

**Evaluation report in the framework of the
Leonardo da Vinci Pilot Project**

**„European specific Qualification
Design and Construction in Existing Contexts“**

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1. Introduction

The present evaluation report presents the results of the process and product evaluation in the context of the Leonardo da Vinci Pilot Project „European specific Qualification Design and Construction in Existing Contexts“ which has been coordinated by the German Institute for Further Education IFBau (Institut Fortbildung Bau gGmbH) in Stuttgart.

The evaluation concept refers to an internal assessment according to which the evaluation of the core processes and products of the project was planned and realised within the partnership. In order to guarantee a high degree of objectivity and professionalism in the course of the evaluation the project partner Berufsbildungswerk des DGB gGmbH (bfw) in Heidelberg who conducted various process and product evaluations in other contexts was assigned with this project assignment.

In order to be able to promptly counteract irregularities in the course of the project and to optimise the planning of a joint follow-up project, a process-related as well as a result-oriented evaluation procedure was chosen. It was then possible to implement single aspects in the scope of the project duration – such as the improvement of the project steering and coordination as well as the transnational communication – while other aspects such as the improvement of the qualification will enter in the fine conception of the planned Master study programme.

In the sense of the quality assurance the evaluation procedure was jointly agreed on in the partnership. For every developed instrument (guideline, questionnaire) a draft version was created first, which was agreed upon with the coordinating organisation and was then potentially complemented or revised. After every evaluation measure a Result Protocol was developed and spread within the partnership.

All actors involved in the project were directly integrated into the evaluation procedure

- At the level of the participants a questionnaire-based survey was carried out after every single course in all modules of the project; the results were supplemented through a qualitative analysis of two telephone interviews with eight selected participants
- On the basis of interview guidelines further telephone interviews were conducted with selected referees, the coordinating organisation IFBau as well as with an external expert qualified in the topic “Design and Construction in Existing Contexts”
- Furthermore, the opinions of the partner organisations on the quality of the project and its’ products were investigated in the context of a questionnaire-based survey.

2 Methods, instruments and products

2.1 Methods

- The project and its results were continuously evaluated; as mentioned above the evaluation concept was process-related as well as result-oriented. After every course within the **Transnational Module questionnaire-based participant surveys** were conducted. These were quantitatively evaluated on the basis of indicators to measure the quality of the process and the results.
- **The National Modules** in Warsaw, Budapest, Bratislava and Prague were also assessed through questionnaire-based participant surveys, through which important results were gained on the quality of the European specific qualification.
- In order to qualitatively analyse the course of the project and its outputs the results of the questionnaire-based investigation were specified through **guideline-based telephone interviews with selected participants, referees and an external expert**. This way the opinions of the interviewees on the curriculum, the further education programmes, the success of the learning process (participant and referee interviews) as well as the public perception of the project and the quality of the European specific qualification (interview with external expert) were analysed.
- **The project partners were interviewed through a questionnaire-based investigation** on the quality of the project processes and products as well as on the quality of the partnership. In relation to the future prospects it was analysed, if the qualification still meets the educational requirements and needs of the target group in of the partner countries. Furthermore the trends in the partner countries were analysed and the aspects which should be considered for a further development of the qualification were detected.
- The extensive process and background knowledge of the coordinating organisation IFBau was also analysed in the framework of the evaluation. Besides regular email-exchanges **two guideline-based telephone interviews were conducted**.

2.2 Instruments and Products

In the framework of the evaluation, instruments that were used include semi-structured questionnaires allowing for a statistical analysis as well as guideline-based telephone interviews founded on a qualitative approach.

The following evaluation instruments were developed in particular:

- **4 guidelines** for the telephone interviews with the coordinating organisation (IFBau) ([Appendix 6.2.1](#)), with selected participants ([Appendix 6.2.4](#)), selected referees ([Appendix 6.2.6](#)) as well as an external expert ([Appendix 6.2.7](#))
- **3 questionnaires** as to the investigation of the project partners' opinions ([Appendix 6.2.2](#)), of the participants of the Transnational Module ([Appendix 6.2.3](#)) as well as of the participants of the National Modules and the Experience Exchange Programmes ([Appendix 6.2.5](#))

The following products were designed in the framework of the evaluation:

- **6 Result Protocols for every individual analysis¹** as well as
- the present **Evaluation Report**.

¹ A summary of the results of these protocols can be found in the Appendix of the present report.

3 Results of the individual interviews and surveys

3.1 Interviews with the coordinating organisation

- Objective: ongoing improvement of the project results and the qualification
- Target-performance comparison through guideline-based telephone interviews with two persons in charge of the project on behalf of the coordinating organisation IFBau (Ms. Falk, Ms. Elias)
- Product: Result Protocol incl. derived recommendations

The expectations of the coordinating organisation as regards the project results were widely fulfilled:

- transnational exchange of experience and increase of knowledge in the field of “Design and Construction in Existing Contexts”
- Expansion of the topic-related transnational network; cooperation with relevant organisations in other European countries
- Increase and expansion of the own educational offer through the development of a new qualification with high relevance and on the basis of an innovative concept
- Use of the expert database in the field of „Design and Construction in Existing Contexts“
- Planning of the further development of the qualification in form of the Masters study programme „Design and Construction in Existing Contexts“

Special challenges in the course of the project were:

- the steering of such a large and complex partnership, which was seen as very time-consuming and which required extensive personnel commitment
- the time and work plan with efficient time management strategies to achieve the project aims duly and within the course of the project
- the creation of enlarged networks in the framework of the Expert Pool.

A high need and an increasing demand of the qualification were identified. Accordingly, the qualification was further developed in the framework of a planned follow-up project through a certified master course based on the following two specialisations:

- Core study on the basis of the existing Transnational Module to be optimised
- Specialisation and choice of the following topics:
 - Aspects in relation to the topic building environment and preservation of historical monuments (with EU reference)
 - Energy efficiency/Energetic building reconstructions and restorations

3.2 Survey of the partner organisations

- Objective: continuing improvement of the processes and the results of the qualification and the project
- Realisation of a questionnaire-based survey with the partner organisations in April and May 2008
- Product: Result Protocol incl. derived recommendations

The partner organisations find that the course of the project was successful to very successful. Their expectations of the project were to a large extent fulfilled:

- transnational exchange of experience and increase of knowledge in the field of “Design and Construction in Existing Contexts”
- Expansion of the theme-oriented transnational network through cooperation with organisations from other countries
- Development and extension of the own educational offers through development of new qualifications with thematic relevance and on the basis of an innovative concept
- Use of the expert database in the field of „Design and Construction in Existing Contexts“
- Planning of the further development of the Master study programme “Design and Construction in Existing Contexts” (with a high-end curriculum, a clear market orientation and with unique features in the EU).

From the perspective of the partner organisations the following aspects contribute mostly to the project success:

- The quality of the transnational partnership: the constellation, the distribution of tasks, roles and responsibilities; the transnational cooperation at the project meetings
- The project steering by the coordinating organisation IFBau.

