DigiTrans

Co-funded by the European Union

WP 4 / Activity 1

CGC-DigiTrans HE Curriculum Evaluation Report on the Pilot Training

Authors: Filiz Keser Aschenberger, Martin Stark

Mannheim, August 2025

The creation of these resources has been (partially) funded by the ERASMUS+ grant program of the European UnionEuropean Union under grant no. 2022-1-DE01-KA220-HED-000089003. Neither the European Commission nor the project's national funding agency DAAD are responsible for the content or liable for any losses or damage resulting of the use of these resources.

Project ID: 2022-1-DE01-KA220-HED-000089003

Contents

List of Figures and Tables

Executive Summary

This synthesis report presents the evaluation of the CGC-DigiTrans HE Curriculum pilot training, implemented in Austria, Germany, Italy, and The Netherlands. The pilots tested the adaptability of the methodology across diverse educational and professional contexts, focusing on career guidance and counseling in the context of digital and social transitions.

Implementation and Participants

The pilots demonstrated a high degree of flexibility in delivery formats, ranging from intensive block seminars (Germany, Netherlands) to blended or modular structures (Austria) and integration into a master's programme (Italy). Participants included bachelor and master students, employed professionals, and international learners, ensuring a broad mix of perspectives. While no special target groups were explicitly recruited, the diversity of backgrounds reflected the inclusive nature of the approach.

Key Findings

Across all four contexts, the training successfully strengthened participants' understanding of digital competences and the six phases of the CGC Roundabout Methodology. Participants consistently valued the interactive, practice-oriented design—particularly role plays, stakeholder analyses, and case studies—which supported the transfer of theory into practice. The majority reported increased confidence in applying the method, although some, particularly in Germany and Austria, expressed hesitation about its immediate application in their professional settings.

Digital competences emerged as both a strength and an area for further development. While participants acknowledged their importance, confidence levels and perceived relevance varied. Digital tools such as Mural initially caused resistance, but with guidance they were ultimately seen as highly useful, contributing to participants' digital literacy and confidence in using collaborative platforms.

Overall satisfaction was high: the training received an average rating of 7.4/10, and more than three-quarters of participants indicated they would recommend it to colleagues. Open feedback praised the richness of materials and the innovative character of the methodology, while pointing to recurring challenges of time management, balancing theory and practice, and the need for local adaptation (e.g., language, sector-specific examples).

Recommendations

For curriculum development, the evaluation highlights the need to:

- Streamline materials and reduce redundancies, particularly in reflective tasks.
- Embed digital competences more consistently across sessions and align them with diverse counseling contexts.
- Adopt modular delivery structures that balance theory, practice, and workload.
- Provide introductory modules for less experienced learners and advanced case studies for practitioners.

For implementation, future success depends on:

- A structured train-the-trainer programme and clearer manuals for facilitators.
- Mandatory tutorials for digital tools and stronger technical support in case of online implementation of the training.
- Flexible delivery models, including hybrid and in-company formats.
- Sustained follow-up opportunities such as workshops, peer groups, or communities of practice.

Conclusion

The pilots confirm that the CGC Roundabout methodology is a transferable, innovative, and practice-oriented approach that equips career guidance professionals to address the challenges of digital transformation and multi-actor collaboration. With refinements in digital integration, trainer support, and modular delivery, the model has strong potential for sustainable adoption and scaling across European contexts.

Overview of the Pilot Implementation: Factual information about the training

The pilot phase of the CGC-DigiTrans HE Curriculum pilot training was central to testing the feasibility, adaptability, and effectiveness of the curriculum across diverse higher education and professional contexts in Europe. This section provides an overview of the pilot trainings, including general information, training formats, participant characteristics, and country-specific adaptations, before synthesizing comparative insights across all four contexts.

General Information

The pilot trainings and their evaluations were carried out by four universities: the University for Continuing Education Krems in Austria, the University of Applied Labour Studies in Germany, Saxion University of Applied Sciences in The Netherlands, and the University of Padova in Italy. The project team coordinated the trainings and, in most cases, was directly involved in their delivery. Implementation took place between February and June 2025.

Training Format

The pilots revealed substantial flexibility in how the CGC-DigiTrans HE Curriculum can be embedded into different national higher education systems. While the core content remained consistent, the format, duration, and institutional embedding varied according to local educational structures, learner profiles, and program requirements.

Format and Delivery Modes

Training formats ranged from fully in-person (Italy, Netherlands), to blended learning (Austria, Germany).

- Austria combined preparatory in-person meetings, interactive online workshops, and a transfer assignment, reflecting a staged and reflective model.

- Germany also adopted a blended structure, beginning with online orientation and consultations before an intensive in-person block week.
- Italy integrated the course directly into a master's program, while The Netherlands delivered it as a stand-alone pilot within a post-bachelor professional development program.

Duration and Scheduling

The total length varied considerably:

- Italy offered 11 sessions (22 hours) across six weeks, while The Netherlands condensed the program into two full days.
- Germany's block seminar spanned one full week, supported by online consultations, creating an intensive immersion.
- Austria's model spread across multiple months, combining preparation, online workshops, and post-training assignments, emphasizing gradual integration.

Institutional Settings

- Italy embedded the module as a credit-bearing (3 ECTS) course in a master's degree, aligning it with formal academic structures.
- Germany offered it as an elective within a bachelor program, allowing students to intensively explore the content in a structured academic week.
- The Netherlands positioned it in post-bachelor continuing professional development, targeting career guidance practitioners in training.
- Austria framed it as an optional voluntary module within a bachelor professional program, combining theory, digital practice, and application tasks.

Comparative Insights

- Italy and Germany illustrate how the curriculum can be fully integrated into formal study programs (master's and bachelor's level), thereby ensuring academic recognition.
- Austria highlights the potential of modular blended delivery, allowing flexible participation and stronger emphasis on reflective assignments.
- The Netherlands demonstrates feasibility in continuing professional development contexts, where practitioners appreciate concentrated training blocks.

Together, these diverse implementations show that the CGC-DigiTrans HE Curriculum is highly adaptable to different national contexts, programme levels, and learner groups. Flexibility in scheduling and embedding is essential, but across all four countries the training was successfully piloted, with participants engaging meaningfully in both conceptual and applied aspects.

Participants

The pilots attracted a diverse set of participants, reflecting both the flexibility of the curriculum and the differences in national education and career guidance systems (see Table 1). Groups ranged from undergraduate students in structured degree programmes to employed professionals in continuing education, as well as international master's students.

Participation Numbers

- Group sizes were relatively similar, with between 12 and 19 survey respondents per country, although Italy recorded a higher number of occasional attendees (40 students attended at least one session).
- The steady participation levels across countries suggest strong interest and feasibility for scaling the training.

Participant Profiles

- The Netherlands and Germany primarily involved students who were already combining theoretical education with practice in the labour market and guidance sector.
- Austria's participants were all employed professionals pursuing a bachelor professional programme in life and social counseling, representing a broad umbrella field that includes educational and career guidance among other psycho-social areas.
- Italy stood out for its international cohort of master's students in Clinical, Social and Intercultural Psychology, bringing heterogeneity in cultural and disciplinary backgrounds.

Special Target Groups

- None of the pilots explicitly recruited migrants, unemployed persons, or other special target groups. However, the heterogeneity of professional and cultural backgrounds (Austria, Italy) and the integration of practical fieldwork (Germany, Netherlands) ensured that diverse perspectives were present in each cohort.

Comparative Insights

- The Austrian and Dutch cases show the curriculum's relevance for practitioners in continuing education or professional development contexts.
- Italy demonstrates how the module can be embedded in an academic master's program, attracting a diverse, international student body.
- Germany shows feasibility within dual study structures, balancing academic and applied labour market practice.

Across all contexts, participants represented current or future practitioners in counselling, career guidance, or related psycho-social professions, underscoring the strong alignment between the training and labour market needs.

Table 1 Summary of factual information about the pilot trainings

Country	Format & timing	Participants	Survey n
Austria (UWK)	Blended: 2x in-person prep (Feb), 2×2-day online workshops (May/Jun) + transfer assignment	19 working professionals	19
Germany (HdBA)	Online intro + consults (5-day intensive in-person block)	17 Bachelor students of dual programme	17
Italy (UoP)	Multi-session sequence (in-person)	40 attended ≥1; 20 attended ≥5	19
Netherlands (Saxion)	Two training days (4 half-day blocks)	12	11

Adaptations and particularities

Implementation of the CGC-DigiTrans HE Curriculum training revealed a strong orientation toward flexibility and contextual adaptation, ensuring relevance to local institutional structures, student profiles, and time constraints. Strategies included compression of content (Netherlands, Germany), integration into existing curricula (Italy, Austria), and participatory/preparatory methods tailored to participants' realities. The use of digital tools (Austria, Germany) and local expertise (Italy) further enriched delivery.

Common Challenges

Structural challenges included limited time, balancing academic assessment with practical exercises, and ensuring alignment with broader programme requirements. These highlight the need for modularity and context-sensitive design in future European rollouts.

Country Adaptations

- **Netherlands:** The programme was condensed into four half-day sessions due to time constraints. Trainers balanced feasibility with depth by selectively implementing content and encouraging advance preparation through reading assignments. Participants preferred working with their own cases, which enhanced engagement.
- **Austria:** The pilot, conducted within the Applied Counseling Sciences programme, emphasised multi-actor approaches and transfer assignments tailored to professional contexts. Digital competences and career guidance were framed as case applications rather than primary topics. Blended learning supported by Canvas, Zoom, and Mural was well received. An introductory Mural tutorial strengthened digital competences, and organisational flexibility (e.g., ECTS certification options, online delivery to reduce travel burdens) supported alignment with participant needs.
- **Germany:** Tailoring to dual-study students included self-study tasks, graded presentations, and interactive exercises (e.g., crossword puzzles, Mentimeter). Content was selectively adjusted; for instance, Unit 4 was redesigned to focus on GAP and stakeholder analyses relevant to students' future work environments. Delivery in a one-week block posed

logistical challenges but fostered intensive engagement. Assessment requirements were embedded directly into training activities.

- **Italy:** A pre-course survey identified knowledge gaps, prompting introductory sessions on megatrends, socio-cognitive career theory, and green guidance. A local expert contributed to the networking module, providing practice-oriented insights. Pedagogy combined group reflection with theoretical content. Assessment consisted of two substantial essays—one theoretical (literature review) and one applied (tool application, simulation, or video)—reinforcing both academic understanding and practical competence.

Quantitative Evaluation Results: analysis of the quantitative data

This section presents the approach and instruments used to evaluate the pilot trainings across the four participating countries as well as the results. It first outlines the modes of data collection, highlighting the standardized post-training surveys and the country-specific adaptations that were applied. It then reports on the quantitative findings, focusing on participants' perceived learning outcomes, the practical relevance and transferability of the training, and overall satisfaction. Finally, it integrates feedback from open-ended responses, which provide further insights into strengths, challenges, and suggestions for improvement. Together, these results offer a comprehensive picture of how the CGC-DigiTrans HE Curriculum was received and where refinements may be needed for future implementation.

Mode of data collection

Across all pilot sites, data collection relied primarily on a standardized quantitative post-training survey administered online, ensuring comparability across contexts while allowing for national adaptations. Standardised Likert-scale questions (1 = highly agree, 5 = strongly disagree) measured participants' perceptions of learning outcomes, training relevance, and satisfaction, complemented in some cases by open-ended questions for qualitative feedback.

- **Netherlands, Austria, and Germany** used streamlined online surveys (LimeSurvey) administered at the end of training. These surveys focused on perceived impact, learning outcomes, and suggestions for improvement, with strong completion rates (11/12 in The Netherlands; 19/19 in Austria; 17/17 in Germany).
- **Italy** adopted a more comprehensive, three-tiered evaluation strategy: formative evaluations during the course (weekly Padlets), a summative survey at the end of the course (via Moodle), and trainer evaluations. This mixed timing approach allowed both ongoing monitoring and final assessment.

