

Internal Evaluation Report - KEMP Course

Summary of the results from KEMP course

KEMP - 134681-LLP-1-2007 - 1 - PT-GRUNDTVIG-GMP



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1. Introduction

The KEMP Course, which was undertaken in the framework of the project no. 134681-LLP-1-2007-1-PT-GRUNDTVIG-GMP, represented one of the most important events in the project life time. At this training action were implemented into practice all the 6 learning modules that constitute the KEMP Course curriculum in their final versions and the partnership consortium had excellent opportunity to verify the course content also on the target group.

This Course was held in Florence and the Italian partner - TK Formazione was in charge of organizing it, who also worked on the “Implementation guide for KEMP course”. This document was useful not only for the project partners, but also for the trainees. As the participants of the KEMP course were attending this event under the GRUNDTVIG In-Service Grants, this guide provided them with important information, how to apply for the grant at their home National Agency and what they can expect from the sole course.

The whole Course was organized in the period from 5th October 2009 till 9th October 2009 and in these days was given the 32 hours planned of specific content related mainly with electronic services and professional counselling and guidance. The Course Participants were people in the target group of 45+ working at the following (or very similar) positions:

- Administrative staff working in training institutions, private schools (including senior universities), SME providing training activities and HR departments.
- Trainers and administrative staff from trade unions, business associations, non-profit associations, NGOs involved in training activities.
- Administrative staff, trainers, and managers from VET providers.
- Teachers of public schools.

In the project application form was previewed that the KEMP Course would be attended at least by 14 persons. The partnership gathered 8 trainees from 3 partnership countries, even though the consortium made a huge effort to reach the original number of participants. It is very important to mention that altogether were submitted approximately 35 applications for grant from different EU countries. As a result only 8 applications were approved for financing, some of the applications were placed on the reserve list and the rest of them were not recommended for financing at all.

The main aims of the KEMP Course were:

- To offer a training course under Grundtvig grants at European level addressed to senior workers on ICT skills.
- To promote the importance of lifelong learning for senior workers.
- To improve their competence by developing e-skills, in particular ICT tools/solutions and Internet in professional and educational/training contexts.
- To diminish their resistance to the daily use of ICT-based tools and services at work and personal level.
- To raise awareness among active senior workers how ICT and Internet can make their daily life easier, especially their professional life.
- To exchange experiences with colleagues from other countries.

At the end of the KEMP Course participants should:

- Be able to use ICT tools/solutions and the Internet both in professional and personal contexts.
- Be aware of the advantages of the use of Internet and the exchange of information through new ICT.
- Improve their labour situation and their inclusion in the Information Society.

KEMP Course was structured into individual modules, which were subsequently divided into lessons. Each module was supported by the learning/training materials for trainees as well as the manual that served to the trainer as a guide. Moreover, for each module were also prepared the MS Power Point presentations providing the visual support and summarizing the main important points of the given theme. Comparing to the Pilot Course, which was undertaken in Spain in March 2009, the content of the whole course was slightly adapted and updated. Main changes were related to the practical examples and was paid more attention to the parts mentioned by Pilot Course participants as important and/or crucial.

The order of modules and their time division was as following:

Course contents and timetable	
Training modules	Duration
Module 1 - Vocational orientation	6 hours
Module 2 - E-communication	11 hours
Module 3 - E-learning	6 hours
Module 4 - E-banking	3 hours
Module 5 - E-business	3 hours
Module 6 - E-government	3 hours
Total	32 hours

2. Internal evaluation methodology

In the framework of KEMP Course was performed an evaluation and overall assessment at two levels. The first one was ensured by the independent external evaluator - Mrs. Angelica L. Bucur-Marinescu and is deeply described in the External evaluation report from KEMP Course. The second level of evaluation was developed by the internal evaluator represented by TEMPO TRAINING & CONSULTING.

While the external evaluation of the KEMP Course had rather a more qualitative character, which was strengthened by the personal attendance of Mrs. Bucur-Marinescu in Florence for 5 days, the internal evaluation could be considered as the mix up of qualitative and quantitative approaches that were implemented through the questionnaire research. Internal evaluator of the project did not have the opportunity to attend to this KEMP Course.

