



COVE SEED

COVE SEED (Centre of Vocational Excellence – Sustainable Energy Education) is focused on providing excellent and innovative vocational education to become a fossil free energy continent. While challenges on the energy transition develop rapidly and technologies are constantly evolving, well-equipped students, professionals and suitable labor capacity are needed. SEED sees vocational education as an important driver for innovation and growth, agile in adapting to the labor market. The objectives of the project are therefore focused on innovative energy education that meets the needs of the labor market: a) Preparing learners, students and professionals with skills and competences for the future; b) Empowering regional innovation based on regional needs; c) Upscaling and promote work-based education, and will lead to d) the establishment of an international learning community and e) establishment of Centres of Vocational Excellence (COVES) in five regions. SEED consists of educational VET providers (EQF level 2-7), working professionals and policymakers from The Netherlands, Finland, Spain, Germany and Greece. The result is an international community on vocational excellence dedicated to sustainable energy. During the project the partners will co-create and increase not only regional cooperation, but also transnational cooperation. Good practices and innovative approaches for learning with impact will be exchanged and developed.

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1. Introduction

1.1 Context

The Erasmus funded SEED Project (Sustainable Energy Education) has the goal to connect European partners in terms of energy education. There is a wide-ranging lack of well-educated professionals in terms of renewable and fossil free energy. However, especially in the face of the climate crisis, we need professionals with skills in the field of sustainable energy. In the SEED project, we are working on establishing a transnational network to share knowledge and experience, to create an international learning community which will lead the way to a fossil-free Europe.

Each of the five participating regions in the project already offers good practices in terms of energy education. One goal of the project is to describe these good practices and to implement them in another region. This enables us to share the experiences made in the respective practices, to skip mistakes and problems and to accelerate the process of sustainable energy education.

1.2 Objectives

Work Package 4 is responsible for describing and implementing the good practices. By the end of the project, we will have implemented several regional good practices on the international level. To reach that goal, the good practices need to be assessed thoroughly. Other work packages are working on the description and needs on a regional level. By assessing the practices and the regional necessities and requirements, we can work on matching the good practices to the most suitable region. Therefore, there is a need for a detailed format for the description of the good practices (Task 4.1.1).

1.3 Outline

The report starts with a theoretical overview on questionnaire construction and good practices. After that, the working mode is described in detail. The working mode in describing the good practices is split into four sections. Construction, piloting, delivery, and analysis. Finally, some critique points and their respective solutions are discussed, and next steps and a timeline are defined.

2. Theoretical Background

2.1 Questionnaire

The most detailed, standardized, and easiest way to collect information about the good practices is a questionnaire. A questionnaire is defined as a "written strategy for a structured survey" (Atteslander, 2000). By using a questionnaire one can get lots of information within a limited timeframe. Also, for the recipient of the questionnaire there is no need for an immediate response as it would be the case for example in an interview. The format of a questionnaire allows the respondent to collect their relevant data and send out all information concentrated in one document. Disadvantages of questionnaires are however that some questions or wording might be unclear to the respondent (Bortz & Döring, 2006). Therefore, it is important to provide help and guideline for filling out the questionnaire. This can be done through meetings between the designers of the questionnaire and the respondents or definitions of words in the question.



Several qualities and characteristics should be kept in mind during the design of a good questionnaire. The items of the questionnaire need to be carefully formulated to avoid misunderstandings or implicit bias that will shift the results. Some important characteristics are listed below:

- **Objective:** The objective of the questionnaire should be defined. The designer of the questionnaire should know what needs to be measured and which results are expected. (Bortz & Döring, 2006)
- **Concise language:** The language used in the questionnaire should be clear and neutral. The items must not be framed into a specific direction. Certain terms might bias the respondent to give certain answers and the result of the questionnaire would be wrong. Bias can occur due to the use of double negatives or the use of strong and expressive terms. Also, unwanted assumptions should be avoided as they can lead to wrong answers as well. Further, multiple questions in a question should be avoided. There should only be one answer to every question. Lastly, possible unclear terms should be defined. This aspect might be important for technical language or specific terms that are not within the common knowledge of the respondents. By defining these terms, one makes sure that every respondent of the question has the same understanding of the term and that there is no bias due to different interpretations. (Porst, 2011)
- **Customized structure:** The questions should have sufficient alternatives for answering. Also, the key word of the question should be emphasized. (Porst, 2011)
- **Length:** A questionnaire should not have a greater than required length. The longer a questionnaire is, the more probable it is that the respondents lose concentration and the questions might get answered wrong. Especially contradicting or repeating questions might lengthen a questionnaire unnecessarily. These should be avoided. (Bortz & Döring, 2006)

2.2 Good Practices

What is a good practice?

