

Intervet WB

Midterm Quality Report

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Framework

The scope of this document is to summarize the monitoring data collected from January 2020 until September 2021 in the framework of the project INTERVET WB.

The information herewith included, illustrates to which degree the objectives initially foreseen have been achieved. The analysis takes into account the project application and timeline as per amendment agreed with the funding body until July 2021.

The document is divided into four chapters (Learners mobility, Capacity Building, Impact and Conclusion).

The implemented project in numbers

Mobilities foreseen vs completed						
	long learners mobility	Short learners mobility	Job shadowing	Summer schools	Thematic Teams	Training Assignment**
Percentage of completed	14%	21%	33%	92%	96%	67%
Number foreseen	56	360	54	36	72	18
Online Activities	0	0	0	18	69	6
Tot Completed or actives mobilities*	6	75	18	33	69	12
*at 30/11/2021						
**intended as number of Training assignments units delivered						

List of completed activities

Short term learners mobilities	Long term learners mobility
R1-F1 ST Serbia - Slovenia	R1-F1 LT Serbia - Italy
R1-F2 ST Albania - Italy	R1-F2 LT Albania - Poland
R1-F3 ST Bosnia - Poland	
R1-F4 ST North Macedonia - Spain	
R1-F7 ST Montenegro - Italy	
F8 ST Kosovo - Slovenia	
R2-F5 ST Serbia - Italy	
R2-F6 ST Albania - Poland	

Summer schools	Training Assignment*	Thematic Teams	Job shadowing
Online 2020	Online 2020	Online 2020	France 2021
Seville 2021	6 Balkan C. 2021	Online 2021	

Regarding the numbers:

- Thematic Teams and Summer school have been implemented also online therefore they have higher numbers;
- Short term learners mobility started on June 2021, long term on September 2021;

Time spent on the project

Comments

According to the partners the main achievements were:

- I am very **happy** that we were able to **implement the first mobility during the summer holidays!**
- **in-presence transnational meeting** in Sarajevo, where you got to know our partners from WB.
- Considering difficulties due to the COVID -19 the **mobilization for organizing mobilities**

As for the main challenges the following ones are the represent the most important mentioned in the project implementation monitoring

- All the main challenges due to Covid-19 (vaccination of minor people, **vaccines not accepted in EU**, technical difficulties in moving from WB to EU etc.)
- **Organisation and postponing** of the planned mobilities due to covid and its **restrictions**. Following the rules and procedures for entering the different countries.

Project management and Implementation (PMI)

The project management and partners coordination has been monitored through:

- **Three Semestral Evaluations**
- **Transnational Meeting Evaluations**
- **Dedicated time during plenary and groups meetings**

The results provide a general overview of the effectiveness of teamwork among partners, the ability and skills of project management strategy as well as allow to monitor the amount and distribution of workload, perception, commitment and motivation of the partners involved.

Semestral Monitoring

Semestral assessment questionnaire is divided into 4 sections (About you; Project Management; Partners Cooperation and Collaboration; Overall Project Implementation and Evaluation) and it aims to assess overall the operation of the partnership, also examining how the motivation and awareness evolve in relation to the topics tackled by the projects. The following semestral assessments were carried out:

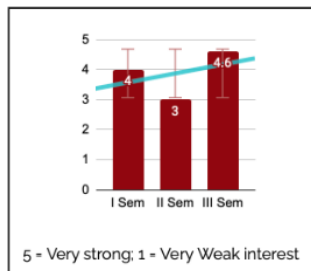
First semester: January - June 2020. 12 answers from 10 Organisations

Second semester. July - December 2020. 8 answers from 7 Organisations

Third semester /January -June 2021. 20 answers from 14 Organisations¹

¹Only the project manager's answers were taken into consideration in order to balance evaluation results among partners. Moreover, starting from the IV semester on only one answer is accepted by each partner organisation;

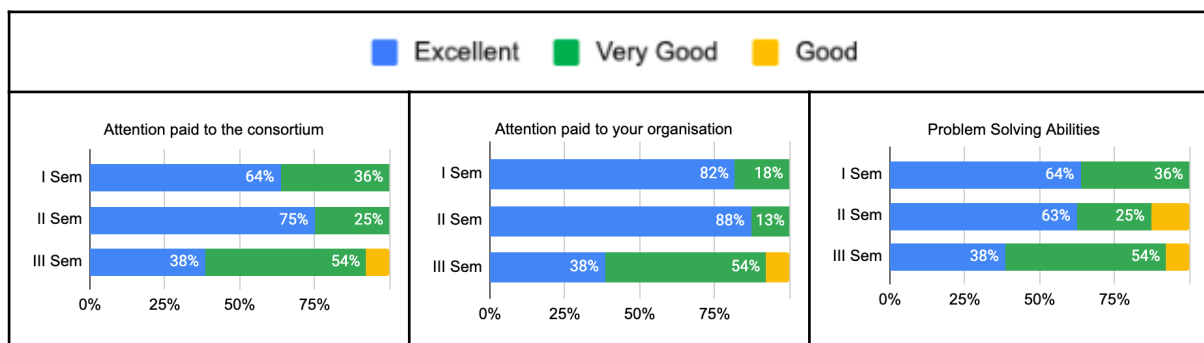
Self assessment of the interest in the project



The interest on the project has generally been high and homogeneous among partners throughout the all the reference period, even though the activities have not been implemented for a long period. The period in which the partners have been more motivated matches with the implementation of the first physical mobility.

Project Management (PMI) assessment

Overall the project management overall was highly rated as 95% of answers consider PMI Excellent or Very good. Here below the detail of three dimensions analysed:



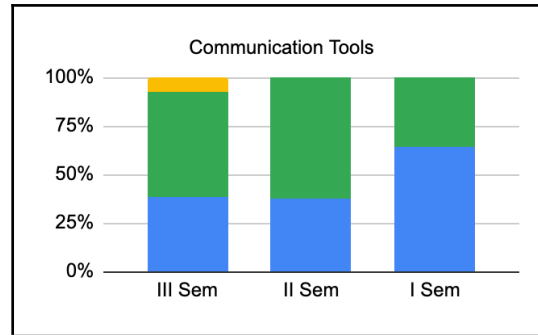
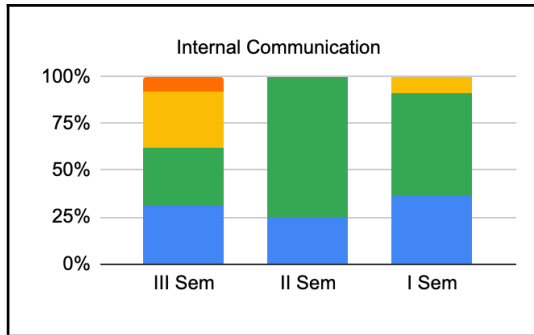
Comments

- *I believe that in the quote '**simple is beautiful**'. I find that a lot of time goes into complicating matters (in the administration), when I think that it could be done in a less complex way.*
- *To improve maybe only to **update the DASHBOARD more often**, and inform when you do.*
- *It would have been interesting to have **more intermediary short meetings**, to keep a link while the project was on hold **because of Covid**.*
- ***High appreciation** of the project management related to the overall project management, support and guidance!*

Internal Communication

Predominantly partners consider internal communication and the tools used excellent or very good, despite this a little decrease is recorded in the third semester. Partners' comments provide suggestions for improving communication tools and procedures.

■ Fair
 ■ Good
 ■ Very Good
 ■ Excellent

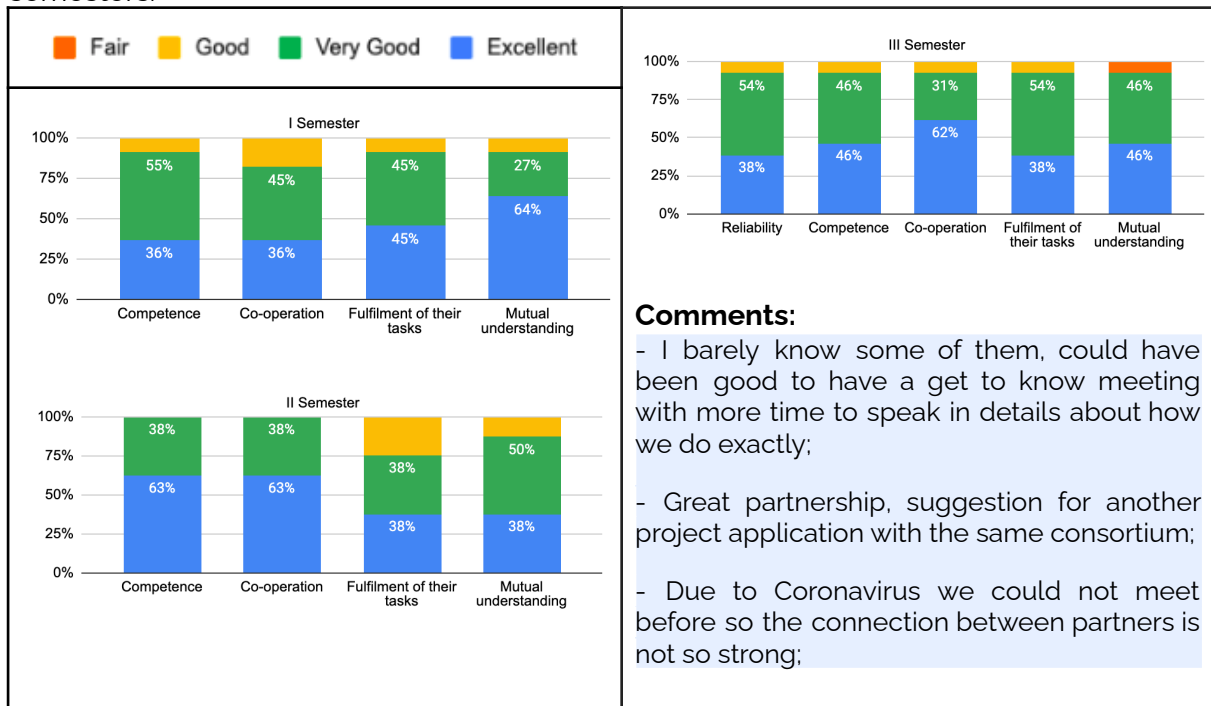


Comments

- **Meetings were frequent enough and good coordinated;**
- **Google Drive folders are not too clear to navigate and find required docs;**
- **About internal communication: we don't really know what activities have already been implemented. An internal newsletter/journal would be a good idea to solve this problem;**
- **Some communication bonding exercise would be good to have during our next project meeting;**

Partners teamwork

Partnership teamwork self-evaluation also received very good scores during the three semesters.



