



KA220 Final Report Assessment Training

Case Example: Vocational Education and Training

CLEAR **ASSESSMENT**



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Prepared by Orientra on behalf of the CLEAR LTA.

This case example has been prepared to facilitate discussion during the facilitate the training of Erasmus+ assessors. Whilst modelled on emerging priorities and past project ideas, the project and partnership are fictional and any similarity to actual or future projects is purely coincidental.

PROJECT SUMMARY

Title

Mental and Emotional Wellbeing in Vocational Education and Training (ME-WELL)

Field

Vocational Education and Training (VET)

Duration

24 months

Lump Sum

€250,000

Short Description

ME-WELL focuses on the mental and emotional wellbeing of future VET students. Covid impacted VET more than any other form of education and training, with practical learning especially difficult to deliver and with a leaning towards theoretical and challenge-based learning. During this time, we learned of the importance of developing emotional wellbeing and resilience among VET students, to help them in coping with challenges and adversity. We recognise, however, that there is a significant gap in the confidence and ability of VET educators to deliver this type of enhanced skills training and we intend to build capacity among this professional audience in order that emotional wellbeing features alongside other well-known transversal and life skills such as communication, teambuilding, problem-solving and leadership. We plan to deliver a dedicated and complementary curriculum alongside three digital learning modules to cover: emotional wellbeing; resilience-building; and social engagement. Resources will be tested with primary and secondary beneficiaries and users and promoted to VET stakeholder communities in partner and wider countries.

RELEVANCE

Priorities

P1. VET: contributing to innovation in vocational education and training.

Motivation

Covid impacted VET more than any other form of education and training and we learned during this time of the importance of developing emotional wellbeing and resilience among VET students, to help them in coping with future challenges and adversity. Research confirms the importance of delivering life skills to vocational learners, preparing them to enter, grow and progress in their future careers and meeting the needs of the labour market for well-rounded and T-shaped individuals who are skilled in one particular vocation or profession yet who possess a broader range of complementary knowledge, skills and competences, including communication, leadership, time-management and problem-solving skills, as well as social and emotional intelligence. We recognise, however, that the process of delivering a well-rounded skill set in VET includes a need to build capacity among VET educators and professionals to develop and deliver these skills. ME-WELL partners will deliver a dedicated curriculum and three digital learning modules covering the key topics of emotional wellbeing; resilience-building; and social engagement, with VET educators from 5 countries directly involved in testing and validating the developed resources, prior to wider outreach and dissemination.

Project Objectives

ME-WELL aims to achieve the following objectives:

- O1. To build the capacity of VET educators, in five European countries, to better address mental and emotional wellbeing in future VET programmes and courses.
- O2. To enhance VET programmes by incorporating complementary life skills helping future VET learners and graduates to develop resilience, reflect on their emotional wellbeing and recognise the value of social networking and engagement.
- O3. To build a more resilient and T-shaped VET graduate workforce.
- O4. To promote mental and emotional resilience in VET.

Expected Results

The following results and deliverables are expected for ME-WELL:

- R1. ME-WELL Curriculum and Complementary VET Modules in 5 languages (EN-IT-SV-LT-ES).
- R2. ME-WELL Digital Learning Platform.
- R3. ME-WELL Network of T-shaped VET Educators.
- R4. ME-WELL Promotional Events in 5 European Countries.

Innovation

ME-WELL aims to change the way in which VET is delivered, delivering complementary skill sets that enhance the capacity of VET graduates to enter, grow and progress in their future careers. It is no longer sufficient to deliver purely technical skills among VET graduates with an expectation among employers for a more agile, flexible and t-shaped individual that can work well with others, assume leadership and survive challenges and adversity.

Innovation (continued)

There is an expectation for educators to deliver this wider skill set and some positive moves have been taken in recent years but there more needs to be done to address the mental and emotional wellbeing of VET learners. It is here that we foresee significant innovation in VET, adapting extending existing teaching and learning practices through incorporating an extended set of transversal and life skills that will help VET learners and graduates to develop resilience, reflect on their emotional wellbeing and recognise the value of social engagement within and beyond the workplace. As a catalyst for change, we focus our attention initially on VET educators, building the confidence and capacity of these professionals to deliver a wider set of t-shaped skills and providing a common resource set that will facilitate the integration of these important new topics.