The term good practice stems from the term best practice. A best practice is the best possible (already tested) method, measure or else for carrying out or implementing something (Duden.de, 2023). Whereas a best practice describes the ideal solution, a good practice is the term for describing a partial solution, which is not a solution for every field of the problem, it is however, a step in the right direction. One can see that the definition of a good practice is very broad and applicable to every possible thematic field for example in management (e.g. Epstein, 2008; Kalev et al., 2016), health care (e.g. Perleth et al., 2001) and education (e.g. Parsons et al., 2011). Therefore, it is hard to find a single assessment tool that enables the thorough description of a good practice. Each tool needs to be adapted to the respective thematic field of the practice.

There are, however, main criteria for good/best practices which can be generalized and applied in different contexts. By definition, a best practice should at least fulfill the criteria of effectiveness, efficiency, relevance, and ethical soundness (World Health Organization, 2017). Fulfilling the other criteria is no necessity. An overview of the best practice criteria can be found in Table 1.

Table 1: Best practice criteria and description

Criterion	Description
Effectiveness	The practice should produce measurable outcome
Efficiency	The resource and time amount should be reasonable to the produced results



Relevance	The practice should address real life problems of the respective region
Ethical soundness	Current ethical rules should be followed
Sustainability	Existing resources should enable the continuation of the practice over a long period of time
Possibility of duplication	The practice must be replicable in some other country or region
Involvement of partnerships	Several stakeholders should collaborate to fulfill the good practice
Community involvement	The affected community should be involved in the practice
Political commitment	The relevant national or local authorities should support the practice

Source: World Health Organization, 2017; World Health Organization & Expandnet, 2017

The good practices of the SEED project are supposed to be shared between the international partners. The goal is to implement the practice that has been identified as best in one region in a new region and to scale up the process. The WHO also defined some additional criteria regarding the scale up of a good practice. These are summarized in Table 2.

Table 2: Additional criteria for scaling up.

Criterion	Description
Credibility	Respective persons or institutions have advocated relevant documents or results
Observability	Potential users can see the results in practice, e.g. pilot/experimental or demonstrator sites
Relative advantage	The new practice offers a benefit/gain over existing practices so that potential users are convinced that the costs of implementation are warranted by the benefits
Easy to install and understand	Process of scaling up the practice is simple rather than complex and complicated
Compatibility	The practice fits well with the practices of the national program and with the potential users' established values, norms and facilities
Testability	The practice can be tried out incrementally on a small pilot scale before large-scale adoption

Source: World Health Organization & Expandnet, 2017

3. Working Mode

3.1 Stages

The working mode for the description of the good practices can be described in four stages: construction, piloting, delivery, and analysis.

Construction

Keeping the theoretical background of the characteristics of a good questionnaire and good practices in mind, a project specific description tool for the good practices of the SEED project was crafted. In the construction phase of a questionnaire, it is common to orient oneself on already existing questionnaires or surveys. (Bortz & Döring, 2006) The questionnaire for describing the good practices from SEED was oriented on an already existing template of a good practice description from the World Health Organization (WHO) (World Health Organization, 2017). The questionnaire of the WHO was suitable for the SEED project because it concisely asked about existing good practices, their characteristics, and their results. Often, existing questionnaires are more focused on the answers on



a psychological level. In the SEED good practices, however, there is a need to focus on the practical level to properly describe and implement the good practices. The questionnaire of the WHO was designed to describe good practices in the medical field. Therefore, the questions were adapted to the project context of sustainable energy education to create a first draft of a questionnaire to describe the good practices of the SEED project.

As mentioned above, the reference questionnaire from the WHO is linked to the medical field. For the first draft, all questions regarding the medical field were excluded and the questionnaire focused on the general questions regarding best practice description. After brainstorming which information is needed to describe and implement good practices, additional questions were added. These questions focused more on the regional prerequisites and possible partners. Also, a whole new section was added regarding the skills and education of the good practices.