Comments:

- I barely know some of them, could have been good to have a get to know meeting with more time to speak in details about how we do exactly;
- Great partnership, suggestion for another project application with the same consortium;
- Due to Coronavirus we could not meet before so the connection between partners is not so strong;

Transnational Meetings

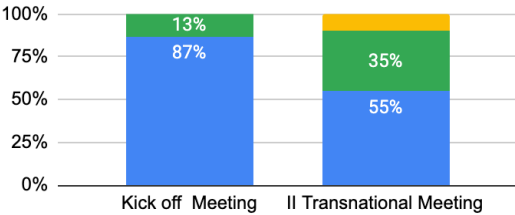
Two partners meeting have been implemented:

TM1_Online Kick off Meeting on the 24-25 March 2020
TM2_Transitional meeting in Sarajevo on the 28-29 June 2021

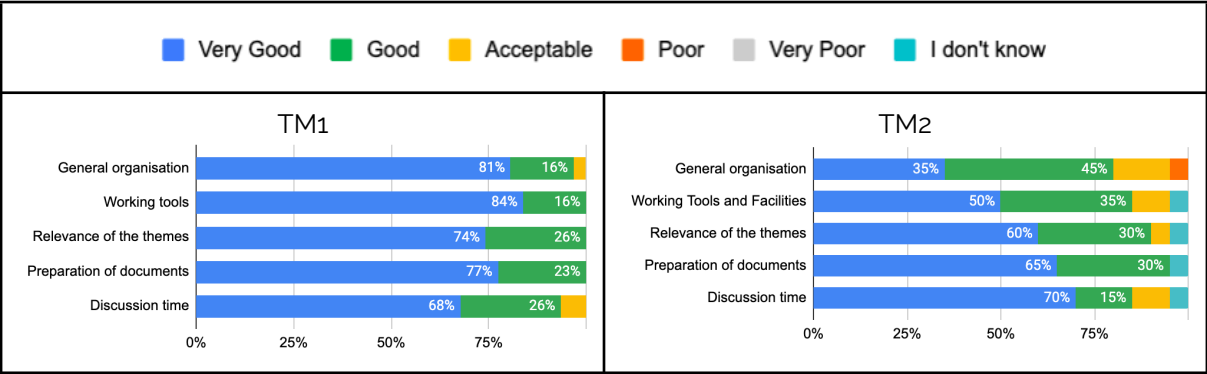
Comparison between the two evaluations might not be so accurate as they were held with two different modality.

Kick off meeting	Second Transnational Meeting
Dates: 24-25 March 2020 Venue: Online Participants: 48 Evaluation form respondents: 31	Dates: 28-29 June 2021 Venue: Sarajevo, Bosnia-Herzegovina Participants: 21 Evaluation form respondents: 20

Overall evaluation



Organisation and Structure



Strengths and weaknesses

	STRENGTHS	WEAKNESSES
TM1	1. Most of the presentations were well explained; 2. The opportunity to discuss helped us to understand all the steps; 3. One advantage of the online meetings is that discussions and presentations tend to be more focused.	1. Dissemination 2. Short presentation of partners 3. Long breaks

TM2	1. Meeting in person other partner; 2. Identification of challenges and possible solutions 3. Networking; 4. Reporting from Western Balkans partners; 5. All discussions about our upcoming mobilities; 6. Working groups and the problems/solutions part that was discussed there was excellent way of gaining new ideas and perspectives; 7. Hospitality was excellent	1. Workshops of weaknesses from all partners 2. Plenary exchanged, they should be changed with thematic working groups 3. Presentation not related with the projects 4. Duration of the University Visits 5. Internet connection made some distraction on the first day
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Follow up actions and next steps

87% of partners declared that in TM1 the follow up action and next steps were clearly identified while. After the TM2 the 75% of partners declared so.

General comments

TM1 (tot 17)

- I would suggest clarifying some aspects related to the workflow of the 1st mobility round (It was not clear how it will be postponed). Reports to be produced are not 100% clear.
- Yes we need minutes with actions
- I am assuming that the presentations will also be put online....so YES

TM2 (tot 8)

- maybe to invite a local speakers/press/or to meet a regional authorities - just suggestions
- Follow instructions on the length of the presentation. Some were too long.
- Improve the organisation of the next meeting, in order to make the most of these moments together[...]

PMI Conclusions

Partnership assessment scores have been very positive throughout the first three semesters of project implementation but a slight decrease of the performance has been recorded during the third one.

As any specific critical aspect has emerged during such period, therefore it might be assumed that lower rates are linked to the sharp increase of the interactions among partners and the difficulties encountered in correspondence with the start of the in presence activities (eg. learner and staff mobility) in pandemic situations.

As for transnational meetings, they both received positive evaluations but the online kick off meeting has been considered more efficient than the Sarajevo. Despite this, partners prefer meeting in presence rather than online.

Finally, although the overall evaluation is strongly positive there is always room for improvement and partnership suggestions should be used for improving the project management and implementation strategy. Inputs for improvement are mostly linked

with Internal communication, administration, project management and coordination procedures. about the practicalities and management of learners and staff mobilities. Here below an extract that summarise most relevant and common suggestions:

- We would like to be more informed of the activities going on within the consortium, even if we are not directly involved.
- For us would be important that sending partners have better understanding about how we (as hosting partners) work[...] they could be more confident and have trust in our work when sending students;
- We need more time for the selection process of candidates (5 working days) - for teacher mobility we would like to have more VET teachers engaged, not just English teachers or any other language teachers. Also regarding student selection we would like to have more time so we could contact school and look into behavior of students that have pretty good scores.
- In the upcoming months we are planning to translate the rest of the student profiles. Before opening of the call for student mobility it would be good to have meeting with hosting partner so they could define more or less which student profiles can be easy to find hosting company;
- To improve the cooperation with EAC in order to have clearer rules of accounting and a faster answer to our questions;
- Allocating a more flexible budget for travel arrangements would be useful;
- Set up meetings with hosting and sending organisations upon the opening of the call so to exchange relevant information and open lines of communication;

Project Results Achievement

Learner Mobility

Learners mobility in numbers

Overview

	Long mobility	Short mobility
Number foreseen	56	360
Tot Completed or actives mobilities*	0	52
% of completed Mobility	0	14%
% of respondents to quality questionnaire	NA	63%

Distribution of short learners mobilities according to the destination and country of origin

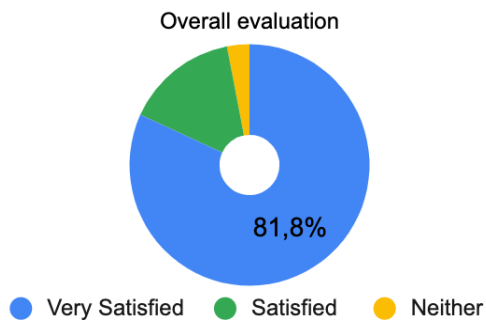
	Completed	Foreseen in the application
Serbia	21	80
Bosnia and Herzegovina	11	60

Albania	10	60
Montenegro	10	60
Kosovo	0	60
R. of the North Macedonia	0	60

During the reference period only short term mobilities have been implemented and the evaluation results have been collected through a final evaluation questionnaire sent to all participants.

Short term mobility

Students evaluation



Evidence shows that in general the evaluation of the short term learners mobilities were really positive for the professional and personal growth of learners:

- 79% declared this experience very useful or useful for improving their hard skills;
- 100% declared to have improved their soft skills, foreign language and cultural

awareness mainly;

- 97% would repeat the experience and suggest it to their peers;
- 94% declared that the internship was in line with their professional profile;
- 91% declared this experience very useful or useful in shaping their professional career;

Comments (Tot 10 - 100% Positives):

- It was amazing, meeting new people, working atmosphere, learning new things about my field of studies. It's indescribable. (Bosnia and Herzegovina in Poland);

- It has been something very special for me. [...] I have learnt so much about the professional and daily life aspects of living abroad. In overall a fantastic experience that it will help me for all of my life.(Albania in Italy);

- It was far beyond my expectations. I am very satisfied. (Serbia in Slovenia);

Project Results Achievement

Project Results Achievement

SPECIFIC OBJECTIVE B: The achievement of the project objective and related expected results/impact

- B2: To improve the key competences and professional skills in learners by delivering more work based learning experiences through mobility actions abroad, thus filling the gap with those needed by the local business sector for economic development and facilitating their transition into the job market.

SPECIFIC OBJECTIVE C: The impact of the mobility on participants

- C2: Higher employability of VET students and improved gender equality distribution

Indicator	Target Value	Result at 31/07/21
N. of VET short term learners mobilities implemented EQF4 - 1 month	360	52
N. of VET long term learner mobilities EQF5 -3 months	56	0
% of students self assessing improvement of soft skills	75%	100%
% of students self assessing improvement of hard skills	75%	79%
% of students raised awareness about their careers	80%	91%
% of female learners participates in the WBL abroad	40%	45%

Capacity Building

Learners mobility in numbers

Overview

	Job Shadowing	Thematic Teams E.	Summer schools	Training Assignment
Number foreseen				
Tot Completed or actives mobilities*				
% of completed Mobility				
% of respondents to quality questionnaire				

Distribution of short learners mobilities according to the destination and country of origin

	Total	Job Shadowing	Thematic Teams		Summer schools	
TOT	114	Lyon 2021	Online 2020	Online 2021	Online 2020	Seville 2021
Albania	19	3	5	5	3	3
Bosnia and Herzegovina	15	3	3	4	2	3
Kosovo	34	3	4	20	4	3
Montenegro	18	3	2	7	3	3
Republic of North Macedonia	16	3	3	4	3	3
Serbia	12	3	3	3	3	0

Beside the Summers school hosted by Incoma in Seville, all the staff mobility took place remotely. Participants feedback and learning outcome self assessment has been collected through evaluation questionnaires that were distributed after the end of the activity.

