

**LEARNING
PATH
PROJECT**

**TEACHER'S
OR
TRAINER'S
PATH**

**ORGANIZATION'S
PATH**

**EXPERIENCES &
BEST PRACTICES**

FINAL EVALUATION REPORT

Developed by ISQ

February 2021

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1. PROJECT BACKGROUND

“Learning Path: Digitalized Learning Path for Educational Organizations”, is an ERASMUS+ project, implemented between September 2018 and February 2021.

Learning Path project aimed to create a systematic approach to developing digital capacity, skills and competences on three levels:

- organizational development of digital capacity (organizations learning path);
- personal/professional development of digital skills and competences (teachers/trainers learning path);
- cooperation development with companies e.g. workplace instructors.

2. PARTNERSHIP

The project was conducted by a consortium of five partners from five European countries: Finland, Denmark, Germany, Austria and Portugal. All partners jointly covered the expertise needed to successfully implement the project goals. The project work plan was made carefully and in detail in order to ensure effective implementation and monitoring of the project activities, together with the smooth cooperation and collaboration among partners to reduce the chance of miscommunication and conflicts.

PARTNER	COUNTRY	ORGANISATION	
D1	FI	TAKK	Tampereen Aikuiskoulutussäätiö sr
D2	DK	VUC	VUC Storstrøm
D3	DE	OSZ	Oberstufenzentrum Informations- und Medizintechnik
D4	AT	BFI	Berufsförderungsinstitut Wien
D5	PT	ISQ	Instituto de Soldadura e Qualidade

3. FINAL EVALUATION REPORT: INTRODUCTION

Regarding the quality and evaluation strategy in the scope of the Learning Path project, this report refers to the lifetime of the project - from September 2018 to February 2021 (including project extension).

The main goals of the present evaluation report are:

- To summarise the results of the evaluation process carried out by the partnership;
- To evidence the efforts of the partnership in ensuring that the project’s overall results are up to the standards that the consortium defined at the beginning of the project;

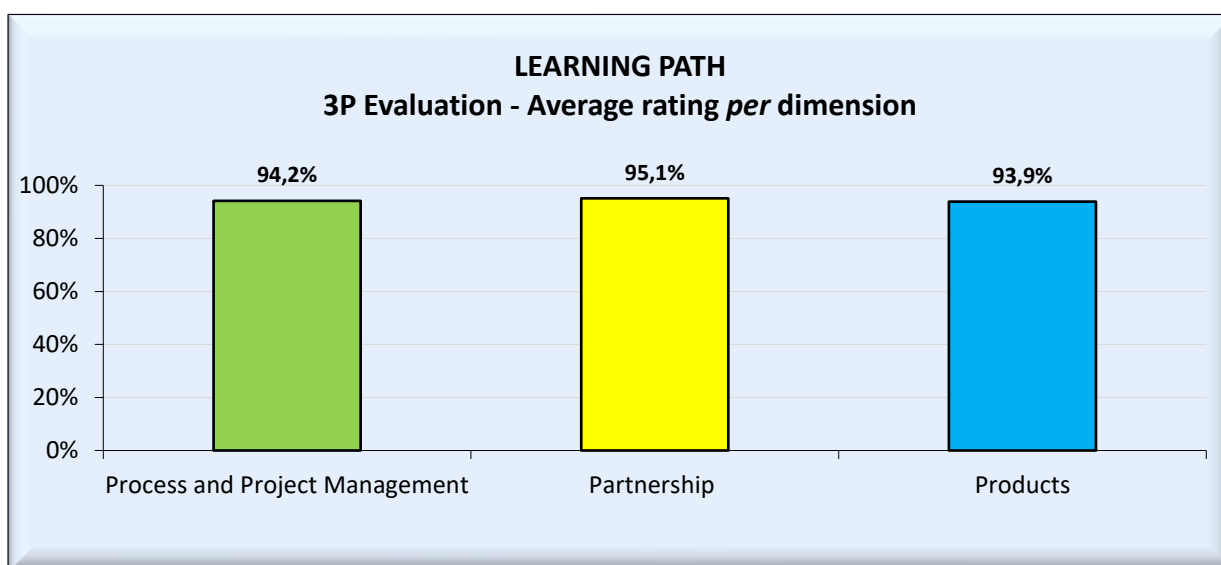
- To monitor the performance of the project and present a set of conclusions about the performance indicators;
- To demonstrate the strengths and the issues that need improvement in the project.

In the next pages, we present an analysis of the Learning Path evaluation results of the project made by partners.

4. 3P EVALUATION RESULTS

In the scope of the Learning Path project, and particularly according to the work involved in its project quality and evaluation strategy, using the 3P model - (i) Process and Project Management; (ii) Partnership and (iii) Products - to support the project management and to guide all partners on evaluation and quality issues.

The global results of the 3P Evaluation Questionnaire (see Appendix A) for the project were extremely positive. In general, all the dimensions were rated above 93,9%, as illustrated in the next chart.



