



ANALYSIS REPORT OF THE PILOT TRAINING COURSE

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**ECVET-BASED TRAINING OF TRAINERS IN ORGANIC FOOD
RETAILING TO 'ECOQUALIFY' QUALITY ASSURANCE SYSTEM**

ECVET-ECOQUALIFY



LEONARDO DA VINCI Transfer of innovation Project approved by the

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Analysis Report of the Pilot Training Course

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1. Aggregated Results

The ECVET-ECO-Qualify pilot training course was evaluated in all six partner countries. Participants were trainer, teacher, consultant and other stakeholder of the organic retail sector and of educational institutes.

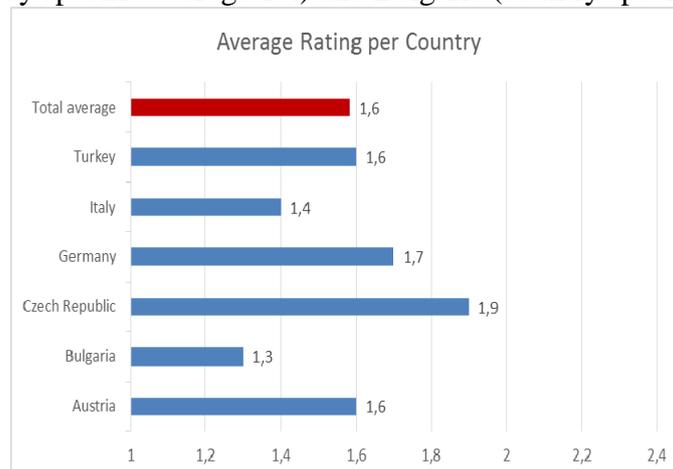
Per country 15 test persons expressed their assessment by the extent of their agreement with 10 different - positively worded - statements.

1. The topic was relevant for me.
2. The content was easy to understand.
3. The navigation in the module was logical.
4. I liked how the content was presented.
5. I understood the documents for the application of the EQF and ECVET learning outcomes approach.
6. I understood the examples and learning units showing the application of the EQF and ECVET learning outcomes approach.
7. I found the examples useful
8. The explanation and demonstration of the pilot course is in accordance with the national legislations and conditions in my country.
9. Now I know how to use the EQF and ECVET learning outcomes approach for developing my own learning units.
10. The tests at the end of each module/component are useful

The higher the expressed level of agreement, the more positive is the evaluation of the module. Each test-participant had to express her or his agreement to each statement by choosing one of the following response categories:

- 1 = strongly agree
- 2 = agree
- 3 = disagree
- 4 = strongly disagree

With a **total average score of 1.6** by all test participants in the six different partner countries the overall assessment can be called very positive. In Czech Republic (country specific average 1.9) and Germany (country specific average 1.7) the evaluators were more critical than in Austria and Turkey (both country specific averages equal the total average of 1.6). Especially positive was the feedback in Italy (country specific average 1.4) and Bulgaria (country specific average 1.3).



The average scores for the ten statements show an overall very positive assessment with some differences in the six partner countries. Item 1 (The topic was relevant for me) was rated very positive in Bulgaria (1.2), Italy (1.3) and Turkey (1.4), but received only a mediocre rating in Germany, Austria (both 2.0) and Czech Republic (2.1).

