



R3: Digital Transformation In-Service Training Programme for VET Providers/Trainers



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Introduction

This document constitutes the **GROOVE Digital Transformation In-Service Training Programme for VET Providers/Trainers**. Based on the Training Programme at hand, the GROOVE partners provided a training to VET providers/trainers to build their capacities in designing digital transformation action plans and educational programmes that foster learners' digital skills. The training will make full use of both the GROOVE Toolkit content and the e-learning space.

GROOVE's Digital Transformation In-Service Training Programme for VET Providers/Trainers serves as guidelines that are based on the IMPACT+ assessment toolkit ([link](#)). It includes the Learning Outcomes, Trainer's Guidelines (instructions, lesson plans, presentations, further learning materials and templates in English). The Impact Assessment and Evaluation Plan is provide in a different document. Reporting templates in English can be found in Annex I. In addition, this training package is accompanied with the training material, presentations, and lesson plans, which are available to be downloaded for free as an Open Source by the GROOVE partnership. All the material can be used to develop and structure your own training sessions on the topic of your audience interest.

Trainer's Guidelines

In R3 the GROOVE partners provided VET providers/trainers with a training that made full use of the GROOVE Toolkit content and the proposed e-learning space. This training built VET providers'/trainers' capacities in designing holistic educational programmes that foster learners' digital skills. Throughout the training, VET providers/trainers became more confident in working in digital environments. This will have an on-going impact on the future and positive implications for VET provision as a whole. The guidelines at hand can be used by any person interested in providing training courses.

General guidelines

Below, you are provided with some general guidelines and good practices that are best to be followed during the process of content development in order to maximise the quality of our outcome:

Added Value. To increase the value, you need to imagine that you are a VET provider interested in the digitalization of the VET sector. What would you like to see in the training? What transferable knowledge would you like to gain throughout the training? Focus on the practical aspects, provide links to help them get in more depth regarding every aspect you include in the content.

(e.g., In Section *E: Strategy Development*, you might refer to the importance of Mission/Vision in a quiz. The organization of the VET provider might not have an explicitly stated Mission/Vision. If so, it would be helpful to provide some links to help them accumulate more knowledge in the importance of Mission/Vision).

For instance:

- Why you need a Mission/Vision – ([HERE](#))
- Create a Mission/Vision according to your digital transformation plan – ([HERE](#))
- Update existing Missions/Vision in accord to your digital transformation plan – ([HERE](#))
- Review the progress – ([HERE](#))

Focus on your Section. It is essential before you start writing to read through the finalised version of your section. Try to collect and categorize information to visualize your content structure and critical information that need to be included in the training.

Use clear, simple, direct, and understandable language. It is also important to not complicate things and make it easy for our learners to understand the content. VET providers understand the simple language of a practitioner, instead of theoretical frameworks and research details. Try to be straight to the point.

Include graphics and images. Try to include relevant images and graphics to better explain what you want to say. This is a great way to make the training more interesting and engaging!

Include activities. The training should include activities instead of a plain presentation of material. We all must think about making interactive activities during the training sessions.

Key Information

Phase A:

- a. Face to face workshops – Duration: 4 hours
- b. Online engagement via the online learning space – Duration 12 hours
- c. Face to face workshops, a showcase of good examples and group work – Duration: 4 hours.

During the last session of the implementations, VET teachers/trainers will be directed to work in groups of 4-5 to research, prepare and present an action plan on how to integrate the GROOVE material in practice with VET learners.

Phase B:

At least **2 VET providers/trainers** per country ran national implementations of the GROOVE Training Package and of the gamified resources from the open learning space with the support of the GROOVE partners and engaged at least 200 VET learners.

Important points to consider

The course offered to VET providers and trainers will have clearly defined learning outcomes, and is offered in the **micro-credentials** format; easy to store and to showcase in the **Europass** and its digital credentials infrastructure.

Digital Credentials are electronically sealed digital records given to a person to certify the learning they have undertaken. They can be awarded for formal education, training, online courses, volunteering experiences and more. Any training provider in Europe can issue credentials for free and secure them with their e-seal. Credentials can be e-mailed to learners or directly deposited to their [Europass profiles](#).

- During the implementation sessions, responsible partners/trainers will facilitate and conduct the sessions that will include presentations, handouts, group work, and online engagement. VET providers/trainers will also be trained to utilize the new Europass platform to boost the employability of VET learners.
- Link: <https://europa.eu/europass/digital-credentials/issuer/#/home>
- At the end of each national implementation session responsible partners will administer evaluation questionnaires for data collection to evaluate the organisation, content, facilitator, efficiency of the training and tools used.

