

1. Introduction

ECVET is the European Credit System for Vocational Education and Training. It uses a common procedure to recognise learning outcomes achieved in formal, non-formal and informal settings. Learning outcomes are defined in terms of the knowledge, skills and competencies required to achieve them. Students receive credits, which can be transferred from one place of learning to another, thus encouraging mobility throughout Europe. Students can accumulate credits towards the award of a qualification. One year of study is equivalent to 60 credits and credits can be weighted to reflect the complexity, scope and volume of study involved by the awarding of points. It is a voluntary system, which can be applied to qualifications by awarding bodies in a national context.

The aim of this Leonardo Transfer of Innovation project, MOBI'VET, was to match qualifications in the Hospitality and Catering sector from across the partner countries (Austria, France, Greece, Hungary and the UK) so that each could accredit students and offer credit points towards their final qualification on the basis of undertaking part of their qualification in another country. Students from all partner organisations undertook two week placements in partner countries where they spent:

- two weeks in an enterprise (Hungary)
- two weeks in a training hotel (Greece)
- two weeks in a vocational school (Austria)
- one week in the training organisation and one week in industry (France and UK)

This mixture of placements enabled the partners to assess different learning methodologies in different vocational and employment settings which added value to the placement experiences. A Tutor from the sending organisation went out to the host organisation to assess the new skills and knowledge in the industry setting. In preparation for this work placement, students received vocationally-based language training as well as social and cultural briefings. In addition, they were provided with a Certificate to confirm that they have undertaken work practice overseas including a validation of learning outcomes and home-country recognition. The activities undertaken by students whilst on assessment / placement visits in each partner country have been recorded and produced as a DVD.

All project evaluation comments and recommendations are highlighted in the green boxes.

2. Evaluation Report

This report is written on the basis of the project Evaluation Plan (Annex A) and evaluation documentation completed by students, employers, stakeholders and partners:

A. *Evaluation of Partner Experience:*

- A.1 Work Packages
- A.2 Finance
- A.3 Transnational Visits

B. *Evaluation of Mobility Experience:*

B.1 Evaluation of Student Experience:

- Pre-visit evaluation
- Logbook
- Post-visit Evaluation
- Post-project Evaluation

B.2 Evaluation of Employer Experience:

- Employer Awareness

B.3 Evaluation of Stakeholder Experience:

- Stakeholder Awareness

Copies of completed evaluation forms are held by Leeds City College who had responsibility for Work Package 4: Evaluation and AFORMAC, the project co-ordinator.

3. Evaluations

3.A Evaluation of Partner Experience

3.A.1 Work Packages

The Project Action Plan was broken down into Work Packages:

WP1: Co-ordination and animation of project	(AFORMAC)
1.1 Contact with French National Agency	
1.2 Co-ordination of Partners	
WP2: Transfer	(BFI)
2.1 Presentation of the transfer	
2.2 Organisation of the transfer	
2.3 Elaboration of transfer process	
WP3: ECVET Mobilities	(Zespol Szkol initially
3.1 Pedagogical methods	1CEBA following partner
3.2 Organisation of mobility	amendment)
3.3 Experimentation	
WP4: Evaluation	(Leeds City College)
4.1 Definition of Evaluation, tools and targets	
4.2 On-going Evaluation	
4.3 Final Evaluation Report	
WP5: Valorisation	(Hotelia)
5.1 Set up communication	
5.2 Co-ordination of communication	

Continuous monitoring and evaluation of the Work Package developments took place across the life of the project. The following points highlight areas which were actioned:

WP1: Co-ordination

AFORMAC was responsible for co-ordinating the project and set up effective systems which ensured that partners were aware of their responsibilities:

- Modification to the initial budget after the launch meeting with the National Agency
- Reports were written in English to ensure transparency with partners and that no information was omitted.
- The financial toolkit was developed to support partner record-keeping
- Payments were made to partners by AFORMAC on receipt of financial reports with supporting documentation, including invoices, timesheets
- Communication was undertaken mainly by e-mail; documents were hosted on the MOBI'VET platform
- Agendas, Reports and newsletters were circulated to all partners

- These systems worked well in general although there were sometimes delays in individual partners delivering required information. AFORMAC always ensured that deadlines were reasonable and supported partners to meet them through regular contact.
- The development of the Financial Toolkit was vital in supporting partners' understanding of the financial requirements of the project.

WP2: Transfer

Bfi Steiermark was responsible for the transfer of the project from the ECVET TCNET project – a network project for the development and elaboration of the ECVET system for the tourism and catering industry in Europe. The project team used the ECVET system to develop a model for the mutual recognition and transparency of competences, as well as learning outcomes for the hospitality and tourism industry.

- Information – written and oral – was presented about the ECVET system and the ECVET TC NET project at the first project meeting.
- On the basis of receiving detailed information about the requirements of the ECVET system, each partner was able to identify an appropriate qualification to be used to support the development of the Competency Grids.
- Partners met with their Expert committees to promote a better understanding of the ECVET system
- Stakeholders were identified and briefed on the project
- Tools were adapted after piloting / experimentation and translated into English, French and German.
- A transfer handbook was developed.

- Bfi Steiermark ensured from the beginning of the project that they transferred their experiences under the ECVET TCNET project to the MOBI'VET project through various methods: presentations at each project meeting to link in with agenda discussions; feedback via e-mail on any areas of misunderstanding – eg the credit points element of the ECVET system; formal presentations to the group as part of dissemination activities.
- This WP was delivered to a high standard throughout the project and because of the skills of the Austrian partner all the MOBI'VET partners now have an excellent grasp of the ECVET system and are keen to continue working to develop the system across their organisations and to support transnational mobility.

WP3: ECVET Mobilities

In the original application this area was to be co-ordinated by Zespol Szkol; this WP was taken over by the new partner, 1CEBA, following the withdrawal of the Polish partner. All partners were involved in sending and hosting students on two week mobility visits from December 2012 to April 2013.