As it was agreed by the whole consortium during the 4th international meeting, which was held in Graz in April 2009, it was necessary to simplify the internal evaluation approach, because as it was mentioned by some of the Pilot Course participants, this one was a little bit complicated and time consuming. Moreover the main purpose of KEMP Course was not to get a feedback for improving the existing materials but implement the final version of the training materials in the framework of the Grundtvig In-Service grants at the representatives of the project target group. Mutual compromise was that trainees would assess KEMP Course on the base of 3 questionnaires. Two of questionnaires were devoted to the modules evaluation, while the third one objective was to assess the Course as a whole. First questionnaire objective was to evaluate Modules 1, 2 and 3 and was distributed to the trainees only after the end of the 3rd Module. Second questionnaire purpose was to evaluate Modules 4, 5 and 6 and was distributed to the trainees only after the end of the 6th Module. The questionnaire assessing the overall quality and aspects of KEMP Course was distributed among participants at the last day of the sessions.

Different approach was chosen for the evaluation from the side of lecturers/trainers. Even though the partnership wanted to simplify the evaluation also at this level, there was not found a better and more suitable solution than to assess each module individually immediately after its end. Internal evaluator used purely open questions giving to the lecturer enough space for the providing of his/her feelings, recommendations and opinions. As the general aspects of individual modules were quite similar, there was developed only one universal questionnaire that served for the assessment of all modules. Apart of evaluating each module separately, there was again one overall document which objective was to assess the Course as a whole. This overall questionnaire was composed by the “tick-in” questions, which were added also by the possibility to comment the answer more deeply in written form.

As planned the, evaluation questionnaires of the modules (trainees) were distributed to the interested persons after the end of the 3rd and 6th module. Evaluation questionnaires of the modules were distributed to the lecturers after the end of each training day, respectively at the end of each module. The questionnaire summarizing overall data was provided to be filled in after the end of whole course, so the participants and lecturers could assess the event from a complex point of view.



All questionnaires were scanned and sent to internal evaluator after the end of the KEMP Course. These were then deeply analysed and served as the basic “building stone” for this KEMP Course internal evaluation report. The main and most important results coming up from the internal evaluation will be summarized in following parts of this report.

3. Modules evaluation - Trainees

In this part of the evaluation report will be indicated the number of answers given to each evaluated point (and the overall percentage), which are coming up from the questionnaire assessment that was undertaken after each module.

Table 1 -Summary of Module 1, 2 and 3 evaluation

MODULE 1: VOCATIONAL ORIENTATION	Not sufficient	Sufficient	Good	Excellent
Description of the project background, its aims, expected results and products.			6/75%	2/25%
Description of the purpose of the Module 1.			5/63%	3/37%
Description of the specific goals of the Module 1.			5/63%	3/37%
Explanation of individual exercises, which were used in the Lesson 3.			2/25%	6/75%
Suitability of exercises used related to the needs and expectations of the participants.		1/13%	1/13%	6/74%
MODULE 2: E-COMMUNICATION	Not sufficient	Sufficient	Good	Excellent
Information related to using of different types of e-mail programmes were:			2/25%	6/75%
Description of the advanced tools of e-mail box and how effectively use them in the practice was:			4/50%	4/50%
Information provided according to the instant messaging, its purpose and methods how to effectively use it were:			3/37%	5/63%
Description and explanation of the term VoIP and its tools was:			4/50%	4/50%
Description of video conference, its installation, using and main purpose was:		1/13%	3/37%	4/50%
MODULE 3: E-LEARNING	Not sufficient	Sufficient	Good	Excellent
Explanation of the term “e-Learning” and what does it mean in practice was:			5/63%	3/37%
Explanation, performance and suitability of exercises in Lesson 1 was:			4/50%	4/50%
Description of the e-learning platform concepts was:			4/50%	4/50%
Structure of step-by-step description of the case scenario was:			3/37%	5/63%
Exercise place in the “lesson summary” and its suitability was:			3/37%	5/63%

We can consider the overall evaluation of the first three modules as very positive. Almost all questions were answered as “good” or “excellent”, which proves that the final versions of modules

were of a high quality. The answer “sufficient” was chosen only in 2 cases, which are related to modules 1 and 2.

It is always very sensitive question to choose suitable practical examples in connection with the professional counselling and guidance. Taking into consideration the diversity of services sector and range of work positions of participants, it was really necessary to use general examples, which would be appropriate to all participants, but of course do not deeply reflect the particular needs and expectations of individual participants in this area. That is why it may happen that some of the participants will not see the practical examples as very suitable for them. But anyway, 75% of participants evaluated the suitability of exercises in this module as “excellent”.

