

Collection of the sustainability and evaluation activities of the project partners

Product D11

Project Management and Coordination:



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1. Overall evaluation and sustainability principles

As a result of working package No. 8, deliverable D11 should present a fully documentation of evaluation results. These are fundamental for further sustainable implementation. It therefore plays an important role in terms of improvement of the underlying concepts as well as in terms of project management. Against this background, the following questions arise and are in focus: How can VET schools implement and further use the ATC and BMC? How are the results available to interested public?

In order to be able to answer this type of questions, the overall evaluation and sustainability approaches have been based on three different evaluation and sustainability pillars or (“Documenting”, “Presenting” and “Networking”) within the webLab-project. Accordingly, the three pillars together form the overall evaluation and sustainability strategy of the webLab-project. It must be clearly stated that the principles are mutually dependent. In other words, the documentation of the results e.g. can be seen as a prerequisite for the presentation principle and the presentation of (interim) results can be seen as a prerequisite for the improvement of the results.

As a matter of course, it is based on the webLab-project, but it is also of high relevance for the other projects. Therefore, the following picture illustrates the overall approach and its cross-project objectives.

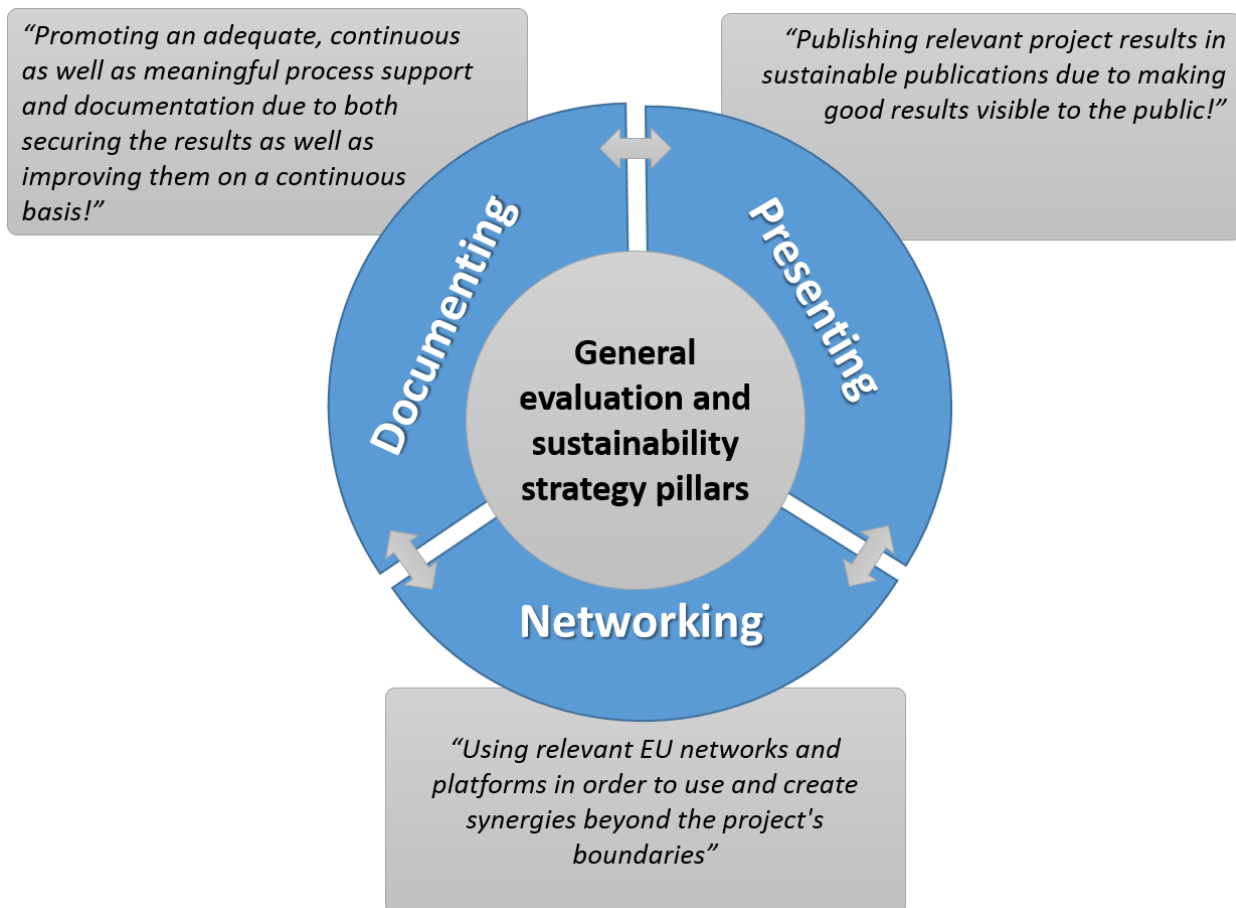


Figure 1: Overall evaluation and sustainability principles

The following table illustrates how the different principles has been realized within the context of the overall webLab-project. Therefore, both used measures of evaluation and sustainability as well as references are given.

Evaluation and sustainability pillar	Realization in the context of the project: Used measures of evaluation and sustainability	References
<p>Documenting (D)</p> <p><i>“Promoting an adequate, continuous as well as meaningful process support and documentation due to both securing the results as well as improving them on a continuous basis!”</i></p>	<p>Content-related measures of evaluation and sustainability:</p> <p>D1: Completion of a corresponding questionnaire (webLab Supporting Documentation) by the partners</p> <p>D2: Internal project-weblog as a platform for the participants to leave comments, etc.</p> <p>D3: Collection of best practice examples</p> <p>Project management-related measures of evaluation and sustainability:</p> <p>D4: Integrated evaluation units in the context of each meeting (both coordinator meetings as well as European workshops)</p> <p>D5: Collection of dissemination activities</p>	<p>✓ See e.g. both products D6 and D5 and D3 (D1)</p> <p>✓ See section 2 in this document for a content-related synopsis (D1)</p> <p>✓ See product D7 for selected good practice examples (D3)</p> <p>✓ The results of the evaluation sessions can be found in section 3 of this document (e.g. SWOT-Analysis of the webLab-project (Coordinators’ Meeting in Finland), results of evaluation questions (European workshop in Turkey) etc.) (D4)</p> <p>✓ See dissemination plan of the project (D5)</p>
<p>Presenting (P)</p> <p><i>“Publishing relevant project results in sustainable publications due to making good results visible to the public!”</i></p>	<p>P1: All project results</p> <p>P2: webLab-Publication</p> <p>P3: webLab-Homepage</p>	<p>✓ See especially product D3 and D4 (P1)</p> <p>✓ See webLab-publication (P2)</p> <p>✓ See product D9 (P3)</p>