- Learning Agreements were signed by all partners as sending and hosting organisations.
- Competence grids with defined credit points were created.
- Evaluation forms were created for students, employers and stakeholders.
- A schedule for the mobilities was developed to include validation of the mobility experiences by employers and stakeholders.
- The following tools were piloted:
 - MOBI'VET Handbook
 - Competence grids
 - Assessment form
 - Learning Agreement
 - Tutors' Handbook
 - MOBI'VET Certificate
- 30 students from the partner organisations participated in ECVET mobility between December 2012 and April 2013.
- Evaluation forms were completed by students, employers and stakeholders

- These mobilities were co-ordinated by 1CEBA and delivered by all the partners; the evaluations show that the participants gained a great deal from the experiences.
- The MOBI'VET handbook was useful in supporting partners in their ability to promote the project to employers and stakeholders.
- The curriculum / industry staff of each partner worked on the competence grids – their rigour and knowledge of their professional field is highlighted by the standard of the final product.
- The Tutor's handbook was useful in ensuring that partners were aware of their project responsibilities and how to achieve these within audit requirements.
- The project documentation used to support ECVET-based mobility proved to be onerous, time-consuming and confusing; recommendations were made to amend the products following their piloting between December 2012 and April 2013.
- Stakeholder and employer feedback was collated and has proved to be invaluable to supporting the recommendations of the project.

WP4: Evaluation

Leeds City College was responsible for the evaluation of the project. The following evaluation documentation was created to support the activities of the project:

Project Evaluation Plan:

- ECVET Mobilities:
 - Pre-visit evaluation
 - Logbook
 - Post-visit Evaluation
 - Post-project Evaluation
 - Employer Awareness
 - Stakeholder Awareness

The following were also developed to support the activities of the project:

- Stakeholder database
- Mobility participants database
- Project DVD

- The documentation was produced by Leeds City College in consultation with AFORMAC, the project co-ordinator; it was then reviewed at the second transnational partnership meeting and piloted during the pre and post mobility phases of the project. The evaluation products worked well to gather qualitative information to support the compilation of reports for the Interim Report and recommendations for the Final Report. Quantitative data was not gathered as this was not felt necessary to support the project aims and objectives and the recommendations to be delivered.
- The project DVD was produced on the basis of footage filmed during all the transnational mobility visits. It will be used to support the dissemination activities of the project with staff, students, employers and all stakeholders.

WP5: Valorisation

- Project management platform
- Project web-site
- Project logo which was used on all MOBI'VET documents and products
- Visit documents – attendance lists, reports, newsletters

HOTELIA was responsible for managing the Valorisation element of the project.

A logo was developed for the project by Leeds City College students; this was approved by the partnership and used on all project documentation. The UK ECVET Expert who participated in the meeting in Leeds said it was one of the clearest logos he had come across and that he felt it encapsulated the project perfectly.

There were issues with the project management platform which closed after one year and a new platform was set up for the final quarter of the project. AFORMAC liaised closely with Hotelia to ensure that information was disseminated to partners.

An up-date was given at each transnational meeting on the development of the project web-site and dissemination activities. Details of partner meetings were included on the site along with case studies.

All partners kept documentation to support their participation in the project – signing-in sheets, timesheets, attendance lists; these will be held by the partners and by the project co-ordinator for six years after the life of the project.

The Valorisation element of the project was successful in ensuring the creation and continuous development / usage of:

- Project log
- Project web-site
- Project dissemination activities
- In-country steering groups set up

3.A.2 Finance

- The partnership had a robust system of project financial management, underwritten by the MOBI'VET Financial Toolkit provided by the Project Co-ordinator, AFORMAC.
- Each partner had some experience of European funded projects and was well aware of the requirements to keep records to support any activity, incoming and out-going expenditure, timesheets, miscellaneous project costs.

- The Financial requirements of the project were supported by the project co-ordinator and the MOBI'VET Finance Toolkit.
- Each partner set up its own internal system of financial accounting which was reviewed by the co-ordinator and which was maintained to ensure project accountability.
- Each partner will archive the project finance records for a period of at least 6 years from receipt of the final payment.

3.A.3 Transnational Visits

The following transnational visits were held in order for the partners to work together on the development of the project:

1. 12.10.11 – 14.10.12 Austria
2. 10.05.12 – 13.05.12 Greece
3. 10.10.12 – 14.10.12 Hungary
4. 17.04.13 – 21.04.13 UK
5. 16.06.13 – 19.06.13 France

These meetings were attended by representatives of each partner organisation who had responsibility for project management and for curriculum development. Face to face meetings were vital to the success of the project as they enabled discussion and feedback on partner developments as well as social interaction which ensured the smooth working of the partnership.

1. 12.10.11 – 14.10.12 Austria

Most of the partners had experience of working with European funding but had not been involved in a Transfer of Innovation project; the project co-ordinator was able to brief partners not only on the aims and objectives of the project but also on the development of the relationship with the French National Agency and the importance of ensuring that European Commission requirements were met throughout the life of the project. This meeting enabled partners to gain an understanding of the project through attendance at the final conference of the ECVET TC NET project and through briefings by AFORMAC, the project co-ordinator. They were also able to get to know one another, not only through the formal presentations made by each organisation, but also on an informal basis over meals during the visit.

2. 10.05.12 – 13.05.12 Greece

The Greek partners decided to have the meeting in Ouranoupolis in one of the hotel of Hotelia P.A.P. Corp because this is the place where they train the students who will take part to the experimentation and where the Austrian students will have their placement.

The partnership changed between the first two meetings, with the withdrawal of the Polish partner who had participated in the meeting in Vienna and the inclusion of the new Hungarian partner ICEBA, who participated in a MOBIVET project transnational meeting for the first time in Ouranoupolis.

The stakeholder event which was held in Ouranoupolis was very successful as it highlighted to the partnership the need to form close links not only with those who would be delivering the ECVET process but also those who would have responsibility for working with the competencies grids etc to ensure that the placements were validated correctly and in line with Awarding Body requirements.

3. 10.10.12 – 14.10.12 Hungary

A further stakeholder meeting was held in Budapest. This event flagged up the vital need for awareness-raising with employers and stakeholders; most partners agreed that employers in their own countries had difficulty in fully understanding the range of qualifications presented to them by prospective employees; the ECVET system could eliminate this confusion by basing the qualification on comparative learning outcomes (competency grids). However, much dissemination needs to take place to ensure employer understanding and acceptance.

4. 17.04.13 – 21.04.13 UK

This meeting was used to follow-up on the project mobilities which had taken place from December 2012 to April 2013. A report was produced on the basis of feedback from all partners which informed the finalisation of the project recommendations and products. In addition a UK ECVET Expert participated in this meeting which consolidated the current UK position, up-dated the partners and provided an opportunity for the Expert to learn about the activities of the MOBIVET project and the lessons which had been learned up to that point. Gip Damme, owner of Salvo's restaurant in Headingley Leeds, participated in the meeting and gave an evaluation of student work placements and how these contributed to their qualifications; he strongly supported the principles of ECVET and would be willing to work with Awarding Bodies to progress this.

