



**European Quality qualifications
for the Woodwork and furniture
industry**

WP6
PILOT

**D6.6 PILOT REPORT (Full
qualification + CPD
Learning Modules)**

No. / Name of output	D6.6 Pilot Report (Full Qualification + CPD Learning Modules)
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Description	This is the summary report of each PILOT SESSION, related both to Full Qualification and CPD Learning Modules aiming at describing feedbacks from students, workers and trainers involved in each country session.
Contributor(s):	All partners



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INTRODUCTION

The proposed EQ-WOOD training course has been validated through 12 Piloting Sessions conducted in all project countries.

The pilot sessions served to:

- perform European pilot testing of the Full Qualification “Innovation Advisor” to verify if it addresses identified needs of wood and furniture industry and young employees;
- perform European pilot testing of the learning modules for CPD to verify if it addresses identified needs of wood and furniture industry and of adults already working in the industry;
- perform European pilot testing of Digital Platform developed in WP6 and addressed to deliver e-learning properly;
- improve quality of training based on feedback from the pilot testing.

GENERAL INFORMATIONS

The pilot session lasted about 11 months. Started in March 2020 and finished in May 2021. The long timescales are because the pandemic did not allow them to be held in the presence for a long time. We therefore tried to wait to understand the situation. In the end, all sessions are done remotely, using the principal platforms for online lessons.

Participants are selected from the project stakeholders, like students, workers, unemployed people and others.

A very important selection phase was useful in order to choose the most suitable candidates for the pilot and to ensure the minimum number for the project.

For the development of the pilots, a guide was drawn up with the main characteristics necessary for the success of the sessions.

For each session the documents produced were:

- Agenda
- Evaluation questionnaire
- Final Quizzes (paper-based / online)
- Unit contents (online / classroom lessons)
- Other useful documents

The piloting sessions are organized both classroom-based (online) and/or e-learning according to the modules piloted.

Training was implemented by a teacher/lecturer (at least) and a tutor interacting, supporting and sustaining motivation of participants.

Teacher/Lecturer: sectoral expert

Tutor: partner representative

The courses were piloted in English and aims to test the contents, the methods and the support services put in place.

Each learner will follow the programme and, at the end, will carry out a learning outcome-based test. It will be possible for participants to be assessed in only some units of learning outcomes.

Each country had to pilot 2 different units.

This is the division of the units:

Country	Unit piloted
Italy	4,1
Hungary	3,4
Spain	1,3
Bulgaria	2,3
France	1,5
Belgium	2,3

Training will be implemented by a teacher/lecturer (at least) and a tutor interacting, supporting and sustaining motivation of participants.

Teacher/Lecturer: sectoral expert (external experts are informed of the content of the project and its purposes)

Tutor: partner representative

In all sessions it used the summary of each Unit produced in WP5 to know the content of the entire training course. Units are available in all project languages.

In this way, the training sessions of the units are included within the training course for the Innovation advisor.

This promotes learning and knowledge of the contents of the entire course.

TUTORS

Tutors in each country were chosen to facilitate the success of the sessions.

The figures have been chosen among the people inside the partner organizations who know the Project and its path in general well and who have a good knowledge of the sector.

They had the role of accompanying the trainees and trainers to facilitate the use of the proposed training contents.

In some cases, they were able to integrate the lessons with content developed by the Project and facilitating the use of the online platform.

The tutors also played a fundamental role in the collection of documents to support the pilot sessions. First of all, in the collection of the feedback questionnaires collected.

TRAINERS

In order to find trainers, each country has made a careful research for the most suitable people for this role.

Trainer had to have certain characteristics that were not always easy to find.

He/she had to have knowledge of the content of the proposed unit and have the ability to explain the lesson to a class of students.

These characteristics are not always easy to find, and this is likely not to lead to good results.

In each country, therefore, different figures were found according to the units to be proposed. All trainers are specialists in the sector and in the proposed content and have been trained on the path of the innovation advisor through the work of the tutors and sometimes through the presentation lessons that each has given and made available to other trainers.

Each unit was then explained to all trainers in different forms, from recorded videos to PPT presentations to personal meetings.

As for the chosen figures, it can be said that we have had people from different backgrounds, like: specialist in innovative materials and trends research; specialists in innovation advisory, workshop coaches, entrepreneurship; sector expert with rich experience in training, courses, seminars, presentations, lectures and all kinds of trainings; co-founder and CEO of companies; referent trainer of the training course Advanced Technician Additive Manufacturing with the National Agency for Adult Vocational Training; other figures related with innovation and Furniture sector.

The trainers were also asked to fill out the questionnaire to collect feedback from their point of view of experts in the sector and in innovation and training.

TRAINEES

Total number of participants in the pilot sessions was high, **268 people**.

Here is the table divided by country of the participants in the pilot sessions:

Country	No. of participants
Italy	45
Hungary	15
Spain	31
Bulgaria	120
France	38
Belgium	19
TOTAL	268

Regarding the target audience, the division was:

Country	workers	students
Italy	26	19
Hungary	7	8
Spain	10	21
Bulgaria	9	10
France	38	-
Belgium	12	108
TOTAL	102	166

In addition, we have to add that 21 people used the platform independently and sent feedback directly using the online channel. We have also collected their feedback through a specific questionnaire available in the e-learning platform.

Students

Regarding the students, all countries have looked for students who could be as suitable as possible for the test of the educational path.

In some countries the choice has focused on young people aged 20-22, of the second of the Professional Bachelor Wood technology.

In others it was possible to find students of EQF level 5 courses, coming from wood and furniture training center dedicated to the home system for the training of new professionals to be included in companies in the wood and furniture sector.

In some cases, students attend university, requesting courses such as Industrial Design and Product Development Engineering or degrees preparing specialization in enterprise and innovation fields.

Overall, the students were all prepared and attended related courses with the proposed training path.

This helped to have clear and useful feedback for the improvement of the Course.

They were students who on the whole knew the basics of the sector and in some cases also the bases of innovation and its tools.

In other cases, however, innovation and its management were a missing part of their path and we therefore found great attention from them.

Workers

As for the sessions dedicated to workers, on the other hand, we had the opportunity to test the course both with people currently present in the company and with people who are looking for work and want to retrain.

This aspect was very important for our Project, also aimed at improving the skills of workers who are currently looking for a job position.

Some participants had a confirmed jobseeker's status in a different situation: some of them working on full or part-time contracts for medium/small size companies, some of them unemployed, others self-employed. Quite an important percentage of participants declared having a professional project of creating their own company, and all of them declared looking for new professional opportunities (new working contract). It is worth to mention, that some of them are currently involved in a process of professional retraining, seeking for opportunities to be trained and develop professional competences.

In other cases, however, the workers came from companies that feel the need to train their workers in the subject of innovation.

These workers come from companies that differ in size and production.

The areas of origin of these workers were also quite different, innovation being a very transversal theme. All participants study or work in different areas in the wood and furniture sector: sales, marketing, project management, technical management, timber industry and land management engineering and carpentry.

At the pilot there were in some cases managers and employees of the management area of the companies. In other cases, managers of the design of the products and responsible of their realization.

In others, workers in the field of quality or marketing participated.

All participants were asked to register on the platform ERUDIRE to get familiar with the EQ-WOOD training before participating in the pilot activity. They were also encouraged to continue their training online, test their knowledge and to obtain the EQWOOD badge.