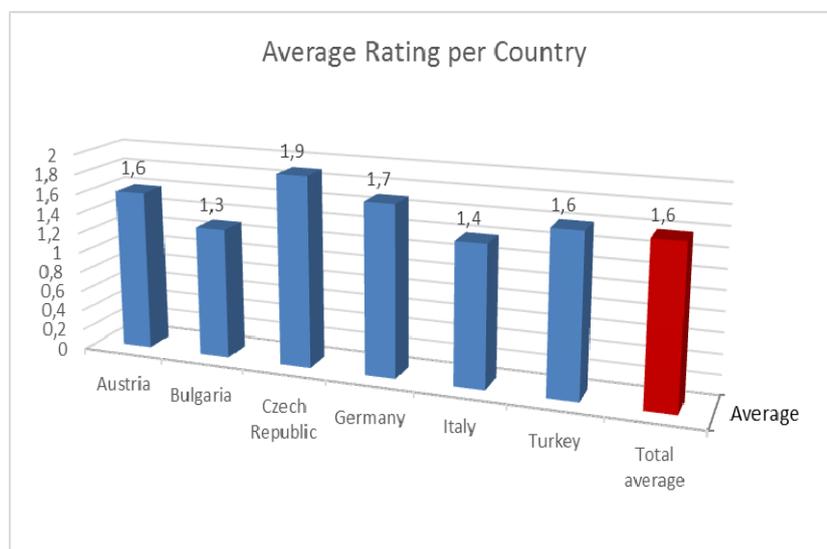
Partner	Statements									
	1	2	3	4	5	6	7	8	9	10
Austria	2,0	1,9	1,3	1,5	1,9	1,5	1,4	1,7	1,3	1,3
Bulgaria	1,2	1,1	1,4	1,4	1,4	1,3	1,3	1,1	1,4	1,1
Czech Republic	2,1	2,3	1,3	1,5	2,3	1,5	1,6	2,9	2,0	1,5
Germany	2,0	1,5	1,6	1,9	1,7	1,7	1,8	1,5	1,6	1,8
Italy	1,3	1,3	1,5	1,0	1,5	1,5	1,4	1,5	1,6	1,1
Turkey	1,4	1,5	1,9	1,4	1,7	1,6	1,5	1,8	1,7	1,7
Total	1,7	1,6	1,5	1,5	1,8	1,5	1,5	1,8	1,6	1,4

The variance of the country ratings is larger for item 2 (The content was easy to understand), again the Czech Republic (2.3) defined the minimal value, while Bulgaria rated nearly perfect with 1.1. Statement 3 (The navigation in the module was logical) and 4 (I liked how the content was presented) do not indicate any significant country differences, except that the Italian participants were very fond of the presentation of the content and rated a perfect 1.0 for this statement.

Several test-persons in the Czech Republic did not agree to the statement 5 (I understood the documents for the application of the EQF and ECVET learning outcomes approach). That leads to an average assessment of only 2.3. On the other hand Bulgaria and Turkey marked this statement in average with 1.4, followed by Italy with 1.5. The statements 6 (I understood the examples and learning units showing the application of the EQF and ECVET learning outcomes approach) and 7 (I found the examples useful) again show no significant differences between the partner countries.

The most negative assessment in the entire evaluation process is obtained for the statement 8 (The explanation and demonstration of the pilot course is in accordance with the national legislations and conditions in my country) in Czech Republic. This result is especially remarkable since there is almost 100% approval of this item in Bulgaria (average 1.1). The causes that lead to these differences should be further explored.

The last two statements 9 (Now I know how to use the EQF and ECVET learning outcomes approach for developing my own learning units) and 10 (The tests at the end of each module/component are useful) again show no noticeable deviations.



Final conclusion:

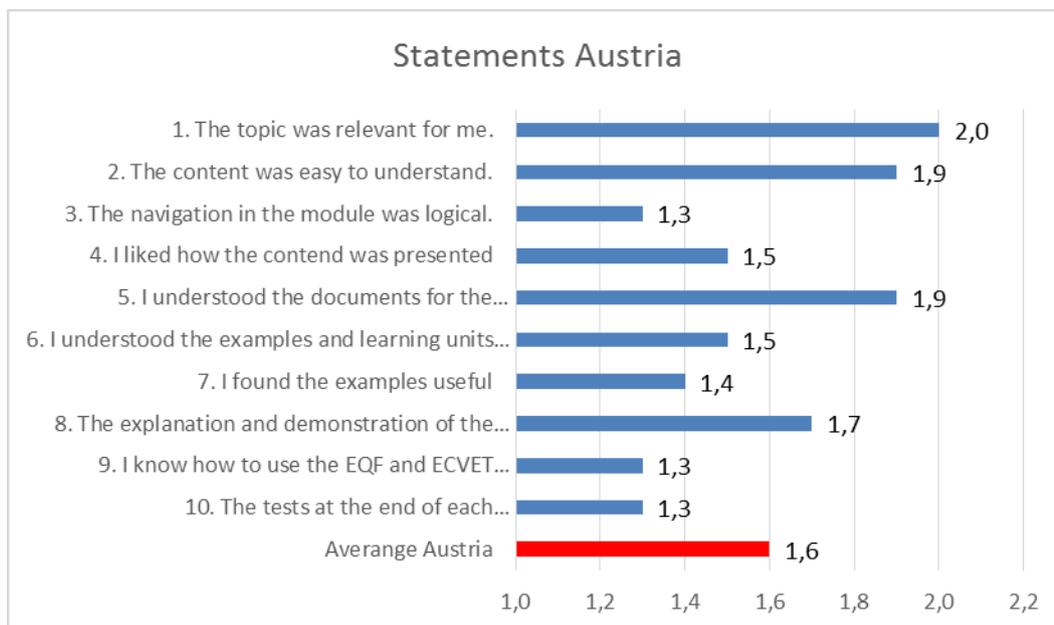
With a **total average score of 1.6** (of 4.0) by all test participants in the six different partner countries the overall assessment can be called very positive.