In relation to the improvement of the project and the qualification, the partners think that the transnational component should be anchored stronger in the contents of the qualification and stronger networking opportunities with project-relevant actors should be ensured. Furthermore, the project-internal communication strategies should be optimised against the background of the language and intercultural barriers within the partnership. The information flow should also be guaranteed in case of changing persons and partners.

Current developments and trends on the topic “Design and Construction in Existing Contexts” within the partner countries are for instance:

- Poland: there is still a lack of awareness concerning the relevance of the topic „Design and Construction in Existing Contexts“, therefore the transnational professional exchange seems to be very important here
- Austria: in order to meet the national qualification requirements modifications should be undertaken and topics such as building and fiscal regulations be introduced.

The partners identify the following trends and tendencies in relation to the further development of the qualification:

- Poland: restructuring of industrial areas, improvement of energy saving, public space issues
- Austria: there are several thematically relevant further education offers but none that covers such a wide field like the “European specific Qualification Design and Construction in Existing Contexts”.
- Germany: an increase of further training providers can be identified; further country-specific developments are the adaptation of the portfolio to demographic development (family, elderly, disabled), questions concerning climate protection (energy saving, environment-friendly building material), network building to increase the performance.
- Transnational tendencies in the framework of adult education: in addition to the professional skills the partners identified the increasing relevance of communication, moderation and mediation techniques.

3.3 Survey / interviews with participants

- Objective: continuous improvement of the qualification; development of a need-oriented and tailor-made educational offer in the context of the planned follow-up project
- Process-oriented questionnaire-based surveys after every course (Transnational Module) as well as after the National Modules and the Experience Exchange Programmes; guideline-based telephone interviews with eight selected participants during as well as after the end of the qualification (May, August 2008)
- Products: Result Protocols incl. derived recommendations

Questionnaire-based survey of the participants (Transnational Module)

After the individual courses in the context of the Transnational Modules the participants had the opportunity to assess the following elements: professional expertise of the referees, knowledge transfer, quality of the seminar material, course organisation, gastronomic service as well as the course in total. For this purpose a [questionnaire](#) with closed questions and a field for comments and endorsements was developed. For every question five answers were possible (from 1 = “very good” to 5 = “not sufficient”). The backflow was 61.1%.

The results of the questionnaire-based survey were:

- Professional expertise of the referees: Almost all courses were assessed as „good“ or „very good“. With 2.67 points solely one course was assessed as „average“.
- Knowledge transfer: The majority – 13 of 18 courses – was evaluated with “good” (2 points), the remaining five courses with at least „average“
- The seminar material was judged as good (2.25 points) too.
- With a mark of 1.99 points the course organisation was positively assessed as well. All 18 courses were marked with „good“ or „very good“.
- Gastronomic service: 17 of 18 courses were graded as „good“ or „very good“. One of 18 courses was assessed as „average“.

On average, the courses were graded as “good” (1.9 points). This is also the case if solely the purely content-related aspects (quality of the referees, knowledge transfer) are considered (1.7 points).

The participants wish for the following aspects:

- a stronger practice-orientation and a stronger relation to the topics of their daily work
- a stronger concentration on the core topics „Design and Construction in Existing Contexts“
- an improved dissemination of information to the referees; they should be better informed on the experience and qualifications of the participants
- a stronger practical orientation also in the theoretical courses
- a stronger European orientation as well as
- detailed and readable scripts for all courses.

Questionnaire-based survey of the participants (National Module and Experience Exchange Programmes)

Subsequent to the National Modules and the Experience Exchange Programmes organised in June 2008 in Warsaw, Prague, Bratislava and Budapest, the participants were interviewed on their expectations, the quality of the referees, the knowledge transfer, the scripts and organisation as well as the European dimension and exchange of experience among the participants. The results of the survey turned out positive: the aspects issued in the [questionnaire](#) were predominantly marked as “good” and “very good” respectively.

Participant statistics and backflow:

- Slovakia (SK): 32 participants (18 men, 14 women), of which 27 came from SK and 6 from DE; 2 came from public organisations and 19 from private organisations; backflow: 100%
- Hungary (HU): 47 participants (5 from DE), backflow: 38,3%
- Czech Republic (CZ): 1 participant (1 woman); backflow: 100%
- Poland (PL): 149 participants; backflow: 40%

Results of the National Module:

- The expectations of the participants related to the National Modules were in most cases „fulfilled“ and „totally fulfilled“ (SK: 87%, HU: 94%; CZ: 100%, PL: 92%), for the rest of the participants they were only partly fulfilled – for no one they were not at all fulfilled.
- With 91% (SK), 94% (HU), 100% (CZ) and 92% respectively, the knowledge transfer was predominantly assessed as “good” or “very good”, the rest of the participants assess this aspect as “average” (SK and HU: 6%, PL: 8%) or sufficient (SK: 3%)
- The seminar material was in most cases (SK: 94%, HU: 94%, CZ: 100%, PL: 80%) seen as “good” or “very good”; only 6% (SK, HU) and 3% (PL) respectively, value it as “average”, while it was “insufficient” for 3% (PL).
- Also the organisation was seen by the majority of the participants as “good” or “very good” (SK: 97%, HU: 89%, CZ: 100%, PL: 93%), the rest of the participants evaluate it as “satisfactory”.
- The greatest part of the participants assessed also the European dimension as “identifiable” or “clearly identifiable” (SK: 82%, HU: 89%, CZ: 100%, PL: 93%), the rest with “little identifiable” (SK: 18%, HU: 11%, PL: 5%) or “not identifiable” (2%).

Results of the Experience Exchange Programmes

- The expectations of the Experience Exchange Programmes were for most participants fulfilled or fully fulfilled (SK: 100%, HU: 94%, CZ: 100%, PL: 95%), only in few cases they were only partly (PL: 3%) or not (HU: 6%, PL: 2%) fulfilled.
- Most of the participants find that the competencies of the referees were “good” or “very good” (SK: 97%, HU: 94%, CZ: 100%, PL: 98%), the rest find that they were “satisfactory”.
- The majority of the participants (SK: 93%, HU: 87%, CZ: 100%, PL: 90%) assess the knowledge transfer as “good” or “very good”, the rest (SK: 7%, HU: 7%, PL: 10%) as “satisfactory” and “sufficient” respectively (HU: 6%).
- Many participants find that the seminar materials were “very good” (SK: 77%, HU: 65%, PL: 10%), the rest finds they were “good” (SK: 23%, HU: 35%, CZ: 100%, PL: 59%) or “satisfactory” (PL: 24%); only few think they were “insufficient” (PL: 7%)
- 60% of the participants in SK, 33 % of the participants in HU, 100 % of the participants in CZ and 22 % of the participants in PL assess the organisation as “very good”, the rest as “good“ (SK: 40%, HU: 61%, PL: 61%), “satisfactory” (HU: 6%, PL: 5%) or “sufficient” (PL: 2%)
- The European dimension was for the majority of the participants (SK: 83%, HU: 94%, 100%, PL: 92%) “identifiable” or even “clearly identifiable”, for the rest of the participants it was “little identifiable”.
- The opportunities for exchange of experience were for 80 % of the participants in SK, for 89 % of the participants in HU, for 100 % of the participants in CZ and for 76 % of the participants in PL “very good” and “good” respectively, for the rest of the participants they were “satisfactory” (SK: 17%, HU: 11%, PL: 19%), “sufficient” (SK: 3%, PL: 2%) and “insufficient” (PL: 2%).