WORKSHOP IMPLEMENTATION

Each country conducted the session as it deemed most appropriate given the emergency condition of the pandemic.

Each pilot session, however, had a common structure that guaranteed the correct execution of the sessions.

1. Introduction of the Project, with its objectives, the description of the various activities, the results obtained and those still to be pursued.
2. Presentation of the figure of the Innovation advisor and the training course developed.
3. Presentation of the e-learning platform. In some cases, it was possible to show the platform directly, in others it is recommended to use it at a later stage. All participants were advised to follow the module proposed in the pilot session also on the platform.
4. After the presentation of the Course and the platform, each session presented the contents of the assigned unit.

The presentation of the contents took place following different forms.

The main online platforms such as TEAMS and ZOOM were used for presentations, trying to make the lesson as interactive as possible, using cme mentimeter tools or chat.

Often, both before and after the session, a reminder was sent to subscribe to the e-learning platform, then monitoring the activities of the trainees.

The platform has often been used directly to explain some contents of the Course.

In some cases, the session was divided into 2 parts to allow you not to lose concentration after a long time on the computer.

The trainees themselves were thus able to participate in the session divided into 2 moments. In some cases the first moment was dedicated to the theoretical explanation of the lesson, while the second to the practical development of some explanatory exercises of the contents.

FEEDBACKS AND EVALUATION

At the end of each session, participants and trainers were given a questionnaire to collect feedback on the quality of the sessions and on the content covered.

They were extremely useful for gathering opinions and suggestions to improve the Course and to guide a possible future planning of mobility activities that have the innovation advisor curriculum as content.

FEEDBACK FROM STUDENTS

Here some feedback received from students:

Overall, the students found the visual and digital platform very dynamic, professional looking and easy to use.

Some found the presenter's way of delivery too difficult/theatrical, containing too long and complex sentences. It was suggested to present in a more realistic talking style or use voiceover only with visual elements or more text-based material instead. Students highlighted the topics were hard to follow in some cases without previous knowledge in the field. There was plenty of new information and wider topic-range as a university course. However, some sections were a bit too rushed through. Students preferred shorter videos to longer ones. They stated that stressing the relevance of different concepts and topics would make passing the tests easier. The interviewees suggested that handouts for the videos would be very useful. One suggested giving clearer structure to pdf texts.

Most of them expressed that the online workshop helped them a lot to put the learning material into practice and Hungarian SME context. Students marked the topics of design and innovation research, brand and brand management and gamified scenarios the most interesting. It was challenging to recruit and motivate participants to complete the pilot course mainly due to shortcomings or even lack of knowledge of English and being short of time while studying, which they expressed to the tutor.

Some students declare that the platform could be more user-friendly, and the registration process could be easier.

The content is appropriate and accessible. The timeline is also appropriate. Some of the questions from the test are complicated.

Some suggestions collected from students:

- Explanation on correct answers in the tests.
- Improve correction of wrong answers.
- The platform is very interesting and intuitive.
- Comprehensive content.
- More gamification.
- Shorter videos would be preferred.

In the future, partners can consider these suggestions for further development and improvement of the platform.

FEEDBACK FROM WORKERS

The feedback from workers, on the other hand, is reported here:

The overall evaluation of the sessions, training content and the online platform was positive. Participants suggested to reserve more time for training sessions (especially Unit 1) as it was not always easy for them to acquire well the knowledge and shared information within a 3/4-hour long training session. They also proposed having more examples that could be shared with future training participants.

The content of the training sessions was noted as very innovative and not too difficult to understand, nevertheless some of participants underlined that they are not sure how they could use it at work.

The online platform was rather noted as accessible and easy to use. We believe that workers who declared having some difficulties with the platform, have either not spent enough time to get familiar with it, or had troubles following it in English language.

A number of participants admitted having troubles following the training/platform in English, as their language proficiency was not sufficient (especially as the technical English is quite frequently used). Therefore, some participants declared that they would prefer to follow the same training in French.

Almost all participants declared their willingness to continue the training online and to discover other modules of the EQWOOD training.

Satisfied with the course, very interesting and innovative. Difficulties with registration and passing the test.

Some positive feedbacks regard the structure, quality and visual of the platform. Our worker participants highlighted learning about the importance of project manager skills, soft skills and importance of visualisation as useful.

Some of them suggested shorter videos (max 20 min.) and more charts and graphics.

Regarding the content of material: more wood and furniture examples and content on SMEs rather than large companies.

Material less relevant to those who work in furniture making and design. Need the transcript for the video contents.

Some mentioned the need for clearer questions in the tests: either the answer was not discussed in such detail in the learning material or there were more correct answers, so the questions were not balanced in terms of learning material and question difficulty.

Some workers mentioned it would be useful to know the number of questions for better time management.

Some of the applicants and participants found the level of English way too advanced.

FEEDBACK FROM TRAINER / TRAINERS

Relevant part of participants like a lot the platform, they find it easy to work with and think that the appearance of it is very innovative and interesting.

The presentations are also interesting and containing a lot of information, presented in a very interesting and modern way.

About the tests after the units, participants declare that some parts were a little bit harder, and it need a little more time. Also, some of them had difficulties with the registration in the platform.

The EQ-WOOD course is very well structured into thematic areas. The training tools are appropriate for the target group. Training content and approaches are innovative. The links to external sites are working.

Both trainers were positively surprised by the active participation of workers and their interest in the training content. They have also agreed that having more time per training session would be appreciated, so they could spend more time to explain some complex topics ('too short to handle the data and practice'). They also would prefer having more time to interact with participants, and if possible, give them more tasks to do during the training session. Trainers pointed out the language difficulties of some students following the online training. Finally, both, the quality of training materials as well as the organization and accessibility of the online platform were well noted.

Trainers regretted the fact that they could not (due to the current sanitary crisis) teach in the classroom which would allow participants to have an indirect exchange with tutors, touch certain objects, machines, and to see with their own eyes the printing techniques. It would also facilitate the exchange between workers and allow working in groups on specific tasks. The on-campus/ in-classroom form of training would be recommended as soon as the sanitary situation allows it.

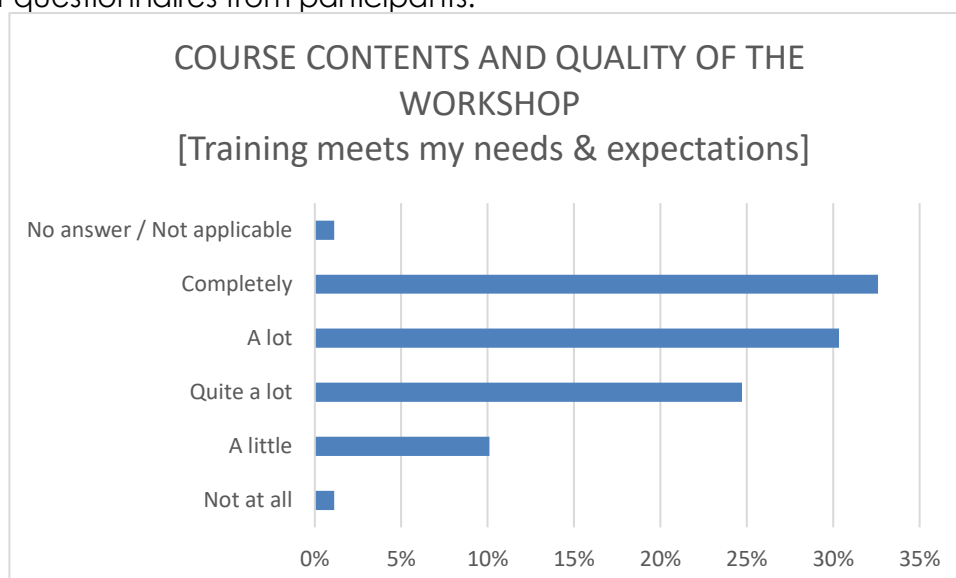
The trainer and tutor highlighted similar or the same issues as the participants. Since recruiting and selecting participants was challenging due to their level of English, it is suggested to translate all the learning materials, especially the subtitles to Hungarian.

