International Evaluation Report
QUINORA

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Content

1   Summary

The present evaluation report is based on the following surveys of QUINORA-stakeholders:

a) A user needs analysis at the beginning of the project in all participating countries

b) A survey of workshop participants (155 paper-pencil-questionnaires returned, 10% missing)

c) A survey of trainers, who conducted the workshops (paper-pencil-questionnaire)

d) A focus group of QUINORA partners (face-to-face interview)

e) A survey of users of the online platform.

The main results show:

The prime target group, managers of training institutions, administrative and planning personnel of training institutions and public employment services are reached within the scope of the project. Also the second target group, trainers and counsellors, attended QUINORA workshops. In Germany mainly counsellors working at the Public Employment Agency participated at the workshops. There the face-to-face workshops were part of the compulsory training at FH Mannheim.

The workshop design, the topics and the trainers met the needs of the attendees. Participants mainly expect to gain knowledge about quality improvement systems and to find out, how to improve quality of vocational guidance and activation group training. The majority of the workshop participants are interested in getting new inputs in exchange with other people and discussing interesting topics rather than being taught in traditional ways. So participants appreciate the workshop design with a strong interactive character. Overall they feel motivated to participate and evaluate methods and trainer positively. Only in Germany the workshops are not that well accepted. This obviously could be due to the compulsory character of the workshops for FH students. Most frequented workshops are „Demand and needs analysis" (72%) and „Call for tender and training design" (68%).

Concerning the e-learning tools, it has to be mentioned, that the interactive parts of the platform are not used very extensively but the information tools seem to be very helpful and well accepted by trainers and participants.

2   Contents of Workshops

A main part of the QUINORA project consisted of the test training which was held in all partner countries within the scope of workshops. These workshops had the goal to test the training materials, to discuss possible lacks and to deliver further contents. The curriculum consists of seven domains that build the framework of the project:

- Domain 1 – Demand and Needs Analyses

- Domain 2 – Call for Tender and Training Design

- Domain 3 – Staff Policy and Trainer Competencies

- Domain 4 – Materials and Infrastructure

- Domain 5 – Quality Assurance Measures on the System Level

- Domain 6 – Quality in the Course

- Domain 7 – Feedback and Evaluation

These topics should have been presented by all trainers of partner organisations or by external experts. The participants should have also had the opportunity to discuss these topics and related questions within the scope of these workshops.

The primary target group of the workshops were people involved in the planning, conceptualisation, management and conducting of vocational orientation and activation group measures. As the QUINORA project had a strong focus on the system level, i.e. a holistic view on the whole field regarding all stakeholders, one of its goals was to reach people from several institutions being involved in planning, administration and implementation in order to initiate interaction on the topic of quality assurance. Interaction should especially take place between the initiators of measures (e.g. public employment services) and vocational training managers of training institutions.

The method of how the domain topics were covered and discussed and how the target group was reached was due to each partner's own organisational choice. There were several ways among the whole partnership of how the workshops were organised, e.g. as a series of workshops or as a blocked one-time-event (Table 1).

Table 1: Number of workshops per country

Country	Workshops
Austria	4
Bulgaria	4
Germany	2
Italy	1
Spain	1
Sweden	1
Great Britain	3

Most frequented workshops were „Demand and needs analysis" (72%) and „Call for tender and training design" (68%) in all countries. "Staff policy and trainer competencies" and "Quality assurance measures on the system level" gained medium participation levels. Half of the respondents attended these workshops (51%). The least attrac-

tive workshop topic was "Trainer materials and infrastructure" with a participation rate of 38%.

2.1 Reaching the Target Group

Altogether there were 155 questionnaires returned by participants of the workshops to the partner organisations. The return quota differs from country to country, the average return quota is 90%. Also the number of participants differed strongly.[1] Most question-naires (37,4%) were answered by Austrian participants followed by those from the UK and Germany (18,1%). In Sweden only four questionnaires (2,6%) were returned (Figure 1).

> "The reason why so many people in Austria are interested in the QUINORA workshops is that quality in labour market policy programmes is a major issue. In the last years price dumping led to a decrease of the qualification of trainers and salary whereas the main goal of QUINORA is to discuss how quality can be improved rather than to get as many people as possible to the workshops. People mainly attend the workshops as they have the hope that it might change something when it comes to quality."[2]

Figure 1: Number of Questionnaires returned by workshop participants [N=155]
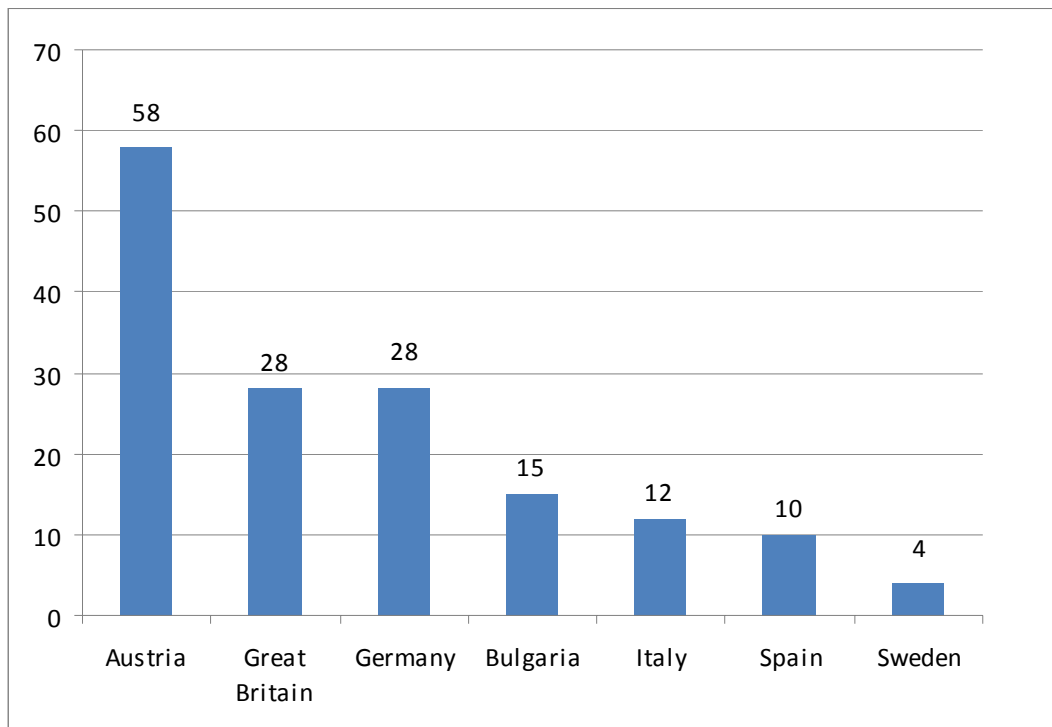
A lot of respondents declared themselves as being multi-professional, meaning that they are occupied with more than one profession. The most frequent professions found among the respondents were "Trainer" and "Counselling practitioner". These professions

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[1] Unfortunately there exist no data about the exact total number of participants as there were no atten-dance lists in some countries and multiple participations (joining more than one workshop in countries organising workshop series) were possible.

