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# GEMS Guidance for Educators, Mentors and Students

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External evaluation  
Summative report

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# I. Introduction

The final evaluation report on "GEMS - Guidance for Educators, Mentors and Students" merges previous feedback to the project that was given in form of two separate reports and integrates information on most recent developments.

The introductory chapter will give an overview on the project and lay out the structure of the report.

## *1.1 Background<sup>1</sup>*

Workplace training is becoming increasingly important in European workforce development plans, vocational education and training curricula and lifelong learning strategies. Key stakeholders from industry and education have acknowledged the need for better quality workplace learning and better quality trainers from within the industry.

To date, much of the workplace learning has been measured quantitatively but has not addressed qualitative and support issues. If workplace learning is to become more valuable then trainers and learners will require a set of tools to support them in key areas which to date is not available for traditional workplace learning. Quality indicators such as personal development, learning purpose and context, rights and obligations, cultural tolerance and self-evaluation are examples of areas that have not been effectively addressed in workplace learning. The hospitality and food sectors are dynamic industries of importance to the economic development of the partner countries and they are reliant on the flow of people with the right competences to deliver products and services to a high standard. The flow of people from business to business and country to country is increasing the need for transparency of qualifications.

## *1.2 GEMS project - Objectives and outputs*

The Leonardo project Guidance for Educators, Mentors and Students aims to develop a process for quality improvement and enhancement of learner experience in a workplace-learning environment within the hospitality and food sectors across Europe. It seeks to identify general quality indicators for vocational education from which it aimed at developing a set of specific quality indicators for the workplace learning community. GEMS set up

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<sup>1</sup> Information on background and GEMS project objectives has been adopted from the original application to the Leonardo da Vinci programme.

collaboration among partners from industry and education sectors within the five partner countries to create and evaluate a common set of tools in order to address quality and transparency.

The goals of the project were the following:

- A product which can be adopted by other industry sectors
- Increased motivation and empowerment for the learner
- Standardised quality indicators which will promote transparency of competences among employers across Europe
- Improved quality of workforce skills and competences
- Improved image of the food and hospitality sector as an attractive career choice
- Greater number of recruits attracted to the vocational education sector
- Improved industry–education links
- Better retention rates in both industry and education
- The formation of new relationships among partners could generate new developments in future
- Dissemination of the project results to government organisations and industry representatives could encourage greater support workplace learning in each of the partner countries
- Contribution to the economic development and competitiveness of the partner countries

Concrete project outcomes as described in the application were the following:

- Quality indicators for the hospitality and food sector;
- A guidebook for trainers and learners in five languages: English, Flemish, Swedish, Icelandic and Polish;
- A pilot study to test the material
- A set of criteria for the selection of trainers; and
- A training programme for identified trainers to deliver the identified quality indicators.

Additionally the project has developed:

- an online learning platform for the GEMS logbooks

Results were disseminated among local and national government agencies and industry representatives within each of the partner countries.

### ***1.3 GEMS project partners***

Partners in the GEMS project are six institutions from five European countries:

- Ester Mosesson Gymnasium in Sweden
- IDAN Vocational Education and Training Centre in Iceland
- Kópavogur Grammar School in Iceland
- Nowy Sacz School of Business in Poland
- Stella Maris Hotel and Catering School in Belgium
- South West college (Omagh College) in Northern Ireland

Below a short overview on partner institutions is given, that has been derived respective websites and the GEMS project application.

IDAN Vocational Education and Training Centre in Iceland is in charge of the coordination of the GEMS project. It is a cooperative forum for businesses and employees in this field on educational matters and practical training courses. The function and principal objective of IDAN is to promote improvements in the education and skills of employees in the industry, in order to increase quality and productivity, strengthen the competitive position of businesses and raise standards of living. IDAN will fulfil its function and principal objective by shaping and influencing education within the hotel and food industry. This is done by organization of training courses and curriculum development. The Centre has long experience in workplace training and the use of workplace training manuals that are formulated by the trainers in collaboration with the Icelandic Education council for the hotel and food industry. The council in turn works with the school and government, which means that IDAN has easy access to the workplace, school and government officials, as well as to the educational department at the University of Iceland and to experts at the Education and Training Centre.

Stella Maris Hotel and Catering School in Belgium is a vocational and technical school teaching in the area of restaurant, kitchen and hotel. Programmes take between 6 years (technical department) and 7 years in the vocational department. The technical department prepares the students for higher studies and leads to a practical bachelor in hotel business and administration. Students in the vocational department are trained in the school to work as cooks, waiters, wine waiter or reception staff. Most of the teaching, that is both theoretical and practical, is provided in school. In their last year students of the technical department have a practical training period of 6 weeks in restaurants and hotels in Belgium, France, Spain and Switzerland. Students of the vocational department have a training period from 14 weeks (6 weeks in the 6th year and 8th weeks in the last year). The use of ICT skills are of high importance at Stella Maris. Stella Maris has experience in international projects, e.g. Comenius projects and Leonardo da Vinci mobility projects.

Kópavogur Grammar School is a vocational school in Iceland with three departments; grammar school, hotel- and culinary college of Iceland and tourism department. Students

from both the culinary department and the tourism department have won many awards through the years for excellence in their field. Within the Culinary department there are 11 different programmes, ranging from chefs programme to meat processing. The Icelandic Olympic teams of chefs are ranking in the top 10. Rather recently the school has opened up for adult learners which poses some challenges to work on. The school collaborates with IDAN in different projects, such as continuing education and course organisation for adult learners. These courses follow the formal curriculum of the hotel and culinary department but have been adjusted to the needs of adult learners. Workplace training plays an important role these programmes. The school has also participated in different Leonardo and Socrates projects.

Nowy Sacz School of Business is the first rank private university in Poland. The mission of the university is to educate the highest quality managerial cadre for economy, politics and administration, which means educating people who will be working both in Poland and in international institutions of the EU. The strategic goal for schools development for the next period is to fully internationalize the institution in three areas: curriculum, faculty, and students. The university has been both managing and actively participating in various kinds of EU funded projects in the field of education, training, mobility and research (LEONARDO DA VINCI, SOCRATES, PHARE, EQUAL, EFS etc.). The university focuses mainly on projects related with SME development, e-learning, and ICT use in business.

Ester Mosesson Gymnasium is an upper secondary school in Göteborg, Sweden, which offers two programmes: hotel and restaurant; and food and food preparation. Both take three years to complete. Students specialise in their 2nd or 3rd year, e.g. bakery/confectionary or meat processing. Students also study academic subjects. The school belongs to the Association of European Hotel and Tourism Schools and has been developing a European partnership since 1995 with exchanges throughout Europe.

South West College<sup>2</sup> is a merger of three colleges offering a wide range of further education and higher education diplomas, for example in the area of construction, printing, hotel and catering, hair and beauty, and business. South West college is situated in the north of Ireland where both catholic and protestant student attend. The South West College has 18,500 student enrolments, is involved in a number of European projects, and has a staffing complement of some 500 full-time staff and a similar number of part-time staff. The college has addressed questions that involve gender and equality. South West has a working relationship with IDAN in Iceland through the Leonardo Mobility program.

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<sup>2</sup> The school was called Omagh College before 1st of January 2008

### ***1.4 Structure of the report***

Chapter one introduced the background to the project and objectives as well as goals that were set initially. Chapter two describes the focus of the evaluation, the methods used to gather and analyse the data gathered and its timeline. Chapter three presents the results of the evaluation. In the final chapter main conclusion are drawn and set in context to recent project developments.

## II. The evaluation

The evaluation of the project comprises two types of evaluation; an internal evaluation and an external evaluation.

The internal evaluation is a self-evaluation conducted by Southwest College, one of the partner-organizations of the project<sup>3</sup>. It has the objective to monitor and evaluate the project in order to maximize the effectiveness of transnational partnership, ensure that the project meets quantitative and qualitative objectives, and to derive key learning points as to the effectiveness of the project to meet its major objectives. The external evaluation of GEMS is conducted by the Social Science Research Institute at the University of Iceland. The role of the external evaluator for Leonardo projects is to give expert services, as well as to offer a more objective evaluation of the project.<sup>4</sup>

In October 2007 an external evaluation plan was agreed on, that laid out the dimensions of the evaluation and the divide into a formative and summative part. The approach will be described in the next section.

### *II.1 Topics and dimensions*

The project was evaluated along several dimensions. The goal was to evaluate both the **output** (i.e. what was done) as well as the **process** (i.e. how was the output achieved).

There are different topics at Leonardo programme-level, which are of importance for evaluation. These are criteria against which the project was originally assessed and accepted for funding:<sup>5</sup>

- **Innovation** – whether the products, processes or target groups are genuinely new.
- **Transnationality** – the success of the transnational working and the effectiveness of partner's contributions.
- **Partnership** – the overall management and administration of partnership working.
- **Validity** – whether some of the needs described in the justification of the project have been met.
- **Dissemination** – whether the project has reached a wide audience.

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<sup>3</sup> See for example the Internal Monitoring Report 1, from March 2007 at [http://community.eun.org/eunCommunity/file\\_archive/929-070330-123009.doc](http://community.eun.org/eunCommunity/file_archive/929-070330-123009.doc)

<sup>4</sup> See for example Leonardo UK National Agency (October 2002). Evaluation Guidance Note for Leonardo Projects. Birmingham, UK: ECOTEC Research and Consulting Limited.

<sup>5</sup> See for example Leonardo UK National Agency (October 2002). Evaluation Guidance Note for Leonardo Projects. Birmingham, UK: ECOTEC Research and Consulting Limited.