The average scores for the ten statements show an **overall very positive assessment** with **some differences** in the six partner countries.

2. Country Specific Results

2.1 Austria

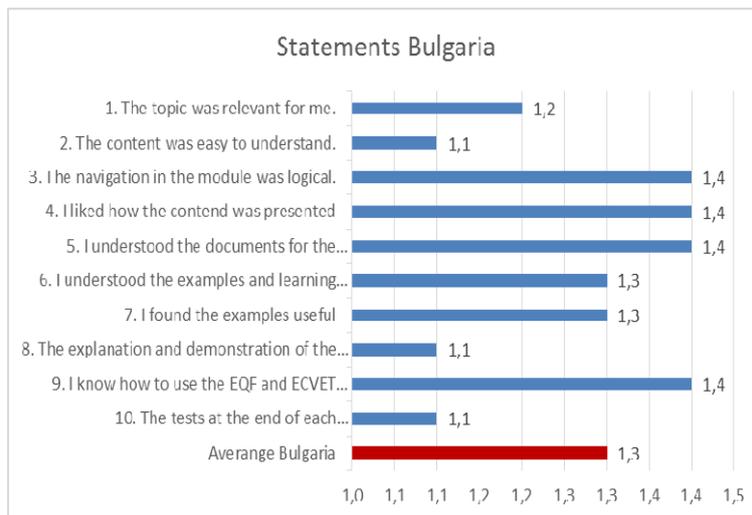
The feedback in Austria was in general very positive. In total 15 participants evaluated the ECVET-ECO-Qualify pilot training course by responding to the 10 statements. From these 150 individual ratings more than 97% are '2= agree' or even '1=strongly agree', only 4 times the value '3=disagree' were chosen. The total average score in Austria was 1.6.



When comparing the average scores for the ten statements that had been evaluated in Austria, the generally very positive impression is confirmed. Nine of the ten statements gained an assessment better than 2, lowest value was given to item 1 (relevance) exactly 2.0. Best scores were given to the items 3 (navigation) and item 9 (use of EQF and ECVET learning outcomes) with 1.3; followed by item 7 (examples are useful) with 1.4.

2.2 Bulgaria

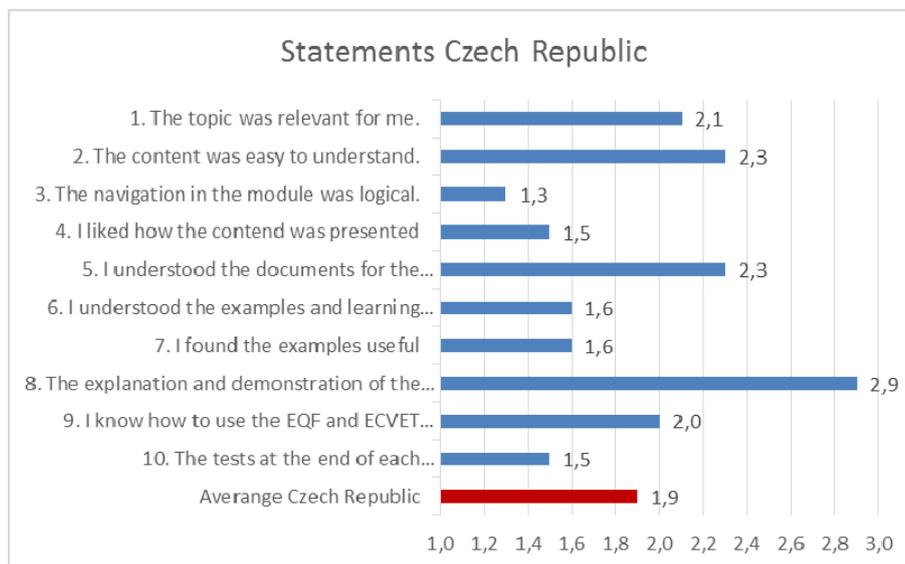
The feedback from the participants in Bulgaria was the most positive, the overall average scored 1.3! Again 15 participants responded to the 10 statements. From these 150 individual ratings more than 27% selected '2= agree' and 73% even '1=strongly agree'. The categories '3=disagree' and '4=strongly disagree' were not marked at all.