Regarding the description of video conference, its installation, using and main purpose, there was also one answer mentioning the assessment “sufficient”. Even though the video conference is very practical and time saving tool, its using is still on rather lower level. Moreover, this area is little bit more complicated and complex. Unfortunately the time framework of the Course did not enable to the partnership to devote to this question more time. In any case, participants were provided with useful tips and recommendations, where they can find more information about this area.

One of the participants also mentioned that the evaluation of individual modules should be made immediately after the end of each module. As it was mentioned at the beginning of this report, the solution to make assessment after 3 modules was a result coming up from the evaluation of the Pilot Course. Of course, this approach could not be suitable for all trainees, but it was the only way how to eliminate the number of questionnaires and in final the time needed for the undertaking of the internal evaluation.

Table 2 -Summary of Module 4, 5 and 6 evaluation

MODULE 4: E-BANKING	Not sufficient	Sufficient	Good	Excellent
Explanation of the term <i>e-banking</i> and what does it mean in practice was:			5/63%	3/37%
Overview of common e-banking services was:			5/63%	3/37%
Description of advantages/disadvantages of using of e-banking was:			5/63%	3/37%
Description of security & privacy of virtual banks was:			5/63%	3/37%
Description of the area of data transmission security was:			5/63%	3/37%
MODULE 5: E-BUSINESS	Not sufficient	Sufficient	Good	Excellent
Description and explanation of the term <i>e-business</i> was:			3/37%	5/63%
Description and explanation of the different models and types of e-business was:			4/50%	4/50%
Summary of some e-business advantages, which should motivate users/clients to use e-business was:			3/37%	5/63%

Description and explanation of the general computer security/e-commerce security was:			3/37%	5/63%
Description, performance and suitability of exercises pointing to buying through e-shops/e-auctions was:			5/63%	3/37%
MODULE 6: E-GOVERNMENT	Not sufficient	Sufficient	Good	Excellent
Description of the history of e-government in particular countries was:			7/87%	1/13%
Description of the term <i>e-government</i> was:			6/75%	2/25%
Description and explanation of e-government advantages and disadvantages was:			5/63%	3/37%
Description, performance and suitability of exercises in Lesson 2 was:			5/63%	3/37%
Description of e-government policy of the European Union was:			5/63%	3/37%

The results coming up from the evaluation of Modules 4, 5 and 6 can be perceived even better than at first three modules. These modules were from the point of view of participants perceived as very well prepared and the trainees were satisfied with their performing as well as with the explanations of their individual parts. The answers from trainees were only “good” and “excellent”, while the distribution between these two variants was almost balanced.

The only bigger disproportion can be seen at the Module 6, which is relating to the e-government. The description of the history of e-government was assessed by 7 participants as “good”. At this point is important to carry out that the history of e-government development is very complicated and different from country to country. Taking into account the time framework devoted to the lesson related to the history of e-government, it was really difficult to deal with the limits and barriers. Moreover, sole definition/term of e-government is very complex and not easy to understand for people, who have never got in touch with this tool before. Anyway, the objective is to introduce participants to this theme giving them basic information and provide them with some useful links where they can find more information about this area.

Again, one participant mentioned that the modules evaluation should be undertaken immediately after the end of the individual sessions. As it was mentioned above, all project partners agreed to simplify the internal evaluation approach in this way, so it was a “price paid for this compromise”.

4. Overall evaluation of the course - Trainees

This part is aimed to provide main results that were obtained during the overall evaluation of the KEMP Course. The object is also to provide some recommendations for improvements that should be implemented for the KEMP Course in case that this one will be organized again in the future.

KEMP course background	Not sufficient	Sufficient	Good	Excellent
Accessibility and placement of the training rooms, where the KEMP course was undertaken:		1/13%	4/50%	3/37%
Appropriateness of the spaces and their capacity:	1/13%	1/13%	6/74%	
Equipment and technical background of the KEMP course:			6/75%	2/25%
Level of connected services (e.g. helping staff, coffee breaks, refreshment, etc.):			4/50%	4/50%

The background of KEMP Course can be perceived positively. It is obvious that the partnership and mainly the host organization (TK Formazione) of the KEMP Course were aware about the sensitivity of this area and they undertook corrective measures on the base of the feedback, which was provided by the Pilot Course participants in the March 2009. As the main improvements in the course background can be mentioned following points:

1. All computers used during the course disposed by the software in EN language
2. 1st Module was trained by the specialist from the area of professional counselling and guidance
3. Both trainers of the course were EN native speakers
4. The space of the rooms was appropriate for the group of 8 people

Anyway, we have to mention that one of the participants assessed the appropriateness of the spaces and their capacity as not sufficient. As it was explained to internal evaluator later on after the course, it was due to the fact that the participant missed the “space for relaxing”, which would be right next to the classroom. Moreover, one participant evaluated the capacity of spaces as sufficient. What’s relating to other questions, these were mostly “good” or “excellent”. Only at the question relating to accessibility and placement of the training rooms, one of the trainees answered that these were sufficient.

