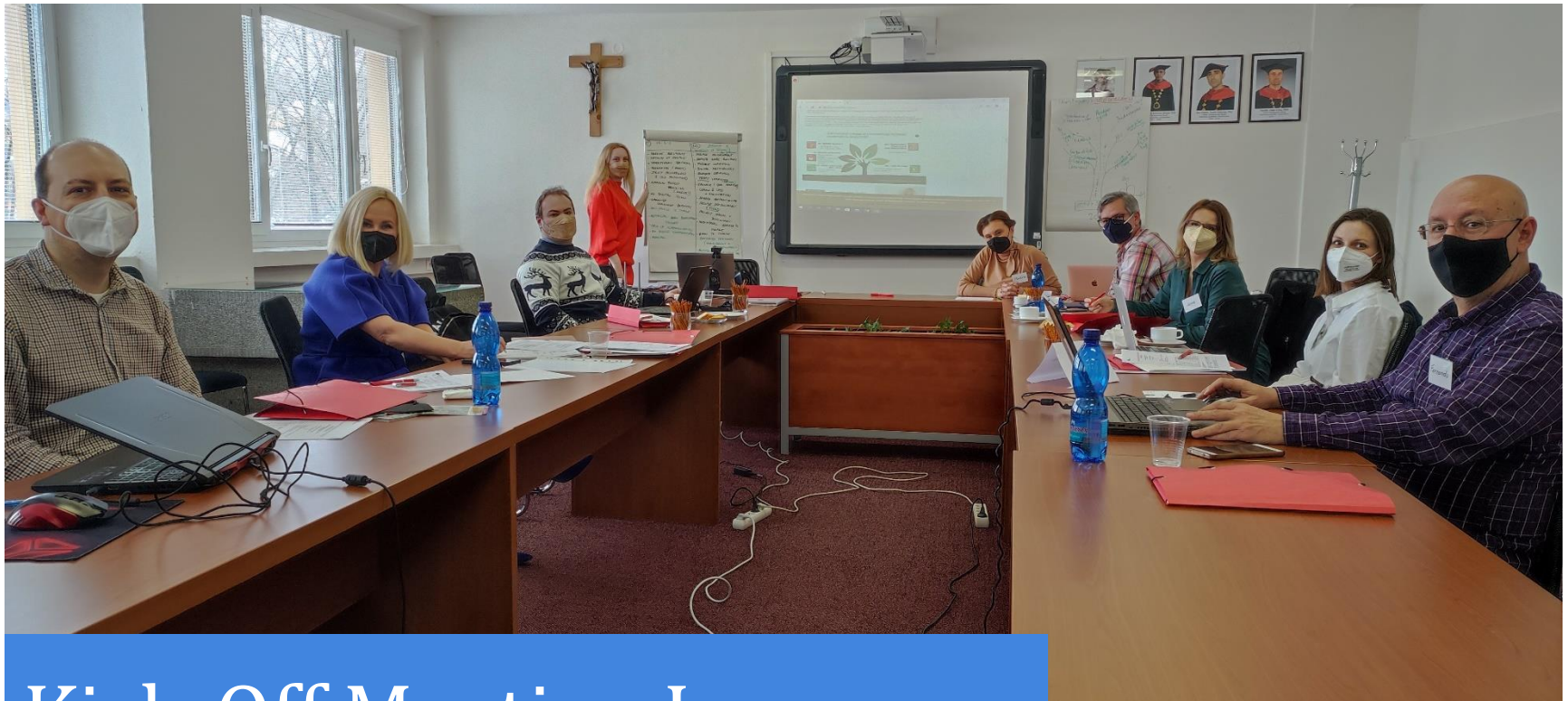


KNOWLO PROJECT

Date: 22-02-2023

Progress Report 2021-22

Prepared by: ICC



Kick-Off Meeting In Ruzomberok

Project Kick-off meeting in Slovakia Feb 2022

In picture: In the picture Knowlo Consortium partners from Latvia, Slovakia, Czech Republic & Italy at Catholic University of Ruzomberok in Slovakia

KICK-OFF MEET

The project kick-off meeting was supposed to take place in Riga (Latvia) during December 2021, however, due to the Covid 19, pandemic restrictions in the country the meeting was postponed to Ruzomberok Slovakia and the Introductory Meet of Partners was done online on 21-22nd Dec 2021.

In the introductory meet the partners presented a short presentation about their organization and the teams involved, their expertise and previously managed projects. Here the project was outlined to the partners by the project coordinators and respective job roles were given and tasks were assigned. Partners agreed on online meetings and dates for first Transnational Partners Meeting was finalized to be in Feb 18-19 2022 in Ruzomberok and official name of a Kick-off meeting was badged to it.

The Kick-off meeting and all the transnational project meetings are designed to make the project partners visit each-others towards working in a team on finalizing set goals and reaching the agreed KPI's. Helping consortium members know each partner in their original and native set-up and drive the project results creatively and collaboratively whilst learning each other's, cultures and trade of skills and expertise.

The consortium discussed various tasks during the KICK-OFF meeting to work on the KNOWLO project they are: -

Project progress, related activities. Since January many activities have been carried out for the survey questionnaire. Expected methodology and framework discussion for Result # 1, discussion on the Basic Draft idea for a Smart model for Learning organizations, vocational/ HEIs', and others.