The comparison of the average scores for the ten statements shows only small differences – due to the general very positive ratings in Bulgaria. All ten statements scored 1.4 or better. The lowest – but still very good - value 1.1 was given to item 3 (tests are useful), 4 (presentation of the content), 5 (documents of EQF and ECVET learning outcomes) and 9 (use of EQF and ECVET learning outcomes). Items 2 (content), 8 (explanation of pilot course) and 10 (tests) scored nearly perfect with 1.1 in average.

2.3 Czech Republic

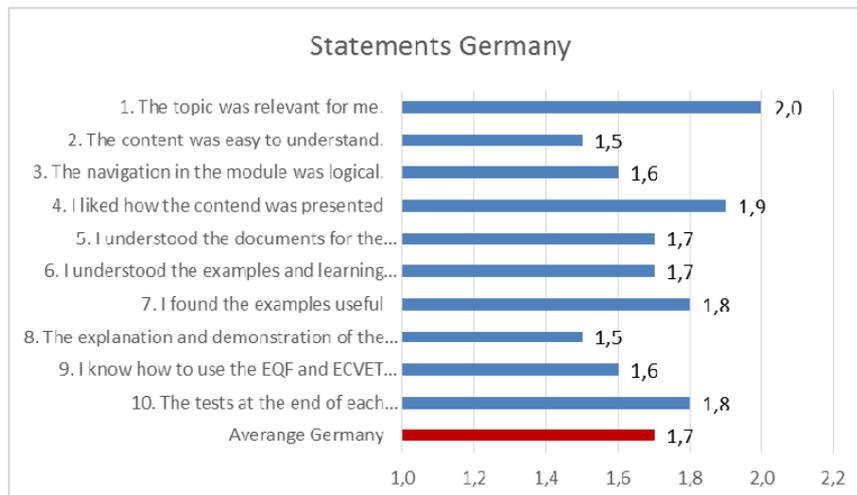
The feedback in Czech Republic was just positive, giving an average assessment of 1.9. From the 150 individual ratings to the 10 statements more than 86% are '2=agree' or even '1=strongly agree', but 13% the category '3=disagree' and 1% even '4=strongly disagree' was chosen.



When comparing the average scores for the ten statements in the evaluation in Czech Republic some significant differences can be identified. Best rating was given for the navigation (item 3) with 1.3, followed by items 4 (content) and 10 (test). The relevance of the content was judged mediocre (item 1, average 2.1), item 2 (content) and item 5 (documents of EQF and ECVET learning outcomes) score do cover average of 2.3 and item 8 (explanation of pilot course) received the worst evaluation.

2.4 Germany

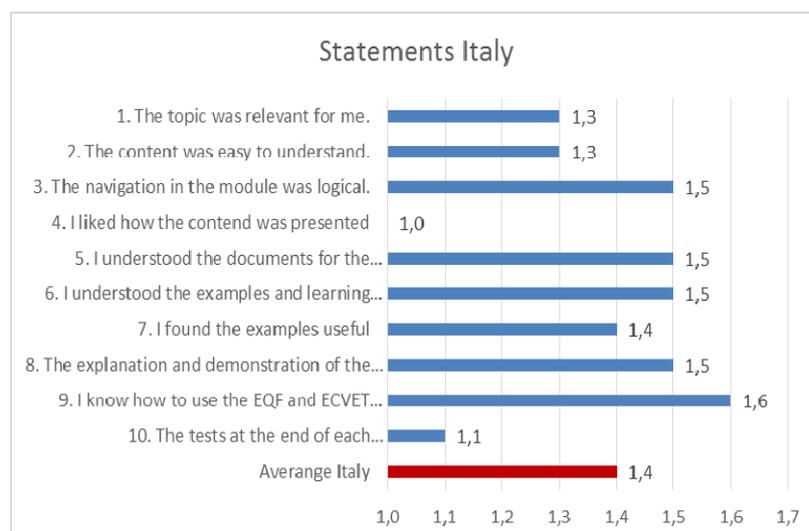
In Germany the ECVET-ECO-Qualify pilot training course was also evaluated by fifteen participants who responded to the 10 statements. From the resulting 15 individual ratings more than 83% are '2= agree' or even '1=strongly agree', the category '3=disagree' was chosen in 13% of cases and the category '4=strongly disagree' achieved remarkable 5%. The total average score in Germany was 1.7.