In sum, while most countries applied a single post-course online survey, Italy applied a layered approach which is useful for capturing feedback at multiple stages, enhancing responsiveness to learners' needs.

Country-specific Summaries

- **Netherlands:** Data collected via a short online survey (LimeSurvey) with 11 participants. Data was analysed in Excel.

- **Austria:** Online post-training survey (LimeSurvey) completed by all 19 participants immediately after the training. Data was analysed with Excel, capturing perceived learning outcomes per unit.
- **Germany:** Online survey (LimeSurvey) with all 17 participants completing. Introduced by teaching staff with emphasis on anonymity and voluntariness. Data was exported and analysed with standard tools.
- **Italy:** Applied a three-level evaluation (Padlet during the course, final survey via Moodle, and trainer evaluation). 19 students completed the final survey. Data was analysed with Excel.

All in all, 66 learners completed the survey, and their data was analysed in this synthesis report. Figure 1 shows the distribution of the participants according to countries.

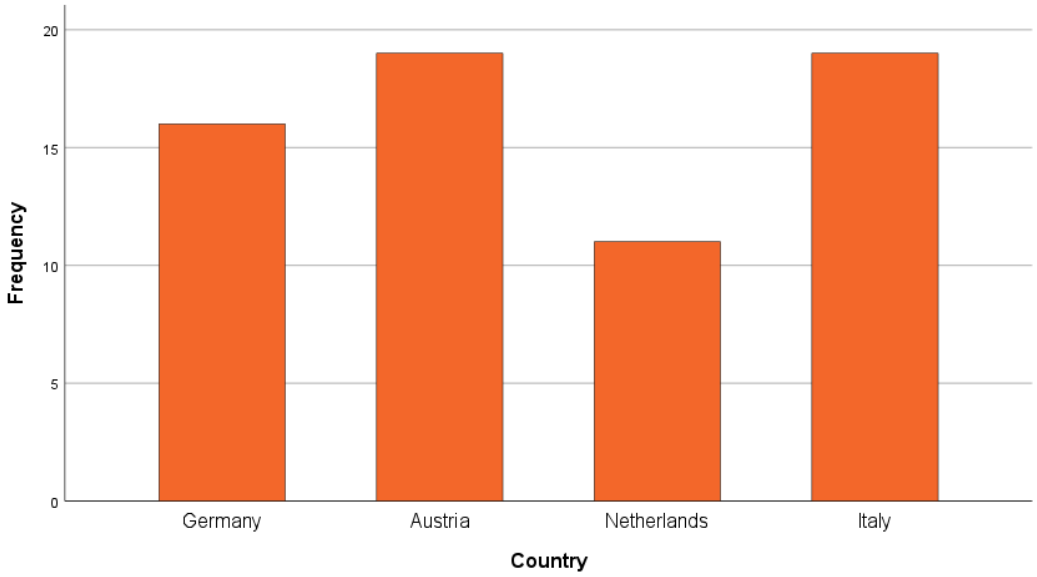

Figure 1: Number of participants in the survey according to countries

Learning Outcomes

Five questions addressed the learning outcomes of the four training units. Below, the combined results across all countries as well as country-specific differences are presented.

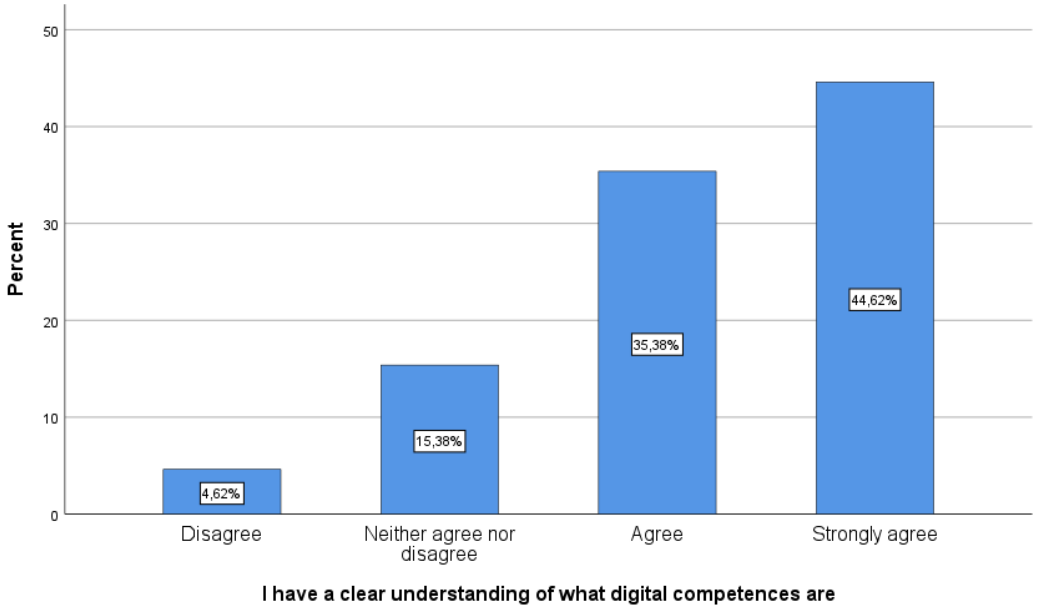

Figure 2: Combined results for understanding of digital competences

Participants (N = 66) reported a strong self-perceived understanding of digital competences (see Figure 2). A clear majority agreed (35.4%) or strongly agreed (44.6%) that they understood what digital competences are, while only 4.6% disagreed.

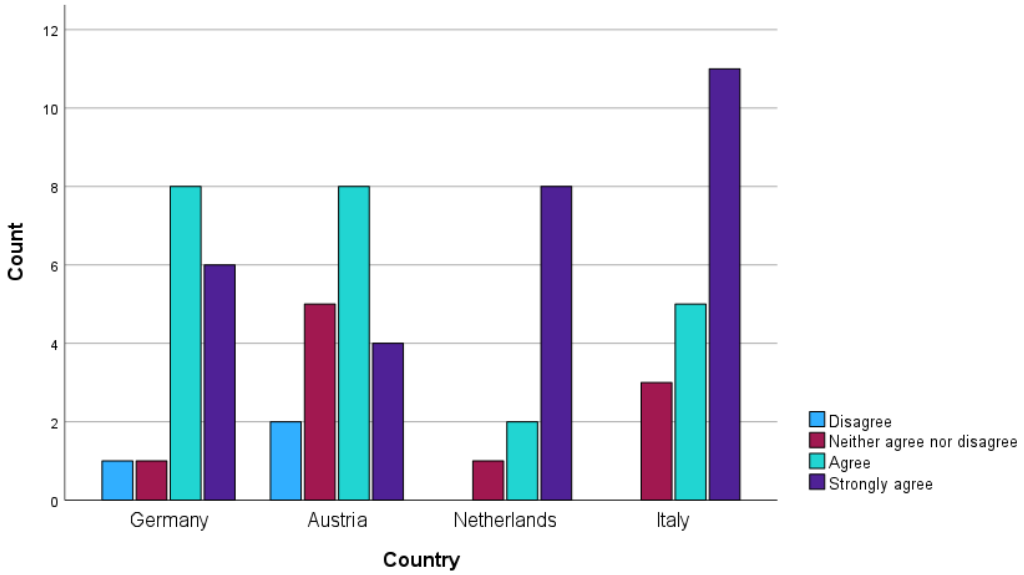

Figure 3: Country level results for understanding of digital competences

Across all countries, participants confirmed that the training enhanced their understanding of digital competences (see Figure 3). While the overall picture is highly positive, the level of confidence varied slightly: Germany and Italy showed the strongest agreement, while Austria and The Netherlands reported more variation, including a few neutral or undecided responses.

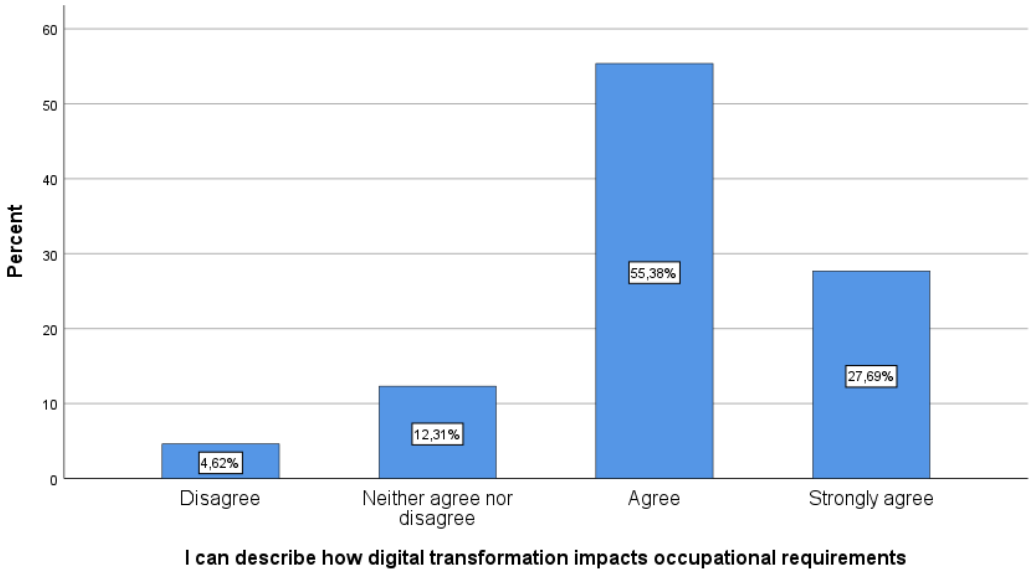

Figure 4: Combined results for understanding the impact of digital transformation on occupational requirements

Overall, 83.1% of respondents agreed or strongly agreed that the training improved their ability to describe how digital transformation impacts occupational requirements (see Figure 4). This indicates that participants left the training with substantial awareness of both digital competences and their broader labour market implications.

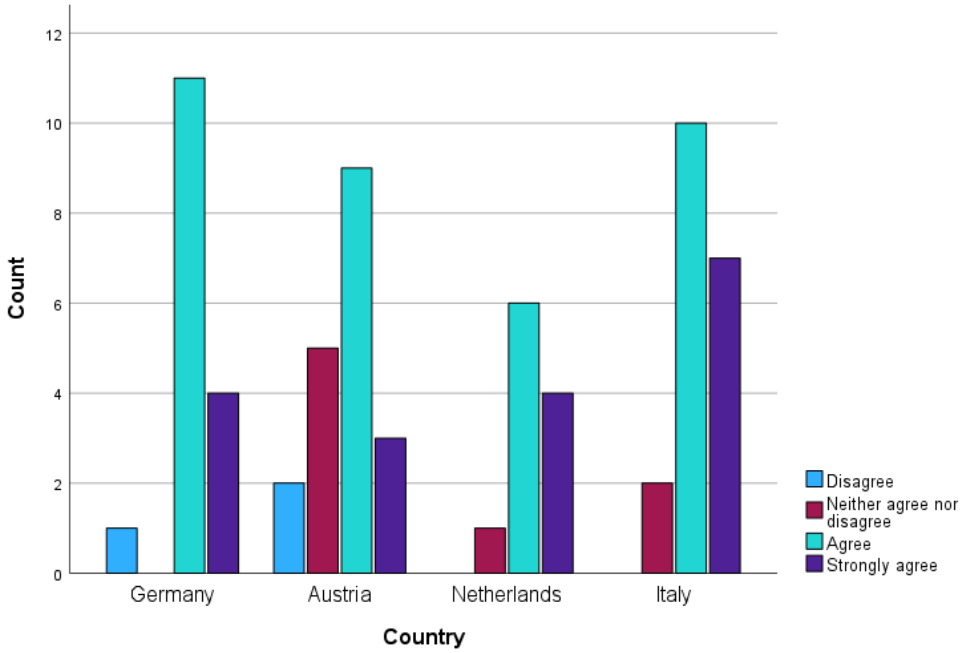

Figure 5: Results according to the country for understanding the impact of digital transformation on occupational requirement

Country-level results show that Italy and Germany reached the highest levels of consensus, with almost no disagreement (see Figure 5). In contrast, Austria and The Netherlands displayed more diversity of views, with some participants remaining neutral or more critical about the direct relevance of digital transformation to their professional practice.