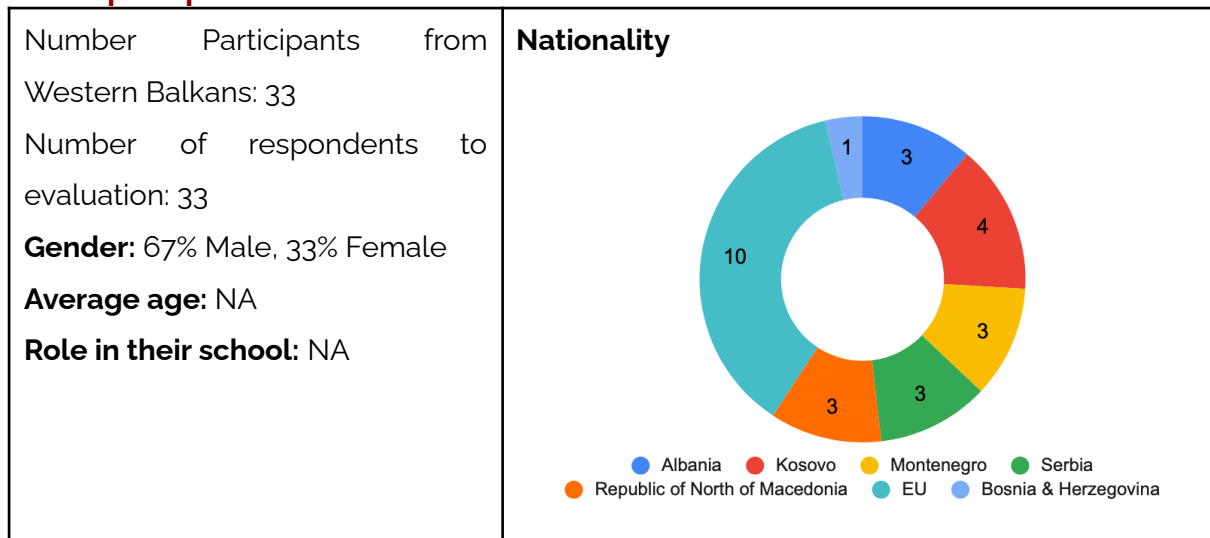
Teacher Training / Summer schools

First edition online organised by Uniser

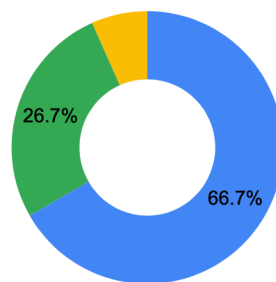
6-10 July 2020

[Link to programme](#)

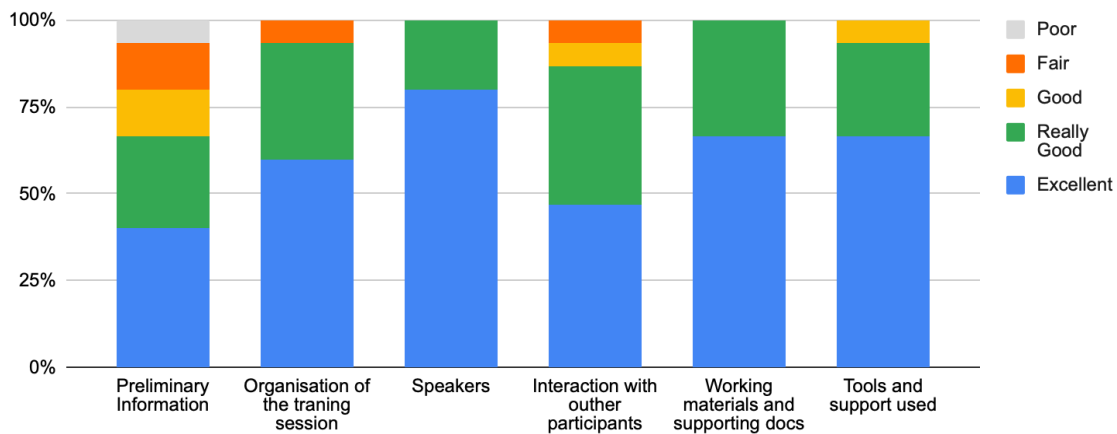
Participant profile



Evaluation of the event Overall



Preparation and organisation of the event



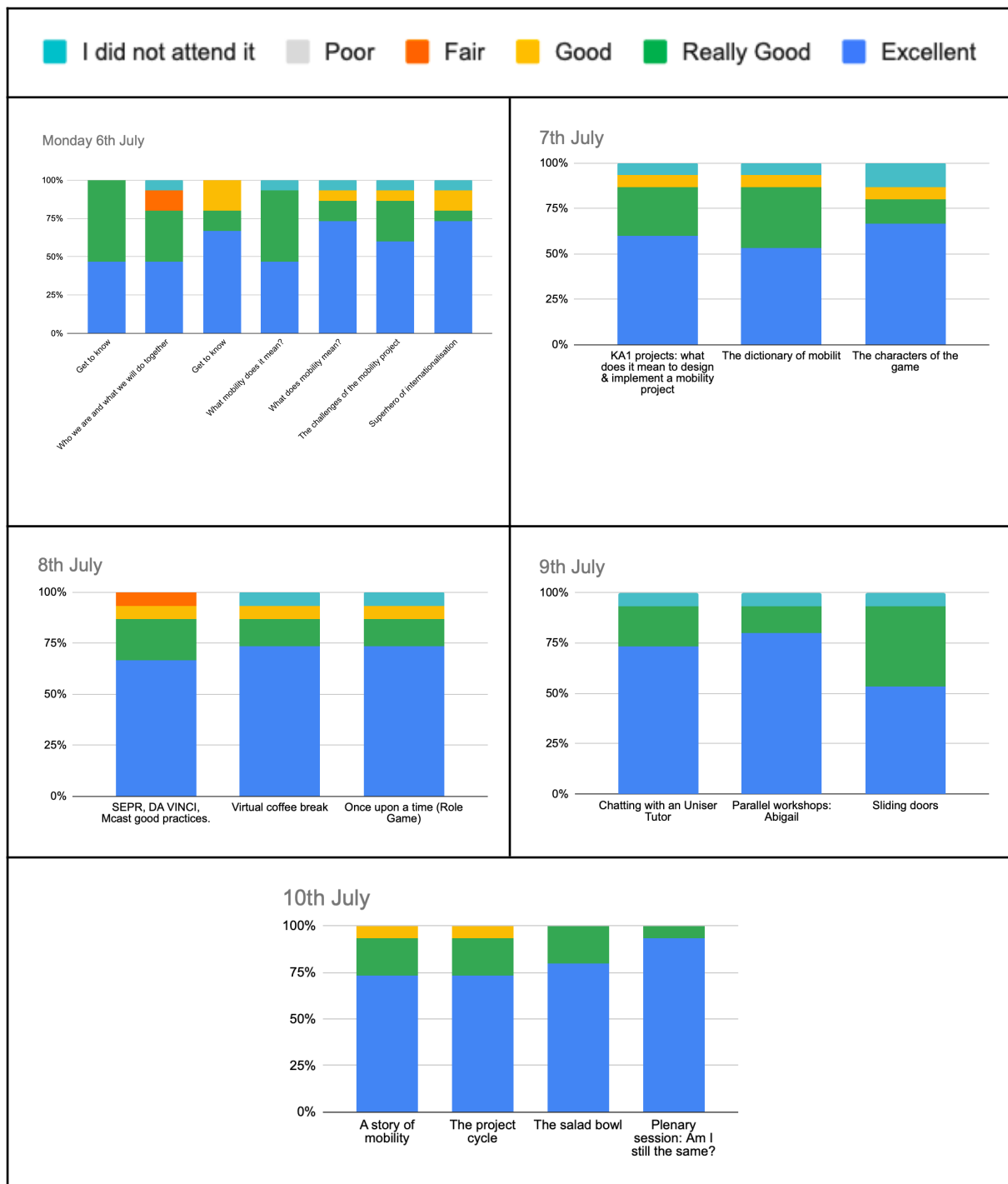
Total Positive feedbacks: 12

- In general the organisation of the event has been well oriented and with a good structure to show what means mobility for students and staff

Inputs for improvements

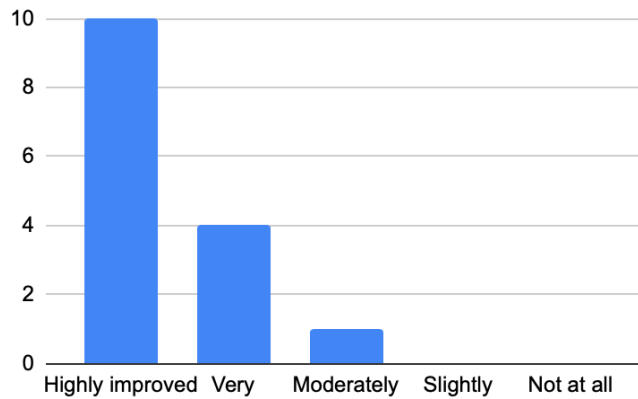
- I'd like to speak more with the other participants
- I wish I'll meet you not in virtual modality

Programme



Self assessment of Learning outcomes

Self assessment of the improvement of the understanding, knowledge and/or competences regarding the management of mobility projects for students:


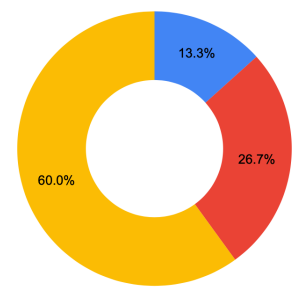
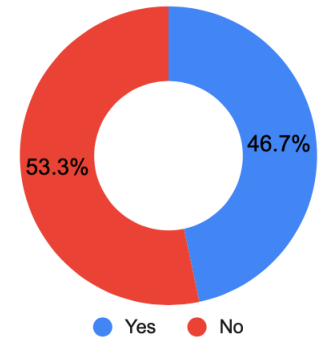