After finishing the first draft of the questionnaire the other project partners of SEED were involved to comment and discuss the draft. Everyone had the possibility to include their feedback and comment on the overall structure and the specific questions of the questionnaire. The feedback was implemented, and a final draft of the questionnaire was created, again cross assessed, and checked for mistakes.

Structure

For the structure of the questionnaire, macroplanning and microplanning activities were considered. Macroplanning defines the overall topics and their order, whereas microplanning is about defining the contents for the respective topics (Fleischer, 2022). The macro- and microstructure is organized in that way that more general questions are listed at the top part of the questionnaire and more detailed items are at the end of each section. That way there is a clear red line guiding the respondents through the questionnaire.

The finalized questionnaire consists of five different sections. First, there is a short introduction, where the objectives and structure of the questionnaire are explained. Then, there are five main sections to collect detailed information about the practice (see Table 3).

Table 3. Main sections of the questionnaire describing the good practices.

1. Identifying information
2. Detailed description of the project
3. Scale up
4. Results
5. Assessment and reflection

The first section then begins by asking about the identifying information. The answers from this section will enable us to get a rough overview about the location and the contact information for the good practice.

The next section provides a detailed description of the practice. Here, information about the goals, the implementation process and the skills development are asked. This section is especially important for the communication of the practice, as it summarizes a lot of important information about what the practice consists of and how the current status of the practice was reached. A key part of the SEED project is the generation of skills. Skills can be defined in many ways, therefore there is a need to define the addressed skills of the SEED project to create a common understanding. The section for detailed description of the practice is addressing the skills which are developed during the practice. The respondents should select the skills which apply most to their practice.



The following section examines the scale up of the practice. This is important information for the implementation in another region and finally for the scaling up of the initiative demonstrator or pilot practice to an upscaled practice.

Then, there are some questions regarding the results of the practice to date. In this section, the respondents should also give information about the environmental impacts of the practice.

Finally, in the last section, the respondents should assess and reflect their practice. They should add challenges and possible solutions of these challenges. Also, they should rate their good practice on a list of various best practice criteria. These are the same criteria that are defined by the WHO (see above). For example, effectiveness, efficiency, relevance, and sustainability.

The last question of the questionnaire offers a possibility to add some additional information that was not asked before.

Piloting

For validation purposes, the questionnaire will be piloted using the good practices from Germany. The good practices from Germany were selected because work package four is led in Germany and regional proximity will ease the discussion about possible improvements in the questionnaire. Also, the good practices of Germany are assigned to all three of the categories of the SEED project (Teaching & Learning, Cooperation & Partnership, Governance). The piloting phase will therefore examine a fit for each category of the project. Regarding the structure, the piloting phase will be equal to the delivery phase and will include meetings prior and after the answering phase. Also, there will be an analysis, so that possible problems of the questionnaire can be identified and improved. As a result of the piloting phase, there should be a detailed description of the good practices in Germany, as well as an evaluation regarding the structure and items of the questionnaire and the support given for filling out the questions.

Delivery

After piloting, the delivery phase begins. The questionnaire is now improved, and possible problems were evaluated and fixed. The delivery phase starts with a pre-answering meeting, where the whole objective of the questionnaire is clarified and the respondents will be briefed for working with the answering tool. Then, the respondents will have two to three weeks to fill out the questions. After the responding phase, individual post-answering meetings will be conducted to clarify questions and to discuss the given answers.

To ease the collection process, a digital survey tool will be used to collect the information from the respondents. There will be the possibility to upload relevant data and filled in information is automatically saved.

Due to the length and complexity of the questionnaire, a structured interview was a considered option for filling out the questions. There would have been individual meetings of one to two hours and the respondents would fill out the questionnaire while being able to ask questions. Because this option would have been very time consuming, another approach was selected. In terms of a mixed method approach, the respondents will have their individual answering time and after the collection and first review of the questions, individual meetings will be carried out to clarify questions and answers.



Analysis

The last stage for the description of the good practices will be the analysis. The given answers are reviewed and compared. For communication purposes, the detailed descriptions of the good practices will be transferred into three different visualization formats (see Table 4). There will be a power point template, a booklet and a digital format with which the good practices will be described. The different formats will serve different functions. Where the booklet will have very detailed information, addressing possible stakeholders for a replication of the practice, the power point presentation will have a very clear and eye-catching format, to present the good practices on conferences or in a very short time. The digital format should be used on the website to get a quick overview of the practices and their characteristics.

Table 4. Visualization format for the good practice and function of the format.

