

# SING for GREEN

## National Pilot Reports



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## 1. Executive Summary

As part of the **Sing for Green** project, a comprehensive training curriculum and accompanying materials were developed to promote sustainability within additive manufacturing. The curriculum targets AM designers at EQF Level 7 / EWF Expert Level and focuses on two key competence units: **Additive Manufacturing Lifecycle Assessment** and **Sustainability-Driven Design Strategies in Additive Manufacturing** (the curriculum is available [here](#)). This report presents the piloting process conducted by project partners across five countries - Croatia, Portugal, Spain, Slovakia, and the United Kingdom - and includes feedback from the trainees and trainers who tested the training materials. The training received strong positive feedback from participants, with average satisfaction ratings ranging from **4.22 to 4.47 out of 5** across various sections, reflecting a high level of approval. Additionally, a significant majority (101 out of 120) indicated they would recommend the course to colleagues in their field, underscoring its relevance and effectiveness. It also outlines the actions that project partners plan to implement based on the insights and recommendations gathered during the piloting phase.

## 2. Overview:

The pilot testing phase was undertaken to obtain valuable insights from the identified target groups regarding the quality of both the structure and the content of the developed training materials. The Open Educational Resources (OERs) developed within the project followed a systematic and structured approach. During the pilot phase, these OERs were tested with real trainees, and based on the reflections of both trainees and trainers, a roadmap for revising the materials was established. Figure 1 illustrates the process of developing and the approval of the OERs within the SINGforGREEN project.

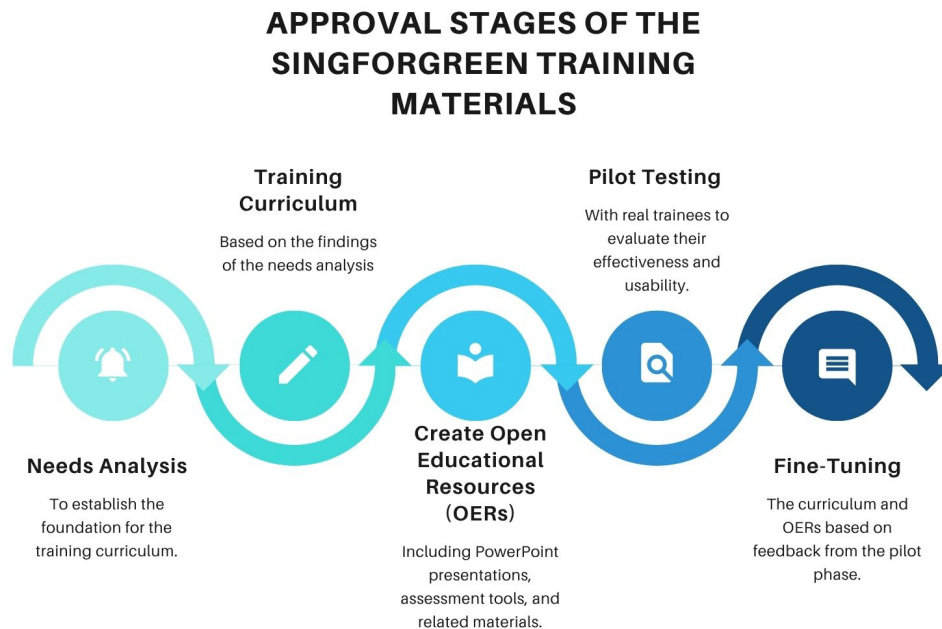


Figure 1: Approval stages of the Sing for Green training materials

In the piloting step, it aimed to collect feedback from trainers and trainees to measure the effectiveness and relevance of the materials. The overarching goal was twofold: to assess the overall quality of the instructional structure and content, and to ascertain whether the materials, in their current form, successfully align with the specific needs of the intended target groups. Through this, we sought to refine and optimize the training materials, ensuring they not only meet but exceed the expectations of our audience. Apart from student participants, trainers' feedback was collected on the aforementioned training materials .