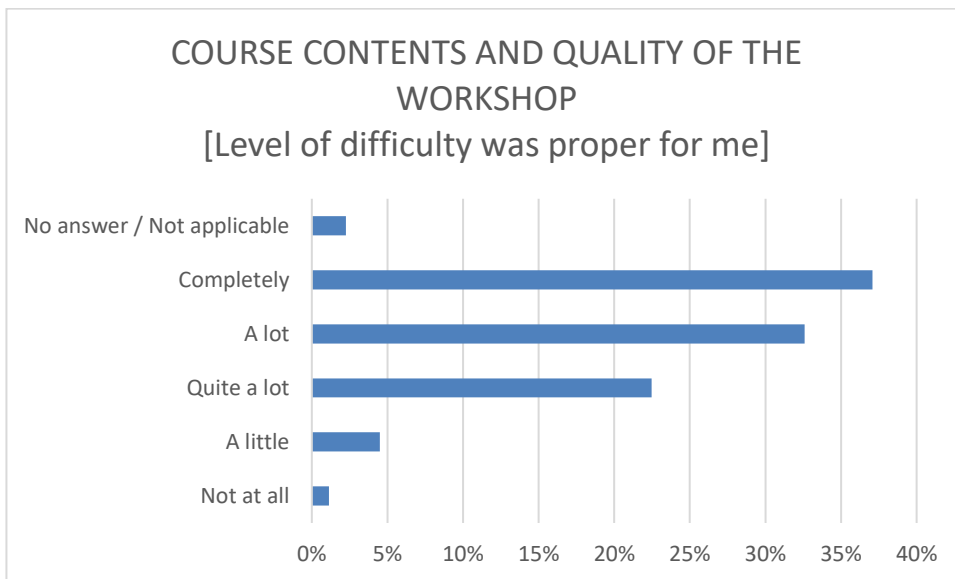
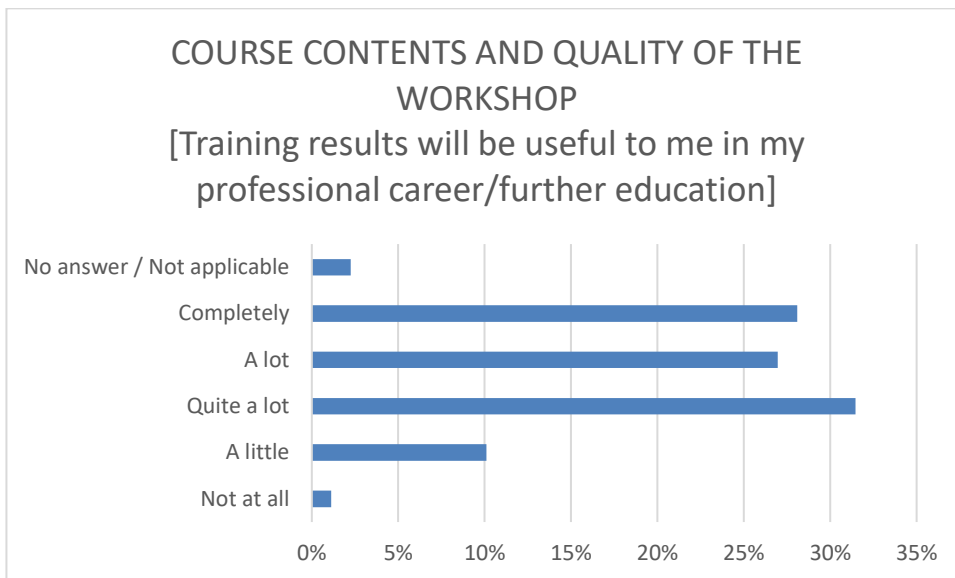
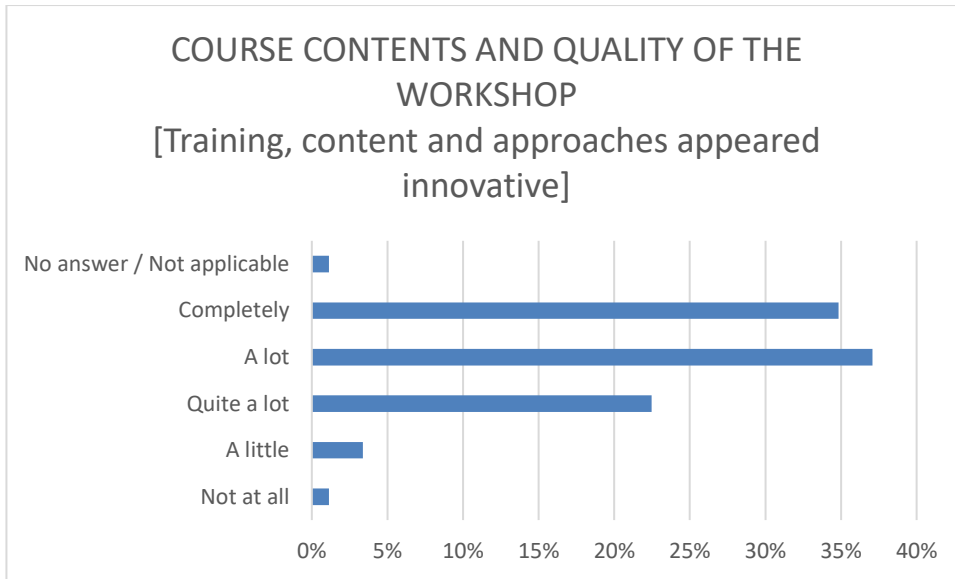
The trainer suggests including topics especially related to SME-s or small entrepreneurs who do not necessarily have the budget or the capacity to apply the overall strategies.