Incoma

6-10 July 2020

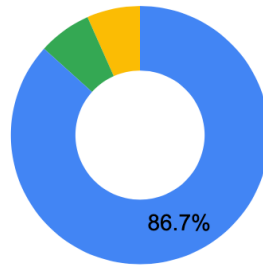
[Link to programme](#)

Participant profile

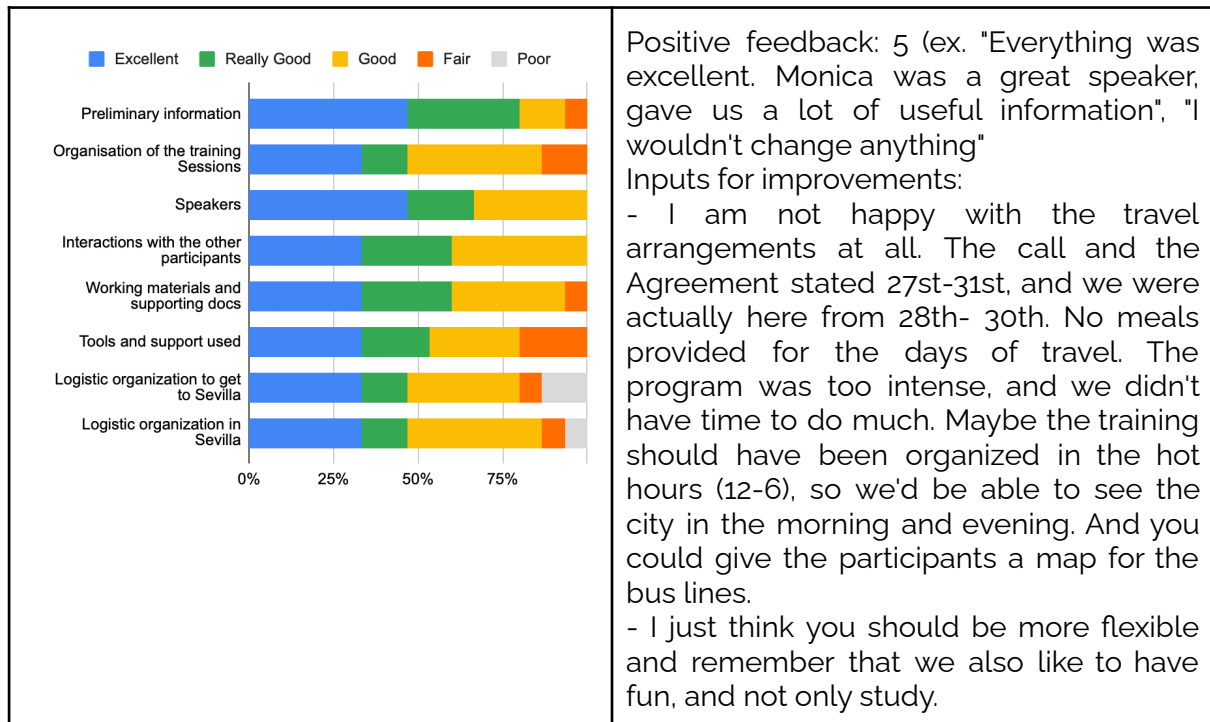
<p>21 Participants - 15 respondents (all from Western Balkans)</p> <p>Gender: 40% Female, 60% Male</p> <p>Average age: 42.4 (8 participants up to 40 years old, 4 from 41 to 50 years old and 3 more than 50 years old);</p> <p>Role in their school: Teachers 87%, Manager 13%.</p>	<p>Nationality</p> <ul style="list-style-type: none"> ● Albania ● Bosnia ● Montenegro ● Republic of North Macedonia ● Serbia ● EU (Italy) 
<p>WBL and International experience</p>	
<p>Experience in internship management</p>  <p>● Experience in organisation of work based learning ● Experience with International Projects Management ● None</p>	<p>Previous International experience</p>  <p>● Yes ● No</p>

Evaluation of the event

1. Overall

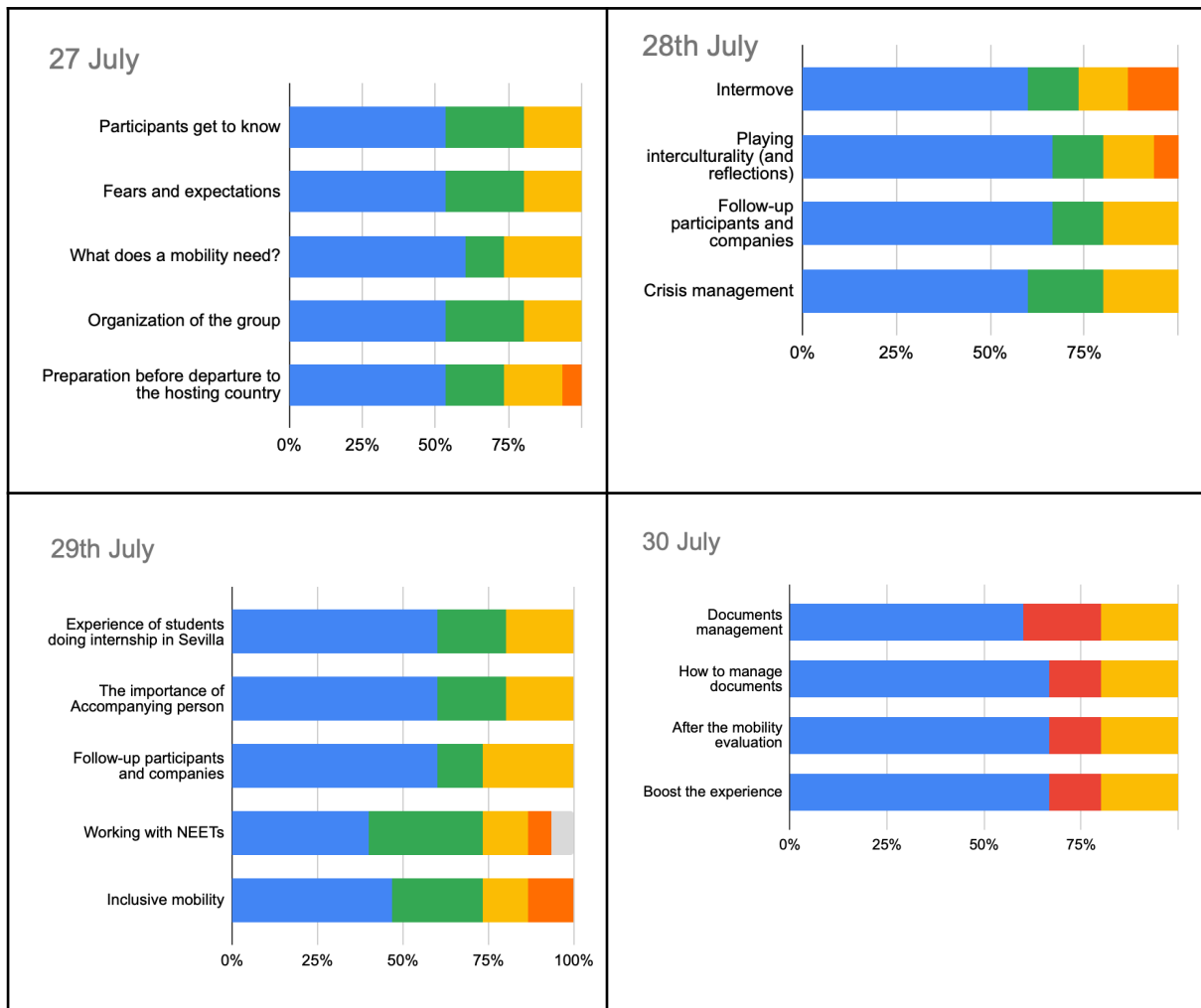


2. Preparation and organisation of the event



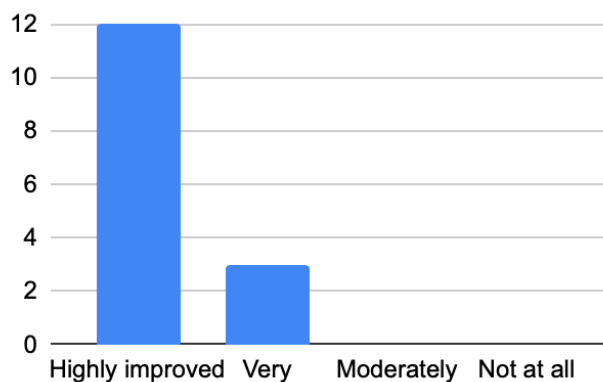
Programme





Self assessment of Learning outcomes

Self assessment of the improvement of the understanding, knowledge and/or competences regarding the management of mobility projects for students:



- Mobility projects of students are completely new to me. This gave me good explanations of how it all works.
- I upgrade my knowledge about Erasmus projects
- I Have Improved My Knowledge And I Hope That My Students Will Be Able To Become A Part Of Mobility Projects
- I grow like person
- I will do the best to implement all those great ideas