During the pilot phase, **the main objective was to test the two developed competence units (CUs): Additive Manufacturing Lifecycle Assessment and Sustainability and Sustainability-Driven Design Strategies in Additive Manufacturing.** Open educational resources (OERs) in the form of interactive PowerPoint presentations were created to support the training delivery for these CUs. These were peer reviewed by all partners and designed following key pedagogical principles integrating clear Learning

Outcomes with the support of Bloom’s Taxonomy. As part of the training materials, project partners also developed corresponding multiple choice 75 assessment questions for each unit.

**The Additive Manufacturing Lifecycle Assessment and Sustainability** CU is recommended to comprise seven (7) contact hours, as do the expected teaching and learning activities. The unit aims to prepare additive manufacturing (AM) designers to integrate sustainability principles into their design processes by providing theoretical knowledge on sustainability tools, business cases, sustainability databases, risk assessment and mitigation strategies, and practical case studies.

The second CU, **Sustainability-Driven Design Strategies in Additive Manufacturing**, focuses on enabling AM designers to apply sustainable design practices in a more practical, hands-on learning environment. It is recommended to include twenty-one (21) contact and covers topics such as topology optimization, part consolidation, lattice structures, and related sustainability-driven design approaches.

The pilot implementations were carried out by project partners; Development and Training Centre for the Metal Industry – Metal Centre Čakovec (MCC), FAN3D, IDONIAL, Lattice, and Brunel University of London, across five countries: Croatia, Portugal, Spain, Slovakia, and the United Kingdom. All partners are active in the fields of additive manufacturing, design, and vocational training, ensuring diverse yet complementary expertise in implementing the pilots. As the training materials were designed to be adaptable for both in-person and online learning formats, partners adopted different delivery modes during the piloting phase. The piloted CUs and the delivery modes implemented by each partner are summarized in Table 1.

*Table 1: The tested competence units and training delivery modes by partners*

Partner	Tested CU	Delivery Mode
<b>MCC</b>	Sustainability-Driven Design Strategies in Additive Manufacturing	In-person
<b>FAN3D</b>	Additive Manufacturing Lifecycle Assessment and Sustainability + Sustainability-Driven Design Strategies in Additive Manufacturing	Hybrid (In person + online)
<b>IDONIAL</b>	Sustainability-Driven Design Strategies in Additive Manufacturing	In person
<b>Lattice</b>	Sustainability-Driven Design Strategies in Additive Manufacturing	Hybrid (In person + online)
<b>University of Brunel</b>	Additive Manufacturing Lifecycle Assessment and Sustainability	Hybrid (In person + online)

### 3. Objectives and Goals:

The objectives and goals of the pilot testing were clearly defined to ensure a comprehensive evaluation of the developed training materials. First, the consortium aimed to assess the overall effectiveness of the training in conveying key concepts and facilitating meaningful learning outcomes. Second, detailed feedback from participants was collected to identify strengths, weaknesses, and areas requiring

improvement in both content and delivery. Third, the pilot sought to measure participant satisfaction regarding the overall learning experience, content relevance, and level of interaction during the sessions. The consortium established a **Key Performance Indicator (KPI) of 100 participants** to ensure that the pilot reached a representative and diverse target audience across partner countries. This target was successfully exceeded, with a total of **145 participants** taking part in the pilot test. Based on the findings, the training materials were subsequently refined and optimized to further enhance user satisfaction and learning impact.

## 4. Pilot Trainees:

A total of **145** trainees took part in the national pilot events across Croatia, Portugal, Spain, Slovakia, and the United Kingdom. The pilot training brought together a diverse and multidisciplinary group of participants representing academia, industry, and defense sectors across five countries. Trainees included university students (undergraduate, master's, and PhD levels), professors, lecturers, and research fellows, as well as engineers, designers, technologists, automation and robotics experts, and R&D professionals. Several trainees were fresh graduates or early-career professionals seeking to enhance their skills in advanced and additive manufacturing. Altogether, the pilots involved 145 trainees with varied technical, academic, and professional backgrounds, ensuring comprehensive feedback from both educational and industry perspectives. Such diversity allowed the pilot to effectively evaluate the curriculum's relevance, technical depth, and applicability across both educational and operational contexts.