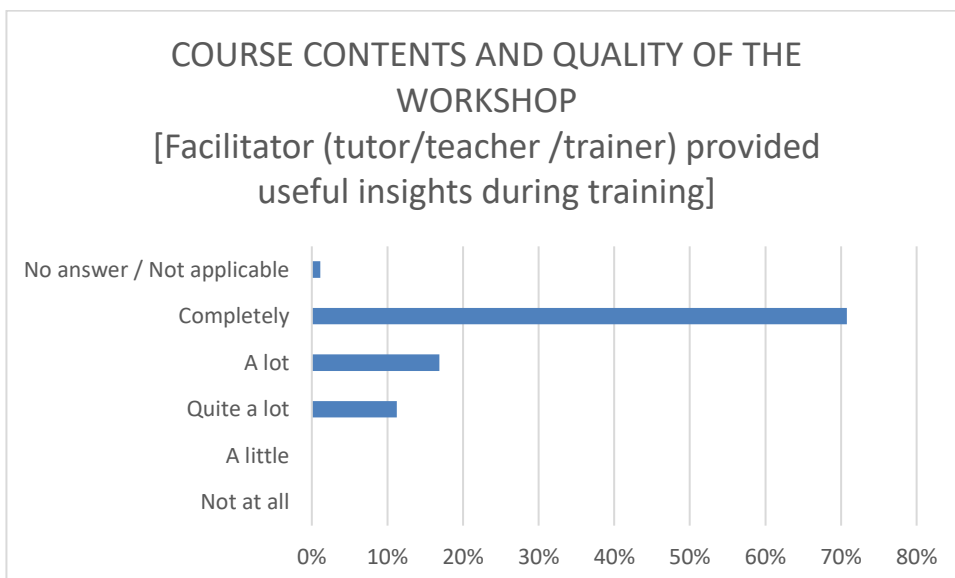
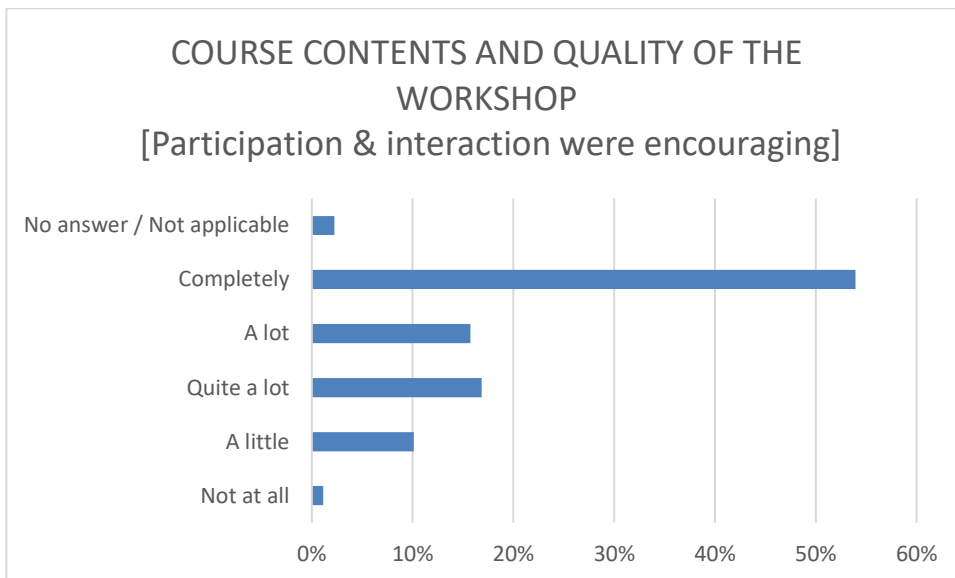
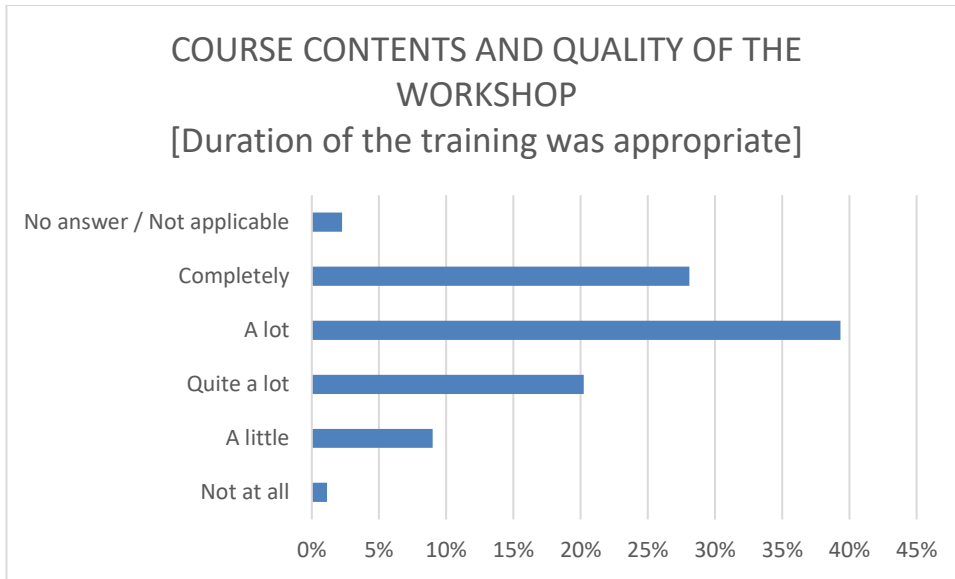
For the development of the platform, she suggests having an own meeting platform with at least 3 rooms.

EVALUATION BY QUESTIONNAIRES

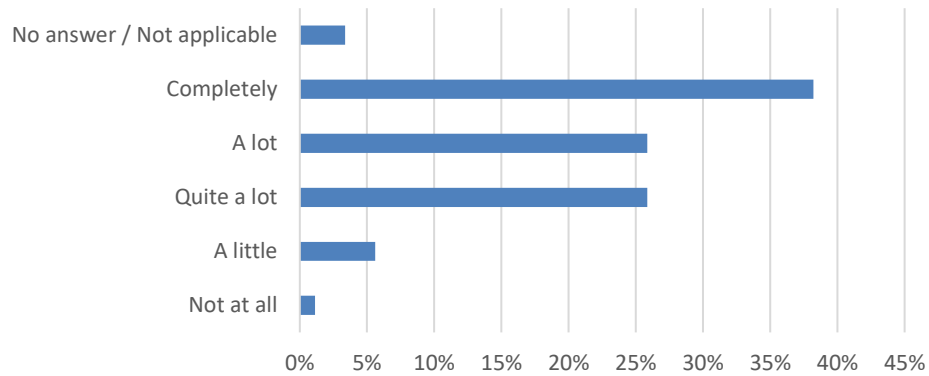
Results of questionnaires from participants.



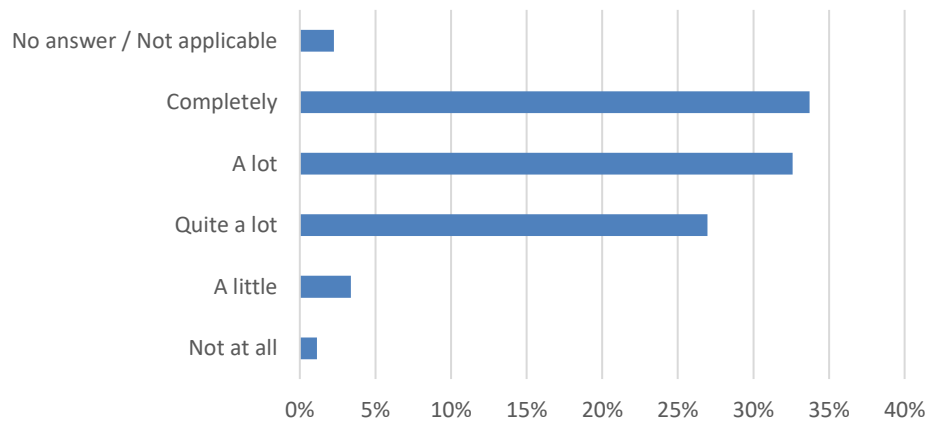




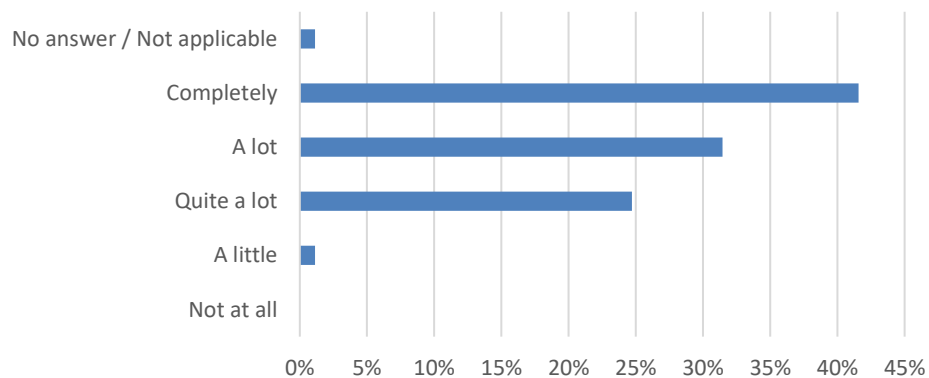
USABILITY OF THE LEARNING PLATFORM [Is the learning platform captivating and pleasant to look at?]