- **Valorisation** – whether a multiplier effects through mainstreaming activity has been met.

The external evaluators made use of a framework of evaluation to a considerable extent, called the POETIC frame.<sup>6</sup> These dimensions of evaluation relate to different elements as to which a project can be measured against. The framework is especially useful for innovations and pilot studies. It covers the following dimensions:

- P     **Pedagogical aspects:** How useful are the tools to achieve educational purposes? Do they provide for a valuable learning experience? Are they important teaching tools?
- O     **Organisational aspects:** How does the use of these tools fit into the organisational structure of the workplace? Do they make the planning or running of the teaching any easier?
- E     **Economic aspects:** What are the economic aspects of adopting these tools? Will these tools make work-place learning more or less economic to run? is it too time-consuming to use it?
- T     **Technological aspects:** Are the demands on the tools too high?
- C     **Cultural aspects:** This includes a variety of topics, ranging from the use of language (e.g. our native languages versus the of English), the work-methods culture of our systems (Does the tool align it-self with the system and methods of work at the workplace?) the type of learning culture (Is the tool compatible with the way of teaching at the workplace) or does the material fit into the curriculum?

The POETIC framework was used to compose questionnaires for partners and participants in the GEMS pilot study.

## ***II.2 Procedure and participants***

Quantitative data were collected from partners and users at two points of evaluation through an online questionnaire. Following the analysis of the survey-data, further information was collected with interviews with partners. The interviews were envisioned as counteracting possible gaps in existing data. In addition to survey-data and interviews, different kinds of documents (for example internal evaluation reports) and websites of the project were examined. Moreover, there was continuous feedback of the project coordinator on the status and recent developments of the project, including several personal meetings.

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<sup>6</sup> Jón Torfi Jónasson and Andrea Gerður Dofradóttir. (May 2004). A European Schoolnet project. ValNet. Validation of the ITALES project. May 2004. Centre for the Development of Education. Social Science Research Institute. University of Iceland.

The following lines provide an overview on main procedures of the evaluation:

### **Partner survey 1: questionnaires**

At an early point of the project it was decided to gather information from the partners, e.g. the people who were involved in working on the project and developing the material. Altogether 15 individuals received an online questionnaire concerning the external evaluation of the project:

- 3 persons from IDAN Vocational Education and Training Centre in Iceland
- 2 persons from Stella Maris Hotel and Catering School in Belgium
- 2 persons from Kópavogur Grammar School in Iceland
- 3 persons from Nowy Sacz School of Business in Poland
- 3 persons from Ester Mosesson Gymnasium in Sweden
- 2 persons from South West college (Omagh College) in Northern Ireland

Nine of the partners responded: two from IDAN and two from Kópavogur Grammar School in Iceland, two from Ester Mosesson Gymnasium in Sweden and one from the rest of the partners each.

### **Partner survey 2: interviews**

Individual semi-structured interviews were conducted with partners during the GEMS project meeting in February 2008. Each interview took between 10 and 20 minutes. The interview outline can be found in annex 1. Main topics were the work in the project, current tasks and challenges, and the GEMS communication platform.

Interviews were conducted with:

- 2 persons from IDAN Vocational Education and Training Centre in Iceland
- 3 persons from Stella Maris Hotel and Catering School in Belgium
- 1 person from Kópavogur Grammar School in Iceland
- 1 person from Nowy Sacz School of Business in Poland
- 2 persons from Ester Mosesson Gymnasium in Sweden
- 1 person from South West college (Omagh College) in Northern Ireland

### **Pilot study on the material: questionnaires**

This part of the evaluation focused on users' perception of a central GEMS project outcome: the guidebooks for mentors, learners, and coordinators of work placements.

The project organized a VET student exchange within the hospitality and food sector. Students enrolled in partners' institutions were selected for a work placement in one of the GEMS participating countries. The receiving GEMS partners coordinated the exchange, i.e. they chose the company for the placement as well as the respective WBL mentor and acted

as students' contact person. Students, mentors and coordinators used the GEMS material (logbooks and guides) during the exchange.

To evaluate GEMS material three different questionnaires were developed in collaboration with the GEMS partners and project leader

- Questionnaires for mentors and students were presented to the group in February and feedback was encouraged. The POETiC framework (see above) was applied in harmony with the former evaluation of GEMS in January 2008 to survey opinions of participating students and mentors.
- The questionnaire for the coordinators was developed based on communication with the project leader. It focused on the organisational aspects of the pilot, since partners had already answered questions aligned with the POETiC framework at the former point of evaluation.

The questionnaires can be found in annex 2-4. These were submitted in April 2008 to students and mentors who participated in the pilot study and work and learn in the three areas tourism and hospitality, kitchen, and restaurant service. Participants were from four of the five GEMS partner countries. Furthermore, the coordinators of the student exchange, i.e. the respective partners of the GEMS project, answered the questionnaires. See figure II.1 for an overview on the participants of the survey.

	Receiving country	Mentors	Students	Coordinators	Sending/Coordinating institution/organization
	Sweden	3	4	1	Ester Mosesson Gymnasium in Sweden
	Poland	4	2	1	Nowy Sacz School of Business in Poland
	Belgium	8	10	1	Stella Maris Hotel and Catering School in Belgium
	Iceland	4	4	1	Kópavogur Grammar School in Iceland
		/	/	2	IDAN Vocational Education and Training Centre
	Ireland	0	0	0	Southwest College in Ireland
<b>TOTAL</b>		<b>19</b>	<b>20</b>	<b>6</b>	
Users work sector	Hospitality/Tourism	6	4		
	Kitchen	11	14		
	Restaurant service	2	2		
<b>TOTAL</b>		<b>19</b>	<b>20</b>		

Figure II.1 Number of pilot study participants by country, organisation/ institutions and sector of the work placement

Additionally, a freely formulated feedback list of two Icelandic students describing their work placement was used.



Figure II.2 Timeline of the evaluation procedure

### ***II.3 Timeline of the evaluation***

Figure II.2 shows the timeline of main evaluation steps. The right box highlights the feedback in form of reports that was given to GEMS project partners. Results were presented to the project before the final version of the GEMS material, so these steps in the evaluation process can all be considered as formative. Moreover, a summary of the evaluation reports was introduced personally to partners at the project meeting in February 2008 and the GEMS dissemination conference in November 2008.

The working paper for the second GEMS evaluation report was compiled to assist the GEMS partners to make decisions on changes in the material. Chapter four demonstrates how the project reacted to some outcomes. A delay in users' survey submission led to comparatively short time for analysis and compilation of the structured feedback to the GEMS project partners. However, the working paper presented major results irrespective of some shortcomings regarding formal reporting standards and constitutes the basis for this final report.

### ***II.4 Note on limitations***

The evaluation concentrates on the users rating of the logbooks as a major output of the project and partners' perceptions on progresses and outputs. The bulk of internal processes are supposable covered by the internal evaluation and are not focused at by the final evaluation report. Due to practical reasons the dissemination process was not evaluated although it is an important project goal and essential for the success of the whole endeavour.

Regarding that aspect and some others, the evaluation relied to a fair degree on the coordinator's judgment and information given by the projects website.

The conducted pilot study used a version of the GEMS material which was further developed by the project and not its final product. The advantage due to that fact was that partner could use feedback of the evaluation to make evidence-based changes in the material. On the other hand, it means that some ratings or comments depicted in this final report might have looked differently concerning the final material. It must be noted also, that the study was conducted with a rather small sample of participants. Although some of the GEMS material differed by sector of the work placement, the few responds did not offer the possibility to compare between them.

Moreover, a rather late outcome of the project was not assessed in any form: an online platform to offer a digital working environment and further enhance the transparency of the work-based learning.

However, we are confident that this report provides a useful description of the project's strengths and potentials.

## III. Results

This chapter presents the results of the three evaluation activities as described above.

### III.1 Partner survey one: questionnaires

A complete description of partners' answers is available in report on the former point of evaluation. Main results were the following:

Concerning the work in the project partners expressed a (fairly) good cooperation. The group has some smaller communication problems and different views on working process. The management of the project was rated as good, with a slight demand for a stricter schedule. Overall partners had a positive view on their own contribution.

When asked about their expectations on the project outcomes and goals, partners were positive. They considered the guidebooks and GEMS material as motivating and enhancing work-based communication and learning. Some of the project partners thought the material might be applicable in other sectors, but most of them regarded the projects influence on the perception of the whole sector and its economic development as small.

A the time of the evaluation user feedback was still limited, received reactions were positive. Concerning the pedagogical aspects of the material in development, partners were confident that it will provide a better understanding about rights and obligations of mentors and students during the work placement. They rated the material as effective in improving the quality of work based learning, e.g. in terms of student support, novelty and motivation of mentors and students. Partners foresaw an integration of the material into workplaces in the close future, or that the material will be used to some degree. The material was viewed as being in accordance to the project goals and expectations.

Answers concerning organisational aspects included that the material might fit (rather) easy in work-based curriculum. But half of the partners agreed on that the material needed further changes to be used effectively.

When asked on economic aspects of the material, few partners stated that it was too time. Answers were mixed concerning the question whether the material made workplaces more economic to run.

Concerning the technical aspects of the innovation, partners stated that the material was easily accessible for mentors and students and most of them agreed that it was easy to implement into work settings. There were hints that the material might be too complex for general use.

The survey focused on cultural aspects associated with the new materials. The majority of partners agreed that the material fit rather well in to work culture of training places and

learning culture. Half of the respondents agreed that it would be rather easy to adapt the material to other sectors.