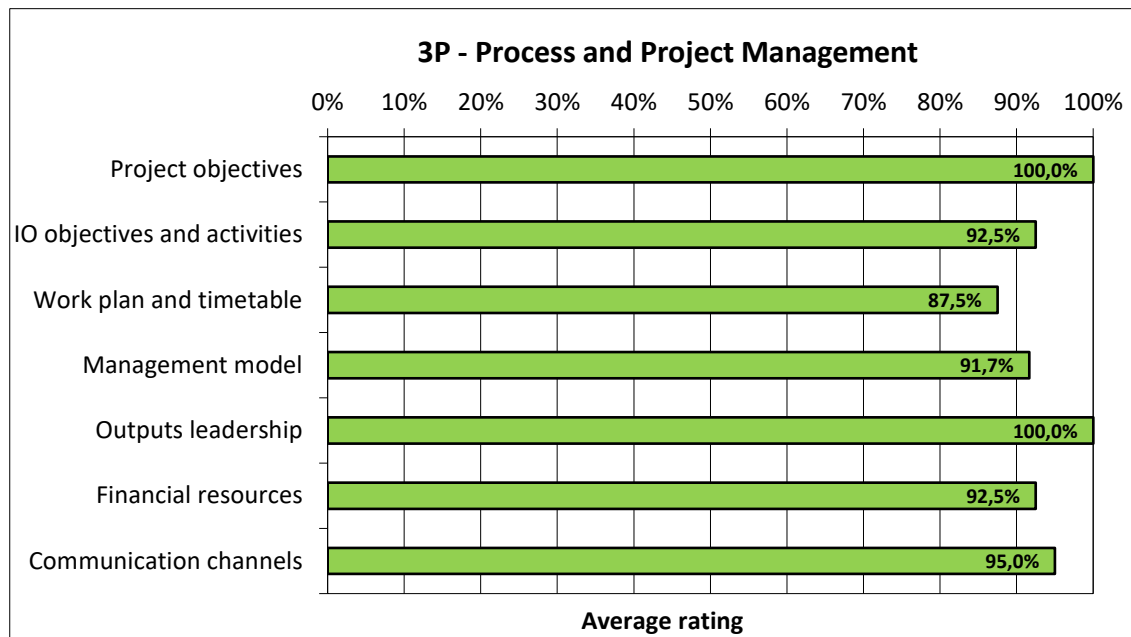
4.1 PROCESS AND PROJECT MANAGEMENT

To evaluate the “**Process and project management**” 3P dimension, a total of 15 questions (14 closed and 1 open) were developed, organised in seven sub-dimensions - project activities, IO objectives and activities, work plan and timetable, management model, human resources, financial resources, and communication channels -, considering the following aspects:

- Clarity and feasibility of the project’s objectives;
- Clarity and feasibility of the workgroups objectives;
- Fulfilment of original schedule;
- Adequacy of the management model;

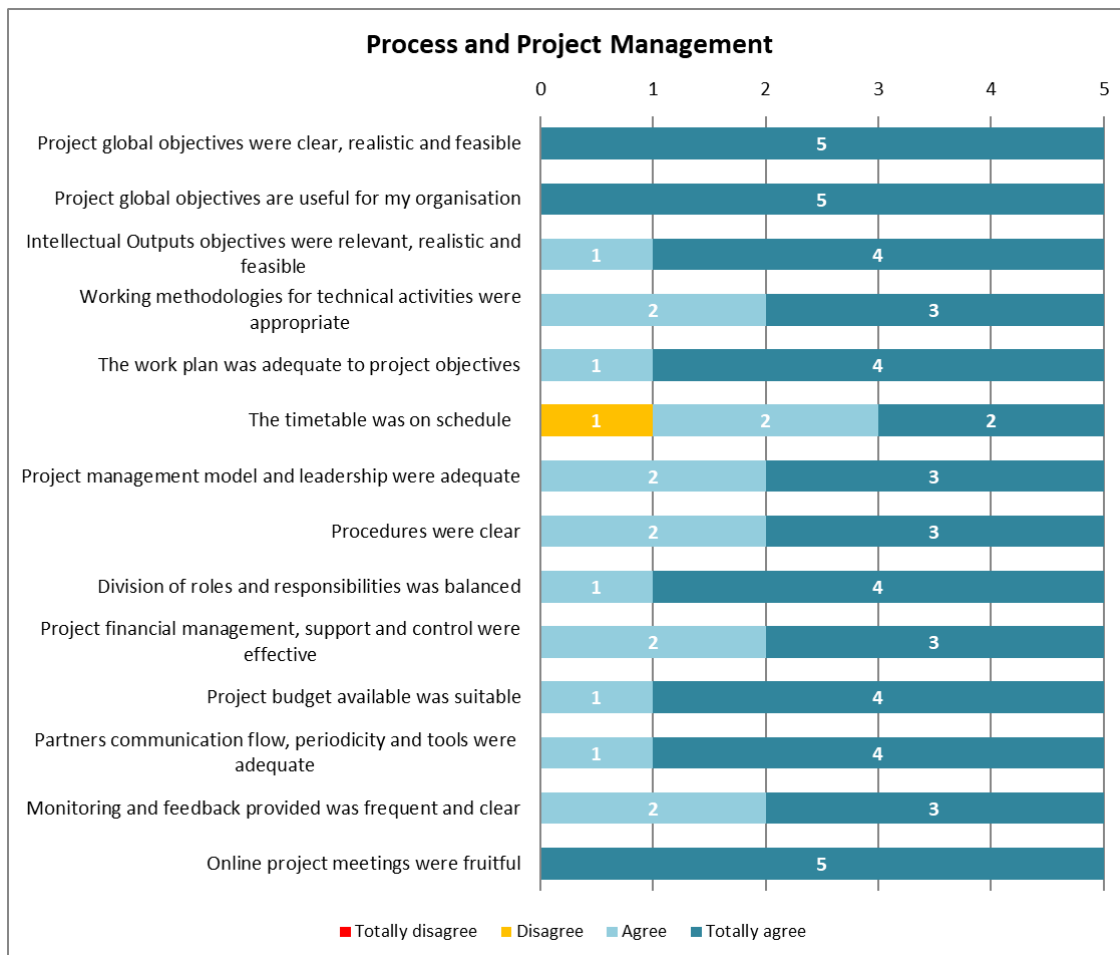
- Efficiency of the project’s communication channels;
- Adequacy of the planning, logistics and usefulness of project activities.

