

Results Work Package 6

Quality assurance and evaluation of educational measures and project implementation

Partner

Baltic Sea Academy (Lead Partner), Germany
Satakunta University, Finland

Languages

English

Content

Summary of the Project

Result 6.1: Evaluation concepts and quality plans

Result 6.“: Result report of all evaluations and assessments

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Summary and Introduction

For SMEs in the Baltic Sea Region to remain competitive in the long term, it is necessary to increase their innovation capacity and reduce the gap between qualification requirements and demands. For this reason, the Knowledge Alliance "Human Resources and Organizational Development", consisting of eleven partners from four countries, relies on increased cooperation between universities and companies in order to realize education and innovation promotion. To reach as many SMEs as possible, chambers strengthen the partnership between universities and companies.

Human capital is the most important resource for strengthening innovation and productivity. Hence, the project focuses on the comprehensive promotion of Workplace Innovations. While there is great need for further development in this area in the countries south of the Baltic Sea, Workplace Innovations are already more advanced in the Scandinavian countries. Therefore, the project involves countries from both regions.

The alliance, which will be extended to 68 partners from 13 countries and permanently continued, focuses on cooperation in two areas. First, the development, testing, and implementation of SME-specific methods, instruments, and projects through R&D work at universities, that create workplace innovations in areas such as employee recruitment, motivation and digitization, a more innovative working environment and more efficient use of human capital. Second, the strengthening of awareness and competences in this new area of innovation promotion for small and medium-sized enterprises in the Baltic Sea Region through qualifications. The project will develop and implement:

- a) three comprehensive continuing education programs: "Digitization & Human Capital", "Employees on the way to Co-entrepreneurs" and "Innovation Processes".
- b) a dual bachelor's degree course: "Human Resources and Business Administration".

All products and further results will be transferred to 68 actors from 13 countries.

The work to develop the output of Work Package 6 "Quality assurance, evaluation and monitoring" was carried out entirely as planned in the project application.

WP6 Quality assurance, evaluation and monitoring

Creation of evaluation concepts and quality plans

Content

1. Summary of the Project	2
2. Overview	2
3. Methods and goals of evaluation	3
3.1 Goals	3
3.2 Methods	3
4. Quality assurance and evaluation of training measures	4
4.1 Train-the-trainer-program	5
4.2 Advanced trainings	5
4.3 Academia and R&D	6
5. Quality assurance and process evaluation	7
5.1 Planning and control instruments	8
5.2 Project Management	9
5.3 Knowledge Alliance and Centre of Competence	10
5.4 Transfer, Implementation and Dissemination	11

Hamburg, May 2019

1. Summary of the Project

To stay competitive in the long term, SME in the Baltic Sea Region need to increase their innovative capacity and reduce the gap between qualification requirements and demands. To this end, in order to achieve education and innovation promotion, the knowledge alliance “Human Resources and Organisational Development”, consisting of eleven partners from four countries, relies on enhanced cooperation between academia and businesses. In order to target potential SME, chambers are strengthening ties between universities and companies.

Human capital is the key resource for strengthening innovation and productivity. Hence, the project focuses on comprehensive promotion of workplace innovations. Countries south to the Baltic Sea face a tremendous gap in further development in this field, whereas workplace innovations are already more advanced in Scandinavian countries, giving us reasons to include in our project countries from both regions.

The Alliance will lastingly expand and eventually form a community of up to 68 partners from 13 countries. It will focus on cooperation in two areas. First, development, testing, and implementation of SME-specific methods, instruments, and projects by R&D work at universities to shape workplace innovations in areas such as employee recruitment, motivation and digitalisation, more innovative working environment and efficient use of human capital. Second, raising awareness and competences of SME in the Baltic Sea Region by qualifications in the novel area of innovation promotion. The project will develop and implement

- a) 3 comprehensive advanced education programmes: “Digitalisation & Cooperation”, “Employees & Co-entrepreneurs” and “Innovation Processes”.
- b) a dual Bachelor's degree course “Corporate Management 4.0”.