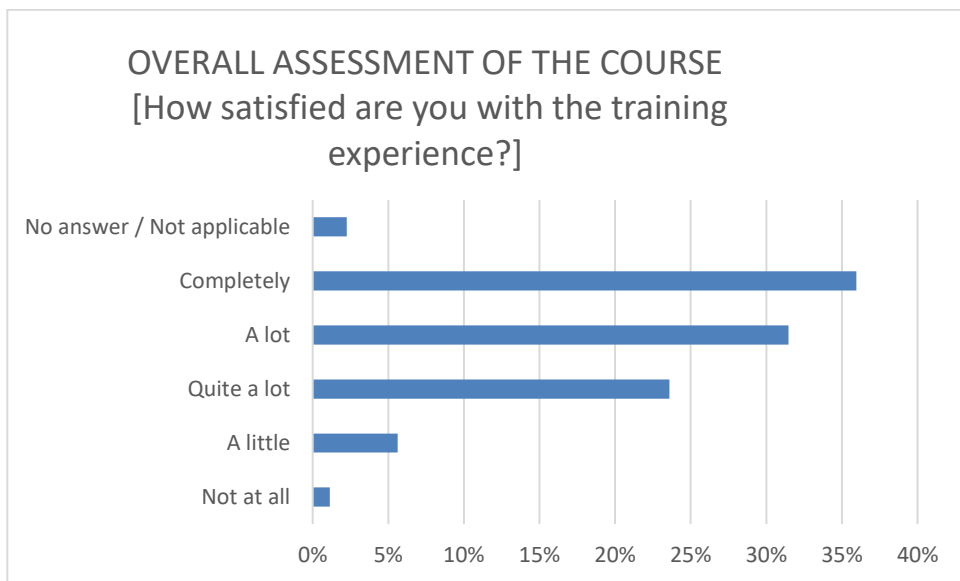
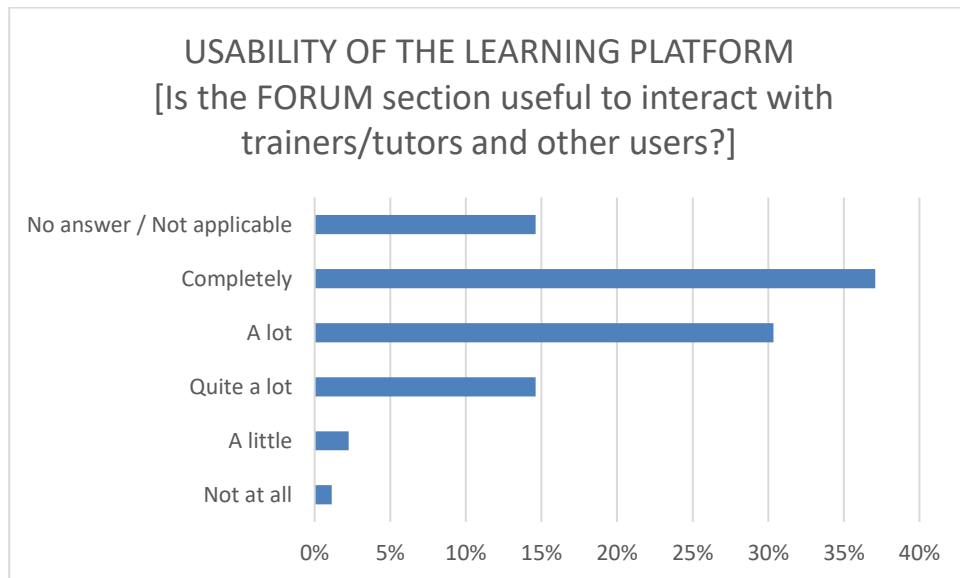
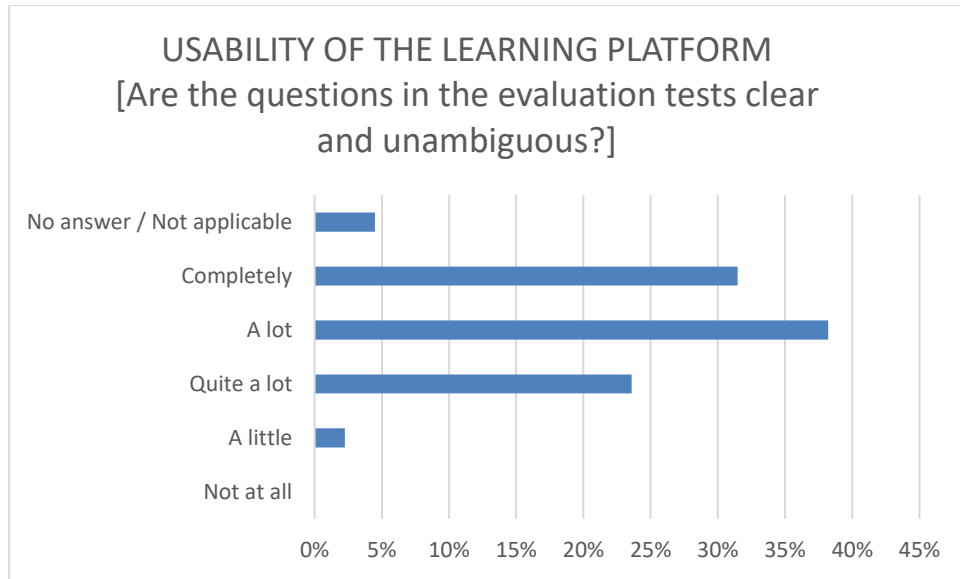


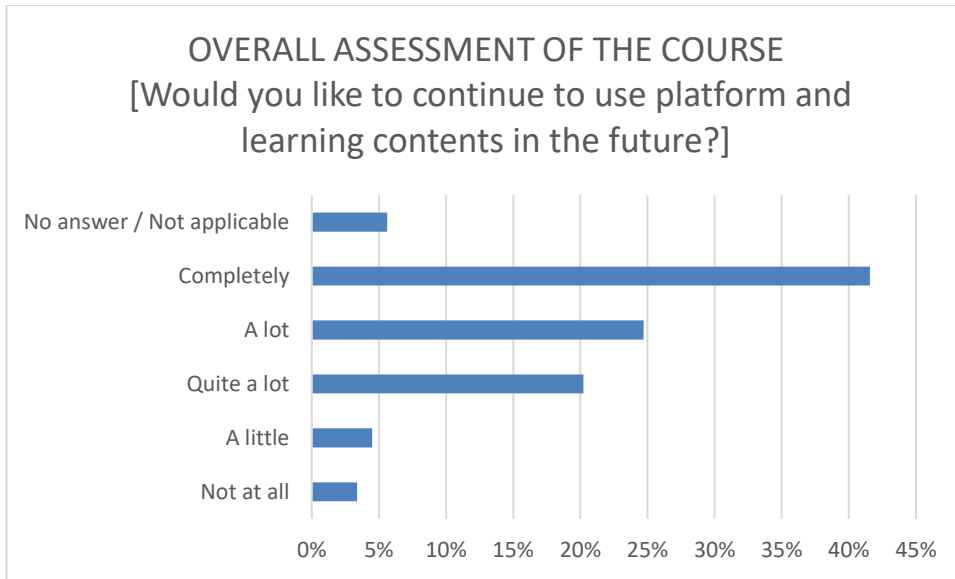
USABILITY OF THE LEARNING PLATFORM [Is the platform easy to use?]