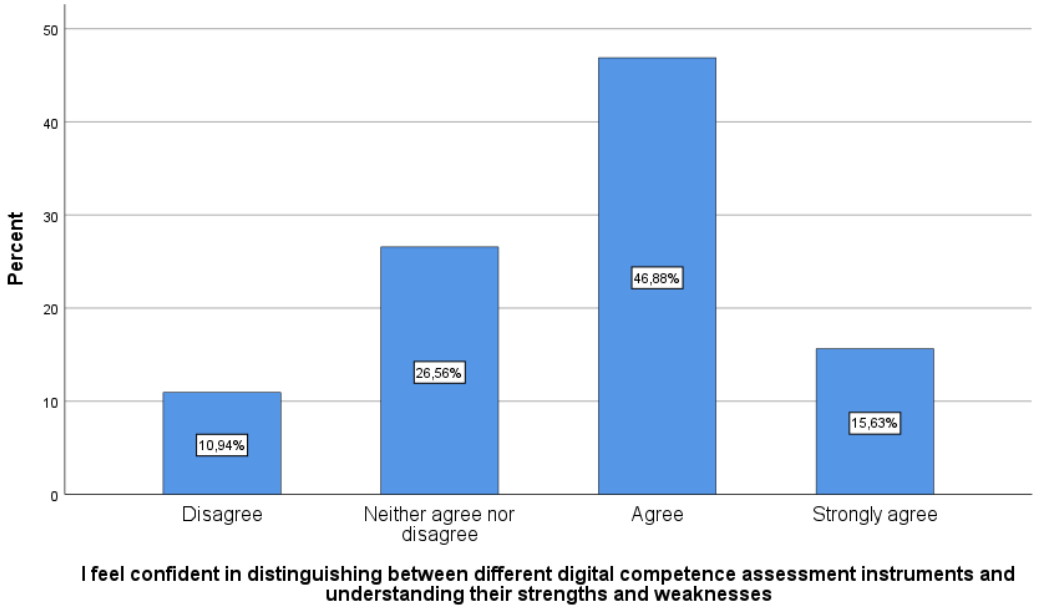

Figure 6: Combined results for distinguishing different digital competence assessment instruments

Confidence in distinguishing between digital competence assessment instruments was lower than in other areas (see Figure 6). While 62.5% agreed or strongly agreed, 26.5% neither agreed nor disagreed, and 10.9% disagreed. This suggests that while participants gained theoretical knowledge, practical differentiation between assessment tools remains an area for improvement.

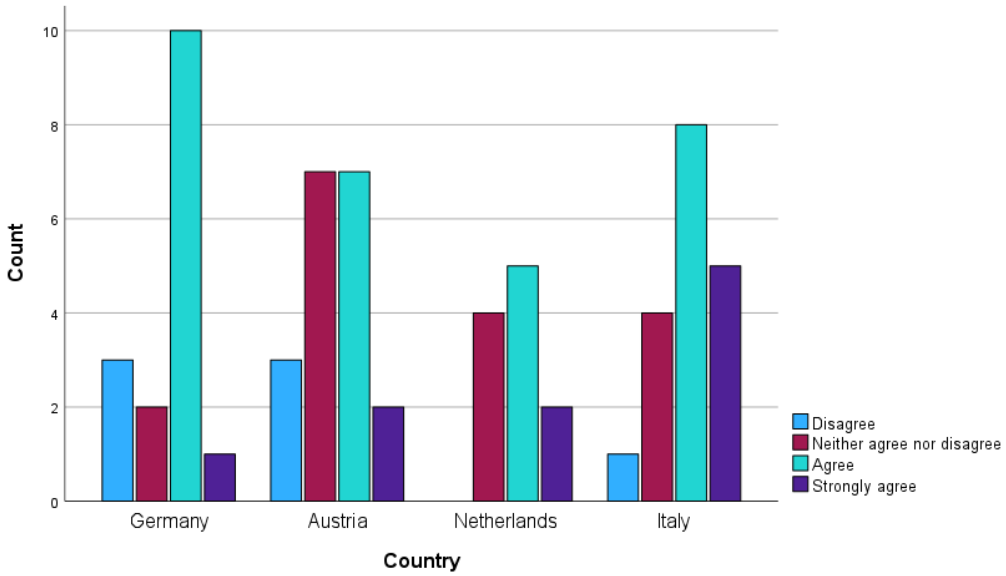

Figure 7: Results according to country for distinguishing different digital competence assessment instruments

The country-level analysis highlights clear differences (see Figure 7: Italian participants reported the highest levels of confidence, while Austrian and Dutch participants expressed more uncertainty, with a higher proportion of neutral responses. German participants were positioned in between, with generally positive but less pronounced confidence.

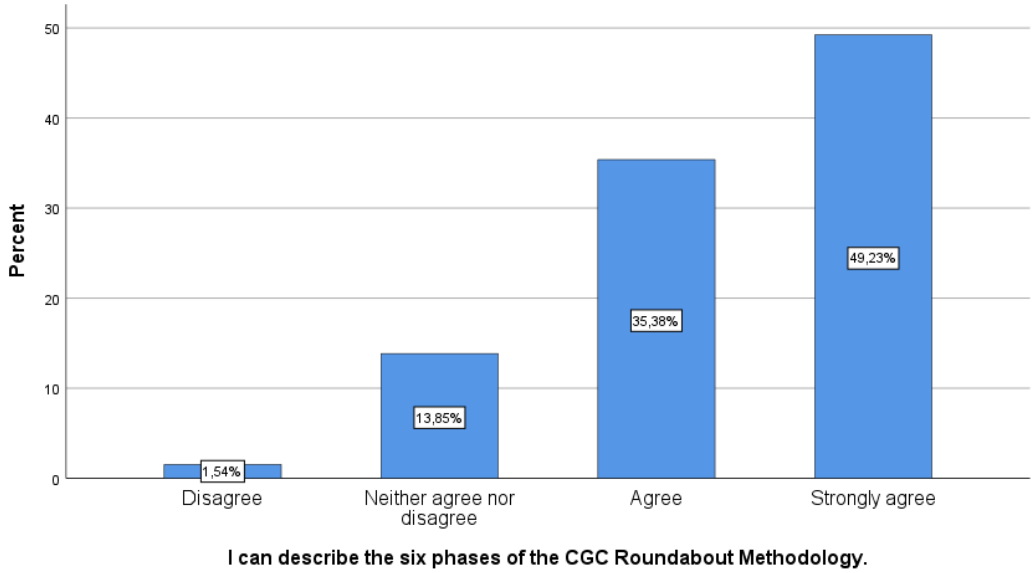

Figure 8: Combined results for describing the six phases of the CGC Roundabout Methodology

A strong majority (84.6%) agreed or strongly agreed that they could describe the six phases of the CGC Roundabout Methodology (see Figure 8). This indicates that the pilot trainings successfully achieved their main goal of making the Roundabout approach understandable and applicable within professional contexts.

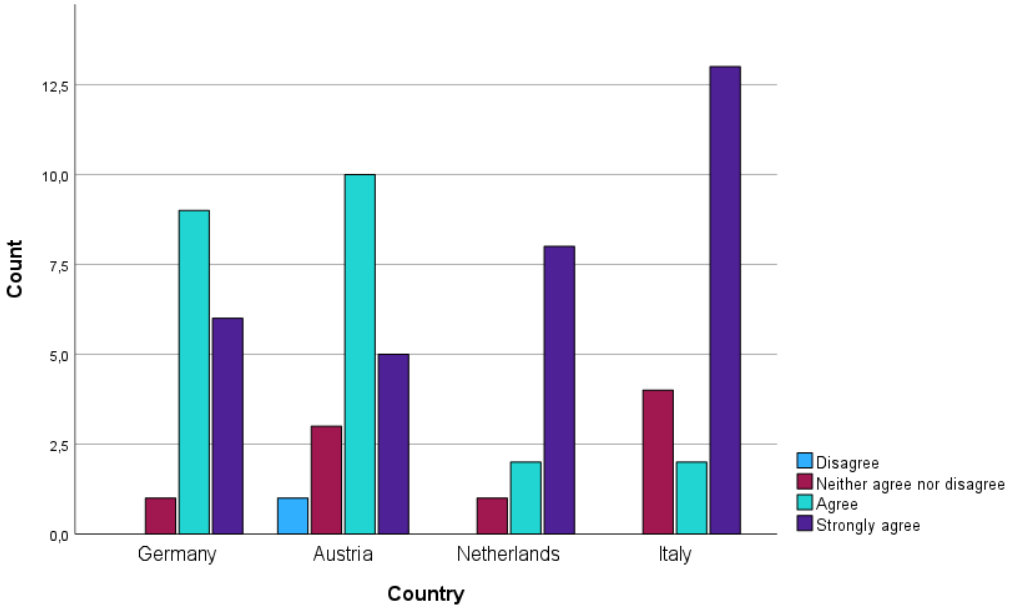

Figure 9: Results according to country for describing the six phases of the CGC Roundabout Methodology

In Italy and The Netherlands, larger shares of participants strongly agreed that they could describe the six phases, reflecting particularly strong learning outcomes (see Figure 9). In Austria and

Germany, results were also positive, but with fewer respondents selecting “strongly agree,” indicating that the understanding of the methodology may have been somewhat less consolidated.

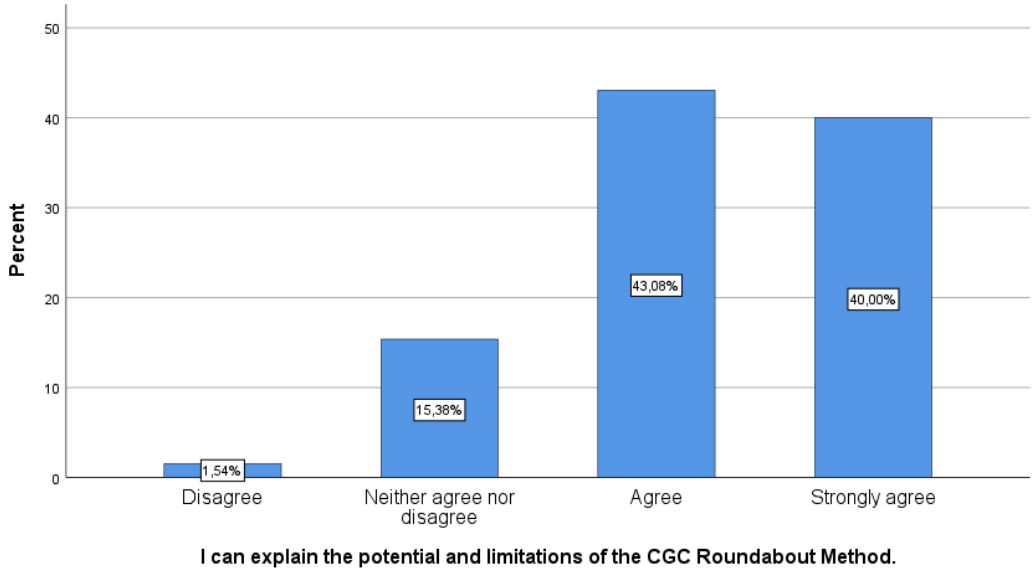

Figure 10: Combined results for explaining the potential and limitations of the CGC Roundabout Method

Overall, 83.1% of respondents agreed that they can explain the potential and limitations of the Roundabout Method (see Figure 10). This demonstrates that participants were able to move beyond descriptive knowledge and critically reflect on the applicability of the approach to their own practice.

