to know other organisations and employees.”*



With the interaction in the modules, 8% of the participants were very satisfied and 69% of the participants were satisfied. The remaining 23% of the participants were not satisfied with the interactivity.

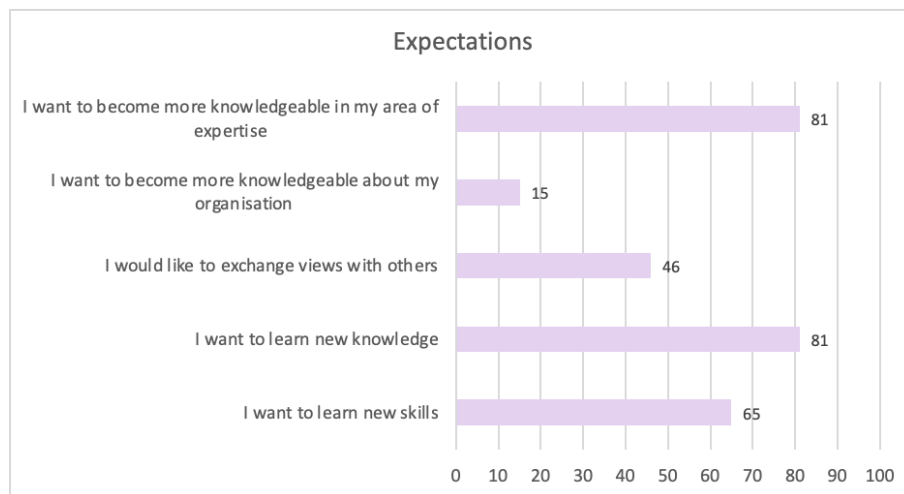
The following statements were made by the participants regarding the level of interactivity of the training:

- *“The group discussions were good and I think there were enough of them”*
- *“Discussions with other training participants and trainers. Not only were the instructors knowledgeable, but they also provided new perspectives on the diverse field of Finnish organisations. In particular, the lack of clarity about the organisations was dispelled, revealing some of the finest workers, all with interesting perspectives on the work of the organisations.”*
- *“The group discussions were good and I think there were enough of them”*



## 6.2.6 Learning success

Most expectations are observed among participants in learning new knowledge and knowledge for their field of expertise with 81%. Participants also want to learn new skills with 65%. Participants are interested in sharing their experiences with other participants with 46%. Only 15% of the participants want to gain more knowledge about their organisation.



Based on the statements in the digital badges, the learning outcomes can be assigned to the levels for the respective modules using the European Qualifications Framework. A total of 69 concrete statements could be assigned to the respective levels in the European Qualifications Framework. These are briefly presented as examples for the respective modules.

EQF-Level	What did you learn				What did you learn				Total
	Modul 1	Modul 2	Modul 3	Modul 4	Modul 1	Modul 2	Modul 3	Modul 4	
1	0	0	0	0	0	0	0	0	0
2	0	1	0	0	0	1	0	0	2
3	1	1	0	0	1	1	1	0	5
4	5	6	6	3	5	8	6	4	43
5	4	3	1	2	3	2	0	1	16
6	0	1	0	1	1	0	0	0	3
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>10</b>	<b>12</b>	<b>7</b>	<b>6</b>	<b>10</b>	<b>12</b>	<b>7</b>	<b>5</b>	<b>69</b>

For Module 1, 2 statements can be assigned to Level 3 or a lower level:

- “I learned about different types and sizes of organisations and the differences between them.”
- “The webinar on different principles, purposes and forms of funding of different types of organisations around different types of organisations”

For Module 1, 18 statements can be assigned to Level 4 or a higher level:



- *“Organisational work - diversity, organisational and funding models and public benefit. I gained a good overview of the laws of the organisational world and was able to mirror what I had learned in relation to the organisation I represented.”*
- *“Small group “ivory tower” discussion was an excellent way to open up the differences between the union and the associations and we also found good solutions to alleviate the problem.*
- *“I also learned about different organisations, their ways of working and I got a sense of the breadth and diversity of the organisational world. In my small group, I also noticed the role of the board of the organisation, and its visibility in different organisations (I forgot about the board completely, as our board mainly nods its head in meetings). Several small group discussions with different groups open up great perspectives on the everyday life and activities of different organisations, and broaden my own understanding of the field of action and its possibilities.”*

For Module 2, 4 statements can be assigned to Level 3 or a lower level:

- *“Campaigning and its importance; different of forms of influence”*
- *“Elements of a successful, effective campaign”*

For Module 2, 20 statements can be assigned to Level 4 or a higher level:

- *“Lobbying is important to change society and influence policy-making; -Impact work is about targeting, timing and clear communication; -Impact work always involves action; -The European Union (EU) policy-making takes place in the four institutions; -Impact campaigns aim to change the way society works; -Impact campaigning is about profiling the target audience to help the message hit its target”*
- *“The major national organisations tend to campaign regularly and visibly, but smaller member organisations may not be aware of upcoming campaigns in a timely manner and thus may not be able to engage in campaigning at the local level. This reduces the visibility and impact of the campaign at grassroots level. It can therefore be concluded that there is room for improvement in communication, both in terms of internal and external communication. Smaller organisations may not have the same resources for advocacy as larger ones, but on the other hand, cooperation with member organisations and other partners can increase effectiveness. It is particularly important to create a truthful image of the organisation and its activities. The means of influence and communication must always be chosen according to the target group, e.g., citizens, politicians, media.”*

For Module 3, 1 statement can be assigned to Level 3 or a lower level:

- *“I learned views e.g., on developing well-being at work.”*

For Module 3, 13 statements can be assigned to Level 4 or a higher level:

- *“Conflicts in the world of organisations are most often caused by misunderstandings. Communication in organisations emphasises the need for people to be seen and heard. Commonly agreed rules for the association in case of disputes and other special cases.”*

- *“Peer support is important for many in the association. Important to organise a get-together. Brainstorming in development meetings encourages creative ideas to emerge. Discussing issues openly can prevent conflicts from arising in the first place.”*

For Module 4, 0 statements can be assigned to Level 3 or a lower level.