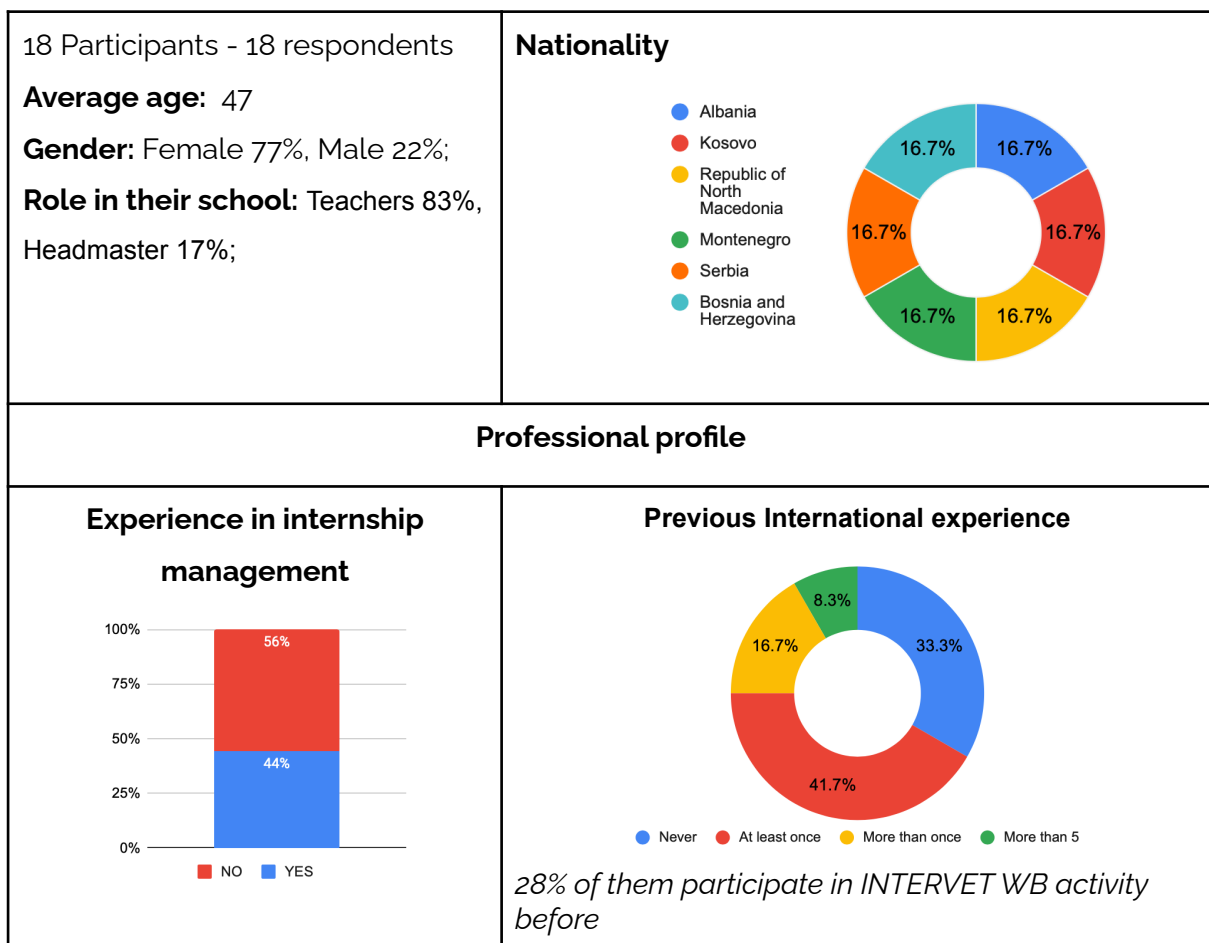
- As I have no experience in projects related to the exchange of students abroad, I consider it very important to participate in this project for further implementation. I am interested in participating in events like this and I will do my best to share my experience fully with students and encourage them to apply for mobility. I also think that everything I have learned here will help me to improve the realization of dual education in my school.
- There were things that were not clear to me, and I got the answer here. I also got insight into how the hosting Organisation looks at things and what their responsibilities are.
- I think the program was well organized. The leaders of the Incoma group were well informed and well known about the problems that the students face. The problems discussed in this project were valid because they refer to experiences of European Union countries. I will encourage my students in these projects.

Job Shadowing

SEPR

14-20 November 2021

Link to programme
Participant profile



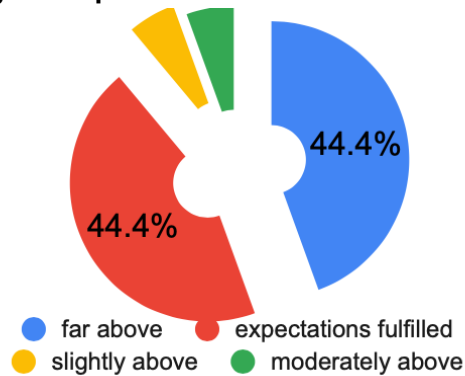
Beside Erasmus+, participants do not have access to other programmes that incentivize internationalisation of education and actually only participants from Serbia have set out an internationalisation strategy.

- My school is a partner on several Erasmus projects, two are strategic partnerships in innovation in education. We have also sent students to Greece in order to do practice;
- I carried out 2 Erasmus+ activities (k101 and k102) and I currently have 4 ongoing Erasmus+ projects (ka101, ka102, ka202 as lead county and ka229 as a partner). Until now we have sent 26 students and 13 teachers abroad;;

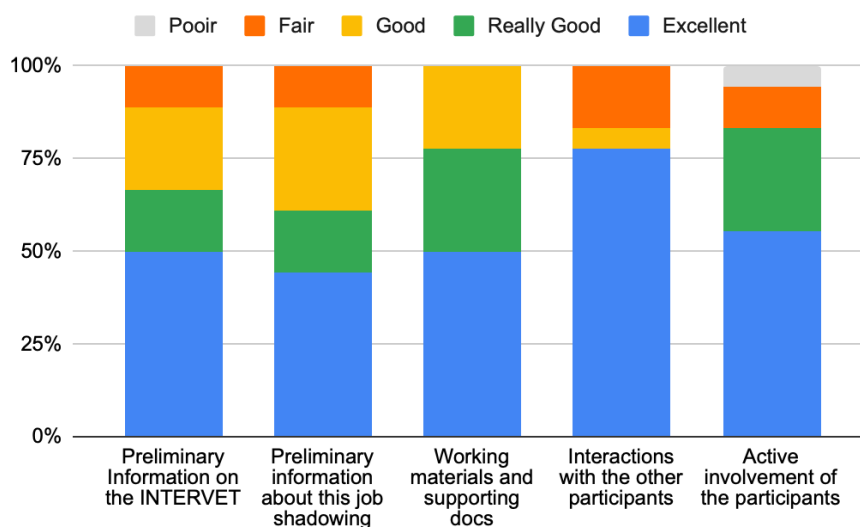
Evaluation of the event

o. Overall

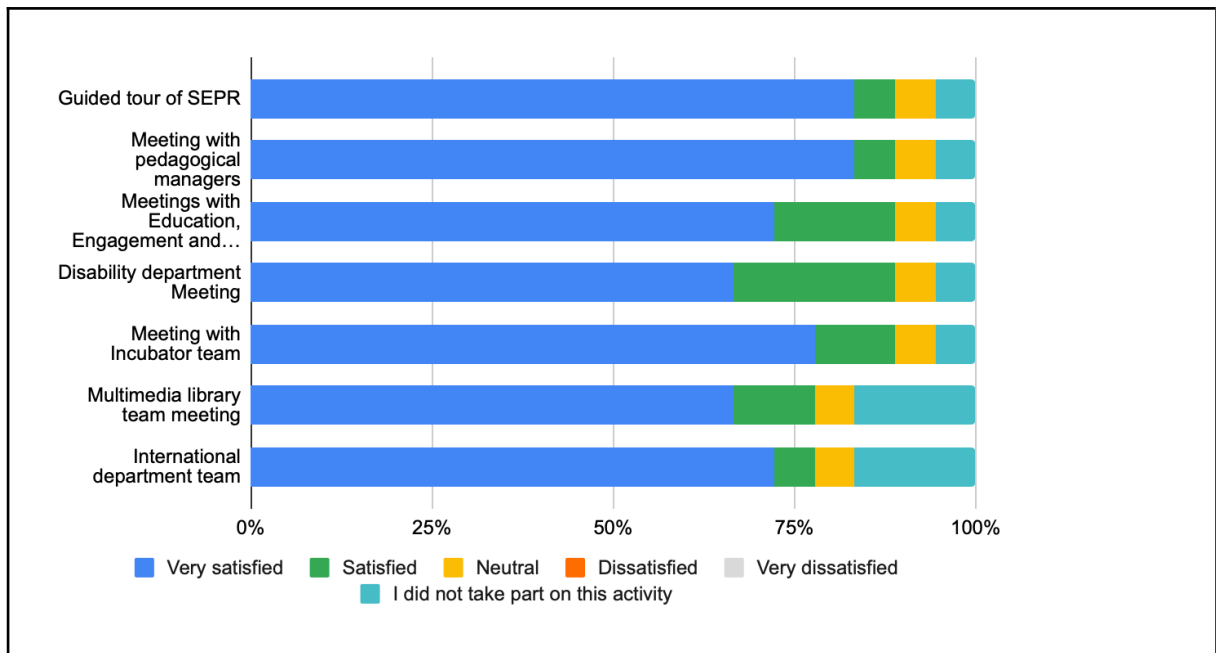
Were your expectations for the event fulfilled?