Format	Function
Power Point Template	Presentation of the good practices on conferences
Booklet	Detailed information for replication of the practice
Digital format	Getting a quick overview and linking the description of the good practices to the website

3.2 Critique Points and Solutions

In the beginning of drafting the questionnaire, there was no concise use of the words practice and project. Due to the fact, that most good practices are also projects, both terms can be used. However, there might be a misunderstanding because the overall project SEED is also labelled as a project. We therefore decided to describe the good practices using only the term practice.

Another improvement made during the feedback loops was the design of category specific questions. The good practices of the SEED project can be grouped into three categories. These categories are:

- Teaching and Learning
- Cooperation and Partnership
- Governance

The good practices of each respective category share some characteristics which might not be applicable for another category. Therefore, some questions are only relevant for a certain category. To keep the questionnaire standardized and similar for all good practices, we decided to include category specific questions that can be optionally answered from good practices of other categories. These questions are marked with the abbreviation of the category in brackets (e.g. (TL)).

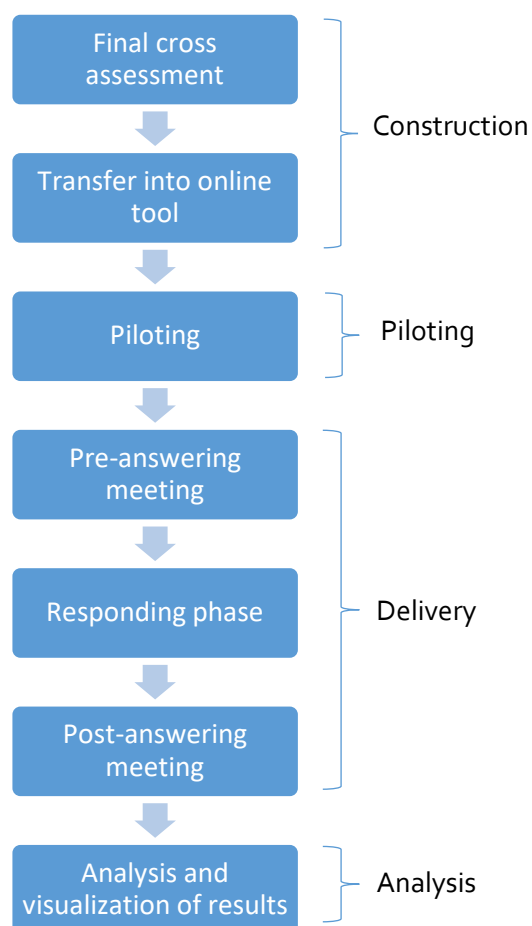
Regarding the structure of the questionnaire, there was some discussion how closed the questions should be and how much freedom the respondents should have. We decided for a well-balanced structure of closed questions with the possibility to add an explanation in the answer. The reason for that is that one the one hand, we will have a quick, standardized result and good comparability due to the closed questions. One the other hand, we will have detailed information of the good practices which is needed to decide in which region the international implementation should occur. (Krosnick, 1999; Bortz & Döring, 2006)



4. Next Steps

After implementing the final draft of the questionnaire and including possible improvements from the piloting phase, the responding phase begins. For that, a meeting with the responsible persons of the good practices is conducted to inform them about the questionnaire and the way to fill it out (pre-answering meeting). Then the individual responding phase begins. The respondents can take two to three weeks to carefully answer the questions. If some things are unclear, we will conduct a meeting to clarify questions. After all answers are collected, individual meetings will be planned to clarify possible questions and to clarify the given answers or uploaded materials (post-answering meeting). Then, all answers will be analyzed and visualized using different formats. Figure 1 gives an overview over the next working steps of the data collection for the good practices. It is important to notice that the guideline as well as the questionnaire are a working progress. In the course of piloting and collecting responses, changes on both documents could be made to improve the overall quality.