Complementarity

Whilst some work has already been done in the field of higher education, to include knowledge, skills and competence for developing personal resilience, there is limited evidence of similar skill sets in VET programmes and provision and it is here where we see field-based complementarity and overall innovation. ME-WELL partners have direct experience in the design and delivery of VET as well as expertise in developing personal resilience and social and emotional wellbeing among learners in traditional and digital learning environments and in the workplace.

FA has access to more than VET educator and learner audiences through its own vocational programme provision and has experience in the development of pre-vocational programmes which deliver skill sets that can help in training and workforce retention and progression. FA has participated in numerous past projects related to VET programme and skills development, including efforts to engage employers in VET programme design and delivery (Employer-Engage, 2019-2021) and efforts to bridge the gap between workplace skills requirements and VET programme provision (Bridge-the-Gap, 2020-2023).

AMEW is committed to promoting mental and emotional wellbeing and to bridging the needs of VET educators and practitioners and the labour market and is familiar with the needs of companies and the workplace. Through existing networks, AMEW can access a wide range of educators who deliver general and vocational education for young people and adults, also having significant experience with employer engagement in the public and private sectors.

AdL acts as a knowledge hub for education, training and skills development and actively promotes the need for innovation and change to meet the ever-changing demands of European society and the workplace. AdL staff have many years of experience working to deliver modernisation, innovation and change in education and skills development, including as a partner in a transnational development project which aimed to bridge the gap between workplace skills requirements and VET programme provision, which was a project led by FA (Bridge-the-Gap, 2020-2023).

Entreño was leader of the DIVE (Digital Innovation in Vocational Education) project and has many years of experience in innovation and digital transition in education and training as well as in international cooperation and exchange.

KAM has access to a broad range of VET educators with internal staff and external networks easy to access and willing to be engaged. A focus on business and entrepreneurial skills makes it easy to consider how personal (and business) resilience might complement future vocational programmes, which are aimed at engaging (and re-engaging) adults and developing specific vocational and transversal skill sets.

Synergies

ME-WELL goals and ambitions take forward past successes in embedding T-shaped competences into higher education courses and programmes. The predominant focus of the ME-WELL project is in the field of VET, but the developed modules could easily be considered for wider use, including in pre-vocational, taster and workplace readiness programmes for young people and adults. Promotional campaigns will also have significant potential for wider outreach and use in other sectors of education, training and skills development.

European Added-value

ME-WELL brings together partners from five European countries (IT-SE-ES-LT-MT) with complementary expertise. However, no single partner is able to deliver the project as a whole, with differing skill sets, knowledge and understanding of the target market, and with plans for sharing insights, experience and best practices providing a means of enhancing the final resource set. Partner collaboration allows for a sharing of knowledge and for different national, institutional and cultural insights to be shared, ensuring that the final model is able to be applied extensively, including in countries that do not directly participate in the project. We are addressing a challenge that is common to the European labour market as a whole, and we anticipate high levels of interest in the emerging educational resources, for which existing partner networks and outreach will facilitate promotion.

Needs and Needs Analysis

ME-WELL is based on the following identified needs and developments:

N1. Changing Labour Market: we often hear of Industry 4.0 and a changing labour market which will see increased automation, reduced demand for low-skilled workers and a stronger focus on creative and strategic skills; a strong future economy might result in reduced time at the workplace but a weak future economy might result in a lean operating model in which fewer people are employed to deliver the same outputs and services; in all cases, a more agile, flexible, responsive and resilient workforce is needed and this requires changes in the way that we prepare the workers of the future; whilst some effort has been made to adapt higher education programmes to deliver a more T-shaped and multi-skilled workforce, less progression is evident in VET and it is here that greater investment is needed to deliver change, innovation and modernisation.

N2. Societal and Social Change: Social change often emerges as a response to significant changes in the surrounding ecosystem, which in today's society might be the result of technological change, population growth or decline and ecological, economic and political ideals being actively promoted. Today's society is clearly impacted by technological innovation but is also subject to a changing mindset, including post-Covid, that is heralded by a new generation of learners and employees. By 2025, Gen Z will represent around 30% of the global workforce and will impact how businesses operate, with expectations for a greater work-life balance, robust learning opportunities and a workplace in which diversity, equity and inclusion strongly feature. These are the learners of today and we need to adapt VET provision to match these expectations and meet 21st century skills development needs.

N3. Lack of Educator Readiness: educators working to deliver VET courses and programmes need access to high-quality resources that they can access and use in delivering new skill sets centred on building mental and emotional wellbeing and personal resilience. We will address this by developing, testing and validating a series of three digital modules to address: emotional wellbeing; resilience-building; and social engagement which can be used to build the confidence and capacity of VET educators and to complement existing VET courses and programmes.