1. Preparation and organisation of the event



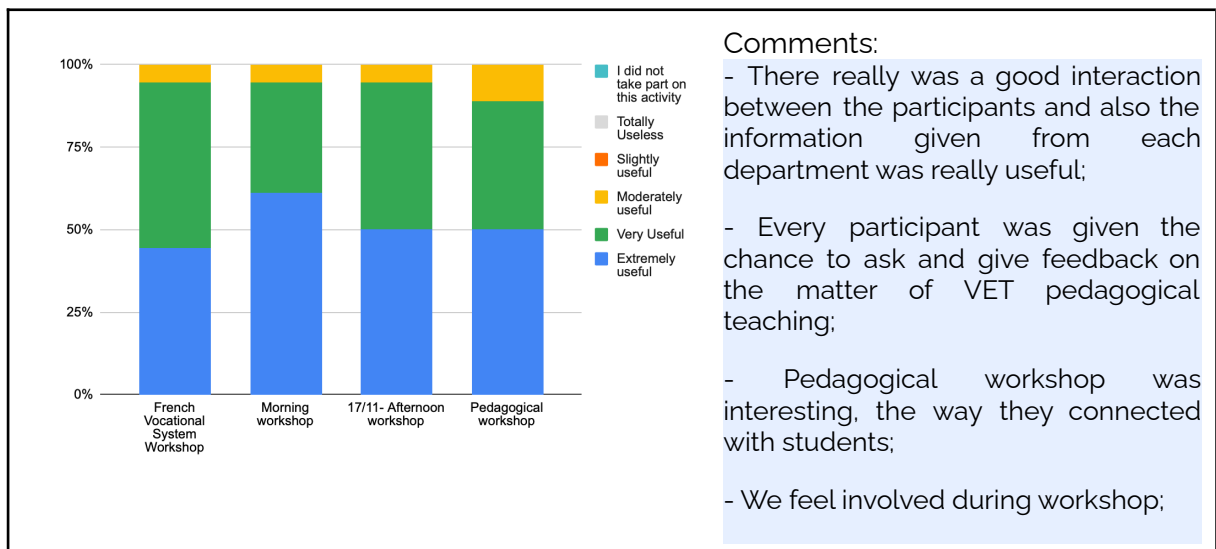
2. Meetings with SEPR staff



Comments

- All departments were truly important, but the most interesting department for me was the International Department because there is no such one in our school, nor in our country. They are doing a great job regarding the students and teachers mobility, by applying in a lot of open calls from anywhere;
- The entire staff of SEPR were exceptional in their ways of promoting and providing their experience and expertise in VET learning;
- I now have lots of ideas to take with me and to implement in my school;
- Everything it was amazing and really inspiring;

Learning workshops

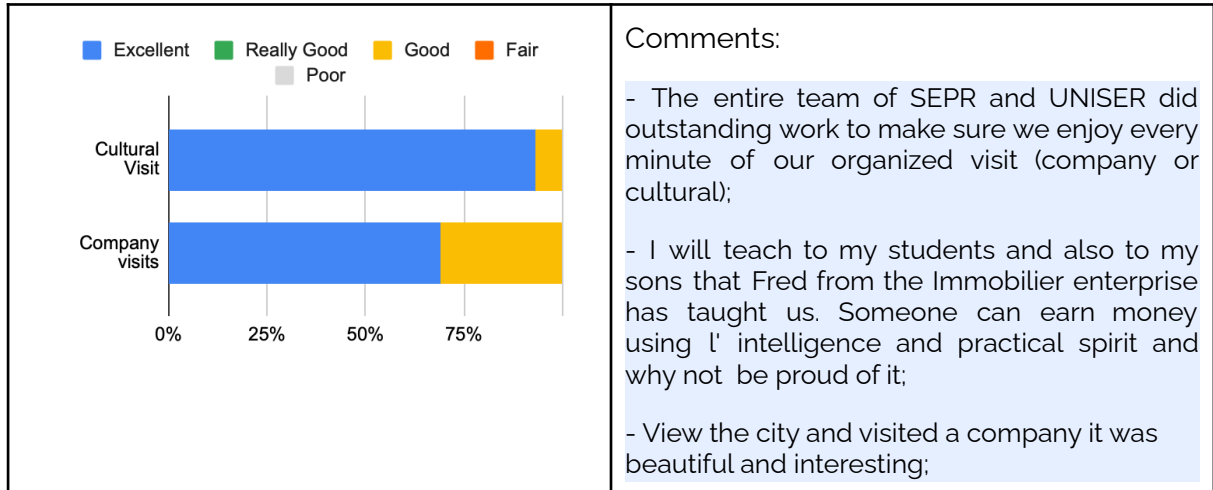


Comments:

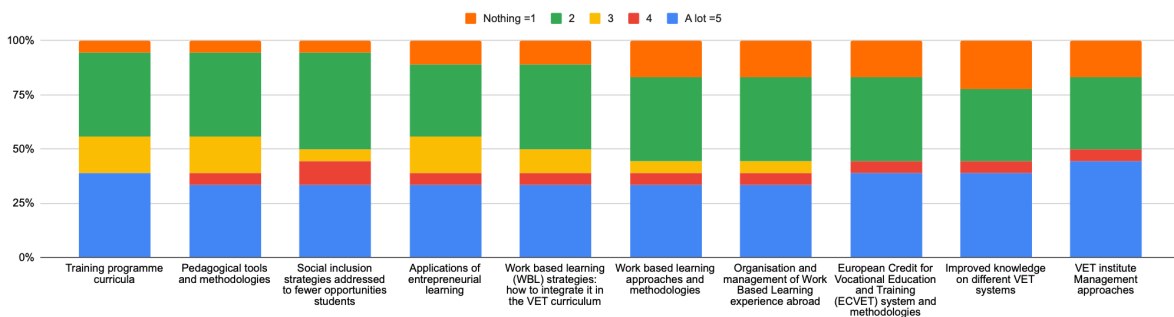
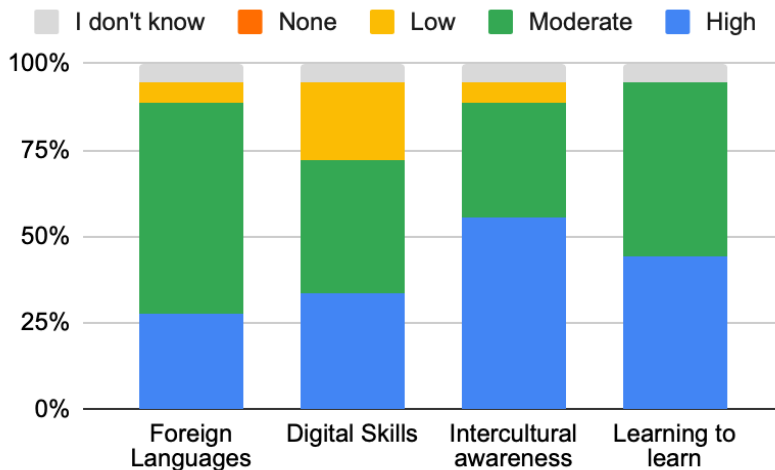
- There really was a good interaction between the participants and also the information given from each department was really useful;
- Every participant was given the chance to ask and give feedback on the matter of VET pedagogical teaching;
- Pedagogical workshop was interesting, the way they connected with students;
- We feel involved during workshop;

- When attending lesson at the school, I learned a lot about effective, collaboration among staff and of course I improve my french a little bit;

3. Study and cultural visits



Self assessment of Learning outcomes

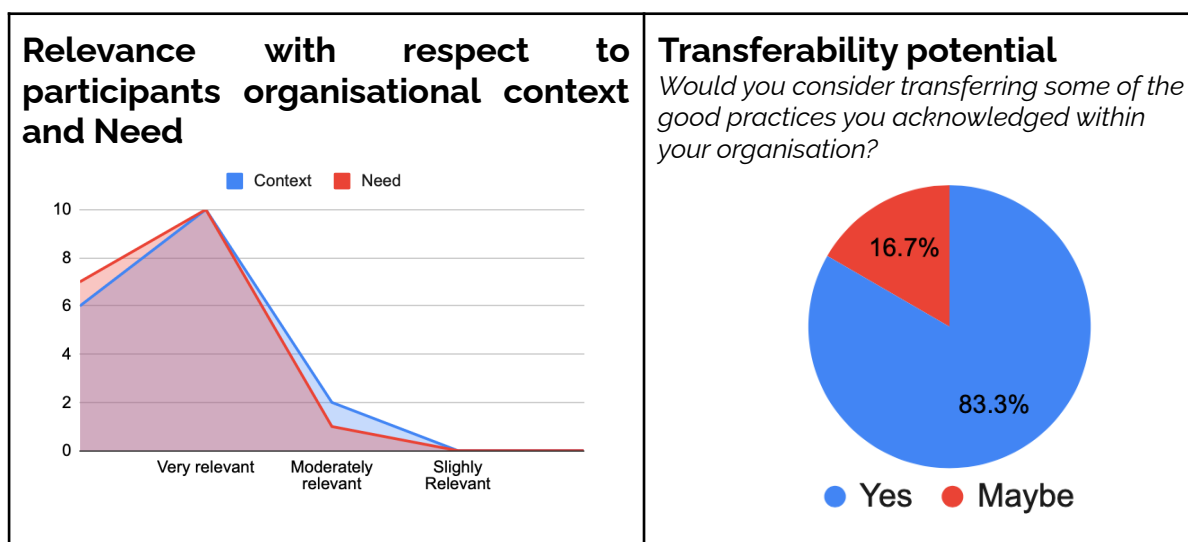


What was the most beneficial element of the training event?

Company and cultural visit

Practise
Exchanging the experience *2
SEPR school tour
The practical work in the classrooms*2
Networking
The relationship within the Training Center Staff.
The practical work in the classrooms
There was really relationships between
I learned how the French VET System works.
Tour across the school. Group workshop
ATF, atelier pâtisserie
The most beneficial elements were the entire organization, collaboration and mutual help and understanding between different departments involved in the process of training the students and staff within the VET schools and inclusion in every field of study and work.
It was the IT class, the way they learned, the tools they used.
It was a week full of activities, workshops, visits. We learn from the staff of SEPR how they manage the school, how they work like a team and we learn about their achievement. We attended some classes and it was an experience very useful.
Pedagogical, didactical, professional and cultural organisation. The workshop in the patisserie. Meeting with the international department team. SEPR awards
All the activities were well organised which taught me a lot about how to better structure them back home. When attending lessons at the school, I learned a lot about effective collaboration among staff and of course I improved my French

Impact



Comments

I would like to introduce teachers in my school to take part in European projects.

I would like to improve the knowledge of digital programs in the class.

New methodology of teaching, thinking, planning.

New technology and tools in electronics and the link between the theory and practice
 Dual education. Workshops, organisation of school, pedagogical framework, multimedia library...
 Structure of class room in bakery

I'm very much looking forward to the possibility of getting introduced to this way of international mobility and passing it on in our VET school system . We strongly believe that the students/learners can benefit a great deal from this kind of introduction and upgrade to their ways of learning and practice inside our system.

For example, creating groups in school for libraries, administration for profiles(direction) and having cooperation with companies.