5. 16.06.13 – 19.06.13 France

The final meeting in France enabled all the partners to feedback their experiences and to participate in the final dissemination event which was very successful. Discussions

also took place on how best to valorise the outcomes of the MOBI'VET project and each partner was invited to participate in a further Transfer of Innovation project "Pro-ECVET" which would move the focus from Hospitality & Catering to the training of tutors from other vocational sectors in how to manage ECVET in their own organisations to support transnational activities.

- The need to write an Agenda which ensures that the different contributors to each element of the project are able to complete their assigned visit tasks. (eg in Ouranoupolis the curriculum development team felt that too much time was spent with their being involved in the co-ordinator's section of the visit. Future visits ensured that the Agenda was defined and timetabled in such a way as to ensure that each partner was able to complete the assigned tasks).
- The importance of preparation for participation to ensure that Agenda items are completed, enabling time to be spend comfortably on the stakeholder and dissemination activities.
- The importance of involving employers / stakeholders at an early stage in the development of the project.
- Inclusion of some "social / cultural" activity in the visit programme. This element was limited during the first meeting as there was a large agenda to ensure that all partners came away from the meeting understanding the aims and objectives of the project and their commitment to delivery. Dinner in the centre of Vienna enabled participants to have a small taste of Viennese culture; future visits to other partners included half a day of local visits (usually on a Saturday morning - eg a sea journey around Mount Athos in Greece; a city tour in Budapest; a visit to York in the UK). This element of each visit enabled partners to get to know one another better and, thereby, to work together more closely based on a greater mutual understanding.

3.B Evaluation of Mobility Experience

3.B.1 Evaluation of Student Experience - Mobilities: December 2012 – April 2013:

[Final Evaluation Report attached at Annex B]

- Pre-visit evaluation
- Logbook
- Post-visit Evaluation
- Post-project Evaluation

Each partner played a role in the preparation and delivery of the visit and work programme according to an agreed prior division of roles and responsibilities; this was a testimony to the strength of the partnership and the importance placed by each partner on participating fully in the development activities of the project.

Logistics and preparation: Communication in most partner countries was in English; some of the students learned a few words of their host country's language which supported not only their day to day experience but also the vocational activities in the context of their employment. Students completed a pre visit evaluation which highlighted the areas where they believed they would be successful / need support. These forms were reviewed by the sending partners prior to departure and adjustments made / additional information given to ensure that there were no issues whilst the students were on placement.

Structure, Content and Delivery of the placements: All partners felt that the mixture of activities had been well planned with the social programme complementing the theoretical and practical training content and enabling participants to develop their knowledge of the individual cuisines of the partner countries. It was felt to some extent that it was the development of this knowledge of another country's cuisines which had been useful and exciting; often the techniques used were more basic and already familiar to the students.

Materials, Resources and Equipment: Partners were able to provide information on the ECVET MOBI'VET materials and resources to the visit participants prior to the meeting; these were sometimes difficult for students to assimilate. In-country, participants were provided with the equipment they needed to fulfil their roles in the host organisations.

Quality of Domestic Arrangements: Student reaction to the different types of accommodation was mixed! Those who were given the relative freedom of student type accommodation really enjoyed the experience as it gave them the opportunity to plan their own time, cater for themselves and mix with students of other nationalities in an informal but safe and secure environment. Students who were housed with host families in France enjoyed most of the experience but would have liked to have been nearer the centre of a town so they could get together and / or explore on their own; they sometimes felt rather isolated. Dietary requirements were easily met for all groups; special diets were highlighted in Austria on a visit to a local spa – for the most part all the participants enjoyed accessing different types of food during their stay.

Feedback from participants: Excellent experience for all the trainees who learned both about different cuisines and about surviving in another country. Initial fears were overcome and the students were pleased that they had been able to communicate in other languages. Many students gained in confidence, even though the placements were only two weeks' in length. Professionally most of the students felt that they gained from learning new cuisines but their level of knowledge of new processes and practices was not often improved and some placements were less busy than others. Students felt that the project documentation was very bureaucratic but welcomed the fact that part of their qualification had been accredited whilst on placement in another European Member State.

- Pre-mobility grids to be up-dated to show more details and the qualification which the student is studying. To include the European level of this qualification and the work and experiences of the student.
- Documents for the enterprises should be more concise, give a brief introduction to the MOBI'VET project and to ECVET, have a one page evaluation form for the competences and a space for an informal evaluation. Supporting training organisations must ensure that the documentation goes to the correct person in the hosting / assessing organisation.
- Always include linguistic and cultural preparation for such placement visits and underline the importance of knowledge of vocationally-based language provision
- Placements visits should be at least four weeks in length
- Assessment documents need more clarity and simplification.
- Employers to be given more guidance on what work the students need to do in order to prepare for their assessment.
- The placements worked well although the documentation and briefing of hosting employers was time-consuming. It was interesting to note that some countries needed to send staff who were accredited by their own country's Awarding Bodies

to undertake the assessment. The element of “trust” required by ECVET – ie that hosting organisations can assess incoming trainees – has not been picked up by all Awarding Bodies. This needs to be resolved at national level so that the ECVET process can have real impact.

3.B.2 Evaluation of Employer Experience:

(Final Evaluation attached at Annex C)

- Further development of the ECVET system and awareness raising amongst employees and employers.
- Placements to be undertaken for a minimum of four weeks to ensure that employees and employers gain a much deeper understanding of the ECVET process and how this can be promoted in busy working environments.
- Pre-mobility grids to be revised to show more details of the qualification being studied; to include the European level plus work and experience of the student.
- Documents for enterprises should be more concise; need to give introduction to ECVET and include a one page evaluation form for the competencies and a space for an informal evaluation.
- Need to ensure that placement documentation goes to the correct person in the hosting / assessing organisation.
- Mobility visit preparation is very important and needs to include linguistic and cultural preparation
- Employers need to be made aware of the importance of qualifications achieved “on the job” by students. They need to have an understanding of ECVET promoted not only by their training organisations at a local level but also through national employment bodies and the European Commission.

3.B.3 Evaluation of Stakeholder Experience:

(Final Evaluation attached at Annex D)

- Further development of the ECVET system and awareness raising amongst employers and employees.
- Dissemination of experiences of employees who had spent time working overseas supported through the ECVET system.