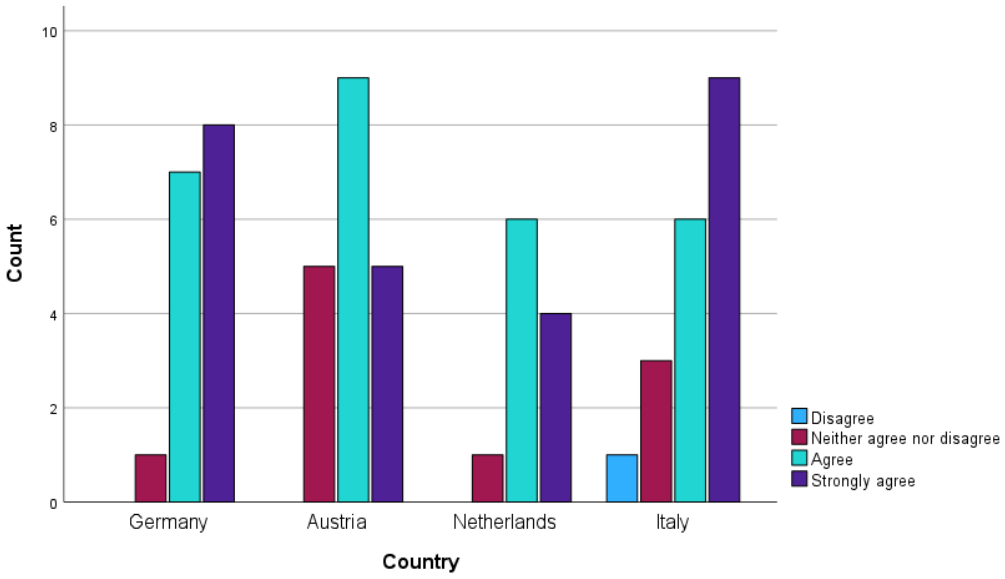

Figure 11: Results according to country for explaining the potential and limitations of the CGC Roundabout Method

Across countries, responses were largely consistent regarding the question of whether participants felt able to explain the potential and limitations of the CGC Roundabout Method (see Figure 11). Only in Austria did a comparatively higher share of participants remain undecided, suggesting some uncertainty in transferring the method's strengths and weaknesses to their own counseling contexts.

Summary

The pilot trainings clearly strengthened participants' understanding of digital competences and their relevance for changing labour market requirements. Germany and Italy reported the strongest consensus, while Austria and The Netherlands showed slightly more variation and neutral responses, reflecting differences in the perceived direct relevance of digital transformation for their counseling fields.

One of the strongest outcomes across all countries was participants' ability to understand and apply the CGC Roundabout Methodology. Italian and Dutch participants in particular reported high confidence in describing the six phases. Austrian and German respondents were also positive; however, their responses showed less strong agreement compared to Italy and The Netherlands. Participants in all countries demonstrated the ability to reflect on both the potential and the limitations of the method, with Austrian participants again showing a slightly higher tendency toward indecision.

Overall, the findings suggest that the pilots were successful in building conceptual understanding, critical reflection, and the foundations for applying the Roundabout approach. At the same time, the results highlight areas for further development, particularly in strengthening practical engagement with digital competence assessment instruments, where clear cross-country differences emerged.

Practical Relevance and Transfer

The next set of questions explored the perceived practical relevance of the training and participants' readiness to transfer learning into their professional practice.

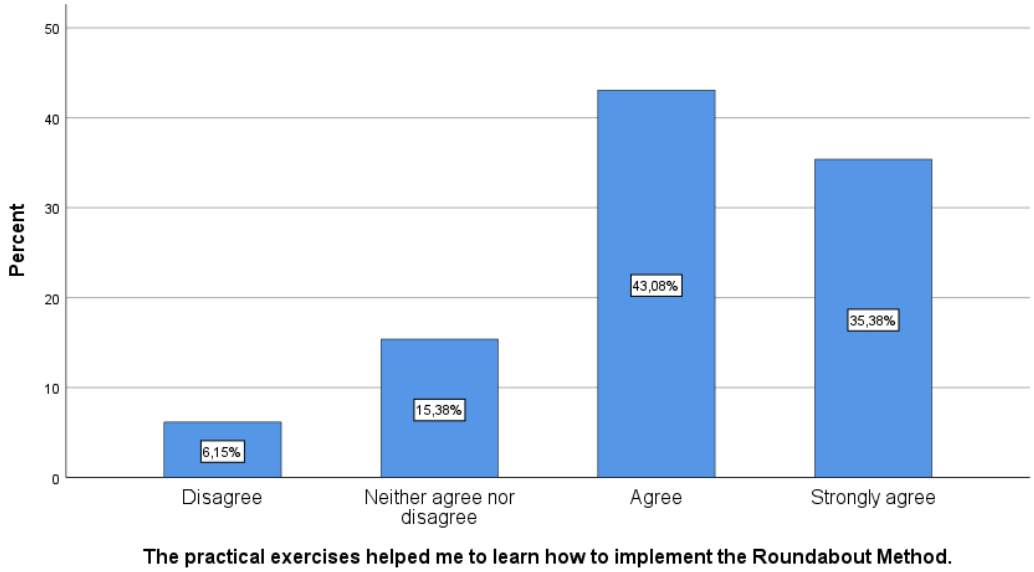

Figure 12: Combined results for usefulness of the practical exercises for the implementation of the method

In the combined results, 78.5% of participants agreed or strongly agreed that the practical exercises were helpful for learning how to implement the Roundabout Method (see Figure 12). This highlights the effectiveness of the interactive and practice-oriented training design in bridging theory and practice.

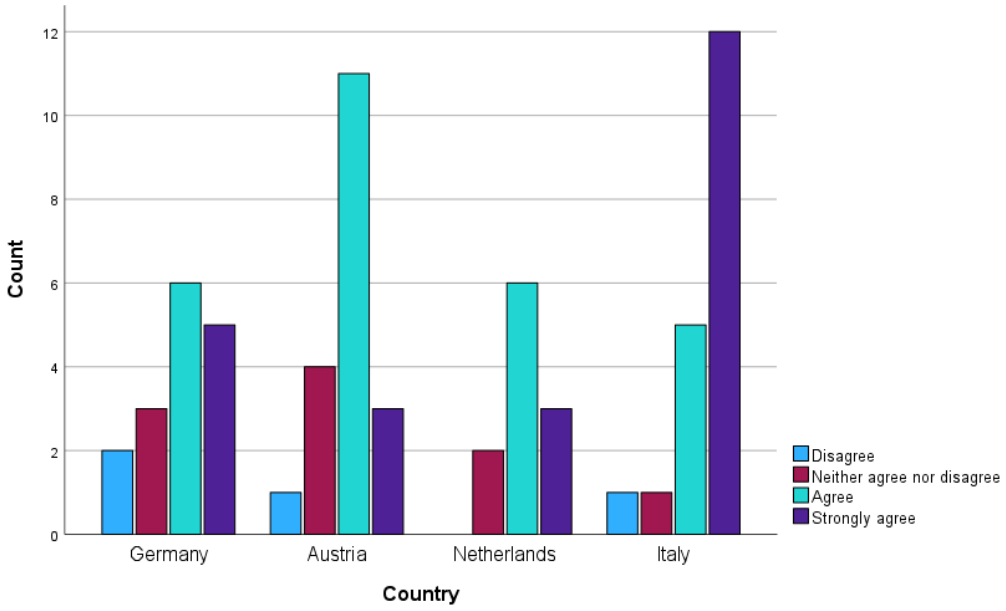

Figure 13: Results according to country for the usefulness of the practical exercises for the implementation of the method

Country-level results show clear differences (see Figure 13): Italian participants perceived the practical exercises as particularly valuable, while respondents in Germany and Austria were more reserved, with higher shares of neutral responses. This suggests that the exercises resonated differently depending on national training contexts and expectations.

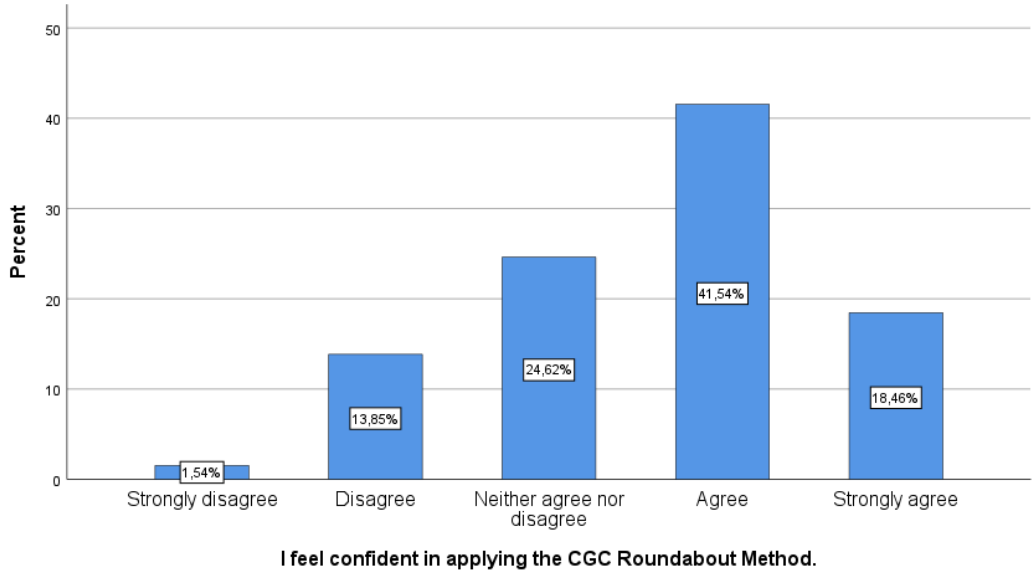

Figure 14: Combined results for confidence in applying the CGC Roundabout Method

Confidence in applying the methodology was more mixed (see Figure 14). While 60% of participants agreed or strongly agreed, 24.6% remained neutral and 15.3% expressed

disagreement. This indicates that, although theoretical understanding was strong, some participants still felt uncertain about applying the method in practice.

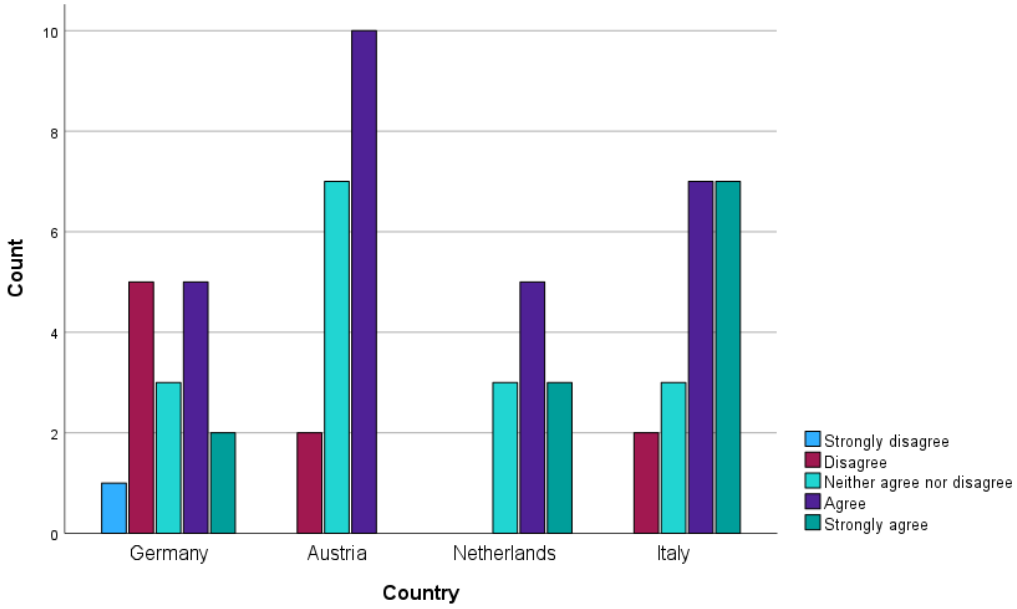

Figure 15: Results according to the country for confidence in applying the CGC Roundabout Method

ross-country analysis shows marked variation (see Figure 15). In Germany, fewer participants reported confidence in applying the method, whereas Italy and The Netherlands recorded stronger levels of agreement. Austria again showed a higher proportion of neutral responses. This points to the need for more targeted support in contexts where the method is perceived as less directly applicable.