## 5. Pilot Implementation

The pilot implementation of the SINGforGREEN project was carried out between June and September 2025 across five partner countries involving diverse participants and using different delivery formats (hybrid, in-person, and online) to ensure comprehensive testing of the developed curriculum and training materials. The pilots aimed to validate the effectiveness, accessibility, and adaptability of the training content across different educational and industrial contexts.

In Slovakia, the pilot was hosted by Lattice s.r.o. from 4 to 5 June 2025, following a hybrid format combining in-person and online participation. A total of 22 participants (19 in person and 3 online) including industry experts, designers, technologists, students, and professionals in automation and robotics took part in a two-day training using PowerPoint-based slides, technical content, workshop with teamwork in design, on-site tests, and structured feedback forms.

In the United Kingdom, Brunel University of London conducted its hybrid pilot on 10 June 2025 at the university's London campus. The one-day event involved 44 participants (13 in-person and 31 online), including master's and PhD students, university staff (lecturers, researchers, professors), and industry professionals. The session integrated PowerPoint-based presentations, interactive discussions, and live online engagement using digital collaboration platforms.

The Croatian pilot, implemented by MCC in Varaždin, was held in-person on 4 and 6 June 2025. A total of 23 participants, comprising students, professors, and engineers, attended two sessions held on separate days. The sessions included PowerPoint-based presentations and incorporated 3D-printed parts for demonstration, fostering practical understanding of sustainable design and additive manufacturing principles.

In Portugal, two separate pilot sessions were organized by FAN3D. The first took place at Tagus Park, Oeiras, between 4 and 6 June 2025, following a hybrid format. A total of 25 participants attended (online on June 4 and in-person on June 5–6), with each session lasting seven hours. The training used Microsoft Teams for online delivery and PowerPoint-based for in-person instruction. The second Portuguese pilot, conducted at the Base Naval do Alfeite from 15 to 17 July 2025, was delivered fully in-person to 14 participants, primarily professionals from the defense and engineering sectors, including Navy and national police force. The sessions, each lasting seven hours, focused on practical applications and used similar digital and visual materials.

Finally, in Spain, IDONIAL organized a face-to-face pilot from 23 to 25 September 2025. In the training PowerPoint-based materials were used to facilitate delivery. This session emphasized applied learning and direct interaction between the trainer and participants to assess the usability and clarity of the module.

Overall, the pilot implementations engaged a broad spectrum of learners from university students and researchers to industry professionals and defence personnel across different cultural, institutional, and operational contexts. The combination of hybrid, in-person, and online formats ensured that the SINGforGREEN training content was tested for flexibility and effectiveness in diverse environments. The consistent use of presentation materials, interactive discussions, and feedback tools across pilots provided valuable insights to refine the curriculum and enhance its impact on sustainable design and additive manufacturing education.

## 6. Feedback Collection:

### 6.1 Evaluation of the Pilot Training by Trainees

The evaluation of the pilot training was conducted systematically across all partner countries using a structured feedback questionnaire designed to assess the content, materials, trainers, and overall impact of the SINGforGREEN pilot courses. The questionnaire followed a five-point Likert scale (1 = strongly disagree, 5 = strongly agree), allowing trainees to rate the relevance, quality, and effectiveness of the training in a quantifiable manner (see Annex 1).

#### 6.1.1. Content and Materials

This section aimed to evaluate the quality, structure, and relevance of the course content. Trainees were asked to rate whether:

- The course content was interesting and relevant to their professional or academic background.
- The length and duration of the course were appropriate for covering the intended topics.

- The balance between theoretical knowledge and practical examples was effective in supporting learning outcomes.
- The materials and resources provided were useful and supported comprehension.

This part helped identify the strengths of the curriculum and areas where content depth, balance, or pacing might be refined.

### 6.1.2. Trainers

The second section assessed the performance and facilitation skills of the trainers. Trainees evaluated whether:

- The trainers demonstrated strong expertise in both sustainability and AM.
- The trainers facilitated the learning process effectively, using interactive and accessible approaches.
- The trainers were engaging and encouraging, promoting active participation and interaction throughout the sessions.