Concerning these dimensions, it is possible to observe in the chart below that all seven sub-dimensions had very positive average scores, with an **overall average score of 94,2%**. The sub-dimensions **“Workplan and timetable”** present the lowest average score - 87,5% - still, a very good evaluation. The sub-dimensions **“Project objectives”** and **“Outputs leadership”** presents 100% of evaluation, these high numbers demonstrate that the partnership seems very happy with the Project Management Model.



The leadership of the intellectual outputs was also evaluated, in Learning Path all the outputs were leaded by TAKK and its performance was rated with a maximum score by all partners with 100% satisfaction.

A detailed analysis of the 14 aspects of the sub-dimensions is shown in the chart below, where all aspects of the different sub-dimensions are exposed.



All the aspects were rated with a positive and good score, except:

- *Timetable is on schedule*

Project objectives and **“Online project meetings were fruitful”** were rated with maximum score.

In the open question of the questionnaire, all partners had the opportunity to make comments related to their assessment of the different sub-dimensions and aspects of the 3P dimension **“Process and management process”**, as transcript next.

“The management of the project was very good. The partnership was very aligned, and no major stress arose.”

“Good coordination group - It has been working really good because we were only 1 person from each organisation.”

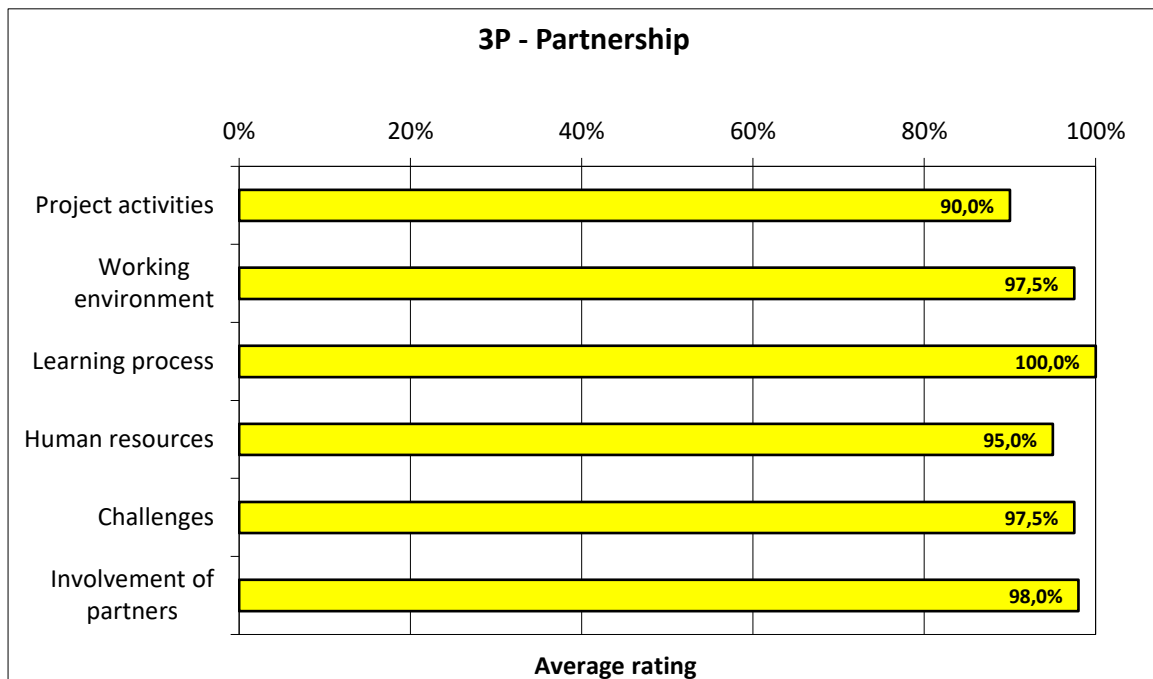
“This project, was one of my best Erasmus+ projects in terms of outcomes, results, project coordination, teamwork, cooperation, etc. The only problem for me was the MS Teams as communication channel, as I had no access. But the project lead and team tried to keep me updated via Email.”