Micro-credentials via GROOVE

- **Credential title:** Digital Transformation Training Programme for VET Providers/Trainers
- **Awarding body:** CARDET
- **Valid:** 1 year as of completion
- **Credential type:** Generic
- **Claims:** Achievements: 7 ECDI has been built for each Unit

Units and modules

Module 1: Developing the organisation's Digital Strategy	Module 2: Enhancing the Digital Capacity of VET Trainers	Module 3: Empowering Learners' Digital Competence
<ul style="list-style-type: none">- Unit 1: Digital Strategy groundwork- Unit 2: Vision and Strategic objectives for digital transformation- Unit 3: Digital Action Plan	<ul style="list-style-type: none">- Unit 1: Professional Engagement using technologies- Unit 2: Digital Continuous Professional Development	<ul style="list-style-type: none">- Unit 1: Learners' critical digital skills- Unit 2: Assessment and recognition of learning

Structure of the units

The Digital Transformation Training Programme for VET Providers/Trainers consists of 3 modules and 7 units. This structure can also be used to create new units with customised content. You can find the structure of each unit below:

1. Short explanation of the section

Overview, Purpose of the section, Learning outcomes & Value, List of Contents.

2. Background information

This is the theoretical part of the training section, including all the basic background information. Though the overall content is focused on the activities to develop a more hands-on training.

3. Activities

For example, an activity might focus on generating discussion with the participants that will be asked to share some work experiences related to the section. Another activity might assess the participants' existing knowledge/skills or knowledge gaps and needs. Also, an

activity might include illustration of how to use a platform (i.e., online learning platform), tool (i.e., [the selfie Tool](#)), or a website that can help the learners.

4. Quizzes

Multiple choice quizzes that include practical knowledge for the VET trainers related to the key points of the section, incl. links with further information and helpful suggestions.

5. Additional resources

Helpful videos, exercises, articles, key directives and policies, manuals, case scenarios, etc.

6. References

References

Evaluation

After the training, each partner administered an evaluation questionnaire to participants to receive feedback and identify whether we met the participants' standards. More details on the evaluation can be found here:

<https://drive.google.com/drive/u/0/folders/19weixjkT2QrgDZ6QB7AjdPpzAESRPRIJ>

The evaluation form can be found in Annex I.

Duration

Each section designed has a duration of around 1 hour and 15 minutes. In total, all sessions together should have a duration of 8 hours.

Equipment

Please check the individual lessons for the specific equipment suggested.

Materials

This training package is accompanied with the training material, presentations, and lesson plans, which are available to be downloaded for free as an Open Source by the GROOVE partnership. All the material can be used to develop and structure your own training sessions on the topic of your audience interest.

LESSON PLAN INFORMATION

Module 1: **Developing the organisation's Digital Strategy**

Unit 1: **Digital Strategy groundwork**

Target/group: VET trainers

Duration: 90 minutes

LEARNING OUTCOME

How to conduct the background research before drafting the Digital Strategy for VET trainers

INTRODUCTION

Topics:

- SWOT ANALYSIS
- Mapping stakeholders
- Change Management

Learning outcome: Upon completing this lesson, participants will be able to conduct a SWOT and target group analysis regarding Digital Strategy, to research a Mapping Stakeholders and finally awareness concerning Change Management in VET organizations.

Purpose: The purpose of this lesson is to equip VET providers, trainers, and educators with the skills to effectively analyse and leverage data to make impactful data-driven decisions to develop a draft Digital Strategy for VET trainers in their VET centres.

Utility and Value: The lesson offers practical examples and strategies that can be adapted to different VET organizations and contexts, providing participants with a comprehensive understanding of how to conduct a research before drafting the Digital Strategy to be implemented in VET centres.

Unit structure and overview:

I. SWOT analysis (30 minutes)

a. To proceed to conduct an assessment of the Strengths and Weakness of using Technologies for learning in the classrooms for VET trainers.

b.- Providing a SWOT template and some questions to focus on the right assessment.

II. Mapping Stakeholders (30 minutes)

a. Importance to map stakeholders for a digital strategy background



-
- b. How to identify and map stakeholders using a template.