This section provided insights into the pedagogical effectiveness of the trainers and the delivery quality of the sessions.

### 6.1.3. Impact

The final section focused on the perceived impact and outcomes of the training from the trainees' perspectives. It aimed to measure whether the training achieved its intended learning objectives. Participants reflected on whether:

- They felt more confident in identifying sustainable opportunities through additive manufacturing.
- The course enhanced their ability to apply AM for more sustainable production strategies.
- The knowledge gained would have a practical impact on their current or future work.
- The training met their expectations in terms of professional growth and competence development.

This section helped assess the real-world applicability and professional relevance of the training and its alignment with the SINGforGREEN project goals of fostering sustainable innovation in additive manufacturing.

## 6.2 Data Collection and Analysis

Trainees completed the evaluation forms at the end of each pilot session. The responses were compiled and analyzed both quantitatively (using average scores and distributions) and qualitatively (through

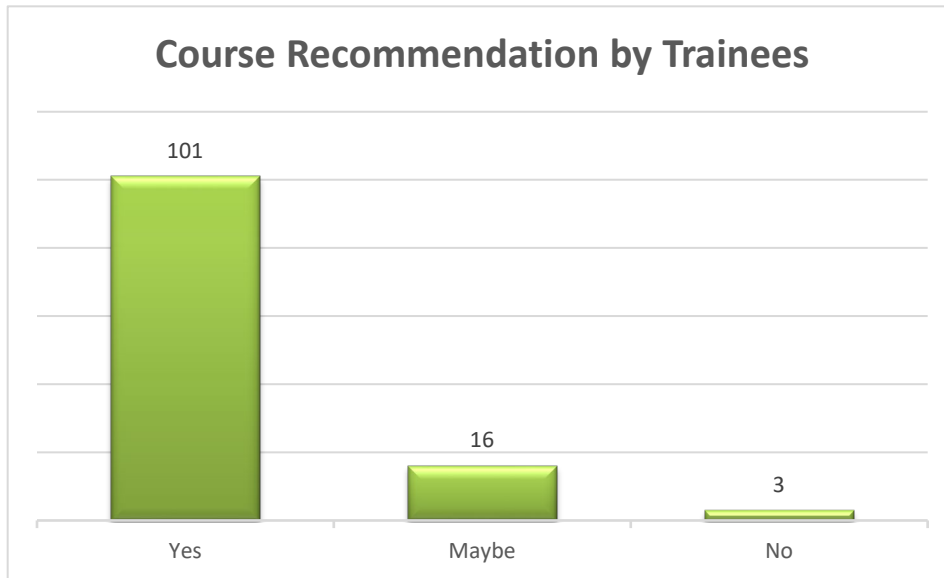
open-ended comments). The results provided valuable feedback for improving course materials, adjusting session pacing, and enhancing trainer preparation for future iterations of the SINGforGREEN training.

As illustrated in Graphic 1, the overall satisfaction levels remained consistently above **4.2** across all dimensions, confirming that the pilot training was well-received and effectively met its objectives of delivering relevant, engaging, and professionally beneficial learning experiences aligned with the SINGforGREEN project's goals.



*Graphic 1: Trainees' satisfaction result*

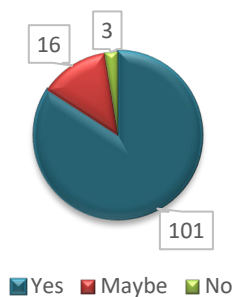
The analysis of the participant feedback revealed consistently high satisfaction levels across all evaluated sections. The average scores were **4.28** for "Content and Materials", **4.47** for "Trainers", and **4.22** for "Impact" on a 5-point Likert scale. These findings indicate that Trainees were very satisfied with the quality, delivery, and relevance of the training. The highest rating in the "Trainers" section (**4.47**) highlights the trainers' strong expertise, effective facilitation, and ability to foster engagement and interaction throughout the sessions. The "Content and Materials" section (**4.28**) demonstrates that Trainees valued the course's structure, clarity, and balance between theoretical and practical components, with minor opportunities for improvement in pacing and content depth. The "Impact" score (**4.22**) reflects that trainees perceived a positive effect on their confidence and capability to apply sustainable additive manufacturing practices, though additional hands-on examples could further enhance practical transfer.