<p>Networking (N)</p> <p><i>“Using relevant EU networks and platforms in order to use and create synergies beyond the project’s boundaries”</i></p>	<p>N1: ADAM-platform</p> <p>N2: Visiting adequate network events</p>	<p>✓ See http://www.adam-europe.eu/adam/homepageView.htm (keyword: webLab) (N1)</p> <p>✓ E.g. EREIVET LdV multilateral network (European Regions Enhancing Internationalisation Vocational Education and Training) (N2)</p>

As one can see from the table, most of the evaluation and sustainability activities can be traced by having a look at the overall project results. Accordingly, they will not be discussed further in this document. However, in the following especially the content-related consequences will be summarized (section 2). Additionally, in section 3, one can find the results of the integrated evaluation units, which have been carried out in the context of each meeting.

2. Evaluation from a pedagogical perspective

With the project webLab – development of competences in a web-based laboratory – the conceptual base (webLab-concept) for the web-based preparation, implementation and reflection of an occupational internship abroad has been introduced. With the help of this reflection and documentation in a weblog, this base for focusing on the learner's individual competence development enables the possibility of interaction between the learners, training supervisors and teachers. Based on the individual strengths and potentials, it is primarily about planning the internship and secondly formulating the learning targets. These targets stretch from the acquisition of intercultural competences to curricular ambitions. They are complemented by the learner's individual purposive idea so that an active participation of the learner can be carried along since the start of the learning process. During the execution phase the learner tries to implement the previously made learning agreement and documents them in a weblog. After completing the internship abroad, the learning process should be reflected in general. In this phase it is important to take the learner's cognition into account in order to gain results from the common made assessment. In this context a connection to vocational artwork can be incorporated in which the possibility of an apprenticeship or occupation abroad can be reflected. The whole learning process – from preparation to implementation to reflection of the occupational internship – is governed by a weblog. During the preparation phase this enables face-to-face support by the teachers. Simultaneously the learners and teachers get used to the weblog. During the time of the occupational internship abroad the weblog is the main accompanying instrument. It serves as an exchange and documentation platform between learners and teachers. In this way the learner's learning process during the internship can be reproduced and specific tasks for research, theoretical immersion, cultural reflection etc. can be initialized by the teachers on the base of the learning agreement. Basically the formal documentation in the weblog should prepare or even replace the summative internship report. The rate of self-organization can be rated by the combination of face-to-face and virtual companionship sequences with the learner's abilities and skills, likewise this format can also take the given internship aims and agreements into account. WebLab gives teachers in the field of vocational education the possibility to support the adolescents