4. Post Project Evaluation

(Final Evaluation attached at Annex E)

- Longer placements
- Clarification and simplification of documentation
- Briefing of employers as to exact requirements of ECVET placements
- Importance of vocationally-based language provision

5. SWOT Analysis

5.1 Strengths:

- Good working relationship between the partners
- Good financial guidance
- Piloting process enabled revision of ECVET documentation and processes

5.2 Weaknesses:

- ECVET documentation
- Accrediting body buy-in

5.3 Opportunities:

- Student placements across five European Member States
- Project development for partners – this ToI has led on to the ToI Pro-ECVET project to train tutors to deliver ECVET mobility

5.4 Threats:

- Lack of “trust” across partners to enable assessments to be completed by in-country staff.
- Lack of funding to support transnational mobility

6 PROJECT QUOTES

6.1 Partners:

“I was glad to work with professionals from other countries on a new innovative project which may be extended to other partner organisations from Europe.”

“I very much enjoyed working with like-minded partners to link in with the ECVET system. Plus the hospitality and food were excellent!”

6.2 Students:

“Thank you so much for giving us the chance to visit Greece on a professional basis and get real insight into so many different things, ranging from the Greek cuisine – learned a lot thank you – to making real friends there and finding out so much about the Greek culture and lifestyle at the same time. I think it was a wonderful experience for everybody involved!”

“I didn’t improve my skills but my view on gastronomy and on the work in the field of catering in France changed. I learnt to break away from French gastronomy. The experience was exotic and enriching.”

6.3 Employers:

“Tourism relies very much on internationality. It is important to make experiences abroad and away from home. If a Hungarian waiter has an ECVET based certificate it’s easier to accept the qualifications for our company.”

“These experiences contribute to the interpermeability of the sector, the assessment of foreign employees, it also evaluates actual professional competences.”

6.4 Stakeholders:

“Sometimes the employees must be convinced to go aboard. It will be easier at the moment when the ECVET system is officially introduced in Europe.”

“A standardised system of validation and recognition of competences would definitely support the mobility of employees.”

**LEONARDO TRANSFER OF INNOVATION PROJECT: MOBI'VET
FINAL EVALUATION REPORT
ANNEX A**



Leeds City College has responsibility for the internal evaluation of this project, ie to monitor and evaluate the project in order to maximise the effectiveness of the transnational partnership, to ensure that the project meets quantitative and qualitative objectives and to derive key learning points as to the effectiveness of the project in meeting its major objectives. This includes continuous assessment of the project progress against timetables and resources including inputs and services of project partners and periodic assessment and value judgement of the project's relevance, performance, efficiency and impact as well as final effects and sustainability.

Evaluation will be based on:

Transnational Meetings

- Review progress towards the objectives of each work package
- Review progress with the planning of visits
- Review Budget / spend to date
- Review dissemination activities
- Evaluation of Visit

Post-Transnational Placement Activities

- Feedback from MOBI-VET stakeholders on placements, assessments and achievement of qualification/units
- Review and evaluation of student activities and feedback
- Feedback from industry partners on the student conduct, experience and effectiveness in an industry setting.
- Progress towards having the qualification/units accredited with home awarding body
- Identify how the experience has improved/changed students perception of European mobility and their progress towards home qualification.

Final meeting review and evaluation

- To complete a final report identifying the aims and objectives of the project, the targets met, feedback from all participants and making recommendations to the European Commission.

1. The aim of evaluation:

The goals of the project should be evaluated on the basis of criteria applied both to the process, and to the products (deliverables) released by the project, according to the activities defined in the Project.

Monitoring and evaluation activities have to be considered as a component of the Quality Assurance system of the Project, inspired at the well known PDCA (*Plan, Do, Check, Act...*) circle. WPs activities will include:

- **monitoring and analysis of the Project management**, in order to verify adherence to the timetable, the effectiveness and efficiency of the partnership (both at national and transnational level) and to foster adaptations and continuous improvement of the process;
- **analysis and evaluation of the deliverables of the Project**, to verify the achievement of the expected results (adaptability of the Module, usability of procedures and tools, involvement of the stakeholders, coherence of the Model with respect to the European and national mainstream policies). The chosen accredited modules will be tested by students and staff undertaking the assessments between partner countries.

In this framework the Partnerships needs to consider:

- the achievement of the original / redefined goals (deliverables, timings, etc.), monitored step by step
- the perceived quality of the results, monitored and evaluated in light of the satisfaction of the partners, stakeholders and final users (involved in the testing phases)

More precisely, monitoring and evaluation will be based on data and information collected through the monitoring activities of the partners through *ad hoc* feedback and evaluation questionnaires completed both at distance and during transnational meetings. Information will be interpreted in the light of the following criteria:

- **coherence** of the results with respect to the original or redefined aims and specific goals of the Project, including respect for the timetable and for the methodological approach;
- **relevance** of the deliverables, in the context of the application aims and the stakeholders' needs of final users needs
- **sustainability** of the results, considering opportunities and threats related to their implementation during and at the end of the Project (costs, coaching needs, usability, added value, stakeholder involvement....)

The presence of these three indicators confirming the coherence, relevance and sustainability of the project results and deliverables will define the effectiveness and efficiency of the Project.

2. The project will be evaluated on the basis of the following indicators:

Evaluation Area	Criteria / Indicators
<i>Project Management</i>	<ul style="list-style-type: none"> ▪ Level of adherence to the timetable and deliverables ▪ Level of effectiveness and integration of co-ordination (national and international levels) ▪ Level of efficiency of internal / external communication ▪ Level of effectiveness of financial planning and management of the Project
<i>Transfer of innovation</i>	<ul style="list-style-type: none"> ▪ Level of adaptability of the Model ▪ Level of effectiveness and coherence of assessment procedures and tools, as evaluated by the stakeholders and by the actors ▪ Level of usability of the Model and of the tools (as evaluated by the final users and by the actors) ▪ Level of coherence of the Model with respect to the EU and national policies and tools

Evaluation Area	Criteria / Indicators
<i>Transnational cooperation</i>	<ul style="list-style-type: none"> ▪ Level of coherence, effectiveness and integration of partners contributions ▪ Level of efficiency and participation at the transnational meetings ▪ Level of capability to share methodologies and approaches, building up mutual understanding
<i>Valorisation</i>	<ul style="list-style-type: none"> ▪ Number and significance of stakeholders and students involved in the project ▪ Degree of innovation and effectiveness of the communication ▪ Level of adaptability of the ECVET model to wider national / sectoral contexts ▪ Quality of the deliverables (scientific approach, clarity, usability)

3. Evaluators

Evaluation will be based on data concerning the project management, as well as on opinions and feed-back from all the participants involved in the Project; in particular:

- Vocational education and training experts included in the transnational partnership;
- Trainees and people responsible for training and/or human resources at companies in the involved countries
- Other stakeholders and employers involved in the project development.

