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WASTE AND RECYCLING PRACTICES FOR DUAL
TRANSITION IN VOCATIONAL EDUCATION

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Deliverable D1.3 Continuous Development and Feedback Framework for the Professional Development Programme of VET Trainers



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1 Introduction

The Continuous Development and Feedback Framework has been developed as a strategic instrument to ensure the ongoing improvement, adaptability, and long-term relevance of the Professional Development Programme for Vocational Education and Training (VET) trainers. In the rapidly evolving context of skills needs, technological innovation, and labour market transformation, the professional competence of VET trainers must continuously evolve to meet new pedagogical and industry demands. This framework provides a structured and participatory mechanism through which the programme can be regularly reviewed, evaluated, and enhanced based on evidence and stakeholder feedback.

Rooted in the principles of continuous quality assurance and aligned with European frameworks such as EQAVET, the document outlines the methodologies, tools, and processes for systematic monitoring and evaluation of the training programme. It promotes a culture of reflection and shared responsibility, engaging VET trainers, educators, institutional coordinators, industry representatives and the participants of the training sessions in a feedback loop that supports data-driven and practice-informed improvement.

By establishing clear procedures for collecting, analysing, and integrating feedback, the framework ensures that the content, delivery methods, and learning outcomes of the training remain relevant, responsive, and effective. It thus serves not only as a management tool for maintaining high quality standards, but also as a living document that guides iterative enhancement of the programme throughout and beyond the duration of the Erasmus project.

The ultimate goal of the Continuous Development and Feedback Framework is to institutionalise a process of ongoing innovation and professional learning, ensuring that the VET trainers who participate in the programme are equipped with up-to-date skills, methodologies, and perspectives aligned with current and emerging industry trends.

1 Conceptual and Methodological Foundations

The Continuous Development and Feedback Framework is grounded in the principles of continuous quality improvement and participatory evaluation. It provides a structured yet flexible approach to ensuring that the Professional Development Programme for VET trainers remains dynamic, evidence-based, and responsive to evolving needs within vocational education and the labour market.

1.1 Conceptual Underpinnings

At its core, the framework is informed by the European Quality Assurance in Vocational Education and Training (EQAVET) cycle — planning, implementation, evaluation, and review — and by principles of reflective practice and lifelong learning. These concepts emphasize that high-quality VET depends on the continuous development of trainers' competences and the regular updating of training content, methodologies, and tools in alignment with technological advances and industry transformations.

The framework adopts a participatory and systemic perspective, recognizing that effective improvement requires the active involvement of all stakeholders. Trainers, educators, waste management stakeholders, industry experts, and programme coordinators and participants are viewed not only as recipients of training but as co-creators of quality and innovation. Through collaborative feedback loops, the framework ensures that diverse perspectives contribute to program enhancement, fostering a sense of shared ownership and commitment to excellence.

1.2 Methodological Approach

The methodological approach underpinning this framework is cyclical, iterative, and evidence-driven. It integrates both qualitative and quantitative feedback mechanisms, enabling a comprehensive understanding of the programme's effectiveness and relevance. The process is designed to balance structured evaluation (through measurable indicators and surveys) with reflective dialogue (through interviews, focus groups, and peer review).

This dual approach allows for both numerical tracking of progress and deeper exploration of experiences and perceptions among participants and stakeholders. Data collected through these methods inform decisions about curriculum adjustments, pedagogical improvements, and new areas for professional growth.

The methodology follows a four-step cycle, including feedback collection, analysis and interpretation, action and adaptation, and dissemination as follows (Figure 1):

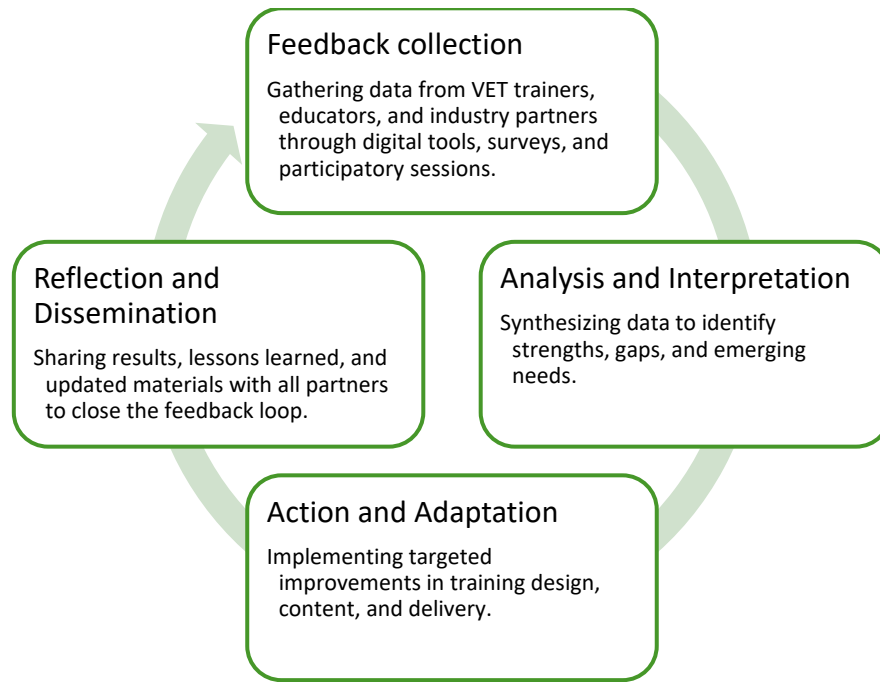


Figure 1 Four-step cycle methodological approach of Continuous Development and Feedback Framework

1.3 Alignment with European and Institutional Quality Standards

The framework aligns with EQAVET and the broader European approach to quality assurance in education and training, ensuring coherence with EU-level principles of transparency, accountability, and continuous improvement. It also supports institutional quality systems within partner organizations, encouraging harmonization of monitoring and evaluation practices across the consortium.

By combining these conceptual and methodological foundations, the framework establishes a robust and adaptable structure for continuous improvement. It ensures that the Professional Development Programme for VET trainers remains relevant, innovative, and closely connected to real-world challenges and opportunities within the vocational education ecosystem.