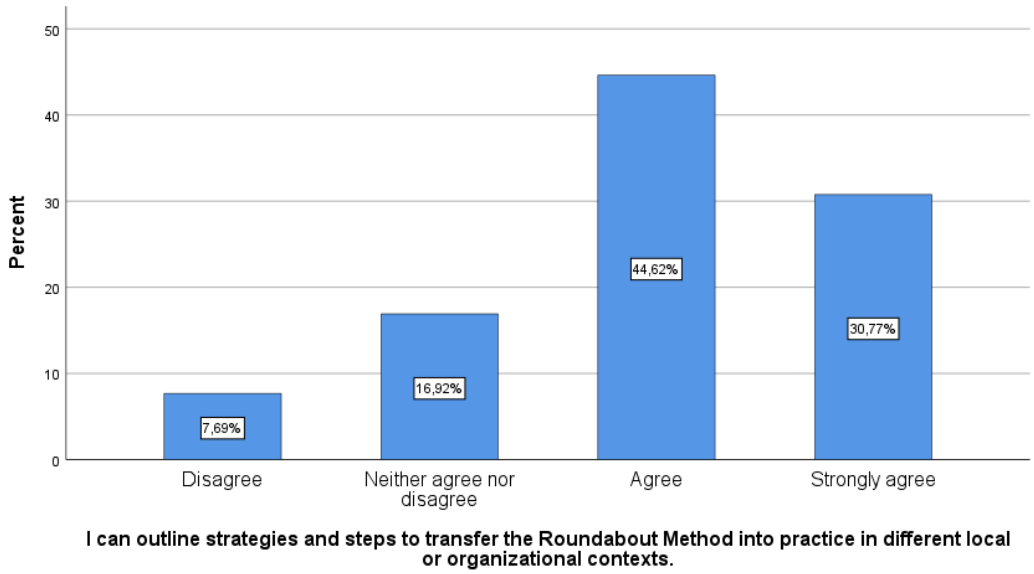

Figure 16: Combined results for outlining strategies and steps to transfer the Roundabout Method into practice

Nearly three-quarters (75.4%) of participants agreed or strongly agreed that they could outline strategies and steps for transferring the method into practice (see Figure 16). This suggests that the training was effective in enabling participants to plan for real-world application, moving beyond conceptual understanding.

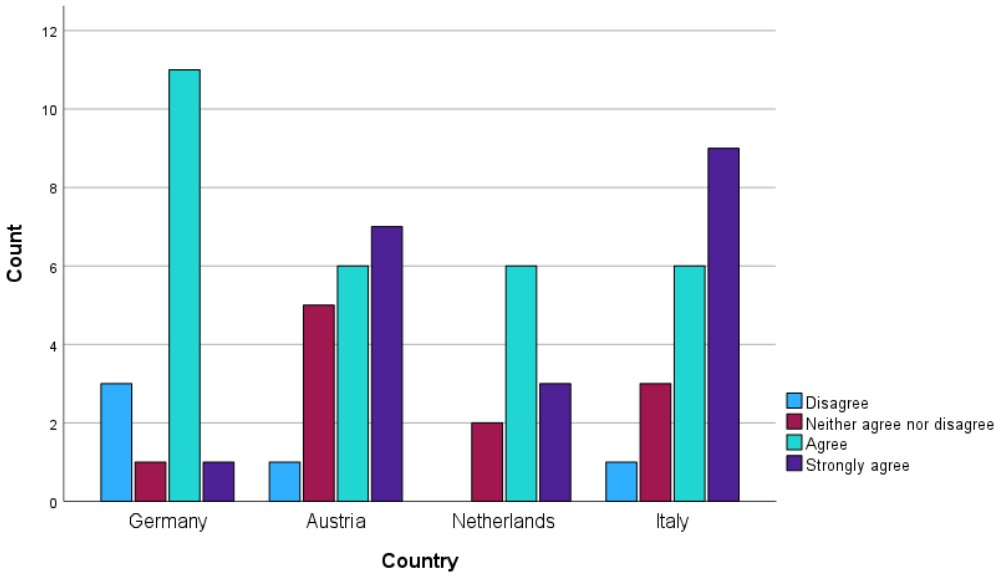

Figure 17: Results according to countries for outlining strategies and steps to transfer the Roundabout Method into practice

At country level, German participants were less likely to strongly agree, indicating more hesitation in formulating concrete transfer strategies (see Figure 17). Austrian participants showed more

neutral responses, suggesting that some remained unsure of how to operationalize the method in their professional contexts.

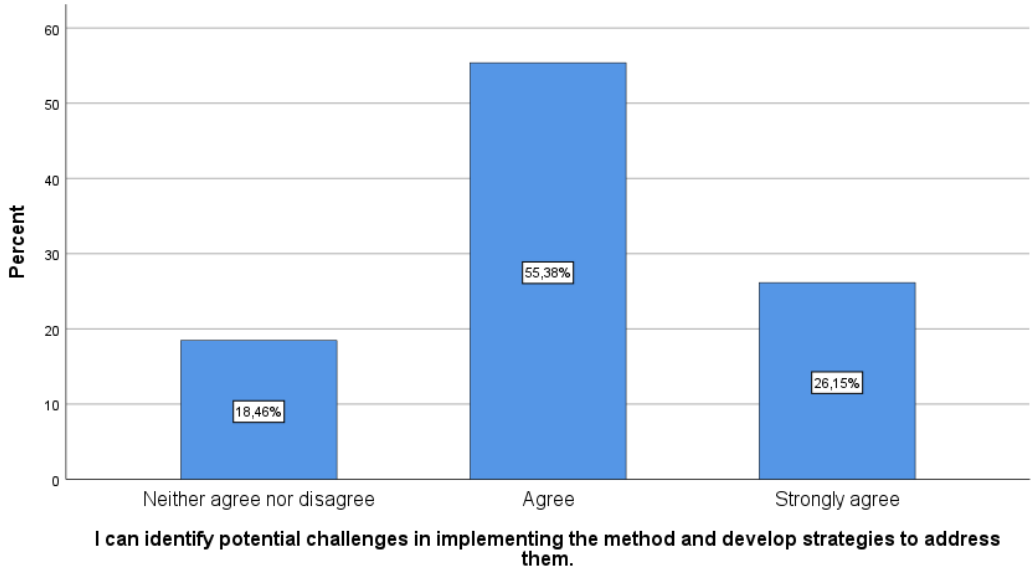

Figure 18: Combined results for identifying challenges in implementing the method

A strong majority (81.6%) agreed or strongly agreed that they could identify potential challenges in implementing the method and develop strategies to address them (see Figure 18). This indicates that the training fostered not only enthusiasm for the method but also the critical reflection needed for real-world transfer.

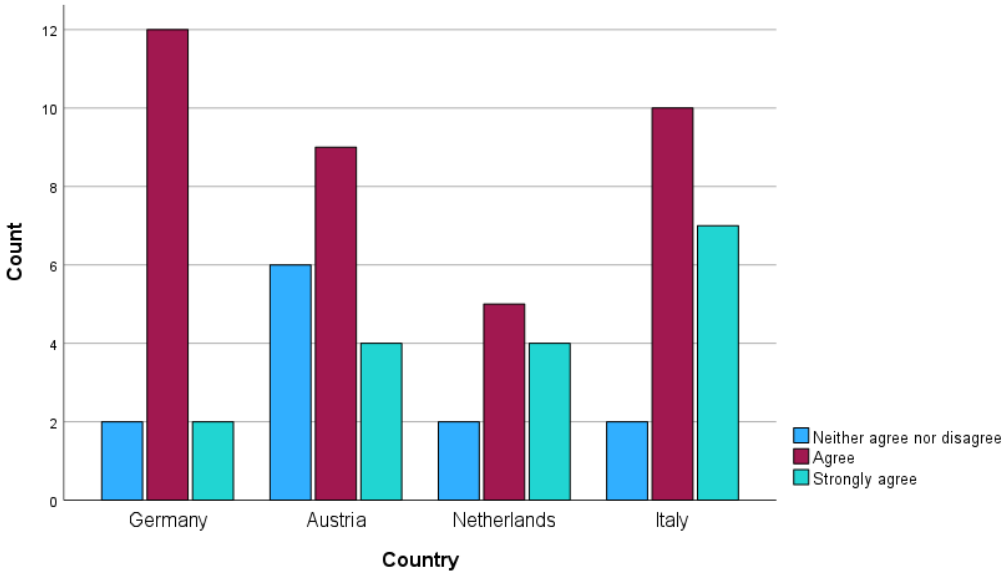

Figure 19: Results according to country for identifying challenges in implementing the method

Results across countries were largely consistent, with one exception (see Figure 19): Austrian participants were more likely to state that they were unsure about identifying challenges. This may reflect the broader focus of their professional backgrounds, which do not always prioritize career guidance.

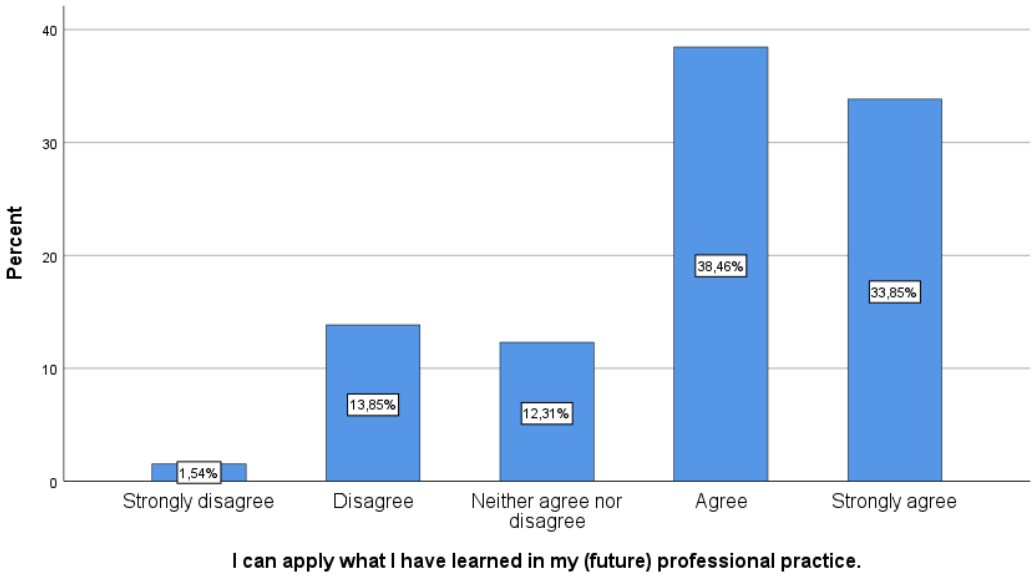

Figure 20: Combined results for application of learning in practice

Overall, 72.3% of participants indicated that they could apply what they had learned in their professional practice, although 15.3% disagreed or strongly disagreed (see Figure 20). This suggests that while most participants saw clear relevance for their counseling work, some questioned direct applicability—likely reflecting differences in national or institutional counseling contexts.