4. Phases – deadlines - deliverables

According to the WP of the Project, Evaluation will be delivered as follows:

- 1) delivery and approval of the **Evaluation Plan**, taking into account the expectations of the partners and an analysis of opportunities and threats existing in the Evaluation framework. On-going evaluation will develop the definition for the final criteria.
- 2) delivery of the **Intermediate Evaluation report** (to be integrated in the Intermediate Report of the Project), including monitoring data, SWOT of the results of the initial WPs, suggestions emerging from the preparations for the initial testing of the ECVET tools (12 months after the beginning of the Project)
- 3) delivery of the **Final Evaluation report** (to be integrated in the Final Report of the Project), including monitoring data, SWOT of the final results of the project, suggestions emerging from the wider testing of the ECVET Model and tools) and adaptations introduced according to the results of the pilot placement visits (24 months after the beginning of the Project)
 - Review of budget against target
 - Review of qualification results
 - Identify how project sustainability can be achieved

**LEONARDO TRANSFER OF INNOVATION PROJECT: MOBI'VET
FINAL EVALUATION REPORT
ANNEX B**

 <p>MOBI'VET</p>	<h1>EVALUATION</h1>	 <p>Lifelong Learning Programme</p>
<p>This publication reflects the views only of the author and the Commission cannot be held responsible for any use which may be made of the information contained therein.</p>		
<h2>EVALUATION OF STUDENT EXPERIENCE</h2>		

All partners graded most areas as “1 – Each partner played a role in the preparation and delivery of the visit and work programme according to an agreed prior division of roles and responsibilities”. This is a testimony to the strength of the partnership and the importance placed by each partner on participating fully in the development activities of the project.

Where there were other grades, none was less than 2 which related to:

- Links between the aims of the placements and the overall aims of the project
- Promotion of other languages

1. Logistics and preparation

Communication in most partner countries was in English; some of the students learned a few words of their host country's language

2. Structure, Content and Delivery of the placements

All partners felt that the mixture of activities had been well planned with the social programme complementing the theoretical and practical training content and enabling participants to develop their knowledge of the individual cuisines of the partner countries.

It was felt to some extent that it was the development of this knowledge of another country's cuisines which had been useful and exciting; often the techniques used were more basic and already familiar to the students.

3. Materials, Resources and Equipment

Partners were able to provide information on the ECVET MOBI'VET materials and resources to the visit participants prior to the meeting; these were sometimes difficult for students to assimilate.

In-country, participants were provided with the equipment they needed to fulfil their roles in the host organisations.

4. Quality of Domestic Arrangements

Student reaction to the different types of accommodation was mixed! Those who were given the relative freedom of student type accommodation really enjoyed the experience as it gave

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them the opportunity to plan their own time, cater for themselves and mix with students of other nationalities in an informal but safe and secure environment.

Students who were housed with host families in France enjoyed most of the experience but would have liked to have been nearer the centre of a town so they could get together and / or explore on their own; they sometimes felt rather isolated.

Dietary requirements were easily met for all groups; special diets were highlighted in Austria on a visit to a local spa – for the most part all the participants enjoyed accessing different types of food during their stay.

5. *Feedback from partners*

Excellent experience for all the trainees who learned both about different cuisines and about surviving in another country. Initial fears were overcome and the students were pleased that they had been able to communicate in other languages. Many students gained in confidence, even though the placements were only two weeks' in length. Some

Professionally most of the students felt that they gained from learning new cuisines but their level of knowledge of new processes and practices was not often improved and some placements were less busy than others.

6. *Employer Feedback*

Generally the employers used were aware of the need for international experiences to support the tourism sector. Many of the restaurant owners had their own experience of working abroad and felt it was helpful to their establishments to receive students from overseas.

Most of the students involved in these visits already have to spend some of their course undertaking internships and this experience can contribute to that element of their study.

However, some of the employers felt that a two week placement was too short and suggested that four weeks would enable them to offer a much better overall experience.

Employers also felt that some of the assessment documentation ought to be clearer and easier to complete. They are very busy and, although willing to support students on placement, found some of the paperwork very time-consuming and that it not contribute much to the overall outcomes of the placement.

Future placements for trainees could also be considered to ensure that they understand the importance of such experiences and can input into preparatory activities for any future opportunities.

7. *Stakeholders feedback*

Most agreed that this type of overseas placement was very useful although some were dubious about the number of students who would wish to participate.

In France the French organisation for the qualification of students – CQP – has been involved in the project since the beginning and was very keen to include ECVET points in the qualifications offered.

8. *Student Feedback*

See attached comments

9. Recommendations

1. Pre-mobility grids to be up-dated to show more details and the qualification which the student is studying. To include the European level of this qualification and the work and experiences of the student
2. Documents for the enterprises should be more concise, give a brief introduction to the MOBI'VET project and to ECVET, have a one page evaluation form for the competences and a space for an informal evaluations. Supporting training organisations must ensure that the documentation goes to the correct person in the hosting / assessing organisation.
3. Always include linguistic and cultural preparation for such placement visits
4. Placements visits should be at least four weeks in length
5. Assessment documents need more clarity
6. Employers to be given more guidance on what work the students need to do in order to prepare for their assessment.