2 Governance and responsibilities

Effective governance is the cornerstone of the Continuous Development and Feedback Framework, ensuring that all processes related to monitoring, evaluation, and programme enhancement are conducted with transparency, accountability, and active participation. Governance provides the structure through which decisions are made, responsibilities are shared, and improvements are consistently integrated into the Professional Development Programme for VET trainers. A clear system of governance guarantees that the framework remains both coherent at the strategic level and responsive at the operational and participatory levels.

The governance model of this framework is deliberately designed to be multi-layered (Figure 2), combining strategic oversight, operational management, and participatory input. At the strategic level, the Steering Committee serves as the highest decision-making body, bringing together representatives from all partner organisations. Its primary responsibility is to ensure that the framework remains aligned with the overall objectives of the Erasmus project and with European quality assurance principles such as those outlined in the EQAVET model. The Steering Committee meets at regular intervals to review reports, discuss findings, and validate recommendations for programme improvements. It functions as a guardian of quality and coherence, approving changes that have a direct impact on the direction or scope of the training programme.

Operational responsibility lies with the Management Committee, which acts as the central mechanism for implementing and managing the framework on a daily basis. This team coordinates data collection, feedback analysis, and evaluation processes across all participating institutions. It ensures that information flows efficiently between partners, that agreed methodologies are followed, and that findings from feedback and evaluation activities are transformed into concrete proposals for improvement. The Management Committee plays a vital linking role between the strategic and participatory levels, translating insights from trainers and stakeholders into structured actions that can be adopted by the consortium as a whole.

At the participatory level, VET trainers, waste management stakeholders, and industry experts form the foundation of the framework's success. Their role extends far beyond that of programme beneficiaries; they are recognised as active contributors to quality assurance and innovation. VET Trainers provide direct feedback on the effectiveness and relevance of the training content, sharing reflections on its applicability in practice. Waste management stakeholders provide up to date information in the field. Industry experts, in turn, validate the alignment of the training with evolving sectoral trends and labour market requirements. This multi-voice approach ensures that the framework remains grounded in real professional practice and adapts dynamically to external changes. Moreover, direct information from the trainers and training session participants provide valuable feedback in terms of the effectiveness of the Programme.

The governance system operates through a structured process of coordination and decision-making. Data collected from participants and stakeholders is first consolidated and analysed to identify emerging needs, recurring challenges, and potential areas for enhancement. These analyses are then discussed within the Management Committee, which formulates proposals for change. The Steering Committee reviews these proposals to ensure their strategic coherence and feasibility before final approval. Once endorsed, improvements are integrated into the next training cycle, and their impact is evaluated in subsequent reviews. This cyclical and transparent decision-making process ensures that every modification is evidence-based, traceable, and

aligned with the overarching project goals.

Communication is central to effective governance. The framework establishes multiple mechanisms for information exchange and reporting, including regular consortium meetings, annual review workshops, and digital collaboration spaces where partners can share documents, tools, and feedback. Periodic internal reports (see also Annex in Chapter 10.5) summarise progress at the institutional level, while consolidated reports produced by the Coordinator provide a project-wide overview of achievements, challenges, and future priorities. These communication practices maintain transparency, foster trust among partners, and ensure that all stakeholders are consistently informed and engaged in the improvement process.

To sustain effective governance, the framework also emphasises capacity building. Partners and trainers receive guidance on how to use evaluation tools, interpret feedback data, and apply results to practice. Training sessions, webinars, and practical workshops are organised to enhance understanding of continuous improvement principles and to strengthen the skills needed to participate effectively in the governance process. In this way, capacity building becomes an integral element of governance, reinforcing collective ownership and commitment to quality.

Finally, the governance structure has been designed with sustainability in mind. Beyond the lifespan of the Erasmus project, the framework aims to become embedded within the internal quality systems of participating institutions. By integrating its processes into existing organisational structures, the framework will continue to generate feedback, support evaluation, and guide programme updates long after the project's formal conclusion. Partnerships with industry bodies and educational networks will further sustain the flow of external perspectives, ensuring that the professional development of VET trainers continues to evolve in line with real-world demands.

In sum, the governance and responsibilities described in this framework form a coherent and enduring system that connects strategic vision with operational practice and participatory engagement. It is through this well-defined yet flexible structure that the framework achieves its ultimate aim: to foster a living process of continuous improvement, ensuring that the professional development programme for VET trainers remains relevant, impactful, and aligned with the ever-changing landscape of vocational education and training.