Guideline-based telephone interviews with the participants (Transnational Modules, National Module)

On average one of four participants (8 of 25²) took part in the guideline-based telephone interviews, which were conducted in May and August 2008. The interviewees were between 33 and 49 Jahre years of age; all had several years of professional experience in the field of architecture or interior design. Almost all participants had relevant professional experience in the field of “Design and Construction in Existing Contexts”, some had international study, work or project experience. The group was composed of experienced and partly already specialised participants with concrete opinions and expectations in relation to the own professional development and to the qualification. The opportunities to directly apply the contents, the practice-orientation of the qualification as well as the concrete benefit and advantage of the qualification were very important to them. For some interviewees the European aspect and the transnational orientation were also a central concern.

They expected:

- an intense, practice-oriented knowledge transfer of the core topic „Design and Construction in Existing Contexts“

² Selection criteria for the interviewees were: participants who stroke out in the courses of the qualification through their critical or constructive feedback.

- new impulses for their daily work life
- an improvement of their professional prospects
- an intense and qualified exchange with colleagues
- an enlargement of their European network as well as
- a structured input and an overview of the experience and solution approaches on the core topic “Design and Construction in Existing Contexts“ in other European countries.

Their objective was:

- to get to know a specialisation, through which they could carry out their work in the field of “Design and Construction in Existing Contexts” in a more well-founded and routinised way or
- skills acquisition in a new occupational field.

The interviewees found that the qualification provided an extensive overview of the topic “Design and Construction in Existing Contexts”. According to them there were good chances to apply and transfer the contents into the daily professional practice; also, they thought that the professional expertise of the referees in the practice-oriented courses was very high. The constellation of participants with professional experienced architects, interior designers and construction engineers was assessed as good. In the overall assessment the courses of the qualification were assessed with 6.25 of 10 points, thus as satisfying. Approximately half of the interviewees would participate again.

The participants find that especially the following aspects show weaknesses:

- the practice transfer and the chances to apply the contents of the theory-related courses
- the relevance of the contents in relation to the core topic „Design and Construction in Existing Contexts“ (the treatment of existent building fabrics should constitute the core topic)
- the transnational component in the Transnational Module
- occasions for knowledge transfer among the participants
- the communication with the course organisation (information transfer related to the planned activities and further development of the qualification; integration of the participant opinions in the discussions on the further development of the qualification)
- the preparation of the participants for the exchange abroad (information provided on the objectives, the contents and the process; work programme)
- the integration of the participants in the planning of the planned Master study programme
- the preparation of the referees (information of the referees regarding the experience and competencies of the participant; coordination of the contents among the referees in order to improve transitions and prevent repetitions)
- the transparency of the concept and the modular design of the qualification
- the preparation of the participant for the courses
- the concrete points of time of the mobilities (all four visits abroad were organised in one month; the participants would have preferred to assume several visits, which was difficult to organise due to their parallel professional activities).

3.4 Interviews with referees

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| <ul style="list-style-type: none">▪ Objective: continuing improvement of the qualification offers and the cooperation with experts |
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| <ul style="list-style-type: none">▪ Guideline-based telephone interviews with three selected referees in June 2008▪ Product: Result Protocol incl. derived recommendations |
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Three interviews were conducted with [referees](#) interested to participate in the survey. The three interviewees were satisfied with the planning and the process of the courses they had organised. They found that the procedure to discuss the contents with the coordinating organisation IFBau was efficient. According to them the participants were open-minded, interested and qualified. They found that their own competencies and achieved performance in relation to the knowledge transfer, the methodological-didactical procedure and the support of the participants in the course was very high. However, as to the points to improve they would have preferred to have worked with more concrete and practice-oriented case studies; due to the given time this was difficult to realise.

Concrete chances for improvement in order to optimise the qualification are:

- A larger practical component in all courses (more time for each course)
- The organisation of meetings among the referees for the content-related coordination before the start of the courses in order to prevent thematic duplications and to guarantee that all important aspects are considered
- If required: a prioritisation of the courses as well as a related optimisation of the programme and the timetable.

3.5 Interview with external expert

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| <ul style="list-style-type: none">▪ Objective: quality assurance of the project and the public perception of its results (curriculum, Website, Expert Exchange Programme, Expert Pool) in the professional community; an improved presentation of the partnership and the qualification▪ Guideline-based telephone interview with a selected external expert in July 2008▪ Product: Result Protocol incl. derived recommendations |
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The following criteria were considered for the selection of the external expert:

- Longstanding professional experience and sound skills in the field of „Design and Construction in Existing Contexts“
- Professional experience and skills in European cooperation projects in the field of „Design and Construction in Existing Contexts“
- Sound skills related to the structures, objectives and educational tasks of a chamber of architecture.

After the selection process [Martin Schmäddeke](#) was chosen as suitable expert. Mr. Schmäddeke is architect and has longstanding experience in international architecture offices. Since several years he has been employed at the Berlin Chamber of Architecture. He gained experience in European Networks, has worked as referee in the field of “Design and Construction in Existing Contexts” and is member of a corresponding study-group.

In relation to the presentation of the project and its public perception he mentions:

- Website: In order to become able to better assess the quality of the Experience Exchange Programmes, the topics and contents should be concretised, e.g. through a short summary of the individual courses and an indication of the profiles of all involved persons and institutions.
- At all four locations of the Expert Exchange Programmes and the National Modules the same core topics should be taken in order to ensure a clear arrangement and a transnational comparability of the courses. Thematic standards and parameters should be developed (e.g. standardised templates).
- The Expert Exchange Programmes (with exception of Bratislava) should be stronger oriented towards the professional practice of the participants; aspects related to building history should also be covered but not as a priority as this is not among the core topics of the daily work of the architects. Potentially the local chambers for architecture should be stronger integrated into the programme planning (insight into the activity spectrum and the performance profile, dissemination of contact details).
- Especially for participants with a low time budget and with special interests in selected core topics it would make sense to allow the participation in individual courses rather than the obligation to take the entire qualification.
- The information of the website should be concretised through a list of courses.
- For participants interested in the transnational aspect of the qualification the following topics should be considered also in international comparison: local building construction (overview of specific methods of construction), energy saving regulations, protection of tenants, national procedures of planning and building permission, financial aspects (cost management, construction costs, financing, remuneration for services in architecture), profile and core tasks of the professional groups working in the field of “Design and Construction in existing Contexts”.