Finally, we can perceive the overall organization and background of the KEMP Course as very good and we could recommend this approach in organizing the international courses as a “good practice” also for other organizations, who would like to prepare and implement the course under the Grundtvig In-Service grants.

KEMP course performance	Not sufficient	Sufficient	Good	Excellent
The time schedule for the course and its planning was:		1/13%	5/62%	2/25%
Keeping of the planned schedules and times for undertaking of modules/lessons was:		1/13%	6/74%	1/13%
Time devoted to individual modules/lessons and its appropriateness related to the importance of theme was:		2/25%	4/50%	2/25%
Time devoted to the practical case scenarios in the comparison with the time devoted to the theoretical background was:		2/25%	4/50%	2/25%

The evaluation of the KEMP Course performance is in comparison with the Pilot Course almost same and there were not reported any important changes. Even though the partnership decided on the 4th international meeting in Graz that the Trainers Manual would be adapted and the number of themes approached in the sessions reduced, some of the participants still perceived spaces for improvement. Anyway, it is important to mention that the implementation of the course and most of the modules depends on the ICT level of the trainees. During the KEMP Course were obvious differences in the ICT skills at individual trainees and that is why, during the course implementation were faced some difficulties.

Concerning the questions related to this part at least one participant laid down “sufficient”, which could be perceived as a sign that the agenda of the course was still little bit crowded. As it was found out in the “Good Practices Handbook”, people from the target group 45+ need a “slower rhythm of training”, so it is a question if this crowded agenda decreased the quality of training. From more positive point of view, current status quo on the content provides more complex and clear frame also for the interested persons, who would like to undertake KEMP Course through self-learning.

Trainers	Not sufficient	Sufficient	Good	Excellent
The knowledge of trainer(s) about individual themes was:			3/37%	5/63%
The individual approach from the side of trainer to the trainees was:				8/100%
The ability of trainer to provide and explain the theoretical background in interesting and understandable way was:			1/13%	7/87%
The sensitivity of trainers to the needs and requirements from the side of trainees was:				8/100%

Modules of KEMP Course were trained by two lecturers, who were found as the experts on given areas. Partner responsible for the organization of the course followed the recommendations given by internal evaluator in the evaluation report from the Pilot Course and found a special professional for training of Module 1 relating to counselling and guidance. Other 5 modules were led by an expert on the area of e-services. As it can be seen from the evaluation grid, the results are very positive and

the participants were very satisfied with the role and work of the trainers. This approach could be recommended as a good practice also for the possible future organisation of KEMP Course.

Trainees manual	Not sufficient	Sufficient	Good	Excellent
The extent of trainees manual for the undertaking of the whole course was:		1/13%	4/50%	3/37%
Practice scenario/examples and their description and explanation was:			3/37%	5/63%
The theoretical part and its “ability” to grip the interest of trainees was:			6/75%	2/25%

The Trainees Manual served to the participants as the main supporting material, that should provide them the help during the course undertaking as well as it served to them as the book with the practical examples. This manual was evaluated by the participants in almost all cases as “good” or “excellent”, so we can expect that it button up its purpose. Only one participant laid down that the extent of the Trainees Manual is sufficient. This assessment could be perceived as little bit strange as the manual has almost 400 pages.

Very interesting is the comparison of the last question related to the theoretical part and its “ability” to grip the interest of trainees. While during the evaluation of the Pilot Course 73% of participants assessed this one as excellent (27% as good), during the KEMP Course only 25% laid down the answer “excellent” (75% good). From this fact is obvious that the evaluation of the Trainees Manual was very subjective and it was very dependent on the stereotypes and preferences of individual trainees.