III. Change Management (30 minutes)

- a. Introduction to change management
 - b. Change management best practices.
-

TEACHING METHODS

- Learning by doing
- Project-based learning
- Active learning strategies
- Blended learning
- Peer learning
- Hands-on learning
- Collaborative learning

MATERIALS, DEVICES AND TOOLS

Materials, devices, or tools needed for this lesson:

1. Materials, devices, or tools needed for this lesson:

Computers or devices with internet access for each participant: To ensure that all participants can engage with the digital tools and resources discussed in the lesson, it is important that each participant has access to a computer or device with a stable internet connection.

2. Projector and screen for displaying slides: A projector and screen will be used to display the lesson slides, which will include definitions, examples, and strategies for conducting research on how to draft a digital Strategy. This will allow participants to follow along with the lesson and better understand the concepts being discussed.

3. Whiteboard or flipchart for writing key points: A whiteboard or flipchart will be used by the instructor to write down key points, ideas, and strategies that are discussed during the lesson. This will help participants keep track of the main ideas and serve as a reference during group discussions or activities.

4. Handouts with examples of research tools and resources to support the lesson, participants will receive handouts that provide examples of analyze tools and resources that can be used to conduct the Digital Strategy background. These handouts will serve as a reference for participants as they work on implementing this Digital strategy in their own VET organizations.

LESSON PLAN INFORMATION

Module 1: Developing the organization's Digital Strategy

Unit 2: Vision and Strategic objectives for digital transformation

Target/group: 20 VET provider/trainers

Duration: 60 minutes

LEARNING OUTCOMES

- How to set a clear vision and strategic objectives for your VET organization's digital transformation

INTRODUCTION

Topics:

1. Digital transformation – What is it?
2. What is the difference between vision, mission, values?
3. SMART digital objectives

Purpose: To familiarize VET sector staff with the concepts of digital transformation and provoke adopting relevant strategies and practices.

Utility and Value: Maintain competitiveness, enrich learning experience, promote digital literacy and awareness on digital competence.

Unit structure and overview: 3 Units, with background information and activities being interconnected.

TRAINER NOTES

1. *Consider the learning needs of the trainees and tailor the training program to meet their specific needs.*
2. *Ensure that the training content covers the relevant digital tools and EU directives related to assessment and recognition of learning outcomes, and provide appropriate training materials.*
3. *Evaluate the effectiveness of the training program and provide ongoing support to the trainees, while being aware of legal and ethical considerations related to the use of digital tools and EU directives.*

TEACHING METHODS

- Learning by doing
- Project-based learning
- Active learning strategies
- Blended learning



Peer learning

Hands-on learning

Collaborative learning

MATERIALS, DEVICES AND TOOLS

Materials, devices, or tools needed for this lesson:

1. Projector and computer for trainer
 2. Laptops or computers with access to the internet (or mobile phones) for participants.
 3. Flipchart and post-it notes (alternative)
 4. Online quiz app (e.g., mentimeter) for participants' live responses (e.g., word cloud)
-



LESSON PLAN INFORMATION

Module 1: Developing the organization's Digital Strategy

Unit 3: Digital Action Plan

Target/group: 20 VET provider/trainers

Duration: 60 minutes

LEARNING OUTCOMES

- To prepare your organisation's Digital Action Plan

INTRODUCTION

Topics:

4. Digital Transformation key operations
5. Monitoring and evaluation

Purpose: To familiarize VET sector staff with the key operations of digital transformation, build capacity to develop a digital action plan that would be monitored, evaluated, and improved.

Utility and Value: Initiate the action towards digital transformation and convert ideas to specific activities to make the VET organization "digital".

Unit structure and overview: 2 Units, with background information and activities being interconnected.

TRAINER NOTES

4. *Consider the learning needs of the trainees and tailor the training program to meet their specific needs.*
5. *Ensure that the training content covers the relevant digital tools and EU directives related to assessment and recognition of learning outcomes, and provide appropriate training materials.*
6. *Evaluate the effectiveness of the training program and provide ongoing support to the trainees, while being aware of legal and ethical considerations related to the use of digital tools and EU directives.*

TEACHING METHODS

- Learning by doing
- Project-based learning
- Active learning strategies
- Blended learning
- Peer learning



Hands-on learning

Collaborative learning

MATERIALS, DEVICES AND TOOLS

Materials, devices, or tools needed for this lesson:

1. Projector and computer for trainer
 2. Laptops or computers with access to the internet (or mobile phones) for participants.
 3. Flipchart and post-it notes (alternative)
 4. Online quiz app (e.g., Jamboard) for participants' live responses
-



LESSON PLAN INFORMATION

Module 2: Enhancing the Digital Capacity of VET Trainers

Unit 1: Professional Engagement using technologies

Target/group: VET providers & teachers/trainers

Duration: 80 minutes

LEARNING OUTCOME

Upon completing of this lesson, participants will know how to promote VET trainer's key professional competences (organizational communication, professional collaboration, and reflective practice).