All ready-to-use products and further results will be disseminated to 68 stakeholders in 13 countries.

2. Overview

Quality assurance, evaluation and monitoring covers four areas:

- training
- transfer processes and implementations
- cooperation in the Knowledge Alliance and in the Centre of Competence
- quality assurance in the project implementation

Quality assurance and evaluation of the training measures is covered by Work Packages, in which qualifications are to be developed, tested and implemented (WP2 and WP4 and 5). For realisation of these tasks, Work Package 6 “Quality assurance, evaluation and monitoring” describes uniform rules, procedures and tools. Quality assurance and evaluation results are also listed directly in the individual training measures. Work Package 6 contains a global assessment on evaluation of all educational measures.

Quality assurance and evaluation of the transfer processes and implementations, cooperation as well as the overall project management is covered by WP 1 “Project Management”, WP2 “Knowledge Alliance and Centre of Competence - HR for SME” and WP7 “Transfer and dissemination”. Work on these three areas is closely inter-linked; collection and interpretation of data will be carried out by using identical methods and usually in unified work steps. Hence, WP 6 “Quality assurance, evaluation and monitoring” contains a description of uniform rules, procedures and instruments for all three

areas. The results of quality assurance and evaluation are presented only in WP6 for the three areas “Transfer processes and implementations”, “Cooperation” and “Project management”.

Summarised below are the topics in question:

- evaluation methods and goals
- quality assurance and evaluation of the training
- quality assurance and evaluation of transfer processes and implementations; evaluation of collaboration in the Knowledge Alliance and evaluation of the overall project implementation.

3. Methods and goals of evaluation

Numerous evaluation methods and standards have been established on an international level. The comparison of applied methods shows that with regard to validity, evaluation criteria play a significant role (cf. among others Widmer, Th., Evaluation: A systematic manual, Wiesbaden, 2009).

Evaluation results correlate to the prioritization of criteria. The same significance refers to the pragmatic direction. Therefore, the question which goals are to be reached with the evaluation, has to be answered.

3.1 Goals

As a rule, evaluation has the following goals:

1. It has to provide objectified knowledge about progress (quantity and quality) of processes.
2. It serves to control such processes and it assists in capturing strong and weak points, thus, being an instrument of quality assurance.
3. It serves as legitimisation. In other words, a successful evaluation is evidence of competence of a person in charge of evaluating a process.
4. Transparency, in order to enable dialogue.

To achieve these goals, evaluation was performed in a process-related and summative form: process-related (also formative, development-related) form to evaluate the quality of the project progress and, if necessary, to introduce corrections. Summative evaluation or evaluation of results enables evaluation of specified objectives within the project framework, final evaluation of impact and efficiency of the project lecture management, of cooperation and transfer.

3.2 Methods

As a rule, it is reasonable to apply a combination of qualitative and quantitative instruments for evaluations: “To ensure availability of statements concerning relevant program conditions and impacts by the framework of mutually reinforcing evidences, in general, the multiple-method access provides a more comprehensive and informative picture compared to a mono-method approach” (Brandtstädter, Jochen (1990): Development during the course of life. Approaches and problems of lifespan development psychology. In: Mayer, Karl Ulrich (Hg.): Life courses and social transformation (special issue of the Cologne magazine for sociology and social psychology. Opladen: Westdeutscher Verlag).

For the analysis of process-related data (program control, execution etc.), qualitative survey methods are suitable for verification of achievement of goals, of impact and causal assessment, quantitative survey and evaluation methods have to be implemented (Stockmann, Reinhard: Was ist eine gute Evaluation. Saarbrücken: Centrum für Evaluation, 2002. (CEval-Working papers; 9).

Most common methods used within the evaluations pool are:

- secondary analysis of available materials
- guided interviews
- standardised or partly standardised surveys
- case studies

The selection and implementation of methods depends, in particular, on the key questions of evaluation in question, on the set of goals and tasks, on who is to perform the evaluation and on the selected basic research paradigm.

