



ENTRE

@ V E T S C H O O L S

Project Reference: 2018-1-DE02-
KA202-005130

Erasmus+ KA2 Strategic Partnership for VET

**IO4 – SETTING UP THE
ENTRE@VETSCHOOLS
HUBS IN VET SCHOOLS:
AN A TO Z GUIDE**

**PILOT EVALUATION
AGREGATED REPORT**

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1. INTRODUCTION TO PILOT IMPLEMENTATION

The implementation phase of the ENTRE@VETSCHOOLS: Promoting Key Competences (Entrepreneurship) Through An Integrated Career Orientation Programme And Flexible Learning Pathways For Vet Students programme aims to deliver a training related to the development of entrepreneurial skills to students in each of the partner countries, according to their gaps and needs.

The pilot implementation activity was aimed to run under real condition the training and assessment tools developed under the project implementation phase. Prior to the implementation of the programme each partner was advised to cooperate with the selected school (if cannot implement in-house) and support it, in order to:

- Revise and localise the TOOL KIT so that the SCHOOL CAREER ORIENTATION STRATEGY is designed
- Offer school-based training for VET teachers and Career Counselors IO2
- Promote the project through the campaign IO
- Organise an InfoDAY for parents, students, teachers, associate partners, mentors etc.
- Set up the Participants' Committee with representatives of the teachers and students
- Establish SYNERGIES and set up the ENTRE@VETSCHOOLS HUBS in order to sustain the project's results
- Make all practical arrangements (venue, equipment, trainers, etc.)
- Offer selected blended learning activities for students (Level 1 of Framework – Open Badges)
- Organise competitions etc.
- Monitor and evaluate as per the guidelines of the Tool KIT
- Assess and validate the skills proceed with the endorsement of the Open Badges.
- Complete the template of the overall evaluation of the implementation.
- Prepare the National Report provide the Co-Leader with information and feedback about the implementation of the DIGEC Programme in their country

The implementation can take various forms (e.g. intensive summer school, after-school activities) depending on the context of each partner country and organisation. The duration will be approximately 50 hours based on blended learning activities (F2F or on-line).

During the implementation a group of 10-15 students (f2f-on-line), 5 Career Advisors/ VET teachers and 2 Experts (if needed) who will organise the various activities and training for career orientation and entrepreneurial skills related to a set of concepts chosen by each partners country to meet the needs of the students. (Total: 60-80 students, 25 VETteachers and 10 experts).

Four partners were designate for pilot phase implementation from a total of 6:

<p>Partner</p> 	<p>2 EK Peiraia, Greece. A vocational school in Piraeus, a port city within the wider Athens urban area.</p>
<p>Partner</p> 	<p>Fundatia CDIMM Maramures, Romania. An SME foundation in Maramures, a county in Northern Romania.</p>
<p>Partner</p> 	<p>Emphasys Centre, Cyprus. An education and training centre in Nicosia, the largest city and capital of Cyprus.</p>
<p>Partner</p> 	<p>Lancaster and Morecambe College, UK. A vocational college in Lancaster, a historic city in the North West of England.</p>

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Unfortunately, under the circumstances of the pandemic we could not perform this pilot testing in our school's classes as intended. So, the pilot testing was performed in the period of the first weeks of February 2021 using an online communication tool (Webex) in multiple sessions. The pilot testing included 13 students from our school, 4 teachers and teacher counsellors and 1 entrepreneur. We demonstrated online our project, the toolkit and the platform and then allowed some period for all testers to interact with our platform. After a second online session they filled an online questionnaire about our platform and the whole educational process of the course. In the next chapter we will present the outcomes of the survey of our pilot testers.

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CDIMM Maramures (P3) organised the Pilot testing based on the previous cooperation with VET Schools in Maramures County during the IO1, Activity 2 - Research in Romania based on questionnaires. We invited the same organisations (VET Schools) for the Pilot Testing in Romania. We used the advantages that the persons were informed already about the project purposes and the main activities. Venue: online meeting using Zoom Platform considering the COVID-19 Pandemic situation.