New projects for mediatheque.
 New projects for students with special needs.
 Incubator initiative
 Creating a solidarity store.
 The know - how to Organise the programme of the class work and workshop in the patisserie.

The way the library works here was very interesting because it includes both professors and students. What I want to do in my school is to do a course for students and also for professors to speak in front of an audience, public speeches.

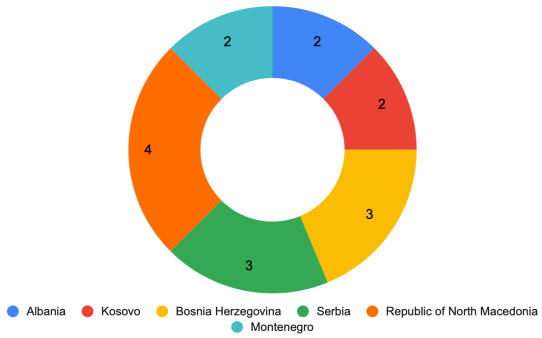
[Link to the full review](#)

Training/Teaching assignment

Online

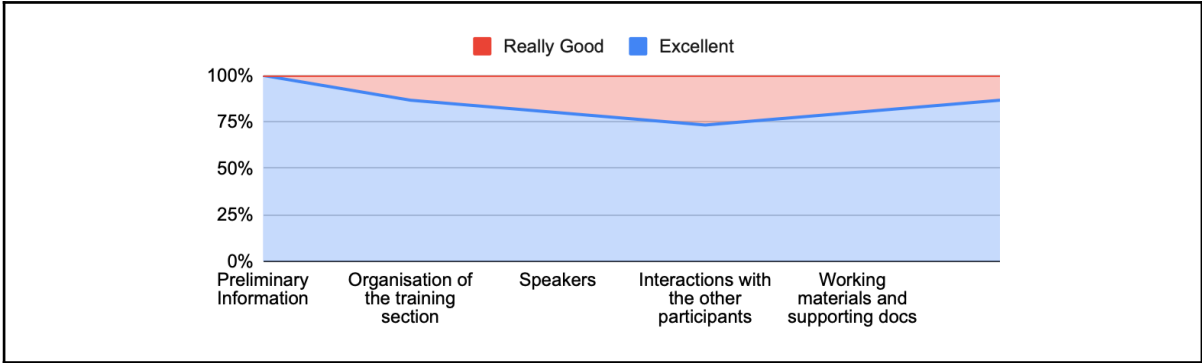
June - July 2020

Participant profile

<p>16 Participants - 16 respondents (all from Western Balkans)</p> <p>Gender:</p> <p>Average age:</p> <p>Role in their school:</p>	<p>Nationality</p>  <table border="1"> <caption>Nationality Distribution</caption> <thead> <tr> <th>Nationality</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Albania</td> <td>2</td> </tr> <tr> <td>Kosovo</td> <td>2</td> </tr> <tr> <td>Bosnia Herzegovina</td> <td>3</td> </tr> <tr> <td>Serbia</td> <td>3</td> </tr> <tr> <td>Republic of North Macedonia</td> <td>4</td> </tr> <tr> <td>Montenegro</td> <td>2</td> </tr> </tbody> </table>	Nationality	Count	Albania	2	Kosovo	2	Bosnia Herzegovina	3	Serbia	3	Republic of North Macedonia	4	Montenegro	2
Nationality	Count														
Albania	2														
Kosovo	2														
Bosnia Herzegovina	3														
Serbia	3														
Republic of North Macedonia	4														
Montenegro	2														
<p>WBL and International experience</p>															
<p>Experience in internship management</p>	<p>Previous International experience</p>														

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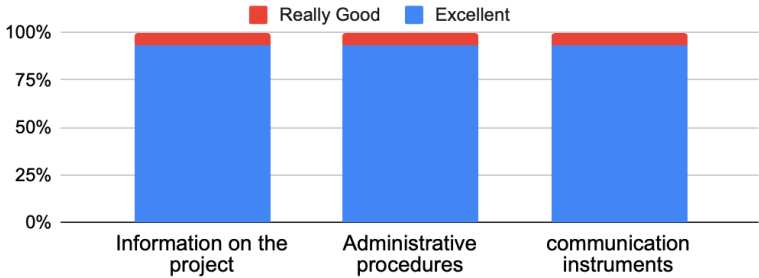
Preparation and Organisation of the Training Assignment



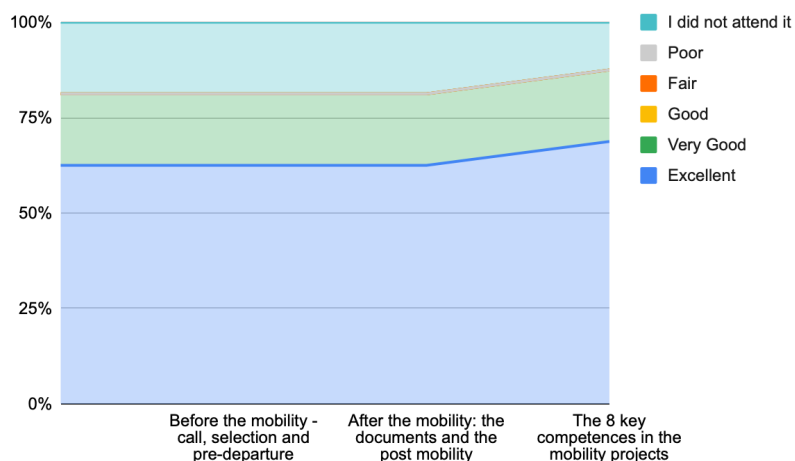
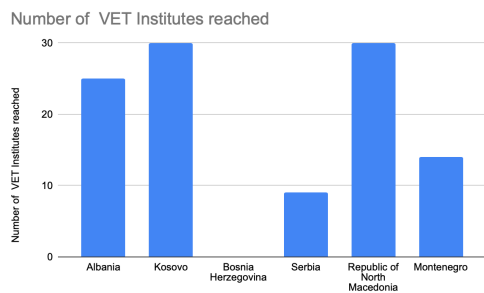
Evaluation of the activities

Overall the first training assignment was evaluated as excellent by 100% of attendees

1. Information provided



2. Training assignment Outreach



Most enriching topics for participants:
 Before the mobility phases (3 Participants)
 Preparation phase (2 participants)
 Selection process
 Everything
 Overview of the whole Mobilities' process
 ECVET process
 The 8 key competences in the mobility projects
 Administrative part