General information about the content	Not sufficient	Sufficient	Good	Excellent
The balance among individual modules/lessons and their importance was:			6/75%	2/25%
The content of individual modules/lessons in comparison with your expectations can be considered as:			4/50%	4/50%
Time distribution of the course according to the importance of individual modules was:	1/13%		5/62%	2/25%

The content in general can be considered as well prepared. From the distribution of answers of individual trainees is obvious that almost all of them were at least satisfied with the content in general. It could be also proved by the fact that except of one answer, all of them were divided between possibilities “good” and “excellent”. Only one participant laid down that the time distribution of the course according to the importance of individual modules was not sufficient. As it was mentioned also in the previous part of this report, KEMP Course was composed as a universal training material, which should cover the wide needs and expectations of the project target group. So it is absolutely normal that one of the trainees did not found out the time distribution of the course appropriate for him/her. That is why this deviation from average could be perceived rather as the statement of personal non satisfaction than a crucial failure of the course.

Social activities	Not sufficient	Sufficient	Good	Excellent
The time space for the exchanging of information and experiences among participants was:		2/25%	3/38%	3/37%
The level of social and connected activities during the course was:		3/38%	2/25%	3/37%

Even though the assessment of social activities and its combination with training activities is still rather positive, we can see that the participants were not as satisfied with this area as during the Pilot Course. That is why it is important to pay attention to a good balance between the training and social activities during the course. It is crucial mainly for the next courses, which would be developed on the basis of KEMP Course.

5. Modules evaluation - Trainer

This part of the report is aimed to provide the main results that came up from the internal evaluation that was made with the trainers of KEMP Course. The sole comments provided by the lector can serve for the partnership as recommendations and advices for the future organizing of the KEMP Course (international or national level). That's why these are taken into the consideration primarily. Because the internal evaluator was not presented at KEMP Course and can not objectively review the real undertaken of the course in time and place, his comments will have amending character.

As it was previewed before in the text, for the evaluation and assessment of all modules was used unified questionnaire, which was composed from below mentioned questions.

Which are the weak points of this Module from your point of view?

(Please, take lesson after lesson laid down in this module and clearly describe all possible weak points, which were observed during the training session)

Module 1

Lesson 2 did not really have any weak points - except perhaps that our participants did not have strong intentions to change anything about their careers.

Lesson 3 - as all participants were in the education field, the value of Lifelong Learning was taken as normal for them.

Module 2

Not enough time available to thoroughly cover all material presented in the course book. As a result, some sections were missed so that more time could be spent on topics that were most relevant to the students' lives and careers.

Module 3

Definitions of various types of e-learning could be simplified to enable easier understanding by the trainer and students.

Module 4

Exercise 1 was difficult to perform. It was hard to find information relating to e-banking in a specific country as different banks in a country introduced electronic services at different times.

Module 5

Not enough time available to complete all exercises. Text could be edited and simplified to enable easier understanding by trainer and students.

Module 6

Module may be a little boring as the didactic method involves the trainer reading large volumes of text to the students. Some portions of the text are difficult to understand or are unnecessarily complicated.

The text contradicts itself. E.g. P313 of student manual states that e-government began in Britain from 1994 to 1999, however the history of e-government for Portugal (p317) states that it dates back to 1991.

Graph on P329 is difficult to interpret.

Which are the strong points of this Module from your point of view?

(Please, take lesson after lesson laid down in this module and clearly describe all possible strong points, which were observed during the training session)

Module 1

Lesson 2 - this age-group seemed particularly interested in examining and developing their personal capabilities.

Lesson 3 - everyone enjoys a quiz - so Holland's hexagon was found very enjoyable.

Module 2

Although all students were familiar with e-mail, it was beneficial for them to gain an understanding of how e-mail works. Particularly setting up an e-mail account in Outlook Express, gaining an understanding of servers (e.g. POP/SMTP), settings, and protocols. Students also identified benefits, disadvantages and limitations of various approaches to e-mail (e.g. Webmail, POP, IMAP).

Some students who had previously used their business e-mail addresses for personal e-mail learnt that they should keep these separate and created new g-mail accounts that they would continue to use after the course.

All students had never previously used VoIP or videoconference (particularly Skype). By the end of the lesson the students all expressed that they would continue to use Skype after the class. One student identified that by using Skype, her company would no longer need to send up to ten teachers to assess students on-site at business premises, amounting in significant cost savings.