4 Summary of results and deduced recommendations

4.1 Results

4.1.1 Success factors

The project has a solid partnership structure with competent and specialised institutions (chambers, architecture offices, universities, educational providers). With their specific competencies the partner organisations are well selected and offer a spectrum that exceeds the experience of every single partner; useful synergies could be built. Despite the fact that the cooperation was for most organisations new, the partners fruitfully worked together and achieved all foreseen objectives and results within the prolonged project duration. The distribution of tasks among partners was balanced. In some areas (e.g. curriculum development) some partners distinguished themselves through outstanding commitment. In some activities the partners built smaller teams, having communicated their tasks and results by telephone and per email. During the project meetings the transnational cooperation was mostly effective and efficient, all partner gave constructive contributions. A sign for the good cooperation was also the sustainability of the partnership in the sense of joint plans for the further development of the project results through a Master study programme, which was already specified in the course of the project. Despite the enormous coordination efforts in the context of a large partnership, high-quality products were developed. The project management was based on democratic principles: the partners always had the opportunity to actively contribute to the decision-making processes of the project. In the course of the project successful strategies to solve problems in case of arguments and conflicts were used.

The “European specific Qualification Design and Construction in Existing Contexts” provided an extensive overview over the topic “Design and Construction in Existing Contexts” and had a clear educational value. Especially the practice-oriented courses were assessed as continuously good or very good. Most participants found that the quality of the referees of the practice-oriented courses was high or even very high. For the referees it was important, that the course he/she was in charge of was targeted to the educational needs of the participants and that it built on the previous knowledge of the participants. Special success factors as to the transfer of knowledge were the presentation of case studies and typical cases as well as the joint development of strategies for solutions. The use of innovative methods comprised for instance a combination of experienced and illustrated practice and the mediation of theoretical contents as well as the method of simultaneous visualisation. Some referees mentioned that the overall time schedule was too narrow and that a stronger involvement of the participants was hindered. The referees oriented themselves on the script and in most cases succeeded in retaining the central topic. The scripts were assessed as extensive and detailed. Many referees also allocated additional detailed and accompanying texts. The composition of participants – often with previous knowledge and practical experience in the field of “Design and Construction in Existing Contexts” – was assessed as suitable and good. The group of participants was composed of interested, open-minded and active persons. The potential for fruitful and constructive exchange was given; the opportunities for discussions among the participants were partly actively used. Altogether there was good network building among the participants with contacts that potentially will remain after the end of the project.

The valorisation measures to ensure sustainable project results were assessed positively as well. The continuation of the qualification through the development of a joint Master study programme is cur-

rently planned. The Expert Pool demonstrates a concrete and tangible result. The Pool is thematically well-assorted and comprises categories that are relevant for the everyday work of architects. The quality of the experts is assessed as high.

4.1.2 Potential for improvement

Many participants wished for a stronger orientation of the qualification towards the practice-relevant core topics in the field of „Design and Construction in Existing Contexts“. Some found it difficult to recognise the fine conception of the qualification; the module numeration was not always evident. Because of missing previous communication the courses were not always optimally matched; the referees lacked relevant information on the educational and occupational background and the state of knowledge of the participants. Although the concrete learning desires of the participants were mostly considered, in some cases the topics had to be readapted during the courses and through direct dialogue with the participants. There was no consensus among the participants on whether the theoretical aspiration level of the courses should be raised in the light of the sometimes longstanding professional activity of the target group. Some criticised that through their high previous knowledge they could gain only little new insight, for others the courses offered a welcome repetition of what they already knew. Also the discussions among the participants and referees and the team work as innovative methods were discussed controversially. Some were able to benefit, for others the discussed topics were too general in order to allow for a real knowledge transfer into the daily work. Many participants thought that the course volume with rather abstract topics such as demography and monument protection should be reduced, while the share of the practice-oriented topics should be enhanced. Although some topics such as crime prevention were interesting for the participants they do not seem to be essential for their daily work. The referees stated that altogether more time should be devoted to individual courses so that the participant-orientation in these courses could become higher. As it would be difficult to combine this with their parallel employment, the advantages have to be weighted. The size of the participant group was regarded as adequate out of economical reasons; for pedagogical purposes a smaller size of the group was preferred. The exchange among the participants as well as the contact among the referees and the participants could be stronger.

The strategies to steer the communication and cooperation among the partners were seen as not efficient enough due to lacking experience of coordinating such a large transnational partnership; the strategies had to be corrected in the course of the project. Currently the project management and time management to increase the quality of the planned follow-up project are being optimised. For some participants the supervision through the coordinating organisation was not always intense enough; they wished for regular and prompt information transfer regarding all upcoming activities in the context of the qualification.

The transnational cooperation was initially characterised by a lumbering project kick-off, some partners had language difficulties and barriers, however, these difficulties were solved in the course of the project. Also there was a gap between the commitments of single partners, presumably related to the different national norms as to the deadlines and the modes of operations.

4.2 Recommendations

On the basis of the process and product evaluation the following recommendations can be formulated regarding the further development of the qualification:

- The seminar contents should be stronger and more explicitly directed towards the core topic of the “European specific Qualification Design and Construction in Existing Contexts”.
- The individual courses of the qualification should be tailor-made in respect to the needs of the target group. They should be practice-oriented and allow a well-funded exchange among experts.
- Altogether, the practice-orientation should be ensured e.g. through the work with practical case studies (also in the theory-related courses).
- To guarantee the European dimension a comparison between countries as well as a European overview should be provided (for this purpose country overviews and good practice examples from other countries or from German offices located in other European countries should be provided. Furthermore a stronger involvement of experts from other European countries in the Transnational Module in Germany is recommended (e.g. in the role as referees).
- In the sense of a need-oriented and tailor-made qualification it is recommended that the professional background of the participants is considered in the design of the courses, the development and implementation of the curriculum and for the coordination with the referees.
- For the public perception of the project the modular design and the structure of the courses should be made transparent and the underlying concept of the qualification should be described explicitly.
- As every participant has his/her own professional biography and his/her own education-related opinions and preferences, a distribution of the qualification into core and optional courses would be useful; as a consequence the participants could choose the courses that are most relevant to them. The opportunity to select individual courses would be advantageous also for participants with a lower time budget.
- The boundaries of the individual courses should be defined even stronger; repetitions among the individual course blocks be avoided, transitions should be stronger developed. For a better coordination a centrally organised meeting among the referees is recommended.
- For thematic exchanges and the knowledge transfer among the participants it is recommended to ensure more opportunities for communication, e.g. through joint tasks and evaluations of the courses or in the framework of the exchange processes on the website platform. Also the discussion of practice-oriented issues in small groups on the core topic “Design and Construction in Existing Contexts” would be a suitable measure.
- In order to incite for and to intensify thematic exchanges at transnational level a restructuring of the country-specific modules in Prague, Bratislava, Budapest and Warsaw – enabled through the organisation of a transnational encounter and a final meeting – could be useful. Besides the meetings the transnational exchange could for instance be established through the communication platform.
- As many participants would like to have participated in several of the four country-specific modules but were impeded to do so out of reasons of a parallel employment and conflicting schedules, the country-specific modules should be offered over the year (and not in a row).