Out of the available evaluation methods, the combined “consolidation model” was selected for implementation. According to the general description, a quantitative survey/research will be performed. Subsequently, the obtained data material will be subject to quantitative evaluation, followed by the qualitative research method aimed to consolidate the achieved results, thus providing material for interpretation of expected and unexpected effects and illustrating the results of case example-based quantitative studies.

Thence, for the evaluation of the KAforHR project, standardised and partly standardised surveys were selected, in the form of written questionnaires, during planned and conducted partner workshops, combined with online surveys, followed by complementary results gained from guided interviews.

A secondary analysis of available materials was also included, i.e. for the registration of the project framework data, the control instruments “Activity planning” and “Project application” were evaluated in order to capture project goals, terms and tasks of the project consortium and to take them into account during implementation of separate evaluation steps and assessments.

4. Quality assurance and evaluation of training measures

Under the project, the following educational measures will be developed, tested, evaluated and implemented:

In Work Package 2 “Knowledge Alliance and Centre of Competence, HR for SME”:

- train-the-trainer program for advisors and lecturers from chambers of commerce, continuing vocational training institutions and academia

In Work Package 4 “Trainings”:

- vocational advanced training A “Employees and Co-entrepreneurs”
- vocational advanced training B “Digitalisation and Human Capital”
- vocational advanced training C “Innovation Processes”

In Work Package 5 “Higher education and R&D”

- Dual Bachelor’s study program “Management 4.0”

Quality assurance for all advanced educational measures is subject to EQAVET, while development of curricula for the degree course follows the guidelines of an official certification body.

Target groups and beneficiaries are SME, their owners, managers, technicians and students. For genuine and complete understanding of needs, SME are represented as project partners (partners 4, 7 and 10), also further SME are intensely involved via the participating chambers. Right from the start, SME will be involved via technical discussions, practical testing and workshop participation.

To meet different national conditions, advanced trainings in dedicated project countries will be practically tested and scientifically evaluated in written participant surveys, interviews with participants, lecturers and SME, as well as in accompanied observations.

The specific indicators hereby are, e.g.: the number of participants, distribution by sectors, position in the company, participants' satisfaction level with their lecturers, with the organisation and with documents, etc., assessments of lecturers; evaluations of SME regarding practical relevance; examination and project work results.

4.1 Train-the-trainer-program

By 31 August 2019, Partner 11 "Future and Work" is tasked to draft a curriculum, including all teaching materials, for the train-the-trainer-program on teaching skills in human resources and organisational development.

A practical testing of the train-the-trainer programs will take place on October 18-19, 2019 in Riga, with at least 15 participants from 4 countries, consultants and trainers from all project partners.

By August 31, 2019, Partner 11 "Future and Work" will develop an evaluation concept, based on written questionnaires, personal interviews and accompanying observations and will also carry out the evaluation of the testing.

Based on the evaluation results, revisions and completions of the educational product as well as preparation of application instructions for future use will continue until January 31, 2020.

Curriculum, teaching materials, implementation and evaluation report for the train-the-trainer program are presented in Work Package 2 "Knowledge Alliance and Centre of Competence, HR for SME".

4.2 Advanced trainings

The entire education and coaching programs consist of:

- a) 3-4 blocks of training in classes at the training centre, attended by business owners, HR managers, executives and skilled personnel,
- b) 2-3 extensive phases of company-based workplace learning, attended by all company employees, in varying intensity,
- c) realisation of a specific project on "workplace innovation", structured and defined at the beginning of the initial learning phase in the company. Learning will be accompanied by corporate day-to-day routine as well as during the realisation of the supported project,
- d) an individual training and coaching program organised by advisers or trainers in the company during the learning stages. Coaching is particularly addressed to business owners, HR managers and executives, basically as group coaching.
- e) support in the form of a service section on the project website, containing contact details of all participants for ongoing exchange, training materials for self-study, FAQ etc.