[2] Focus group with project partners (project meeting in Zaragoza).

were especially present in the Austrian workshops as well as "Managers" who were the third largest group. While in Great Britain most respondents were teachers, in most of the other countries the biggest group of participants counted itself to any "other" profession.

Concerning the intended target groups of the QUINORA project the professional background of the respondents leads to the assumption that they were mainly reached in Austria, Bulgaria and Great Britain to a high extent.

Most of the respondents, almost a fourth of all responding participants (23%), worked for the public employment service/agency of their country (Figure 2). Their strong representation is mainly due to the participants in Germany who all worked for this institution at the time of the project evaluation. In Germany the QUINORA workshops were part of a compulsory training for career consultants within the PES (Public Employment Service). 17% of the participants worked in continuing training organisations, 16% at the university or at a college. Important to mention is that 7% of the responding participants represented federal ministries. It can be expected, that these people help to spread the projects' goals concerning quality in labour market policy measures on an institutional level. Overall the main target group was reached so far. But there is also a type of organisation that could not be reached satisfactorily: Chambers of Commerce/Labour which play an important role in labour market policies especially in Austria, were only represented by to participants here. At the other hand it has to be mentioned, that the two big QUINORA conferences (6-6-2006, 6-22-2007) were held with support of the Chamber of Labour and the Public Employment Service of Austria in Vienna: One at the beginning of the project with the title „Quality in vocational orientation training and adult education" (translation of German title "Qualität in Berufsorientierung und Weiterbildung") on June 6, 2006 and one at the end "Trainers, success rates, and ISO certification? Quality discourse in context of vocational training and adult education" (translation of German title „10-Punkte-TrainerInnen, Erfolgsquoten oder ISO-Zertifizierung? Zum Qualitätsdiskurs im arbeitsmarktnahen Trainings- bzw. Erwachsenenbildungsbereich") on June 22, 2007. For the first conference 162 signed on, for the second one 118 participants were registered[3].

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[3] Online documentation on: www.abif.at/deutsch/news/veranstaltungen2007.asp

Figure 2: Organisations respondents work for [N=152]
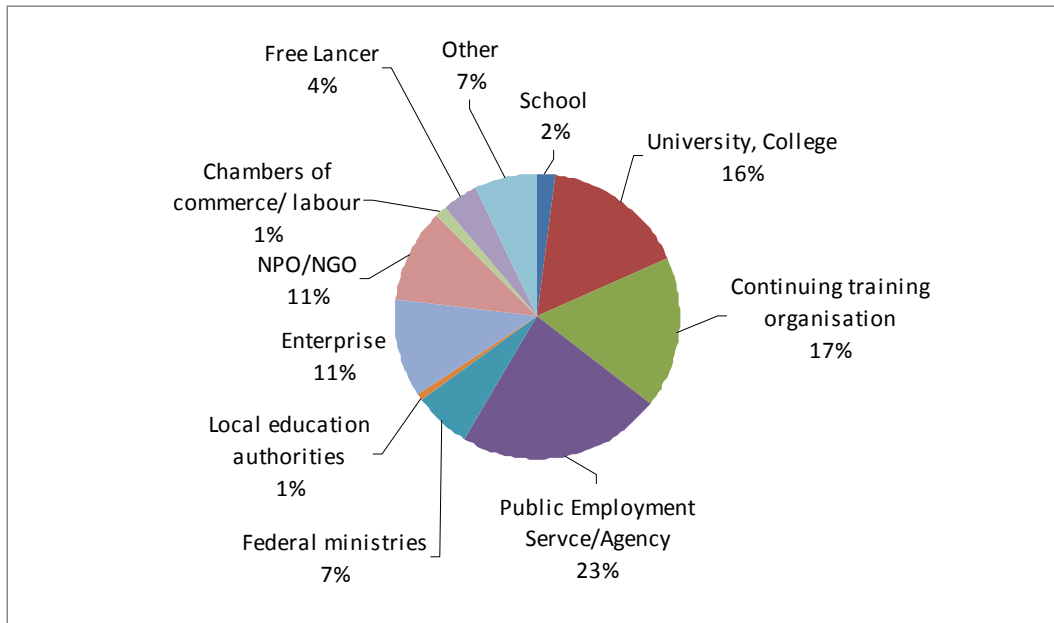
Considering country differences, it is obvious, that the group of workshop attendees in Germany was too one-dimensional for a project dealing with its topics on the "system level". The partner from Germany described the difficulties in the cooperation between the public employment service and training organisations. The main problem was seen in the fear of corruption:

> "If the people from the public employment service invite the training institution to take part in a workshop they are suspected to become corrupted and influenced by training organisations. This is why the public employment service has chosen to reduce the contact to the training organisations. This is understandable on the one hand but a burden when carrying out a project like QUINORA that has the goal to increase the contact between the stakeholders."[4]

Similarly to Germany, in Sweden the organisational background showed no variation. Only four participants answered the evaluation questionnaire and all four work for private enterprises. The Swedish partner explained the situation in its country in general with low motivation for investment in quality issues:

> "People have accepted that there is a decrease of quality. They have the wish to improve quality but they are not willing to invest too much time in the workshops or in any other activity."[5]