The conclusion that could be drawn from the survey is that the material has a sound pedagogical concept in partners' opinion. The overall assessment was very positive, keeping in mind that respondents rated their own work. We suggested in the report to re-examine the economic, organisational, and cultural dimension of the GEMS material.

### **III.2 Partner survey two: interviews**

The following section gives an overview based on the interviews conducted in February 2008.

#### The GEMS communication platform:

Partners noted that the website was a rather good platform for posting information and being up to date. There were different opinions on the possibility to distribute documents via mail without needing to log on. Some considered it as an advantage, others as a disadvantage. Some partners felt that the website's structure was difficult to grasp. Generally it was agreed that the website is not used as much as intended. Some partners mentioned that they prefer conventional telephone or email communication.

#### Positive development in the GEMS project:

Many partners mentioned the progress made in creating the logbooks: the outcome was becoming more concrete and consensus on their look and structure has been growing. Some mentioned that the working climate has improved and some former disagreement has been overcome. Good leadership was also mentioned. Some partners also referred to the multinational or European collaboration as a positive experience as well as having different WBL sectors and perspectives involved in the project.

#### Progress of the GEMS project:

During the interviews it became clear that partners have different perceptions of the progress of GEMS. Whereas half of the partners was satisfied with time management and/or achieved milestones in March, others did express little or even strong concern on the delay of the project. Aspects that were viewed as slowing down progress were the resignation of one project partner from the project accompanied with some data loss. One partner expressed satisfaction with clear responsibilities. It was also stated that project partners had rather different working styles.

Encountered problems:

The majority of partners mentioned some kind of communication problems. This could either concern the communication between the partners of two specific countries or concerning language barriers and subsequent misunderstandings. A major obstacle was the problem of reaching an agreement concerning the content of the logbooks, especially how much information these should provide. National regulations seem to vary immensely.

Two partners mentioned that feedback on achieved work was too little or sometimes reduced to meetings, only, and that groups' preparation was too varied.

Additionally, it was noted by some that one project participant terminated her participation in the GEMS project and that data was lost. One partner mentioned that a specific working group chose a different form for one logbook without following the course of the other working groups.

Solutions reached and consequences for the projects:

Most partners noted that there were no crucial changes in the main course of the project. However, a major agreement was made in Belgium. The group split up, to work on several small logbooks and to create a thinner flexible worksheet folder than originally envisaged. According to partners' comments these changes led to some delay. A new division of responsibilities and a stricter approach to time management was agreed upon. One partner noted that deadlines were not followed as strictly as intended.

Another partner stated that it had been important to resolve preconceptions on different nationalities within the working team.

Potential improvement:

The interview yielded four different aspects that partners want to improve: Communication between meetings could to be enhanced. The time period for making changes after the testing of the material was considered rather short. One partner stated that the logbook on hospitality needed further improvement. Two project partners commented that there was little time to solve assigned tasks in addition to their daily work routine.

Key tasks at the moment<sup>7</sup>:

Most partners referred to the execution of the pilot and the subsequent finalizing of the logbooks as the most central tasks when the interviews were conducted. In this context the finalizing of the logbook for the hospitality sector was emphasized. Two partners mentioned the short timeframe for making changes in autumn, when piloting was finished. Two other partners mentioned the compliance with deadlines and strong project leadership as crucial

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<sup>7</sup> Answers refer to the time period when the interviews were conducted, i.e. February 2008

aspects. According to two partners it was crucial that working groups were satisfied with the logbooks and therefore they should assure good quality and be adequate for their purpose.

Positive outcome of the meeting in Poland<sup>8</sup>:

Most partners were satisfied with the work achieved during the meeting: logbooks' progress reaching a concrete outcome. Two partners stated that the meeting was well scheduled. Positively mentioned were also group forming processes, personal interactions and the mode of communication during the meeting in Poland. It was noted twice that some further agreement on the logbooks was reached.

General effectiveness of project meetings:

When asked on the effectiveness of the meetings partners' opinions tended to differ. Many were (very) satisfied with the effectiveness of the meeting whereas others expressed aspects that should be improved. Positive comments were made concerning clear goals and responsibilities and improved communication. However, one partner perceived meetings sometimes as too slow and not constructive enough. Another commented that he would prefer to focus on future planning, whereas current work should be prepared before the meetings. A third partner noted that too much emphasis was put on cultural events and leisure activities.

Survey for pilot phase:

This question aimed at partners' view on the questionnaires for mentors and students that participated in the GEMS pilot phase. Two aspects were mentioned and were integrated into the survey: There should be open questions concerning the improvement of the logbooks and students should be asked to evaluate the preparation by their school to handle the logbook. Otherwise partners were satisfied with the prepared drafts of the questionnaires.

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<sup>8</sup> One partner did not answer the question, since she was interviewed very early during the meeting.

### III.3 GEMS pilot study: user feedback

The feedback of the participant is presented here in an exhaustive manner. It is based on responses to the questionnaires, the feedback list of two Icelandic students and a meeting with the project leader. Results are shown in terms of a numerical overview and categorization of user comments. The comments on the work placement by two Icelandic students were classified into the five POETiC dimensions and the remaining comments can be found in section III.2.6

#### III.2.1 Pedagogical aspects

Students and mentors were asked about the effect of the GEMS material on awareness or rights and obligations regarding the work placement. Figure III.1 shows the results.

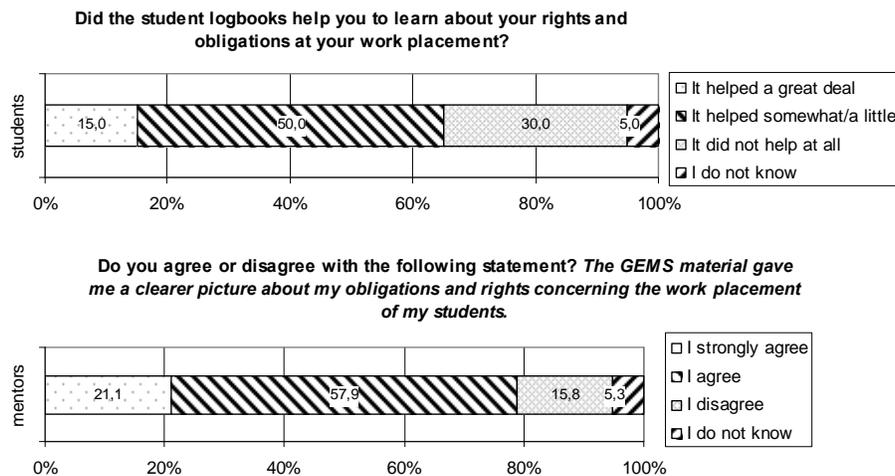


Figure III.1 Rating on enhanced awareness of rights and obligations by the GEMS material

Data indicates that the majority of mentors and students consider the GEMS material as helpful to learn about rights and obligations during the work placements.

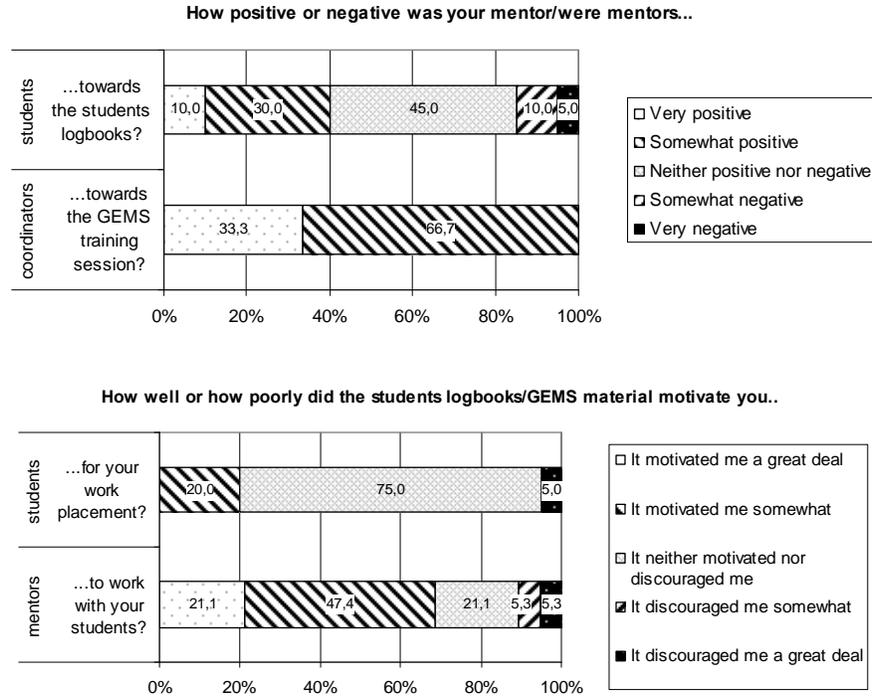


Figure III.2 Respondents motivation and attitude towards the GEMS material and training

Figure III.2 indicates that coordinators experienced overall positive reactions of mentors when the introduced the GEMS material to them. More than 60% were very or rather motivated to work with the students. Only two of them felt (somewhat) discouraged. Reactions as viewed by the students differ slightly from that picture: Still 40% of the mentors were (somewhat) positive towards the material, whereas the majority of mentors were described as being neither positive nor negative towards the material. Only three students described their mentors as being negative or very negative with regard to the material. Five students answered that they felt somewhat motivated by the student logbooks with respect to the work placement. However, the majority of them answered that they did not feel motivated, but not discouraged either. This is of course a very important result and gives some cause for concern, even though motivation was not the main aim of the logs.