INTRODUCTION

Topics:

1. Organisational communication
2. Professional collaboration
3. Reflective practice

Educators' digital competence is expressed in their ability to use digital technologies not only to enhance teaching, but also for their professional interactions with colleagues, learners, parents and other interested parties, for their individual professional development and for the collective good and continuous innovation in the organisation and the teaching profession.

Learning outcome:

Unit 1 offers an explanation and presentation of examples on how VET providers can promote:

- Organisational communication (i.e., using digital technologies to enhance communication within and outside organisation)
- Professional collaboration (i.e., promoting VET trainers' use of digital technologies to collaborate with other educators, sharing and exchanging knowledge and experience, and collaboratively innovating pedagogic practices)
- Reflective practice (i.e., promoting individual and collective reflection on, assessment and development of the educational community's digital pedagogical practice)

Purpose: This unit identifies ways to promote VET trainers' key professional competences (professional collaboration, organisational communication, and reflective practice).

Utility and value:

Unit structure and overview:

- Topic 1: Organisational communication
- Topic 2: Professional collaboration
- Topic 3: Reflective practice



TEACHING METHODS

- Learning by doing
- Project-based learning
- Active learning strategies
- Blended learning
- Peer learning
- Hands-on learning
- Collaborative learning

MATERIALS, DEVICES AND TOOLS

Materials, devices, or tools needed for this lesson:

1. Laptops/computers with access to the internet for participants
 2. Projector and computer for trainer
 3. Flipchart/whiteboard
 4. Markers
-



LESSON PLAN INFORMATION

Module 2: Enhancing the Digital Capacity of VET Trainers

Unit 2: Digital Continuous Professional Development

Target/group: 20 VET provider/trainers

Duration: 75 minutes

LEARNING OUTCOMES

- To identify initiatives to promote VET trainers' digital continuous professional development:
 - The learner needs to know the relevance of carrying out a digital needs assessment and the benefits this can bring to their work as a VET trainer.
 - The learner needs to know how to keep up with educational digital innovation and trends, and why this is important.
 - The learner needs to know how to create a digital development program.

INTRODUCTION

Topics:

1. Continuous professional development and developmental needs
2. Digital in the VET sector: new trends and innovations
3. Digital professional development: what exists, how to encourage and how to implement it.

Purpose: To familiarize VET trainers and staff with the importance of continuous professional digital development and digital developmental needs, how to keep up with digital trends and innovations that facilitate learning, and with what exists and how to implement tools and procedures that promote digital professional development.

Utility and Value: Initiate the action towards carrying out a digital needs assessment and convert these needs into specific digital development programs. Also, show the importance of keeping up with digital trends and innovations that facilitate the learning processes.

Unit structure and overview: Three interconnected topics with background information and activities.

TRAINER NOTES



-
1. *To promote a discussion, the questions from Key Takeaways can be formed to reflect (e.g.: What are the benefits of digital needs assessment? ; What steps do we need to follow to build a digital programme?*

TEACHING METHODS

- Learning by doing
- Project-based learning
- Active learning strategies
- Blended learning
- Peer learning
- Hands-on learning
- Collaborative learning

MATERIALS, DEVICES AND TOOLS

Materials, devices, or tools needed for this lesson:

Projector and computer for trainers.

Laptops or computers with access to the internet for participants.



LESSON PLAN INFORMATION

Module 3: Empowering Learners' Digital Competence

Unit 1: Learner's critical digital skills

Target/group: VET providers

Duration: 90 minutes

LEARNING OUTCOME

understand and identify ways VET organizations can promote various digital competencies, including information and data literacy, communication and collaboration with digital technologies, digital content creation, safety when using digital technologies, and problem-solving with digital technologies.

INTRODUCTION

Topics: Information and Data Literacy,
Communication and Collaboration with Digital Technologies,
Digital Content Creation,
Safety When Using Digital Technologies,
Problem Solving with and When Using Digital Technologies

Learning outcome: Upon completing this lesson, participants will be able to understand and identify ways VET organizations can promote various digital competencies and apply these strategies to enhance the digital skills of their learners.