- to recognize and reveal their learning and developmental possibilities,
- to provide aims to their mobilities and to use these for their own vocational development,
- to document and visualize requirements abroad,
- to take their own competence development systematically into account,
- to get individual response on specific but also on ordinary occurrences,
- to connect social media systematically to their learning track.

In this way webLab reflects the learner's perspective and offers a curricular program for preparation, companion and postprocessing the occupational internship abroad. WebLab cannot be understood as a technological innovation but as a didactic methodical concept for using social media services. As such webLab enables the possibility that adolescents can combine occupational internships abroad with their own vocational development. Thereby the boundaries of the respective nationally-shaped and anchored vocational education system cannot be dissolved, but with webLab the integration of the learner's vocational experiential space in the occupational qualifying track can succeed. At the same time open challenges of a digitized life- and workplace are recognizable. Social media indeed offers an interesting potential for the vocational education, but this project also clarifies the challenges of the educational work in a digitized work-place. It conveys that considerable challenges occur for the learners while integrating social media into their own established educational structure. At this point the Advanced Teachers

Training Concept (ATC) assesses. This program focuses on a qualitative improvement of the company of the operational internship abroad within the scope of vocational education. Thereby it must be taken into account that the webLab concept cannot be detached from the general configuration of mobilities. Especially the organization and integration of mobilities into educational work is connected with multiple challenges which can also affect the dealing with the webLab concept. This should now be summed up by the following example. It has turned out advantageous when the company of the mobilities is anchored within the apprenticeship measure and when not only one teacher takes the responsibility for it. Therefore, the learner's selection can already be anchored in the educational work, the blog can be integrated into different learn and apprenticeship sections and the benchmarks can be better anchored. As a result of these interfaces it becomes obvious that mobilities always carry along a special challenge for educational institutes and that these must be systematically anchored in the particular organization. The ATC entangles the challenge of the organization and integration of mobilities in the educational program work with the up to now few considered qualitatively improved company of mobilities via the webLab concept. The ATC offers a frame for teachers to realize the webLab concept.

Mobilities are connected with very different aims and appear as complex and open challenges for adolescents in the context of vocational apprenticeship measures. Mobilities offer the opportunity to immerse into other cultures or habitats, to collect experiences, but also to reflect one's hitherto experiences. Equally it often remains open what can be experienced, where differences appear or how experiences should be handled or revealed, or how to behave in challenging situations. WebLab offers therefore a web-based company format which requests to accompany the learner to find his way of mobility. It remains open to transfer the webLab concept into an individual navigator for learners.

3. Results of the integrated evaluation units

3.1 Evaluation results of the coordinators' meeting in Raisio (March 2014)

The evaluation session was moderated by Emre Bilgin (Tekirdağ İl Milli Eğitim Müdürlüğü). The main aim was to involve all the participants of the meeting to the session actively and develop ideas regarding the evaluation of the project and motivate them for follow up activities.

First of all, a general definition of evaluation in the context of European Commission's projects was presented to the participants. The differences between formative and summative evaluations as well as internal and external evaluations were explained shortly. It was emphasised that the contribution of all the participants is important. The importance of focusing on the quality of the outputs, outcomes and processes of the project was also pointed out.