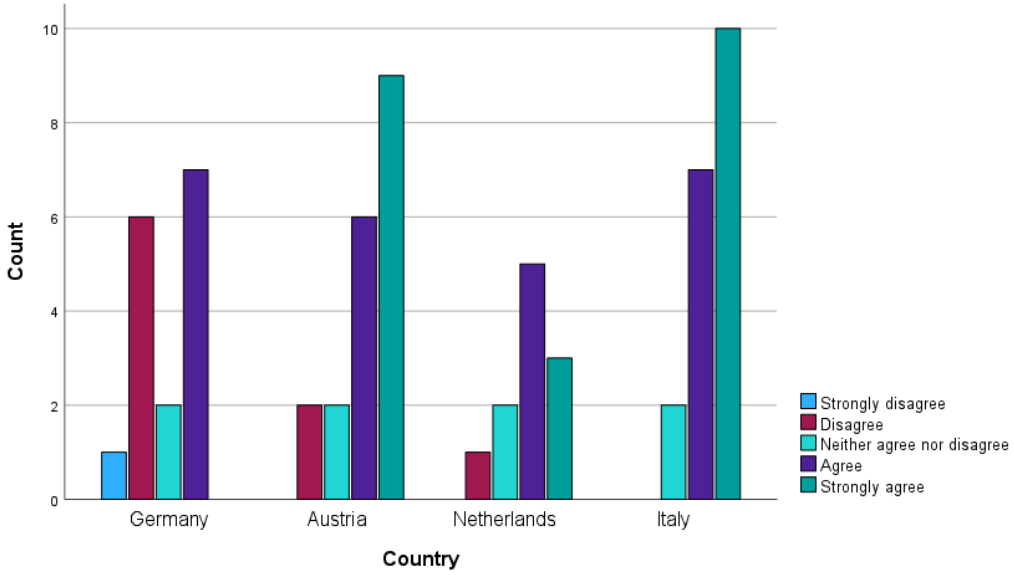

Figure 21: Results according to country for application of learning in practice

German participants were most likely to express doubts about the applicability of the training content, while participants in The Netherlands, Austria and Italy reported higher confidence in applying their learning.

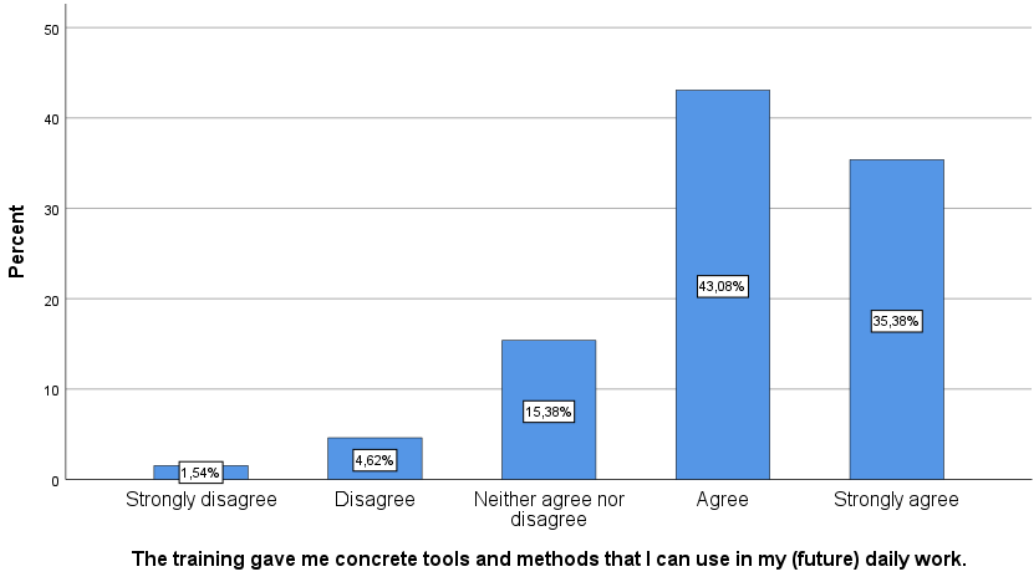

Figure 22: Combined results for the usability of the tools and methods introduced in the training

Over three-quarters (78.5%) of participants agreed or strongly agreed that the training provided usable tools and methods for their professional practice (see Figure 22). This underscores the practical value of the resources introduced.

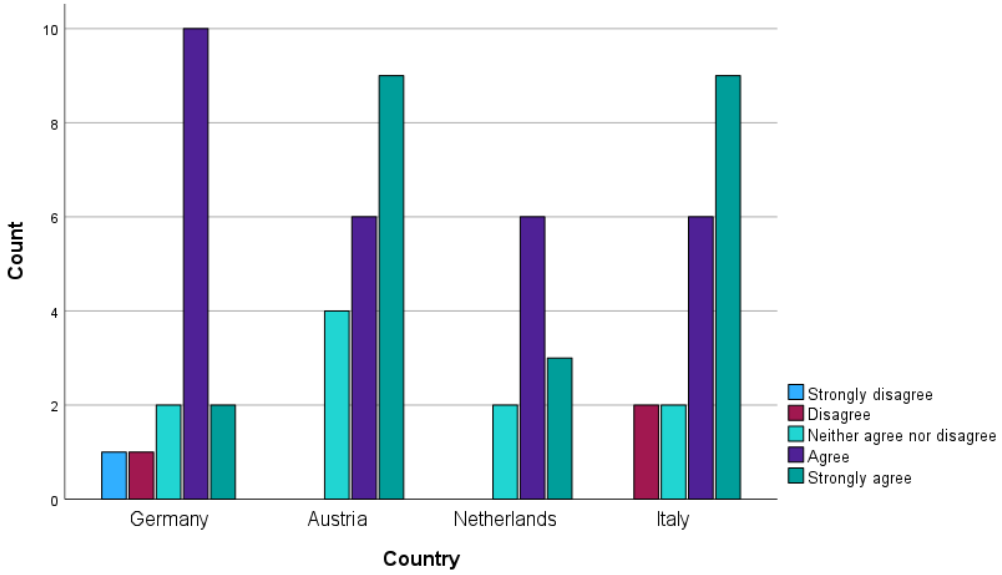

Figure 23: Results according to country for the usability of the tools and methods introduced in the training

Across all four countries, the tools and methods were perceived as highly usable (see Figure 23). German respondents expressed the strongest consensus, while participants in Austria, Italy, and The Netherlands also confirmed broad applicability, with only minor variations.

Summary

The findings show that the training was effective in bridging theory and practice, though confidence levels varied across national contexts. Participants particularly valued the interactive, practice-oriented design, with Italian respondents expressing the strongest appreciation for the exercises. German and Austrian participants were more reserved, with some indicating uncertainty about direct applicability.

Confidence in applying the Roundabout Method was moderate overall: while a majority felt prepared, a notable share remained neutral or doubtful, especially in Germany. Nevertheless, most participants reported readiness to transfer the method into their professional settings, and many were able to outline concrete implementation strategies. The ability to identify challenges and devise coping strategies was a key strength, reflecting that the training encouraged both critical reflection and practical planning.

When asked about future applicability, the majority of participants confirmed that the training was relevant to their counseling practice, though doubts remained in some contexts. Importantly, the tools and methods introduced were widely regarded as usable and adaptable across countries, demonstrating the pilot's success in providing participants with tangible resources for professional practice.

Overall Satisfaction

The final part of the survey addressed participants' overall satisfaction with the training. This included a rating of general satisfaction, willingness to recommend the training, and open-ended feedback.

On the overall satisfaction scale, where 10 indicates complete satisfaction, most respondents rated the training highly. The mean score of 7.42 across all countries reflects a generally positive evaluation. At the same time, the variance in individual scores indicates that experiences differed depending on professional background, expectations, and national context.

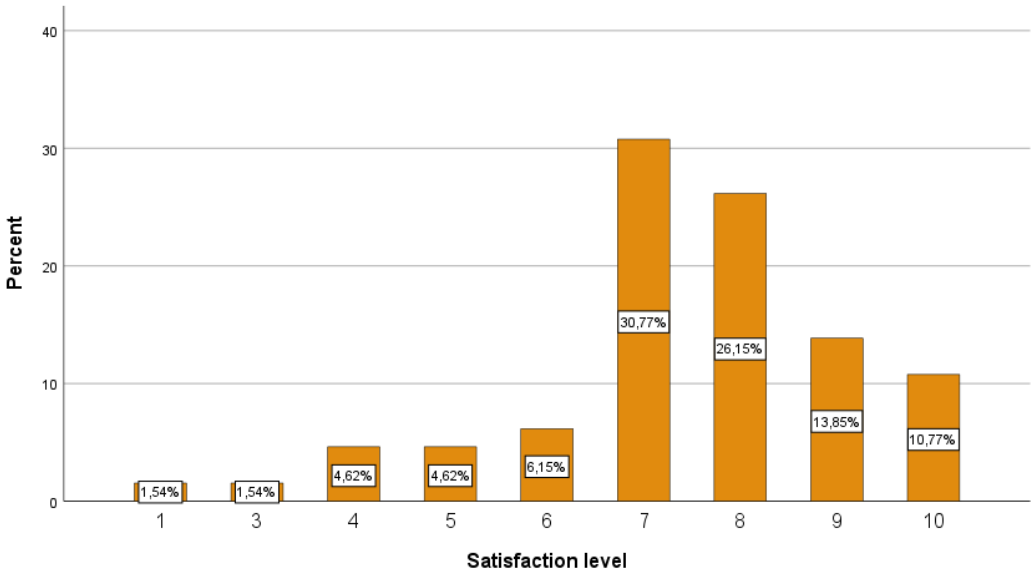

Figure 24: Combined results for overall satisfaction (grade 1 – 10)

Most participants rated their satisfaction between 7 and 9, confirming a solid overall impression (see Figure 24). However, the spread of responses underlines that the training was experienced more positively in some professional settings than in others, pointing to the need for contextual adaptation.

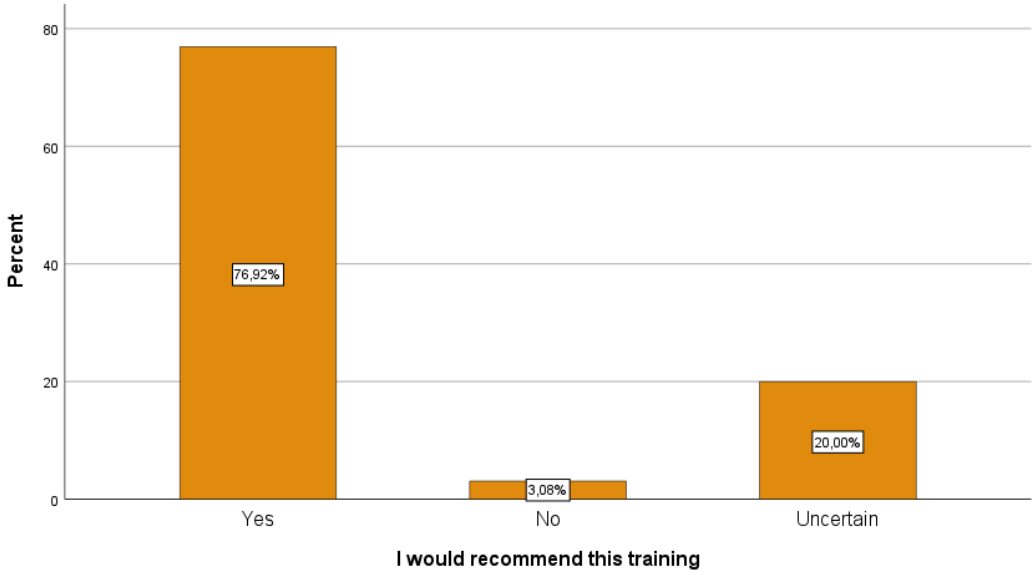

Figure 25: Combined results for recommending the training

When asked whether they would recommend the training, a large majority (76.9%) reported that they would, 20% were uncertain, and only 3.1% would not (see Figure 25). This demonstrates that the training was broadly perceived as valuable and worth sharing with colleagues, though not all were fully convinced of its direct relevance.

Responses to Open Questions

In the open-ended part of the survey, participants provided a wide range of suggestions and reflections (see Table 2). These responses give valuable insight into how the training was perceived beyond the closed questions and help to identify areas where improvements or adaptations could be made. The feedback can be grouped into five main themes: content-related suggestions, methodological and pedagogical aspects, organizational and structural issues, accessibility and language, as well as positive overall impressions.

1. Content related suggestions

A frequently mentioned point was that the training contained too much material in too short a period of time. Several participants felt that the density of content made it difficult to follow or to reflect in sufficient depth on individual parts. They expressed a wish for the content to be more evenly distributed, with a clearer focus on key issues rather than an accumulation of topics. In this context, some respondents also highlighted redundancies, particularly in relation to reflection phases, which in their view could be reduced in favor of more time for practical exercises. Furthermore, the relevance of digital competences was perceived differently depending on the counseling field. While some participants acknowledged their importance, others—especially from areas where digitalization plays a less central role—felt that this component should be tailored more specifically to professional subfields such as human resources, secondary education, or elderly care. Overall, the comments suggest that content should be streamlined and at the same time better aligned with participants' professional realities.