The countries with the biggest variety of organisational background of participants were Austria (eight different kinds of organisations) and Italy (seven). In Bulgaria and Spain respondents represented six and in Great Britain five different types of organisations.
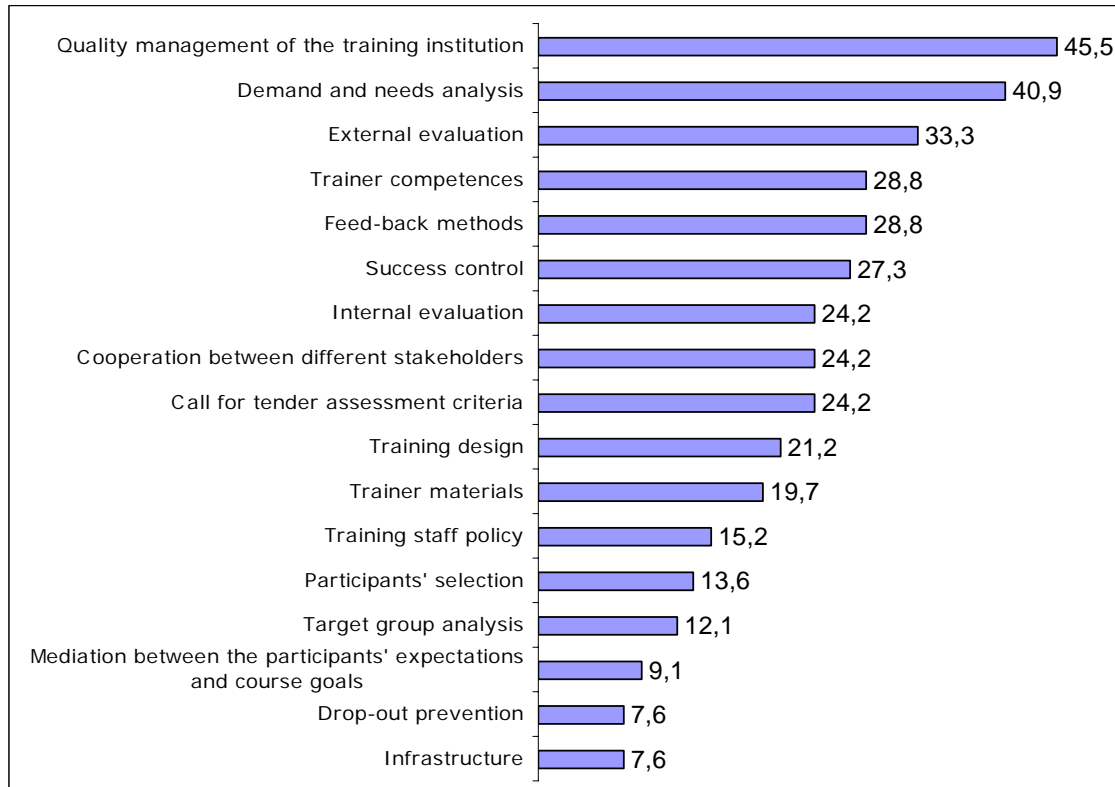
The vast majority of the respondents had been working in the field of vocational orientation and career guidance for years. Only 20% are "newcomers" in this field and worked there for less than one year, mainly Germans and British. Over 30% (N=138) are well experienced and had been working for more than five years in their profession.

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[4] Focus group with project partners (2. Meeting in Zaragoza).

[5] Focus group with project partners (2. Meeting in Zaragoza).

Although people have long professional experience, not even half of them (42%) had taken part at a quality improvement activity like QUINORA before the workshops started. Asked about former quality improvement activities, 45% had contact with "quality management of the training institution" and 41% with "demand and needs analyses" (see figure 3). So we assume, that there was a need for a project like QUINORA. But what did the participants really expect from the workshops?

Figure 3: Previous quality improvement activities [in percent; N = 66]

Quality management of the training institution	45,5
Demand and needs analysis	40,9
External evaluation	33,3
Trainer competences	28,8
Feed-back methods	28,8
Success control	27,3
Internal evaluation	24,2
Cooperation between different stakeholders	24,2
Call for tender assessment criteria	24,2
Training design	21,2
Trainer materials	19,7
Training staff policy	15,2
Participants' selection	13,6
Target group analysis	12,1
Mediation between the participants' expectations and course goals	9,1
Drop-out prevention	7,6
Infrastructure	7,6

3   Expectations of the Workshops

The attendees were asked about their specific expectancies of the workshops. First of all, they expected to "gain knowledge of quality improvement systems" (70,4% of respondents agree on this statement; see Figure 4). This topic was especially important for Bulgarian and German participants.[6] And this topic was the main object of QUINORA project.

More than half of the participants demanded "to find out how to improve quality of vocational guidance and activation group training" (57%). All Bulgarian respondents expected this issue. And also 50% of the participants expected "to discuss interesting issues". This point was especially important for Austrian and British participants.

Although QUINORA is an international project, only 32% were looking forward to "finding international examples of best practices" (32%). At least 44% expected to "learn

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[6] Swedish responses unaccounted due to low number of cases (N=4).

from international experience" (44%). Thus respondents seemed quite self-confidential about their national quality improvement strategies. Only Bulgarian and British participants seemed to be more interested in learning from international examples.

> "[We] had a lot of positive responses to the QUINORA e-learning offer. People were especially interested in the good practices. They were very well accepted." (Bulgarian partner statement)[7]

Figure 4: Expectations [in percent; N = 142]

The results suggest that the majority of the workshop participants were interested in getting new inputs and collecting experiences in exchange with other people rather than being taught "best practices". Therefore workshop arrangements with strong interactive character and place and time for discussions might have been the most successful ones.

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[7] Focus group with project partners (2. Meeting in Zaragoza).

3.1　Meet the Demands

Overall all the demands of the participants were met in the face-to-face sessions and through the e-learning part. The workshops can be considered as being successful. Some expectations were more than fulfilled. The most important expectation of the workshops, "gaining knowledge on quality improvement", expected by 70% of the respondents, was more than just met, so that 30% agreed fully and almost half of the respondents agreed partly that they could gain knowledge according to their expectation (Figure 5). Only 8 % are disappointed in this regard, in Germany (12%) and in Great Britain (25%, see Figure 6).

Figure 5: Expectations fulfilment [in percent]
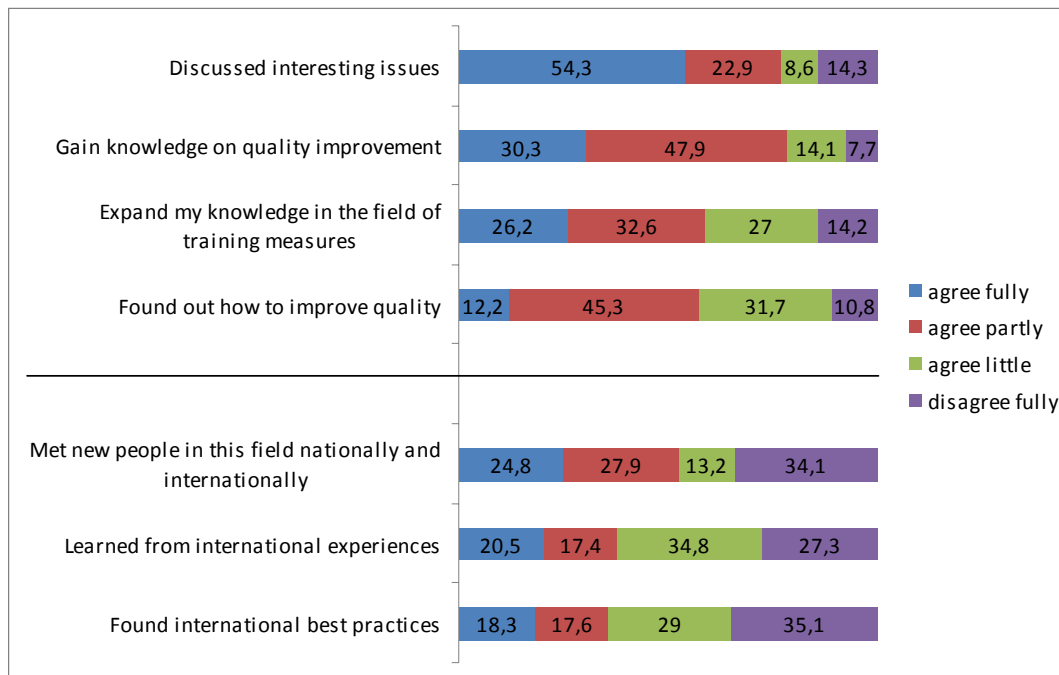
The four expectations at the top of the figure are fulfilled to a higher degree than the ones below. Additionally the fulfilment of the ones at the bottom is disagreed mostly.