- For the public perception of the project, information for all courses of the Transnational Module should be presented on the Website; this could rise interest within the expert community and of potential new participants.
- In order to become able to assess the quality of the Experience Exchange Programmes better, the topics, contents, involved persons and participating organisations should be concretised, e.g. through short summaries of their contributions on the Website.
- It is recommended that the Expert Exchange Programmes and the National Modules deal with the same topics so that a transnational comparison as well as an overview of the national structures would be possible. In order to do so it would make sense to develop uniform standards and parameters, e.g. through the use of templates for the design of the programme.
- It is furthermore recommended to distribute the scripts already before the start of the courses if possible, in order to allow for an improved preparation. For a continuously high quality of the scripts the contributions of the referees should be checked before print. If possible standardised templates should be designed and distributed to the referees for this purpose.

Appendix

Tables of results according to interviewed actors and evaluation criteria

Below the results of the evaluation are listed in relation to the surveys of the coordinating organisation (CO), the partners (Pa), participants (Pt), referees (R) and of an external expert (E), structured in success factors and potential for improvement.

For this purpose a criteria catalogue with the following aspects was developed:

- Assessment of the qualification
- Assessment of the project steering and coordination
- Assessment of the transnational partnership

Success factors

Assesment of the qualification	
<ul style="list-style-type: none"> • Successful planning and realisation of the Transnational Modules: Interesting courses of high quality; successful acquisition of participants despite difficult availability due to summer holidays; acquisition of – as well as good cooperation with – new referees; excellent network building among participants with contacts, that could be maintained also after the project's end • Successful measures for the sustainability and valorisation of the results of the qualification: Maintenance of the qualification through the development of a joint Master study programme 	CO
<ul style="list-style-type: none"> • The qualification offer covers the current educational needs in the partner countries • Good planning and implementation of the qualification offer 	Pa
<ul style="list-style-type: none"> • The work in the workshops – if practice-oriented and explicitly addressing the core topic “Design and Construction in Existing Contexts” – is generally a suitable measure to ensure the thematic exchange of experience and a goal-oriented knowledge transfer among the participants. • The qualification allows for a wide range of topics and an overview of the core topic “Design and Construction in Existing Contexts”. The programme was assessed as rather ambitious. • Especially the practice-oriented courses were well-illustrated and seen as good/very good. • The order of the courses – from general to concrete – was seen as plausible and useful. • The composition of the participants (experienced colleagues, often with relevant prior skills and practical experience in the field of “Design and Construction in Existing Contexts” was effective. The potential for fruitful and constructive expert exchange was given. Efficient selection of participants. • The opportunities for informal exchange were vividly used, especially during the pauses of the courses. The participants exchanged their views on the practical problems and gave constructive recommendations. • Especially in of the practice-oriented courses the quality of the referees was marked as good or very good. • In case of several presenting persons changing contributions between the involved speakers proved their worth, allowing for stable attention and concentration of the participants. • The script was described as extensive and elaborated and in most cases as suitable and useful. Many referees contributed additional deepening and accompanying texts. 	Pt

<p>Assessment of the qualification and the individual courses in the framework of the Transnational Module:</p> <ul style="list-style-type: none"> • The qualification comprised all relevant topics in the core field “Design and Construction in Existing Contexts”; the offer was content-related and only little improvable. • For the referees it was important that the courses they offered were oriented towards the educational needs of the participants. In one case the transfer of knowledge was first of all descriptive, introductory, in the prospect it was then explicitly addressed towards persons with higher prior knowledge. In another case demonstrative practical examples were discussed. In the third case the procedure was modified in the course of the day and adapted to the wishes and expectations of the participants; the theoretical parts were in some cases reduced and the wish of the participants for a stronger practice-orientation was considered. • The use of innovative methods entailed for instance a combination of lived and visualised practice and the mediation of theoretical contents. In another case the method of simultaneous visualisation was applied, meaning that in the course a beforehand prepared manuscript was completed together with the participants in order to ensure a high concentration level. • Special success factors were the presentation of case studies (incl. typical problem cases) as well as the joint development of solution strategies. • The relevance for the daily work was seen as very high. The opportunities to directly apply the contents depended upon the issues dealt with and the concrete work area of the participants. • In all three cases the referees explicitly facilitated discussions among the participants. The referees posed comprehension questions or enabled discussion rounds in which questions could be clarified. In some cases case studies were presented and worked out in team work. Two of the three interviewees pointed out that the timetable was rather tight and that there was only little space for a stronger involvement of the participants. • The own professional expertise of the referees was – due to their long-standing relevant experience, their specialised skills and their training experiences – assessed as very high. Their ability to convey the contents in a clear and comprehensive way was also evaluated very positively. The referees oriented themselves on the scripts and succeeded in keeping the central theme. Their ability to support and advice the participants was valued positively. • The participant group was seen as interested, open-minded and active (feedback and vivid discussions were possible). 	<p>R</p>
<p>Assessment of the qualification and its components:</p> <ul style="list-style-type: none"> • The qualification corresponds to an existing need of the target group; the educational benefit of the qualification is given. • The Expert Pool constitutes a concrete and graspable project result. It is thematically well-arranged and entails various categories that relate to the professional activities in the field of „Design and Construction in Existing Contexts“. The site has a clear conception, the contact details allow for targeted network building activities. The pool constitutes a concrete aid-oriented tool for the professional daily work of the target group. The quality of the experts is seen as very high. • The Experience Exchange Programme in Bratislava was very good. It is of practical use for the participants, a direct transfer to the daily work life of the target group is given. 	<p>E</p>
<p>Assessment of project steering and coordination</p>	
<ul style="list-style-type: none"> • Achieving the project aims and developing high-quality products (despite enormous coordination efforts with such a large partnership) • Project coordination based on democratic principles; the partners always had the opportunity to become actively involved in the decision-making process. • Successful conflict solution strategies • Sustainability: cooperation of the partnership also after the project’s end; acquisition of a new partner, who will be in charge of the accreditation of the planned Master study programme 	<p>CO</p>

<p>The quality of the work of the coordinating organisation is assessed as good to very good.</p> <p>The following aspects were very good:</p> <ul style="list-style-type: none"> • The project organisation and project management skills (good and uncomplicated); the organisation of the various joint activities (project meetings, National Modules) • The organisation of the presentations, discussions and moderations on the (hitherto) organised project meetings • The conflict management strategies • The strong focus on contents and methods. <p>The following aspects were seen as good:</p> <ul style="list-style-type: none"> • The measures to control the results and assure the quality in order to meet the project objectives; the efficiency of the time and work plan • The efficiency of the strategies to steer the communication and cooperation among the partners • The opportunity of the partners to become involved in the decision-making process • The information flow. <p>Further success factors of the project coordination/the project management were:</p> <ul style="list-style-type: none"> • The initiation of the project / the successful project application • The integration of very different partners • The friendly and at the same time correct coordination of the projects • The communicative skills of the coordinating organisation • The allocation of clear work instructions • The useful deployment of partners as to their competencies and experience. 	Pa
<ul style="list-style-type: none"> • The coordination by IFBau – except of some malfunctions related to the pilot character of the qualification and the temporary reduction of the core personnel due to illness – is seen by some participants as routinised and competent. 	Pt
<ul style="list-style-type: none"> • The interviewees were satisfied with the quality and the regularity of the information flow • The contributions in relation to the conceptualisation of the qualification „of a piece “ was seen very positively. 	R