2. Methodological and pedagogical aspects

In terms of methodology, participants acknowledged the richness and structure of the materials but also expressed a desire for greater variety in the learning formats. They suggested that the training should integrate more interactive components, particularly role plays and small-group exercises, which were seen as very effective in applying the Roundabout methodology. Some participants felt that the heavy reliance on flipcharts and repeated presentation cycles (reading, writing, presenting back) became tiring over time. To make the training more dynamic, respondents recommended incorporating digital collaboration tools and, where feasible, even AI-supported elements. Another recurring point concerned the timing of group work and exercises: some participants felt rushed, while others believed too much time was allocated to certain tasks. A more balanced distribution of time across different types of exercises was therefore seen as important for sustaining engagement and ensuring all participants could benefit equally.

3. Organizational and structural aspects

Several participants pointed to organizational challenges. The overall structure of the training, with its compressed delivery format, was described as very intensive. Respondents suggested that the training should be spread out over a longer period, either by adding more days or by breaking it into shorter sessions complemented by self-study or homework. This would, in their view, help manage the workload and allow for better absorption of the material. Some also proposed implementing company-based or localized training sessions to facilitate direct transfer into practice. Technical issues, although not a dominant theme, were mentioned as well: for instance, some participants experienced initial difficulties with Mural or encountered occasional online glitches that interrupted the flow of learning. Finally, flexibility in scheduling and break management was highlighted as a practical need—some participants wished for the possibility to take breaks more independently, particularly during intensive exercises.

4. Accessibility and language

Another theme concerned accessibility of materials. Several participants requested translations into local languages, such as Dutch, in order to make the content more accessible and to reduce barriers for non-English speakers. They also asked for clearer communication on whether, when, and in what format the resources would be available across different countries. Ensuring that training materials are linguistically and contextually adapted was seen as a key step for future implementations.

5. Positive feedback

Alongside these constructive criticisms, many responses conveyed highly positive impressions of the training. Participants praised the quality, depth, and coherence of the materials, describing the overall concept as innovative and inspiring. Several explicitly referred to the training as “wonderful” or “impressive,” emphasizing that it had given them new perspectives on counseling practices and valuable tools for their work. Even where critical suggestions were made, these were generally framed in a constructive manner and did not diminish participants’ overall appreciation of the program. The strong positive feedback suggests that the pilot training was perceived as a forward-looking and meaningful contribution to professional practice, with clear potential for refinement and further development.

Table 2: List of responses to open ended question

Open question answers (translated from Dutch, and German)
In my work as a L&D advisor within my HR-department it would be good to clarify the role of HR in the method.
It will be great when the materials will be in the Dutch language.
Great materials! Everything looks great.
The time was too short to go throughout all of the material. Maybe use the Time between the session to work on home assignments
No
It would be best to offer this training in-company. It only really makes sense if all coaches use the same method.
To work with it in secondary education, the method or a number of points would have to be adjusted considerably. But I don't think we're really the target group either.
Reading and working on the cases takes a lot of time. It would be good to give that as homework, so that the meetings can be used for plenary exchange.
The videos are nice to try, but don't add much. Moreover, they are a bit old-fashioned. Nowadays, you can create much more professional clips with AI.
The lessons would be good of structure. However, it is a lot of information in a very short time. Here, less is more.
It is impressive how rich and detailed the materials are you developed
Wonderfull!
To work with the multi actor approach it is important to invest in local networks
No
See above
In my work as a study career counselor, I do not have to deal with employers and training institutes. If I were ever to work with the elderly, it seems like a suitable method to me.
The materials look good. What a job to have everything worked out at lesson level!
One question is whether the material will soon also be available in The Netherlands.

Optimize the timing of exercises. Too much time for some, too little for others.
It took me a little while to get used to working with Mural.
It would be good to take breaks independently, even during exercises.
I would prefer an implementation in face-to-face format.
There were perhaps some technical difficulties at times. However, they could be overcome. Overall, it was fine.
The time allocated for the exercises was very generous.
Align the content even more closely with the counseling context: digital competences do not play a role in my counseling practice.
Too much content in too little time. So spread out the content.
Use fewer analog media, spread presentations over several days
Fewer flipcharts, less reflection, talk more about digitization
Adjust times for group work
Unfortunately, it's too far removed from reality.
Fewer flipcharts, more digital
A lot of reflection.
Sometimes too much material.
Role-playing in small groups. Other types of group work, not always reading, flipcharts, presenting. Maybe there is the possibility of digital presentations so as not to use up masses of flipcharts. The theory from Tuesday morning was included in Monday: on the one hand, it messed up the whole process and touched on the content of the following lectures.
Too little time for too much input
Less duplication, reflection (but more role-playing for a single phase where everyone can try things out)
There were a lot of flipcharts, which was very tiring at a certain point.
More practical examples
Smaller consulting exercises, smaller steps, more time for the consultant to prepare, more support for consultants

Not all exams on one day. Shorter days and, for example, one extra day instead of a whole week, as too much input in one day is exhausting.
Less group work.
Fishbowl method better suited to small groups, not in front of the whole plenary.
More practical components.
All phases equally detailed.
Less redundancy.

Summary

The quantitative evaluation results show that the pilot trainings were effective in strengthening both conceptual understanding and participants' readiness to apply the CGC Roundabout Method, while also highlighting areas where refinements are necessary.

Learning outcomes were consistently positive across all four countries. Participants developed a strong grasp of digital competences and their broader labour market implications, and most were able to describe the six phases of the CGC Roundabout Methodology. Importantly, participants also reported being able to explain the potential and limitations of the method, demonstrating that the training fostered not only knowledge acquisition but also critical reflection. However, confidence in distinguishing between digital competence assessment tools was weaker than in other areas, pointing to the need for more hands-on practice and concrete examples. Cross-country comparisons revealed that Germany and Italy showed the strongest levels of agreement, while Austria and The Netherlands displayed more variation and undecided responses.

Practical relevance and transfer were also affirmed, but with more variation across countries. Practical exercises were widely valued for bridging theory and practice, with particularly strong appreciation expressed in Italy. At the same time, confidence in applying the method was more mixed: while a majority felt able to transfer the approach into their own professional practice, a notable share of participants—especially in Germany and Austria—remained hesitant or neutral. Nevertheless, the ability to identify potential challenges and devise strategies to address them emerged as a key strength across all countries, showing that participants not only engaged with the method but also critically considered its implementation in real-world contexts.

Overall satisfaction with the training was high. The average score of 7.42/10 reflects a broadly positive evaluation, and more than three-quarters of participants indicated they would recommend the training to colleagues. Open-ended responses praised the richness and innovativeness of the materials and confirmed the training's perceived value. At the same time, participants highlighted areas for improvement: the training was seen as too content-heavy in too little time, and calls were made for more role plays, varied group work, and less reliance on flipcharts. Technical aspects (e.g., initial difficulties with digital tools such as Mural) and organizational issues (e.g., time management, pacing, scheduling of breaks) were also raised. Furthermore, participants requested

clearer alignment with their professional fields, more translations into local languages, and stronger integration of digital tools.

In conclusion, the pilot trainings successfully enhanced participants' conceptual knowledge of digital competences, increased their ability to reflect critically on counseling practices, and provided tangible methods and tools that were considered broadly usable. The results also underline important areas for further development: ensuring a better balance between theory and practice, offering more time and space for interactive learning, tailoring content to sector-specific contexts, and improving accessibility through local adaptations. Addressing these aspects will strengthen both the effectiveness and sustainability of the curriculum in future implementations.

Qualitative Feedback Analysis: Results of qualitative data

This section presents the qualitative evaluation of the pilot trainings, drawing on data collected from both participants and trainers across the four countries. It begins with an overview of the data collection methods applied in each national context, highlighting how reflections, interviews, surveys, and interactive tools were used to capture diverse perspectives. It then synthesises participants' perceptions and experiences, focusing on their general impressions, the most helpful methods and tools, key takeaways, and suggestions for improvement. Finally, it reports trainers' reflections, offering insights into what worked well, the challenges encountered, and recommendations for future delivery and support. Together, these perspectives provide a nuanced understanding of how the CGC-DigiTrans HE Curriculum training was experienced in practice and what conditions are needed for its sustainable implementation.

Data collection

Across countries, qualitative data collection was designed to capture both participant and trainer perspectives, using methods tailored to the local training structures and settings.

In Germany, guided small-group reflections and written responses enabled students to provide feedback anonymously, fostering a safe environment for candid input. All 17 students participated, alongside four trainers who contributed through interviews. This dual perspective ensured a balanced dataset, combining student experiences with trainer reflections.

In Austria, feedback was gathered immediately after online sessions through verbal reflections and written posts in Mural, supplemented by the trainer's own self-reflection and discussions with programme leadership and partners. This approach emphasized real-time impressions and collegial exchange, ensuring both participant and trainer views were captured.

In Italy, a multi-stage evaluation was implemented, combining weekly Padlet reflections, an end-of-course survey, and trainer evaluation. Students highlighted three main aspects they valued: interactive teaching methods (e.g., group work, discussions), the quality of materials (especially case studies and videos), and relevant content (e.g., labour market trends, green jobs, CGC skills). At the same time, time constraints were consistently raised, with students requesting more opportunities for in-depth practice and exploration of the Roundabout approach.

Summary of Participant Feedback

Across all four countries, participants expressed positive experiences with the pilot trainings, describing them as both enriching and relevant to their professional practice. Despite variations in training settings and participant profiles, several common threads emerged, including appreciation of the methodological diversity, the potential of the CGC Roundabout approach, and the practical orientation of the materials.

General Impressions and Motivation

Participants described the training as “eye-opening,” “supportive,” and “comprehensive.” In Germany, many appreciated the variety of exercises and breadth of content, though the term “repetitive” also surfaced, pointing to occasional redundancies. Dutch participants complimented the “level of detail” and recognized the importance of multi-actor counseling, particularly for reaching those at risk of exclusion in the digital transition. However, they also noted the method assumes favourable conditions—time, resources, and networks—that are not always present in practice: “In an ideal world, CGCs should be facilitated in participating in networks…but in a lot of settings the conditions are not optimal.” Austrian participants initially felt uncertain about what to expect but highlighted how the exercises clarified the added value of involving multiple actors in counseling processes. They also emphasized that reflecting on their own professional contexts helped sharpen their understanding of the roles different stakeholders might play. Italian students described the course as “very positive” and especially appreciated the opportunity to work with “real, concrete case studies.”

Most Helpful Methods and Tools

Across contexts, interactive and practice-oriented exercises were consistently cited as the most beneficial. In Germany, the fishbowl method was mentioned nine times, valued for its dynamic, discussion-oriented learning. The stakeholder analysis and system–environment analysis were also praised as highly transferable to practice. One German participant emphasized: “The role play as an employer – and the plenary exchange in general – was very helpful.” Dutch participants highlighted the structured phasing of the Roundabout methodology and especially the engagement phase, noting its importance for connecting with the needs of practically educated individuals or those with low digital skills. Austrian participants considered two aspects particularly valuable: (1) the reflection exercises on their own counseling contexts, which helped them translate the Roundabout approach into concrete ideas for their future counseling practice, and (2) the transfer assignment, which required them to plan multi-actor counseling in their personal professional setting, including a stakeholder analysis. Italians particularly appreciated interactive teaching modalities, case studies, and group discussions. Digital tools were also considered quite useful across several countries.