In order to find out whether every participant expects similar things or what they think regarding the project and learn about their priorities, brainstorming activity started with a common question: "What is important for you in the project?" The answers were:

- To learn something new
- Motivations of the students
- Preparing the students for the future of their work
- Lighten up the black box of stays abroad
- Improving my profession
- Finding solutions in a European context
- To give good support to students
- Building trust

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- Making it easier for the students (and teachers) to go abroad
- Lifelong consequences
- I'll learn something about TOI projects (a new area)
- To establish a common framework with partner schools
- Develop the instruments in a European level and transfer them

It was suggested to ask the same question to the participant teachers in the European Workshop which will be held in Turkey in May. The session went on with the aim to write a goal statement for the project. The first goal statement which was suggested by Christoph Harnischmacher and developed by other participants was "if the project is successful, we will have a lively exchange of students and partners based on structured, communicative and supporting mentoring concept." The second suggestion by Hannu Koivisto was "when the project is successful, we'll be able to facilitate quality in mobility for our 21st century learners by using structured, communicative and supportive mentoring concept."

It was pointed out by the moderator that the main items which will be focused on to evaluate the project such as management or transnational partnership, elements such as meetings and workshops, and the tools which will be used for evaluation such as questionnaire or interviews may be specified and decided for the current project during that session and the participants' opinions were asked for that. It was also added that the S.M.A.R.T. indicators of change may be specified which will show the quality of the project.

After the discussion, it was agreed upon to ask the following questions to the participants and collect the answers after each project meeting and workshop:

- 1- What have you learnt during the meeting?
- 2- Which question have you got after the meeting?
- 3- Which problem should be tackled?

For a general analysis of the project, SWOT analysis was carried out. Strengths and weaknesses as **internal** factors, opportunities and threats as **external** factors involved in the project were specified regarding the project. Four participants collected and presented ideas for each title:

- Britta Wyrobisch, Strengths
- Antonio Martínez Núñez, Weaknesses
- Olaf Schmiemann, Opportunities
- Barbara Stieldorf, Threats

Strengths
<ul style="list-style-type: none"> - Blance/variety of partners (professions, competences, experiences, regional factors, cultural aspects) - Good plan (schedule), concept (webLab), project management, coordination - Super communication, atmosphere amongst partners (flexibility, open-mindedness, curiosity, willingness to succeed and learn) - Going abroad / working together: motivation booster - Good medium size of the group - Possibility to test webLab tool

Weaknesses
<ul style="list-style-type: none"> - Coordination problems - Different VET systems - English level (differences) - Teacher training
Opportunities
<ul style="list-style-type: none"> - International experience - Developing a European network - Cultural integration & understanding - Get to know something about other vocational systems - Get to know different working places / European market - Learning to use blogs - Transfer the instruments to other schools / government
Threats
<ul style="list-style-type: none"> - Political restricts and crises (internet) - Technological infrastructure - Danger: headmaster, government, political influence of curricula - Profiles: companies and students - Companies: aren't motivated - National Agency doesn't accept the report - Growing nationalism vs. European idea - Flight connections, weather

At the end of the meeting on 7th of March, the answers gathered from participants for the following questions:

1- What have you learnt during the meeting?

- Project management
- Tricks to “have down” our students in the future
- I’ve learnt that it is important to have all correct e-mail addresses of participants and plan the agenda correspondingly
- To work at the students’ preparation
- There are a lot of organizational parts
- To communicate when I have a problem
- Finances are difficult
- Same problems everywhere – finding students & teachers
- TOI project management
- webLab concept
- Other countries’ mobilities
- I have learnt how to improve the preparation process of sending and hosting students & families
- We need to support the teachers more/again to understand the webLab concept

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- Just one workshop (ATC in Essen) seems not to have been enough
- There are still uncertainties about the underlying webLab concept. We will have to keep this in mind (regarding the preparation of the next ATC-workshop)
- A lot of things but there is nothing special I could point out. Good meeting!
- Different VET systems
- We have to change the future
- Must be open to other countries' systems
- We have to make a standard procedure to exchange students in Europe
- I've understood the idea about weblog as a tool to communication between CEVET, weblog students who are at the companies. It's a good idea to make ... to interchange all experiences

2- Which question have you got after the meeting?

- How to use the weblog correctly (download files etc.)
- How is weblog to be measured? Not the project, but the product
- How will we stay in contact after the project (network)
- How will we really notice the success of the weblog (we don't have an "analogue" group to compare)
- Is it possible to have two agendas, one for the meeting only and one with a part of information about school and system? If this agenda will be made... , we can decide what we will achieve
- Teachers' involvement and how deep they are in webLab concept
- Luckily I don't have any following questions yet (Thanks to Christoph)
- How did the teachers actually plan the internship of their students didactically if they haven't used the webLab concept?
- Are there some necessary aspects/wishes regarding the preparation of the next ATC-workshop?
- No questions
- How to change?
- Implementation steps
- I think, if it's possible. Could be to define all the competences that the pupils will get with the project?