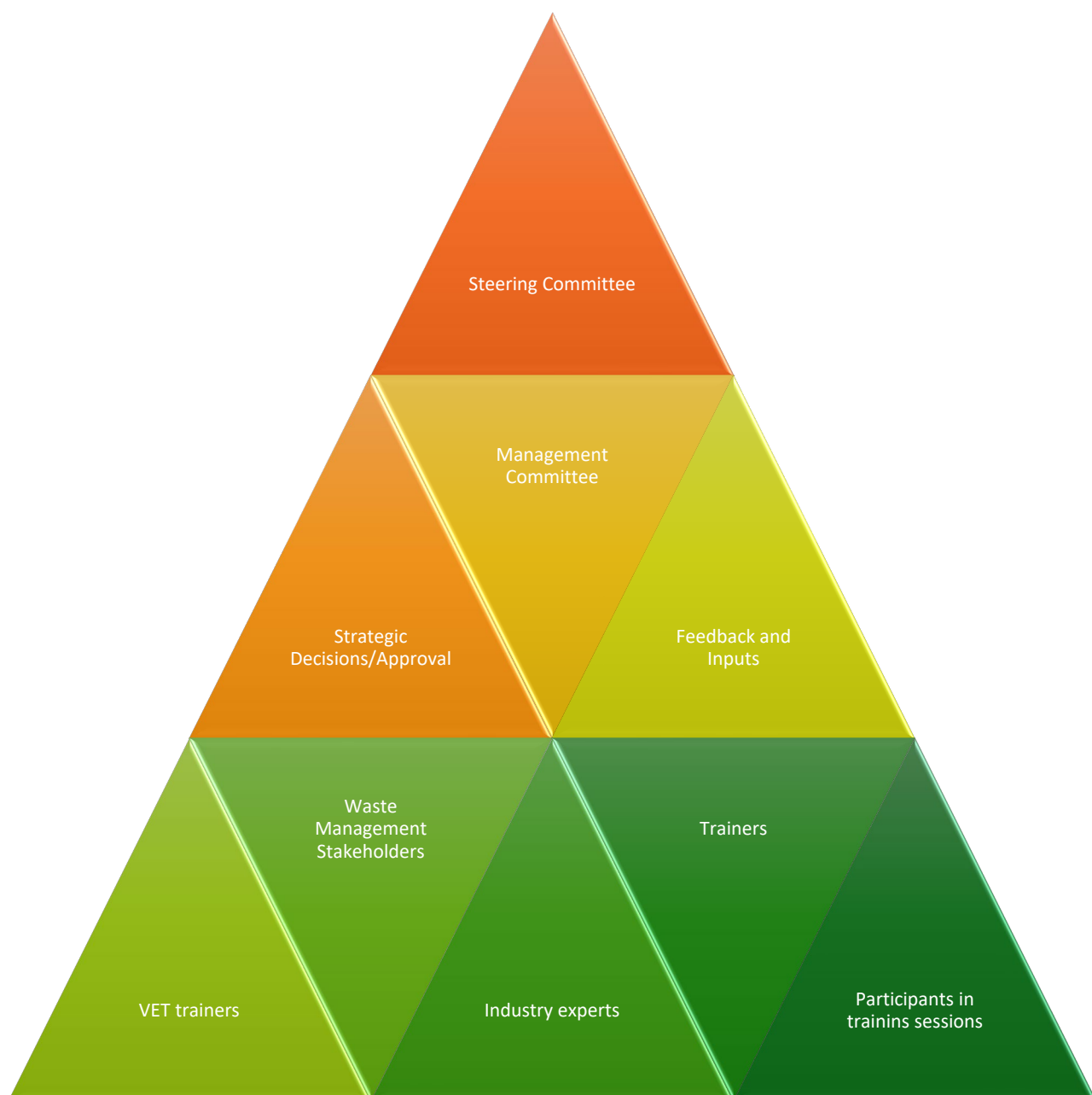


Figure 2 Governance and responsibilities based on the Continuous Development and Feedback Framework

3 Monitoring and Evaluation System

The Monitoring and Evaluation (M&E) System forms a critical component of the Continuous Development and Feedback Framework, ensuring that the professional development program for VET trainers remains effective, responsive, and aligned with both participant needs and evolving industry requirements. By systematically collecting, analysing, and acting on data, the M&E system allows the consortium to assess the quality and impact of the program, identify areas for improvement, and implement timely, evidence-based adaptations.

The system is designed to be comprehensive, integrating both formative and summative evaluation approaches. Formative evaluation occurs during the delivery of training activities and focuses on real-time feedback from participants and trainers. This type of evaluation captures immediate reactions, learning experiences, and practical challenges encountered, providing actionable insights that inform incremental adjustments. Summative evaluation, conducted at the end of specific training modules or cycles, assesses overall program outcomes, the achievement of learning objectives, and the alignment of training content with labour market trends. Together, these two approaches create a robust feedback loop that strengthens program quality and relevance.



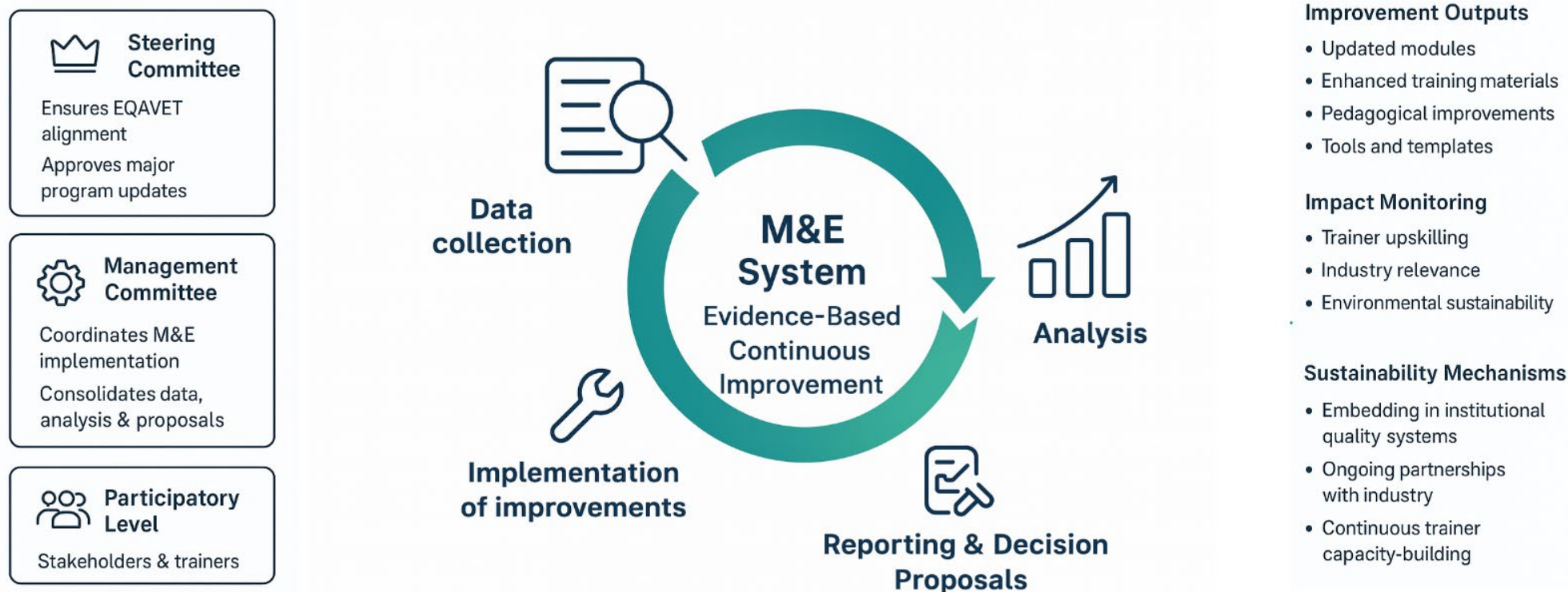


Figure 3 Integrated Governance, Monitoring and Evaluation system for Continuous Development and Feedback Framework

Data collection forms the backbone of the M&E system. Multiple methods are employed to capture diverse perspectives and ensure reliability. These include structured surveys, questionnaires, interviews, focus groups, and digital feedback platforms. In addition to participant feedback, the system incorporates input from VET trainers, waste management stakeholders, and industry experts to validate the relevance of content, pedagogical approaches, and skills alignment with current and anticipated market demands. By combining quantitative and qualitative data, the M&E system provides a holistic understanding of program effectiveness.