STUDENT COMMENTS:*Greek visit to Austria*

9	STUDENT FEEDBACK (information from the logbook , the pre- and post-visit evaluations)
9.1	<p>Positive comments about the stay in Austria:</p> <ul style="list-style-type: none"> - I really liked my stay in Austria. We met new people; we got to know their culture and their habits. The college was wonderful, everybody was friendly to us. There was a lot of snow that was really impressive and I will never forget. - I enjoyed sooo much my stay in Austria. The people I met were so kind with us. The nature is absolutely pure and the quality of life is really high. It was interesting to see young people with traditional uniforms. - I really liked my stay here. The school was impressive and well organised and the visit of Zotter's chocolate factory was something unique for me. Graz was something pleasant because you can feel the differences in this city. The natural beauty of Bad Gleichenberg was a big break of living in a big town. I felt I was 100% welcome in this school and in this project. - I liked my stay here, Bad Gleichenberg is a beauty and the trip to come here was amazing. The staff at the school was really professional. - My stay in Austria / Bad Gleichenberg was a special event followed with food and drinks and Austrian specialities. I thought, because I lived in Germany, that it would be almost the same but in the end the only thing that was the same was the language, everything else was new and interesting and glorious and aristocratic. The snow that covered the land of Austria, I'll keep this image in my heart.
9.3	<p>Negative comments:</p> <p>The eating hours in Austria are very different from the ones in Greece (lunch time in Austria around 12:00 – in Greece around 14:00 – 15:00; dinner time in Austria: 18:00 in Greece 21:00 – 22:00).</p>
9.4	<p>Would student recommend this way of learning?</p> <p>Yes, they would recommend this way of learning, studying and making an internal ship abroad.</p>
9.5	<p>Students understanding about ECVET:</p> <ul style="list-style-type: none"> - ECVET means going abroad, credit points for skills, gain knowledge abroad - ECVET means learning in a partner country, getting tested, getting a certificate and being recognised at home. - ECVET means getting knowledge abroad by getting in contact with professionals and local people - It helps to increase the equalize standards of education throughout Europe

French visit to UK

9.1	<p>Positive comments:</p> <p>Pre-visit evaluation :</p> <ul style="list-style-type: none"> - I think I will appreciate the technical part of my work placement <p>Log book:</p> <ul style="list-style-type: none"> - Very friendly welcome by the Leeds City College team. - The team was very patient with us, especially because of our difficulties to speak in English. - Good atmosphere <p>Post visit Eval:</p> <ul style="list-style-type: none"> - It is an excellent experience that should be broaden to other activity sectors, to other countries, and to other people.
9.3	<p>Negative comments:</p> <ul style="list-style-type: none"> - Long way back to Montluçon (about 15 hours)
9.4	<p>Would student recommend this way of learning?</p> <p>Yes:</p> <ul style="list-style-type: none"> - To experiment another way of assessment by being aboard - New professional technics and working methods - New culinary ideas - Work with a new language - To learn new recipes - To improve their CV (with new competences and new experiences) - To share best practices - To discover a new culture - Validating learning outcomes in another country allows to have an overview of the processes and methods of organisation of a training in other countries - To accumulate (capitalise) an experience aboard - Different way of learning and of getting know-how - To use this experience during a job interview (open minded) - To learn or to improve language skills
9.5	<p>Students understanding about ECVET:</p> <ul style="list-style-type: none"> - It is a European project which allows students to have experiences and to validate competences aboard. - Being assessed aboard during a work placement is an added value to the students' qualification - It is a partnership of exchange of experiences, of processes and of qualifications (validation of learning outcomes.) - It is a system to improve mobility, qualifications transparency, validation of learning outcomes, mutual trust and the cooperation between training centres. - A way to validate his / her experience aboard and to assert his / her learning outcomes - Opening toward Europe, cultures, languages and the gastronomy from other countries

Austrian visit to Greece

9.1	<p>Positive comments:</p> <p>The chance to explore different cultures and working places that adds value on the student's experience.</p> <ul style="list-style-type: none"> - I really would recommend this method of learning abroad because you are really learning a lot and you can experience different cultures and enjoy new friendships. - I really enjoyed this trip and the stay in Greece. It was a very interesting experience for me and I really would recommend it to everyone. I received a certificate and it is important for my further life. - Learning abroad is really important and useful - Our experiences and the training were worth a lot - Working in a foreign country is important, it helps you to understand the culture and the culinary habits of this country - ECVET helps equalising standards of education throughout Europe - Learning with people from other countries in their country is good for widening your horizon - The project was really fun, people were nice and I enjoyed working with new products. - We had an awesome experience at the market of Thessaloniki, people were selling their products, olives, fish, bread, cheese, meat - We experienced a new culture and another way of working in another kitchen system. - The Greek breakfast is really good and totally different form the Austrian. - We had an interesting tour in 2 hotels in Thessaloniki with a lot of information about the hotels. - We had an interesting tour in a very big winery with a lot of informations about the company and the production of wine, ouzo and ziporo.
9.3	Negative comments:
9.4	<p>Would student recommend this way of learning?</p> <p>Yes</p>
9.5	<p>Students understanding about ECVET:</p> <p>Good. The liked the certification idea and they also liked the possibility to work outside their country.</p>

Hungarian visit to France

9	STUDENT FEEDBACK (information from the logbook , the pre- and post-visit evaluations)
9.1	Positive comments: They regarded participation in the project as an opportunity for: - improve self-confidence, improve professionally and gather useful experience for a future career abroad, practice language
9.3	Negative comments: Some minor complaints about travelling a lot, accommodation distance from work.
9.4	Would student recommend this way of learning? Absolutely
9.5	Students understanding about ECVET: They seem to have a global picture about the system and the standardized qualification system

UK visit to France

9.1	Positive comments: Good experience to work in other kitchen practising other cuisines using familiar techniques
9.3	Negative comments: Accommodation too far apart. Assessment difficult - would have liked to say longer.
9.4	Would student recommend this way of learning? Yes
9.5	Students understanding about ECVET: Good. They were keen on their return to talk about the fact that they had done part of their experience in France and, although it had been difficult at times, they felt they had gained a lot and could see the value of this type of learning and assessment.