The questionnaire for mentors and student asked whether communication between these two groups was enhanced by the GEMS material. Results are depicted in figure III.3 below.

13 out of 19 mentors responded that the material helped a great deal/somewhat in that respect, whereas five responded that it helped a little.

The student ratings differed slightly from those of the mentors. Eight students answered the material helped somewhat or a great deal in communicating with the mentor, and five said it helped a little. Five of these respondents noted that it did not help at all.

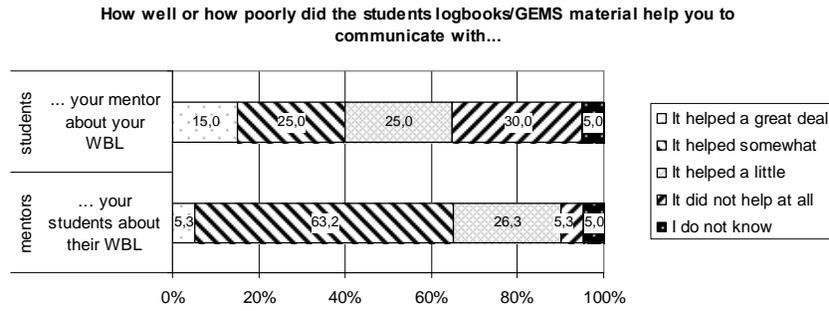


Figure III.3 Ratings of communication between mentors and students

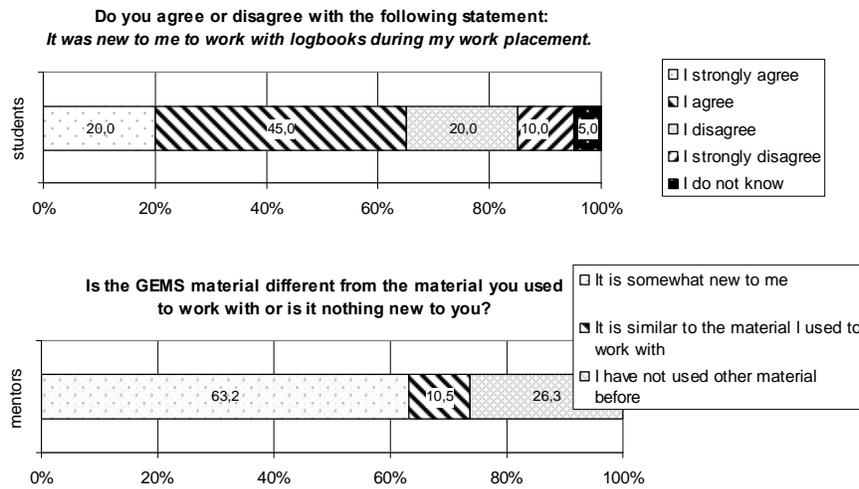


Figure III.4 Ratings of the novelty of the GEMS material

Both mentors and students were asked whether the GEMS material or the student logbooks were new to them. The answers of the mentors are very straightforward: Only two of them used to work with similar material, whereas the 17 answered that they have not used other materials before or it was somewhat new to them. Six students (strongly) disagreed that the logbooks were new to them, whereas the majority of them, i.e. 65%, (strongly) agreed on the novelty of the logbooks to them.

We asked mentors how helpful the GEMS material was to make work-based learning more effective, to keep track with students learning and to organise their placement (see figure 3.5 below). The majority of mentors agreed that the material was helpful in all those respects. Students' rating shows that they considered the logbooks as aiding the organisation of their WBL as well. Similarly, all six coordinators said that the GEMS material showed some effect on making learning outcomes more transparent. Half of them stated it was rather effective.

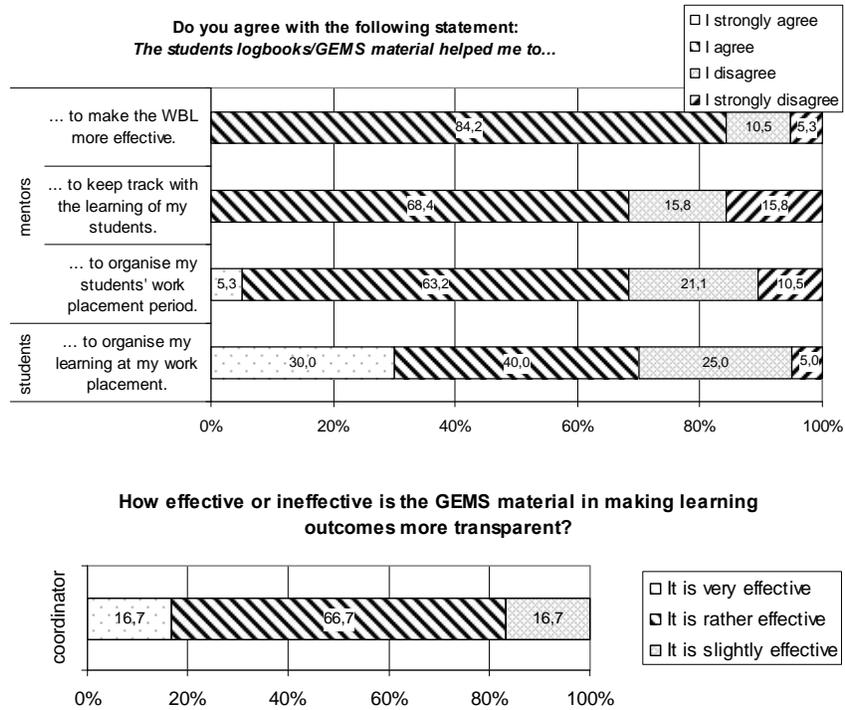


Figure III.5 Ratings of transparency and effectivity of work-based learning

Coordinators were asked to judge whether the GEMS material is helpful in choosing suitable mentors and companies for the work placement. Half of them stated that the material was rather effective in that respect. The other half of the coordinators considered the material as being slightly effective, only. Concerning the choice of a mentor, only two participants agreed that the material was helpful, whereas most of them did not know an answer. Results are depicted in figure III.6

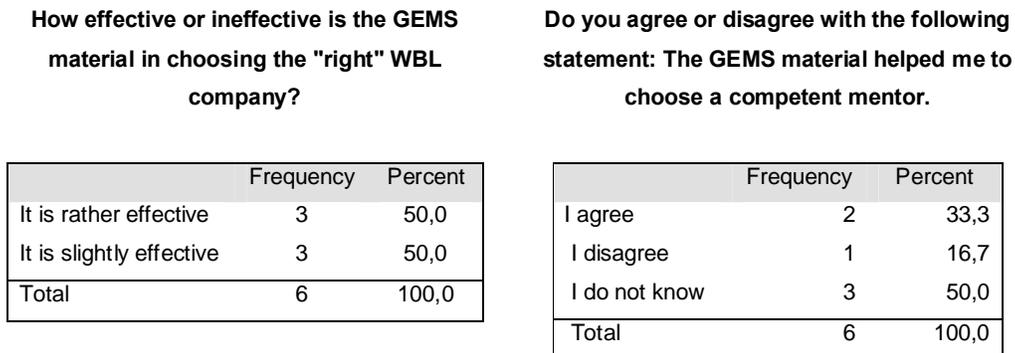


Figure III.6 Coordinators' ratings on facilitation of choice concerning mentors and companies for the work placement

### III.2.2 Organisational aspects

We asked mentors and students how well the GEMS material fit into the work placement or activity of the company respectively.

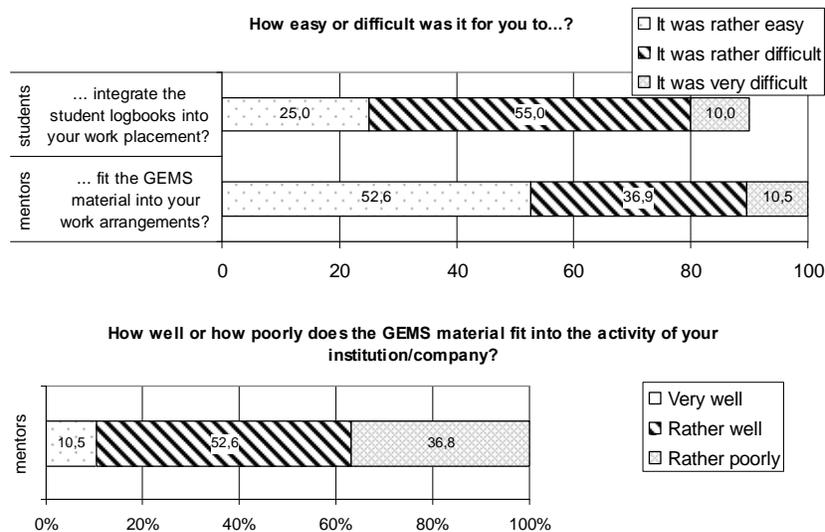


Figure III.7 Ratings of the materials fit into the organisational context of the work placements

Results show that only half of the mentors thought that it was rather easy to fit the material into their work arrangements. 12 mentors answered the GEMS material would fit very well or rather well into their companies' activities, but 7 of them stated that the fit was rather poor.

Some further questions aimed at determining how the GEMS material was used during the pilot.

We asked for the preparation of students and mentors by the schools and the GEMS project respectively.