The evaluation process follows a structured timeline, with clearly defined milestones for data collection, analysis, reporting, and action planning. Continuous monitoring ensures that feedback is gathered at regular intervals, and that any emerging issues or gaps can be addressed promptly. Analysis is performed collaboratively by the Programme Coordination Team, with findings presented to the Steering Committee for strategic review and approval of recommended adaptations. This structured yet flexible approach ensures that decisions are both evidence-based and responsive to real-time needs.

Indicators and benchmarks play a central role in the M&E system. Key performance indicators (KPIs) are defined for program content quality, training delivery, participant engagement, learning outcomes, and the application of skills in professional practice. Benchmarking against established European and national standards for vocational education and training allows for comparative assessment and supports continuous quality improvement. Regular reporting on these indicators ensures transparency and enables stakeholders to monitor progress over time.

The M&E system is closely linked to the Continuous Development and Feedback Framework, allowing evaluation results to directly inform program enhancement. Insights derived from the monitoring process guide curriculum updates, instructional methods, and the development of new training modules, ensuring that the program evolves in line with industry trends and participants' professional needs. By closing the loop between evaluation and improvement, the system fosters a culture of iterative learning and development.

Sustainability is a key consideration of the M&E system. By embedding evaluation mechanisms into the operational structures of participating institutions, the program ensures that monitoring and evaluation continue beyond the formal lifespan of the Erasmus project. Training teams are provided with guidance on using data collection tools, interpreting results, and applying insights to maintain high-quality, adaptive professional development practices. Partnerships with industry networks and sectoral stakeholders further support the ongoing relevance of the program by supplying external perspectives and emerging trends.

In conclusion, the Monitoring and Evaluation System establishes a structured, transparent, and participatory approach to assessing and improving the professional development program for VET trainers. By integrating formative and summative evaluation, employing diverse data collection methods, and linking findings directly to program enhancements, the system ensures that the program remains dynamic, evidence-based, and responsive to both learner needs and labour market developments. It is through this systematic approach that the program can achieve sustained impact and continuous alignment with the objectives of vocational education and training excellence.

4 Feedback Collection Mechanisms

Feedback collection is a cornerstone of the Continuous Development and Feedback Framework, ensuring that the professional development program for VET trainers remains responsive, relevant, and aligned with participant needs, environmental sustainability goals and industry standards. Effective feedback mechanisms allow the program to capture a wide range of insights from participants, trainers, educators, and industry stakeholders, providing the necessary data to inform iterative improvements and maintain program quality over time.

The feedback collection strategy is designed to be systematic, inclusive, and multi-modal, combining quantitative and qualitative approaches. Quantitative feedback is obtained through structured surveys and questionnaires that measure participant satisfaction, perceived relevance of training content, and self-assessed learning outcomes. These instruments are administered at key points during and after each training module, enabling the program to track trends, identify gaps, and benchmark progress against predefined indicators.

Qualitative feedback complements the quantitative data by providing richer, context-specific insights into participants' experiences. Methods such as focus groups, structured interviews, reflective journals, and open-ended survey questions allow participants and trainers to elaborate on challenges, successes, and suggestions for improvement. This type of feedback is particularly valuable for understanding the practical applicability of training methods, pedagogical approaches, and content relevance to current and emerging labour market needs.

A participatory approach underpins the feedback mechanisms, emphasizing active engagement of all stakeholders in the evaluation process. VET trainers, waste management stakeholders, and industry experts are invited to provide ongoing input through advisory sessions, expert panels, and collaborative workshops. Moreover, trainers and participants in the training sessions provide valuable feedback concerning the pedagogical impact of the training design. By integrating these perspectives, the program ensures that feedback is not only collected but also validated and contextualized, enhancing the credibility and relevance of subsequent program adaptations.

Digital tools play a critical role in facilitating efficient feedback collection, storage, and analysis. Online surveys, mobile apps, and learning management systems provide accessible channels for participants to submit feedback in real time. Whenever not possible, printed questionnaires shall be used. However, platforms also allow for the aggregation and visualization of data, supporting timely reporting and evidence-based decision-making. Furthermore, digital tools enable longitudinal tracking of participant progress and program impact, contributing to a robust monitoring and evaluation cycle.

To ensure the actionability of feedback, the framework establishes clear processes for feedback review, analysis, and integration. Collected data is systematically analyzed by the Management Committee, with insights synthesized into actionable recommendations for program enhancement. These recommendations are then reviewed by the Steering Committee and other relevant stakeholders, creating a structured feedback loop that connects input directly to adaptive changes in training content, methods, and delivery.

The framework also includes mechanisms to encourage continuous and honest feedback. Participants are informed of the purpose and impact of their contributions, fostering a sense of ownership and accountability. Confidentiality and anonymity are maintained where appropriate to ensure candid responses, and feedback is acknowledged and acted upon promptly to

demonstrate the value of participant input.

In conclusion, the Feedback Collection Mechanisms chapter establishes a comprehensive, participatory, and technology-enabled approach to capturing insights from all relevant stakeholders. By integrating both quantitative and qualitative methods, leveraging digital tools, and embedding structured processes for analysis and action, the framework ensures that feedback is systematically used to enhance program quality, relevance, and sustainability, ultimately supporting the continuous professional development of VET trainers.

5 Continuous improvement and adaptation process

The Continuous Improvement and Adaptation Process is a core component of the Continuous Development and Feedback Framework, ensuring that the professional development program for VET trainers evolves in alignment with emerging industry trends, participant needs, and pedagogical advancements. This process guarantees that the program does not remain static but instead is dynamic, responsive, and continuously optimized to achieve maximum effectiveness and impact.

At the heart of this process is the iterative cycle of planning, implementation, evaluation, and refinement. Each training cycle is systematically reviewed using insights gathered through the monitoring and evaluation system and feedback collection mechanisms. The process begins with the identification of areas requiring enhancement, which may include content relevance, instructional methods, learning materials, or delivery approaches. Evidence-based insights inform decisions on necessary adjustments, ensuring that modifications are grounded in real-world data and stakeholder perspectives.

The adaptation process emphasizes flexibility and responsiveness. Changes are prioritized based on their potential impact on learning outcomes, participant engagement, and the alignment of the program with evolving labor market demands. This prioritization is guided by input from key stakeholders, including VET trainers, educators, industry experts, and program coordinators. Collaborative decision-making ensures that adaptations are relevant, feasible, and widely supported, fostering a sense of ownership and shared responsibility among all participants.