With the highly expected demand "to find out how to improve quality of vocational guidance and activation group training" (almost 60%), people were mainly satisfied as well. Here only 12% found their expectations fully met, but still the majority agreed partly or little (77%). Bulgarian and Italian participants' expectations were completely met here (see figure 6). 11% of all respondents were not satisfied with the workshop results concerning this issue. Similar to the prior mentioned results, Germans (13%) and the British (25%) were less satisfied again, but also some Austrians were not content (11%).

Figure 6: Evaluation of the highly demanded issues per country ("How far were your expectations fulfilled?")
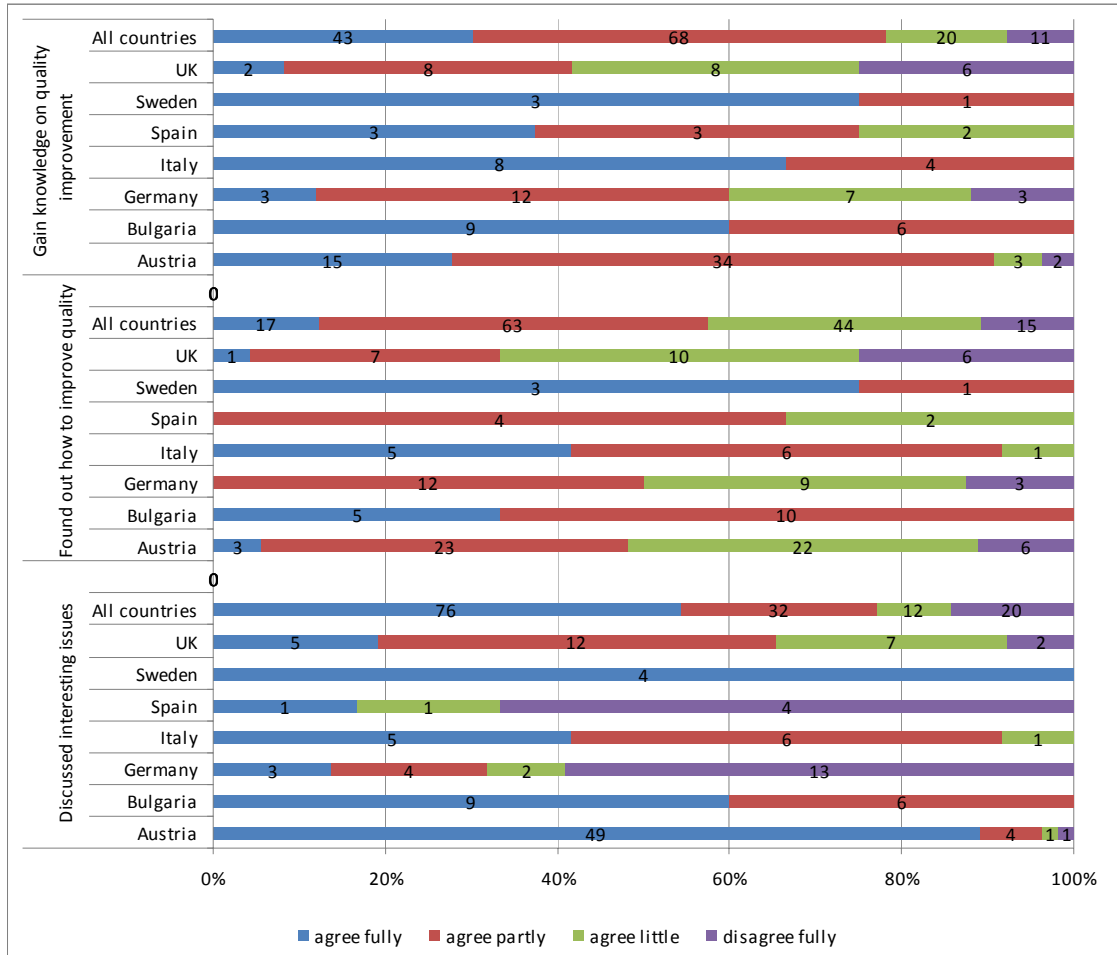
In Bulgaria and Italy participants learned about quality improvement, in Austria attendants discussed interesting issues.

The interactive character of the workshops, that was originally planned at least in some countries, is justified by the results showing that the expectations in "discussing interesting issues" was highly fulfilled. Yet, in two countries a majority of the respondents disagreed fully on this one, i.e. in Germany (60%) and Spain (67%). While half of the respondents expected possibilities in the workshops for "discussing interesting issues" 77% agreed fully or partly in this regard.

Thus issues, that were expected most, were evaluated positively. Those issues, that were expected less, were evaluated rather negatively. So people seem to get what they expect. Therefore it does not surprise, that the international exchange of knowledge was rated as low. 35% disagreed fully on the statement "I found international examples of best practices that can be adapted for my own work" or "I met new people in this field nationally and inter-nationally". Also almost 30% disagreed fully that they "learned from international experi-ences" which underlines once more the rather weak importance of the international compo-nent of the project for a big part of the participants. Here again German and British respon-dents diverged, whereas Bulgarians appreciated the international exchange.

4   Evaluation of Methods

Participation in the workshops was for free and mostly on an optional basis. A general evaluation of the workshops shows positive results for all countries in almost all regards. 94% of the respondents felt motivated to take part (agree mostly fully, but also partly and a little). Only in Germany there were almost 40% of the respondents who disagreed fully that they felt motivated. Obviously nearly half of the attendees of the compulsory training did not want to take part. Nevertheless almost all respondents said that the workshops were well structured and good training methods were used as well as useful materials, also in Germany. Over all, half of the participants thought that the workshops were too short and could have gone on longer (53% disagreeing fully that the workshop(s) were too long, 50% agreeing that the workshop(s) was (were) too short). In Austria attendees seemed to appreciate the workshop duration. Last but not least the infrastructure used in the workshops was regarded adequate by almost all respondents.