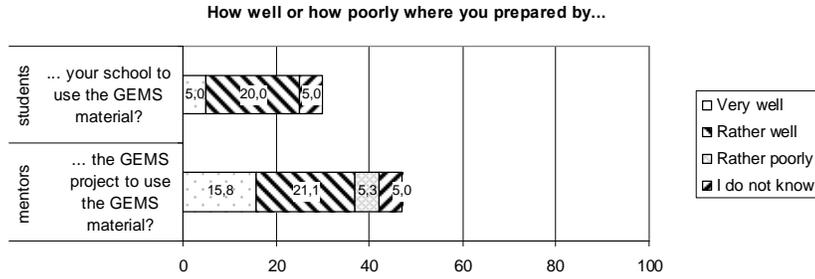


Figure III.8 Ratings of preparation to use the material by schools and the GEMS project

Due to a missing question in some of the distributed questionnaires, the response rate was low. Only six students and eight mentors answered. Five answered that preparation by schools was good or very good and 7 mentors responded that they were prepared very well or rather well by the GEMS project. However, the Belgian partner described his impression of mentors’ views after having met them personally:

- “[...] The companies would like to have had more information before about the new GEMS guides. However, most of them enjoyed working with those guides as the questions are clear and students are supposed to think about what they are doing.”

Furthermore, coordinators were asked whether students and mentors made sufficient use of the material. Three noted that the usage was rather sufficient, but the other coordinators viewed the use as rather insufficient or in case of the use by mentors very insufficient. One coordinator could not answer these questions.

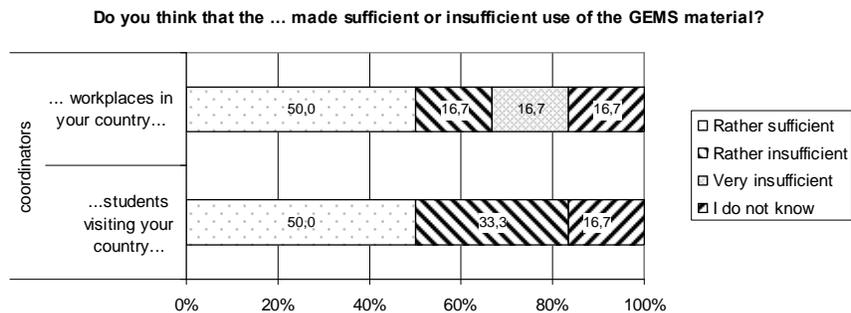


Figure III.9 Rating of the sufficiency of material usage during the work placements

The different experiences with the use of the material can be further illustrated:

One coordinator when asked on changes in implementing the material into the workplaces stated:

- "In my case I had a workshop with each mentor. This method worked well. [...]"

Students who were asked whether their workplaces should have used the material differently commented:

- "I think that materials should be used by our workplace, they did not match to our work and mentors did not use them."
- "Some of the students would have liked the work placements mentors to spend a little bit more time and given some more help."

GEMS material users were asked on its implementation into schools. Here are some answers of coordinators:

- "At this point in Iceland work based learning is lead by skills councils in each sector. I do feel that the VET schools would benefit from work such as GEMS. It would create a dialog between the schools and companies. It also makes the learning process of WBL transparent thus enabling educational leaders to adjust and evolve learning outcomes in WBL."
- "I think there is no problem to implement the GEMS material into schools if the material is a bit thinner and just about the most important parts of the education. And at the right level." [coordinator]

One mentor stated that the implementation would be improved if the material was "better accessible, easier in use". Another one commented the material should be available on CD, an aspect that will be addressed further in section III.2.4.

### **III.2.3 Economic aspects**

Mentors and students were asked whether GEMS material was too time-consuming. Results are shown in figure III.10. Most students agreed that the material was too time-consuming and six mentors did so. The majority of mentors disagreed. However, many users including the mentors added comments on how to reduce the work load connected with logbooks and mentor guides when asked for changes. These statements can be found in section III.2.6.

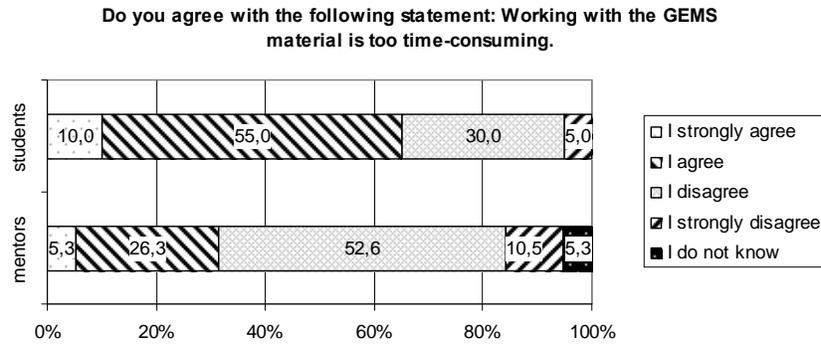


Figure III.10 Rating of time expenditure associated with the use of the GEMS material

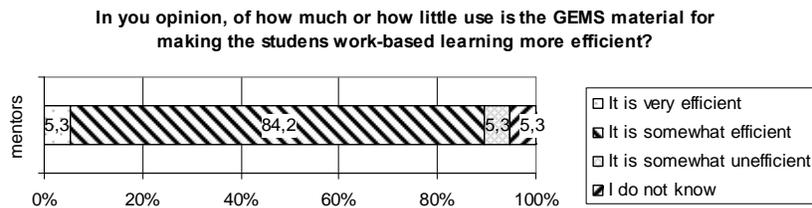


Figure III.11 Mentors rating of efficiency of work-based learning

Two questions aimed at mentors' and coordinators' rating of the efficiency of the material concerning more generally. Coordinators were asked the following question: How effective or ineffective is the GEMS material in improving the organization of the student exchange? All of them answered that it was rather effective.

Most of the mentors stated that the GEMS material was somewhat efficient in making the work-based learning of students more efficient (see figure III.11).

### III.2.4 Technical aspects

#### Digital availability

When asked on changes in the material, many participants answered that the GEMS material should be available on PC/on CD. All in all seven students, two mentors, and one coordinator made reference to that issue. Here is one example:

- "Possibility to fill in the worksheets by computer and to send them in during the training period to the mentor in order to control and give feedback"

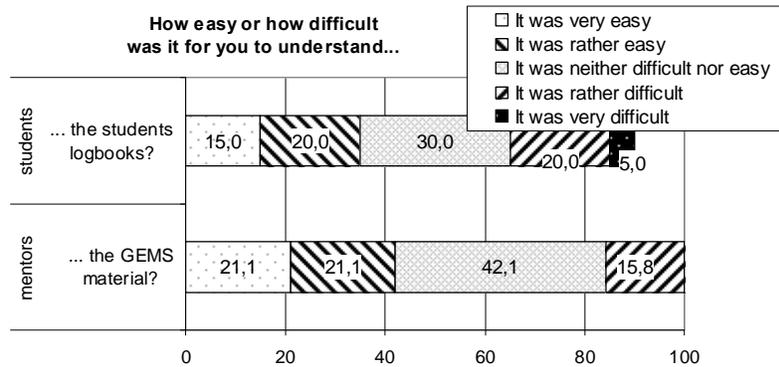


Figure III.12 Rating of the comprehensibility of the GEMS material

Both students and mentors were asked whether it was easy or difficult to understand the logbooks and mentor guides. As displayed figure III.12 less than half of the respondents considered the material as easy or very easy to understand. When asked to suggest changes concerning the structure of the GEMS material one mentor comments:

- “Just to make sure that the students fully understand how to complete the material. On a few occasions the student was not clear on how to complete a section.”

A coordinator noted

- “During should be thinner, just about the education in the kitchen or service. If we have all these appendices it will be difficult for someone out side GEMS group to understand the structure and to pick just what they need. Maybe it’s better to have two different levels”

### III.2.5 Cultural aspects

Mentors were asked whether the material matched with their working culture. The majority of them stated that it matched rather well (see figure III.13).

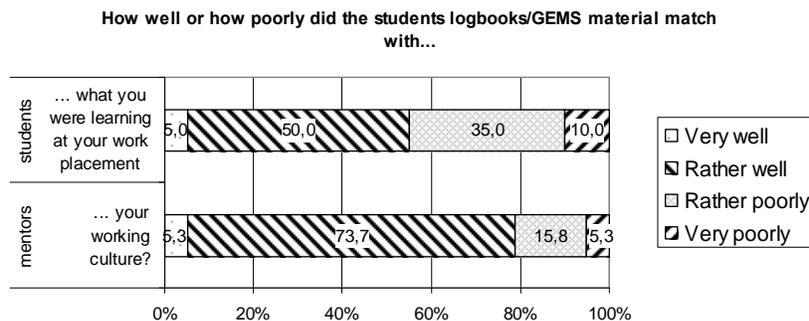


Figure III.13 Rating of match between GEMS material and working culture

Concerning the language aspect a comment of the Belgian partner with reference to the implementation of the material into schools is relevant:

- “Material must be translated in the Dutch language in order to have a good implementation for our students but also for the mentors (especially in the kitchen)”

### III 2.7 Future use of the GEMS material

Mentors were asked whether they are willing to use the material for work placements in the future. Results are shown in figure III.14.

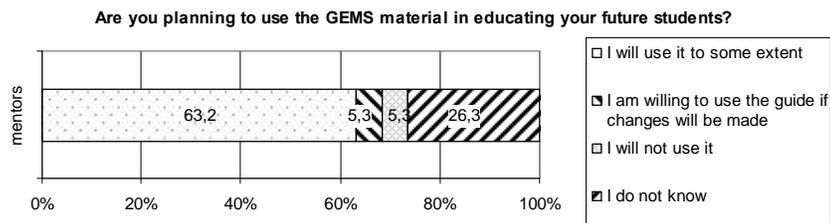


Figure III.14 Rating of future use of the GEMS material

The majority of mentors answered that they will use the material to some extent, whereas a substantial part of them was still indecisive on their future use of the material. None of them stated that they would soon integrate the guide into their work placements.