A key principle of the process is documentation and transparency. Each improvement cycle is carefully recorded, detailing the rationale for changes, the methods employed, and the anticipated outcomes. This documentation serves multiple purposes: it provides a historical record of program evolution, enables evaluation of the effectiveness of adaptations over time, and facilitates knowledge transfer for new trainers and coordinators.

Integration of technology supports the continuous improvement process by enabling real-time data analysis, trend identification, and predictive insights. Digital tools allow program managers to detect early signals of emerging needs or challenges, providing opportunities for proactive intervention rather than reactive adjustments. These tools also streamline communication with stakeholders, ensuring that updates and improvements are shared efficiently and effectively.

The Continuous Improvement and Adaptation Process is also reinforced through capacity building and professional development for program staff and trainers. Regular workshops, peer-learning sessions, and training updates ensure that those responsible for program delivery are equipped

with the knowledge and skills necessary to implement and sustain improvements effectively. By fostering a culture of learning and innovation, the program ensures that continuous improvement is not a one-off activity but an embedded organizational practice.

Finally, the framework establishes mechanisms for assessing the impact of adaptations. After each cycle of improvements, the program's outcomes are measured against predefined indicators, including participant satisfaction, learning outcomes, and applicability of skills in professional practice. This evaluation closes the feedback loop, confirming whether changes have achieved their intended effect and informing the next cycle of improvement.

In conclusion, the Continuous Improvement and Adaptation Process provides a structured, evidence-driven, and participatory approach to ensuring that the professional development program for VET trainers remains current, effective, and sustainable. By embedding iterative review, stakeholder engagement, technology support, and capacity building into the framework, the program fosters a culture of ongoing learning and adaptation, ultimately enhancing the professional growth of trainers and the quality of training delivered.

6 Participatory approach and stakeholder engagement

The success and sustainability of the professional development program for VET trainers largely depend on the active involvement of all relevant stakeholders. The participatory approach is a fundamental component of the Continuous Development and Feedback Framework, ensuring that the perspectives, expertise, and experiences of trainers, educators, industry representatives, and other relevant actors are systematically incorporated into program design, implementation, and evaluation.

At the core of this approach is inclusive engagement, which seeks to give voice to all participants and stakeholders, as foreseen within the Work Package 5 of the project. VET trainers are not only recipients of professional development but also key contributors, providing feedback on training content, teaching methodologies, and practical applicability. Educators and program coordinators bring pedagogical expertise, while industry representatives ensure alignment with evolving labor market needs and sectoral trends. The active participation of these groups enhances program relevance, fosters innovation, and promotes a sense of shared ownership over program outcomes.

The framework outlines structured engagement mechanisms that facilitate effective participation. These include regular advisory meetings, expert panels, focus groups, and collaborative workshops. Additionally, digital platforms and online discussion forums are leveraged to enable continuous dialogue, especially in cases where stakeholders are geographically dispersed or unable to participate in person. Such mechanisms ensure that input is both timely and actionable, supporting the iterative improvement of the program.

Decision-making processes are designed to be transparent and participatory. Stakeholder feedback is systematically collected, analyzed, and integrated into program updates and enhancements. Clear channels of communication and defined responsibilities help ensure that contributions are recognized, validated, and acted upon, reinforcing accountability and trust within the program ecosystem.

The framework also emphasizes capacity building for stakeholders, equipping participants with the tools and knowledge to provide meaningful input. Training sessions, orientation workshops,

and guidance documents help stakeholders understand the goals of the program, evaluation processes, and the types of feedback that are most useful. This preparation enhances the quality and utility of stakeholder contributions.

Continuous engagement is a central principle of this approach. Rather than limiting participation to discrete points in time, stakeholders are engaged throughout the lifecycle of the program. Regular feedback loops, iterative consultations, and periodic evaluation sessions ensure that the program remains responsive, adaptive, and aligned with emerging educational and industry needs.

In conclusion, the participatory approach and stakeholder engagement strategy ensures that the professional development program is co-created, validated, and continuously refined in collaboration with all relevant actors. By embedding inclusive participation, structured engagement mechanisms, transparent decision-making, and stakeholder capacity building, the framework fosters a culture of shared responsibility and collective learning. This approach not only enhances program relevance and effectiveness but also contributes to the long-term sustainability and impact of professional development for VET trainers.

7 Tools and templates

To ensure the effective implementation of the Continuous Development and Feedback Framework, a set of practical tools and templates is provided to standardize and facilitate data collection, analysis, and program improvement activities. These resources are designed to streamline processes, reduce administrative burdens, and enable consistency across different modules and program cycles, while also promoting transparency, accountability, and ease of use for all stakeholders.

Feedback Collection Tools (see also Chapter 10.1): A variety of tools are provided for gathering structured feedback from VET trainers, participants, and other stakeholders. These include standardized online and offline questionnaires, evaluation forms, interview guides, and focus group protocols. Each tool is designed to capture both quantitative data (e.g., Likert-scale ratings) and qualitative insights (e.g., open-ended reflections) to provide a comprehensive understanding of program effectiveness and areas for improvement.

Monitoring and Evaluation Templates (see also Chapter 10.2): Templates for monitoring progress and evaluating outcomes are included to facilitate systematic tracking of program performance. These templates include checklists for session observations, competency assessment rubrics, and performance dashboards. They help ensure that evaluation data is consistently collected, analyzed, and reported, supporting evidence-based decision-making and iterative program adaptation.

Reporting and Documentation Templates (see also Chapter 10.3): Standardized templates for reporting findings, documenting changes, and recording decisions are provided to maintain transparency and institutional memory. These include templates for summary reports, action plans, improvement logs, and meeting minutes. By ensuring structured documentation, these tools facilitate accountability, support knowledge transfer, and enable longitudinal tracking of program enhancements.

Digital Tools and Platforms: The framework encourages the use of digital platforms for data collection, analysis, and collaboration. Online survey tools, cloud-based document repositories, and project management platforms enable real-time access to feedback, facilitate communication among stakeholders, and support collaborative decision-making. These tools also allow for visualization of trends and patterns, enhancing the ability to identify critical areas for improvement.

Customization and Adaptability: All tools and templates are designed to be flexible and adaptable to different contexts and needs. Stakeholders can modify content, scales, or formats to better reflect specific program objectives, local requirements, or participant characteristics, while maintaining a degree of standardization necessary for comparative analysis across program cycles.