Graphic 2: Course recommendations by trainees

According to the Graphic 3, the results of the trainees’ feedback indicate a strong overall endorsement of the course. Out of the total respondents, 101 trainees indicated that they **would recommend the course**, representing the clear majority. Only 16 trainees were uncertain, selecting “Maybe,” while a very small number, just 3 trainees, chose “No.” This distribution demonstrates that most trainees found the course valuable and beneficial enough to recommend it to colleagues or peers, reflecting high overall satisfaction and the course’s effectiveness in meeting their expectations.

### Course recommendation frequency



Graphic 3: Course recommendation frequency

The three most common reflections trainees provided relate to *a strong demand for more practical and hands-on learning, amendments to the course duration and intensity of delivery, and balancing between theory and practice.*

### ***Strong Demand for Practical and Hands-on Learning***

A dominant theme is the **need for more practical exercises, hands-on sessions, and software demonstrations.**

- Trainees suggested practical examples using OpenLCA or other software, showing real-life case studies, and applying concepts rather than only listening to presentations.

Quotes:

- “Perhaps more hands-on workshops such as demonstrations of tools that can be used.”
- “A hands-on session on using the software.”
- “During the theoretical classes, it could be shown use cases and presented to the students a case study so they can interact and apply the knowledge acquired.”

### ***Course Duration and Intensity***

- Many trainees noted that the **daily schedule felt intense** and that the course could benefit from:
  - An extra day to better absorb the content.
  - More time for interactive and practical exercises.

Quotes:

- “The three-day course is very intense... it would be better utilised if we had one more day.”
- “A course more long with possibilities of training.”

### ***Balance Between Theory and Practice***

- There is a clear suggestion to **reduce theoretical content** and **increase practical application**:
  - Some found the theory repetitive and suggested integrating it with case studies for better comprehension.

Quotes:

- “Too much and only theory content. Could have added some hands-on on OpenLCA software.”
- “Reduction of theoretical part and more practical exercises.”

- “More practice... test with different software.”

### 6.3 Evaluation of the Pilot Training by Trainers

After delivering the training, trainers pointed to specific areas in the developed materials that, in their real experience, require modification or fine-tuning. Their satisfaction level is shown in Graphic 4.



*Graphic 4: Trainers' satisfaction level*

The results from the trainers' feedback indicate a generally positive perception of the training experience. The course design and structure received an average score of **3.75 out of 5**, showing that while trainers were satisfied overall, there is room for improvement in terms of content organization, pacing, and consistency between sessions. The participant engagement and experience dimension achieved the highest score, **4.2 out of 5**, reflecting that trainers found the trainees to be active, motivated, and responsive during sessions, particularly when practical examples and case studies were used. The trainer experience scored **3.9 out of 5**, suggesting that trainers were largely content with their role and delivery process, although some encountered challenges related to time constraints and uneven presentation formats. Overall, the results suggest that the training was well received, with engagement standing out as the strongest aspect, while future editions could benefit from refining structure and delivery to further support both trainers and trainees.

The highlighted comments of the trainers about the training are presented below.

**Positive Aspects (What Worked Well)**

Key Aspect	Feedback and Examples
<b>Structured and Well-Prepared Content</b>	<p>Trainers appreciated that the teaching material was clear, organized, and contained sufficient practical examples that supported comprehension.</p> <p><i>“The teaching material was well-structured, with a clear focus and a sufficient number of practical examples.”</i></p>
<b>Use of Case Studies and Visual Aids</b>	<p>Case studies, videos, and examples were cited as valuable for making sessions more dynamic and easier to relate to real-world applications.</p> <p><i>“Case studies delivered from Lattice presentations worked well.”</i></p> <p><i>“Supported videos and examples of using the different technologies or concepts worked well during the training.”</i></p>