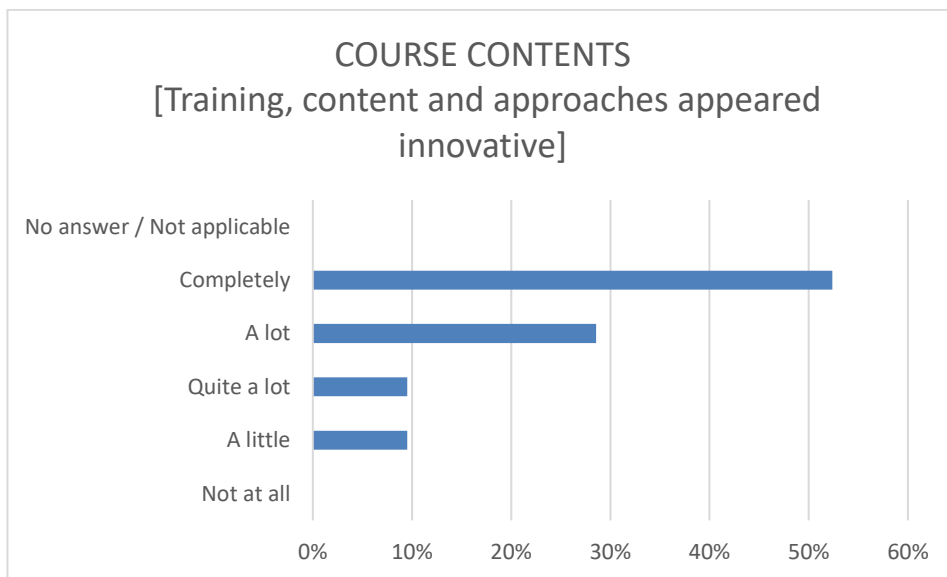
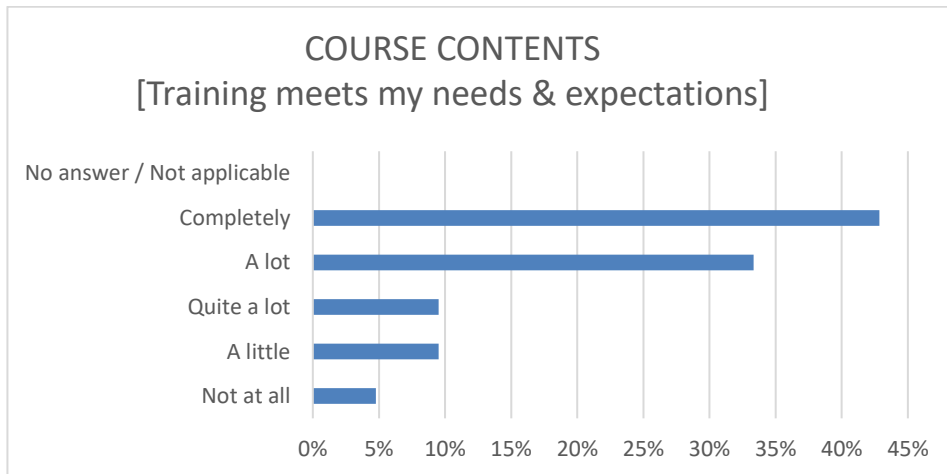
USABILITY OF THE LEARNING PLATFORM [Is the organisation of the modules easy to understand?]

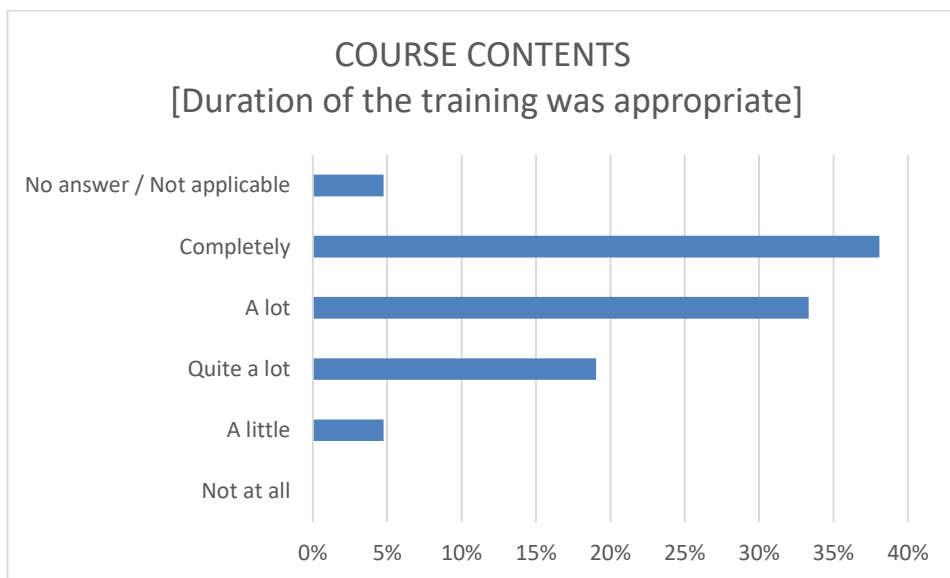
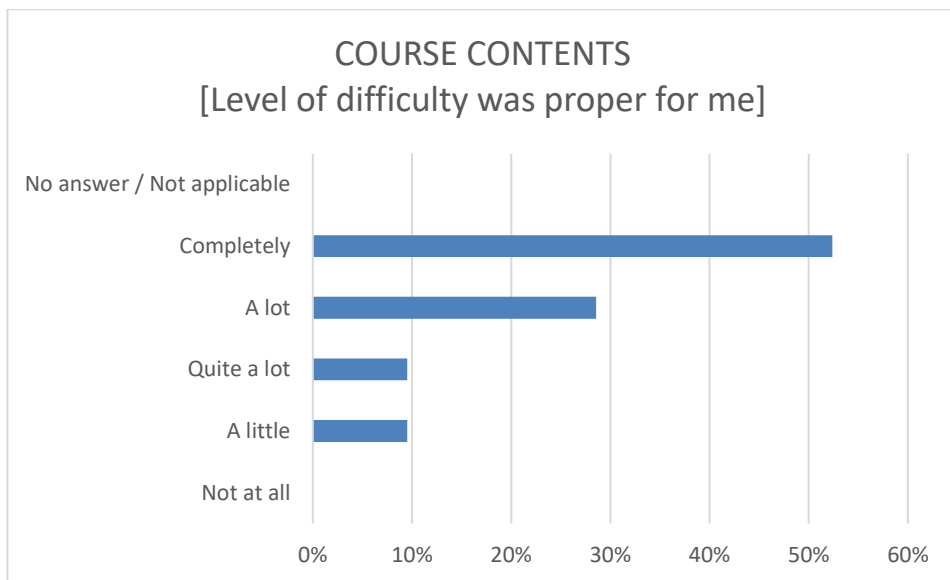
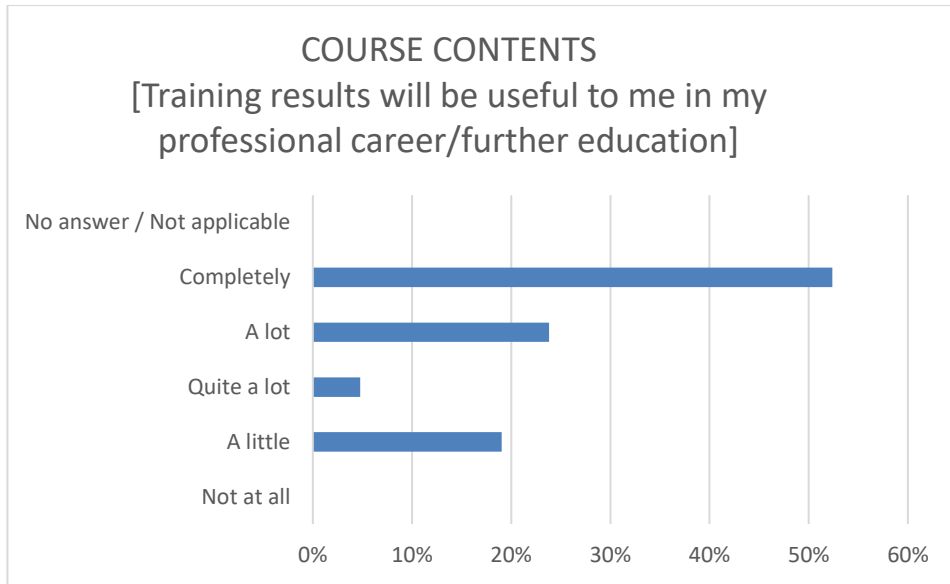