Integration into Continuous Improvement: These tools and templates are not standalone resources; they are fully integrated into the continuous improvement cycle. Data collected using these instruments feeds directly into program evaluation, stakeholder consultations, and adaptive changes. This integration ensures that feedback leads to concrete improvements in content, methodology, and delivery, reinforcing the dynamic and responsive nature of the professional development program.

In conclusion, the provision of carefully designed tools and templates ensures that the Continuous Development and Feedback Framework is actionable, user-friendly, and effective (see also Annexes in Chapter 10). By standardizing processes, facilitating data collection and analysis, and supporting documentation and reporting, these resources play a crucial role in enabling evidence-based decision-making, continuous improvement, and sustained impact of the VET trainers' professional development program.

8 Implementation plan and timeline

The Implementation Plan and Timeline provide a structured roadmap for operationalizing the Continuous Development and Feedback Framework within the professional development program for VET trainers. This chapter defines the sequence of activities, responsible actors, milestones, and deadlines, ensuring that the framework is applied consistently, efficiently, and effectively across all program phases.

The implementation process begins with initial setup and orientation, where program coordinators, trainers, and key stakeholders are introduced to the framework, its objectives, and the tools and templates that will be used. Orientation sessions include training on monitoring and evaluation methods, feedback collection processes, and documentation standards. This preparatory phase ensures that all actors understand their roles and responsibilities and are equipped to participate effectively.

Following orientation, the framework is rolled out in iterative cycles aligned with training modules or program sessions. Each cycle includes:

1. **Monitoring Activities:** Regular tracking of program implementation using predefined indicators and templates.
2. **Feedback Collection:** Gathering structured feedback from participants, trainers, and stakeholders through surveys, interviews, or workshops.

3. **Data Analysis and Reporting:** Consolidating insights from monitoring and feedback to identify trends, challenges, and opportunities for improvement.
4. **Adaptive Actions:** Implementing changes to content, methods, or delivery approaches based on analyzed data, in consultation with stakeholders.

The timeline for these activities is designed to balance regular review with practical feasibility (see also Chapter 10.5). For example, feedback collection may occur at the midpoint and end of each module, while evaluation and adaptive actions are scheduled shortly after feedback cycles to ensure timely implementation of improvements. Annual reviews provide a broader perspective, assessing cumulative results and aligning program enhancements with emerging industry trends or policy developments.

Roles and Responsibilities are explicitly defined within Chapter 2. Program coordinators oversee the overall process, ensuring milestones are met and documentation is maintained. Trainers actively participate in feedback loops and implement instructional adjustments. Stakeholders, including industry experts and educators, provide advisory input, validate proposed adaptations, and support the refinement of learning outcomes. Clear communication channels are established to facilitate coordination, reporting, and decision-making across all actors.

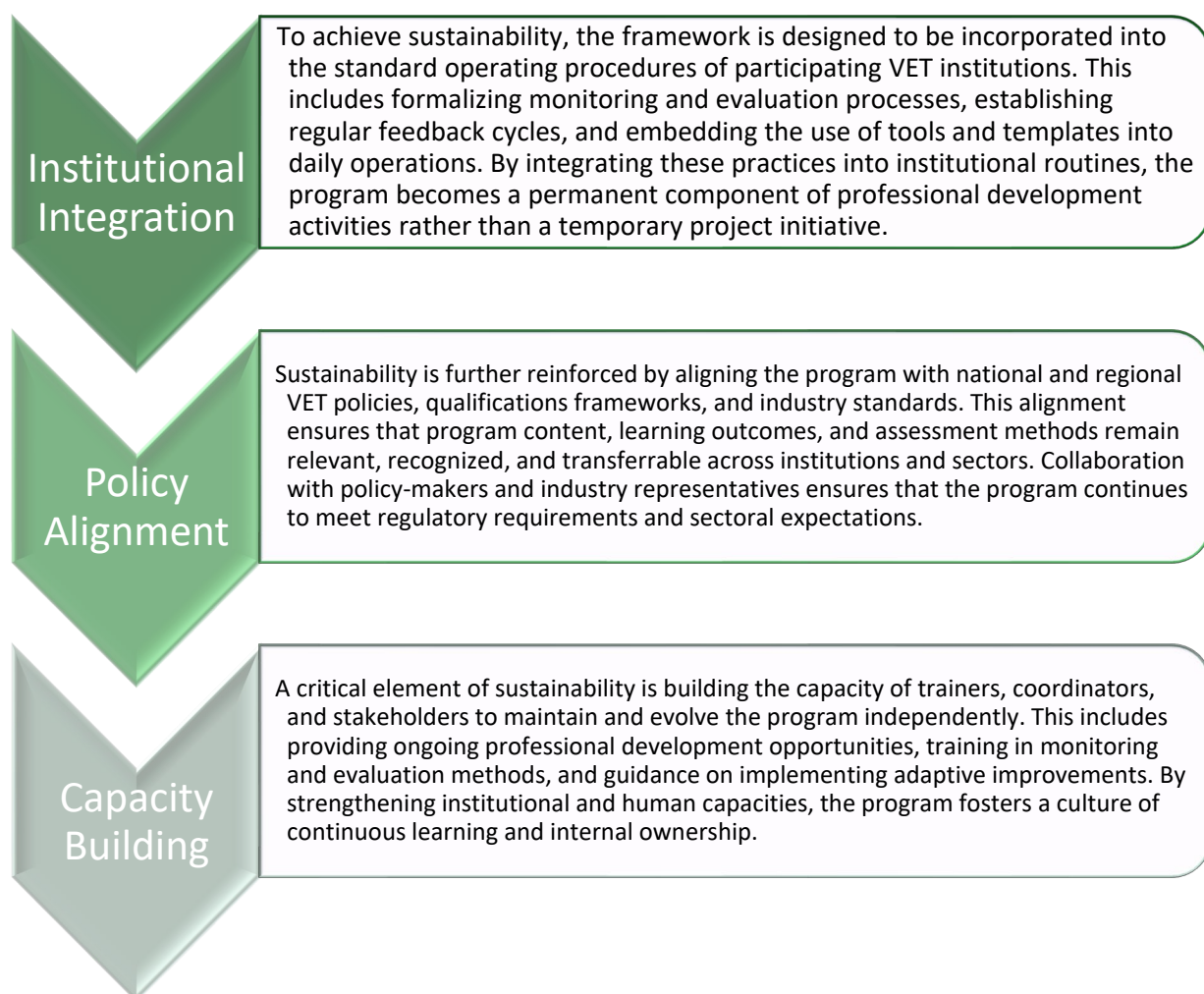
Resource Planning is also incorporated into the plan, identifying the tools, personnel, and technological support required for each phase. This ensures that monitoring, evaluation, feedback collection, and adaptation activities are conducted without disruption and with adequate support.