The entire education and coaching program will last at least half a year to a year, depending on the learning needs and complexity of the planned development project.

In order to shape awareness and competences for workplace innovation at SME, three SME-specific training courses are to be developed and tested by the project partners "Chambers" and "SME".

- Educational and coaching program A "Winning, retaining co-entrepreneurs/personnel and achieving top performance" (employees & co-entrepreneurs).

Concept development, curriculum and training materials by Partner 5, Politechnika Gdańska - by December 31, 2019.

Testing by 5-7 SME and their employees in Poland by Partner 6, Pomeranian Chamber of SME crafts - by February 28, 2021.

- Educational and coaching program B “New ways in cooperation and communication – Fostering human resources by digitalisation” (Digitalisation & Human Capital).

Concept development, curriculum and teaching materials by partner 2, Satakunta University, Finland – by December 31, 2019

Testing by 5-7 SME and their employees in Finland by Partner 3, Baltic Institute of Finland – by February 28, 2021

- Education and coaching program C “Winning with innovation – employees, clients and business partners as drivers of innovation” (innovation processes).

Concept development, curriculum and teaching materials by Partner 8, Centre for European and Transition Studies, Latvia – by December 31, 2019

Testing by 5-7 SME and their employees in Finland by Partner 9, Latvian Chamber of Commerce and Industry, Latvia – by February 28, 2021

Above-mentioned developments include concepts for the overall implementation, curricula for face-to-face and on-the-job learning, as well as checklists, instructions, training materials, etc. for coaching. Curricula consist of flexibly combined modules to meet the participant group needs.

By July 31, 2020, Partner 1, Baltic Sea Academy is tasked to develop examination regulations and procedures on transfer and bundling of acquired competences as well as on international recognition of degrees/diploma.

a) Classification and evaluation in the national QFs: reference QF is BSR QF, developed and matched to the needs of the Baltic Sea countries. Individual modules with course content, competences, learning areas and recommended teaching hours, the learning outcomes are to be assessed by credit points, according to ECVET.

b) The credit points acquired in all three advanced training courses can be bundled to form an advanced vocational qualification.

c) Given the reference BSR QFs, international recognition of all degrees/diploma and transfer of acquired credit points is ensured. Scientific evaluation of all testings is ensured by repeated written surveys of participants and lecturers, personal interviews with participants, lecturers and SME owners as well as by accompanied observations. Evaluations of all three training courses, revisions and completions of educational products, as well as compilation of application notes for future use are within the responsibility of Partner 2, Satakunta University, Finland, to be completed by March 31, 2021.

Curricula, examination regulations, implementation and evaluation reports for all three advanced training courses are presented in Work Package 4 “Trainings”.

4.3 Academia and R&D

Development of a curriculum, a module handbook, etc. for a dual Bachelor's program “Management and Workplace Innovations at SME” (Management 4.0). This dual degree program combines a complete university degree course with a company-based learning/working, with the aim to train new entrepreneurs and executives, thus securing highly-needed, well-qualified young talented workforce.

To a certain extent, academic credit points are awarded for training success in the company.

University courses will be partly held (up to 50%) by industry practitioners.

The development work will be carried out by Partner 2, Satakunta University, Finland, Partner 5, Politechnika Gdańska, Poland, and by Partner 8, Centre for European and Transition Studies, Latvia and it will be completed by July 31, 2020.

Practical testing of the dual Bachelor's program in Latvia will be performed by Partner 8, Centre for European and Transition Studies, including at least 15 students and 15 SME. The implementation report will follow suit by August 31, 2021.

Partnership satisfaction evaluation - Partner 2, Satakunta University, Finland, based on repeated written interviews with participants and faculty, personal interviews with participants, lecturers and SME owners, as well as accompanied observations; preparation of an evaluation report by September 30, 2021.

Revision and completion of curricula, preparation and completion of the teaching and learning materials as well as development of application instructions and recommendations for future use, based on the evaluation results.