	EVALUATION	 Lifelong Learning Programme
<p>This publication reflects the views only of the author and the Commission cannot be held responsible for any use which may be made of the information contained therein.</p>		
EVALUATION OF EMPLOYER EXPERIENCE		

1. **Introduction**

Employers who had hosted students on placement during the mobility activities December 2012 – April 2013 were asked to complete this evaluation. This form had been drafted by Leeds City College and piloted with partners so that the final form was deemed fit for purpose when it was sent to the in-country employers. The following questions were asked:

Name / Function / Organisation

1. **Introduction**

- *Please give a brief introduction to your organisation?*
- *Please explain how your organisation is involved in the MOBI'VET project*

2. **European projects / ECVET**

- *What was your understanding of the ECVET system prior to being involved in the MOBI'VET project?*
- *What is your understanding of the ECVET system at this moment?*
- *What is the benefit of having an experience abroad in vocational training?*
- *Does having competences validated in another country add value to the qualification you propose? (if applicable)*
- *What is the benefit of applying ECVET in the field of catering in your country?*

3. **Mobility**

- *What experience do you have of working with the catering and waiter professions from other countries or other qualification systems? Could you please list some of them?*
- *What methods of facilitating overseas mobility are you aware of?*
- *In your opinion what are the obstacles in relation to mobility for these professions?*
- *How could mobility of employees be supported in this sector? (Particularly concerning validation and recognition of competences)*

2. **Completion**

2.1 All completed evaluations are available from Leeds City College MOBI'VET files

2.2 Forms were completed by:

- HR Manager, Rogner Bad Blumau,
- Managing Director, Falkensteiner Hotel Bad Waltersdorf
- The Scott Resto, Montlucon
- HR Manager, PaP Corp, Thessaloniki
- Manager of Food & Beverage, Radisson Blu Beke Hotel Budapest
- Executive Chef, Radisson Blu Beke Hotel Budapest
- Head Chef, Flannels Restaurant, Leeds

3. **Outcomes**

3.1 The main points which came out of the evaluation:

- A system of mutual recognition / understanding was very much needed as due to different educational systems much time has to be spent at the start of a transnational placement on surveying the competences/ knowledge of the hosted students before actual work can be started. If an employer had an ECVET-based certificate this would make understanding much more straightforward.
- The only employers who were aware of ECVET prior to the MOBI'VET project were the Austrians as they had been involved in the original ECVET TCNET project from which the MOBI'VET ToI project developed. One of the employers was aware of the ECTS system and could see the value of a similar system to support VET.

3.2 Benefits:

- All agreed on the importance of international experience for staff in the sector of Travel & Tourism and Hospitality & Catering and could see the benefit of having skills validated during these placements, using credit points which would be recognised by the sending country's Awarding bodies.
- A standardised system of validation and recognition of competences would definitely support the mobility of employees.
- ECVET is a great tool to recognise skills and competences gained whilst spending an important period on placement overseas (experience which is very important to the tourism industry).
- With ECVET certificates, broken down into Learning Outcomes and competences, it is possible to recognise qualifications and skills from European wide qualifications.

3.3 Obstacles:

- For this project the period of time was too short; two weeks was not long enough and it was proposed that a minimum of four weeks on placement would be more useful.
- The volume and complexity of the paperwork to be completed by the hosting employers was felt to be onerous in busy working environments; in addition there was not always an adequate understanding of what would be required and information was given to the wrong member of the employer team.
- Impetus of employees to spend time in another country
- Lack of funding to support transnational mobilities
- Validation of assessment process by staff not recognised by the sending country Awarding Body.
- Language barriers for staff working in tourism in hotels in Austria where German needs to be spoken.

4. **Recommendations:**

- Further development of the ECVET system and awareness raising amongst employees and employers.
- Placements to be undertaken for a minimum of four weeks to ensure that employees and employers gain a much deeper understanding of the ECVET process and how this can be promoted in busy working environments.
- Pre-mobility grids to be revised to show more details of the qualification being studied; to include the European level plus work and experience of the student.
- Documents for enterprises should be more concise; need to give introduction to ECVET and include a one page evaluation form for the competencies and a space for an informal evaluation.
- Need to ensure that placement documentation goes to the correct person in the hosting / assessing organisation.
- Mobility visit preparation is very important and needs to include linguistic and cultural preparation
- Employers need to be made aware of the importance of qualifications achieved "on the job" by students. They need to have an understanding of ECVET promoted not only by their training

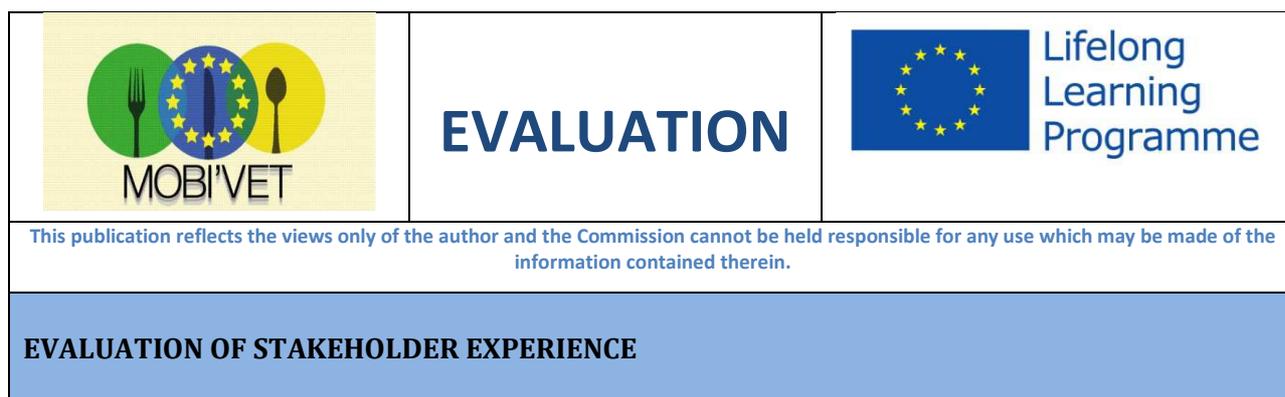
organisations at a local level but also through national employment bodies and the European Commission.

Quotes:

“Tourism relies very much on internationality. It is important to make experiences abroad and away from home. If a Hungarian waiter has an ECVET based certificate it’s easier to accept the qualifications for our company.”

“These experiences contribute to the interpermeability of the sector, the assessment of foreign employees, it also evaluates actual professional competences.”