“The Covid-19 situation affected the project work on some level, but the project plan allowed some changes. Project procedures could have been discussed more carefully to make the project work more fluent. Otherwise the project process and methodology were very good.”

4.2 PARTNERSHIP

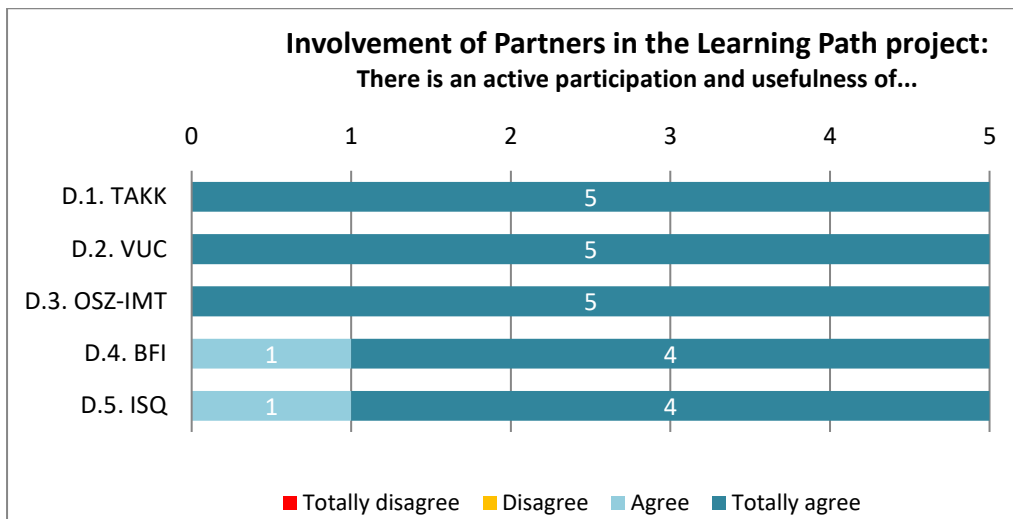
To evaluate the **“Partnership”** 3P dimension, a total of 20 questions (19 closed and 1 open) were developed, organised in six sub-dimensions - project activities, working environment, learning process, human resources, challenges, the involvement of partners -, considering, among others, the following features:

- Level of sharing, trust, clarity of responsibilities and tasks;
- Promotion of empowerment and communication;
- Monitoring of partnership performance;
- Involvement of all partners in the continuous improvement of processes.