**Challenges Faced**

Key Aspect	Feedback and Examples
<b>Excessive Content and Lengthy Presentations</b>	<p>Trainers frequently mentioned too many slides (sometimes over 150) and dense or condensed material, making it difficult to manage within limited time.</p> <p><i>“Some presentations contain more than 150 slides, which makes it difficult to retain and effectively deliver all the content.”</i></p> <p><i>“CUA was very blocky with too much condensed information.”</i></p>
<b>Inconsistent Structure and Design Across Sessions</b>	<p>Lack of uniformity between presentations (different pacing, number of slides, and design styles) created delivery inconsistencies.</p> <p><i>“There is lack of interactive content in the ppt... doesn’t have homogeneity in design and approach.”</i></p>
<b>Difficulty Maintaining Engagement During Theoretical Parts</b>	<p>Some sessions were perceived as repetitive, making it harder to sustain Trainees’ attention.</p> <p><i>“Trying to catch the attention with the parts of the presentations that sound repetitive.”</i></p>

**Suggestions for Improvement**

Key Aspect	Feedback and Examples
<b>Simplify and Streamline Content</b>	<b>Trainers recommended shorter, more focused sessions with fewer slides and clearer visual summaries.</b> <i>“Shorter and more focused presentations, as too many slides can overwhelm.”</i>
<b>Increase Interactivity</b>	<b>Many suggested adding discussion questions, short quizzes, or practical exercises to improve engagement and reflection.</b> <i>“Including more interactive elements like discussions or short tasks would improve engagement.”</i>
<b>Improve Consistency Across Units</b>	<b>Establishing a common structure, pacing, and information flow across all CUs was advised.</b> <i>“Have homogeneity and similar information flow throughout the session.”</i>
<b>Introduce Supporting Materials for Trainers</b>	<b>Trainers requested additional materials such as video tutorials, trainer notes, and assessment tools to help new trainers prepare and understand the logic behind each slide.</b> <i>“There should be requirement of some video tutorials for the use of software or databases and some teaching notes.”</i>

## 7. Conclusion

The pilot activity of the SINGforGREEN project achieved its primary goal of testing and validating the training program on sustainability design in AM within both virtual and in-person learning contexts. The feedback collected from trainees and trainers provides a comprehensive overview of the pilot’s effectiveness and offers valuable insights for future editions.

The training was highly appreciated by trainees, with average satisfaction scores ranging between **4.22 and 4.47 out of 5** across different sections, indicating a strong level of approval. Furthermore, the majority of trainees (101 out of 120) stated that they would recommend the course to peers in their professional field, confirming the training’s high relevance and impact. In addition to the trainees, the trainers also expressed their appreciation for the course, reporting an overall satisfaction level of **3.75 out of 5**. They highlighted that the course materials were **well-structured, focused on the topic**, and included **interactive elements** that enhanced engagement.

In conclusion, the SINGforGREEN pilot proved to be highly relevant, well-received, and impactful for both Trainees and trainers. The outcomes clearly demonstrate that the training content effectively supports professionals in building competencies related to sustainability and additive manufacturing. With the integration of suggested enhancements, particularly in practical application, interactivity, and consistency across Curriculum Units (CUs), future iterations of the course can further improve in effectiveness and

better meet the needs of learners and trainers. Overall, the pilot successfully validated the SINGforGREEN project's approach and laid a strong foundation for scaling and refining the training offer.

## 8. Recommendations

Based on the analysis, several key recommendations have emerged for refining the SINGforGREEN training. Additionally, the implementation of these recommendations within the training materials is outlined below.