Module 3

Students gained an understanding of the various approaches to e-learning. The concept of a platform was introduced and students identified how tools that they had seen separately (e.g. e-mail, videoconference, chat, and forum) were integrated into a 'platform'. Using this knowledge, students later identified that e-learning was a type of platform that integrated e-mail and asynchronous/synchronous customer service.

Module 4

The lesson on security and privacy of virtual banks was beneficial as it allowed the students to get an understanding of security considerations required for safe e-banking and to avoid fraud via scams (e.g. email). An understanding of the different methods used by banks to ensure their customers' security was gained by students explaining the methods that exist in their own countries.

Module 5

Students became aware of the different types of e-business models in use. Previously students had thought of e-business as purely making purchases online. The module prompted further discussions about security considerations when making purchases online. Students that had never made purchases online (due to not having a credit card) learnt that they could still make online purchases from many vendors using broking services such as PayPal.

Module 6

The module provides a good background for discussion on e-business in different countries and the various levels of automation that can be applied to government services. Students discovered services provided by their own governments electronically that they did not know were available.

Is the theoretical part of the Module enough interesting for the trainees?

(Please, provide your opinion about the Module ability to catch the attention of the trainees. If you will find some problems in this area, please try to provide some solutions)

Module 1

Yes, trainees all seemed to find the Module interesting.

Module 2

Yes, the students are interested as the topics are very relevant to their lives. Students were eager to learn more about tools they were already using or had heard about.

Module 3

The theoretical component provides a good basis for discussion.

Module 4

The module provides a good background on e-banking. All students had been using e-banking services for three years or more so already had a very complete understanding of e-banking before the module so it was difficult to present new and interesting concepts.

Module 5

Yes, the theoretical component is relevant as it extends the students' definition of e-business to include more than just online purchasing.

Module 6

The theoretical component is not very engaging for the students. A detailed explanation of electronic security certificates would be beneficial.

Is the practical part of the Module applicable for the needs of trainees?

(Please, provide us your opinion and feedback about the suitability of the case scenarios and examples trained during the Module. Take example after example in this Module and briefly describe all relevant points - weak and strong points, advantages and disadvantages of implementation, ...)

Module 1

The majority of participants already knew how to use Internet quite well, so there was not much to teach them.

Module 2

Yes, the practical components were very relevant to the needs of the students. All students enjoyed the practical components.

It would be beneficial to include Microsoft Outlook, as this is the program the students are most likely to encounter in their business lives. Using Outlook (in addition to Outlook Express) would also reinforce the fact that multiple e-mail clients can work with the same generic servers. The inclusion of IMAP would also help to further demonstrate the differences and limitations between various mailbox protocols.

Students also wanted to understand the difference between Outlook and Outlook Express. A demo of Outlook was given, including the tasks, calendar etc, and we discussed the ability to share these using Groupware products (e.g. Microsoft Exchange Server). It would be beneficial to include a lesson on Outlook, where students can practice creating calendar entries etc; a discussion on Groupware should also be included (costs of Groupware products making practical exercises expensive!).

Module 3

Yes, the students demonstrated their understanding by using terminology they had learnt to solve the problems presented in the case studies. The students enjoyed the practical component of finding their own 'dream course'. Students were surprised to find some online options for courses they were

interested in and even came up with new ways of using online courses (e.g. a small group of friends taking an online dress making course together, led by one member with some experience in that area).

Module 4

Exercise 1, 2, 3 were not appropriate for this group of students due to the fact they have used e-banking for many years.

Module 5

Yes, however not enough time was available to complete all exercises.

Module 6

The practical components were relevant as they allowed students to discover electronic government services available in their countries that they were not previously aware of.

Do you think that the extent of this Module is appropriate to the needs of the project and the Grundtvig course?

(Please, indicate all possible deviations and discrepancies, which you can see in the global aim of the Module and its practical implementation. Provide us your opinions and suggestions about the possible enlarging or reduction of the Module content)

Module 1

I think the Module was appropriate to the project - perhaps rather too much material for the time available.

Module 2

Yes the module is very appropriate. More time would be beneficial. See previous point for suggestions for improvement.

Module 3

Yes, students gain an understanding of how e-learning can be used for personal and career development.

Module 4

The module is beneficial as it prompts discussion of security best practices. The skill level of the students defines the appropriateness of this module.

Module 5

Yes, the module provides a good breakdown of the different types of e-business and prompts discussion of security issues. It may be beneficial to introduce an additional module specific to computer security covering virus scanners, firewalls, malware scanners and an introduction to the different types of computer security threats.