4.1   Trainers' Performance

A general overview shows high satisfaction with the trainers' performance in the workshops. Almost all responding participants agreed fully and partly that the trainer(s) "motivated the group efficiently", "explained the course contents understandable", "used methods which fulfilled the goals of the course" and that they also "reacted adequately on the needs of the participants".

Especially good evaluations of the trainers' performances were found in Austria, Bulgaria, Great Britain and Italy for group motivation as well as for understandable explanations. The highest satisfaction with the methods used by the trainer(s) was found again in Austria, Bulgaria and Italy. Adequate reaction on the needs of the participants was evaluated best in Austria, Bulgaria, Italy, Spain and also Great Britain.

Among all respondents German participants diverged concerning the trainers ability to motivate the group efficiently: 41% agreed only little and 12% disagree fully on the statement that the trainer motivated the group efficiently. Also explanations were hardly regarded as understandable. The reason for the most discerning results in Germany was connected with the problems in carrying out the workshops already mentioned.

4.2   The Trainers' Perspective on the Workshops

Not only the participants of the workshops but also the trainers were asked about their opinion. Therefore a short questionnaire was used. All 17 questionnaires were returned, most of them in Bulgaria (6) and in Great Britain (4).

The trainers' evaluation of the QUINORA curriculum was very positive. The blended learning design was adequate for fulfilling the goals of the curriculum (only 2 persons disagree) and the trainer guideline was supportive for delivering the training (almost 60% agree fully, no disagreement). Especially the online platform was evaluated as being supportive for delivering the face-to-face-training, all trainers agreed on this statement. The goals of the QUINORA curriculum had been fully met, according to the answers of seven (40%) trainers. Five of them agreed (30%) partly or at least little.

5   Usage of the Online Platform

The QUINORA curriculum was designed as being part of a blended learning curriculum. The online platform consists of theory modules covering the whole thematical field of the project, best practices, a virtual classroom, a forum for discussions and an e-library. These password protected areas are available for all registered users taking part and working in the project. For the present evaluation the main questions were if and to what extent the workshop participants were using the online platform. Therefore the attendants were asked, whether they knew about the platform and whether they used it before the workshops started. Before the platform had been set up, a small survey was conducted to estimate the needs of the platform users. Results are shown in the following chapter 5.1. In chapter 5.2 we describe the profile of online users and in chapter 5.3 the evaluation of the platform through trainers.

## 5.1   Needs of "E-learners"

One of the tasks of the QUINORA project was to collect common international quality assurance methods and quality standards and use them for developing an e-learning tool. This tool should have helped people involved in employment policies and educational measures with the implementation of quality standards in their respective fields. For finding out the specific needs of learners a **user needs analyses** was conducted before setting up the online platform. Altogether 68 people in seven countries took part (Figure 7) in this user needs analyses. Most of them were professionals in the fields "Psychology, Sociology, Training" (42%) and "Education management, Economics, Labour market" (21%). More than half of them (39 respondents) had already taken part in specific training for vocational orientation and activation programs like "psychology in vocational guidance", "training of teachers and trainers in the vocational training area", in training key qualifications and soft skills, international train-the-trainer courses and "labour market management". Thus it is obvious, that the user needs analyses provides valid information about the need of the QUINORA target groups.

Figure 7: Participants of the user needs analyses [N=68]
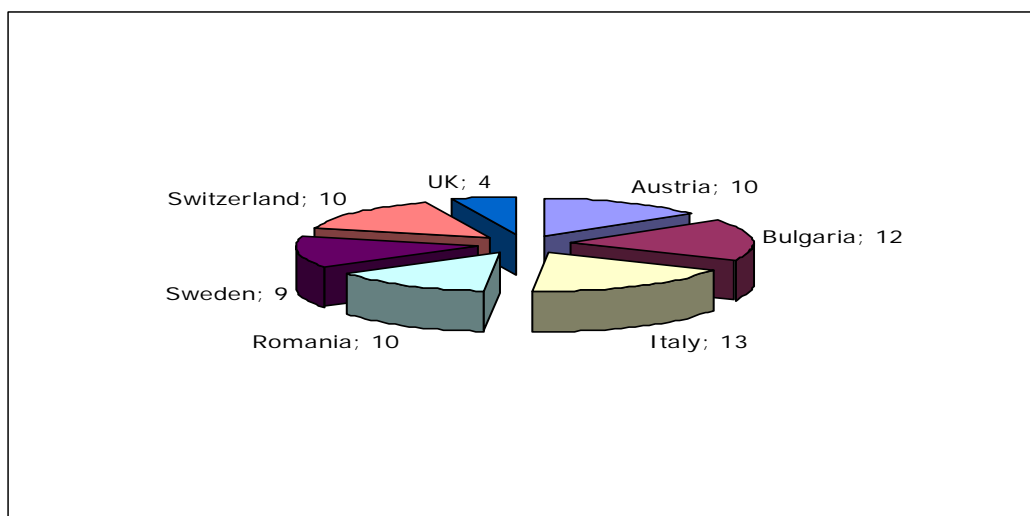
The specific online-user needs of people, being in reach of the QUINORA-project, are first of all characterised by limited weekly time resources. For setting up a blended learning course (i.e. face-to-face combined with e-learning phases) it had to be taken into consideration that most of the participants had less than three and many of them less than seven hours time *per week* (Figure 8).