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Date of the event: the pilot evaluation was organised on 3 days 16 – 18 February 2021

- 16 FEB 2021, 14:30 – 3 hours – online meeting: toolkit presentation; Entre@VETSCHOOLS Academy presentation; Presentation the Entre@VET HUB initiative.
- 17 FEB 2021, 14:30 – 4 hours – individual work on Toolkit evaluation and on Entre@VETSCHOOLS Academy evaluation
- 18 FEB 2021, 14:30 – 3 hours – online meeting: Demo classes; evaluation based on questionnaire; C2 training presentation; C2 participants selection

Total no of participants: 32 persons - 12 teachers, 17 students, 3 experts from P3.

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The pilot testing event in Cyprus was organised by Emphasys Centre between February and March 2021, in collaboration with the Technical School of Augorou and took the form of blended virtual learning activities (synchronous and asynchronous) due to the restrictions imposed by the COVID-19 pandemic. The pilot implementation of the project was promoted through social media channels and also through Emphasys's network, in order to approach VET Schools in Cyprus. The total number of participants who took part at the pilot testing phase was 34 – specifically, 5 VET educators/ counsellors and 29 VET students.

The synchronous part of the training took the form of a virtual training event which was organized on the 23th February 2021. As part of the event, the students had the opportunity to learn more about the ENTRE@VETSCHOOLS programme, the functionalities of the e-learning platform and the validation system of the project (Open Badges System). Additionally, participants took part in a discussion on how to develop an entrepreneurial mindset and tips and guidance on how to turn your ideas into action in the context of Cyprus.

The asynchronous part of the pilot implementation continued after the training event, where participants registered into the platform and experimented with the material developed and the validation system of the Open Badges. The trainers offered support during the registration procedure, explained the validation process and any other issues the participants might have encountered.

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Lancaster and Morecambe College (LMC) conducted the piloting of the Entre@VETschools resources over a period of three weeks from 22nd February to 12th March 2021. All piloting activities were delivered online due to the Covid-19 pandemic, with some tasks completed by participants individually at home between virtual training sessions. The participants were a mixture of VET teachers, support staff, careers advisors and students and were separated into two groups for delivery to make the sessions easier to manage virtually. Each group participated in several days of active delivery by an LMC trainer and then a selection of practical activities conducted individually in a blended learning model.

Group A consisted of 6 LMC educators and 2 students, while *Group B* was comprised solely of LMC students of various ages. Both groups were given the same training content delivered virtually via Zoom, this content comprised of around 10 hours of trainer lead activities over 2/3 separate days. Participants were also then tasked with a selection of additional activities to complete individually in their own time to add elements of blended learning to the process.

2. EVALUATION FEEDBACK

2.1 Evaluation of the e-Learning platform

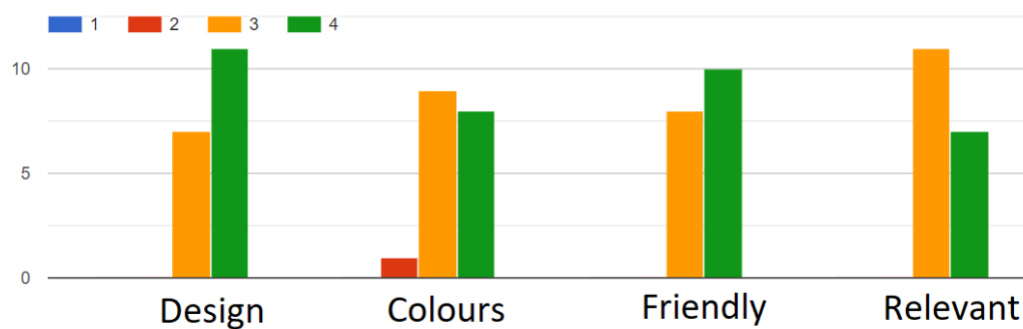
Summarise the feedback received from the evaluation questionnaire using short description and charts (pie charts, bar charts etc.). (Question 3 & 4)

For the evaluation of the e-Learning platform the participants of the pilot test were asked to grade on a scale from 1 to 4 (1: poor, 2: fair, 3: good, 4: excellent), how did the found four different aspects of the platform:

1. Design
2. Colours
3. User friendly
4. Relevance of images to content

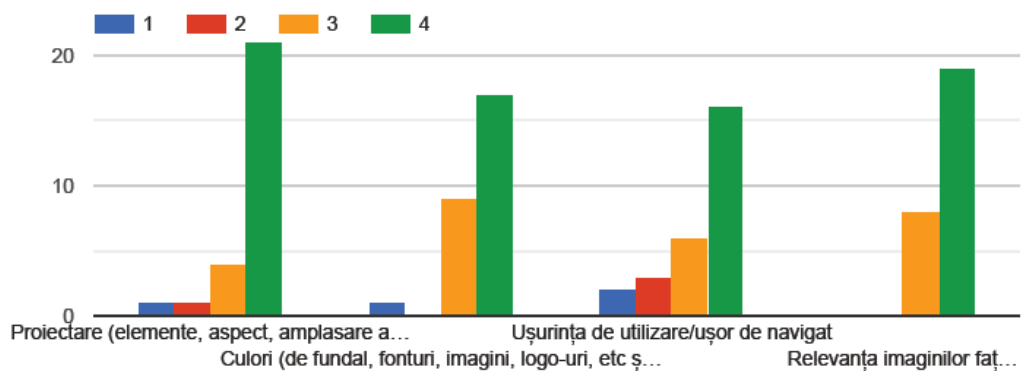
The results are shown in the bar chart below.

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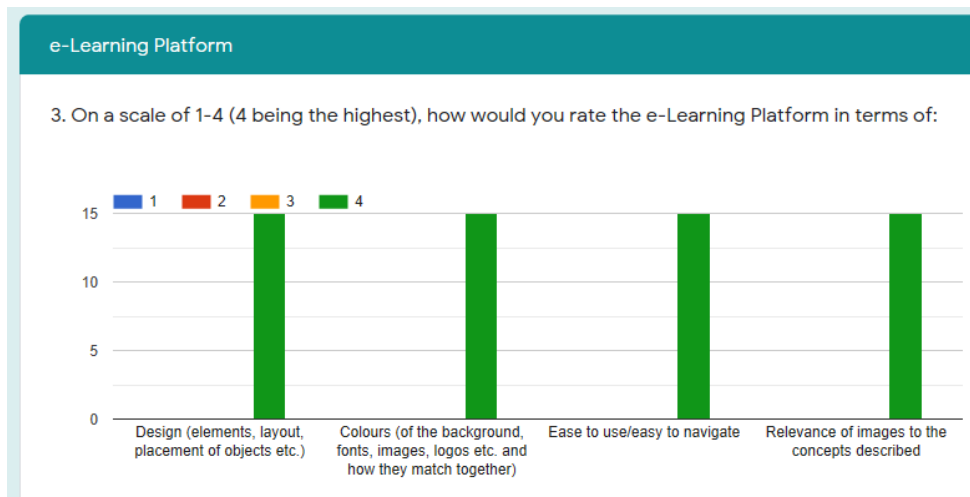
3. Pe o scară de la 1 la 4 (4 fiind nota cea mai mare), cum ați evalua platforma de e-learning în ceea ce privește:



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2.2 Evaluation of the Learning Material

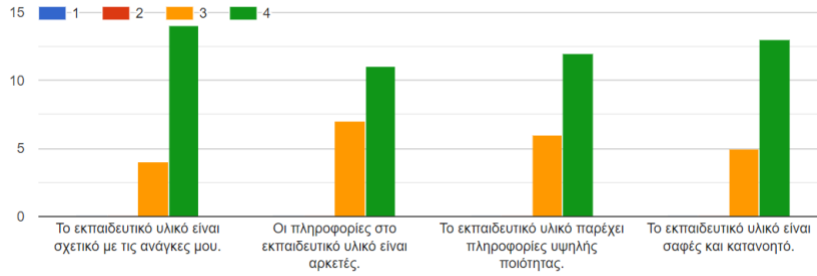
Summarise the feedback received from the evaluation questionnaire using short description and charts (pie charts, bar charts etc.). (Question 1 & 2)

Again, for the evaluation of the Learning Material the participants of the pilot test were asked to grade on a scale from 1 to 4 (1: poor, 2: fair, 3: good, 4: excellent), how did the found four different aspects of the material:

1. Customisation
2. Information
3. Quality
4. Clarity

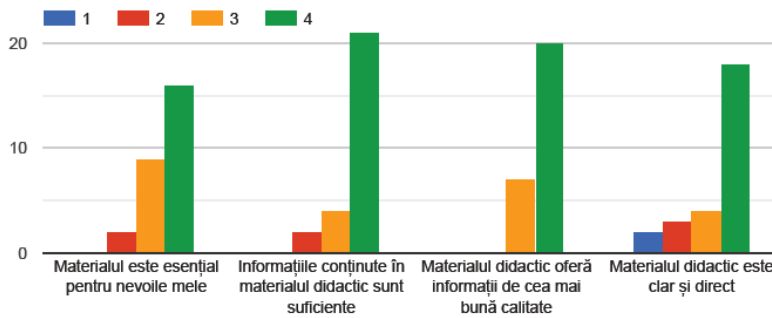
The results are shown in the bar chart below.

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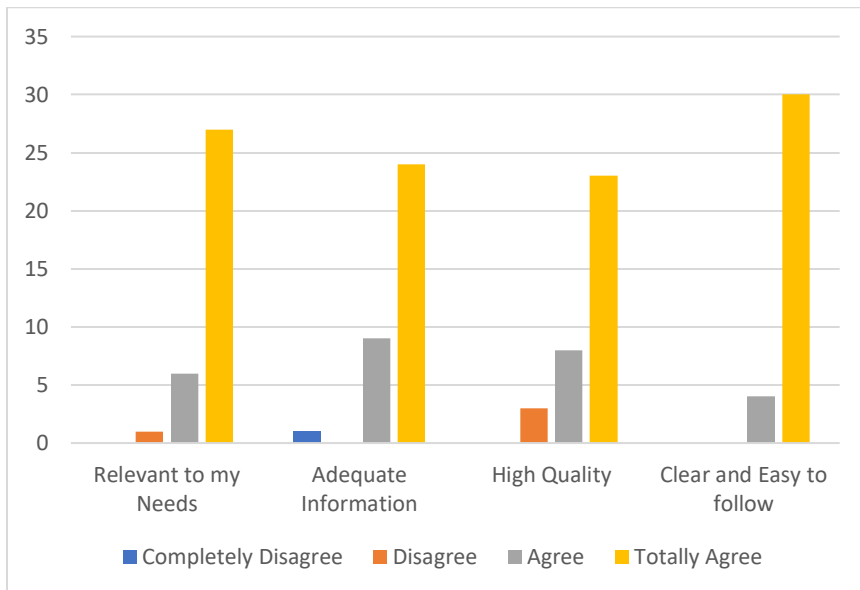


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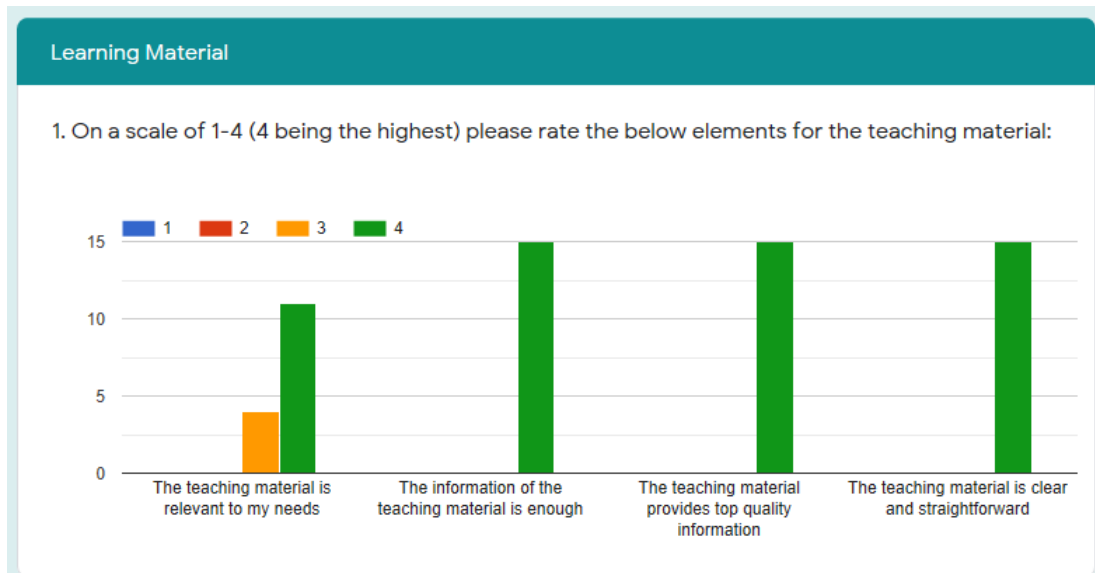
1. Pe o scala de la 1-4 (4 fiind nota cea mai mare) vă rugăm să notați elementele materialului didactic