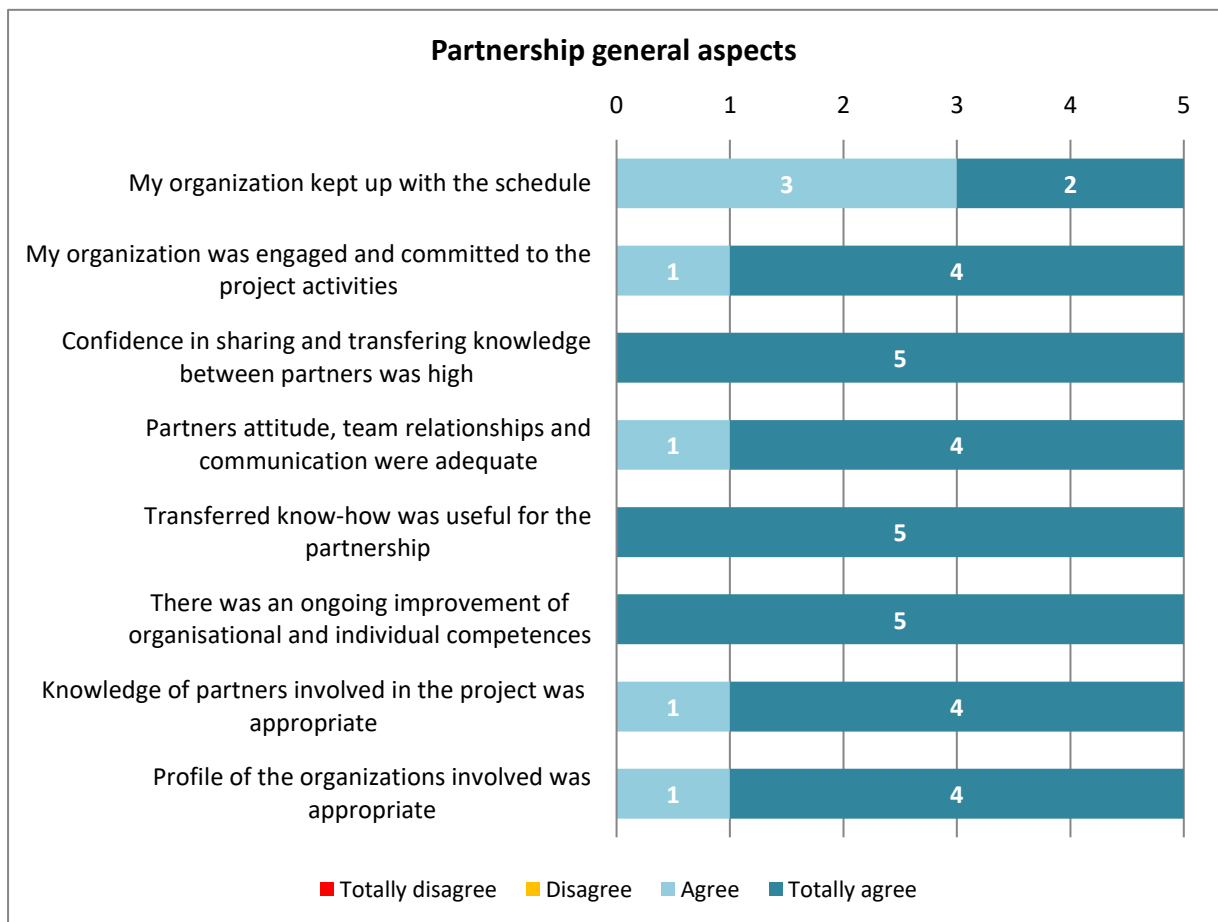


The previous chart presents the results of the 3P **“Partnership”** dimension. As can be observed, the overall evaluation of the six sub-dimensions was extremely positive, with a global average score of **96,3%**. The sub-dimension **“Learning process”** received a flawless evaluation (100%), in the overall it was an exceptional evaluation.

Regarding the involvement of partners, all were rated with maximum score, as follows:



A more detailed look into the assessment of the rest of the aspects can be seen in the charts below.



All aspects were positively rated, the topic “**My organization is keeping up with the schedule**” was the one with lower score.

The “Confidence in sharing and transferring knowledge between partners was high”, the “Transferred knowledge was useful” and an “improvement of organisational and individual competences” were 100% rated by all partners, showing the strength of the consortium.

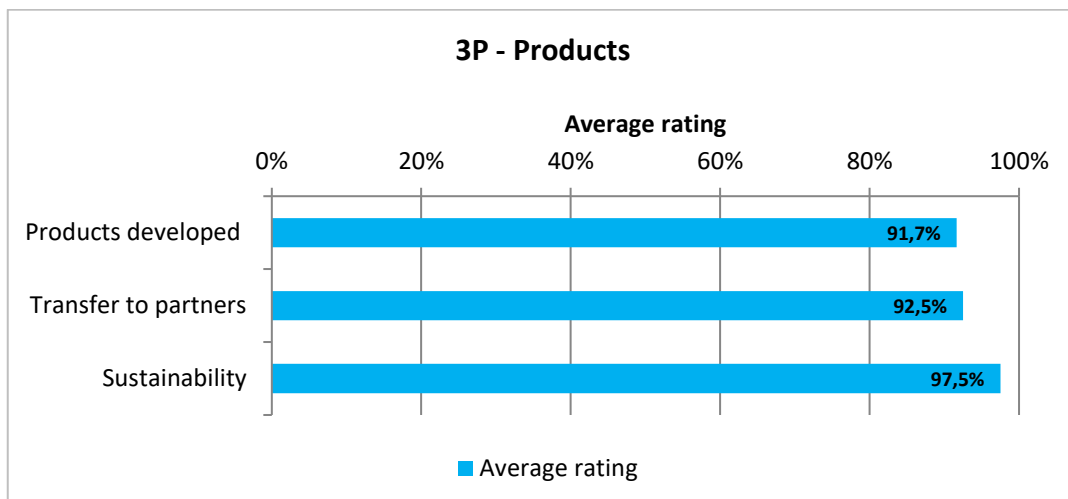
In the open question of this 3P dimension, only one partner highlighted why they were so happy with the “Partnership”:

“Very happy with this partnership. Tasks and roles well divided. All the HR involved committed and happy to work all together.”