Module 6

The module provides a good overview of e-government but could be shortened to allow more time to be given to areas of greater relevance.

How would you evaluate the overall quality of the Module?

(Please, provide us your feedback about the overall quality of this Module in comparison with other courses/modules, which you normally train)

Module 1

The quality of the Module was very good although the language used was sometimes difficult to interpret and to follow.

Module 2

The module was of high quality. The content was relevant, the hands on approach was enjoyable and the students all learnt new skills.

Module 3

The module is of good quality and provides an excellent basis for discussion. Due to the complexity of the subject being presented, and the need to explain the broad umbrella term 'e-business', it would be beneficial for all course material to be edited to provide simpler and clearer definitions.

Module 4

The module is of good quality.

Module 5

The module is of good quality and provides a good overview of e-business.

Module 6

The module is of satisfactory quality. As the module is designed to be presented orally, the text needs to be edited to allow clearer understanding by the trainer.

6. Overall evaluation of the course - Trainer

The main purpose of this chapter is to provide the overview of complex evaluation and assessment related with the KEMP Course as a whole. In this part are laid down and evaluated the main results obtained from the overall questionnaire filled in by both of the course trainers. The number of questionnaires does not represent enough samples to be averaged and that is why in the following text will be presented the results individually for each of the trainers.

KEMP course background	Not sufficient	Sufficient	Good	Excellent
Accessibility and placement of the training room, where the KEMP Course was undertaken:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Appropriateness of the spaces and their capacity:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Equipment and technical background of the KEMP course:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Level of connected services (e.g. helping staff, coffee breaks, refreshment, etc.):	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

“There was not so much space for moving around the room, considering the size of the table. On the other hand, computers arranged on an oval table was a nice idea for teambuilding.”

KEMP course background	Not sufficient	Sufficient	Good	Excellent
Accessibility and placement of the training room, where the KEMP Course was undertaken:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Appropriateness of the spaces and their capacity:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Equipment and technical background of the KEMP course:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Level of connected services (e.g. helping staff, coffee breaks, refreshment, etc.):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

“The training room was easily accessible and was in a quiet area. The training room was sufficient for the course. The use of English keyboards would be advantageous. There were some issues with Internet Explorer for some students, Firefox was used to work around the issues but was a little frustrating for the students. It would save some time to have Java and Flash already installed on the PCs. Facility staff were very helpful and friendly.”

KEMP Course performance	Not sufficient	Sufficient	Good	Excellent
Time schedule for the course and its planning was:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Keeping of the planned schedules and times for undertaking of modules/lessons was:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Time devoted to individual modules/lessons and its appropriateness related to the importance of theme was:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time devoted to the practical case scenarios in the comparison with the time devoted to the theoretical background was:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

“Module 1 is very large and in the 6 hours available it was necessary to focus on essentials, in order to ensure all main points were covered.”

KEMP Course performance	Not sufficient	Sufficient	Good	Excellent
Time schedule for the course and its planning was:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Keeping of the planned schedules and times for undertaking of modules/lessons was:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Time devoted to individual modules/lessons and its appropriateness related to the importance of theme was:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Time devoted to the practical case scenarios in the comparison with the time devoted to the theoretical background was:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

“More time for the course would be beneficial. A two-week course would be quite possible! There is a large amount of information to get through, and due to the time constraints some exercises and case studies had to be skipped.”

Trainees	Not sufficient	Sufficient	Good	Excellent
The knowledge of trainees about individual themes at the end of course was:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The ability of trainees to understand the theoretical background and then interpret the information in right and understandable way was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The sensitivity of trainees to the needs and requirements of the whole group and individual participants was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

“The trainees were all very competent and participative. But did they really represent the target of the KEMP Project?”

Internal evaluator’s note: The original and most important target group of the KEMP project were workers in age of 45+ working in the SMEs in the services sector. Even though the project and training materials would be promoted also to trainers, these were not a prime project target group. But as it was previewed in the project application form that the KEMP Course will be promoted under the Grundtvig In-Service grants, the consortium of partners had to adapt the target group of the KEMP

Course little bit and promote this event mainly to trainers and teachers. This step could be considered as a strong point, because higher versatility of results was reached so far.