For Module 4, 11 statements can be assigned to Level 4 or a higher level:

- *“The benefits and challenges of working in a network, what it takes to work in a network and how different networks work. The challenges of time management are very evident in the work of organisations, especially when the tasks are large and the responsibilities are many. Time management is a skill that is worth learning. Prioritising and scheduling tasks increase a sense of control and supports wellbeing and motivation. Organisations have different structures, which are strongly influenced by their size (number of staff), the nature of their activities and whether they operate locally or nationally. Different organisational structures have their benefits and challenges, which are important to recognise. Organisations have different target groups whose well-being they work for. It depends a lot on the target group, how the advocacy work is done and which channels are used. The accessibility aspect is the starting point for all advocacy work. If the target group is not reached, the action will have no impact. Reporting is an integral part of the work of an organisation. Funders require regular reporting to provide information on how the money spent on the organisation's activities is being spent and how effective the activities are. Reporting is a very important issue for further funding. Reporting is usually the responsibility of the organisation's executive director/manager or project manager. Reporting responsibilities must be clear within the organisation and reporting must be timely. Clear lines of responsibility, careful planning and scheduling are important in project work”*
- *“The discussion came that leadership and management are perceived as a challenge in the work of organisations. In small business organisations, the most common leadership role is that of the chair of the board. He is most often a volunteer and does not necessarily have any management training or experience. For the chairperson, the role and responsibilities of the supervisor may be unclear and therefore remain very nominal. Lack of support from the supervisor is a risk to the employee's well-being. In larger organisational models, on the other hand, the challenge is that if there are several levels of management, it may not be known who one's line manager is. The best way to manage time has been found to be to prioritize work and focus on those tasks that are genuinely most important. Despite this, some feel that work 'drips in' on top of what is already planned in a short timeframe, adding to the workload and the feeling of loss of control. Networking is done from a variety of perspectives and serves well to spread expertise and good practice more widely. It also provides important peer support through interaction with other people working in the organisational field. Coordinating schedules for network meetings has been perceived as a challenge and also, internally within the organisation, responsibilities for participation in different networks can be unclear.”*

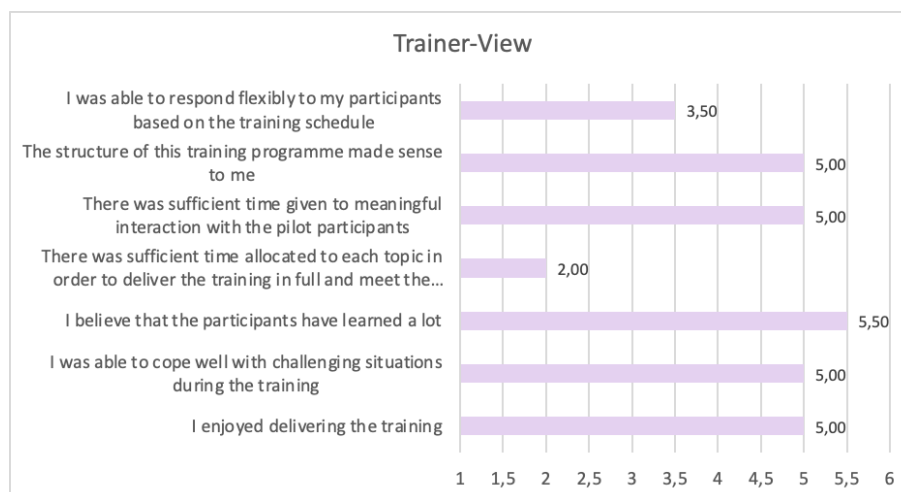
### 6.2.7 Feedback

The open responses of the participants also provide indications for revising the design of the workshops and webinars. The following are brief statements:

- *“Long lecture sections broken down into shorter chunks. In terms of communication, I would add social media because it is such an important channel for communication nowadays.”*
- *“The training was not adapted at all for online delivery, so it was hard to participate and I was easily distracted. For example, virtual facilitation methods were not used at all, and the training did not make use of the material bank and the various working platforms that have been taken for granted in other training courses. There were also problems in keeping to the timetable, and it was very frustrating to have to postpone, for example, the tasks and calls I had scheduled for the lunch break, when work was delayed.”*
- *“There could be more training days and they could be structured so that there are not many different topics on the same day, but focus on one/two topics/day. This would allow more time for internalisation, small group work and debriefing. At times I felt that I was in a hurry to move from one thing to another and the fast pace caused a bit of information overload. After Monday's training days, I was pretty much empty-handed.”*
- *“There were many long, but certainly important, “cufflinks”. Could these be broken down, for example, into slightly different sets. For example, showing even a short clip from a video creates a small break in a long speech, even if the short point continues, the visual content and the change of speaker between them keeps the listeners awake.”*

### 6.2.8 Perception of trainer

In the survey of the trainers, five of the seven items are rated with mean values of at least 5.00. The highest mean value is observed for the item *“I believe that the participants have learned a lot”* with a value of 5.50. The lowest value is observed in item *“There was sufficient time allocated to each topic in order to deliver the training in full and meet the learning objectives”* with a mean value of 2.00.



The open questions are presented below. The positive statements are given first:

- *“The participants were active and motivated during the training. Webinars were great! It was really interesting to hear about different NGOs and work tasks.”*
- *“I liked to share my experience and my personal ideas dealing NGO – organizations. To get in contact with rather young persons working on NGO-organizations and hear their fresh ideas. Some of those ideas were “surprising” for me, but I liked the straight way that they shared their ideas. To learn new things and point of views of NGO-organizations and the purpose and meaning for nowadays people. “*

The following challenges have been observed by the trainers in their activities:

- *“Time management. Some “lessons” were too long in some themes for online course/implementation.”*
- *“Some themes were at too basic level.”*

In the following, the wishes for changes of design elements and changes already made in advance by the trainers are presented:

- *“I like exercises and the course content, but it is a bit too extensive. I would handle more about theme wellbeing at work. “*
- *“There was to many topics and themes. How to decide on which items to give more time? How to prioritize?“*

## 6.3 Evaluation Ireland

In the second rotation in Ireland, 16 participants took part in the entry survey. In the exit survey, 10 questionnaires were used for results and findings. For the first digital badge 32 usable statements, for the second digital badge 30 usable statements, for the third digital badge 30 usable statements and for the fourth digital badge 28 usable statements were included in the results.

### 6.3.1 Participants

In this round of the questionnaire study, 14 women and 2 men participated. The question about age, 5 persons indicated that they were between 20 and 29 years old, 3 persons indicated that they were between 30 and 39 years old, 4 persons indicated that they were between 40 and 49 years old and 5 persons indicated that they were between 50 and 59 years old. In terms of prior education, three persons indicated that secondary Education was attained and 13 persons classified themselves as Higher Education.