<p>Assessment of the transnational partnership</p>	
<ul style="list-style-type: none"> • A wide and well-positioned partnership • Balance of the distribution of tasks among partners • Successful constitution of partnership (despite size of the partnership and first cooperation for most partners) • Outstanding commitment of individual partners, e.g. as to the development of the curriculum • Productive cooperation during the project meetings (constructive contribution of partners; participation of almost all partners at almost all project meetings) • Sustainability of the partnership; joint plans to further develop the qualification (development of a Master study programme) 	CO
<p>The quality of the partnership was assessed as good. This was related to:</p> <ul style="list-style-type: none"> • The variety of the involved professions and institutions • The adequacy of the roles and responsibilities of the partners • The balance of the distribution of tasks among partners • The commitment of the partners • The quality of the transnational cooperation during the project meetings • The quality of the transnational cooperation in between the project meetings • The quality of the communication among of the coordinating organisation and the partners as well as among the partners <p>Further success factors of the transnational cooperation were:</p> <ul style="list-style-type: none"> • The quality of the international exchange of experience with different sectors and institutions • The positive work-related attitudes of the partners and the will to give an active contribution • The open and cooperative atmosphere during the project meetings 	Pa

<ul style="list-style-type: none"> The project partnership is seen as a high-quality cooperation in which all important institutions in relation to the topic „Design and Construction in Existing Contexts“ are represented. The combination of chambers, architect offices, universities and further education centres is seen as promising for the joint aim of testing the “European specific Qualification Design and Construction in Existing Contexts”. In relation to the quality assurance of the qualification the participation of universities is positively assessed. 	E
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Potential for improvement

Assessment of the qualification	
<ul style="list-style-type: none"> The project is very ambitious and there are many activities/work packages for the relative short project duration of two years (the development of the qualification AND of the Expert Pool seems to be very time-consuming) The methodological-didactical aspects as to the curriculum development is seen as too unspecific The lack of standards and parameters for the methodological-didactical procedure of the courses; the participants were not always actively involved No consistent design and format of the scripts No continuing examination of the topic „Design and Construction in Existing Contexts“ in the individual courses. 	CO
<ul style="list-style-type: none"> The majority of the participants wishes for a stronger orientation of the qualification towards the practice-oriented core topics³ in the field of „Design and Construction in Existing Contexts“ Some have difficulties with recognising the fine-conception of the qualification and the plausibility of the numbering of the modules (while the sequence of the events makes sense). There were sometimes repetitions between different courses; the single presentations were sometimes not optimally arranged and designed. For some interviewees the exchange of experience among the participants was enabled and fostered through teamwork, for others this was not the case as the tasks were not sufficiently practice-related. It is assumed that the referees were not sufficiently informed about the occupational background and prior knowledge of the participants. The concrete learning desires and educational needs of the participants were sometimes gathered in the discussion together with the group; as a consequence adaptations on the topics had to be made. It is assumed that the referees sometimes could have had provided more knowledge if they were informed on the occupational background and of the previous knowledge of the target group beforehand. Some find that the theoretical aspiration level should have been increased regarding the fact that the target group had years of professional experience prior to the start of the qualification (others find that the aspiration level was adequate). The evaluating discussions among the participants and the referees as well as in the team work activities are seen controversially. Some recognise a direct benefit, others think that the topics were too general in order to allow for a knowledge transfer to the daily work. Some think that the rather abstract topics such as demography and monument protection should be reduced, while the share of practice-oriented topics should be increased. Some less important topics (e.g. crime prevention) were for the interviewees of whom the majority is not working in the field of urban development interesting but not of core relevance for their daily work. 	Pt
<ul style="list-style-type: none"> The referees think that their courses were too short (however as the participants combine the qualification with a parallel employment they mention that it may have been difficult to increase the course duration) In respect to the desire of the participants for more practice-orientation the referees think that the own methodological procedure was not always optimal. 	R

³ The Interviewees list topics such as construction physics, construction diagnostics, the treatment and reconstruction of buildings as well as cost estimation for the office for protection of historical monuments.

<ul style="list-style-type: none"> • From a pedagogical perspective they prefer a smaller participant group (support of the exchange among participants, support of contact and discussions among referent and participants). • It is difficult for the referees to assess the composition of participants in respect to the contents of the qualification as they lacked prior information on the profiles of the participants (prior to their course the referees were only informed on the general profile of the participant group). 	
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Assessment the project steering and coordination	
<ul style="list-style-type: none"> • High efforts in coordination such a large partnership • The strategies to steer the communication and cooperation processes among the partners were initially not efficient enough • The time management strategies and the quality of the time and work plans need improvement • The quality assurance strategies through regular and structured evaluation of results linked to the time and work plan, need improvement • The steering measures in order to secure the dissemination strategies of the partners should be improved, 	CO
<ul style="list-style-type: none"> • The tasks of the partners were not always formulated concretely enough • The partners wished for more incentives for exchange of information between the partners 	Pa
<ul style="list-style-type: none"> • For some participants the support by the coordinating organisation was not always intense enough; they wished for a more efficient information flow in relation to the planned activities and the qualification. 	Pt
<ul style="list-style-type: none"> • In the beginning it was foreseen that the referees autonomously organise a meeting in order to coordinate their course topics. This meeting never took place as none of the referees felt responsible for the organisation. The interviewees mention that it would have been ideal if the coordinating organisation would have centrally organised the meeting. 	R

Assessment of the transnational Partnership	
<ul style="list-style-type: none"> • The kick-off of the project was a bit sagging; in the beginning the communication among the partners was characterised by several misunderstandings (communication barriers, norms of keeping deadlines, different ways of working, different connotations) • According to the coordinating organisation there was a gap between the commitments of individual partners. 	CO
<ul style="list-style-type: none"> • There were sometimes difficulties/barriers as to the communication among the partners (these were overcome/solved in the course of the project) • The information flow in relation to changing persons was sometimes interrupted. 	P

Evaluation instruments

Guideline interview of coordinating organisation

I. General impression
<ul style="list-style-type: none">▪ What did you expect of the project before it started?▪ Which of these expectations were fulfilled? Which not (yet) and why?▪ What are your expectations in relation to the remaining course of the project?