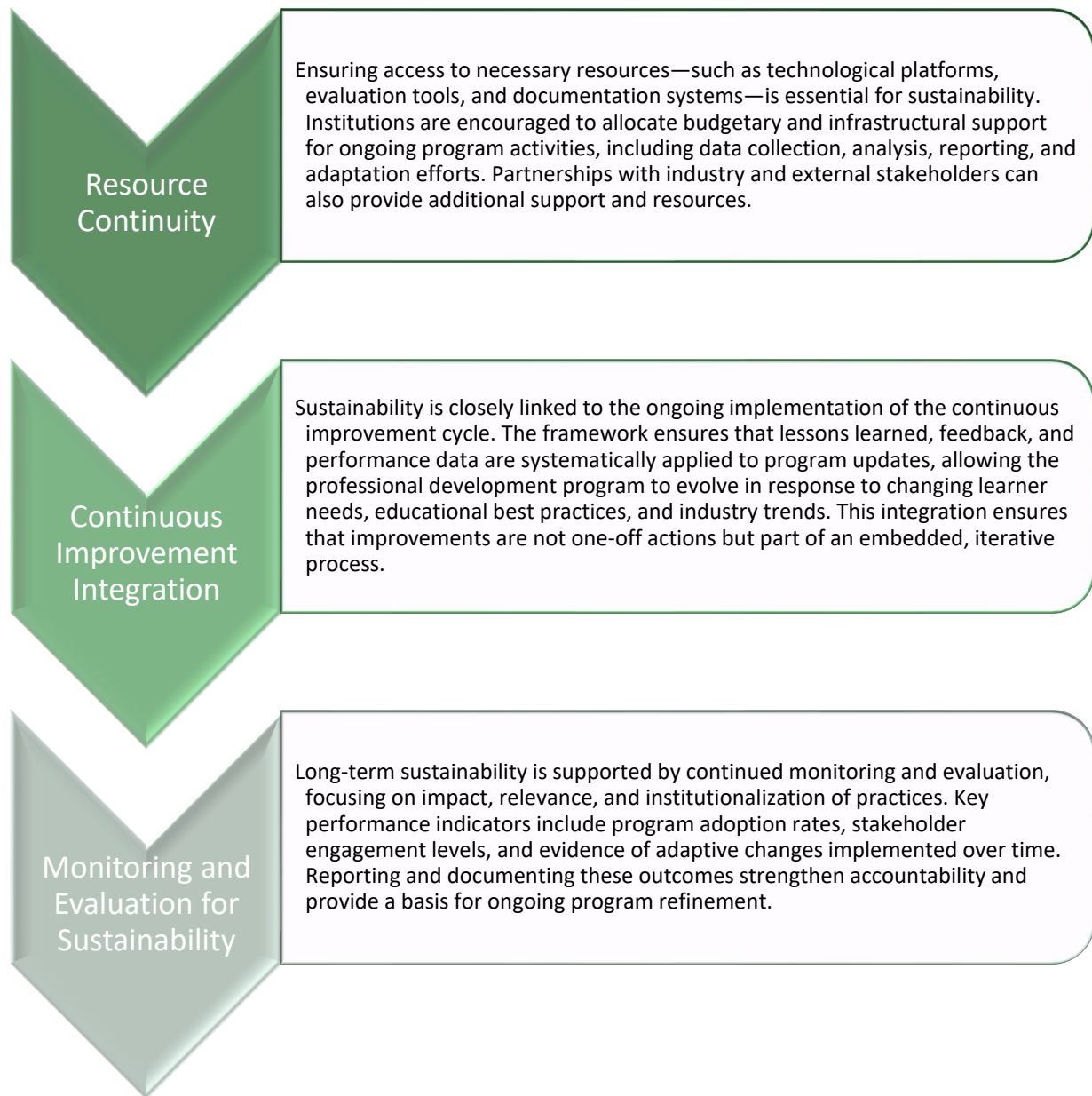
Finally, the Implementation Plan is designed to be flexible and adaptive, allowing for adjustments to timelines or sequencing based on real-world constraints, emerging priorities, or unexpected challenges. This ensures that the framework remains practical, effective, and aligned with the program's objectives of continuous improvement and relevance.

In conclusion, the Implementation Plan and Timeline provide a comprehensive, structured, and actionable guide for embedding the Continuous Development and Feedback Framework into the professional development program. By clearly defining phases, responsibilities, resources, and deadlines, it ensures that the program is continuously monitored, evaluated, and adapted to maintain its impact and relevance for VET trainers and stakeholders.

9 Sustainability and integration

The sustainability and integration of the professional development program for VET trainers are central to ensuring its long-term impact, relevance, and alignment with both educational and industry needs. This chapter outlines strategies for embedding the Continuous Development and Feedback Framework into institutional practices, policies, and organizational culture, ensuring that improvements and innovations are maintained beyond the initial project lifecycle.





In conclusion, sustainability and integration are achieved by embedding the framework into institutional practices, aligning with policies and industry standards, building stakeholder capacity, ensuring resource continuity, and maintaining iterative improvements. These strategies collectively ensure that the professional development program remains relevant, effective, and capable of adapting to evolving educational and labor market needs, securing its lasting impact for VET trainers and learners.