Trainees	Not sufficient	Sufficient	Good	Excellent
The knowledge of trainees about individual themes at the end of course was:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The ability of trainees to understand the theoretical background and than interpret the information in right and understandable way was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The sensitivity of trainees to the needs and requirements of the whole group and individual participants was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

“The trainees expanded their knowledge in all areas presented in the course modules. Trainees provided valuable input and a good balance between trainer/trainee talking time was achieved. The group was a pleasure to work with. Trainees assisted each other throughout the learning process - more advanced students assisted their peers with both computer and English skills.”

Trainers manual	Not sufficient	Sufficient	Good	Excellent
The extent of trainers manual for the leading and training of the whole course was:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice scenario/examples and their description and explanation, so they can be trained during the sessions, was:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The theoretical part and prepared PPT presentations were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

“While the English of the manual, and project documents in general, was admirable for non-mother-tongue writers, in several places there were language errors and sometimes the thinking was difficult to follow. (I was helped by my knowledge of Italian, which evidently resembles Portuguese logical sentence construction”). Northern European participants on the course agreed that the English should be corrected, for future sessions.”

Trainers manual	Not sufficient	Sufficient	Good	Excellent
The extent of trainers manual for the leading and training of the whole course was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice scenario/examples and their description and explanation, so they can be trained during the sessions, was:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The theoretical part and prepared PPT presentations were:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

“The trainer’s manual is invaluable to the successful presentation of the course. The timing and teaching method notes assist the trainer in delivering the course in the way it was designed to be delivered. All material used in the course (trainees manual, trainers manual, and PowerPoint presentations) could be made clearer if edited by a native speaker of English.”

OTHER CONTRIBUTIONS

1. Participants seemed to find this module interesting. This age group also appreciated the concept of self-esteem - placing value on their abilities and experience. This also seems the ‘right’ age for analyzing and re-planning one’s vocational orientation. As most of them were teachers (was this the target intended?), they had no difficulty in agreeing that Life Long Learning was a positive thing. While few seemed interested in moving jobs, everyone completed the vocational project for change and improvements within their present work environment.

2. The course was a great success! All participants left with new e-skills and a better understanding of the technologies and topics presented. As the trainer, it was a rewarding experience and I thank you again for giving me the opportunity to be involved in the KEMP program. I wish you all the best for the future of the program and know that the course will only continue to get better as future trainers and trainees provide their input.

7. Conclusions

KEMP Course, which was held in the framework of the project KEMP - Keep employment by developing e-skills, represented the main event that should help the project consortium to verify the final version of the content of the course in practice. The course was attended by 8 trainees from the target group of people 45+ working in SMEs in services sector.

Internal evaluation was performed on the base of evaluation questionnaires, which were specially developed for the assessment of the course from the point of view of trainees, as well as trainers. The results obtained from these questionnaires provided a clear feedback regarding the course to the consortium of KEMP project. Even though the purpose of the undertaken evaluation was not primarily devoted to get a feedback for next improvements of the learning materials, the obtained information gave indications on this level, allowing a better approach to who would like to implement the KEMP Course again in the future (does not matter if it will be on the national or international level).

In general, we can consider the evaluation of KEMP course as very positive and the reached results are in full correspondence with the expectations of the partnership. Very good results were reported mainly in the assessment of individual modules. Except of some very small difficulties, which did not decrease the high quality of the course anyhow, the satisfaction of all participants with the training content was at very high level.

Some problems occurred only at the overall evaluation of KEMP Course. Same difficulties as during the Pilot Course occurred and some of the participants criticised mainly the overall background of the course. It is a message for the partnership that if the course will be implemented again in the future (national or international level), it is very important for the organizer to pay a big attention to the administrative arrangements. Moreover, some unsolved questions are still pending in relation to the structure of the course and the time distribution among individual modules. As the project partnership decided to let the Trainees Manual in full extent, it will be always crucial that the trainer will be able to “filter” the parts/contents, which will be most relevant in connection to the needs and expectations of the trainees.

Concerning to the evaluation and assessment from the side of trainers, this one could be perceived also very positively. But one of the biggest insufficiencies is still the language of the training materials. As these were not developed by the native speakers, some of the parts are difficult to understand, which a complication was during the implementation of the course. Trainers recommended to the partnership to let the training materials be edited by a native speaker. On the other hand, in the time of preparation of this report all training materials were translated into all partnership languages, which solved this problem at least partly.

Finally, as it was mentioned by one of the trainers, we can consider KEMP Course as a great success. All participants were leaving from Florence with new knowledge and skills in the area of e-services, which was the main aim of KEMP Course.