The statements 2 (content) and 8 explanation of pilot course) received the most approval with 1.5. The relevance of the content (item 1, average 2.0) and the presentation of the content (item 4, average 1.9) were classified a little less relevant resp. positive.

2.5 Italy

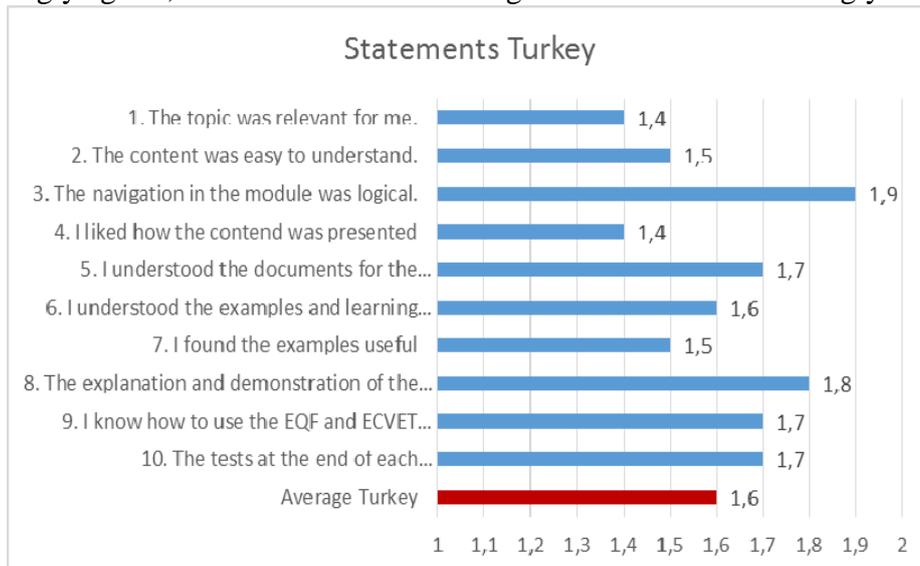
The feedback in Italy was in general very positive, the total average is 1.4. In Italy 15 participants evaluated the training course by responding to the 10 statements. From these 150 individual ratings more nearly 99% are '2= agree' or even '1=strongly agree', only 2 times the category '3=disagree' was chosen.



When comparing the ratings for the 10 statements it is remarkable, that item 4 (presentation) reached a perfect score with 1.0 followed by item 10 (tests) with 1.1! The last item 9 (use of EQF and ECVET learning outcomes) still received a positive feedback with 1.6.

2.6 Turkey

The average feedback in Turkey equals 1.6. From these 150 individual ratings 92% are '2= agree' or even '1=strongly agree', 5% accounted for '3=disagree' and 3% for '4=strongly disagree'.



When comparing the average scores for the ten statements that had been evaluated in Turkey, the generally positive impression is confirmed. All statements gained an assessment better than 2, lowest value was given to item 3 (navigation) with 1.9. Best scores were given to the items 1 (relevance) and item 4 (presentation) with 1.4, followed by statements 2 (content) and 7 (examples).

2.7 General Conclusions

The best assessments gave the participants in Bulgaria (1.2) and Italy (1.3.) The less positive scoring came from participants in Czech Republic (1.9).

The assessments in the countries differ because of **very different backgrounds and situations** concerning the development of national EQF and ECVET frameworks.

In the partner countries, where the participants are less familiar with the topic EQF and EVET system (Czech Republic, Germany), the assessment and scoring is a bit less positive than in countries with very experienced participants (Bulgaria, Italy Turkey).