10 Annex-Tools and templates

10.1 Feedback collection tools

10.1.1 Templates for the Sectoral Expert Feedback Loop

Template 1: VET Trainer Feedback Form					
Purpose: Collect feedback from VET trainers to improve the program's relevance, effectiveness, and alignment with industry and sustainability needs.					
General Information					
Name (optional):					
Institution / Organization:					
Training Module Attended:					
Date:					
Content Evaluation					
The content was relevant to my teaching needs:	1	2	3	4	5
	Strongly disagree -> Strongly agree				
The module aligns with current plastic waste management practices:	1	2	3	4	5
The environmental sustainability concepts were clear and applicable:	1	2	3	4	5
Methodology & Tools					
The digital tools introduced are useful for my work:	1	2	3	4	5
The teaching methods were effective:	1	2	3	4	5
Market Relevance					
The training reflects current industry needs:	1	2	3	4	5

The skills taught support emerging green job demands:	1	2	3	4	5
Open Feedback					
What worked well?					
What should be improved?					
Suggested topics for future updates:					

Template 2: Waste management stakeholder/Industry expert Feedback Form



Purpose: Collect feedback from external stakeholders (industry experts, employers, policymakers) on the program's relevance and alignment with labor market needs.					
Stakeholder Information					
Name (optional):					
Organization:					
Expertise area:					
Relevance Assessment					
Training content matches current industry practices:	1	2	3	4	5
	Strongly disagree->Strongly agree				
Training addresses future market trends:	1	2	3	4	5
The sustainability dimension is sufficiently covered:	1	2	3	4	5
Skills assessment					
Competencies developed are valuable for the sector:	1	2	3	4	5
The program prepares trainers to innovate in recycling practices:	1	2	3	4	5
Recommendations					
Missing or outdated content:					
New technologies or practices to include:					

10.1.2 Templates for the Learner–Trainer Feedback Loop

Template 3: Participant Feedback Questionnaire (at the end of the training session)					
Purpose: This questionnaire collects your feedback to help improve the training program, ensuring it is relevant, effective, and supportive of your professional development in sustainable plastic waste management.					
Session information					
Training module:					
Date:					
Trainer(s):					
Content and Relevance					
The topics covered were relevant to my professional development:	1	2	3	4	5
	Strongly disagree- > Strongly agree				
The content met my expectations:	1	2	3	4	5
Training delivery					
The trainer explained concepts clearly:	1	2	3	4	5
The session encouraged participation and interaction:	1	2	3	4	5
Materials and Resources					
Training materials were helpful and easy to understand:	1	2	3	4	5
Practical Application					
I can apply what I learned in my professional context:	1	2	3	4	5
Suggestions for Improvement					
What did you find most valuable?					

What could be improved?	

Template 4: Trainer Self-Reflection Form



Purpose: Enable trainers to reflect on their own performance and the training effectiveness.							
Session overview							
Training module:							
Date:							
Self-Evaluation							
How well did I engage participants?			1	2	3	4	5
			Strongly disagree- > Strongly agree				
How effectively did I use training materials?			1	2	3	4	5
How confident am I in the session outcomes?			1	2	3	4	5
Feedback summary							
Participant engagement highlights:							
Challenges encountered:							
Future actions							
Adjustments for future sessions:							

10.2 Monitoring and Evaluation templates

10.2.1 Monitoring and Evaluation Checklist template

Aspect	Yes/No	Comments
Content updated according to market needs:		
New sustainability regulations integrated:		
Digital tools reviewed and upgraded:		
Trainer feedback collected quarterly:		
Stakeholder consultation completed:		
Revision report completed:		

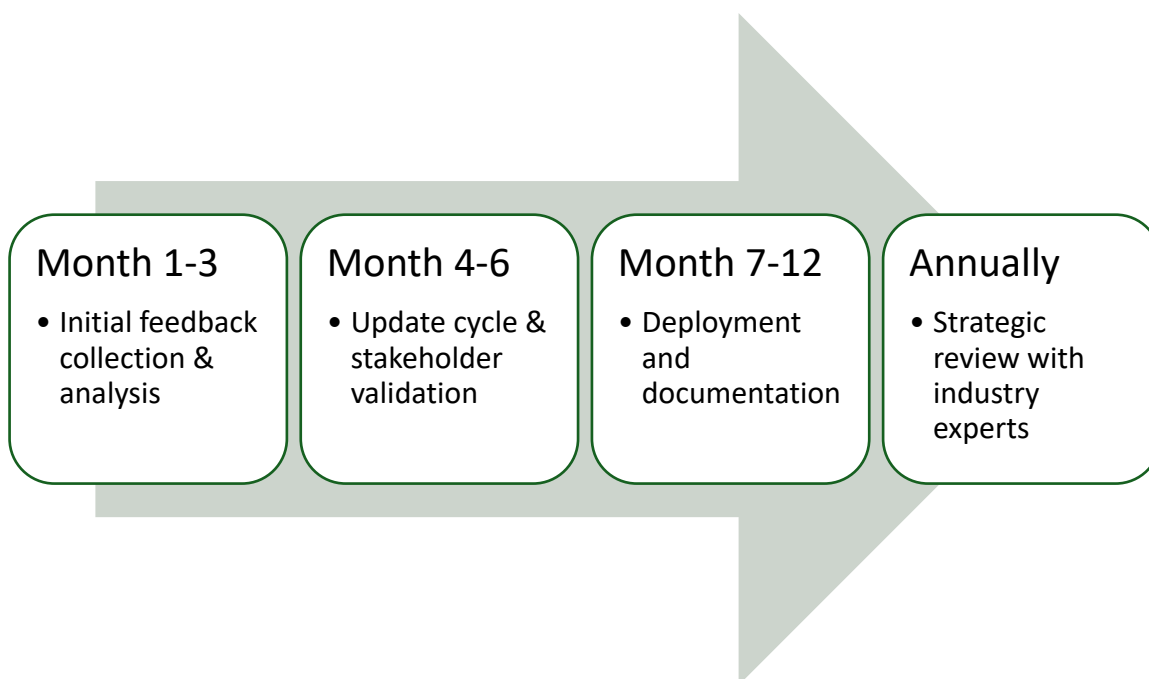
10.2.2 Evaluation rubric and analysis template

Criteria	Evaluation				
Relevance to Plastic Waste Management Market:	1	2	3	4	5
Sustainability Integration:	1	2	3	4	5
Digital Tool Effectiveness:	1	2	3	4	5
Pedagogical Quality:	1	2	3	4	5
Practical Applicability:	1	2	3	4	5
Innovation Potential:	1	2	3	4	5

Score Interpretation:

- 25–30: Excellent – No major revisions needed
- 18–24: Good – Minor updates suggested
- 12–17: Fair – Moderate updates required
- <12: Needs Revision – Significant updates necessary

10.2.3 Timeline



10.3 Reporting and Documentation templates

All relevant reporting and documentation templates are available at the project's Cloud collaboration space:

<https://3.basecamp.com/4440716/buckets/41328150/vaults/8486025099>