Needs and Needs Analysis (continued)

These needs were identified by ME-WELL through the following means:

NA1. Desk Research: FA and AMEW undertook desk research to on behalf of all partners, with a focus on more fully understanding the state-of-play of mental and emotional wellbeing in existing European VET programmes and provision. A wealth of reports was consulted and noted some efforts to engage with this topic in higher education yet with limited engagement or progression in the field of VET. Existing research also confirmed a lack of confidence and competence among VET educators for addressing transversal skills, often relying on more technical knowledge and training.

NA2: Internal Consultation: partners consulted their own educational staff to review the extent of transversal skills development and how this featured and complemented more technical or vocational training, with a total of 54 staff consulted across five partner countries. Similar messages emerged in terms of VET educator competence gaps and concerns whilst the reach of transversal skills development was confirmed to have a more traditionally focus on leadership, teamworking and problem solving rather than reflecting on skills that might help in managing and sustaining personal resilience and wellbeing.

NA3: External Focus Groups: all partners held a single virtual focus group, engaging a total of 91 VET educator participants from outside of their own organisation, and with a view to validating the results of prior desk research and individual consultation. Whilst some participants were keen to record their engagement with transversal skills development, most agreed that educator competence and confidence were key challenges when looking to extend the reach of this activity to mental and emotional wellbeing and personal resilience. Participants were especially in favour of plans to deliver a common digital resource set.

Target Groups

ME-WELL addresses the following (direct and indirect) target audiences:

TA1. VET Teachers and Educators: with a focus on the design, delivery, testing and validation of targeted digital resources through which they can more effectively engage VET learner audiences in skills development activities centred on better understanding mental and emotional wellbeing and building personal resilience [DIRECT].

TA2. VET Learners and Graduates: with a focus on developing key skill sets centred on better understanding mental and emotional wellbeing and building personal resilience [INDIRECT].

TA3: Industry bodies and the Labour Market: with a focus on accessing and using the developed digital resources to build the capacity of existing employees to better understand mental and emotional wellbeing and build personal resilience [INDIRECT].

PROJECT DESIGN

WP1: Project Management (€45,100)

Monitoring

We recognise the importance of monitoring progress, quality and achievement in the planned activities and deliverables. As overall project coordinator, FA will take the lead in WP1, relying on a variety of methods, including: a requirement for partners REGULARLY REPORT ON PROGRESS highlighting challenges and solutions, detailing levels of participation and engagement and using pre-defined indicators to determine overall success (MO1); a requirement for lead partners to regularly report on achieved and outstanding actions using dedicated ACTION TRACKING tools and reporting against pre-determine milestones and deadlines (MO2); a requirement for each partner to nominate one individual to participate in a STEERING COMMITTEE which is responsible for governance and decision-making and for dealing with any possible risks or emerging conflicts - Steering Committee members will meet once every 6-8 weeks to review progress and achievement, and wider partner staff will also participate in project review meetings, as needed (MO3); production of a dedicated QUALITY ASSURANCE PLAN at the outset of the project to define quality assurance objectives, tools, methods, contingencies, metrics, indicators and related partner roles; whilst all monitoring actions will be undertaken internally, wider outreach and feedback is envisaged from external educator and learner audiences with all such engagement also expected to feature in the quality assurance plan (MO4).

Budget and Time Management

Budget and time management are critical management aspects and will remain the responsibility of FA as overall project coordinator. To ensure effective control of the budget, partners will be required to periodically report on activities, deliverables and related expenditure (six-monthly reporting) and to provide timesheets and evidence of costs as per the guidance from the project coordinator. A detailed budget overview will be hosted online and, following periodic updates, will provide an up-to-date overview of all project-related expenditure. Payments to partners will be made twice per year on the basis of reported and validated expenditure. No pre-financing payments are foreseen, except in exceptional circumstances.

Scheduling and time management will feature in all partner meetings and will form the basis of the action tracking tool/platform. Partner meetings will allow for decisions to be taken on revised scheduling for one or more of the targeted actions and outputs. Where delays are met by one or more partners, discussion will take place with the project coordinator to identify possible human and financial resources from within the partnership that might help to bring the project back-on-track. The contracting authority will be kept informed of significant deviations or changes to the original time plan.