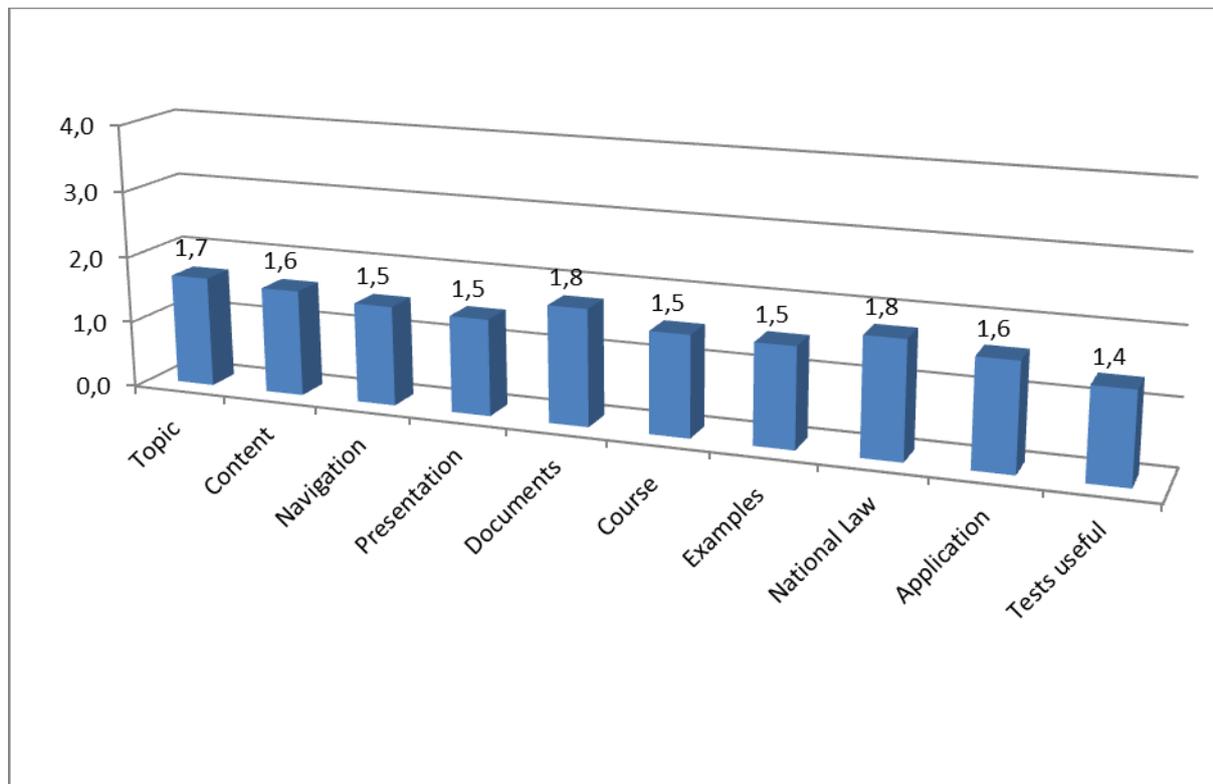
A good example is the situation in the Czech Republic where the result might be a reflection of the recent situation on EQF, expressed by the following comment: "The Czech Republic is still developing NQF, so it's hard to imagine how a new course would fit into the NQF."

In Bulgaria actors seem to be much **more familiar with the ECF/ECVET system**.

3 Results in detail

3.1. Assessments of the statements

The average assessment of the individual statements differs from the best value for the usefulness of the tests (1.4) to the lower assessment of the understanding of the documents and the accordance to the national legislation (1.8).



An analysis of the feedbacks to the different statements shows interesting results.

The feedback to “The topic was relevant for me” (1.) scores with an average of 1.7, but various notable between the partner countries and also between the participants in the same country. In some partner countries the participants are less familiar with the topic EQF and EVET system, e.g. in Czech Republic and Germany with a value of 2.0 or worse (“I agree”). In other countries the participants are better experienced participants, so in Bulgaria, Italy and Turkey with scores of 1.2 up to 1.4 (near to “I strongly agree”).

Also individual feedbacks in the countries show difference in the experiences; some participants assess with a 3 (“I disagree”).

These differences have impacts on the feedbacks of the other statements, as shown above. Less experienced participants have less positive assessments, especially to the statements “I understood the documents for the application of the EQF and ECVET learning outcomes approach” (5) and “The explanation and demonstration of the pilot course is in accordance with the national legislations and conditions in my country” (8). This is understandable, because these issues are the most difficult aspects of the whole subject, and leads to the lowest assessments of these statements.

Consistently positive feedbacks received the statements “I liked how the content was presented” (3) “I liked how the content was presented” (4), “I understood the examples and learning units showing the application of the EQF and ECVET learning outcomes approach” (6), “I found the examples useful” (7) and “The tests at the end of each module/component are useful” (10).

That shows that the didactical approach and presentation of the pilot course meets the needs and

experiences of the participants; only the specific content is for persons less familiar with the system difficult to understand. Therefore also the statement “The content was easy to understand” (2) was assessed quite different by the participants and between the partner countries.