Figure 8: Time budget of users [N=68]
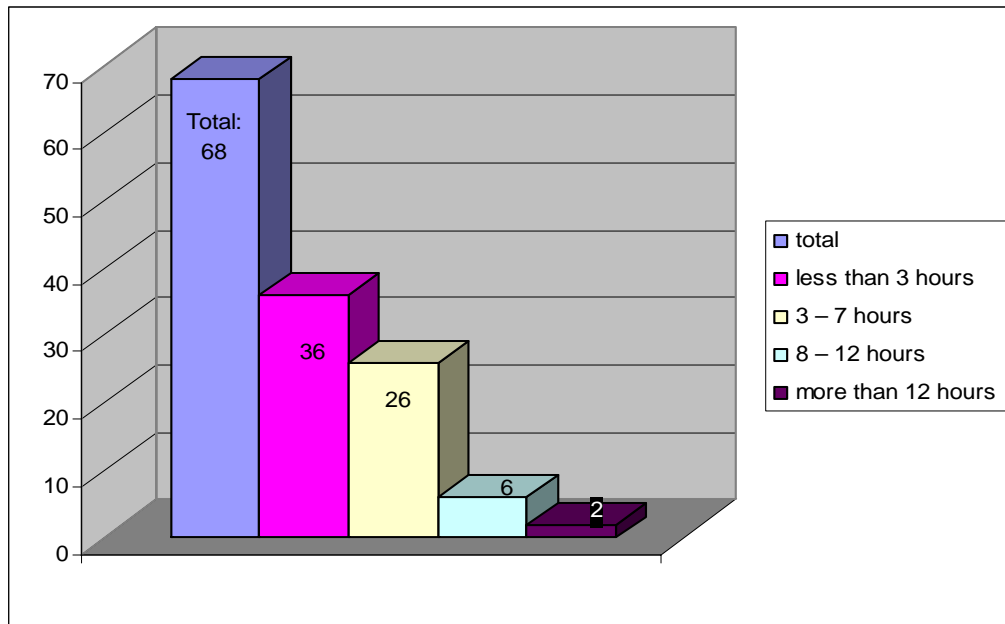
In addition to these limitations in time also the quite low level of previous experience with e-learning courses was a challenge for setting up the course. Only 40% of the respondents had such experience. The positive side of blended learning settings can be summarised with the following statement: "The chance to study and learn matters in a time and space which was chosen by myself according to my needs and availability. Compared to self-training and education it's good to have chances to meet (virtually or in class) with colleagues who do the same training and with the supervision of experts."

People who did not have experience with online courses yet, expected a flexible schedule considering their time budget and the need for compatibility with their professional duties. In addition to this the online course should have also provided possibilities to access download materials, the learning process should have been accompanied by a tutor and it still should have allowed interaction between the participants. In fact all these expectations were realized in QUINORA.

5.2   Profile of online users

For analyzing the group of online users of the platform http://www.quinora.com an online questionnaire could be filled out by registered users voluntarily. This was done by 134 persons in total, most of them living in Germany (50) and Austria (29). Regarding their qualification background the majority of the respondents (43%) had a degree in the field of social sciences. 20% were qualified in an economic discipline. The QUINORA target groups were strongly represented among the online users (14% trainers, 12% consultants and 10% teachers; 18% of the respondents were working in the field of administration). Trainers mainly represented the Austrian, Bulgarian, Italian and Spanish online users, consultants the German ones. Teachers were the biggest groups in

Spain and Great Britain and "administrators" were mainly represented by Bulgarians. The biggest group of online users at all were students. This is especially due to their strong representation in Germany.

All German respondents were working for federal ministries or the public employment service. In general these institutions could be reached by the online offer of the project perfectly. Of all responding users almost 30% were working for the federal ministries and almost 20% were working for public employment services in the respective states. These were the organizations being mainly represented, followed by NGO's (13%) and universities/colleges and further education organizations (each 11%). This result shows that especially representatives of federal ministries as important stakeholders for labor market issues were reached stronger by the online platform than through the face-to face workshops (Figure 9).

Figure 9: Organizations online users work for [N=134]
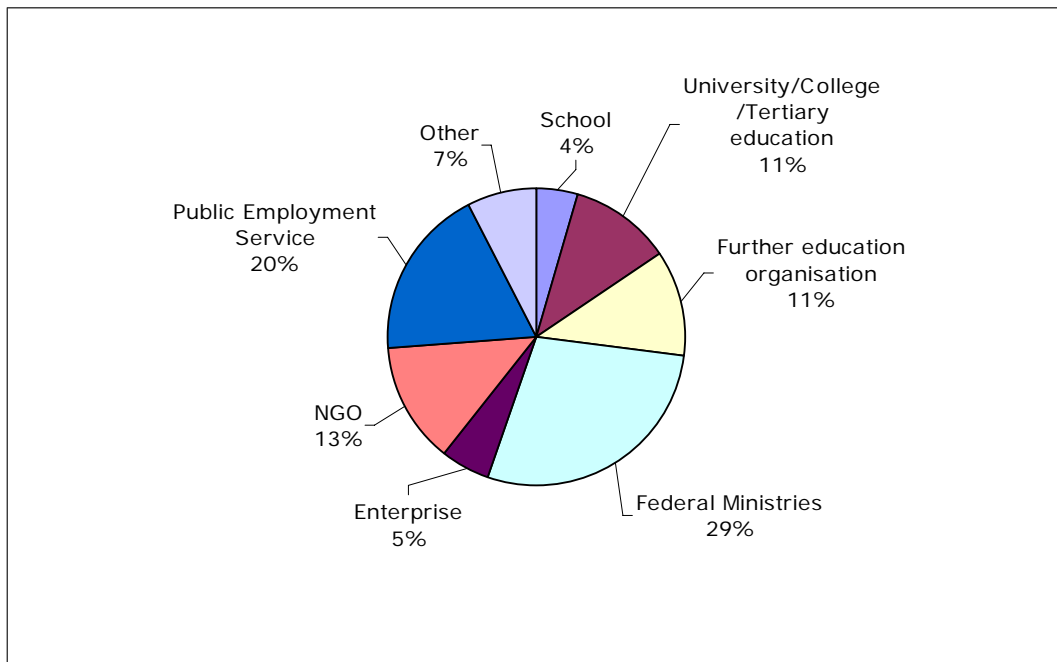
Looking at the groups reached by the project and considering the previous activities in quality improvement of the users as well, the project's relevance can be considered as quite high. On the one hand the distribution of respondents on different professional and organizational backgrounds met the project's focus on the system level. On the other hand only half of the respondents had experience with quality improvement activities yet. While Spanish users seemed to be quite experienced in this direction (70% already had attended previous activity) in Germany only few respondents could claim that (22%). In all other countries experienced people are the majority (about 60%). But still there is some more potential for spreading consciousness according quality among different stake-holders.

According to the high number of people not having any previous experiences with quality improvement activities yet, the highest expectations on the QUINORA curriculum were connected with gaining knowledge. Almost 80% wanted to "find out how quality of training measures can be improved" and 50% wanted to "gain knowledge about international quality standards in this field" (Figure 10). Other international exchange was also expected by the online users, but was not as important for them as to gain basic knowledge about quality standards and quality improvement.

Figure 10: Expectations on the QUINORA curriculum [N=134]

5.3 Evaluation of Online Platform through Workshop Participants

Especially Austrian participants knew about the online platform and all its components before or during their participation in the workshops though they did not actually use it to a large extent. They were mainly taking a look at it. And this was the main activity connected with the online platform in all countries. The discussion forum was not used by any of the workshop participants while the other components of the online offer were at least used by about one fourth of the respondents except for the virtual classroom and the e-library. The theory modules, the best practices and the e-library were used in Bulgaria to the largest extent.