Purpose: The purpose of this lesson is to equip VET providers, trainers, and educators with the knowledge and resources needed to promote digital competencies in their organizations, ensuring that learners are better prepared for the digital demands of the 21st century.

Utility and Value: The lesson offers practical examples and strategies that can be adapted to different VET organizations and contexts, providing participants with a comprehensive understanding of how to promote digital competencies effectively. By enhancing learners' digital skills, VET organizations can improve the overall quality of their programs and better prepare learners for the challenges of an increasingly digital world.

Unit structure and overview:

I. Information and Data Literacy

- Definition and importance of information and data literacy
- Examples of activities and strategies for promoting information and data literacy
- Data Collection Methods and Tools
- Best practices for data visualization
- Evaluating the Reliability and Credibility of Online Sources

II. Communication and Collaboration with Digital Technologies

- Definition of communication and collaboration with digital technologies



- Examples of how VET organizations can promote these skills

III. Digital Content Creation

- Importance of digital content creation in VET
- Examples of strategies for promoting digital content creation
- Types of digital content and their applications in VET

IV. Digital Safety

- Introduction to digital safety
- Cybersecurity best practices
- Data Protection and Privacy
- Digital Citizenship and Responsible Online Behavior

TEACHING METHODS

- Learning by doing
- Project-based learning
- Active learning strategies
- Blended learning
- Peer learning
- Hands-on learning
- Collaborative learning

MATERIALS, DEVICES AND TOOLS

Materials, devices, or tools needed for this lesson:

1. Computers or devices with internet access for each participant: To ensure that all participants can engage with the digital tools and resources discussed in the lesson, it is important that each participant has access to a computer or device with a stable internet connection.
2. Projector and screen for displaying slides: A projector and screen will be used to display the lesson slides, which will include definitions, examples, and strategies for promoting digital competencies. This will allow participants to follow along with the lesson and better understand the concepts being discussed.
3. Whiteboard or flipchart for writing key points: A whiteboard or flipchart will be used by the instructor to write down key points, ideas, and strategies that are discussed during the lesson. This will help participants keep track of the main ideas and serve as a reference during group discussions or activities.
4. Handouts with examples of digital tools and resources: To support the lesson, participants will receive handouts that provide examples of digital tools and resources that can be used to promote each of the digital competencies. These handouts will serve as a reference for participants as they work on implementing these strategies in their own VET organizations.

LESSON PLAN INFORMATION

Module 3: Empowering Learners' Digital Competence

Unit 2: Assessment and Recognition of Learning

Target/group: Vocational Education and Training.

Duration: 60 minutes.

LEARNING OUTCOMES

- To introduce VET learners to digital tools and EU directives for the assessment and recognition of learning outcomes.
- To equip learners with practical skills in using digital tools for assessment and recognition of learning outcomes.
- To encourage learners to use digital tools effectively.
- To enable learners to understand EU directives and regulations.

INTRODUCTION

Topics: Utilizing Digital Tools and EU Directive for Assessment and Recognition of Learning Outcomes

Understanding Assessment and Recognition

Digital Tools for Assessment and Recognition

DigComp Challenge (related to the relevance of digital tools and EU directives in the assessment and recognition of learning outcomes)

Learning outcome & Purpose: The lesson plan aims to introduce VET learners to digital tools and EU directives for the assessment and recognition of learning outcomes. The learners will be equipped with practical skills in using digital tools, encouraged to use them effectively, and enabled to understand EU directives and regulations. The lesson plan comprises two activities: an interactive quiz and an interactive game.

Utility and Value:

Unit structure and overview: The first activity is a quiz that covers the basics of assessment and recognition of learning outcomes, the different types of digital tools for assessment and recognition, and how digital tools can be used for this purpose. The quiz is designed to satisfy the first and third learning objectives of the lesson plan, which are to introduce learners to digital tools and EU directives and to encourage learners to use digital tools effectively.

The second activity is an interactive game called DigComp Challenge, which aims to help VET learners demonstrate their knowledge of the relevance of digital tools and EU directives. The game will have multiple-choice questions related to digital tools and EU directives, and the questions will be divided into the five different categories laid out by the EU in their Digital Competence Framework. Players will be given a limited amount of time to answer each question, and each correct answer will earn them points.