3.2. Assessments by open questions

Additional to the fixed statements to open questions have been offered by the questionnaire, they provide some more information and specific insights of the participants, beside the average assessments.

1. Drawing from your personal experience, do you have any suggestions that would help us improve this module?

Some of the statements to the first open question express special opinions of participants, who are not the familiar with the EQV / ECVET issues, e.g. “The ECVET system and the EQF is very difficult to understand, I need to read some more about it.” or “The site is too complicated to understand and use.”

Some didn’t see the course as a pilot but as a comprehensive e-learning tool to teach organic retail topics, what is not the intention of the pilot: “More comprehensive and easy to implement methods of retailing and human health-related modules should be added I think.”

There is no visualization of the project/EU program inside the course/platform. It is necessary to upload the logo of the project and LLP.
The components of the course are consistent with the goals of the project. It is possible to develop various examples of teaching units that can be combined in different ways according to individual levels of training, experience and needs of learners.
In the platform some of the navigation buttons are only in English
The images do not appear at some pages
The Czech Republic is still developing NQF, so it’s hard to imagine how to a new course would fit into the NQF.
The ECVET system and the EQF is very difficult to understand, I need to read some more about it.
The content is excellent. Nothing is missing. I can understand every part. Perhaps it would be useful to have more interaction not beside the content, but in the modules.
As far as my field of expertise and connected trainings is related to the pilot-topics I found everything logically set-up, practical and user-friendly
Table of Contents at the beginning, the overviews with little text on the documents to download,
The test questions should relate to the learning unit for trainers. In my opinion they are at the wrong place.
Use wikis, more interactive objects, more videos and audio
I found it very voluminous and had effort to find something relevant for me. I'm not sure about the target group. There are subjects for teachers and learners.
All documents and explanations about EQF/ECVET-testing seem umständlich to me, so that at the end I didn't get the point. Often much too scientific explications, so that I jumped on to the tests and did only those. And now I don't know what for. What happens now? ... Presentation of the e-learning appears confusing and not pleasant to me. In this questionnaire, there is no possibility for a medium answer, only „yes“ or „no“ are offered. I still don't know what a learning outcome approach is.
The table with LO is very confusing and bulky. The text within the columns „knowledge, skills & competences“are too long and hard to read. I would prefer a descriptive text instead

of a table.
Much more information requested in introductory part
It is easy to understand.
Model language in the texts should be explained in a language more easily understood by people who have curiosity to these issues no matter what their education levels. Thanks to everyone who contributed. A study has proved very useful.
The module has been developed and prepared very well. Therefore, I do not have any suggestions
The industrial revolution started to gain a qualification in marketing and management with scientific concepts. Marketing and management through the various stages of the concept continues to evolve. Organic food marketing; is a concept that began to attract the attention of new institutions in our country. This concept can deal as a subject for the institutions and retailers (especially chain stores). Experienced and well educated sale staff for the sale of these products can perform only these vendors and will be able to make use the market in a more efficient way. So it is quite important to have success in training and dissemination. Thus; if a store does not have sufficient qualified staff, management decisions in this unit will be short-term and temporary. This project will contribute to close this deficiency. However, it is important to be carried out with a postmodern understanding of the marketing. Regulation of documents (methodology, learning outcomes, guide, historical information fifo, property management, marketing, sales management, etc) should consider this concept in order to meet the expectations expected from the relevant education. Methodology, learning outcomes and related information was prepared very professionally. Relevant web page can be arranged with this postmodern understanding. Also, enriched with visuals and videos. In general, module, were revealed as the effort of professional preparation.
The site is too complicated to understand and use
Very nice. Can be look at the previous projects, for example, FAO and MOA of organic agriculture in Turkey. Related links can be given.
Certainly is thought to have enough content.
More comprehensive and easy to implement methods of retailing and human health-related modules should be added I think.
May include more examples. Examples of suitable structures include more of the country and their cultural characteristics can be added.
The following topics can be added to the curriculum of the course: customer orientation, mutually beneficial supplier relationships, employee participation, Leadership , process approach, continuous improvement, system approach to management.
The picture of organic agricultural products available on the internet but I think it would be useful for the provision of the sample label

Therefore only the statements relevant for the pilot course and the regarding target groups are focused on and marked above.

The less high assessment in Czech Republic might be a result of the recent situation on EQF there: “The Czech Republic is still developing NQF, so it’s hard to imagine how to a new course would fit into the NQF.”