However, it is crucial to note that further implementation is under way:

- “Belgium will start with a Leonardo da Vinci partnership and GEMS material will be used by all partners when they are sending students abroad.” [coordinator]
- “I think it’s good to implement the GEMS material in the Leonardo network. We have implemented our Swedish version of GEMS to our work placements and found it very sufficient. But not the GEMS, only to one work placement.” [coordinator]

### III 2.8 Suggested changes in the material

The questionnaires made use of a number of open questions concerning changes in the material. These were added in accordance to partner comments and aimed at eliciting some critical comments of the GEMS users on a) the content and b) the structure of the GEMS material.

At the same time these questions allowed for rather wide comments and some answers have already been integrated into some of the result sections above. The following section will present a sorted synopsis of answers to all open survey questions. Furthermore, comments of the feedback list that was composed by two Icelandic students are integrated.

It will be started out with some positive comments:

- "I think that the GEMS material was very comprehensive and covered all aspects of the kitchen." [mentor]
- On changing the structure of the material: "No, it's fine to have separate parts for before and after, and one part which asks the questions." [student]
- "I think everything went very smoothly and fine. With the students the work placements and of course Helen and Idan organisation. I thought it was very exciting. The students and their parents were really satisfied. Thank you" [coordinator]
- "It's easier to cooperate between organisations if there is a common logbook for exchange students" [coordinator]

Further comments on changes are classified here:

Relevance for the workplaces: Three students and three mentors noted this issue.

- "Worksheets should be relevant for the workplace - a selection should be made" [mentor]
- "I had to fill out few things, which weren't related to my work placement. Logbooks should be more adjusted to the kind of work students are involved in." [student]
- "They [mentors] all would like to have in the future the worksheets adapted to the work placement, this means that there should be only in worksheets about the real work. This should be discussed with them before the work placement started." [coordinator]

Relevance for the specific work sector – focus travel agency

All students of the sector hospitality and tourism note that there should be improved consistency between workbooks and tasks relevant in their sector.

- "There were many questions that we could not answer because they referred to work placements at hotels." [student]
- "Some questions did not have anything to do with travel agency" [student]

#### Transparency in student evaluation:

- "I think a topic with grades discussion has to be in this logbook, because it's better to have a discussion about it, and let the student know what's wrong and right." [student]
- "The evaluation of the student that the restaurant fills in should be in the logbook. The student should have a moment with the Mentor and go through the evaluation, so he gets a chance to know which areas he needs to improve." [student]
- "I think that the grade or the evaluation from the Mentor should be in the logbook for the students otherwise the students will never get it. I think the Mentor and the student should have a talk about the final evaluation then the Mentor have a chance to explain. And the student should have a chance to ask before he leaves." [coordinator]

#### Information flow and dialogue between institutions and organisations

- "It [the material] creates a dialog between IDAN and Mentors. It also makes the learning process of WBL transparent thus enabling educational leaders to adjust and evolve learning outcomes in WBL." [coordinator]
- "The communication between Iceland and Poland should have been better – the Polish students had graduated from economics, not hotel management as we believed. Our students were 19. [...] the Polish students were not yet ready for working whereas the Icelandic students did not receive as many tasks as they wanted to [...] A precise checklist is needed to deal with these issues."
- "There should be a page for the coordinator, when he visits the student. It's important to document that, in case of something happens to the student. And the sending school can see that the receiving school, is taking care of the student."
- "It is very important that the receiving partner need to be fully prepared with an agenda/plan when the student arrives."
- "The preparation for the exchange at home was good. The organisation abroad was not good enough ... there was no shift schedule, too many things undecided, i.e. what should be done with us. It was like we could be coming and going like we wanted to." [student]

#### Matching students and workplaces

- "The choice of the workplace and tasks should be decided before. Our work was rather monotonous. [...] There should be a better task description for the exchange students ... e.g. how the workplace is like [...] It was like we were not entrusted with enough tasks. We were treated like teenagers ... we are 26 and 29 years old." [student kitchen]
- "[...] More emphasis on criteria for work based learning such as what kind of restaurant we want our students to attend." [coordinator]

- “GEMS materials specify what kind of company should be involved in WBL as well as the profile of the students who will participate in WBL” [coordinator]

Work load and simplicity:

- “There should be less text and more ‘tick’ boxes.” [coordinator]
- “I think it should be made simpler, if possible” [mentor, kitchen]
- “Not as many details” [mentor, kitchen], [student, kitchen]
- “Many of the assignments were to big and kind of difficult to understand” [student, kitchen]
- “The book should have more checklist ... it should have so many open question ... there is not enough time to answer” [student kitchen]
- “There is no time for chefs to read all this, you need to do a much more easier material.” [mentor, kitchen]
- “Before practice is good. During should be thinner, just about the education in the kitchen or service. If we have all these appendices it will be difficult for someone out side GEMS group to understand the structure and to pick just what they need. Maybe it’s better to have two different levels” [coordinator]
- “The three chapters in the book need to split up into separate books. This will make it clearer for all involved. One part for the coordinator and one part for the mentor.” [coordinator]
- “The structure of the logbooks is very flat and it would be better to make it more differential. For instance separate instructions from tasks by changing size of fonts or even colours.” [student, hospitality and tourism]

The following table will depict further suggestions on the content the workbooks:

<b>Further user comments on what could be left out:</b>			
	<b>students</b>	<b>mentors</b>	<b>coordinators</b>
kitchen	<p>"Questions for the mentors"</p> <p>Two students and three mentors noted the same issue</p> <p>"Cost calculating"</p> <p>"Equipment, I found this difficult"</p> <p>"The why/why not questions. To many details (like refibarerator temperature) or how a mixer works."</p> <p>"To attach pictures of the equipment [...] Pictures of dishes as well. None have the time to take pictures of the plates"</p> <p>"Risk analysis in school, Haccp in school, Nutrion in school. And topics about how to answer the phone how to route in the kitchen and how to get along with colleagues. Those parts are very basic and childish for students which are 19 years old"</p>	<p>"None"</p>	<p>"More emphases should be put on how to respond when a foreign student takes ill."</p>
responsibility and tourism		<p>"All the GEMS materials are prepared to improve communication. Therefore there is no need to take out anything."</p> <p>Four further mentors commented that nothing should be left out of the guide or that "Everything [was] fine!"</p>	<p>"Worksheets for banquets (kitchen and restaurant) - worksheets for reception and hospitality (reservations - telephone - reception - cashier - housekeeping - sales and marketing etc."</p>
Restaurant service	<p>"I think that topic about answering the phone. That topic is meaningless because all people now how to answer the phone."</p>		
<b>Further user comments on what should be added:</b>			
kitchen	<p>"Change that instead of writing about meat or fish you should have to write about methods" How to fry fish meet on the stove " or "tell us about recycling and handling of leftovers". Change it into a thinner logbook. Less paper!!"</p> <p>"A worksheet about outside and inside catering (banquets)"</p> <p>"As we are a catering business mainly orientated in pre-pared food we would like to have a worksheet about this item as well."</p> <p>Seven out of the ten mentors and one student of this sector mentioned catering and prepared food.</p>	<p>"Information on work place fire procedures for students before they arrive"</p>	
Restaurant service		<p>"part 4 page 8 Activity list to be handed to learner on arrival, i think this might confuse worry students, it will also be difficult to judge level of activity list until student ability is known"</p>	

## IV. Conclusions

This last section presents conclusions that were drawn from partner interviews and user feedback on the pilot study. These were presented to the project in September 2008 and had a formative value. Therefore, it was decided to include a section that summarises recent developments within the project after the conduction of the pilot study. Information is based on communication with the project leader and the project website.

### IV.1 Partners work in the project

The interviews gave a good impression on the progress and efficiency of the GEMS project in the opinion of the partners, which can be described as rather positive. Partners noted clear responsibilities, good leadership, and structured meetings. Most of them were satisfied to have reached an agreement on the structure of the logbooks by means of a flexible solution. Group formation and working climate had considerably improved after difficulties on prior meetings. The website was considered to be a good tool to provide up to date information to partners. The project faced fluctuations in involved personal, which had some effects on projects schedule. However, this did not lead to serious deviation from initial planning. Opinions on the progress and efficiency of the project tended to differ. Therefore, recommendations were mainly aimed at raising discussion concerning some issues in line with partners' comments:

Enhance communication between meetings

In accordance with many partners' comments it was suggested to assure communication and feedback on the work of other partners.

Timing of group work

It was observed that some respondents were willing to shift some group work load from the meetings in favour of future planning. When scheduling tasks in work groups it might be helpful to communicate on current commitments of partners outside of the project to assure feasibility (see below).

Feasibility of tasks

The overall impression of the interviews was that partners perceived the time line and progress of the project rather differently. In the light of a delay and the permitted extension it was considered helpful to involve all partners in a discourse on consequences for the scheduling to assure reaching the GEMS key objectives. Partners were especially concerned with the feasibility of conducting final changes in the GEMS logbooks within the planned time

period in autumn. At the end partners succeeded in meeting the deadlines (communication with project coordinator).

#### Online communication platform

For the purpose of information management and overview it was suggested to engage in improving the communication platform. A more intuitive menu structure and document uploads clearly designated as latest versions might reduce the partners' reluctance in using the platform.