Development by Partner 1, Baltic Sea Academy, by July 31, 2020 of a process for technology and experience exchange between SME and academia as well as for handling of manageable R&D tasks at SME, based on term papers and bachelor theses, developed by students and lecturers/professors.

Testing and practical application of the above-mentioned method in a practical testing of a dual study course.

In close collaboration between colleges/universities and SME, colleges/universities together with individual SME will carry out specific R&D tasks on workplace innovations. Requests and task descriptions will be delivered by SME involved as training partners in dual study programs or by third SME, through the agency of their respective chamber. The results will be property of the respective SME, used only by the SME or they may be used by other interested parties, but only upon consent of the respective SME.

Research activities of colleges/universities in processing SME-specific R&D tasks will be closely linked to corporate day-to-day-routine. Such approach will ensure direct incorporation of companies' R&D needs into the development work of universities.

All results regarding development, testing and evaluation of the Bachelor's program, as well as results of the carried out R&D will be presented as part of Work Package 5 "Higher Education and R&D".

5. Quality assurance and process evaluation

Planning applies to three areas of project implementation:

1. Processes of project implementation (see 5.2)
Quality assurance and evaluation of project management, partner meetings, conferences and further tasks under the Work Package 1 "Project Management".
2. Cooperation processes under the Knowledge Alliance and the Centre of Competence (see 5.3)
Quality assurance and evaluation of cooperation under the Knowledge Alliance and the Centre of Competence in Work Package 2 "Knowledge Alliance and Centre of Competence - HR for SME" between
 - a) all project and associated partners,
 - b) colleges/universities among themselves and also with SME and chambers
 - c) the target group SME and involved target group representatives.

3. Processes of transfers and implementations (see 5.4)
Quality assurance and evaluation of written and personal transfer, of individual implementation consultations and of further dissemination measures of the project results in Work Package 7 “Transfer and dissemination”.

Since the planning and control tools as well as data collections and evaluations are identical for all three areas, the relevant planning is described jointly below.

Concerning the applied evaluation criteria with regard to the evaluated processes, opinions in the scientific literature greatly diverge. Usually, it is recommended to apply checklists containing up to 100 and more criteria, according to which processes are subject to evaluation.

To ensure practicability of evaluation and yet to thoroughly assess the results, evaluation of the project implementation was centred on four criteria.

1. Management quality and efficiency
2. Communication and cooperation in the project consortium and in the Knowledge Alliance
3. Involvement of transfer recipients and success of transfer activities
4. Expected benefits from implementation of products developed under the project

According to international experience with evaluations that are available mainly in English-speaking countries, priority shall be given to a holistic (integral) evaluation of processes.

During the evaluation of registered data, the focus was on the following criteria:

- a) How do project partners assess cooperation in the Consortium and the project management by the Lead Partner?
- b) Have the expectations of the project partners been met?
- c) Has the management met the requirements?
- d) How do transfer recipients assess their involvement and transfer activities?
- e) What are the benefits of the developed products for project partners and transfer recipients?

5.1 Planning and control instruments

In the project four central planning and control instruments will be applied:

1. A binding agreement containing
 - basics on implementation,
 - responsibilities and consequences of non-compliance,
 - detailed description of objectives, activities and desired results,
 - tasks, commitments and budgets of each partner,
 - binding management and billing rules,
 - uniform forms for work reports, recording of working hours, etc.The agreement will be developed by the Lead Partner, then consulted and aligned with all partners at a workshop, and finally concluded between the Lead Partner and each individual project partner, by December 3, 2018.
2. An ongoingly updated Activity Plan, covering all individual work steps, tasks, events, etc. until the project end, including and defining:
 - responsibility and active partners,
 - implementation and completion deadlines,
 - planned goals and results,
 - all testing and implementations,
 - quantities and quality criteria, etc.

This plan is within the scope of the Lead Partner. In a dedicated workshop, together with all partners, it will be consulted, agreed and shall be binding. Thereafter, the Activity Plan is subject to

continued monitoring, update and discussion by the Lead Partner, at semi-annual workshops involving all partners.