Key Takeaways

A central learning outcome across countries was a deeper understanding of multi-actor counseling and its potential. German participants stressed that the module helped them “internalise the Roundabout method” and “realise how important it is to really know your network.” Many reported greater clarity about the opportunities and challenges of stakeholder engagement. Dutch participants emphasized the method’s potential for groups often underserved by mainstream

services, though some questioned whether additional frameworks for digital competences truly add value. Austrian participants highlighted a very specific learning effect: while many were initially skeptical about the use of digital tools such as Mural, over time they found them flexible, practical, and even inspiring. This process not only strengthened their digital competences but also produced a "learning-to-learn" effect, showing that initial discomfort can be overcome: "At first it was frustrating, but now I can see how useful it is – I will definitely use it in my work." Italian participants saw clear promise in applying the Roundabout methodology in their future careers and recommended maintaining its strong emphasis on active learning.

Suggestions for Improvement

Time allocated to training and exercises was the most consistent point of criticism. German participants in particular felt overloaded, noting that "too much input in one day is exhausting" and criticizing the scheduling of all assessments on a single day. Austrians suggested splitting the training into shorter sessions, blending guided group work with self-study, so participants could proceed at their own pace. Dutch participants recommended preparatory assignments to save time in class, though they acknowledged the challenge this could pose for part-time students balancing work and family life. Participants in several countries also asked for stronger integration of digital competences, not only theoretically but also through hands-on application. German participants criticized the overuse of flipcharts, calling for "fewer flipcharts, more digital."

Support Needs for Implementation

Sustaining the method in practice was seen as challenging without additional support. German participants cited organisational barriers, resource constraints, and client-side motivation as obstacles, with one noting: "0–10% usability – but 100% willingness!!!" They requested follow-up workshops, digital training, and communities of practice. Dutch respondents emphasized the need for a train-the-trainer programme to prepare educators for teaching the curriculum effectively. Austrian participants highlighted the importance of clearer communication regarding tutorials for digital tools like Mural, suggesting they should be mandatory rather than optional, as insufficient preparation had slowed down early exercises. Italian students mainly requested more time to go deeper into theory and practice.

In sum, participants across all four pilots valued the training's interactive design, methodological diversity, and the practical applicability of the CGC Roundabout approach. They saw clear potential for strengthening multi-actor collaboration in counseling, particularly in contexts of digital transition and for vulnerable groups. At the same time, they emphasized challenges of time management, digital integration, and institutional conditions that can limit transferability. Participants' voices—ranging from "I've really internalised the Roundabout method" to "At first it was frustrating, but now I can see how useful it is"—illustrate both the enthusiasm and the caution needed when scaling the approach. The findings suggest that future iterations should strike a better balance between input and practice, integrate more digital tools, and build support structures such as train-the-trainer schemes to ensure sustainable uptake.

Trainers' Reflections

Trainers across the four countries reported that the pilot trainings were largely successful in engaging participants and stimulating learning, while also highlighting areas where delivery could be refined. Common themes included the effectiveness of interactive methods, challenges around time management, the need for adaptation to different participant profiles, and calls for additional trainer support.

What Worked Well

Interactive, practice-based methods were consistently identified as the most effective. In Germany, trainers observed that role plays—especially when delivered through the fishbowl method—were highly engaging: "What also worked well was the second version of the fishbowl-method." Exercises such as stakeholder analysis, case studies, and network mapping were praised for their practical relevance, while assessment presentations showed strong student commitment. Similarly, Austrian trainers found that anchoring exercises in participants' own professional contexts was particularly successful: it not only deepened their understanding of the methodology but also helped them imagine its application in practice. The transfer assignment, in which Austrian participants conducted a stakeholder analysis for their own counseling contexts, was seen as an important step to bridge training and real-world application. In The Netherlands, the flexibility of the curriculum was valued, as it allowed trainers to make adaptations depending on the audience. Italian trainers reported high levels of student enthusiasm, especially in discussions, though they noted that international students sometimes struggled with exercises requiring projections into future career contexts.

Observed Engagement

Trainers in all countries reported that participants were motivated and engaged. In Germany, students were described as "more engaged than average" and "very interested…lots of new ideas." Dutch trainers highlighted that engagement was so strong that time management became a challenge. In Austria, trainers noted that reflection tasks and exercises were used actively by participants to refine concrete ideas for their own counseling services. Italian trainers also described students as enthusiastic, though acknowledged that some struggled with exercises tied to unfamiliar labour market contexts.

Challenges

The most recurring challenge across countries was time management. Trainers in Germany and Austria noted that many exercises took longer than planned, particularly counseling exercises and reflections. German trainers also pointed to redundancies in materials ("Too many flipchart exercises…perhaps not very effective") and the need to simplify complex models for Bachelor-level students. In Austria, trainers underlined that participants who had not completed the Mural tutorial in advance caused delays and additional stress. They emphasized that better preparation with digital tools would be crucial to ensure a smooth start. In The Netherlands, trainers noted that the curriculum always requires adaptation to local contexts and different participant profiles (e.g., practitioners vs. full-time students). In Italy, challenges stemmed from the international background of students, which made stakeholder analysis and context-based exercises more abstract and difficult.

Suggestions for Future Delivery

Trainers offered several ideas for improvement. German trainers suggested focusing more strongly on practical cases relevant to Bachelor students, reducing abstract models, and integrating digital competences more consistently across sessions rather than in a single unit. They also recommended a continuous case study approach to strengthen coherence. Austrian trainers highlighted two key improvements: making digital tool tutorials mandatory to prevent technical delays and combining guided group work with independent assignments to allow for more flexibility. They also noted that co-moderation or technical support staff would be useful to reduce the burden on trainers during online sessions. Dutch trainers recommended developing a train-the-trainer module to prepare future facilitators, especially those without prior experience in case management or systems approaches. In Italy, bringing in an external professional for the networking session was seen as an effective enhancement that could be replicated.

Support Needs for Trainers

Across contexts, trainers identified the need for stronger support structures. German trainers called for clearer and more consistent teaching materials, editorial review of translations, and more autonomy to adapt sessions. Austrian trainers emphasized the value of co-moderation or technical support during online sessions, as well as improved infrastructure (e.g., a second screen for monitoring participants). Dutch trainers reiterated the need for specific preparation for facilitators, while Italian trainers underscored the importance of contextual adaptations for international cohorts.

In summary, trainers' reflections confirm that the pilot training was both feasible and impactful, with interactive exercises, case studies, and role plays standing out as the strongest elements. At the same time, they highlighted the tension between ambitious curricula and available time, as well as the challenges of aligning materials with diverse participant profiles. Practical recommendations focused on streamlining content, embedding digital competences more effectively, and providing stronger support for trainers through clearer materials, technical assistance, and dedicated preparation modules. As one German trainer summed up: "I would bring in significantly more practical content."

Overall Assessment and Recommendations (Synthesis)

This final section presents a comparative synthesis of findings from the four national pilots, highlighting key insights, curriculum development needs, and recommendations for future implementation of the Roundabout methodology. Drawing on both participant and trainer feedback, it summarises what worked well across contexts, identifies recurring challenges, and distils lessons for scaling the curriculum in diverse European settings. The section is structured into three parts: (1) *Key Insights* derived from cross-country evaluation results, (2) *Recommendations for Curriculum Development* aimed at refining content, structure, and pedagogy, and (3) *Recommendations for Implementation* focused on trainer preparation, digital integration, and delivery models. The concluding remarks underline the methodology's potential as a transferable, multi-actor approach to career guidance and counselling, while emphasizing the adjustments needed to ensure sustainability and impact in practice.

Key Insights

The evaluation demonstrates that the CGC Roundabout methodology is transferable across diverse educational and professional settings. In all four countries, participants reported gaining a solid understanding of the six phases of the method and recognised its value as a systemic, multi-actor approach to career guidance and counselling.

Several cross-cutting lessons emerged:

- Active, practice-oriented learning is central. Role plays, case studies, stakeholder analyses, and group discussions were consistently described as the most engaging and impactful components. These activities enabled participants to connect theory with their own professional contexts.
- Contextual transfer enhances learning. When participants were explicitly encouraged to apply the methodology to their own fields of practice—such as counselling, HR, or social work—engagement and perceived relevance increased significantly. Austrian participants, for example, emphasised how reflecting on their own counselling contexts sharpened their understanding of stakeholder roles.
- Digital competences remain a mixed issue. While the pilots confirmed the importance of digital skills, their perceived relevance varied by participant group. In Italy, students stressed the importance of developing both their own digital competences and those of their future clients. In Germany and Austria, some participants saw digital elements as underrepresented, while others struggled with tools like Mural before eventually appreciating their value.
- Time and workload are recurring challenges. Across countries, both participants and trainers stressed that the curriculum contained too much material in too little time. Compressed delivery formats sometimes led to fatigue and limited opportunities for deeper exploration.
- The trainer's role is decisive. Trainers' facilitation skills—particularly their ability to guide, adapt, and respond empathetically to participants' needs—were repeatedly mentioned as key to the success of the training. At the same time, the curriculum places high demands on trainers, making adequate preparation and support essential.

Overall, the pilots confirmed that the methodology is both understandable and applicable in varied contexts, but sustainable implementation requires attention to time management, local adaptation, and trainer preparation.

Recommendations for Curriculum Development

To strengthen the curriculum and make it more sustainable, the following refinements are recommended:

- **Balance theory and practice:** Streamline reflective elements and allocate more time to active, practice-based learning.
- **Integrate digital competences more consistently:** Ensure digital skills are embedded across all units, with concrete tools and sector-relevant examples.

- **Adapt to participant profiles:** Provide introductory content for less experienced learners (e.g., Italian master students) while avoiding overload for practitioners already familiar with counselling methods.
- **Refine and clarify materials:** Improve translations, simplify case studies, and provide preparatory assignments to optimise in-class time.
- **Modularise delivery:** Adopt shorter, more frequent sessions or blended models to distribute workload more evenly and support gradual learning.

Recommendations for Implementation

For broader rollout and long-term impact, several implementation measures are needed:

- Trainer preparation and manuals: Establish a train-the-trainer programme and provide clear teaching guides with instructions on timing, group facilitation, and digital tool use.
- Digital readiness: Make tutorials for collaboration tools (e.g., Mural) mandatory and ensure technical support for online sessions.
- Flexible delivery models: Offer hybrid and in-company formats, reflecting participant preferences for both online flexibility and face-to-face interaction.
- Tailored adaptation: Use pre-course surveys or formative assessments to align the curriculum with local participant needs and contexts, as tested in Italy.
- Accessibility and localisation: Translate materials where needed (e.g., Dutch) and adapt content to different counselling subfields.
- Sustained support structures: Create follow-up opportunities such as workshops, peer-learning groups, or communities of practice to reinforce application beyond the training.

Conclusion

The pilot phase has shown that the CGC Roundabout methodology is both innovative and adaptable, providing career guidance professionals with tools to respond to digital and social transitions. It successfully enhanced participants' conceptual understanding, fostered critical reflection, and offered methods directly applicable to professional practice. At the same time, the pilots revealed areas requiring further development, particularly around time management, digital integration, and trainer support.

With these refinements, the methodology holds strong potential for adoption and scaling across European contexts, offering a robust, practice-oriented framework to strengthen career guidance in times of rapid transformation.

Bibliography

Weber P. & Schulz J. (2025). CGC-DigiTrans Curriculum Pilot Training Evaluation Report. Country Report Germany. CGC Roundabouts for Digital Transformation. Professional Guidance & Counselling (CGC) in Multi-Actor Networks. CGC Project

Stark M. & Keser-Aschenberger F. (2025). CGC-DigiTrans Curriculum Pilot Training Evaluation Report. Country Report Austria. CGC Roundabouts for Digital Transformation. Professional Guidance & Counselling (CGC) in Multi-Actor Networks. CGC Project

Ferrari L. & Teresa Maria Sgaramella (2025). CGC-DigiTrans Curriculum Pilot Training Evaluation Report. Country Report Italy. CGC Roundabouts for Digital Transformation. Professional Guidance & Counselling (CGC) in Multi-Actor Networks. CGC Project

Woldendorp j. (2025). CGC-DigiTrans Curriculum Pilot Training Evaluation Report. Country Report Netherlands. CGC Roundabouts for Digital Transformation. Professional Guidance & Counselling (CGC) in Multi-Actor Networks. CGC Project