Risk Management

Risk management and mitigation is an important aspect of the project and we have already considered some of the possible risks related to project delivery. In all cases, we will document risks that have the potential to impact on project and output delivery and end user engagement, using a Risk Management Plan, detailing possible mitigation strategies in each case. This will help to facilitate a common understanding of risk across the partnership. Examples of possible risks include: lack of interest and engagement among VET educators and practitioners (mitigation options include: increased promotion of the timing, extent and benefits of participation; use of mediators or influencers); resistance from labour market and related actors (mitigation options include: reinforced promotional activities, highlighting the benefits for employee recruitment, engagement and retention); partner withdrawal (mitigation options include: identification of barriers to participation and possible renegotiation of role; identification and introduction of replacement partner).

Accessible and Inclusive Activities

We anticipate a number of actions for addressing access and inclusion. Our initial focus on building the capacity of VET educators should ensure that change, innovation and enhanced transversal skills provision - including mental and emotional wellbeing and personal resilience - can be delivered in all programmes and institutions, subject to active educator engagement in the partner countries and effective (and wider) promotion. Where specific or additional needs are expressed among VET educators (and VET learner audiences), we will provide additional support to facilitate engagement with the targeted resources. Our decision to adopt a purely digital means of delivery for the targeted curriculum and modules means that VET educators in all countries will be able to access, use and engage with the developed resources, including options for non-partner organisations to extend to local languages. In all cases, we will adopt universal design principles to ensure that the targeted educational resources are designed in a way that is accessible for all and will we adopt inclusive communication tools and practices to actively engage and build awareness of the developed resources among primary and secondary beneficiary audiences (VET educators; VET learners) and wider stakeholders. To facilitate resource access and integration, we will deliver resources in multiple partner languages (EN plus IT-SV-LT-ES). Physical events for partners and others will always be located in accessible venues.

Digital Tools and Learning Methods

ME-WELL will adopt digital tools and learning methods in a number of ways, including: VIRTUAL MEETINGS AND EVENTS (use of readily-accessible virtual meeting technologies and platforms to host more regular partner meetings and to host targeted promotional activities and events); VIRTUAL COLLABORATION (use of readily-accessible communication and document-sharing platforms to facilitate partner cooperation and exchange); SOCIAL MEDIA (use of readily-accessible social media platforms and tools to communicate with internal and external stakeholder audiences); DIGITAL LEARNING PLATFORM (use of readily-accessible digital platform to host digital and mixed-media learning content and to facilitate access among educators from across Europe); DIGITAL BADGES (use of readily-accessible digital badging platforms to reward participation among VET educator and learner audiences); SURVEYS (use of readily-accessible digital survey tools and platforms to gather input and feedback from key beneficiary and stakeholder audiences, including event participants and those engaged in pilot activities).

Green Practices

ME-WELL considers the following green practices within wider project planning and design: VIRTUAL MEETINGS (held more regularly as a complement to three face-to-face partner meetings and reducing the overall demand for resource- and energy-intensive travel and accommodation); DIGITAL RESOURCES (internal and external documents and resources will in most cases be produced in digital/electronic format reducing the demand for and use of paper and printing; printing will exceptionally be allowed where access and inclusion is better addressed through this means; all partners will be encouraged to use cloud based resource hosting to avoid multiple copies of resources being held; digital surveys will be encouraged as a more environmentally sustainable model); SUSTAINABLE TRANSPORT (partners will be encouraged to use public or shared transport means wherever possible, when attending the three face-to-face meetings).

Active and Civic Participation

ME-WELL encourages active and civic participation through engaging multiple actors (educators, employers, wider stakeholders) to collaboratively address an important challenge for the future of VET, developing the personal resilience of learners and employers and improving understanding and capacity for positive mental and emotional wellbeing. Targeted promotion will actively engage policy actors and practitioners in discussions on how to improve and extend the remit of transversal and life skills in the design and delivery of future VET programmes in all sectors and disciplines.

WP2: Consultation/Co-Creation/Testing/Validation/Translation of Digital Learning Resources (€121,000)