3. In coordination with the Lead Partner, each partner shall draw up a communication and dissemination plan for target groups, deadlines, indicators, responsibilities, dissemination actions, etc., all of which on a uniform basis.

Initial planning by each partner shall be completed by April 30, 2019.

Initial recording of the measures already implemented and update of all forthcoming planning shall be completed by each partner by October 31, 2020.

Final recording of all implemented measures shall be completed by each partner by October 31, 2021.

Communication and dissemination planning will also be discussed at the semi-annual workshops.

4. The Lead Partner shall introduce a separate project bookkeeping, including sub-budgets for each partner and financial requirements for assumed tasks, while on the expense side entries of expenses shall be posted. Partners will receive a payout only upon completion of the agreed tasks and upon presentation of required supporting records.

Activity Plan and Dissemination Plan, along with bookkeeping, are the key control and monitoring instruments with regard to achievement of the project goals, execution of all activities, observance of all deadlines, cost-efficient and financial processing. An experienced employee of the Lead Partner will be in charge of controlling and cost settlements. Additionally, this employee will ensure compliance with all regulations, evaluation of tenders, cost efficiency, etc. Moreover, the Lead Partner will engage an external tax advisor for controlling and evaluation to provide double check on compliance with all regulations, tax settlements and efficiency reviews. Planning and inspection results will be discussed at meetings with all partners. Such approach will ensure overall high savings, high cost efficiency, adherence to deadlines, and the achievement of high quality.

5.2 Project Management

Partner 1, Baltic Sea Academy, is responsible for the entire project management, including, in particular, for:

- setup, harmonisation and conclusion of a partner agreement,
- setup, harmonisation of an updated Activity Plan for the entire project term,
- drafting and coordination of a communication and distribution plan with each partner,
- establishment and continued separate project bookkeeping,
- semi-annual activity reports and settlements upon records submitted by all partners,
- ongoing administrative and financial project management,
- issuing and publishing of two newsletters annually,
- facilitating communication and intense bilateral exchange between the Lead Partner and project partners or associated partners,
- preparation, heading and post-processing of at least six workshops including all project partners,
- preparation, heading and post-processing of one international conference on consultation and transfer,
- processing of an interim and a final report, including project settlement.

Apart from data, results, etc. obtained from the key planning and control instruments (see 5.1), the following data sources will be used for evaluation of the project management:

- written evaluation of each partner workshop,
- written evaluation of the conference on consultation and transfer,
- repeated anonymous electronic surveys of project/associate partners,

- comprehensive personal interviews with project/associate partners by an external expert.

The evaluation results will be discussed at workshops with all partners and ongoingly fed into further project work, thus resulting in a lasting improvement process.

At the end of the project, a summarised evaluation report for the project management will be processed by Partner 1, Baltic Sea Academy.

5.3 Knowledge Alliance and Centre of Competence

The ongoing work on operating, consolidating and expanding of the Knowledge Alliance “Human Resources and Organisational Development” will be processed during development of the training measures (Work Packages 4-5), as well as upon dissemination and use of the project results (Work Package 7). Work Package 2 summarises the overarching tasks and, in particular, work on the development and operation of the Centre for Competence “HR for SME”.