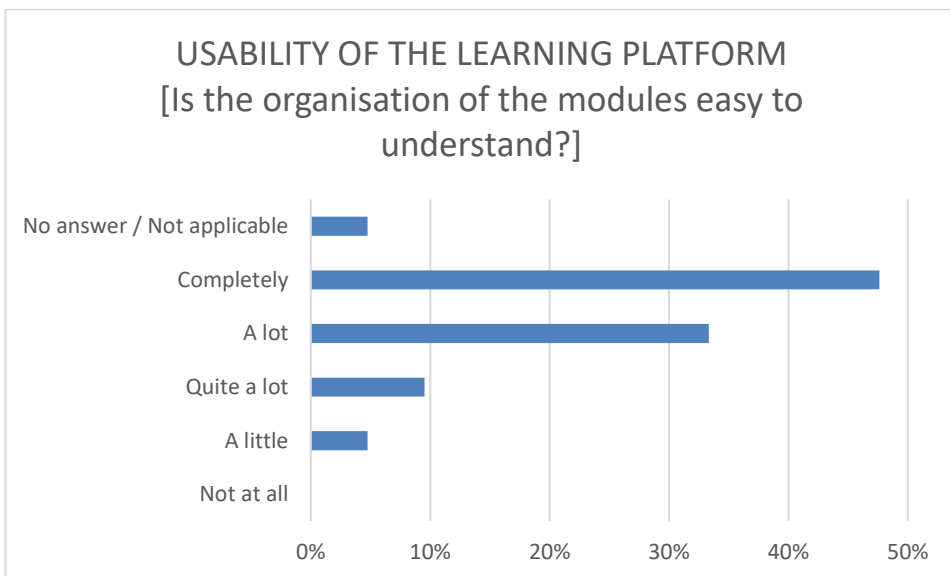
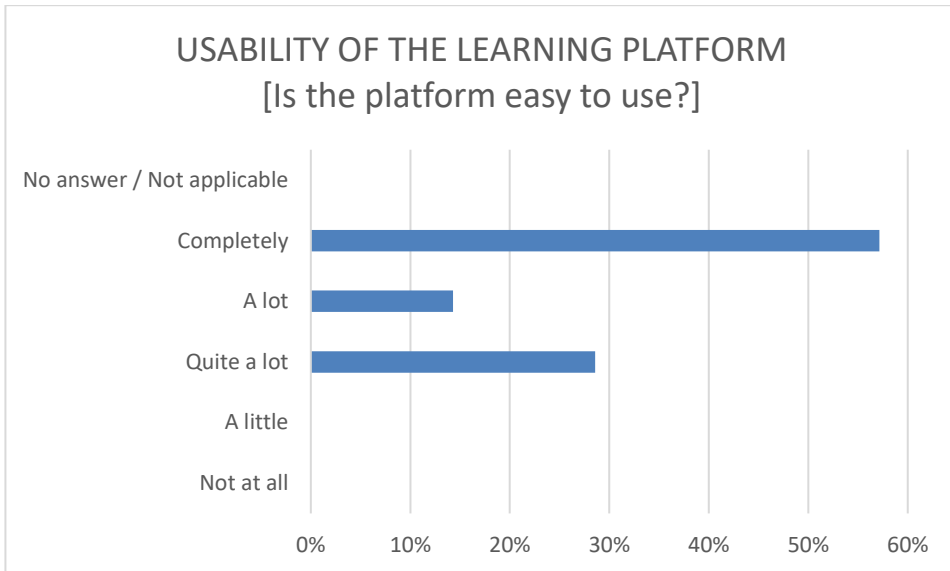
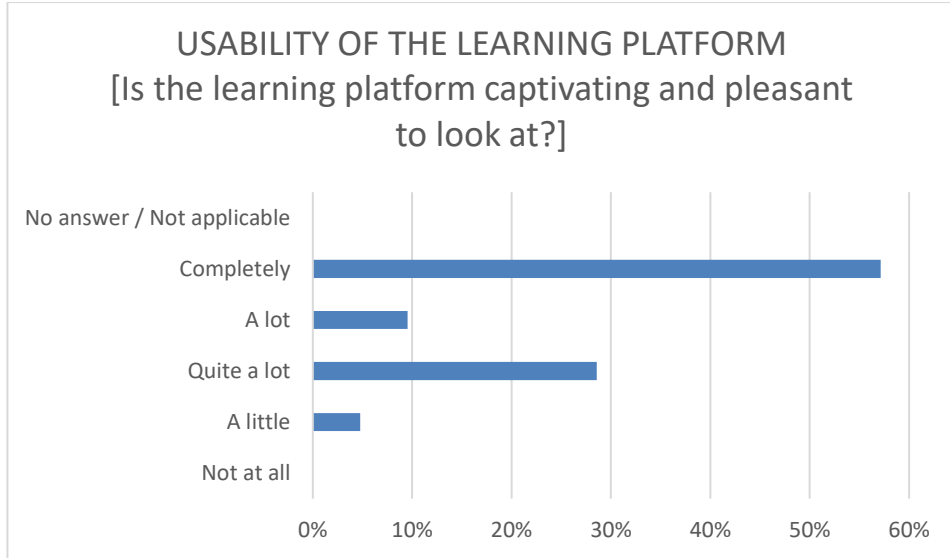