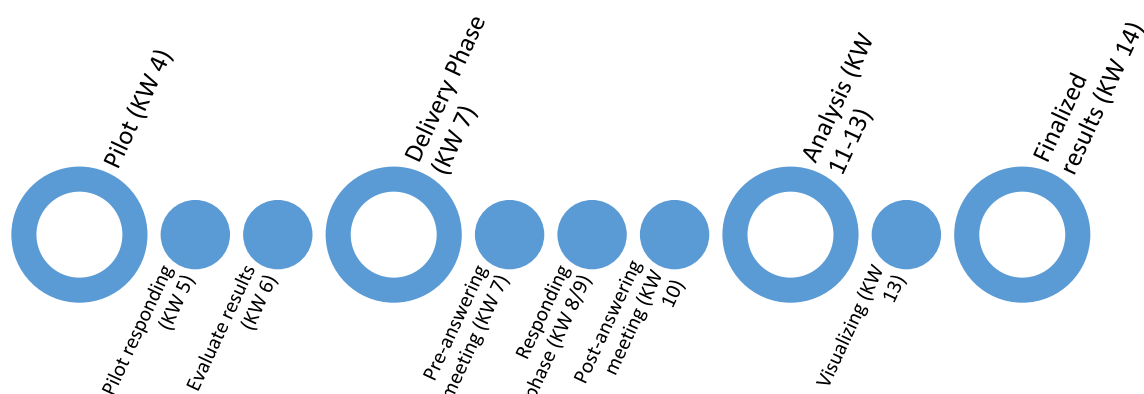
Figure 1: Next working steps of collecting detailed information about the good practices.



The timeline for describing the good practices using the questionnaire is described in Figure 2. The analyzed results should be done by the next transnational meeting which takes place in Bochum in the beginning of April.



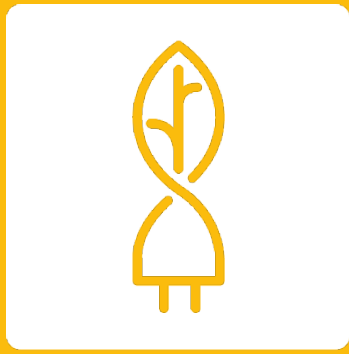
Figure 2: Timeline for launching the questionnaire and collecting the results



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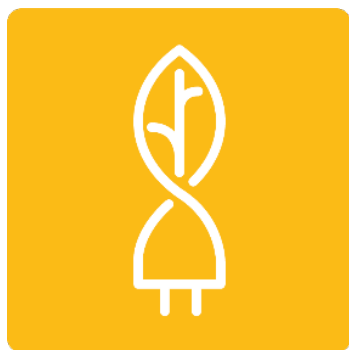
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Questionnaire for describing the good practices

D4.1

Alicia Altendeitering



SEED
sustainable energy education



Document history

Version	Date	By whom	Main area of changes
0.8	16.01.2023	Alicia Altendeitering	Structure & Format
0.9	22.01.2023	Alicia Altendeitering	Final draft
1.0	31.01.2023	Project Management Team	Approved by PMT

Summary sheet

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Summary	The document is a collection of the asked questions in the questionnaire for describing the good practices. This document is only an annex for the main guideline report which describes the overall process of constructing the questionnaire including the theoretical background. Also, in practical use, the questions of the questionnaire will be transferred into an online tool to ease the collection of answers.





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1. Introduction

As part of the Sustainable Energy Education (SEED)-Project, our goal is to adopt good practices from other regions and adapt them to new, regional contexts. To ensure a possible implementation of the good practice, we need a detailed description of the practice and upscaling possibilities, as well as an assessment of the project.

The survey is split into five sections:

1. Identifying information
2. Description of the practice
3. Scale Up
4. Results to Date
5. Practice Assessment

There are a lot of possibilities to upload some files and documents. If you have any, feel free to upload any document that might seem relevant for the question or practice description. It would be great if you already have the document in English. However, if not, just upload it in the native language and we can translate it, if necessary.

Some questions are more specifically designed for the category of Teaching & Learning. These questions are non-mandatory and can be skipped if your practice is from Governance or Cooperation. However, if the question can also be applied to a practice of another category, please answer it as well.

The questionnaire is quite long. Please take some time to fill out the questions. (Ca. 1 hour)

If you have any questions, please contact me via alicia.altendeitering@hs-bochum.de

2. Section 1: Identifying Information

1.1 What is the date of filling out the questionnaire? (dd/mm/yyyy)

1.2 What is your name?

Name of the person filling out the questionnaire for possible clarification purposes in a later stage

1.3 Title of the practice:

1.4 Which country is your practice in? Please select one.

Finland

Germany

Greece

Netherlands

Spain

1.5 Where is the practice applied?

Short description of the practice location.