A statement reflecting many others is: “As far as my field of expertise and connected trainings is related to the pilot-topics I found everything logically set-up, practical and user-friendly.” and “The module has been developed and prepared very well. Therefore, I do not have any suggestions.”

Interesting remarks are: “Perhaps it would be useful to have more interaction not beside the content, but in the modules.” And “Use wikis, more interactive objects, more videos and audio”.

Another useful recommendation is: “May include more examples. Examples of suitable structures

include more of the country and their cultural characteristics can be added.”

Some comments focus on technical problems which should be solved: “In the platform some of the navigation buttons are only in English” and “The images do not appear at some pages.”

2. Which (if any) part or aspect of the course did you particularly like or find useful?

Also for the second open question some very individual assessments reflect the different experiences and qualification level of the participants. But in general most of the comments are very positive.

The first good impression makes the overall concept and structure of the course regarding the modification of the methodology for teaching in a very specific sector of marketing and sales, such as that for organic food. Since this is a very specific subject, it is also necessary for students to acquire knowledge and skills that are mainly applicable to this particular sector.
The compactness and simplicity in the presentation of the material, making it easy to understand and absorb and provides an opportunity for training even of "non-professionals".
The organic food retailing and the e-learning are very up-to-date
Presenting the EQF and ECVET on-line is not an easy job, but it is done well. Congratulations!
Understanding thy system of Learning outcomes helped me a lot.
The sample units were quite useful to understand the very complex issues.
I like this differentiation: Learning outcomes are defined statements of what a learner after a learning process "knows, understands and is able to do".
As I am working as a market-developer the marketing-related module was interesting to study and to work through.
The pictures are beautiful. Arouse interest, moving the course looks like on. Each side at least one image is a nice idea.
Clear structure, Moodle is well used in our institute.
Which examples? Within the documents or within the tests? Within the document about teaching methods the text was hard to understand, the content wasn't anything new. For those, who never taught, perhaps the guidelines could be useful.
I liked the films within the lessons and also the testing questions. In whole, there could be more films or animated films, graphical presentations, photo sequences and interactive elements, to make the subjects concrete and to boost the activity of the participants.
I found particularly interesting the issues about R. Steiner
Marketing Module
I think it's extremely useful.
In the text, from production to consumption stage actual information is presented. Also examples are from the real life so that is so useful.
Descriptive and understandable language preparation.
The methodology of the course, and the guide was very professional and prepared with content satisfactory outputs.
I agree to the course to be made for this purpose.
Presentations tests learning outcomes
Found it useful
Definitely a useful course
I think such a study is important in the retailing sector especially on organic products.
To be able to share our ideas and requests in the forum is a good thing.

Especially the labelling of organic products I found useful portion. I think it is very useful to distinguish organic and non-organic products.

Most of the participants assess the pilot course very positive and useful: “The methodology of the course, and the guide was very professional and prepared with content satisfactory outputs.” “Definitely a useful course.” “The organic food retailing and the e-learning are very up-to-date” and “The compactness and simplicity in the presentation of the material, making it easy to understand and absorb and provides an opportunity for training even of "non-professionals". The most compiling assessment is “Presenting the EQF and ECVET on-line is not an easy job, but it is done well. Congratulations!”

Some interesting remarks are noticed: “In whole, there could be more films or animated films, graphical presentations, photo sequences and interactive elements, to make the subjects concrete and to boost the activity of the participants.”

4 Overall Conclusions

With a **total average score of 1.6** (of 4.0) by all test participants in the six different partner countries the overall assessment can be called very positive.

The best assessments gave the participants in Bulgaria (1.2) and Italy (1.3.) The less positive scoring came from participants in Czech Republic (1.9).

The average scores for the ten statements show an **overall very positive assessment** with **some differences** in the six partner countries.

The assessments in the countries differ because of **very different backgrounds and situations** concerning the development of national EQF and ECVET frameworks.

In the partner countries, where the participants are less familiar with the topic EQF and EVET system (Czech Republic, Germany) , the assessment and scoring is a bit less positive than in countries with very experienced participants (Bulgaria, Italy Turkey).

Some recommendations for improvements are interesting, e.g. for more interactive elements, videos etc.

Most of the participants assess the pilot course **very positive and useful**: “The methodology of the course, and the guide was very professional and prepared with content satisfactory outputs” or “Definitely a useful course.”

To summarize of the overall assessment and most comments of the participants finally one comment should stand at the end:

**“Presenting the EQF and ECVET on-line
is not an easy job, but it is done well.
Congratulations!”**