4.3 PRODUCTS

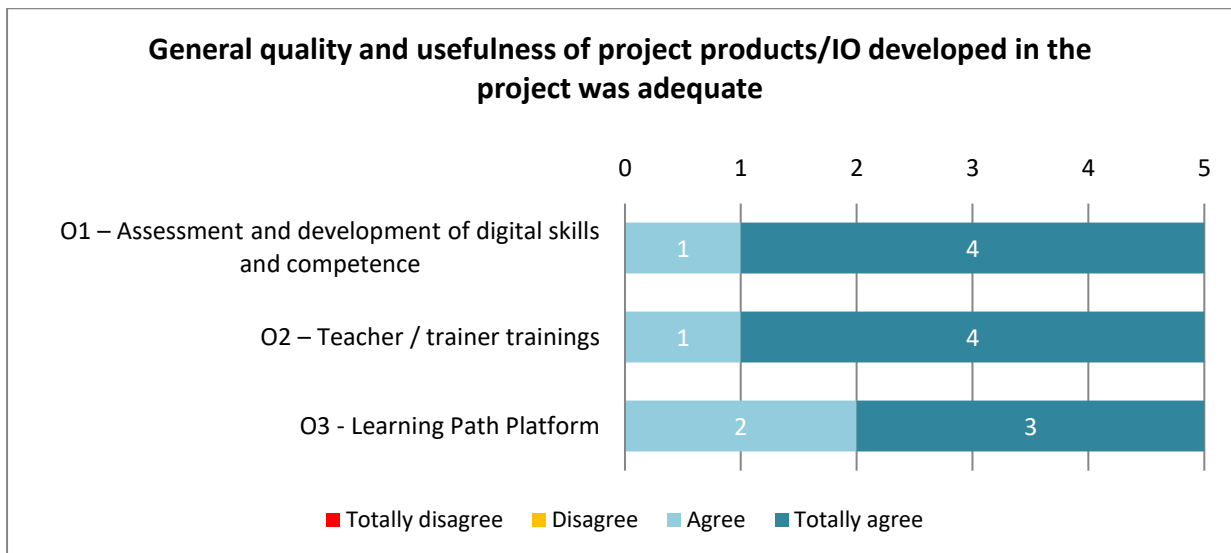
The last 3P dimension - “**Products**” - was assessed by 8 questions (7 closed and 1 open), organised in three sub-dimensions (products developed, transfer to partners and sustainability), considering the following topics:

- Level of the product quality;
- Level of product incorporation by each of the partners;
- Identify weak and strong points of the product/results;
- Reengineering of the product/results.

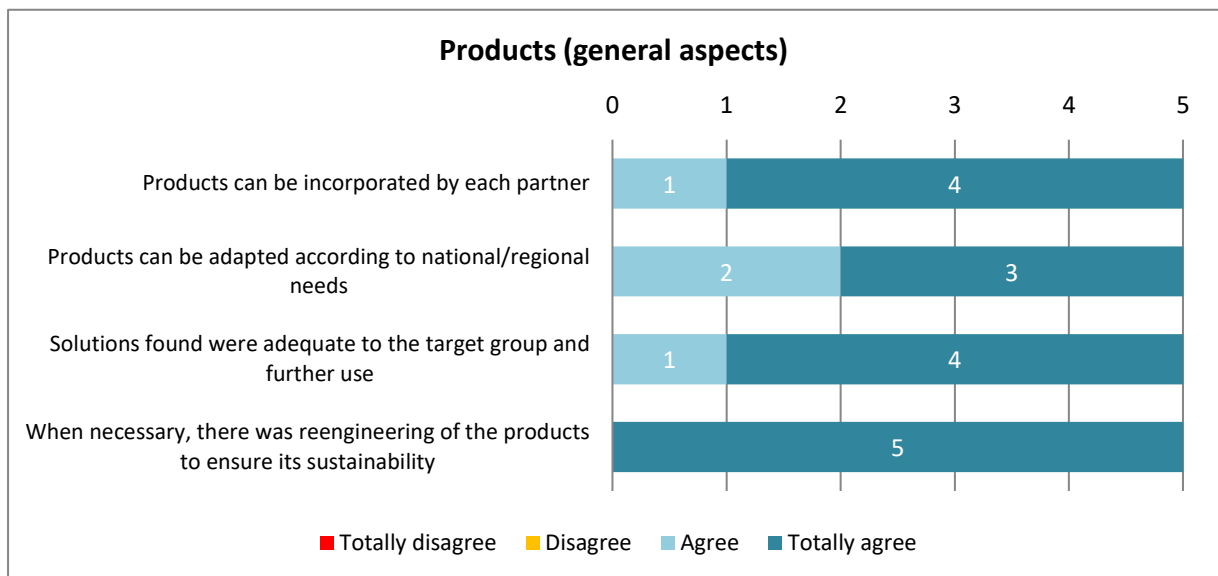


As can be observed in the previous chart, the overall evaluation of the products is extremely positive with a global average score of **93,9%** score. All the sub-dimensions were rated with over 90% of the evaluation.

This next chart presents the developed outputs during the project. All partners seemed extremely satisfied with the outputs developed.



When looking at some general aspects of the product's dimension, the results obtained are the following:



All the aspects were very well rated.