1.6 Which category is the practice assigned to? Please select one.



Teaching and Learning

Cooperation and Partnership

Governance

1.7 Website URL of the practice (if available)

1.8.1 Please enter contact details of the main leader of the practice:

First and last name:

Position in the practice:

Institution:

Street address:

Postal code and city:

Phone number:

Email address:

Preferred method of contact (email or phone):

1.8.2 Please enter contact details of another member participating in the practice:

First and last name:

Position in the practice:

Institution:

Street address:

Postal code and city:

Phone number:

Email address:

Preferred method of contact (email or phone):

1.9 Additional contact information:

3. Section 2: Description of the Practice

Please provide the context and justification for the practice and answer the following questions

Note: This section asks for file uploads. Please upload a file if you believe the written answers don't provide enough context or explanation to answer the question. It is unnecessary to upload a file every time it is asked.

2.1 What are the reasons for implementing the practice and what are the overall and specific goals of the practice?

2.2 Which is the main target group of the practice?

2.3 If this best practice is part of a project, briefly describe the project.



2.4 Describe the reasons that show that this practice is appropriate for your region and make clear why it was preferable to other approaches.

Other approaches mean similar projects or practices which were not such a good fit for your problem/ region

2.5 What regional national or international aspects have been considered and how did they guide your design?

For example national, or international policies, institutional factors, demographics.

2.6 What, if any, are the risks associated with the practice?

Risks can be for example economical, ecological or social (e.g. high financial risk, difficulties with social acceptance etc.)

Practice Implementation

2.7 Is there a regular timeframe in which the practice is held?

If yes, how often is the practice held and how many editions have been realized?

2.8.1 What were the main activities carried out to implement the practice?

Please answer the question in numbered bullet points.

2.8.2 When and where were the activities carried out?

Please answer the question in numbered bullet points corresponding to your answer given in 2.8.1

2.8.3 Who were the key implementers and collaborators? What are their roles? In which activities mentioned above are they specifically involved in?

Please answer the question in numbered bullet points corresponding to your answer given in 2.8 parts 1 and 2.

Please upload any relevant files related to the implementation of the project if available.

This may include files that include information such as assignment of roles, allocation of budget, project timeline, etc.

2.9 Which institutions/enterprises, if any, were involved?

2.10 What is the budget and how is the practice financed?

2.11 Describe the key organizational aspects involved in implementing this practice (including training, logistics, supervision, materials development, etc.).

2.12 How have the norms, values, and culture of the region been taken into account in the design for implementing this practice?

2.13.1 Are special target groups reached with this practice to ensure that diversity is taken into account?

(e.g. any groups that may be disadvantaged due to reasons such as religion, language, gender, illiteracy, social status, other)

Yes



No

2.13.2 If Yes, which groups were reached and how do you ensure that the practice reaches them?

2.14.1 Does the practice use a participatory approach to involve the community?

Yes

No

2.14.2 If Yes, explain the approach and who the community/clients are. If no, explain why this is not happening.

Please provide figures, data or other evidence.

Skill development

2.15 Which methodology was used for the education (lab, theory or mixed, educators from inside, outside or mixed?) (TL)

2.16 Who were the educators and what is their area of expertise/ background? (TL)

2.17 Where is the education being provided? (TL)

Please specify the concrete context (not on a regional level), but for example practical in the field, on a demonstration site, in a classroom, school etc.

2.18 What are the means and materials of education? Were they certified? (TL)

2.19.1 Is there a requirement for the level of education or expertise for the targeted population of the practice? (e.g. qualification level)

Yes

No

2.19.2 If yes, please state the required level of education or expertise.

2.20 Please describe the contents of the syllabus of the practice (TL)

2.21.1 Please select the skills that are developed as part of the practice.

The definition for each skill is listed below:

Green Skills: Knowledge, abilities, values, and attitudes needed to live in, develop, and support a sustainable and resource-efficient society.

Design Skills: The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.

Team Skills: Qualities and abilities that allow you to work well with others during conversations, projects, meetings, or other collaborations

Digital/IT Skills: Range of ability to use digital devices, communication applications, and networks to access and manage information.

Technical Skills: Specialized knowledge and expertise required to perform specific tasks and use specific tools and programs in real-world situations.

Practical Skills: Skills applicable to real-world situations.



Management/Leadership Skills: The strengths and abilities individuals demonstrate that help the oversee processes, guide initiatives, and steer the project toward the achievement of goals.

Interdisciplinary Skills: The ability to explore content or solve a problem by integrating knowledge and experience which come from more than one field or subject.