Second Training assignment

May - September 2021

Thematic Teams

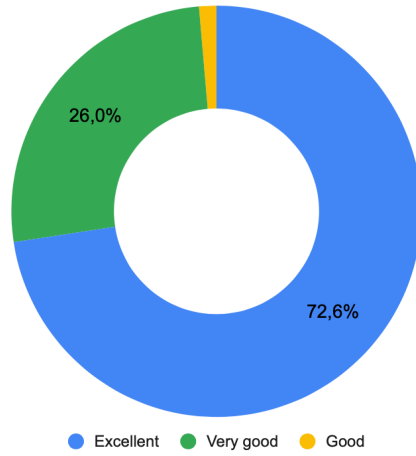
First edition Online

1-3 June 2020

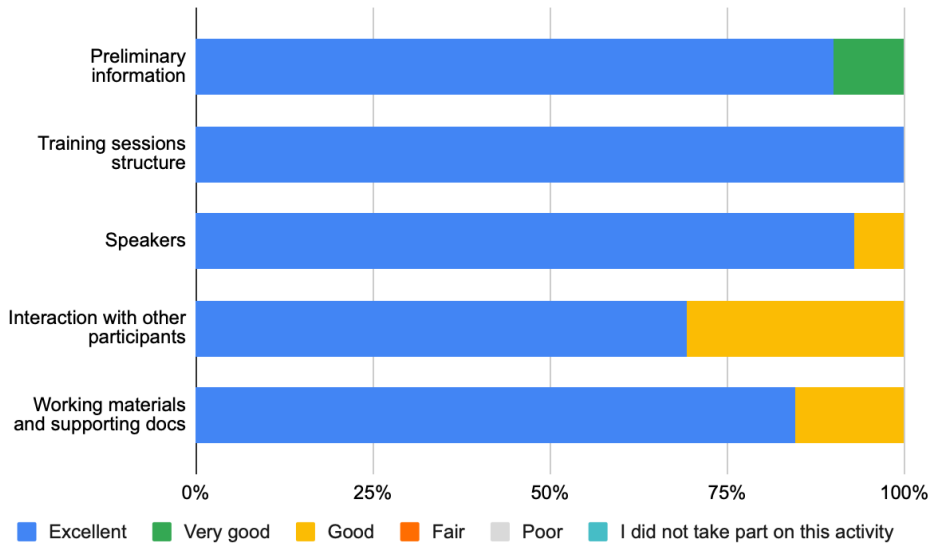
Profile of participants

Evaluation of the event

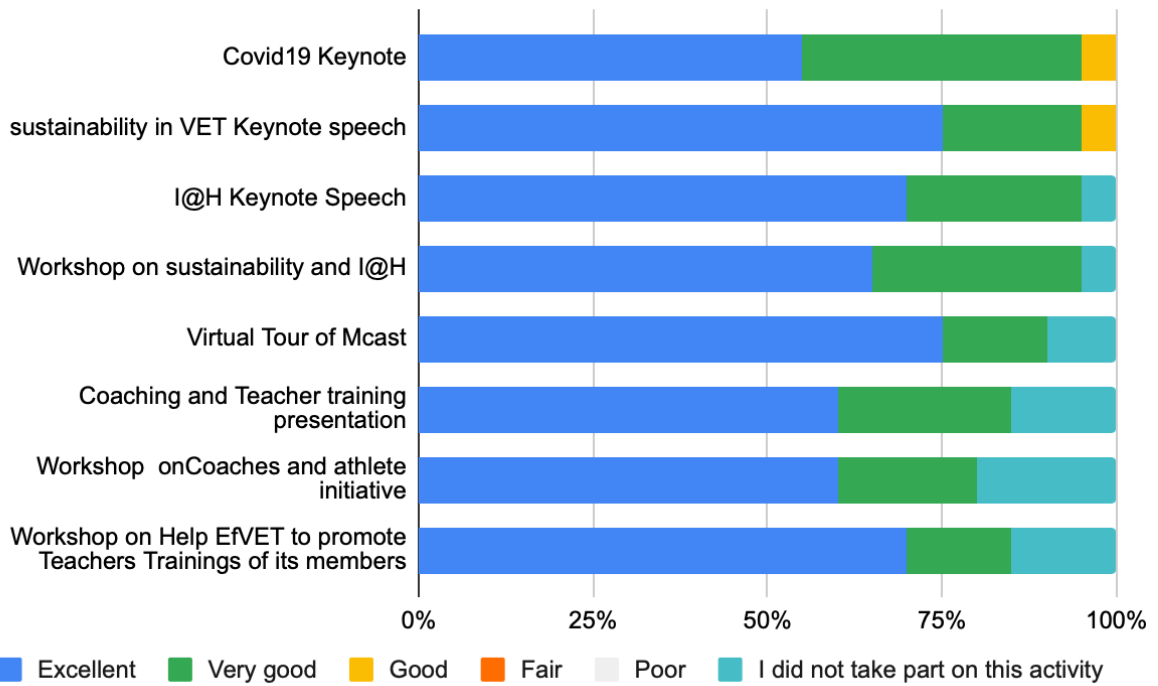
Overall evaluation



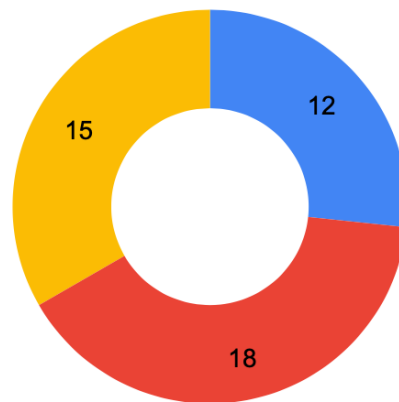
Preparation and Organisation of the working sessions



Programme



Learning outcomes

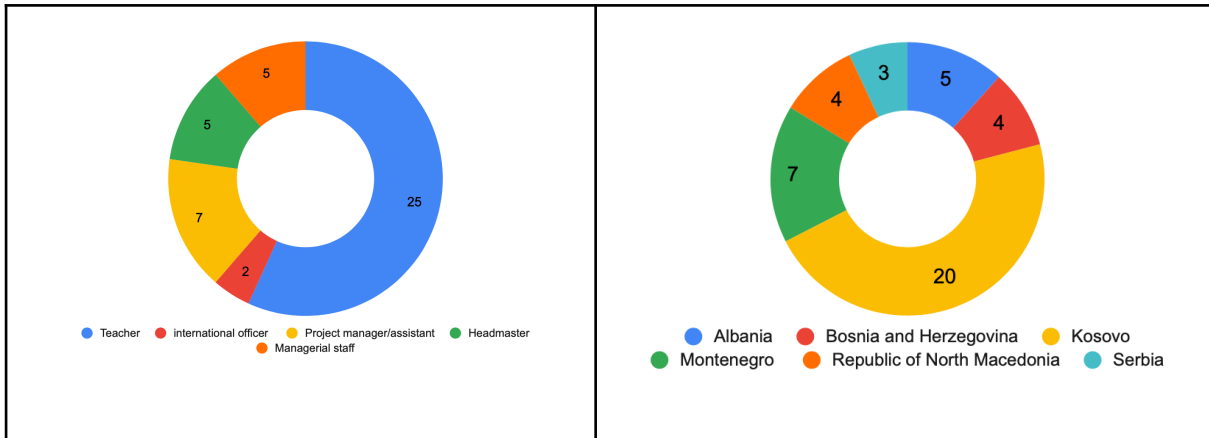


Second edition online

1- 3 June 2021

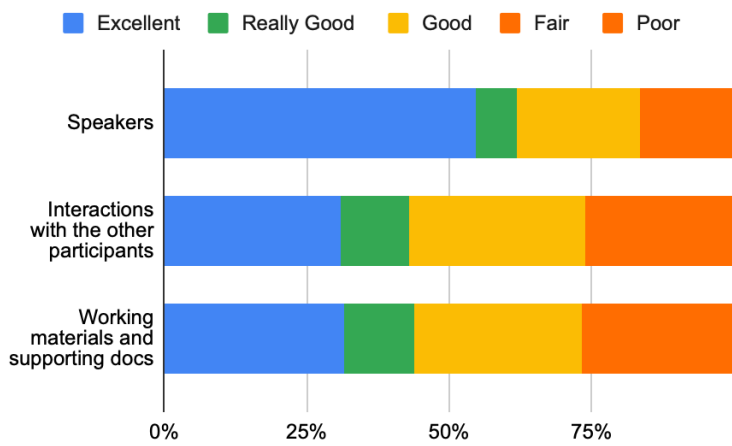
Profile of participants

<p>138 participants. - 45 from western balkans</p> <p>Gender:</p> <p>Role in their school/organisation:</p>	<p>Nationality (only balkans)</p>
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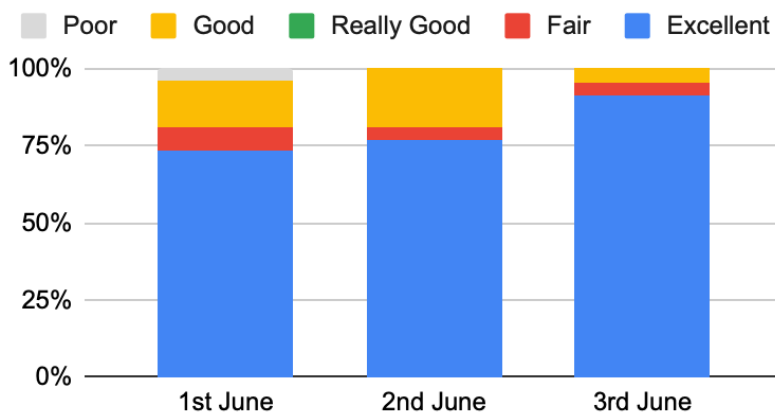
Evaluation of the event

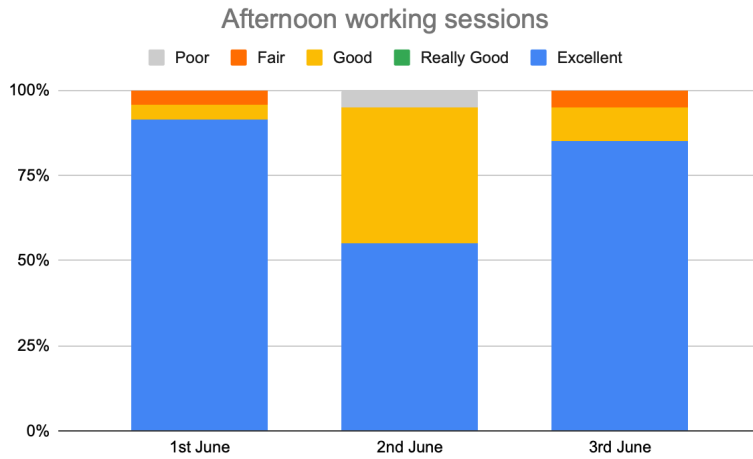
Preparation and organisation of the working session



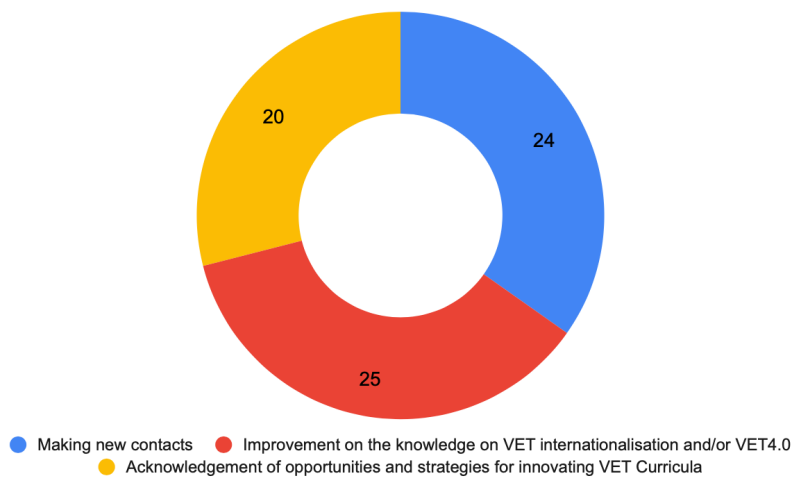
Programme

Morning working session

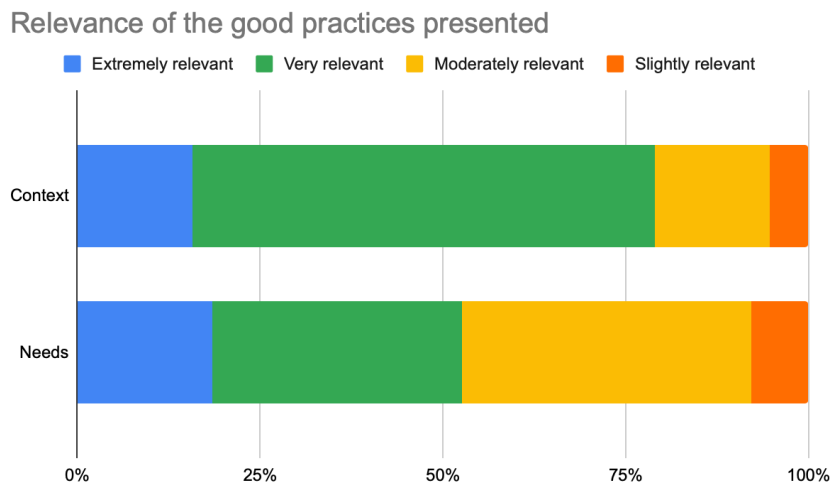




Learning outcomes



Impact



Impact

Conclusion (including recommendation