



BusyBees - Business Game Methodology for the Twin Transition in Higher Education
2023-1-IT02-KA220-HED-000157574

WP4 – Post-training “Train the Trainers” Report

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This report presents the findings of a post-training survey administered to teachers and tutors who participated in the “Train the Trainers” course - Sustainability, Digital Skills, and Project-Based Learning (Business Case), from IET (Spain), WAS (the Netherlands) and JAC (Italy), to prepare them to implement the pilot phase with the students.

The survey aimed to assess participants satisfaction, perceived knowledge and confidence across key topics (e.g., ESG/CSR, green marketing, TWIN transition), the quality and usefulness of the training modules, and readiness to apply the methods in classroom contexts.

Methodology

Data were collected immediately after the course via an online questionnaire combining Likert-scale items and open-ended questions to capture both quantitative indicators and qualitative insights. The survey specifically covered:

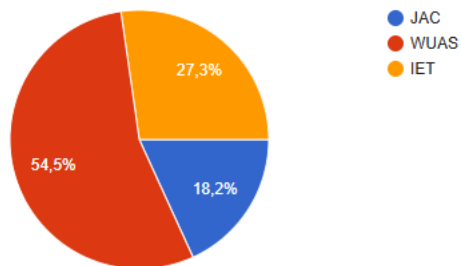
- Self-rated knowledge and confidence across sustainability and business-education topics (1 = Not at all knowledgeable to 4 = Very knowledgeable)
- Agreement with statements about green skills and pedagogy (1 = Strongly disagree to 4 = Strongly agree)
- Satisfaction with modules, training activities, and delivery (logistics).
- Open questions captured qualitative feedback on most valuable elements and engaging aspects of delivery.

Sample

- Total responses: 11 teachers.
- Teaching experience ranged from 1 year to 25+ years.
- Respondents represent diverse teaching areas and disciplines aligned with the project’s domains (economics, marketing, entrepreneurship, logistics/SCM, project management & ESG, tourism & hospitality, and business communication).

Institution:

11 responses



Results

Overall Satisfaction & Preparedness

Overall satisfaction: 81.8% of the respondents reported being satisfied or highly satisfied (4 Highly satisfied; 5 Satisfied).

Preparedness to apply learning into their teaching areas: 8 of 11 (72.7%) responded 'Yes, absolutely'; the remaining 27.3% felt 'somewhat' prepared.

Module Ratings (Quality, Delivery, Usefulness)

Overall, participants rated all three modules positively, with modules 1 (Business Game) and 3 (Green Skills/TWIN) receiving mostly "Good" to "Very good" evaluations for quality, delivery, and usefulness. Module 2 (Digital Tools & CSR) was also well-received but showed a small share of "Fair/slightly useful" responses, suggesting an opportunity to add more hands-on practice and scaffolding.

Knowledge & Agreement metrics (1 - 4 scale)

Knowledge & Agreement show consistently high results: agreement items, especially the value of SME collaboration and the importance of green skills, cluster near the top ($\approx 3.9 / 4$), while knowledge in CSR/ESG and green marketing is also strong ($\approx 3.5 - 3.6 / 4$). These scores suggest both a favourable mindset and solid conceptual grounding for classroom transfer.

Key results:

Agreement	SME collaboration beneficial	3.91
	Open to new methodologies	3.91
	Green skills are essential	3.82
	Green competences are critical	3.73
Knowledge	CSR	3.73
	ESG	3.64
	Green marketing	3.64
Confidence	To teach green marketing	3.64
	to teach ESG/CSR	3.55

Qualitative Highlights

Most valuable elements mentioned by participants:

- Digital tools with classroom utility: Several respondents highlighted the digital component as especially useful when tools were shown with clear, ready-to-reuse examples (templates, quick workflows, and tips to avoid common pitfalls).
- Overall training design: References to the training itself point to an appreciated structure; a logical sequence from concepts to cases to application, with time for questions and peer exchange.
- Quality and clarity of materials: Participants valued the materials (slides, guides, and case briefs) for being concise and practical, which helps transfer ideas into lessons without extensive re-design.
- Green focus and relevance: The green perspective (CSR/ESG, TWIN transition) was seen as timely and motivating; respondents noted it aligns well with current school priorities and labour market expectations.



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- **Immediate applicability:** Comments around use and tool suggest teachers left with actionable items (rubrics, checklists, or case prompts) that can be implemented in the next teaching cycle.

Most engaging delivery aspects:

- **Case-based work:** Case and study references indicate that analysing real or realistic scenarios made the content concrete and memorable, helping participants connect theory to classroom practice.
- **Collaborative dynamics:** Group discussions, including peer sharing and small-team tasks, were repeatedly cited as engaging; participants valued hearing diverse approaches and receiving quick feedback.
- **Active learning activities:** Mentions of activities and “actual” examples reflect a preference for hands-on, do-first moments (e.g., sketching a Business Model Canvas or mapping stakeholders) rather than purely expository delivery.

Overall implication:

- Teachers respond best to practical, well-structured materials, real-world cases, and collaborative, hands-on tasks—all of which lower the barrier to immediate classroom adoption.

From baseline assessment to final outcomes (Pre-Post Test Comparison):

Compared to the pre-training baseline, where knowledge and especially confidence to integrate Business Game/PBL were more moderate and dispersed, the post-training results show clear gains:

Knowledge in areas like CSR/ESG and green marketing now sits around 3.6–3.7/4, while agreement on the importance of green skills and SME collaboration is near-ceiling (≈ 3.8 – $3.9/4$). Moreover, 73% of participants feel “absolutely prepared” to apply the learning and 82% are satisfied or highly satisfied.

In short, the cohort has moved from a mixed baseline to a high, more consistent end-state in knowledge and confidence, strengthening the likelihood of classroom transfer.



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Key takeaways:

- High value & readiness: With 82% satisfied and 73% absolutely ready, the programme delivered both positive experience and practical classroom readiness; teachers are poised to use Business Game and green-skills content in the pilot.
- Coherent design: Modules 1 (Business Game) and 3 (Green Skills/TWIN) formed a clear, engaging backbone (case + analysis + action) which supports transfer to practice.
- Digital tools, next step: Module 2 was positive overall, but a few “Fair” ratings point to a need for guided, hands-on practice to turn awareness into routine use.
- Peer effect: Group discussions and sharing reduced adoption friction and provided immediate classroom models.