Title	Task Description	Start and End Dates	Lead and Support Partners	Indicators of Achievement	Expected Results	Cost
Extended Beneficiary Consultation	Online survey and focus groups to more fully document capacity-building and resourcing needs among VET educators and practitioners for developing mental and emotional wellbeing and personal resilience. Digital survey in 5 partner countries (15 questions; 300 responses; 50% response rate). Two Focus Groups in each of 5 partner countries (10 events; 150 participants in total).	M1-M3	AMEW plus FA; AdL; Entreño; KAM	15 survey questions; 300 responses; 50% response rate. 10 focus groups in 5 countries; 150 participants.	Report on Capacity-building and Resourcing Needs among VET Educators in Five European Countries (EN) plus Executive Summary in Five European Languages (EN-IT-SV-LT-ES)	€12,500
Co-creation of Curriculum and Digital Learning Content	Co-creation of curriculum and digital learning content, building on beneficiary consultation and needs mapping and reflecting competences in the European LifeComp framework: three modules covering a total of 60 notional learning hours, including challenge-based learning, reflection and assessment. Development of Guide for VET Educators.	M4-M12	FA plus AMEW; Entreño; AdL; KAM	3 Modules with a total of 60 notional learning hours: incl. challenge-based learning, reflection and assessment. 1 guide for VET educators (EN)	Emotional Wellbeing Module (EN); Resilience-building Module (EN) and Social Engagement Module (EN). Guide for VET Educators (EN)	€82,000
User Testing & Validation	Testing of learning content with VET educators (7 per country) and VET learners including work-based learners (70 per country) in five partner countries. Validation, feedback and finalisation of curriculum, modules and content, and guide for educators, prior to translation.	M13-M20	KAM plus FA; AdL; AMEW; Entreño	Pilot testing and validation activities in five countries involving 35 educators and 350 VET learners.	Pilot Evaluation and Feedback Report (EN)	€14,500
Translation	Translation of curriculum, modules and digital learning content, and guide for educators, into 4 partner languages (IT-SV-ES-LT)	M21-M22	AdL plus FA; AMEW; Entreño; KAM	Translated resources to 4 partner languages (IT-SE-ES-LT)	Translated Curriculum/Modules/VET Educator Guide (IT-SV-LT-ES)	€12,000

WP3: Digital Platform and Digital Media Content Development (€44,000)

Title	Task Description	Start and End Dates	Lead and Support Partners	Indicators of Achievement	Expected Results	Cost
Digital Platform Development	Selection of digital platform for hosting multi-language digital learning content, review and reporting on digital badging options. Design, prototyping and functionality testing. Content migration. User testing. Platform maintenance and CMS support.	M4-M24	Entreño plus FA; AMEW; AdL; KAM	Digital learning platform operating in five partner languages. Scoping review of digital badging options.	Multi-language digital platform (EN-IT-SV-LT-ES). Scoping report on digital badging options (EN).	€19,000
Digital Media Content Development	Storyboarding and production on digital and audiovisual media content, including at least 3 audio files and 6 video files per partner language (video files expected to use same footage).	M4-M12	Entreño plus FA; AMEW; AdL; KAM	3 audio and 6 video files in each of 5 partner languages.	Multi-language digital and audiovisual resources (EN-IT-SV-LT-ES).	€25,000

WP4: Communication, Dissemination and Multiplier Workshops (€39,900)

Title	Task Description	Start and End Dates	Lead and Support Partners	Indicators of Achievement	Expected Results	Cost
Intra-project Communication Strategy and Steps	Development and delivery of strategy to govern all aspects of intra-project communication (e.g. internal partner engagement; external stakeholder engagement; thematic outreach and beneficiary engagement). Use of dedicated website and partners' own social media accounts with a dedicated hashtag for analytics. Use of existing partner networks and events for digital and face-to-face promotion. Positive marketing in all partner countries to actively promote enhanced understanding of mental and emotional wellbeing and personal resilience among VET learners.	M1-M24	FA plus AMEW; Entreño; AdL; KAM	Communication Strategy (1). Multi-Language Project Website. Social Media Hashtag. Positive marketing campaign in all partner countries.	Communication Strategy (EN) and Tools (multi-language). Positive marketing campaign to actively promote enhanced understanding of mental and emotional wellbeing and personal resilience.	€17,900
Post-project Dissemination and Sustainability Strategy and Steps	Development of strategy to govern all aspects of post-project use of the developed digital resources, including open access and IPR, sustained digital hosting and maintenance, and ongoing and wider promotion. Costs for continued hosting, beyond the project lifetime, will be shared among partners.	M1-M24	FA plus AMEW; Entreño; AdL; KAM	Dissemination and Sustainability Strategy (1).	Dissemination and Sustainability Strategy (EN).	€10,000
Multiplier Workshops	Hosting of a local half-day multiplier workshops in each partner country (total of 5 events and 150 participants) to actively promote project goals and achievements to wider educator and stakeholder audiences.	M21-M24	FA plus AMEW; Entreño; AdL; KAM	Total of 5 events and 150 participants.	Local Multiplier Workshops held in Five Partner Countries.	€12,000