Comments regarding this dimension of the 3P model were:

“The development process was very good in this project. As each product or the idea of the product was discussed and evaluated by the whole partnership it was possible to ensure an effective product and a best-practice-exchange between the partners. With this process it was possible to create high quality products that suit each partner institutions.”

“The project results can be utilized in any organization, even if they're not educational organizations, as the project products can be adapted to also fit companies.”

“The products have been developed to a very high standard, so we plan to continue using them to boost the development of digital competences and trainers and organisations, especially now after COVID-19.”

4.4 SWOT ANALYSIS

SWOT Analysis evaluate the Strengths - characteristics of the project that give it an advantage over others, Weaknesses - characteristics that place the team at a disadvantage relative to others, Opportunities - elements that the project could exploit to its advantage, and Threats - elements in the environment that could cause trouble for the project, involved in a project. For this part of the questionnaire, there were four open questions.

Through this evaluation, a SWOT analysis was carried out and all partners had an opportunity to contribute.

Thus, the results for the Learning Path project can be summarised in the next grid.

<p>STRENGTHS</p> <ul style="list-style-type: none"> • <i>The partnership was very good</i> • <i>The website has very good information for stakeholders, it is a good product</i> • <i>The enrichment the project brought to the participant organisations</i> • <i>Involvement of the managers had a big impact on the implementation in the organizations</i> • <i>Using European tools and frameworks as "common" language, embedding organizational perspectives and involving management</i> • <i>The cooperation between the partners. The process of best-practice-exchange and feedback to each product of partner institutions.</i> • <i>The concept of individual learning path and the possibility to learn from this for the organisational road map. Possibilities to develop own tailor-made training material.</i> • <i>The involvement and engagement of organizational leaders and the great project partners.</i> 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • <i>The Covid 19 affected some project activities and some sharing between the partnership</i> • <i>It was difficult to get the teachers to meet across the organizations to share experiences and learn from each other (online).</i> • <i>IO2 was not very clear and tangible in terms of output, hence results on the platform are not very easy to reuse. Also, little quality management on documents and outputs of IO2.</i> • <i>For me it had no weaknesses. It was sad that we had no possibility to meet within the last year, because of the pandemic. Distance international meeting was good, but I learned that it is better to sit together for some time, a better exchange is possible.</i> • <i>The resources available for project work were not always adequate.</i>
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • <i>The opportunity to continue developing digital competencies in our organisations and to support other institutions to do the same.</i> • <i>New strategy and plan for CPD activities in VUC Storstrøm</i> • <i>Establishing organizational structures and strategies + documentation of tools and methodologies are very useful for internal and external reuse</i> • <i>We had the opportunity to work on tailor-made trainings for our trainers. To make an institutions-wide assessment on digital competences and to formulate the organisations road map including timetable</i> • <i>The time of distance learning and online learning was perfect for this project, and the project results and experiences provide excellent opportunities, also for further development</i> 	<p>THREATS</p> <ul style="list-style-type: none"> • <i>The huge amount of information on digital competencies available online. How to keep stakeholders interested on our project and website?</i> • <i>Outputs of IO2 can be difficult to reuse for external stakeholders</i> • <i>Actually, I do not see any external threats, because digitalisation is a matter of adult education and education in general. All stakeholders are aware of that.</i>

5. PROJECT PERFORMANCE INDICATORS

At this point, the performance indicators (PIs) identified in the application form are now used to assess the project performance, we will present the indicators that were met during the project.

IO/Activity	LEADERS	KPI
IO1	TAKK	<p>1.1 All partners managed to engage the organisational management in the project</p> <p>1.2 All partners tested and evaluated different competence assessment tools</p> <p>1.3 All partners made assessments for personal Learning Path (teachers / trainers)</p> <p>1.4 Information regarding assessment of competences and digCompEdu model shared on the website</p> <p>1.5 Partners are satisfied by the time of the Final Output quality check (all positive feedback)</p> <p>1.6 All partners evaluate the IO leadership in a positive way</p>
IO2	TAKK	<p>2.1 All partners developed their own organizational roadmap</p> <p>2.2 Each partner tested various CPD activities and based on the experiments created/updated their strategy</p> <p>2.3 All partners roadmaps are shared in Learning Path website</p> <p>2.5 All partners involved at least 2 trainers in the project, that developed a Personal Learning Path</p> <p>2.6 A collection of digital tools was gathered during the project and shared on the platform</p> <p>2.7 Several information was developed to feed the Learning Path platform</p> <p>2.8 Partners are satisfied by the time of the Output quality check (all positive feedback)</p> <p>2.9 All partners evaluate the IO leadership in a positive way</p>
IO3	TAKK	<p>3.1 An online platform was designed and made available</p> <p>3.2 Information relevant to the application of DigCompEdu was made available online</p> <p>3.3 Continuous editing and posting of content by all partners</p> <p>3.4 Project evaluation and quality report, publishing key points in Learning Path project and platform</p> <p>3.5 Partners are satisfied by the time of the Output quality check (all positive feedback)</p> <p>3.6 All partners evaluate the IO leadership in a positive way</p>
Project management	TAKK	<p>4.1 All partners attend all transnational project meetings</p> <p>4.2 Meeting agenda sent to all partners at least 2 weeks before the meeting</p> <p>4.3 Meeting minutes sent to all partners within 2 weeks after the meeting</p> <p>4.4 To-do lists updated after all monthly online meeting</p> <p>4.5 All partners evaluate the project meetings in a positive way</p> <p>4.6 All partners evaluate the management model in a positive way</p> <p>4.7 Dissemination plan and reports delivered on time by all partners</p> <p>4.8 Financial reports sent by partners to the coordinator according to the schedule</p>
Dissemination and Exploitation	All partners	<p>5.1 All partners disseminated the project through their own social media channels</p> <p>5.2 The project was disseminated in several events (webinars, conferences, fairs...)</p> <p>5.3 Number of people visiting the project website during project lifetime</p> <p>5.4 At least 50 stakeholders involved on project activities during project lifetime</p> <p>5.5 High number of trainees involved in digital training during project lifetime</p>