Activity 1: Interactive Quiz

Activity 2: Interactive Game

TRAINER NOTES

- 1. Consider the learning needs of the trainees and tailor the training program to meet their specific needs.*
- 2. Ensure that the training content covers the relevant digital tools and EU directives related to assessment and recognition of learning outcomes, and provide appropriate training materials.*
- 3. Evaluate the effectiveness of the training program and provide ongoing support to the trainees, while being aware of legal and ethical considerations related to the use of digital tools and EU directives.*

TEACHING METHODS

- Learning by doing
- Project-based learning
- Active learning strategies
- Blended learning
- Peer learning
- Hands-on learning
- Collaborative learning

MATERIALS, DEVICES AND TOOLS

Materials, devices, or tools needed for this lesson:

1. Laptops or computers with access to the internet.
 2. Access to Genially quizzes and games
 3. Access to EU directive websites such as the European Commission and Europass.
-

The IMPACT+ Framework

The strategy that will be implemented in the GROOVE project follows the structure of the IMPACT+ framework as an impact tool to support the project consortium to measure and monitor the impact of the project activities on a local, regional and national level.

Under this structure, the project partners will be asked to develop a set of indicators to address the intended impact of each intellectual outcome on the situation in each country, assessing the expected impact at each of the following levels:

1. **SYSTEMIC:** focuses on the impact of intellectual production on sectors, project thematic areas, mutual or beneficiary networks, policies or legal changes, etc.
2. **ORGANISATIONS:** the focus is on the impact of international organisations on the activities and services/training of the project partner organisation.
3. **LEARNERS:** the focus is on the impact of teaching in the context of individual young learners and youth workers.
4. **PROJECT STAFF:** the focus is on the impact of international organisations on the project partners who manage and coordinate the projects in each partner organisation.

The IMPACT+ Exercise is intended to help projects think about what their impact will be, how they will measure it and how they will collect data to evidence it. In addition to being essential to work out if your project has been successful or not, measuring impact is often required by funders. It aims to act as a starting point for discussions about impact which will lead to the outline of an impact assessment plan.

The IMPACT+ Exercise is split into four stages:

- Stage 1 – exploring project aims, identifying outcomes and impacts.
- Stage 2 – exploring indicators for your outcomes and impacts.
- Stage 3 – exploring data sources and data collection.
- Stage 4 – bringing it all together.

Annex I

Evaluation form

Based on the project implementations type and target group, the following evaluation form was developed to assess and evaluate the impact of the project. This form is targeted to participants of the project implementations, and it is based on the Impact+ exercise selected outcomes and indicators.

Each partner is responsible to distribute this evaluation form to the participants of the project implementations/blended learning training at the end of the final session. Partners will be guided to translate the evaluation form in their partner language if needed, however, the results should be presented in English to facilitate the development of the final report.

Please carefully read the statement below and answer at what extent you agree:					
	1=Strongly Disagree, 5=Strongly Agree				
	1	2	3	4	5
PR1. Toolkit for developing a digital strategy in VET					
The GROOVE Toolkit is comprehensive	1	2	3	4	5
The GROOVE Toolkit is clear	1	2	3	4	5
The GROOVE Toolkit is user-friendly	1	2	3	4	5
The GROOVE Toolkit is adequate	1	2	3	4	5
PR2. Digital transformation intelligent tutor and online learning space					
I will consider the GROOVE e-learning platform for my training practice.	1	2	3	4	5
I believe the GROOVE e-learning platform is innovative.	1	2	3	4	5
I will propose the GROOVE project resources to other VET providers.	1	2	3	4	5
PR3. Digital transformation training programme for VET providers /trainers					
I am satisfied with the Digital transformation training programme for VET providers /trainers that I have been provided	1	2	3	4	5
Gains/Perceived capacity					
I have gained capacity in designing digital transformation action plans	1	2	3	4	5
I have gained capacity in in designing educational programmes that foster learners' digital skills	1	2	3	4	5
I feel competent to prepare and implement a digital education action plan	1	2	3	4	5
I feel digitally confident to work in modern environments	1	2	3	4	5
I can prepare a digital action plan for my organisation	1	2	3	4	5
I can influence in promoting the importance of digital transformation in the VET sector	1	2	3	4	5
I can influence in promoting awareness on the importance of digital literacy	1	2	3	4	5

Open-ended question: Please indicate to the GROOVE partners any other ideas/suggestions for improvement

The English version of this Evaluation form is provided [here](#). Partners are requested to disseminate this form, or develop their translated version if needed. The results of the training should be gathered [here](#).

Partners



CARDET



DIE BERATER



EUROTRAINING



FIP



INOVA+



STPEUROPA



INNOVADE



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