PARTNERSHIP

Applicant

E12145678 / Form-Action (FA) / Italy / Rome / VET Institution (secondary level)

FA was created in 1995 as a VET centre with a focus on mechanical and electrical engineering and motor vehicle repair. FA works with key employers across the Roma province and Lazio region to deliver targeted professional and vocational learning programmes at levels 3-5 of the EQF, that meet the specific needs of the local labour market. With a team of 35 staff (20 full-time; 15 part-time), we annually engage around 500 learners and apprentices in our range of full-time and part-time vocational programmes. FA additionally delivers pre-vocational programmes, to help unemployed and disengaged persons to select future learning programmes and career pathways, and to develop skill sets that will help in training and workforce retention and progression. FA has significant experience in Erasmus+ and the Lifelong Learning Programme, having operated as coordinator and partner in more than 30 different partnerships and projects in the last 20 years.

Partner Organisations

E12145679 / Alliance for Mental and Emotional Wellbeing (AMEW) / Sweden / Malmö / SME

AMEW is a newly-established alliance, created in 2020, that aims to build a bridge between the needs of the labour market for robust and resilient employees and the skill sets being targeted for delivery by education and training providers in Sweden and beyond. With a small team of staff, each having a background in education and learning and learner support, we focus our efforts on promoting the mental and emotional wellbeing of students and learners. We operate locally, and at regional and national levels and we have recently expanded our reach to European and international collaboration where we continue to raise awareness of the importance of mental and emotional wellbeing as an integral part of future education programmes. Our client base includes education and training providers looking to adapt and modernise existing programmes as well as employers looking to develop the competences and capacities of staff. The team at AMEW is specialised in training programme design and delivery and has significant experience with employer engagement in the public and private sectors. Through existing networks in Sweden, we have access to a wide range of educators who deliver general and vocational education and training for young people and adults.

E12145680 / Ateities darbas Lietuva (AdL) / Lithuania / Vilnius / NGO-Association

AdL is an NGO, founded in 2014, in Vilnius, which acts as a knowledge hub for education, training and skills development and which actively promotes the need for innovation and change to meet the ever-changing demands of European society and the workplace. We cooperate with educators who design and deliver secondary, vocational and higher education programmes, whilst bringing these important actors together with workforce and labour force representatives to ensure that education and training is fit for the future. We recognise that the future workforce needs to be flexible and agile, and we encourage and support educators in developing a wider range of skills to make this happen. Our staff have many years of experience working to deliver education, training and workforce development and we are motivated to deliver modernisation, innovation and change to ensure the readiness and competitiveness of the European labour market. We have significant experience in international cooperation and development and a strong footprint in Erasmus+.

E12145681 / Entreño (Entreño) / Spain / Madrid / SME

Entreño is a cooperative and SME based in Madrid, founded by a team of experts with a background in technology enhanced learning and educational innovation. Entreño supports all types of educational institutions, helping to adapt and transform curricula and teaching practices centred on delivering technical and transversal skills that can meet the needs of the future labour market. Entreño has a strong footprint in secondary and vocational education, promoting innovative educational methodologies and digital innovation. Entreño recognises that capacity-building for educators is key to successfully delivering change and innovation and has significant experience in the delivery of targeted training and capacity-building actions aimed at educators specifically. Our team of staff is well versed in the use of innovative technologies and tools for education (including the use of AI) as well as in software and platform development and teacher training. We have many years of experience in international development and have led many exciting projects and initiatives in which we have helped to deliver innovation and change in education. We are a member of numerous national and European networks relevant to the field of VET which makes us a strong partner for engaging frontline beneficiaries and promoting the end project results.

E12115682 / Know Academy Malta (KAM) / Malta / Valetta / VET Institution (secondary level)

KAM is a private training provider which delivers post-compulsory training programmes for employed and unemployed adults with a specific focus on business and entrepreneurial skills. KAM programmes are a necessary complement to formal education systems and structures and provide a means for engaging (and re-engaging) adults with the learning journey and for developing specific vocational skill sets that they can use in their everyday work and employment. In addition to delivering technical and vocational programmes, we provide a broad range of complementary (part-time) programmes that centre on building the skills of the existing workforce, including programmes that centre on digital transition, as well as communication, teamworking, leadership and other important transversal skills. Having been established in 2009, we employ a small team of 8 full-time managers and trainers, whilst having outreach to a much larger number of part-time staff who are called upon to deliver specific courses and programmes. We are strongly connected with many of the continuing education providers in Valletta and Malta and we also work often with our international partner in Erasmus+. These internal and external networks will ensure that we can engage educators in trialling and validating the ME-WELL digital resources.