3- Which problem should be tackled?

- Technological aspect of the blogging
- Teacher blog is a great idea. I hope it will help in communication
- Intercultural preparation
- Programme of students' preparation
- Financial planning
- Staying in contact between the meeting – blog!?
- Internal discussions
- No problem for now
- The webLab concept is the core /heart of the project. It is not enough to do mobilities or using a weblog separately. The challenge is it to combine these two parts. This is only possible by using the webLab concept.
- Technical use of the weblog
- (Didactical) realisation of the webLab-concept
- People (especially Germans like myself) should remember to speak English at all times so nobody is excluded from conversations, no matter if private or business-related. It's a question of team building
- Best coordination in future

3.2 Evaluation results of the European workshop in Tekirdağ (May 2014)

1. What have you learned during the meeting?

- There are a lot of differences between pupils/students and between the schools, too. There is much more in the concept than blogging. We haven't done the first flow in the spirit of webLab.
- Everybody has worked hard to enact the webLab-concept, though this did not work without problems. There are still open questions about the implantation.
- The difficulties that the other partners experienced during the mobilities. I felt "we weren't alone"; how to make the second motilities better
- Preparation of the meetings
- How to better implement the webLab-concept; cross-cultural competences
- How to use the blog 😊
- We're improving our learnt in the webLab. All is positive for me.
- Using the "same language"; on what level should we work?; concrete material/examples; concepts/hints/arguments
- Handling the webLab-concept in different systems; experience and tasks
- It was very helpful for us to hear about the other experiences
- How to do the planning of an internship; what we have to think about; that students need help using a blog -> give instructions what to blog and how often; make a binding contract with students
- I have learnt that I am not alone. The other partners had also problems with the exchange.
- Communication is important
- To fix the aims of the weblogs; to understand a weblog-concept and to practice to translate better.
- How to post on weblog.

2. Which questions have you got after the meeting?

- Is it possible to find individual aims for our pupils for the internship?
- Will we achieve to have the concept ran smoothly?
- Will the CEVET prepare the templates that we offered in Matrix regarding the second flow? Or are we supposed to prepare them on our own?
- Personalized learning → individual goals
- Details about how we will proceed
- -
- I've said to Petra that I have many notes and I'd like to check them after the meeting and order all my opinions. Then I'll do a summary and I'll send here my point of view.
- Did everyone understand the idea of the concept?; Are we talking about mobilities or the webLab -concept?

- How handle teachers design and innovation process; daily pressure and system differences
- How it will be work in Austria
- Which things should be in the certificate; are there topics which are useful for every country?
- I do not have any questions.
- No.
- Why don't design a model with the topics to select students do internships?
- No questions, thanks to Paderborn team and GEB.

3. Which problems should be tackled? Please, offer a solution.

- More communication between the workshops. Schools have to communicate, our possibility is the blog, others are mail or WhatsApp...
- Individualized work with each partner – Cevet should try to help each one individually.
- The hotel should be closer to the city center or there must be a turning point before.
- Organization of the meeting → timetable earlier
- -
- Don't talk to much – do it! We need to practice.
- Maybe we (all the group) don't understand as well the content of the meeting. We must have the content of the meeting before to prepare questions and answers.
- Certification: standard vs. individualization; How can we translate the webLab -concept-idea?
- Instrumentation of the process; taking off the concept
- I think the weblog is the problem (yesterday we had problems to comment something)
- -
- Working with the blog
- More practice on the blog. That's not a problem but we need to do it.
- -
- For the next time please choose a hotel near the city center.

4.?