Judging the offered online materials, 92% of the respondents agreed (fully, partly or little) that they are practically useful for their work. However, the main reason for not actually using them is their time consuming character. More than 70% thought that online offers take too much time to work with. This was also shown in the user needs analyses conducted before setting up the platform. There more than half of the respondents said that they would have less than three hours time per week to spend for QUINORA and some of them could spend three to seven hours for a blended learning (online *and* face-to-face) course. The majority said that the QUINORA platform is not too complicated for being used (even if 46% say so after all) and three fourth did not have technical problems at all. Respondents seem quite ambivalent if they prefer using online offers instead of face-to-face workshops or the other way around. While 75% were more interested in face-to-face workshops also almost 70% agreed (fully, partly or little) to be more interested in using the online offers. Though Bulgarian participants were generally speaking really satisfied with the workshops they had the strongest motivation for using the online platform.

According to the national evaluation report of Great Britain (http://www.theresearchcentre.co.uk/reports/rs4107.pdf : „The QUINORA project International Quality Assurance Programme in Vocational Orientation", 2007 by Helen Fitzhugh and Angus Carpenter) there existed major problems with the online materials

concerning the language. "As the quality of the English translation was one of the most emotive subjects at the workshops, the project team at City College Norwich contracted a consultant to conduct a comprehensive edit of the material before dissemination" (page 17). Though the translation problem was finally solved, the British partners suggested using more interactive and visual tools in the online materials for better understanding. Further on they recommended some editing on course materials and "Each 'theory content' module should be prefaced by a set of learning goals and concluded with a short summary of the subject matter which has been covered" and "The QUINORA partners should explore ways in which conclusions from the research on best practice from phase one of the project can be efficiently referenced and justified within the body of the materials" (page 17). This could not be realized in the QUINORA project any more because of time limitations.

Some **trainers used** the platform rather rarely, but eleven persons (64%) often or even very often used it. The main reason for using the platform seems to be getting e-learning material and working with online (knowledge) tests. While e-learning materials and the tests were used very often by the majority of the trainers hardly any of the other features (virtual classroom and the discussion forum) were used. Most of the responding trainers (70%) did not have any technical problems, so this could not be the reason for low usage. For the features not being used so much, their complexity or technical problems are not the reason, except maybe for the virtual classroom. 70% agree little, partly or fully that the virtual classroom is too complicated. The discussion forum was mainly regarded being not useful at all (47%) whereas the virtual classroom was evaluated as quite a helpful thing, though not being actually used. All other components are evaluated as being quite useful, especially the theory modules (very useful for 70%).

Thus the interactive parts of the platform were not used very extensive, but the information tools seem to be very helpful and well accepted by trainers and participants.

6 Annex:

6.1 Questionnaire for Participants

Dear workshop participants,

You have attended the first workshops of the QUINORA training. Your opinion is important to us in order to get feedback on the further development of the curriculum. Please answer the following questions as honestly as you can. Please do not reflect upon each question thoroughly, as the first answer you come up with is generally the right one!

A. STATISTICS: Please give us some information about yourself. The personal data will be processed in a general statistical context, not individually.

QUINORA user questionnaire

Statistics:

1) Nationality:
    O Austria
    O Bulgaria
    O Germany
    O Italy
    O Spain
    O Sweden
    O Switzerland
    O UK
    O Other

2) Gender:
    O male
    O female

3) Age:____

4) Highest qualification degree:

    O equivalent to obligatory school attended (8-9 years of school)
    O high school degree (Matura/Baccalaureat)
    O vocational school
    O vocational school with high school degree
    O university degree (app. Bachelor, Master, PhD)

5) In what field do you have a formal qualification? [multiple answers possible]

    O social sciences/humanities
    O VET / education, adult training
    O vocational orientation, career guidance
    O economics/trade/finances
    O administrative
    O technical
    O law/legal matters
    O Other

6) Profession:

- O Trainer
- O Counselling practitioner
- O Teacher
- O Scientist
- O Other
- O Lector/professor
- O Administrative staff
- O Team or department leader
- O Manager

7) Organisation you work for:

- O School (for students up to 18 years)
- O University, college, tertiary education
- O Further training organisation
- O Public Employment Service/Agency
- O Federal Ministries
- O Local Education Authorities
- O Enterprise
- O Non-profit organisation / NGO
- O Chambers of Commerce/Labour
- O Free Lancer
- O Other

8) How many years professional experience do you have in the field of vocational orientation and career guidance?

_____years   _____months

9) Have you taken part in any quality improvement activity similar to QUINORA?

O Yes   O No

10) If yes, in which field(s) was/were these quality/improvement activity/ies?

- O Demand and needs analysis
- O Call for tender assessment criteria
- O Training staff policy
- O Infrastructure
- O Quality management of the training institution
- O Participants' selection
- O Drop-out prevention
- O External evaluation
- O Feedback methods
- O Target group analysis
- O Training design
- O Trainer competences
- O Trainer materials
- O Cooperation between different stakeholders
- O Mediation between the participants' expectations and course goals
- O Internal evaluation
- O Success control

11) What did you expect from this QUINORA workshop?

O gain knowledge of quality improvement systems in vocational orientation
O expand my knowledge in the field of training measures
O to find out how to improve the quality of vocational guidance and
activation group training
O learning from international experiences in the field of quality assurance
O finding international examples of best practices that can be adapted for
my own work
O getting to know other people nationally and internationally in this field
O discussing interesting issues and exchanging views on the topic

O other: ....

12) Which were the topics of the QUINORA workshop you took part in?

O Demand and needs analysis
O Call for Tender and Training design
O Staff policy and trainers competencies
O Materials and infrastructure
O Quality assurance measures on the system level
O Quality assurance measures in the course
O Evaluation and feedback

B. EVALUATION OF THE WORKSHOP PROGRAMME

13) How far were your expectations fulfilled?

STATEMENTS	Agree fully	Agree partly	Agree little	Disagree fully
I gained knowledge of quality improvement in vocational orientation group coaching.	O	O	O	O
I could expand my knowledge in the field of training measures.	O	O	O	O
I found out how to improve the quality of vocational guidance and activation group training	O	O	O	O
I learned from international experiences in the field of quality assurance	O	O	O	O
I found international examples of best practices that can be adapted for my own work	O	O	O	O
I got to know other people nationally and internationally in this field.	O	O	O	O
I discussed interesting issues and exchanged views on the topic with others.	O	O	O	O

14) How do you judge the face-to-face workshop you took part within the last two days?