II. Assessment of the course of the project until now
<ul style="list-style-type: none">▪ How satisfied are you with the course of the project until now?▪ What are the success factors?▪ Which difficulties/challenges do you see and how could they be overcome?▪ How do you assess the course of the project in relation to the achievement of the project's objectives until now?▪ How do you assess the project course in relation to the planning and implementation of the qualification?▪ How do you assess the project course in relation to the cooperation with relevant referees?▪ How do you assess the project course in relation to the acquisition of participants?▪ How do you assess the project course in relation to the cooperation with the project partners?▪ How do you assess the project course in relation to the possibilities for network building?▪ How do you assess the project course in relation to the project meetings?

III. Assessment of the qualification
<ul style="list-style-type: none">▪ Which difficulties do you recognise in relation to the planning or implementation of the qualification?▪ How could they be overcome?

IV. Assessment of the own work as coordinating organisation
<ul style="list-style-type: none">▪ How do you assess the quality of your work as coordinating organisation in relation to<ol style="list-style-type: none">a) the evaluation of the results and the quality assurance in order to achieve the project objectives?b) the efficiency of the time schedule and the work plan?c) the efficiency of the strategies to steer the communication and cooperation between the partners?d) the opportunity for the partners to actively get involved into the project-related decision making processes?e) the organisation of the project meetings?f) the conflict management strategies?▪ Which are the special success factors?▪ What should be improved?

V. Quality of the partnership

- How do you assess the quality of the partnership in relation to
 - a) The adequacy of the roles and responsibilities of the partners?
 - b) The balance of the distribution of tasks among partners?
 - c) The commitment of the partners?
 - d) The transnational cooperation during the project meetings?
 - e) The transnational cooperation in between the project meetings?
- Which are the success factors of the transnational cooperation?
- What should be improved?

VI. Assessment of the relevance and the potential for further developing the qualification „Design and Construction in Existing Contexts“ in your country

- Does the qualification cover the educational needs in your Germany?
- Which trends do you recognise in relation to the qualification in Germany?
- Which aspects should be considered in relation to the further development of the qualification?
- What should be improved in relation to a follow-up project?

Do you have any additional hints, recommendations or comments?

Questionnaire partner survey

I. Overall impression										
1. What did your organisation expect from the project before the beginning of the project?										
2. Which of these expectations could be fulfilled? Which not (yet) and why?										
3. What are your expectations with regard to the remaining course of the project?										
	1	2	3	4	5	6	7	8	9	10
4. The project corresponds thematically to the field of work of my organisation (1= not at all, 10= absolutely)										
5. What is the benefit of having participated in the project for your work / the work of your organisation?										

II. Evaluation of the project progression until now										
	1	2	3	4	5	6	7	8	9	10
1. How satisfied are you with the project progression until now? (from 1=not satisfied at all, until 10=fully satisfied)										
2. What is in your opinion working particularly well?										
3. Which of the aspects are worthy of improvement?										
4. How do you assess the project progression until now? (from 1=insufficient, until 10=very well) with regard to:										
b) the achievement of the project objectives										
c) the planning and implementation of the qualification offer										
d) the cooperation with suitable consultants										
e) the participants/internal acquisition										
f) the cooperation with the project partners										
g) the possibility of building a network										
h) the conduction of the project meetings										

III. Evaluation of the qualification “Design / Construction in Existing Contexts”										
	1	2	3	4	5	6	7	8	9	10
1. How do the consultants and participants in your country assess the qualification events?:										
a) the national modules										
b) the transnational modules										
c) the logic structure and the sequence of block seminars										
d) the contents										
e) the extent										
f) the theoretic requirement level										
g) the exchange and transfer of knowledge among the participants										
2. Which difficulties are there concerning the planning or implementation of the qualification?										
3. How could /can they be resolved?										

IV. Evaluation of the project management quality of IFBau										
1. How do you assess the quality of the project management with regard to	1	2	3	4	5	6	7	8	9	10
a) the examination of results and quality management, in order to meet the project objectives										
b) the efficiency of the schedule and working plan										
c) the efficiency of the strategies to manage the communication and cooperation between the partners										
d) the possibility of the partners to participate actively in the project-related decision making processes										
e) the quality of dissemination of the project-related information										
f) the organisation of project meetings until now										
g) the organisation of the presentations, discussions and the moderation of the project meetings until now										
h) the conflict management										
2. The special factors of success of the project management are so far:										
3. It is worthy of improvement:										

V. Quality of the partnership										
How do you assess the quality of the partnership (from 1=very bad until 10=very good) with regard to	1	2	3	4	5	6	7	8	9	10
a) the adequacy of the roles and responsibilities of the partners										
b) the balance of the tasks among the partners										
c) the engagement of the partners										
d) the transnational cooperation in the project meetings										
e) the transnational cooperation between the project meetings										
The special factors of success of the transnational cooperation in the project are so far:										
In relation to the transnational cooperation, it is worthy of improvement:										

VI. Evaluation of the relevance and further development potential of the qualification “Design / Construction in Existing Contexts” in the own country
Does the qualification offer cover in your opinion the current subject-specific needs in your country?
Which trends are currently starting to develop with regard to the qualification of the project target group in your country?
Which aspects should be considered with regard to the further development of the qualification?
In your opinion, what would it be worthy of improvement / optimisation in terms of a continuation of a project?

Additional suggestions or comments:

Questionnaire participant survey (Transnational Module)

You have participated in a seminar carried out by the educational establishment of the Chamber of Architects of Baden-Württemberg. By answering the following questions, you will help us to improve our educational work.

Please carry out the evaluation – as you consider it- providing your name or anonymously. If you decide to write your name, we will have the possibility to contact you, in order to discuss some constructive criticism or suggestions. Should the space be not sufficient, please use the backside of the page.

1. In my opinion

the professional competence of the referee was

excellent very good good acceptable insufficient

the transfer of knowledge by the referee was

excellent very good good acceptable insufficient

the seminar documents could be assessed as follows

excellent very good good acceptable insufficient

the organisation of the seminar was

excellent very good good acceptable insufficient

the gastronomic service at the place of the seminar was

excellent very good good acceptable insufficient

I'd assess the seminar in its entirety as



excellent

very good

good

acceptable

insufficient

2. Which subjects should be further improved or offered again in the IFBau Educational Programme?

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3. Further suggestions and remarks:

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...
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...
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...
.....

Name and Surname: (optional)

Thank you very much for your support!

Guideline participant interviews (Transnational Module)

Socio-demographic Information and background of the interviewees

- Name, age, sex, educational background of the interviewees
- How did you take notice of the qualification?

General impression

- What were your expectations of the qualification before the beginning of the course?
- Which of these expectations could be fulfilled through the seminars until now? Which not and why?

Quality of the seminars and the qualification

- How would you assess the seminars with regard to
 - a. the logic structure and the sequence of the block seminars?
 - b. the contents and the extent of themes?
 - c. the theoretic requirement level?
 - d. the relevance for the professional life / practice / applicability?
 - e. the possibilities of conducting discussions between the participants?
 - f. the transfer of knowledge between the participants?
 - g. the possibilities of building up informal contacts?
 - h. the possibilities of expanding the professional network and establishing contacts to experts?
 - i. the possibilities of profiling in the own professional field?
 - j. the time required for the preparation and follow-up processing?
 - k. the support by the representative of IFBau before/after the seminars?