	Female	Male	Non Binary	No Information	
Gender	14	2	0	0	
	20-29	30-39	40-49	50-59	60-69
Age (Years)	5	3	4	4	0
	Primary	Secondary	Higher		
Education	0	3	13		

In the survey in Ireland, six participants place themselves in the organisation size of 1 to 5 people, 2 participants place themselves in the organisation size of 6 to 15 people, three participants place themselves in the organisation size of 16 to 30 people and two participants are with an organisation with more than 51 people. When asked about experience, most participants assign themselves to the range between 0 and 4 months. Four participants have between 5- and 10-months experience, four participants have between 11- and 15-months experience and one person has more than 18 months experience. One person is a volunteer, fourteen people are paid members and one person is a trustee.

	1-5	6-15	16-30	31-50	51 or more
Organization Size (People)	6	2	3	2	2
	0-4	5-10	11-15	16-18	more than 18
Experience (Months)	7	4	4	0	1
	Volunteer	Paid Member	Trustee	Other	
Role	1	14	1	0	

### 6.3.2 Training Design

In the training design, all mean values are above the scale value. The item with the highest mean value is Activation with 4.00. The other three dimensions Integration, Demonstration and Problem-based learning have a higher value than 5.00. The lowest value in the dimensions is the item Application with a mean value of 4.70. The participants would like to see more things in the modules.



The item Application has the lowest score in the dimensions and reaches an average value of 4.70. It can be assumed that the participants would like to try things out in the modules even more.

### 6.3.3 Training Outcome

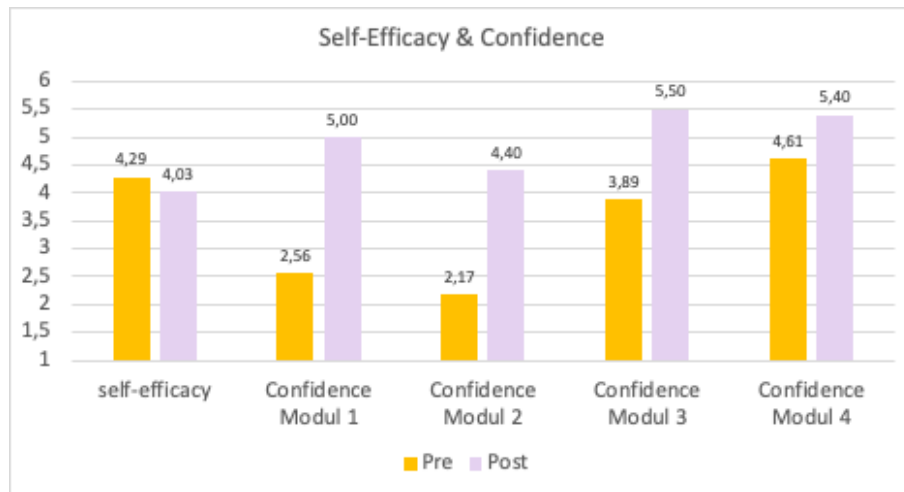
In the questionnaire on the training outcome, the participants gave values above the scale mean. The highest values are observed in the dimension subjective enjoyment with a mean value of 5.10 and in the dimension subjective knowledge gain with a mean value of 4.90. The lowest item is observed in the dimension perceived difficulty with a mean value of 4.00.



The lowest item is observed in the dimension perceived difficulty with a mean value of 4.00. Here it can be assumed that the modules still have potential regarding the fit of the content to the participants.

### 6.3.4 Self-efficacy expectation and Confidence

On the self-efficacy expectancy scale, participants give an average score of 4.29 in the pre-module survey. In the survey after attending the modules, the participants give an average score of 4.03.



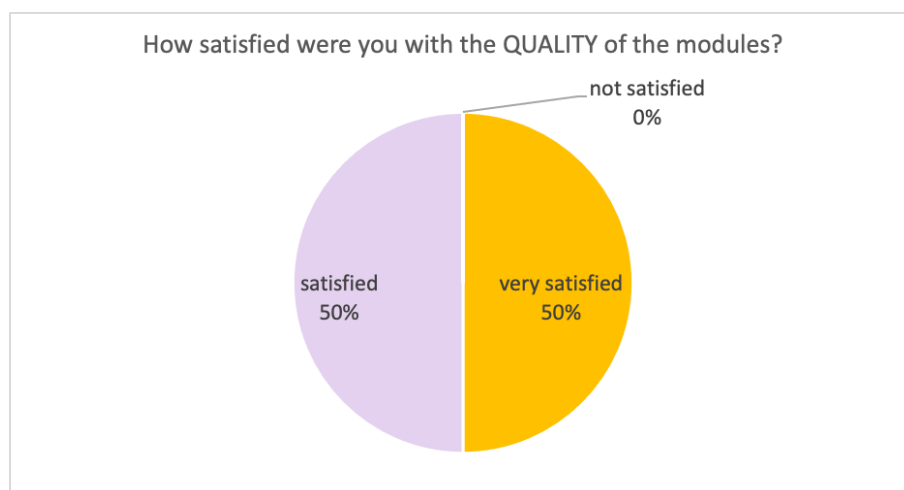
In the survey regarding confidence, positive increases in the mean values are observed for all four modules. The greatest increase is observed in Module 1. Here the value rises from 2.56 to 5.00.

### 6.3.5 Satisfaction

Participants are 50% satisfied and 50% very satisfied with the quality of the modules.

The following statements were made by the participants regarding the quality of the trainings:

- *“The content in the first two weeks/modules was most relevant to me as a I am new to the sector, having access to an overview of how the 3rd sector is organized and its functions in our society really covered my expectations and more. I now feel more ready to navigate that sometimes uncertain waters of my role, I also think that the training and my newly acquired knowledge avoids me having to ask questions at work as now know the answers or how to go about answering them. But more importantly, it had given me the opportunity to listen to the other voices in the industry exposing how challenges can be overcome by working together.”*
- *“The fact that the presenters allowed for the participants to be very involved and learn from one another as well as from the presenters, sharing experiences within our workplaces in relation to the topics being covered by the presenters was extremely useful.”*

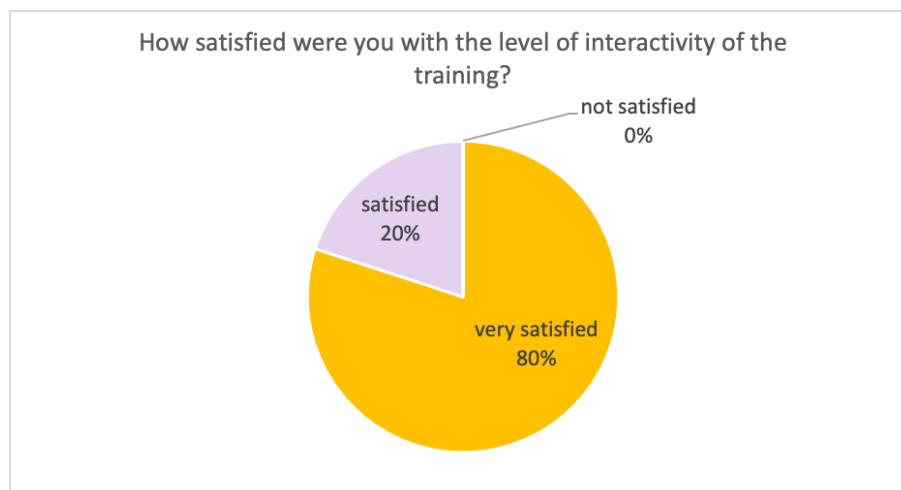




The participants are satisfied with the interactivity in the modules with 20% and very satisfied with 80%.