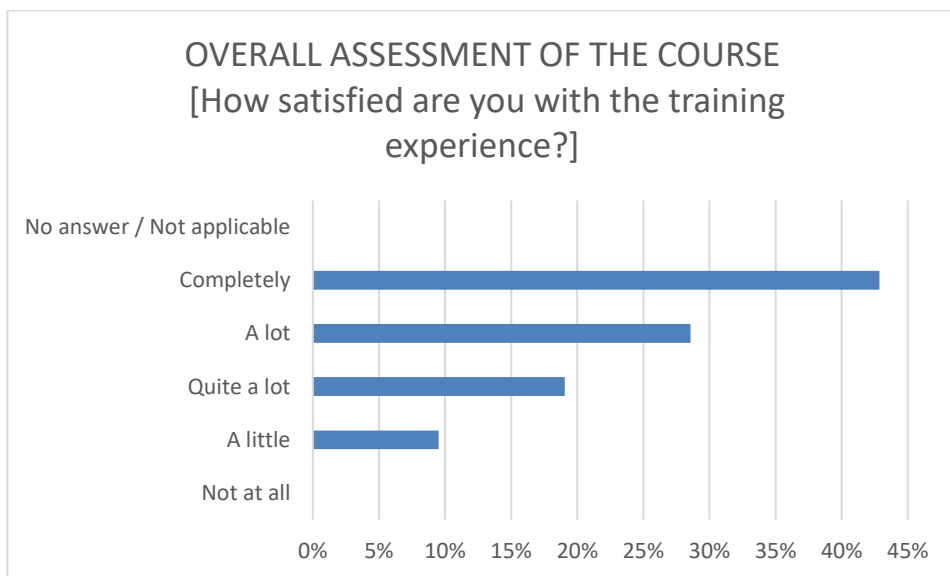
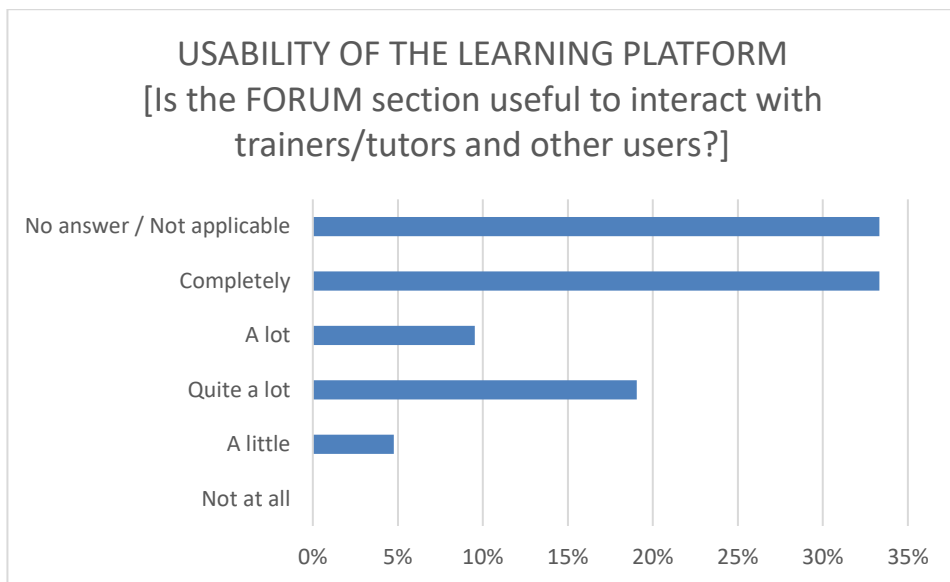
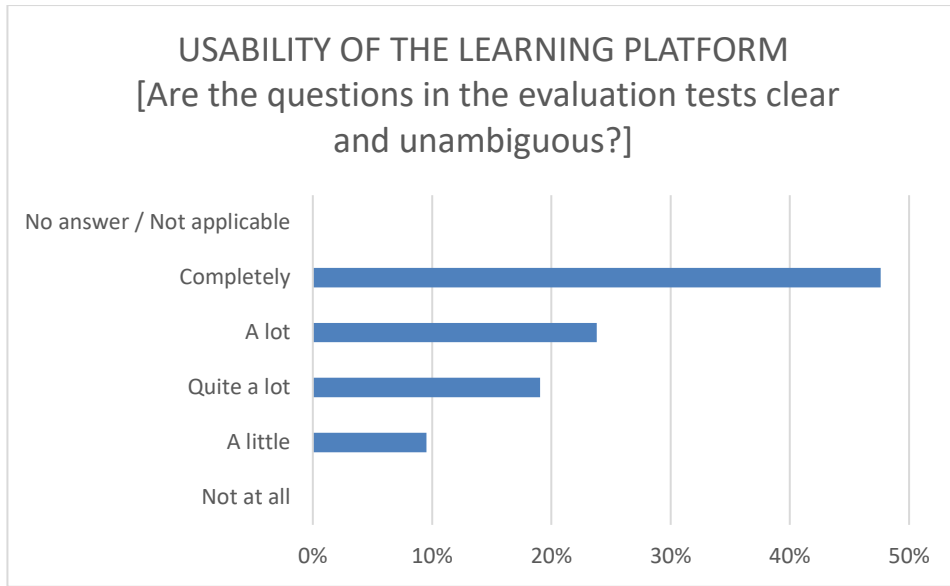


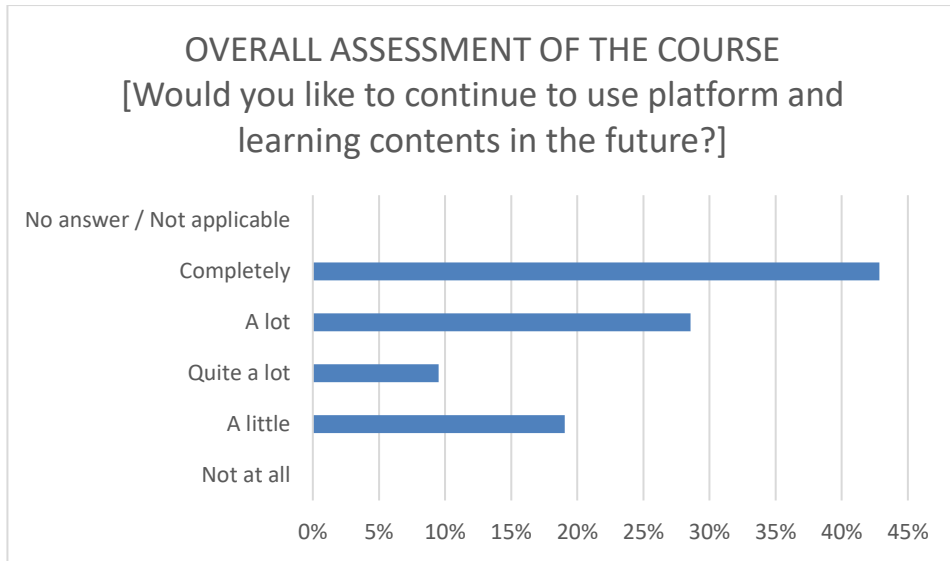
Results of questionnaires from **participants directly from the online platform.**











Results of questionnaires from **Trainers, Teachers and Tutors.**