## IV.2 The pilot study

The overall assessment of the project was rather positive. This section will point out the major challenges in light of the answers of GEMS users suggested. Concerning the comments on changes in the GEMS material it should be noted their relevance must be re-estimated by project partners. Judging the usefulness of learning materials can be very demanding for users, and therefore not every single comment might necessarily help to improve the material. However, many aspects were noted repeatedly, and allow for more general conclusions.

#### Pedagogical dimension

Feedback from users on the GEMS material was positive by means of

- assuring awareness of rights and obligations during the WBL,
- creating a dialogue between mentors, students and coordinators, as well as
- offering a new approach for mentors and students to WBL in this sector.

Users stated that the transparency of learning outcomes was being enhanced. Students' demand on making the mentors' evaluation of WBL performance available to them should be taken into account.

A challenge might be to keep students motivated for the work placements by using the material. Only some coordinators rated the material as being helpful in choosing a company and mentors. The evaluation suggested that this aspect might be improved further.

#### Organisational dimension

The feedback on using the material within the existing organisation arrangement was mixed. A challenge that was pointed out by the pilot study is to fit the developed material further into work arrangements of the companies and to enable students to use logbooks with respect to their working experience. Users commented on more flexibility concerning the contents of the logbooks. Some mentors expressed that the content of the student logbooks was too prescriptive. A comment that illustrated the point is given here:

- “In my opinion GEMS materials can and will not define range of knowledge needed in my trade. But still the GEMS materials help to define how to work with the students.” [mentor, tourism and hospitality]

Ensuring the involvement of mentors in deciding students learning outcomes by taking their own companies profiles into account might reduce their reluctance. It is suggested as a solution to develop material adjustable to work placement duration and characteristics of the receiving institutions without forfeiting quality.

Furthermore, improved flexibility might encourage both mentors and students to make better use of the material during the work placement.

Economic dimension

The user feedback suggested that the time expenditure associated with using the GEMS material needs to be further reduced.

Technical and cultural dimensions

Based on users judgement it was recommended to make the material more comprehensible. The issue is linked to the cultural aspect of assuring the translation of the material. Furthermore, the survey reflected the users’ preference for a digital version of the materials.

### **IV.3 Further development and adjustments – Integrating user feedback to achieve project goals**

The feedback to the project in September 2008 concluded amongst others that “a number of improvements can be made when adapting the material to the tasks at hand and in various details, both of the material, guidelines, and operational procedures, e.g. adapting the procedure to the somewhat harsh realities of every day operation in a normal workplace.” The project showed some flexible adjustment to some of the users’ feedback and the material has undergone changes since the pilot study was conducted. The text of the GEMS material was further reduced by approximately half of the amount. It contains more tick boxes and less open questions. Thus, it can be assumed that time expenditure connected to working with the material has been reduced substantially.

A major development is the launching of the GEMS online platform. It provides for the following features.

- Download of the GEMS student logbooks and mentor guides: workbooks as whole and single sheets
- Personal profiles for teachers, students and mentors
- Flexible compilation of worksheets for students
- Online working environment that indicates the status of students’ tasks

- Online feedback from teachers on the task of the students

The platform answers the expressed need for digital availability of the material. Although the platform was not part of the evaluation, its features are supposable helpful in the following areas:

- Make the material easier accessible.
- Make the material fit better to the workplaces by individually compiling relevant worksheets.
- Make students' current work progress more transparent for schools.

Moreover, the project created instructions for the use of the material. To improve the information flow and dialogue between institutions a sheet for coordinators visiting the student was added. The project goal to translate the complete material has been achieved for some of the partner languages already. Since the guides and logbooks comprise a larger amount of text than planned, this has become a more extensive task.

To address the issue of dissemination shortly, it can be noted that partners developed concrete plans on an international, national and regional level early during the project. The public website contains information on the project and the material for download. The material will be an integral part of the Leonardo da Vinci project "PREUHOTRA, Preparation and co-mentorship for European Hospitality Training". Therefore it can be expected that the GEMS project output will undergo further development and reach a wider audience in the future.

We suggest that overall the project was successful, in that the material developed and the procedure adopted was on the whole impressive. This is the major conclusion.

A challenge seemed to be finding the balance between concrete learning content and more general key competences, when developing material for students to improve the quality of work-based learning.

Furthermore the project as a cooperative venture and an input to an important ingredient to professional training was on the whole quite successful. Some difficulties occurred concerning sensitive communication channels and operational details, but most of the project goals have been achieved already; others are in the range of achievement, e.g. the translation of the GEMS student logbooks and guides for mentors. The project proofed that a transnational partnership is functional in addressing quality and transparency of work-based learning.

## **Annex 1 – Guideline for partner interview**

1. What is your opinion on the website as a communication tool?
2. In your opinion, what goes especially well in the project?
3. How do you feel about the progress of the project in general?
4. What were problems you encountered during the project?
5. What solutions/agreements did you reach concerning these problems?
6. How did these changes affect the main course of the project?
7. What other important aspects that still need some improvement come to your mind?
8. In your opinion, what is most central (at the moment) for the success of the project?
9. In your opinion, what went especially well on this meeting?
10. How do you feel about the effectiveness of the GEMS project meetings in general?
11. Is there any aspect you want to emphasize concerning the survey of mentors and students?

## Annex 2 – The questionnaire for students

1. *In which of the following institutions are you a registered student?*

- <sub>1</sub> Ester Mosesson Gymnasium in Sweden
- <sub>2</sub> Kópavogur Grammer School in Iceland
- <sub>3</sub> Nowy Sacz School of Business in Poland
- <sub>4</sub> South West College (Omagh College) in Northern Ireland
- <sub>5</sub> Stella Maris Hotel and Catering School in Belgium

2. *In which of the following countries did you carry out work placement?*

- <sub>1</sub> Belgium
- <sub>2</sub> Iceland
- <sub>3</sub> Ireland
- <sub>4</sub> Poland
- <sub>5</sub> Sweden

3. *In which of the following sectors did you carry out your work placement?*

- <sub>1</sub> Hospitality and tourism
- <sub>2</sub> Kitchen
- <sub>3</sub> Restaurant service

4. *How well or how poorly were you prepared by your school to use the GEMS material?*

- <sub>1</sub> Very well.
- <sub>2</sub> Rather well.
- <sub>3</sub> Rather poorly.
- <sub>4</sub> Very poorly.
- <sub>5</sub> I do not know.

5. *How well or how poorly did the student logbooks motivate you for your work placement?*

- <sub>1</sub> It motivated me a great deal.
- <sub>2</sub> It motivated me somewhat.
- <sub>3</sub> It neither motivated me nor discouraged me.
- <sub>4</sub> It discouraged me somewhat.
- <sub>5</sub> It discouraged me a great deal.
- <sub>6</sub> I do not know.

6. *Do you agree or disagree with the following statement: The student logbooks helped me to organise my learning at my work placement.*

- <sub>1</sub> I strongly agree.
- <sub>2</sub> I agree.
- <sub>3</sub> I disagree.
- <sub>4</sub> I strongly disagree.
- <sub>5</sub> I do not know.

7. *How well or poorly did the student logbooks help you to communicate with your mentor about your work-based learning?*

- <sub>1</sub> It helped a great deal
- <sub>2</sub> It helped somewhat.
- <sub>3</sub> It helped a little.
- <sub>4</sub> It did not help at all.
- <sub>5</sub> I do not know.

8. *Did the student logbooks help you to learn about your rights and obligations at your work placement?*

- <sub>1</sub> It helped a great deal.
- <sub>2</sub> It helped somewhat.
- <sub>3</sub> It helped a little.
- <sub>4</sub> It did not help at all.
- <sub>5</sub> I do not know.

9. *Do you agree or disagree with the following statement? It was new to me to work with logbooks during my work placement.*

- <sub>1</sub> I strongly agree.
- <sub>2</sub> I agree.
- <sub>3</sub> I disagree.
- <sub>4</sub> I strongly disagree.
- <sub>5</sub> I do not know.

10. *How positive or negative was your mentor towards the student logbooks?*

- <sub>1</sub> Very positive.
- <sub>2</sub> Somewhat positive.
- <sub>3</sub> Neither positive nor negative.
- <sub>4</sub> Somewhat negative.
- <sub>5</sub> Very negative.

11. *Do you agree or disagree with the following statement? Working with the student logbooks was too time consuming.*

- <sub>1</sub> I strongly agree.
- <sub>2</sub> I agree.
- <sub>3</sub> I disagree.
- <sub>4</sub> I strongly disagree.
- <sub>5</sub> I do not know.

12. *How easy or how difficult was it for you to understand the student logbooks?*

- <sub>1</sub> It was very difficult.
- <sub>2</sub> It was rather difficult.
- <sub>3</sub> It was neither difficult nor easy.
- <sub>4</sub> It was rather easy.
- <sub>5</sub> It was very easy.
- <sub>6</sub> I do not know.

13. *How easy or how difficult was it for you to integrate the student logbooks into your work placement?*

- <sub>1</sub> It was very difficult.
- <sub>2</sub> It was rather difficult.
- <sub>3</sub> It was rather easy.
- <sub>4</sub> It was very easy.
- <sub>5</sub> I do not know.

14. *How well or how poorly did the student logbooks match with what you were learning at your work placement?*

- <sub>1</sub> Very well.
- <sub>2</sub> Rather well.
- <sub>3</sub> Rather poorly.
- <sub>4</sub> Very poorly.
- <sub>5</sub> I do not know.