The following statements were made by the participants regarding the level of interactivity of the training:

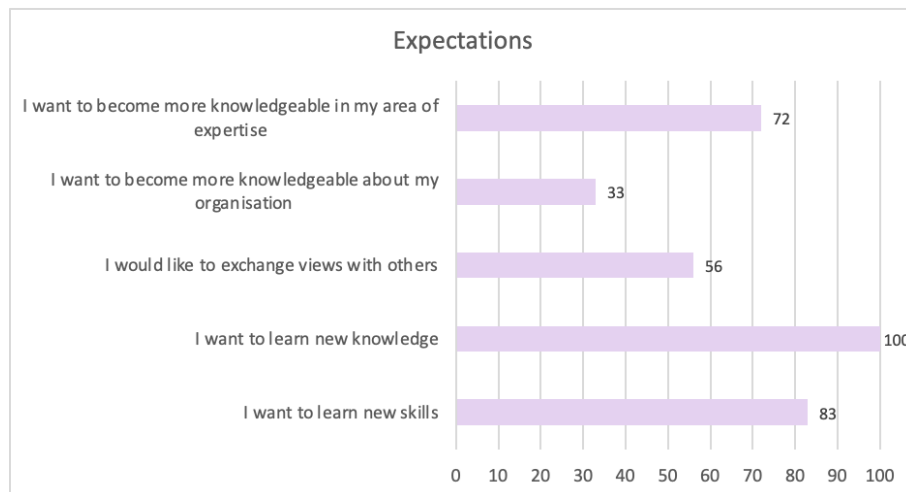
- *“I thought the interaction between facilitators and the participants, and interaction among participants was extremely helpful! Learning about everyone's past professional experience, their day-to-day roles and struggles/triumphs and how that relates to the course content was so valuable, and really widened my knowledge of the sector beyond what slides or documents could ever teach me. Also, I work mainly in the international development side of things, so I would not have heard about disability inclusion charities, small local organisations, youth groups, etc., and their daily work unless I went to events/trainings like this.”*
- *“I really enjoyed the discussions and group interaction. I found it fascinating what a range of non-profit roles there are out there! I really like Lynn and Emily's delivery; they were very friendly and approachable. After the course, I feel a lot more confident in my knowledge of the sector. While I had thought of myself as "new" the course made me realise that I know a lot more than I thought I did. It has also made me much more aware of the range of skills that I use every day in my role and the broad range of responsibilities and tasks that I have, relative to my time in the industry. I am generally not very good at giving myself credit, while I would have no problem giving you a list of things I need to improve on! I feel that I gained a lot of confidence in myself, that the range of tasks and responsibilities I have are not necessarily typical for someone in the sector for a similar amount of time, and that I have come a long way in a relatively short space of time. It has also made me even more appreciative of my organisation and how supportive and encouraging my boss has been since I started working here.”*



### 6.3.6 Learning success

Most expectations of the modules by the participants are observed in the learning of new knowledge with 100%. 83% of the participants want to learn new skills. Also, 71% of the participants want to build up more knowledge in their area of expertise. Exchange with other participants is expected by 56% of the participants. Only 33% of the participants want to gain more knowledge for their organisation.





Based on the statements in the digital badges, the learning outcomes can be assigned to the levels for the respective modules using the European Qualifications Framework. A total of 115 concrete statements could be assigned to the respective levels in the European Qualifications Framework. These are briefly presented as examples for the respective modules.

EQF-Level	What did you learn from this workshop and webinar?				What did you learn from other participants in the workshop and webinar?				Total
	Modul 1	Modul 2	Modul 3	Modul 4	Modul 1	Modul 2	Modul 3	Modul 4	
1	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0
3	6	3	1	0	7	3	3	1	24
4	5	7	13	10	7	6	10	9	67
5	3	6	1	4	0	5	2	3	24
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
Total	14	16	15	14	14	14	15	13	115

For Module 1, 13 statements can be assigned to Level 3 or a lower level:

- “Organisational structures, what the governance code is, benefits and challenges of different funding sources.”
- “All in the same boat; very articulate; a great culture of support”

For Module 1, 15 statements can be assigned to Level 4 or a higher level:

- “I learned about governance in the third sector, different European funding opportunities that are available to non-profits and the different ways in which an organisation might be funded.”
- “I learned how a range of other organisations are structured, the different ways in which different organisations may be regulated and how other organisations fundraise.”

For Module 2, 6 statements can be assigned to Level 3 or a lower level:

- “All about Advocacy had no knowledge”
- “There is a real sense of wanting to learn and improve from the group.”

For Module 2, 24 statements can be assigned to Level 4 or a higher level:

- *“A better understanding of what Advocacy IS, the importance of planning and timing of a campaign and depending on the cause, consider it may take months or years to see change.”*
- *“The ways different organisations advocate, that I can test the line between lobbying and advocacy using the three-step test on lobby.ie, the reporting requirements of lobbying and how regulated it is”*

For Module 3, 4 statements can be assigned to Level 3 or a lower level:

- *“Knowledge, information, sharing”*
- *“Others challenges with presentations, tips for presentations”*

For Module 3, 26 statements can be assigned to Level 4 or a higher level:

- *“Active listening skills, how to break down 'negotiation' (which on its own can be quite scary) into actionable skills and a step-by-step process, tips for facilitation in different contexts”*
- *“We all share similar worries about presenting to a group, and shared the techniques we all use- things like nodding (even as a presenter, as it encourages listeners to engage as well), and using notes vs having a presentation off by heart/ improvising around broad points”*

For Module 4, 1 statement can be assigned to Level 3 or a lower level:

- *“Tips on project and strategy”*

For Module 4, 26 statements can be assigned to Level 4 or a higher level:

- *“Reflecting on different ways we do multi agency working, I hadn't really considered that before. Also felt a deepening of relationship within the breakout rooms”*
- *“I learnt about other participants experiences of multiagency working, ways to make multiagency work run more effectively, and ways to stop procrastinating”*

### 6.3.7 Feedback

The open responses of the participants also provide indications for revising the design of the workshops and webinars. The following are brief statements:

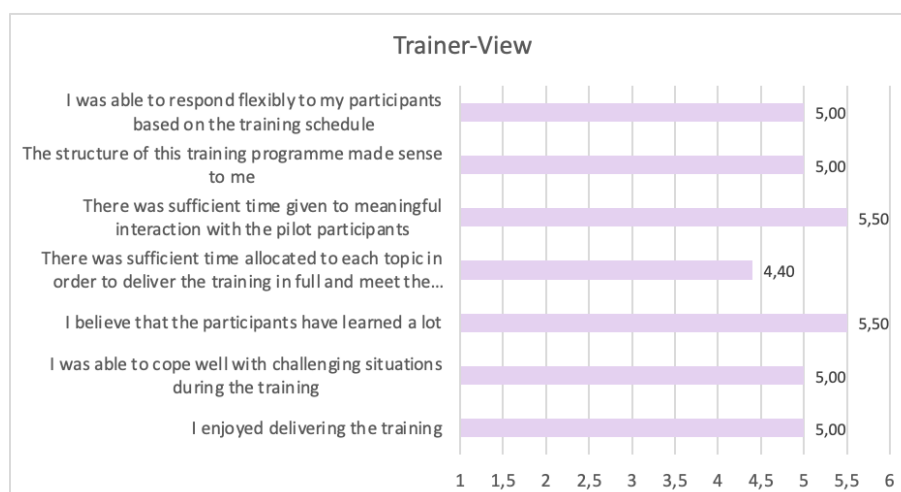
- *“The duration of the course. Running it one week on one week off dragged out the course. Would be better to do maybe a few hours every day for a solid two weeks - help keep the momentum going.”*
- *“I feel that overall, the training is more geared towards quite a junior role or somebody not yet working in the sector or literally just started. I had considered myself new to the sector (started a year and a half ago) but none of the information was anything new that I hadn't known about previously or do every day in my role. I had expected a much more in-depth focus on things like EU funding, lobbying regulations, reports to funders etc., rather than the more general office things like presentations, interpersonal skills etc. I felt those things were much more geared to someone at the very start of their career, just after leaving school. Personally, I feel that it probably was too time-consuming relative to the depth of information covered, and could have been condensed into a much shorter time frame. While I did really enjoy taking part, and my organisation supported me in taking part, it did put a lot of extra pressure on me time-wise*

*during the weeks the sessions were on, even excluding the homework tasks. I don't think the written homework tasks were particularly beneficial, but were time consuming. The discussion with the other participants was great, but that could have been done without having to produce written work on top of the time already spent attending the sessions each week."*

- *"Maybe more visual/video examples"*
- *"I felt it was quiet long, the layout of the course over 3days maybe could have been done in 1 full day and a half day"*

### 6.3.8 Perception of trainer

All items were positively evaluated by the trainers in the questionnaire study. The highest values are observed for item *"There was sufficient time given to meaningful interaction with the pilot participants"* with a mean value of 5.50 and for item *"I believe that the participants have learned a lot"* with a mean value of 5.50. The lowest value is observed for *"There was sufficient time allocated to each topic in order to deliver the training in full and meet the learning objectives"* with a mean value of 4.40.



The open questions are presented below. The positive statements are given first:

- *"I enjoyed giving participants the space to air concerns, learn from their peers, and have their skillsets affirmed."*
- *"The opportunities for discussion with the participants."*
- *"The structured encourage learners to apply learning to their own organisations and real-world experiences."*

The following challenges have been observed by the trainers in their activities:

- *"I didn't have a background or experience in some of the modules I was delivering so I found some things tricky to contextualise for the participants. Also, the lesson plans for the two IOs differed in structure so a lot of prep time was spent on making sure the structure was cohesive."*
- *"Keeping the energy going on line for a whole day"*
- *"Working with the number of worksheets in the second module and keeping the flow of the session."*

In the following, the wishes for changes of design elements and changes already made in advance by the trainers are presented:

- *“I might add more videos or first-hand accounts from people involved in the specific areas of work to mix up the content. Am aware that this would take a lot of time though.”*
- *“The number of work sheet that participants had to read through in module two as part of the session plan rather than just as a support.”*
- *“I think the timing in Module two could be worked on”*

## 6.4 Evaluation Germany

In the second rotation in Germany, 12 participants took part in the entry survey. In the exit survey, 12 questionnaires were used for results and findings. For the first digital badge 24 usable statements, for the second digital badge 24 usable statements, for the third digital badge 24 usable statements and for the fourth digital badge 24 usable statements were included in the results.

### 6.4.1 Participants

In the second rotation, 12 women in Germany participated in the questionnaire study. All participants are between 20 and 29 years old. The level of education can be assigned to the secondary education sector for three participants and to the higher education sector for nine participants.

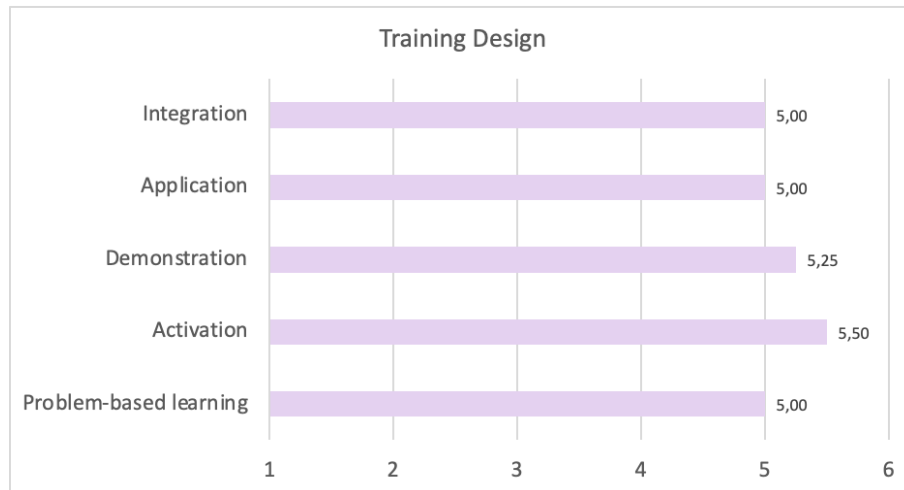
	Female	Male	Non Binary	No Information	
Gender	12	0	0	0	
	20-29	30-39	40-49	50-59	60-69
Age (Years)	12	0	0	0	0
	Primary	Secondary	Higher		
Education	0	9	3		

Regarding the size of the organisation, six participants state that they work in an organisation with 1 to 5 people, two participants state that they work in an organisation with 6 to 15 people and four participants work in an organisation with 16 to 30 people. All participants have experience from 0 to 4 months in their organisations. Of the twelve participants, ten participants are volunteers and two participants are paid members in their organisation.