Tasks and Responsibilities

Task allocation builds on each partner's strengths and expertise to help in successfully delivering the project and its outputs.

FA is an experienced coordinator, having implemented many European projects as coordinator and partner. FA will oversee management and coordination and ensure that the project is implemented efficiently, whilst also being responsible for quality assurance. FA has direct access to key beneficiaries with plans to directly engage VET educators in needs affirmation, testing and validation processes and to promote the end project results among local stakeholder communities and wider European and international networks.

AMEW has specific knowledge in the targeted domain, having a mandate for the promoting the mental and emotional wellbeing of students and learners and having experienced staff that are used to promoting change and innovation in education. Through existing local and national networks, AMEW is well-placed to engage VET educators in ME-WELL activities.

AdL brings relevant expertise in education and workplace skills development, relying on experienced staff who are motivated to deliver modernisation, innovation and having valid past experience in European cooperation and exchange.

Entreño has significant expertise in the development of innovative educational models and practices and will contribute to the design and development of the training modules. Entreño has a strong network of educational stakeholders at national and European levels which is sufficient to ensure the engagement of key beneficiary audiences and to actively promote the end project results.

KAM is a private training provider delivering post-compulsory training programmes for adults with a specific focus on business and entrepreneurial skills. KAM employs a small team of full-time managers and trainers with outreach to a much larger number of staff who are called upon to deliver specific courses and programmes. KAM is also well connected with many continuing education providers in Valletta and Malta and with international partner networks through Erasmus+, ensuring the necessary outreach for engaging educators and validating the planned digital resources.

Cooperation, Coordination and Communication

We recognise the importance of effective cooperation, coordination and communication and specifically envisage the following mechanisms:

PARTNER MEETINGS: online/virtual progress review and planning meetings will be held every 6-8 weeks depending on partner availability and the pace of activity. These meetings will involve all project partners; additionally, we will hold annual face-to-face partner meetings at the start, mid-stage and end stage of the project (M1, M12, M23) allowing for a more intense exchange of ideas and practices among partners and helping to build trust.

DIGITAL CHANNELS: partners will adopt and use a variety of digital communication tools, and channels to actively engage partners and promote intra-partner and intra-project communication. Specific tools and platforms (email, shared drives, digital apps) will be agreed on during the face-to-face partner meeting in M1.

PROJECT HANDBOOK: a dedicated project handbook will be created and will provide all partners with guidelines for internal cooperation and external communication, whilst also detailing project objectives, activities and timelines and confirming the roles and responsibilities of each partner.

PROJECT MANAGEMENT PLATFORM: dedicated project management software will be used to facilitate communication, share documents, manage schedules and track progress and achievement. A decision on the final software choice (e.g. Basecamp, AdminProject) will be taken by FA and communicated to partners during the face-to-face partner meeting in M1.

STEERING COMMITTEE: a steering committee will be formed specifically for this project and will be oversee progress and ensure active and effective communication and coordination; the steering committee will be responsible for taking key decisions on the direction of the project and will play an active role in resolving any emerging conflicts.

IMPACT

Achievement of Objectives

ME-WELL will develop an Impact and Achievement Plan which will focus on measuring and recording the outcomes and impact of the project, comparing these to the wider project goals and ambitions. Key performance indicators are embedded within individual work packages and task leaders will be responsible for reviewing and reporting on progress and achievement of the targeted actions and levels of end beneficiary and wider stakeholder engagement. Beyond this, we will assess the outreach and impact of the project, building on the existing Impact+ methodology, as developed by the European Commission, and developing specific measurement and reporting tools for partners to use. For outcome and impact measurement, our actions will centre on four main phases: PLANNING (confirming goals and delivering an impact and achievement plan; identifying targets, metrics and indicators that are specific and relate clearly to the overall project goals and objectives); DATA COLLECTION (harvesting data on events, activities and outputs, as well as levels of beneficiary and stakeholder engagement and the reported use of core deliverables); ANALYSIS (assessing, identifying and recording impact and achievements relating to specific beneficiary and stakeholder audiences, as well as evaluating the effectiveness and efficiency of the project overall); PROMOTION (sharing outcomes, impact and achievements with wider stakeholder audiences). In terms of audiences, we will reflect on impact and achievement at four distinct levels to cover: learners (pupils), staff (educators), partners and systems (wider school education stakeholders, including at policy level), using the Impact+ methodology to help in determining impact and achievement indicators. In preparing the current proposal, we already anticipated the following quantitative and qualitative targets and indicators:

- Online Survey: 600 invitations; 300 unique responses; 50% response rate
- Focus Groups: 10 events; 5 countries; 150 participants
- Modules: 3 modules; total of 60 notional learning hours; challenge-based learning included
- Guides: 1 multi-language VET educator guide (EN-IT-SV-LT-ES)
- User Testing: 35 VET educators; 5 countries; 350 learners; 100% feedback; 70% satisfaction
- Digital Platform: 1 multi-language digital platform; 70% satisfaction
- Digital Media: 3 audio and 6 video content files in each of 5 languages (EN-IT-SV-LT-ES)
- Multiplier Workshops: 5 events across 5 countries; 150 participants; 70% satisfaction.

Sustainability and Continuation

ME-WELL has already discussed the concept of sustainability, reflecting on how the targeted actions and outputs might continue to be accessed, used and impactful beyond the lifetime of the project. Sustainability planning builds on the following five steps: PLANNING (development of a sustainability plan, detailing which actions and outputs will be maintained beyond the project lifetime and what partner resources might be needed to facilitate this); PROMOTION (continued dissemination and outreach to raise awareness of the developed resources, promoting continued and wider use by relevant stakeholders within and beyond the participating countries; use of partner and wider networks for continued promotion); ACCESS (continued, free and open access to the developed resources through plans for maintaining the digital learning platform for a period of 3 years beyond the funding period); REVIEW (annual meeting of partners to reflect on currency and validity of emerging resources and to consider options for updating and/or renewal); and USAGE (continued use of the developed programmes/resources by educational partners for at least 3 additional years).

Wider Impact at Local, Regional, National and European Levels

ME-WELL has the potential to leave a strong legacy not only within the participating organisations but on wider VET educators and practitioners at local, regional, national and European levels. Examples of the potential for wider impact and related beneficiary audiences include: VET EDUCATORS (outreach to internal and external audiences of VET educators through active promotion and free, open and continued access to the developed resources, and with a view to increasing confidence and competence of how to develop understanding of mental and emotional wellbeing and personal resilience among VET learner audiences); VET LEARNERS (intra-project engagement of 350 VET learners, as part of testing and validation actions, will be complemented by continuing and wider use of the developed resources with future audiences of VET learners in partner countries and beyond, in classroom and work-based settings, developing an improved understanding of the concept of mental and emotional wellbeing and helping to build personal resilience); POLICY ACTORS (promoting improved transversal and life skills development in VET systems and provision; encouraging policy actors to undertake positive and targeted promotion of mental and emotional wellbeing); INTERNATIONAL STAKEHOLDERS (using partner networks to promote take-up and use of the developed resources, additionally highlighting the achievements of the ME-WELL project).

Sharing and Promotion

ME-WELL envisages an active promotion and engagement strategy in which project goals and ambitions are promoted to relevant stakeholder and beneficiary audiences at key stages in the project lifetime and through which, emerging results are made openly and freely accessible online. In all cases, we anticipate internal and external outreach in order to assure the widest possible take-up and use of the developed resources. Among the stakeholder audiences that will be addressed by targeted promotional activities, we include: partners and their staff; VET educators and managers in participating and wider countries; policy makers with responsibility for vocational education; teacher training institutions; employers and professional and sectoral bodies helping to promote workforce development.

The following tools, platforms and approaches are envisaged as a means of achieving active and continuous promotion: WEBSITE AND DIGITAL LEARNING PLATFORM (a dedicated web space will be created and will serve to promote the original goals and objectives of the project, highlighting progress and achievement and providing free, open and continuing access to the developed resources); SOCIAL MEDIA (partners will use existing social media profiles and accounts with a dedicated hashtag for analytics); EVENTS (a series of five national multiplier workshops will be hosted towards the end of the project, to present emerging resources and key project successes to local and national stakeholder audiences); PARTNER NETWORKS (partners will use existing networks to present emerging resources and successes to key stakeholder audiences, either digitally or through attendance at key events); POSITIVE MARKETING (active promotion of mental and emotional wellbeing and personal resilience to key beneficiary and wider stakeholder audiences, including at policy level); and PUBLICATIONS (digital newsletters and publications will be used to raise awareness of project successes and achievements, including articles and posts in relevant educational journals).