Recommendation (R)	Solution / Action Taken (S)
<b>R1 – Increase practical engagement by integrating hands-on exercises, case-based learning, and interactive elements throughout all modules.</b>	<b>S1:</b> An <i>End-User Guideline</i> was developed within the SINGforGREEN project to support trainers in applying the pedagogical methodologies, materials, and best practices designed by the consortium. These recommendations have been incorporated into the guideline, which provides trainers with suggested databases and software tools relevant to both CUs. These resources are intended to enhance the course's practicality and interactivity. Additionally, as a good practice, the guideline encourages future trainers to integrate practical applications using these tools to improve course delivery.
<b>R2 – Optimize course duration and pacing to balance theoretical input with application and discussion time.</b>	<b>S2:</b> This recommendation has been addressed in the <i>End-User Guideline</i> , which states: “It is recommended to divide the training into shorter sessions delivered over multiple days to promote better understanding, engagement, and knowledge retention.” This approach allows trainees to absorb information more effectively and helps prevent burnout.
<b>R3 – Ensure content consistency across all CUs by harmonizing slide design, information flow, and time allocation.</b>	<b>S3:</b> The project partners revised the training materials to ensure consistency and coherence. This included updates to formatting, structure, and content, aiming to create a more unified and professional learning experience.
<b>R4 – Provide trainer support materials such as teaching notes, video tutorials, and guidance on pedagogical methods to enhance delivery.</b>	<b>S4:</b> An <i>End-User Guideline</i> was developed by the project partners to assist trainers in applying the pedagogical methods used in the SINGforGREEN training. In addition, two summary videos were created to help trainers familiarize themselves with the course structure and content before delivery.



Annex 1- Trainee National Pilots Evaluation Questionnaire

**NATIONAL PILOTS EVALUATION QUESTIONNAIRE**

Thank you for participating in this pilot course. We would appreciate if you would take a few moments to fill this evaluation questionnaire. Your feedback is very important to help us improve future editions.

**1. General information (optional)**

- Age: \_\_\_\_\_
- Job title / Academic background: \_\_\_\_\_
- Company / Institution (if applicable): \_\_\_\_\_

**2. Course Evaluation**

Please indicate your level of agreement with the following statements (1 = Strongly disagree, 5 = Strongly agree):

<b>Content and materials</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The course content was interesting and relevant					
The course length was appropriate					
The balance between theoretical knowledge and practical examples was appropriate					
The materials and resources provided were helpful					
<b>Trainers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The trainers demonstrated strong expertise in both sustainability and AM (Additive Manufacturing)					
The trainers facilitated the learning process effectively					
The trainers were effective in engaging participants and encouraging interaction					
<b>Impact</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
After the course, I feel more confident in identifying sustainable opportunities through AM					
The course improved my ability to apply AM for more sustainable production strategies					
The knowledge gained will have a practical impact in my current or future work					
The training met my expectations in terms of professional development					



#### 4. Suggestions for improvement and future offerings

What would you improve or change in the course structure or content?

*Open-ended answer:*

Would you recommend this course to colleagues or peers in your sector?

- Yes
- No
- Maybe

#### 5. Overall Rating

How would you rate the course overall? (0 = *Very dissatisfied*, 10 = *Very satisfied*)

0  1  2  3  4  5  6  7  8  9  10



Annex 2- Trainer Feedback Questionnaire

**TRAINER FEEDBACK QUESTIONNAIRE**

Thank you for your participation as a trainer in this pilot course. Your insights are essential for improving the course design, delivery, and alignment with industry needs.

Please take a few minutes to reflect on your experience and share your feedback below.

**1. Course Evaluation**

Please indicate your level of agreement with the following statements (1 = Strongly disagree, 5 = Strongly agree):

<b>Course desing and structure</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The course objectives were clearly defined and relevant					
The curriculum aligned with current industry needs in sustainability and AM					
The course content allowed for effective integration of theory and practice					
The structure and flow of the sessions supported participant engagement and learning					
<b>Participant engagement and experience</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Participants showed interest and engagement throughout the sessions					
The level of participant knowledge matched the expected profile					
The group dynamics contributed positively to the learning environment					
<b>Trainer experience</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The materials provided (slides, guidelines, video tutorials, etc.) were adequate and supported my teaching					
I felt confident delivering the content and addressing participant questions					

#### 4. Suggestions for improvement

- What aspects of the course delivery worked well from your perspective?
- What challenges did you encounter during the preparation or delivery of your session(s)?
- What improvements would you suggest for future editions of this course (e.g., format, content, participant selection)?
- Are there any additional resources or support you would have found helpful as a trainer?

*Open-ended answer:*

#### 5. Overall Rating

Overall, how satisfied are you with your experience as a trainer in this course? (0 = Very dissatisfied, 10 = Very satisfied)

0  1  2  3  4  5  6  7  8  9  10



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