	1-5	6-15	16-30	31-50	51 or more
Organization Size (People)	6	2	4	0	0
	0-4	5-10	11-15	16-18	more than 18
Experience (Months)	12	0	0	0	0
	Volunteer	Paid Member	Trustee	Other	
Role	10	2	0	0	

### 6.4.2 Training Design

For the training design, average values of 5.00 to 5.50 are observed. The highest mean value of 5.50 is found in the dimension activation.



### 6.4.3 Training Outcome

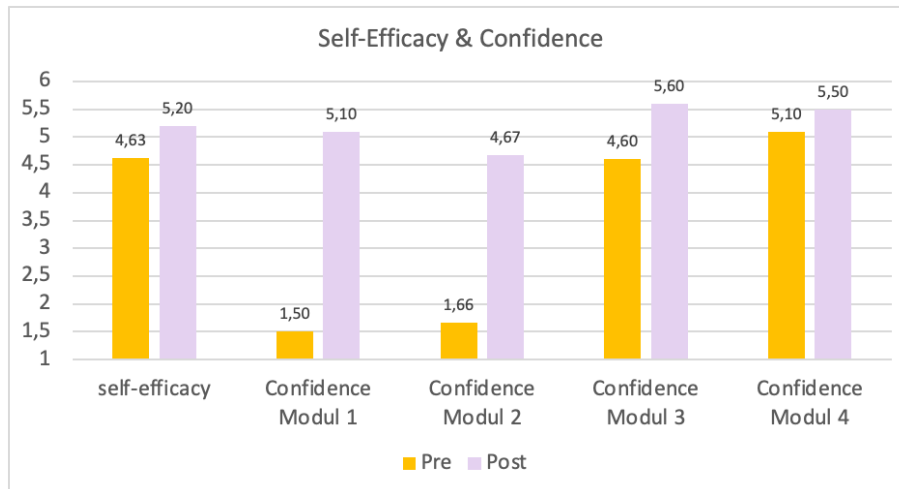
In the dimensions of the training outcome, only positive values are determined. The highest mean value of 5.75 was observed in the dimension subjective enjoyment.



The lowest mean value was observed for the dimension perceived difficulty with 4.40. Here it can be assumed that the participants did not perceive the training content at their level.

### 6.4.4 Self-efficacy expectation and Confidence

In the self-efficacy expectation, the participants give an average value of 4.63 in the survey before the modules. A positive increase to a value of 5.20 can be observed in the baseline survey.



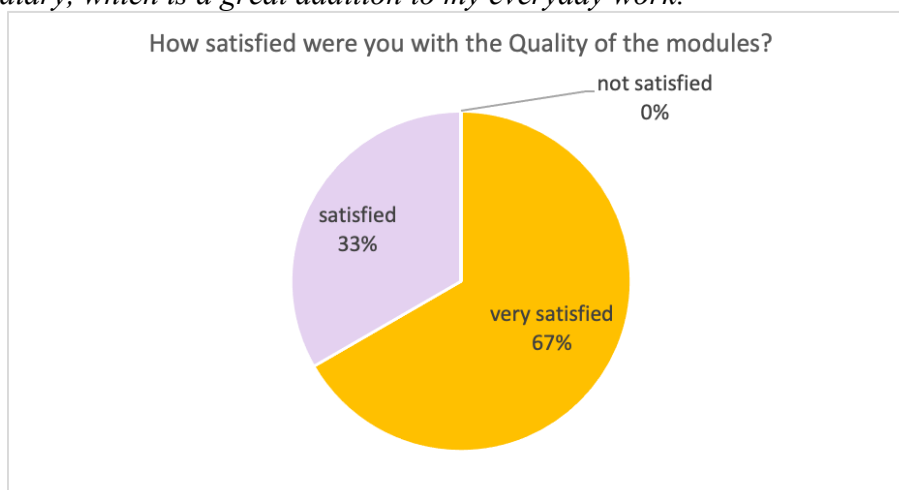
The assessments regarding confidence increase for all four modules. The greatest increase is observed in module 1. Here the average value rises from 1.50 to 5.10.

#### 6.4.5 Satisfaction

Participants are 33% satisfied and 67% very satisfied with the quality of the modules.

The following statements were made by the participants regarding the quality of the trainings:

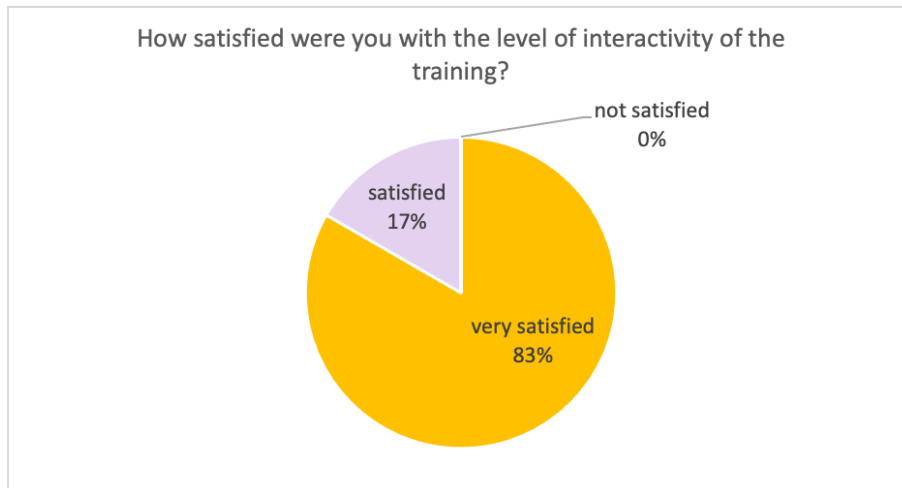
- *“I really liked that there were different formats. I could watch a video every day and see the content in advance. Then you could talk about it really well in the seminars. The online phase was also perfect for me, as I'm still studying on the side.”*
- *“I found the content really exciting. I think it will really help me later and I already have a better understanding of the sector. I also really liked the learning diary, which is a great addition to my everyday work.”*



In terms of interaction, participants indicate that they are satisfied with 17% and very satisfied with 83%.