STATEMENTS	Agree fully	Agree partly	Agree little	Disagree fully
I felt motivated to take part in the course.	O	O	O	O
The workshop was well structured and followed a good teaching method'.	O	O	O	O
The materials were useful.	O	O	O	O
The face-to-face workshop was too long in duration.	O	O	O	O
The face-to-face workshop was too short in duration.	O	O	O	O
The infrastructure used in the course was adequate.	O	O	O	O

15) How do you evaluate the overall trainer's performance?

STATEMENTS	Agree fully	Agree partly	Agree little	Disagree fully
The trainer motivated the group efficiently.	O	O	O	O
The trainer explained the course contents understandable.	O	O	O	O
The methods used by the trainer in the course fulfilled the goals of the course.	O	O	O	O
The trainer reacted adequately on the needs of the participants.	O	O	O	O

16) What were your experiences with the online tools?

E-Learning Tool	I knew about them before or during the course.	I took a look at the tool.	I actually used it.
Theory modules	O	O	O
Best practices	O	O	O
Virtual Classroom	O	O	O
Discussion forum	O	O	O
E-library	O	O	O

17) How do you judge the online materials/offer?

STATEMENTS	Agree fully	Agree partly	Agree little	Disagree fully
The online offers are too time-consuming for me.	O	O	O	O
The online offers are too complicated to be used by me.	O	O	O	O
I had technical problems when using the online materials.	O	O	O	O
I am more interested in taking part in the face-to-face workshops than using the online offers.	O	O	O	O
I am more interested in using the online offers than taking part in the face-to-face workshops.	O	O	O	O
I find the online materials offered are practically usable for my work.	O	O	O	O

The QUINORA partnership thanks you for your co-operation! The evaluation report may be downloaded until July 31, 2007 from the official QUINORA website: www.quinora.com.

6.2   Questionnaire for Trainers

Dear workshop trainers, dear online tutors!

You have worked as a trainer/on-line tutor for the QUINORA workshops. Your opinion is important to us in order to get feedback on the further development of the curriculum. Please answer the following questions as honestly as you can. Please do not reflect upon each question thoroughly, as the first answer you come up with is generally the right one!

1) Nationality: O Austria
             O Bulgaria
             O Germany
             O Italy
             O Spain
             O Sweden
             O Switzerland
             O UK
             O Other

2) What was your main role in the QUINORA Workshops?

Trainer of face-to-face workshops   O

Online tutor   O

Both   O

3) How do you evaluate the design of the QUINORA curriculum?

STATEMENTS	Agree fully	Agree partly	Agree little	Disagree fully
The blended learning design (face-to-face and e-learning) is adequate for fulfilling the goals of the curriculum.	O	O	O	O
The trainer guideline was supportive for delivering the training.	O	O	O	O
The online platform was supportive for delivering the face-to-face-training.	O	O	O	O

4) How often did you use the technical platform offers?

STATEMENTS	Very often	Quite often	Rarely	Not at all
I used the online platform	O	O	O	O
I used the virtual classroom.	O	O	O	O
I used the knowledge tests.	O	O	O	O
I used the discussion forum.	O	O	O	O
I used the e-learning materials.	O	O	O	O

5) How do you evaluate the technical functionality and user-friendliness of the platform?

STATEMENTS	Agree fully	Agree partly	Agree little	Disagree fully
I had technical problems with the online platform.	O	O	O	O
Using the virtual classroom was too complicated for me.	O	O	O	O
Using the knowledge tests was too complicated for me.	O	O	O	O
Using the discussion forum was too complicated for me.	O	O	O	O
Using the e-learning materials was too complicated for me.	O	O	O	O

6) How useful did you find the following online tools?

TOOL	Very useful	Quite useful	Little useful	Not at all useful
discussion forum	O	O	O	O
virtual classroom	O	O	O	O
e-library	O	O	O	O
theory modules	O	O	O	O
knowledge tests	O	O	O	O
best practices	O	O	O	O

7) Have the goals of the QUINORA curriculum been met?

Totally met O   quite met O   little met O   not at all met O

6.3   Online Questionnaire

Statistics:

1)Nationality:
O Austria
O Bulgaria
O Germany
O Great Britain
O Italy
O Spain
O Sweden
O Switzerland
O Other _____

2) Gender:
O male
O female

3) Age: _____

4) Highest qualification degree:
O obligatory school degree
O vocational school degree / apprenticeship
O high school degree (Baccalaureat)
O vocational school with high school degree
O university degree (Bachelor, Master, PhD)

5) In what field did you obtain a qualificational degree?

O social sciences/humanities
O administration
O economics/trade
O technical/handicraft
O Other _____

4) Profession:
O Group trainer
O Career counsellor
O Teacher
O Scientist
O Lectorer/professor
O Administrative staff
O Case manager
O Student / Trainee
O Other _____

5) Organisation you work for:
O School
O University or college
O Further training organisation
O Public administration
O Enterprise
O Non-profit organisation / NGO
O Public Employment Service
O Other Employment Agency
O Other _____

6) How many years did you have professional experience in the field of vocational orientation and guidance?

_____years   _____months

7) Have you taken part in any quality improvement activities in the past five years related to your professional work?

O Yes   O No

8) What do you expect from the QUINORA curriculum?

O finding out how to improve the quality of vocational guidance and activation group training

O learning from international experiences in the field of quality assurance in this field

O finding international examples of best practices

O getting to know other people nationally and internationally in this field

O seeking overview about European quality standards in this field of activity

Thank you very much for taking time to answer our questions! By doing that you help to improve our programme!

6.4   Online user statistics/Website traffic

Summary by Month									
Month	**Daily Avg**				**Monthly Totals**				
	Hits	**Files**	**Pages**	**Visits**	**Sites**	**KBytes**	**Visits**	**Pages**	**Files**	**Hits**
Oct 2007	477	218	5	2	413	55771	41	89	3270	7166
Sep 2007	307	223	7	2	599	111575	72	220	6691	9225
Aug 2007	346	253	8	3	660	105925	112	276	7849	10739
Jul 2007	881	555	21	8	828	363100	259	656	17214	27322
Jun 2007	999	454	28	5	791	229337	177	850	13625	29984
May 2007	727	384	20	4	579	237698	147	649	11914	22542
Apr 2007	760	433	21	4	501	224172	120	633	13000	22812
Mar 2007	605	377	20	5	537	209328	158	648	11702	18784
Feb 2007	1252	699	28	6	578	375767	189	804	19574	35072
Jan 2007	734	477	20	6	663	285978	192	624	14801	22782
Dec 2006	444	259	12	4	504	171324	126	397	8045	13780
Nov 2006	198	127	12	3	296	103873	103	383	3829	5953
Totals						**2473848**	**1696**	**6229**	**131514**	**226161**