- What has been good? Talking to the partners after the official part. Discussion about the concept.
- What did you find good? Organization of the meeting, friendly hosts – fantastic!; venue, facilities for business and leisure; visit of interesting places in Tekirdâg (school, beach)
- What has been good? The cookies and the coffee types 😊
- -
- Good? The hospitality of our hosts; good discussions

- I really appreciate? To have found come “collaborators”
- Thank you for your hospitality. I love Turkey.
- What was good about the project? Atmosphere in the group, intercultural exchange, hostage
- What was good? Location, group atmosphere, developments of concepts, we are on the way
- What has been good? How to use the weblog, exchanging experiences, using dropbox
- What has been good? How to use the weblog, to exchange with other teachers and experiences, to see, that every school has problems at the beginning, Turkey war great 😊, perfect organized
- What has been good? Experiences, to know about the problems other teachers had, the organization
- What has been good? To learn about the results from experiences
- All is very good. Thanks for all!
- -

3.3 Evaluation results of the coordinators’ meeting in Marseille (November 2014)

1- What have you learned during the meeting?

That more project work has been done than I had expected.

How to complete my blog.

I learned that I have to involve more teachers in exchanges in my school. The importance of this tool to increase the quality of internships abroad.

2- Which questions have you got after the meeting?

How can we achieve a better way of learning about each other’s progress?

How to get everything done in time.

As we will explain and define the ultimate goals.

3- Which problems should be tackled? Please, offer a solution.

See question no. 2. (How can we achieve a better way of learning about each other’s progress?) I am not sure how to tackle this problem efficiently. Maybe GEB must instigate more communication.

To get a platform where the partners can sit together and work out a presentation.--> Paderborn meeting.

There are too many different ways to handle the concept. We should give ourselves more rules for any following project. I think, this isn't a solution for this project. For this project, we have to show the different ways and have to mark them afterwards.

Keep more focus on the vocational competence in our exchanges. Get this focus in the students and teachers mind. Methodology and objectives that must not be forgotten for internship abroad.

4- What has been good? (What can be done again or what should continue?)

The physical meeting does show time and again that essential progress is really boosted this way, much more so than by email. It is good that we have planned sufficient time for this.

First time ever a practical, comprised approach.

Show and discuss what we have done. Show it to teachers from outside the project.
We must continue in the same line of work

3.4 Evaluation results of the European workshop in Paderborn (March 2015)

What have you learned during the meeting?

- I have learned that there have been less difficulties in second flow and it has been more effective
- I have learned all the partners' experiences regarding mobilities. I realized that each partner did their best in the second mobility.
- Internships abroad are very important for the vocational career of the students.
- I learned what CEVET meant with "can I achieve my goals?"
- I got so many interesting project ideas; I realized that there are different media types you could use beside the blog; I got some ideas how to structure the blog in a better way
- How the other partners have implemented the webLab-concept during their 2nd flow → best practice-examples
- Now I know, why we had to do the working packages; the manual is very good, I think all which is necessary in there. I also know now, that I can prepare our students for the internship.
- We are now a good group. The work is very efficient and I am proud to be part of it.
- Got interesting contacts; got a lot of project ideas
- Conceptual work takes time. The single projects at the school get better and better from flow to flow.
- We need sometimes different expressions for the webLab-contents in terms of better understandings; they are various different ways how to run the webLab-contents, which is positive and enriching
- Progress of the implementation of webLab; next steps to the feedback-meeting
- I am really surprised by the progress that the project has made: more clarity about the "Blog-process" – talking with Antonio and Jose brought me more clarity about the continuation of our exchange program

Which questions have you got after the meeting?

- Nothing

- Nothing
- Nothing
- Nothing
- How to realize the theoretical part regarding the students interests and skills
- How do we proceed with the webLab concept after the end of the project → further development
- I think all my questions are answered; it was good, that we had the time and the possibility to talk to each other and exchange the experiences
- The most of my questions were answered during the meeting.
- Nothing
- Hopefully everyone can translate the material.
- Lots of questions has been answered and progress → looking forward to the final conference
- Nothing
- Good organization and nice and constructive atmosphere

Which problems should be tackled? Please, offer a solution.

- Nothing
- Internship durations should be standardized. 20 work days will be perfect so it fits to our school curricula.
- Internships durations should be stabilized.
- Nothing
- A best “practice blog”
- How to work on the concept after the project has finished → new project
- We had some problems in the first and also in the 2nd flow, but we learned and know now, that we all have to think about.
- Many of our problems have been solved
- Nothing
- Preparation of the Spanish meeting, especially the part where each school/partner has to present their work.
- Clear expressions and terms → these should be reconsidered
- There don't seem to be grave problems
- Unfortunately the financing of further exchanges is not safe.

What has been good? (What can be done again or what should continue?)