The following statements were made by the participants regarding the level of interactivity of the training:

- *“The talks were actually the most important thing for me. Just getting the other insights from the others. Therefore, also top performance to the coach. He always offered us the rooms and extended them when necessary.”*
- *“What I really liked was that the coach listened to our needs. We were always asked how we were doing and how we saw things. I got a lot of different perspectives.”*



#### 6.4.6 Learning success

The participants had 100% of expectation for three areas each. They want to learn new skills; they want to learn new knowledge and they want to share with more participants. With 67%, participants say they want to build more knowledge for their area of expertise. Half of the participants want to build more knowledge for their organisation.



Based on the statements in the digital badges, the learning outcomes can be assigned to the levels for the respective modules using the European Qualifications Framework. A total of 113 concrete statements could be assigned to the respective levels in the European Qualifications Framework. These are briefly presented as examples for the respective modules.



	What did you learn from this workshop and webinar?				What did you learn from other participants in the workshop and webinar?				
EQF-Level	Modul 1	Modul 2	Modul 3	Modul 4	Modul 1	Modul 2	Modul 3	Modul 4	Total
1	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0
3	3	2	1	1	2	1	1	1	12
4	8	10	14	11	8	8	12	6	77
5	2	2	3	2	2	2	2	3	18
6	2	1	2	1	0	0	0	0	6
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
Total	15	15	20	15	12	11	15	10	113

For Module 1, 5 statements can be assigned to Level 3 or a lower level:

- “Structure of third sector”
- “Way their Charity is working, difference between them.”

For Module 1, 22 statements can be assigned to Level 4 or a higher level:

- *“The importance of knowing the structure and the funding structure of your organization, the importance of knowing the difference between the third sector and the other sectors within society and how to critically think about how your organization works”*
- *“That we all face different challenges, but that there are also commonalities in the challenges. The different types of responsibility that come with different types of roles within an organisation. That overall, everyone is willing to learn, and that we all feel overwhelmed sometimes!”*

For Module 2, 3 statements can be assigned to Level 3 or a lower level:

- *“Different kinds of advocacy, various ways to advocate & lobbying regulations”*
- *“Learned from their knowledge and their experiences”*

For Module 2, 23 statements can be assigned to Level 4 or a higher level:

- *“A better understanding of what Advocacy is, the importance of planning and timing of a campaign and depending on the cause, consider it may take months or years to see change.”*
- *“About their organisations advocacy positions. It was very interesting to see other's methods and progress with campaigns”*

For Module 3, 2 statements can be assigned to Level 3 or a lower level:

- *“I learned views on developing well-being at work.”*
- *“The questions, interactions, support”*

For Module 3, 33 statements can be assigned to Level 4 or a higher level:

- *“Conflicts in the world of organisations are most often caused by misunderstandings. Communication in organisations emphasises the need for people to be seen and heard. Commonly agreed rules for the association in case of disputes and other special cases.”*
- *“During the workshop we talked about the effect of taking a break on the way the brain works. The importance of personal well-being, both individually and within a group.”*



For Module 4, 2 statements can be assigned to Level 3 or a lower level:

- *“Tips on project and strategy”*
- *“Other tips and tricks on time management”*

For Module 4, 23 statements can be assigned to Level 4 or a higher level:

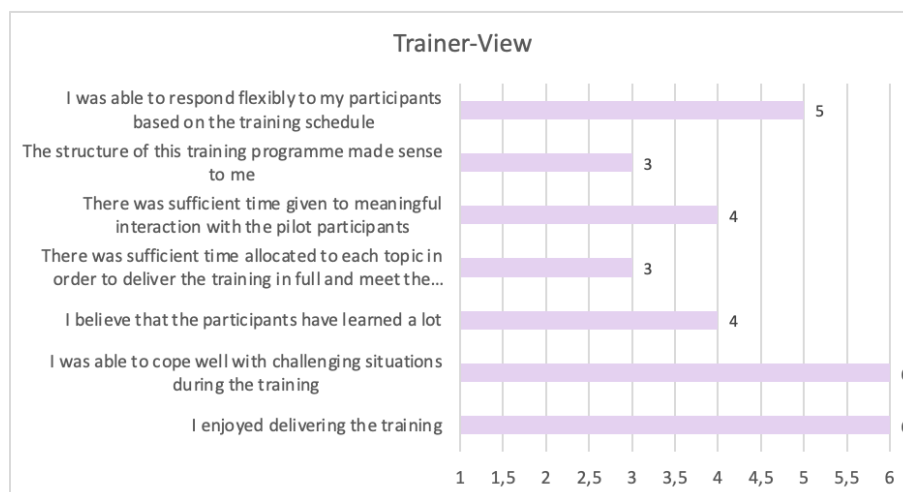
- *“Greater understanding of project management skills - Recognise my own time management skills - How to better engage vulnerable groups - Report writing”*
- *“I learnt about identifying different stakeholders, their needs and their barriers to inclusion and from this how to effectively engage with them.”*

#### 6.4.7 Feedback

No statements were made by the participants for this section.

#### 6.4.8 Perception of trainer

Two items with the value 6.00 can be observed in the trainers' view. The items are *“I enjoyed delivering the training”* and *“I was able to cope well with challenging situations during the training”*. Two items are rated 3.00. The items are *“There was sufficient time allocated to each topic in order to deliver the training in full and meet the learning”* objectives and *“The structure of this training programme made sense to me”*.



The open questions are presented below. The positive statements are given first:

- *“The interaction was really good with the participants. Also, a lot of information was distributed in advance via video, so that the content could be deepened in the discussions.”*

The following challenges have been observed by the trainers in their activities:

- *“One challenge was that not all participants watched the videos because they could not find time alongside their jobs or studies.”*

In the following, the wishes for changes of design elements and changes already made in advance by the trainers are presented:

- *“It worked out that way. I would perhaps involve experts from the field.”*



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## Part 7: Conclusion Pilot 2

The second pilot or rotation in this project focused on the further development of the modules and the content. The delivery of the modules was also partly affected by the COVID19 pandemic and some modules still had to be delivered completely online. Here, all countries had to find specific and individual solutions. It is important to point out at this point that due to this challenging situation and the uncertainties, the results can be interpreted very positively. These are summarised in the following section.