**LEONARDO TRANSFER OF INNOVATION PROJECT: MOBI'VET
FINAL EVALUATION REPORT
ANNEX D**



1. **Introduction**

Project stakeholders were requested to complete the Stakeholder Awareness form following the project mobility activities December 2012 – April 2013. This form had been drafted by Leeds City College and piloted with partners so that the final form was deemed fit for purpose when it was sent to the in-country stakeholders. The following questions were asked:

Name / Function / Organisation

1. **Introduction**

- *Please give a brief introduction to your organisation?*
- *Please explain how your organisation is involved in the MOBI'VET project*

2. **European projects / ECVET**

- *What was your understanding of the ECVET system prior to being involved in the MOBI'VET project?*
- *What is your understanding of the ECVET system at this moment?*
- *What is the benefit of having an experience abroad in vocational training?*
- *Does having competences validated in another country add value to the qualification you propose? (if applicable)*
- *What is the benefit of applying ECVET in the field of catering in your country?*

3. **Mobility**

- *What experience do you have of working with the catering and waiter professions from other countries or other qualification systems? Could you please list some of them?*
- *What methods of facilitating overseas mobility are you aware of?*
- *In your opinion what are the obstacles in relation to mobility for these professions?*
- *How could mobility of employees be supported in this sector? (Particularly concerning validation and recognition of competences)*

2. **Completion**

2.1 All completed evaluations are available from Leeds City College MOBI'VET files

2.2 Forms were completed by:

- Trainer, bfi Steiermark , Austria
- Principal Tourismsschulen Bad Gleichenberg
- International Office Manager, American College in Thessaloniki
- President of PaP Corp and Treasurer of The Board of Thessaloniki Hoteliers Association
- Hotel Manager & Member of Hotel Employees Association of Halkidiki
- Students Abroad Studies & Affairs Officer, American Farm School, Thessaloniki
- HR Manager, Danubius Hotels Group, Budapest
- Enterprise Manager, Food Academy @ Flannels, Leeds

3. **Outcomes**

3.1 The main points which came out of the evaluation:

- A system of mutual recognition / understanding was very much needed as due to different educational systems much time has to be spent at the start of a transnational placement on surveying the competences/ knowledge of the hosted students before actual work can be started.
- There was little awareness of the ECVET system prior to the Stakeholders' involvement in the MOBI'VET project although they all felt they had been well briefed by the project partners. In addition, the Austrian partner had been involved in the original project from which the MOBI'VET ToI developed.

3.2 Benefits:

- All agreed on the importance of international experience for staff in the sector of Travel & Tourism and Hospitality & Catering and could see the benefit of having skills validated during these placements, using credit points which would be recognised by the sending country's Awarding bodies.
- A standardised system of validation and recognition of competences would definitely support the mobility of employees.

3.3 Obstacles:

- Impetus of employees to spend time in another country
- Lack of funding to support transnational mobilities
- Validation of assessment process by staff not recognised by the sending country Awarding Body.

4. **Recommendations:**

- Further development of the ECVET system and awareness raising amongst employees and employees.
- Dissemination of experiences of employees who had spent time working overseas supported through the ECVET system.

Quotes

"Sometimes the employees must be convinced to go aboard. It will be easier at the moment when the ECVET system is officially introduced in Europe."

"A standardised system of validation and recognition of competences would definitely support the mobility of employees."

LEONARDO TRANSFER OF INNOVATION PROJECT: MOBI'VET
FINAL EVALUATION REPORT
ANNEX E

	<h1>EVALUATION</h1>	
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<p>STUDENT MOBILITY: POST-PROJECT EVALUATION</p>		

Each mobility participant completed the Post-Project evaluation questionnaire up to four months after their mobility experience. Partners had agreed that this would enable the participants to evaluate their experience with the benefit of having had time to apply their learning, review their placements and comment on how this had impacted on their training and job skills.

1. ***Impact on training course***

- Connecting with professionals in another country was a good experience.
- Learning new techniques, new recipes from the countries visited and working with new tools.
- Watching experts at work preparing dishes and learning about the ingredients included in the preparation of various meals.
- Seeing things which had up to that point been only theoretical, being put into practice.
- Learning to work in a commercial environment, improving their production speeds and being supported to develop their creativity skills.
- Learning the importance of good working relationships in this sector and learning to be part of a team.

2. ***Experience of working in another country***

- All the participants felt that the experience had been difficult but they had learned a lot and believed that in this sector it was important to be flexible and adaptable and to be prepared to meet challenges.
- Participants also learned how to manage their own stress levels by preparing thoroughly for the placements, learning a little about the country to be visited, working with professional chefs in the kitchens.
- This experience taught them to be more independent and to look more positively at future opportunities for working in other countries.
- For some of the students it was their first experience of working in another country
- Made new friends, got to know new customs and new cooking styles.
- Assessment methods were considered to be fair.
- Some felt that the placement was not long enough (as did the employers).

3. *MOBI'VET Assessment*

- Each participant was given a certificate which has been used to support their cvs and job applications. (For example the training undertaken by the Austrian students in Greece will be recognised as part of their summer internship.)
- Students were more aware of the ECVET system after the placements and felt their experience had been useful in highlighting the need for a standardisation / mutual recognition of qualifications across Europe.
- The assessment element of the project proved difficult for both students and employers:
 - Student involvement in the completion of the project documentation was limited.
 - There was a lack of structure as the employers felt they were not well prepared for the ECVET Learning Outcomes based element.
 - Employers found the documentation complex (for example, they found the pre-mobility grids complicated and mainly irrelevant to the work experience they were hosting; eg: they felt they should include more information on students' qualifications). It was agreed that more briefing detail needs to be provided to employers to ensure their understanding of the requirements of the ECVET system in the context of the work placements. Most felt that the amount of documentation they need to complete should be reduced to one sheet – information on the ECVET system and details of one competence on which the student was to be evaluated, plus informal evaluation on the soft skills acquired (a short comment on self-confidence, use of initiative, ability to work as part of a team etc).
 - Students worked on normal service provision and not always on what they would be assessed on.
 - Assessment should be done using familiar techniques but based on a recipe from the hosting country.

4. *Language*

- Language training was useful, especially including vocationally specific vocabulary.
- Austrian students who went to Greece learned a little Greek and also improved their English language skills (the language of communication between partner countries).

5. *Outcomes:*

- Looking for training in the field of pastry chef
- Participating in ECVET based project
- Practical training over the summer
- Going into second year of training
- Setting up own catering business to work in export of occidental pastries.
- Setting up a street training company – a gastronomic food truck.
- Working for training provider
- Working in local restaurant as a waiter

6. **Recommendations:**

- Longer placements
- Clarification and simplification of documentation
- Briefing of employers as to exact requirements of ECVET placements
- Importance of vocationally-based language provision

Quotes:

“Thank you so much for giving us the chance to visit Greece on a professional basis and get real insight into so many different things, ranging from the Greek cuisine – learned a lot thank you – to making real friends there and finding out so much about the Greek culture and lifestyle at the same time. I think it was a wonderful experience for everybody involved!”

“I didn’t improve my skills but my view on gastronomy and on the work in the field of catering in France changed. I learnt to break away from French gastronomy. The experience was exotic and enriching.”