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2.3 Evaluation of the Trainers

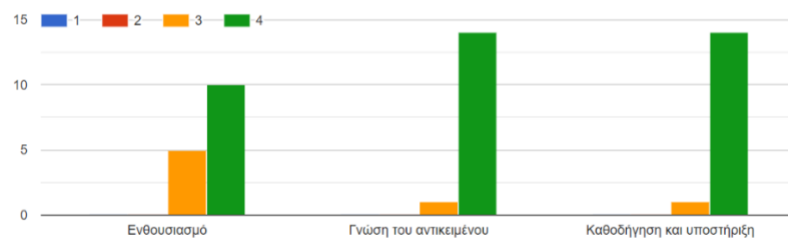
Summarise the feedback received from the evaluation questionnaire using short description and charts (pie charts, bar charts etc.). (Question 5 & 6)

For the evaluation of the Trainers the participants of the pilot test were asked to grade on a scale from 1 to 4 (1: poor, 2: fair, 3: good, 4: excellent), how did they find their:

1. Motivation
2. Knowledge
3. Support & Guidance

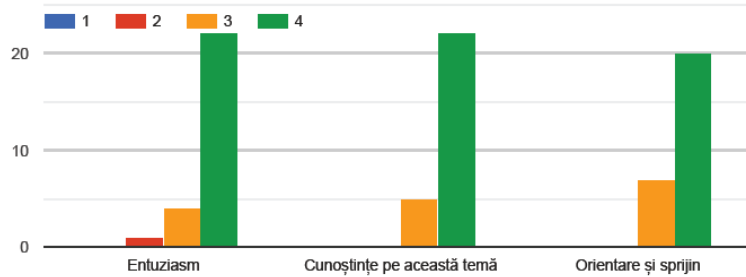
The results are shown in the bar chart below.

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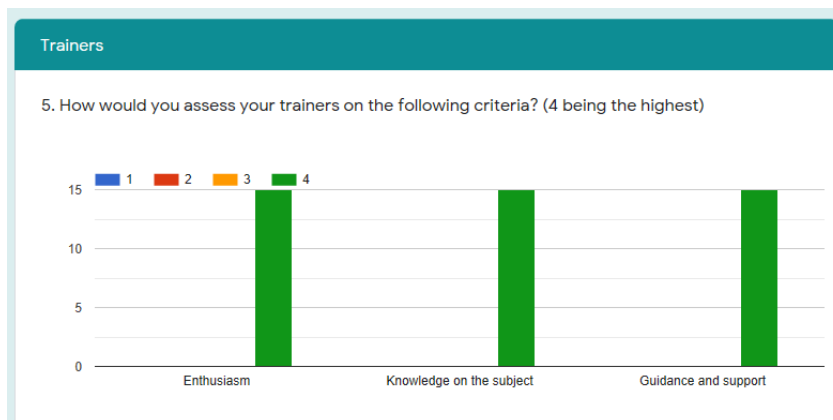
5. Cum evaluați formatorii pe baza următoarelor criterii? (4 fiind nota cea mai mare)



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2.4 Evaluation of the Overall Activity

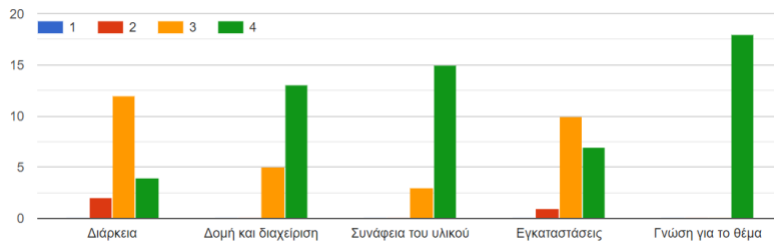
Summarise the feedback received from the evaluation questionnaire using short description and charts (pie charts, bar charts etc.). (Question 7 & 8)