Intercultural Skills: The ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds.

Business Skills: The ability to carry out a business task effectively with determining performance and results within a given time, material, money, managing power, or other kinds of resources.

Science Skills: Having high specific scientific knowledge applicable to the project.

Other Skills:

2.21.2 If you chose other skills, what other skills are developed?

2.22 How are the skills you selected above developed by the students as part of the practice/ syllabus?

This means what are the learning methods/approaches for the students to learn the chosen skills.

4. Section 3: Scale Up

Scale Up is defined as deliberate efforts to increase the impact of successfully tested innovations in pilot or experimental projects to benefit more people and to foster policy and program development on a lasting basis

3.1.1 Do you plan to scale up the practice on your regional level?

If there is any plan at all to scale up the practice, please select yes.

Yes

No

3.1.2 If you selected Yes, what are the future plans to scale up?

If you selected No, please explain why.

3.2.1 Could the practice be replicated or scaled up in a different setting?

Yes, No, Partly

3.2.2 If Yes, explain why the practice is suited for an implementation in a different region. If partly, and the practice is not fully replicable, which elements have strong transfer potential and why?

If No, explain what obstacles are currently existing to scale up the practice either in regional or national level and what would be a solution to overcome these obstacles.

3.3 How did you convince regional stakeholders to implement the practice? Please explain how you have ensured they have an adequate understanding of the feasibility and outcomes of scaling up, including financial support.



3.4.1 Has costing been planned for scale up in the long term? (e.g. funding)

Yes

No

3.4.2 If Yes, explain how and what the plans are to ensure that the practice is sustainable in the long term.

If No, please provide reasons for your answer.

5. Section 4: Results to Date

4.1 Which methods were used for monitoring and evaluating the results of the practice?

4.2 What are the criteria for success of the practice?

4.3 List the expected outcomes of the practice.

4.4 Have the expected outcomes of the practice been met?

Yes

No

4.5 What were the actual outcomes of the practice? What were the major results achieved by the practice regarding outputs and outcomes?

4.6 Was an assessment of the practice carried out? If yes, what were the results? (How effective has the practice been)

4.7 How could the final results of the practice (like learning outcomes etc.) have an environmental effect? And what would be the best way to measure the environmental effect?

4.8 If available, what are the measured environmental impacts of the practice?

6. Section 5: Assessment and Reflection

5.1 Please provide a concise description/list of what worked well and what facilitated success in the implementation and realization of the practice.

5.2 What did not work and why did it not work?

5.3 What are the challenges in implementing this practice? How can these challenges be addressed most efficiently?

5.4 Why and what makes this practice a best practice? Summarize by answering the question: To what extent do you agree that the practice possesses the following criteria?

The definition of each criterion is listed below:

- **Effectiveness:** The practice must work and achieve results that are measurable
- **Efficiency:** The proposed practice must produce results with a reasonable level of resources and time
- **Relevance:** The proposed practice must address the priority Environmental issue
- **Replicability:** The practice must be replicable elsewhere.



- **Scale Up:** Deliberate efforts to increase the impact of successfully tested innovations in pilot or experimental projects to benefit more people and to foster policy and program development on a lasting basis
- **Sustainability:** The practice must be implementable over a long period with the use of existing resources
- **Ethical soundness:** The practice must respect the current rules of ethics for dealing with human populations
- **Participation of stakeholders:** 1. Involvement of partnerships: The practice must involve satisfactory collaboration between several stakeholders. 2. Community involvement: The practice must involve the participation of the affected communities.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Effectiveness					
Efficiency					
Relevance					
Replicability					
Scale up					
Sustainability					
Ethical Soundness					
Participation of key Stakeholders					

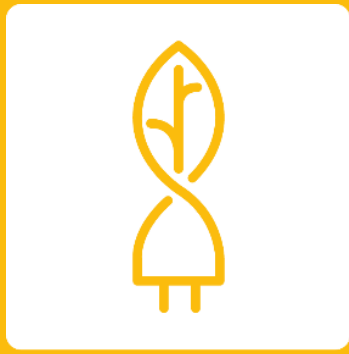
5.5 Do you have any further comments to add from the selection made from the previous question?

5.6 What are some recommendations/conclusions you would make for others who intend to adopt the best practice?

5.7 Do you have any further comments or information that you'd like to provide?

5.8 Please add pictures/ media material of your practice if you have any.





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