### *Training Design*

In summary, positive findings regarding the training design can be observed across all four countries. The mean values are above or equal to the scale mean (M: 3.00) in each country and indicate positive perceptions by the participants. The strongest dimension or item in the assessment is Integration with an average value of 4.91. The weakest item or dimension is Application with an average value of 4.30. But it is important to consider the country-specific statements made by the participants. For example, the statements of the Finnish participants were rated lower for all dimensions or items compared to the other countries. The following table shows the results for all countries and the average value for the entire project:

Training Design	Wales	Finland	Ireland	Germany	Project average
Integration	4,88	4,16	5,60	5,00	4,91
Application	4,50	3,00	4,70	5,00	4,30
Demonstration	4,63	3,58	5,60	5,25	4,76
Activation	4,75	4,08	6,00	5,50	4,58
Problem-based learning	4,25	3,08	5,40	5,00	4,43

The participants are particularly satisfied with the different activities and the discussions in the modules. In particular, the many group discussions are considered positive for the learning success and the change of perspective is very much appreciated. The group work is valued very highly as well. The learning content is also considered important and valuable for the professional future in the sector. The participants also appreciate that the trainers involved the participants.

Participants were not always successful in linking some of the content to their everyday work. Here, the participants would like to see more specific examples. Some people find the ice breakers too long and would like to see these elements reduced. The participants would also like the content to be spread over several days.

### *Training Outcome / Learning success*

Positive results were also observed for the training outcome in all four countries. It can be assumed that the modules have positive effects on the learning success of the participants.

The highest rated dimension or item is Subjective enjoyment with an average value of 4.72. The participants from Finland also give lower scores on average than the other countries. However, it is also noted in the case of subjective enjoyment that the participants in Wales, in comparison to the countries Ireland and Germany, did not enjoy themselves as much. The following table shows the results of the four countries and the average value for the whole project:

Training Outcome	Wales	Finland	Ireland	Germany	Project average
Attitude towards training	5,00	3,42	4,60	5,50	4,63
Subjective knowledge gain	4,75	3,58	4,90	4,95	4,54
Perceived difficulty	4,75	3,83	4,00	4,40	4,24
Perceived usefulness	5,00	3,17	4,80	4,65	4,40
Subjective enjoyment	4,63	3,42	5,10	5,75	4,72

The learning effects were attempted to be captured through the data from the digital badges. Here the results and statements by the participants indicate a positive learning effect. **For the modules, a total of 63 statements can be assigned to Level 3 or lower of the European Qualifications Framework. In the analysis with regard to level 4 or higher in the European Qualifications Framework, a total of 329 assignments can be made for all modules.** This indicates a good impact on the development of competences among the participants.

### *Self-efficacy and confidence*

Self-efficacy as a predictor of competence to deal with situations is an important scale to show whether the modules promote the participants' ability to deal with challenges in the future. It can be assumed that the modules have a positive influence on self-efficacy for Germany and Wales. For these countries, this scale increases in the comparison of the survey times. For Finland and Ireland, the descriptive values decrease. One assumption here may be that the participants experience the success of the modules and an increase in self-efficacy at a later point in time. Another reason could be the lack of alignment between the level of requirements and the implementation. The following table presents the results clearly:

Self-efficacy	Before the module visit	After the module visit
Wales	4,09	4,25
Finland	4,47	4,25
Ireland	4,29	4,03
Germany	4,63	5,20
Project average	4,37	4,43

In the area of confidence, all participants were asked how they assessed themselves for the respective modules before and after attending the module. Positive results and developments can be observed for all modules. But especially Module 1 and Module 2 have very strong increases in the average values. The table below shows an overview of all results:

Confidence	Before Module 1	After Module 1	Before Module 2	After Module 2	Before Module 3	After Module 3	Before Module 4	After Module 4
<b>Wales</b>	2,11	4,50	2,29	4,50	3,76	4,88	4,41	4,63
<b>Finland</b>	2,92	3,83	3,30	3,67	3,57	4,08	4,07	4,75
<b>Ireland</b>	2,56	5,00	2,17	4,40	3,89	5,50	4,61	5,40
<b>Germany</b>	1,50	5,10	1,66	4,67	4,60	5,60	5,10	5,50
<b>Project average</b>	<b>2,27</b>	<b>4,60</b>	<b>2,35</b>	<b>4,33</b>	<b>3,95</b>	<b>5,01</b>	<b>4,54</b>	<b>5,07</b>

### *Trainer View*

The trainers in all countries state that they enjoyed working with the participants in the pilots. Participants' motivated cooperation is positively viewed by the trainers as well. The interactions between the trainers and the participants was seen positively. The trainers also have the impression that the participants have taken something for themselves from the pilot, and a learning success is assumed by the trainers. It is also mentioned that the second implementation was easier for many trainers.

A big challenge in this case was the loss of participants in the pilots. A burden was also perceived among the trainers who had other full-time activities during the implementation of the pilots. Time management was also mentioned again. In some countries, the trainers have not yet found the right balance.

But the trainers have already made changes or have change requests. The large amount of content and slides in the presentations was criticised. Here, some trainers have the challenge to prioritise correctly. Some trainers also want to include more videos in the future implementation.

## Part 8: Reflection, conclusions and recommendations

In summary, it can be said that the cooperation, development work and execution of the modules for both rotations and pilots allows a positive conclusion and assessment. The expectations and objectives of this cooperation are diverse and can be fulfilled to a large extent. The methodical instruments used have demonstrated that there are positive learning effects and developments in competences during attendance of the modules.

But a more detailed analysis is necessary for future projects. In this regard, a more differentiated picture is needed of which competences were specifically promoted. Due to the restrictions because of the Corona pandemic and from an economic point of view, the results can only be interpreted on a descriptive level. In the future, there is a need for more precise scientific instruments for the validation of competences.

Another recommendation resulting from the surveys is to further increase the acceptance of digital badges. Here, organisations from the third sector, political actors and future employees need to be more involved in the processes. This will further increase acceptance and trust in this innovative certification work.

Finally, further projects would be needed to consolidate the prototypes of the modules. The didactic development work of teaching-learning arrangements needs to be further strengthened, especially among the responsible stakeholders. Here we recommend further projects that also focus on the trainers. Thus, a sustainable implementation of the valuable didactic development work can be achieved.

The strength in this project is seen particularly in the qualitative findings. Important European and democratic key elements are found in the statements on individual learning experiences as well as participatory exchange. Future projects must build on these findings in order to gain even more elaborate results and insights.