Quality of the consultants

- How would you assess the quality of the consultants with regard to
 - a. their professional competence?
 - b. the methodical and didactic structure of the seminars?
 - c. the written material?

4.2.1.1 Overall impression, summary and conclusion

- What do you like best of the qualification?
- Would you participate in the qualification again? Why / Why not?
- In your opinion, have the objectives of the further training been achieved so far? Which ones have been already achieved and which ones not yet? Why?
- What do you expect of the remaining seminars of the qualification?
- In your opinion, what is worthy of improvement / optimisation with regard to a following seminar?
- In your opinion, which subjects of the seminar should be
 - intensified in the future? Why?
 - shortened? Why?
- Were there difficulties? If yes, which ones and how have they been solved?
- What is your overall assessment of the qualification until now (from 1=insufficient until 10=excellent)?
- Do you have further suggestions, recommendations, or remarks?
- Would you be available again for a short telephone enquiry at the end of the project in September 2008?

Questionnaire participant survey (National Module and Experience Exchange Programmes)

You participated in the National Module and the Experience Exchange Programme of the Europe specific qualification “Design and Construction in Existing Contexts“. We kindly ask you to fill in the following questionnaire and to help us improving the further training programme. If there is not enough space, please use the back side of the papers.

National Module

My expectations of the National Module were

fully met met were partly met not at all met

Please specify:

The professional competency of the lecturers was

very good good fair sufficient not sufficient

The knowledge transfer was

very good good fair sufficient not sufficient

The material that was distributed was

very good good fair sufficient not sufficient

The organisation was

very good good fair sufficient not sufficient

The European dimension / the European added value was

highly visible visible fairly visible not at all visible

The opportunity to exchange experience and knowledge with other participants was

very good good fair sufficient not sufficient

The following used didactical methods were particularly successful:

In sum, I rate the National Module as

very good <input type="checkbox"/>	good <input type="checkbox"/>	fair <input type="checkbox"/>	sufficient <input type="checkbox"/>	not sufficient <input type="checkbox"/>
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Experience Exchange Programme

My expectations of the Experience Exchange Programme were

fully met met partly met not at all met

Please specify:

The professional competency of the lecturers was

very good good fair sufficient not sufficient

The knowledge transfer was

very good good fair sufficient not sufficient

The material that was distributed was

very good good fair sufficient not sufficient

The organisation was

very good good fair sufficient not sufficient

The European dimension / the European added value was

highly visible visible fairly visible not at all visible

The opportunity to exchange experience and knowledge with other participants was

very good good fair sufficient not sufficient

The following used didactical methods were particularly successful:

In sum, I rate the Experience Exchange Programme as

very good	good	fair	sufficient	not sufficient
<input type="checkbox"/>				

Overall evaluation

Which topic(s) should be elaborated in more detail or which new topic(s) should be integrated into the programme?

Additional suggestions and remarks!

Name:(optional field)

Thank you very much for your support!

Guideline referee interviews

Quality of the courses and the qualification

- How do you assess the course in relation to
 - a. the content-related relevance related to “Design and Construction in Existing Contexts”?
 - b. the theoretical appraisal level?
 - c. the relevance for the everyday work, the practice-orientation and the applicability?
 - d. the learning effect for the participants?
 - e. the opportunities for discussion among the participants?
- Which innovative methods did you use? Did they prove successful in respect to the transfer of knowledge? (how was the corresponding feedback of the participants?)
- What were the success factors as to the transfer of knowledge (from your perspective and in respect to the feedback of the participants)?
- Did you face any difficulties in respect to the transfer of knowledge? If so, what and how could they be overcome?
- What would you do differently in case of a future involvement as a referee in the qualification?
- In your opinion, what should be improved in relation to a follow-up qualification course?

Self evaluation

- How do you assess yourself/your achievements in the framework of the „European specific Qualification Design and Construction in Existing Contexts” in relation to
 - a. the professional expertise?
 - b. the comprehensibility?
 - c. the logical procedure/orientation on the core topic?
 - d. the choice and diversity of methods?
 - e. the contact with the participants?
 - f. the Support/advice of the participants?

Quality of the group of participants

- How do you assess the group of participants in relation to
 - a. the size of the group?
 - b. the composition?
 - c. the working atmosphere?
 - d. the previous knowledge in the field of the qualification?
 - e. the interest/motivation?
 - f. the cooperation/contribution?

Quality of the coordination of the project

- How do you assess the quality of the project coordination at IFBau in relation to
 - a. the transfer of information related to the qualification?
 - b. the coordination of the topics and methods?
 - c. the time management?
- Do you have any additional hints, recommendations, comments?

Guideline expert interview

- What are your experiences in the field of “Design and Construction in Existing Contexts”?
 - a. international experiences; longstanding work with Danish partners
 - b. has worked abroad for many years
 - c. joint work with European partners
 - d. worked in several relevant working groups on behalf of the Berlin Chamber of Architecture
 - e. has acted as referee himself

- How do you assess the „European specific Qualification Design and Construction in Existing Contexts“ in relation to
 - a. the curriculum?
 - b. the up-to-dateness?
 - c. the practice-orientation?
 - d. the applicability?
 - e. the European perspective?

- How do you assess the quality of the project partnership in relation to
 - a. The composition of partners / the relevance of the partners in the framework of the topic “Design and Construction in Existing Contexts”?
 - b. The balance of the partnership?
 - c. The involvement of important stakeholder?

- How do you assess the project website in relation to
 - a. the design and arrangement?
 - b. the clearness of the description of the project objectives and activities?
 - c. the up-to-dateness?
 - d. the list of experts (design, selection criteria, experts)?

- How do you assess the quality of the Expert Exchange Programme
 - a. in Warsaw?
 - b. in Prague?
 - c. in Budapest?
 - d. in Bratislava?

- In your opinion, what should be improved in relation to a follow-up qualification?

- Do you have any additional hints, recommendations, comments?

List of interviewed referees and experts

Name of referees	Course number and tile
Prof. Dipl.-Ing. Frithjof Berger	1.7 Construcion diagnostics 5.1 Statistical aspects
Sandro Graf von Einsiedel	1.1 Concept development
Prof. Dr. Uta Hengelhaupt	4.1 / 4.2 Building prevention

Name of the Ex-perts	Organisation / Website	Project-specific Experience and Competencies
Dipl.-Ing. Architect Martin Schmädcke,	gibbins@ european architects www.gibbins.de	<ul style="list-style-type: none"> • Worked in the field “Design and Construction in Existing Contexts” for many years • Organisation of an course series on the topic “Design and Construction in Existing Contexts” for the Berlin Chamber of Architecture • Professional experience in international projects (European networking for an architecture office, long-standing professional experience in London) • Member in project-relevant working groups on behalf of the Berlin Chamber of Architecture, e.g. „Sustainable Design and Construction “ • Activity as referee on the topic „Determination of the requirements for edificial refurbishment“