		<p>5.6 At least 40 participants involved in the Short-term joint staff training events (C1-C4)</p> <p>5.7 LP Twitter: 148 followers around Europe</p> <p>5.8 At least 70 participants attending the ME (E1-E4)</p> <p>5.9 More than 5000 people reached with dissemination activities</p>
Quality and Evaluation	ISQ	<p>6.1 Discussions on project quality in all project meetings</p> <p>6.2 All C1-C4 events participants answer to the evaluation tool prepared for the LA activities evaluation</p> <p>6.3 All partners answer to the evaluation tool for the project final assessment focused on 3P model</p> <p>6.4 All partners evaluated formally or informally their national events</p> <p>6.5 Interim Evaluation of the project made on a meeting with the participation and inputs from all partners</p> <p>6.6 Final evaluation report delivered on time</p>

6. SOME FINAL CONSIDERATIONS

Finally, after a global overview of the project lifetime, it is possible to point out some considerations based on the feedback gathered from partners through the evaluation made to the project:

- Regarding the **Process and Project Management**, all aspects are extremely well rated by partners with a 94,2% average. Due to Covid19 restrictions, the partners needed to ask for an extension of the project and adjust some project activities, and one partner “disagreed” that the “**The timetable was on schedule**”; but overall, the partnership was able to overcome the difficulties taken, namely, by the cancelled transactional face-to-face project meeting and the adaptation of the C4 event to online format.
- The **Partnership** was the most valorised dimension, with an impressive 95,1%. Everyone felt truly involved in the project and is easy to conclude (and read from the open answers) that all partners appreciated to work all together and wish to develop new projects in the future. The communication and the working environment were also an added value. The **Transferred know how** and the **Improvement of organisational and individual competences** are rated at a maximum score. The less rated topic was related to “**my organisation is keeping up to the schedule**”, since a few project activities didn’t see their initial deadlines met because of the Covid19 situation, namely MEs and C4 activity. Nevertheless, this situation was foreseen and agreed upon by all partners and coordinator, and a project extension was requested in advance to guarantee the proper implementation of all project activities, despite the national realities related to lockdown/travel restriction situations.
- All the **Products** were well finished, and the partnership seems to be happy with quality and sustainability.
- In the **SWOT analysis**, it was highlighted as very positive the “partnership was very good” and the “cooperation between partners”. It was also mentioned the “involvement and engagement of organizational leaders” as a very important **strength**

to the project. On the other side, aspects like the “Covid 19 affected some project activities and some sharing between the partnership”, “The resources available for project work were not always adequate” were considered possible **weaknesses**. One of the partners also mentioned the “It was difficult to get the teachers to meet across the organizations to share experiences and learn from each other”.

- As **opportunities** it was highlighted as very positive the “The time of distance learning and online learning was perfect for this project, and the project results and experiences provide excellent opportunities, also for further development” and partners mentioned the “opportunity to continue developing digital competencies in our organisations and to support other institutions to do the same”, “work on tailor-made trainings for our trainers”, create “new strategy and plan for CPD activities”. As **threats** partners mentioned the “huge amount of information on digital competencies available online” and the possibility of the “outputs of IO2 are difficult to reuse for external stakeholders”.
- Regarding **Performance Indicators**, all the project objectives were accomplished with no major difficulties.
- **Dissemination** activities went well, and many results produced. The partnership potentialized the use of own organisational social networks to overcome the impossibility of face-to-face dissemination activities, and promoted the dissemination of the project through several events: webinars, workshops, conferences, VET fairs...
- **Meetings** were considered very productive and important for the group dynamic and the clarification of tasks. The number of online meetings was very high during the project (monthly), and this revealed to be extremely important to overcome the difficulties taken by Covid19 restrictions, and to maintain the level of involvement and motivation of all the participant organisations.