- Setup of the Knowledge Alliance “Human Resources and Organisational Development”, together with 11 partners from 4 EU countries,
- Developing information, communication and cooperation tools and mechanisms for cooperation within the Knowledge Alliance
 - partner in charge: Partner 1, Baltic Sea Academy
 - completion by July 31, 2019,
- Demand-oriented information and acquisition of additional partners in individual regions, e.g., from further vocational training institutions related to topics that otherwise would be uncovered in regional cooperation of the Alliance
 - partner in charge: Partner 1, Baltic Sea Academy
 - report by October 31, 2019,
- Development and ongoing operation of an internet platform “Information & Cooperation on Workplace Innovations”
 - partner in charge: Partner 3, Baltic Institute of Finland
 - completion by August 31, 2019
 - ongoing operation and updates until project end by Partner 3, Baltic Institute of Finland
 - ongoing operations and post-project updates by Partner 1, Baltic Sea Academy,
- Extension of the Knowledge Alliance to 68 education and labour market institutions from 13 countries
 - partner in charge: Partner 1, Baltic Sea Academy
 - completion by December 31, 2019,
- Development, detailed consultation and concept harmonisation for a Centre of Competence (CoC)
 - partner in charge: Partner 1, Baltic Sea Academy
 - concept by August 31, 2020,
- Winning colleges/universities as partners for the CoC.
 - partner in charge: Partner 1, Baltic Sea Academy
 - completion by December 31, 2020,
- Development and harmonisation of organisational and work regimes of the CoC and cooperation between 50 chambers of commerce and vocational training providers.
 - partner in charge: Partner 1, Baltic Sea Academy
 - completion by July 31, 2021,
- Development and harmonisation of a management and business plan for the operation of the CoC and ensuring its long-term operation.
 - partner in charge: Partner 1, Baltic Sea Academy
 - completion by July 31, 2021,

- j) Establishing and operational start of the CoC.
- partner in charge: Partner 1, Baltic Sea Academy
 - completion by September 30, 2021.

Apart from data, results, etc. obtained from the key planning and control instruments (see 5.1), the following data sources will be used for the evaluation of the structuring and cooperation under the Knowledge Alliance and the Centre of Competence:

- repeated anonymous electronic surveys of project, Alliance and associated partners
- comprehensive personal interviews with project, Alliance and associate partners, performed by an external expert

Evaluation results will be discussed at workshops together with all partners and will be continuously fed into subsequent work stages, thus resulting in a continuous improvement process.

At project end, a summarised evaluation report by Partner 1, Baltic Sea Academy, will be prepared on cooperation under the Knowledge Alliance and the Centre of Competence.

5.4 Transfer, Implementation and Dissemination

1. Development and harmonisation of individual communication and dissemination plans for each partner, listing individual activities on transfer, consultation and further dissemination measures, target groups, deadlines etc. (see 5.1)

2. Preparation of concepts, curricula, teaching materials and application notes for all educational and other training measures developed in the project; transfer electronically and in paper form to all project partners and associated partners from 13 countries, as well as to further educational institutions and stakeholders

- partner in charge: Partner 1, Baltic Sea Academy

6. Individual implementation consultations for project partners and associated partners from 13 countries, and for further educational institutions.

- partner in charge: Partner 1, Baltic Sea Academy

7. Issuing a book, containing all project results and distribution via book stores

- partner in charge: Partner 1, Baltic Sea Academy
- publishing by September 30, 2021

8. Implementation of further dissemination measures

- partner in charge: Partner 1, engagement of all other partners.

a) All results, materials, etc. will be posted on three publicly available internet platforms, and on websites of the project partners.

b) At least 3 press conferences and at least 6 press releases will provide in-depth information on project results and their use.

c) Ongoing information from all project partners and associated partners on their own platforms and in member journals.

d) As part of their day-to-day business, project and associated partners will contribute project results to political decision-making processes and, in particular, will support work-based learning.

e) At least at 18 third-party events (i.a. at universities and business forums) project results, ways of using them etc. will be presented in different countries in road shows

f) Being an international organisation, involved in numerous political committees, Partner 1, Baltic Sea Academy, will provide information on project goals and results for their promotion in political decision-making processes.

Apart from data, results, etc. obtained from the key planning and control tools (see 5.1), the following data sources will be used for evaluation of transfers, implementations and dissemination:

- repeated anonymous electronic surveys of project/associated partners
- comprehensive personal interviews with project/associated partners, carried out by an external expert

The evaluation results will be discussed at workshops with all partners and will be regularly fed into subsequent work stages, thus gaining a continuous improvement process.

At the end of the project, a comprehensive evaluation report will be prepared by Partner 1, Baltic Sea Academy, covering transfers, implementations and dissemination measures.