- Checking webLab manual with the teachers and asking their ideas about it. Also guided city tour has been good to understand more about the history and culture of the city.
- Long walks; discussing about the best examples; having the meetings in the hotel
- Being in the university, wonderful walking
- Atmosphere, activities, togetherness, guided tour, presentations
- You had enough time for getting to know the project of the other schools; we could see the university and background where you were working
- The cooperation with the other partners; the open discussions about the concept
- The group work; to exchange experiences; we had a great time in Paderborn – Thank you!

- The team work was very good and will be very good in the future. We have a wide range of connection to other schools and institutions in Europe.
- The organization of the project; free time (activities) – Sightseeing tour; visiting the university; there should be more cultural activities
- People were nice; good working phases especially on the material
- Involving the partners developing the products; exchange about the developed products
- Relaxed and pleasant atmosphere between the participants
- Good organization and nice and constructive atmosphere

3.5 Evaluation results of the final meeting in Albacete / Toledo (May 2015)

1. What have you learned during the meeting?

- The importance of working together: schools, students and teachers.
The useful of our tool: weblog
- I have learned about dissemination activities.
- In the end I have learned what is real travel cost and what is subsistence cost. And the proof of evidence.
- I'm reflecting about weblab, before and after internship abroad students in weblab.
- How to spend a lot of time, just to reach a very small aim.
- About delicious Spanish eating habits.
- Next time we should integrate a free evening.
The time table was quite full.
- Good dissemination by Spanish networking on all lurch.
Focus groups would the good in the future (school, admin, press etc.)
- Spanish time is different.
In Spain dissemination seems to be very important.
- We did a good project and we should think for continuing the project (or another project)
- That internships abroad are the future/part of school education.
- Spanish school system -> vocational trance.
Organisation of the project
Report/success of the meeting
- Hospitality of our hoots
Consequences for the other partners
Contracts with the partner and different Spanish school
- Spanish colloquies are very interested in exchange-program. A network has started.
- The consequences about the mobility.
- Cultural and educational information about Castilla-La Mancha.
- Co-operation, cultural differences, ways of working
- Over all weblab concept is clear

2. Which questions have you got after the meeting?

- How can implemented this.
- I don't have any luckily

- Why don't use web. 2.0 to do a reflect himself student? To a kind survey with solution interactive.
- What could be partnership structure of a follow up project.
- What needs to be done in a further /future project.
- How can we deal it with our colleagues at our school.
- All questions are answered.
- Details about the following up project.
- Will the network stay together
- What well weblab will stay alive?

3. Which problems should be tackled? Please, offer a solution

- Our project takes a lot of time with our student and preparing it. We must have more time in our schools.
- Made same more disseminations
- All of them finished as the meetings are finished
- The partners should all send relevant documents etc. closely after this meeting as they remember them well -> clear timelines necessary
- reducing paperwork, enhancing working on content
- Not too many travels during one meeting
- Too less time to talk to colleagues -> strict time table; to plan more free time
- Stay in contact with the webLab group to e-mail.
- Stay in contact. Somebody should collect E-Mail-addresses and keep them actual!
- Organization can be made more efficient.
- Time management
- More communication during the project, between the meetings. Facebook group ,video conference
- After webLab 1.0 we should focus more on different possibilities to offer for student achieve learning experiences (virtual platforms etc).

4. What has been good? (What can be done again or what should continue?)

- The internships; the contact with our partners.
- The project and contact for future
- Everything was good except for traveling to Toledo. It shouldn't be done again.
- Everything was very good.
- Staying in direct contact with my spanish partners.
- Hosting
- The food has been really well
- Discussion with participant (market of opp.)
Organization of meeting
Discussion & presentation of the group.
- Food (although too much at/for one day)
- The atmosphere, the organization

- We are a good group. I learned from each partner
- Getting ideas, market of opportunities
Food
- Organization by the Spanish partner
Space/ room for discussions -> exchange of experiences
- Collaboration with own tandem-partner
- Mon meeting in Spain
- Changing the ideas for further projects
- Visit to the regional authority in Toledo
- Deliverables
- WebLab concept is interesting and we should continue to include that in our own systems.

webLab Participants and Contact Persons:

Project Programme:

Leonardo da Vinci programme (innovation transfers)
DE/13/LLP-LdV/TOI/147625 – webLab

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