For the evaluation of the Overall Activity the participants of the pilot test were asked to grade on a scale from 1 to 4 (1: poor, 2: fair, 3: good, 4: excellent), how did they find it:

1. Duration
2. Structure
3. Relevance
4. Facilities
5. Knowledge on the matter

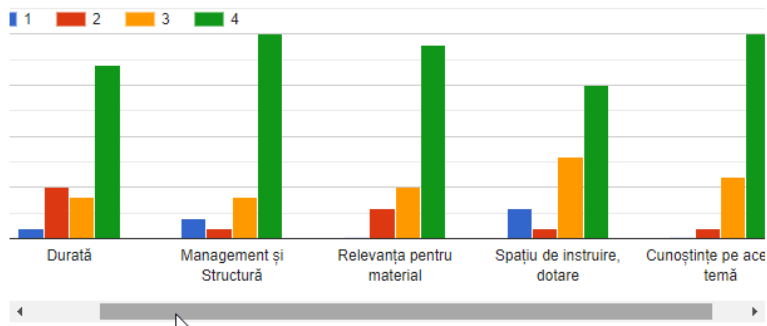
The results are shown in the bar chart below.

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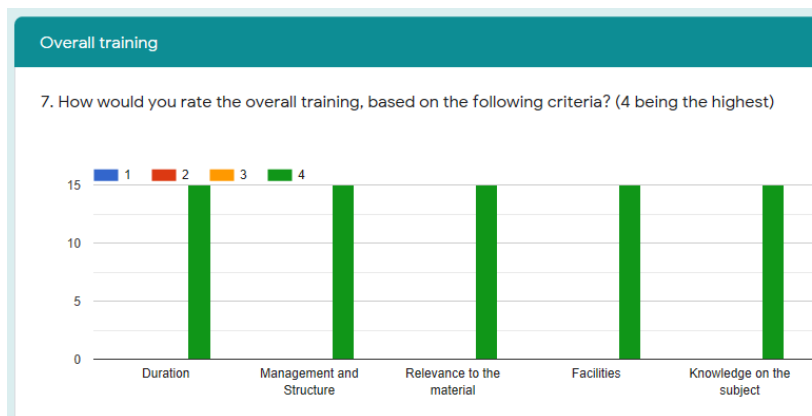
7. Cum ați nota evaluarea generală a programului de formare, pe baza următoarelor criterii? (4 fiind nota cea mai mare)



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3. CONCLUSION

Summarise key points – results.

The feedback from our testers was encouraging. Off course there are some minor issues to solve, this is the actual value of the testing.

Considering the circumstances and the fact that we were obliged to perform an online training instead of performing a full scale pilot testing in our school classroom, we feel that our pilot testing was successful. Another weak point was that we couldn't perform our course's educational activities, which are the biomatic and most attractive part of the training. We had the opportunity to perform a sample of these activities in our online C2 LTA activity.

Generally, our platform <https://academy-entrevet.eu> did create positive impressions to our testers. Coming from testers of various background (students, teachers, counselors and an entrepreneur) these remarks pointed out that our platform is suitable for serving our aims.

The general note for the Toolkit is positive, the materials prepared by the project staff been appreciated.

The platform <https://academy-entrevet.eu> was well received by participants.

The participants sent back inputs for Toolkit update and for platform update. We analysed all of them and we done all reasonable updates.

To sum up, the pilot event was a good opportunity to collect and hear direct feedback from the project's target group regarding the materials and the products developed. Due to the restrictions in conducting a face-to-face event, the implementation took the form of blended virtual learning activities (synchronous and asynchronous).

Overall, the feedback received by the participants regarding the learning material and the e-learning platform was positive. Similarly, the overall activity and the trainers participated at the event were rated highly by the participants.

The feedback provided by the participants was communicated within the project consortium along with the feedback from other piloting sessions. Some minor alterations to the learning content and e-learning platform were made as a result.

We are happy with implementation and outcomes of the piloting despite the restrictions caused by the Covid-19 pandemic. As a result of the piloting and feedback we are confident that Entre@VETschools has achieved many of the aims outlined at the beginning of the project.