*15. If you feel that some topics can be left out of the student logbooks, please explain what these topics are:*

*16. If you feel that some topics should be added to the student logbooks, please explain what these topics are:*

*17. If you feel that the structure of the student logbooks should be changed, please explain how:*

*18. If you feel that your work place should have used the GEMS material differently, please explain how:*

## Annex 3 – The questionnaire for mentors

1. *In which of the following countries do you work?*

- <sub>1</sub> Belgium
- <sub>2</sub> Iceland
- <sub>3</sub> Ireland
- <sub>4</sub> Poland
- <sub>5</sub> Sweden

2. *In which of the following sectors where your students carrying out their work placement?*

- <sub>1</sub> Hospitality and tourism
- <sub>2</sub> Kitchen
- <sub>3</sub> Restaurant service

3. *How well or how poorly where you prepared by the GEMS project to use the GEMS material?*

- <sub>1</sub> Very well.
- <sub>2</sub> Rather well.
- <sub>3</sub> Rather poorly.
- <sub>4</sub> Very poorly.
- <sub>5</sub> I do not know.

4. *How well or how poorly did the GEMS material motivate you to work with your students?*

- <sub>1</sub> It motivated me a great deal
- <sub>2</sub> It motivated me somewhat.
- <sub>3</sub> It neither motivated me nor discouraged me.

- <sub>4</sub> It discouraged me somewhat.
- <sub>5</sub> It discouraged me a great deal.
- <sub>6</sub> I do not know.

5. *Do you agree or disagree with the following statement?* The GEMS material helped me to make the work-based learning more effective.

- <sub>1</sub> I strongly agree.
- <sub>2</sub> I agree.
- <sub>3</sub> I disagree.
- <sub>4</sub> I strongly disagree.
- <sub>5</sub> I do not know.

6. *How well or poorly did the GEMS material help you to communicate with your students about relevant issues of their work-based learning?*

- <sub>1</sub> It helped a great deal
- <sub>2</sub> It helped somewhat
- <sub>3</sub> It helped a little.
- <sub>4</sub> It did not help at all.
- <sub>5</sub> I do not know.

7. *Do you agree with the following statement?* The GEMS material gave me a clearer picture about my obligations and rights concerning the work placement of my students.

- <sub>1</sub> I strongly agree.
- <sub>2</sub> I agree.
- <sub>3</sub> I disagree.
- <sub>4</sub> I strongly disagree.
- <sub>5</sub> I do not know.

8. *Is the GEMS material different from the material you used to work with or is it nothing new to you?*

- <sub>1</sub> It is to a large extent new to me.
- <sub>2</sub> It is somewhat new to me.
- <sub>3</sub> It is similar to the material I used to work with.
- <sub>4</sub> I did not use other material before.
- <sub>5</sub> I do not know.

9. *Do you agree with the following statement:* The GEMS material helped me to keep track with the learning of my students.

- <sub>1</sub> I strongly agree.
- <sub>2</sub> I agree.
- <sub>3</sub> I disagree.
- <sub>4</sub> I strongly disagree.

<sub>5</sub> I do not know.

10. *Do you agree or disagree with the following statement:* The GEMS material helped me to organise my studentsqwork placement period.

<sub>1</sub> I strongly agree.

<sub>2</sub> I agree.

<sub>3</sub> I disagree.

<sub>4</sub> I strongly disagree.

<sub>5</sub> I do not know.

11. *How well or poorly does the GEMS material fit into the activity of your institution/company?*

- <sub>1</sub> Very well.
- <sub>2</sub> Rather well.
- <sub>3</sub> Rather poorly.
- <sub>4</sub> Very poorly.
- <sub>5</sub> I do not know.

12. *In your opinion, of how much or how little use is GEMS material for making the students work-based learning more efficient in your training sector.*

- <sub>1</sub> It is very efficient.
- <sub>2</sub> It is somewhat efficient.
- <sub>3</sub> It is somewhat unefficient.
- <sub>4</sub> It is very unefficient.
- <sub>5</sub> I do not know.

13. *Are you planning to use the GEMS material in educating your future students?*

- <sub>1</sub> I will soon integrate it into my training.
- <sub>2</sub> I will use it to some extent.
- <sub>3</sub> I am willing to use the the guide if changes will be made.
- <sub>4</sub> I will not use it.
- <sub>5</sub> I do not know.

14. *Do you agree or disagree with the following statement: Working with the GEMS material is too time-consuming.*

- <sub>1</sub> I strongly agree.
- <sub>2</sub> I agree.
- <sub>3</sub> I disagree.
- <sub>4</sub> I strongly disagree.
- <sub>5</sub> I do not know.

15. *How easy or how difficult was it for you to understand the GEMS material?*

- <sub>1</sub> It was very difficult.
- <sub>2</sub> It was rather difficult.
- <sub>3</sub> It was neither difficult nor easy.
- <sub>4</sub> It was rather easy.
- <sub>5</sub> It was very easy.
- <sub>6</sub> I do not know.

*16. How easy or how difficult was it for you to fit the GEMS material into your work arrangements?*

- <sub>1</sub> It was very difficult.
- <sub>2</sub> It was rather difficult.
- <sub>3</sub> It was rather easy.
- <sub>4</sub> It was very easy.
- <sub>5</sub> I do not know.

*17. How well or how poorly did the GEMS material match with your working culture?*

- <sub>1</sub> Very well.
- <sub>2</sub> Rather well.
- <sub>3</sub> Rather poorly.
- <sub>4</sub> Very poorly.
- <sub>5</sub> I do not know.

*18. If you feel that some topics can be left out of the GEMS material, please explain what these topics are:*

*19. If you feel that some topics should be added to the GEMS material, please explain what these topics are:*

*20. If you feel that the structure of the GEMS material should be changed, please explain how:*

*21. If you feel that the implementation of the GEMS material should be different, please explain how:*

## Annex 4 – The questionnaire for coordinators

1. *In which of the following organizations/schools are you working on the GEMS project?*

- <sub>1</sub> Ester Mossessons gymnasium.
- <sub>2</sub> ÍÐAN fræðslusetur.
- <sub>3</sub> Kopavogur Grammar School.
- <sub>4</sub> Nowy Sacz School of Business.
- <sub>5</sub> Omagh College/Southwestern College
- <sub>6</sub> Stella Maris Hotel and Catering School

2. *Do you agree or disagree with the following statement: The planning and organization of the student exchange has lived up to my expectations?*

- <sub>1</sub> I strongly agree.
- <sub>2</sub> I agree.
- <sub>3</sub> I disagree.
- <sub>4</sub> I strongly disagree.
- <sub>5</sub> I do not know.

3. *How effective or ineffective is the GEMS material in improving the organization of the student exchange.*

- <sub>1</sub> It is very effective.
- <sub>2</sub> It is rather effective.
- <sub>3</sub> It is slightly ineffective.
- <sub>4</sub> It is slightly ineffective.
- <sub>5</sub> It is rather ineffective.
- <sub>6</sub> It is very ineffective.
- <sub>7</sub> I do not know.

4. *How effective or ineffective is the GEMS material in choosing the “right” WBL company?*

- <sub>1</sub> It is very effective.
- <sub>2</sub> It is rather effective.
- <sub>3</sub> It is slightly effective.
- <sub>4</sub> It is slightly ineffective.
- <sub>5</sub> It is rather ineffective.
- <sub>6</sub> It is very ineffective.
- <sub>7</sub> I do not know.

5. Do you agree or disagree with the following statement: *The GEMS material helped me to choose a competent mentor.*

- <sub>1</sub> I strongly agree.
- <sub>2</sub> I agree.
- <sub>3</sub> I disagree.
- <sub>4</sub> I strongly disagree.
- <sub>5</sub> I do not know.

6. How positive or negative were mentors towards the GEMS training session?

- <sub>1</sub> Very positive.
- <sub>2</sub> Rather positive.
- <sub>3</sub> Rather negative.
- <sub>4</sub> Very negative.
- <sub>5</sub> I do not know.

7. Do you think that workplaces in your country made sufficient or insufficient use of the GEMS material?

- <sub>1</sub> Very sufficient.
- <sub>2</sub> Rather sufficient.
- <sub>3</sub> Rather insufficient..
- <sub>4</sub> Very insufficient.
- <sub>5</sub> I do not know.

8. If you feel that the implementation of the GEMS material into workplaces should be different, please explain how:

*9. How effective or ineffective is the GEMS material in making learning outcomes of students more transparent?*

- <sub>1</sub> It is very effective.
- <sub>2</sub> It is rather effective.
- <sub>3</sub> It is slightly effective.
- <sub>4</sub> It is slightly ineffective.
- <sub>5</sub> It is rather ineffective.
- <sub>6</sub> It is very ineffective.
- <sub>7</sub> I do not know.

10. Do you think that the students visiting your country made sufficient or insufficient use of the GEMS material?

- <sub>1</sub> Very sufficient.  
<sub>2</sub> Rather sufficient.  
<sub>3</sub> Rather insufficient..  
<sub>4</sub> Very insufficient.  
<sub>5</sub> I do not know.

11. If you feel that the implementation of the GEMS material into schools should be different, please explain how:

12. If you feel that some topics can be left out of the GEMS material, please explain what these topics are:

13. If you feel that some topics should be added to the GEMS material, please explain what these topics are:



*14. If you feel that the structure of the GEMS material should be changed, please explain how:*

*15. If there were any further advantages of using the GEMS material from an organizational point of view, please specify:*

*16. If there were any difficulties in the usage of the GEMS material from an organizational point of view, please specify:*

*17. If there are any further relevant issues concerning the organization of the student exchange, please add your comments:*