Comparison of KNOWLO project with ULCA & L&L frameworks by Jana Chynoradská, Harmony Academy, Slovakia. Jana also presented the (ME or MY) Tree example to use it as a guide for Knowlo framework. Important aspects for learning organizations to take into consideration were Identified, that is there are 4 main aspects, Teachers-Students-Management-Owners. how these stakeholders in learning organization are connected with each other and how important it is for the core to create framework taking in considering everyone

Result 1 – Further for result 1, Marika Gederte, project Knowlo lead coordinator, presented the idea of sustainable development and the 17 SDGs of European union. Making learning organizations paperless and smart as well as sustainable at the same time. by Marika Gederte, (ICC) Riga, Latvia.

Brain storming for Result 1 – FRAMEWORK

All project partners discussion & involvement) Adela from EFO-IT led the activity. 6 essential criteria identified, main focus to be given on important aspects such as people/ client/ products & results. Organizations in the educational sector identified (Traditional) as old pattern & Modern (21st Century Learning Organization). Brian storming points to be taken as key factors in designing framework.

Organizational Self-awareness/Learning & Communication Cooperation/Organization & the people involved with it/Clients/ in this case mostly students/Sustainability & product orientation/Digital transformation (Global Context).



In picture: Knowlo project partners, from Right Marika (ICC), Jaroslav (HA) Adela (EFO-IT), Katerina (SE), Fernando (Euroreso), Jana (HA).



The 2nd Transnational Partners Meeting

In picture: Partners from Italy, Latvia, Slovakia, Czech Republic preparing for the 2nd transnational partners meeting in Riga @ International College of Cosmetology

TPM RIGA 2022

The 2nd TPM was held in Riga (Latvia) International College of Cosmetology, project coordinator hosted the meeting and the partners mainly assembled to analyze the collected data from the survey for Result # 1. Marketa Rusnakova from CU Presented the results of the survey from all partners and showed the numbers of respondent and their categories and continued with the statistical presentation of the questionnaire and all partners were commenting the reality of the results.

Partners checked the statistics regarding every indicator (area of the questionnaire). The partnership discussed also the fact that some of the respondents had a challenge to respond to because of complexity some of the questions. This challenge is good feedback for the next project steps and especially preparation of the self-assessment tool (partnership needs to be careful about localization of the questions and correct translation as well as the detailed explanation related to each question will be present in the self-assessment tool).

As one of the main aspects of the results partners saw the necessity to focus on the digitalization aspect of education and the technical equipment in general. Also, strong importance should be on stress resilience and wellbeing.

Knowlo Partners meet again

JUNE 13 & 14

Partners agreed that CU as the responsible partner will prepare the general report (analysis) from the collected results and its short summary which will be later translated into partner languages

Discussion/ Brainstorming on the SMART model and additional existing methodologies The project meeting resumed as Adela Vitkovska explained about the planned project framework. She presented various frameworks which can be compared during the KNOWLO framework development – especially ULCA framework (as result of previous project hold by CU), EFQM framework and some others for example Australian framework from New South Wales.



In picture: Marketa from CU highlighting the survey results and Adela from EFO-IT explaining the criteria's and facilitating the discussions, between the consortium members

ORIGINAL IDEA OF THE FRAMEWORK

See what is the frame work criteria



R1 & R2

- 1.Organisational self-awareness, strategy and development (Organisational culture and core values/ Strategy, mission, vision/ Leadership)
- 2.Learning, communication and cooperation (Colleagues/ Students, parents/Society)
- 3.Organisation and its people (Learn and Lead/Processes/People/ Resilience and stress management)

- 4.Clients (lerner-centred approach/Diversity and inclusion)
- 5.Sustainability and Product orientation (Edu material orientation/Focus on quality, sustainability and addition product value)
- 6.Digital transformation, global context and value creation (Global orientation/Digitalisation transformation/Environmental focus/Organisational sustainability)
- 7.Results & Benchmarking (Results / Benchmarking/Learning and sharing)

All frameworks will be checked and compared with the original idea. Partners will continue on collection of the methodologies and different frameworks. And in later stage will all cooperate on the content development of the framework.

R2 – presentation of the possible Self – assessment tool / Benchmarking Vanda Novoksonova presented the idea of the future self-assessment platform.The process of applied methodology for transformation into Learning organisation will be following: Self-evaluation on the personal (teacher/trainer) / organisational level (Learning organisation) – results from the self-assessment will become a part of the benchmarking database where organisations / teachers/trainers can anonymously compare to others and based on the criteria to see where they are strong (and what is the reason for that / what methods / tools are being used)

November 2022

PROJECT DISSEMINATION

Dissemination Report



Interim Report on Dissemination Activities KNOWLO: PROMOTING KNOWLEDGE-SHARING CULTURE IN LEARNING ORGANISATIONS

Picture Caption: To make your document look professionally produced, Word provides header, footer, cover page, and text box designs that complement each other.

REPORTING PERIOD NOVEMBER 2021-22

The KNOWLO project was widely disseminated during the first project year.

The most common means for dissemination used in this period include:

- Meetings with associated partners and target groups representatives, education providers, professionals and volunteers, local stakeholders and so on
- Project website, e-mailings, online publications, newsletters in all partner languages
- Social media

- National and transnational events for introducing the project idea and establishing cooperation opportunities
- Printed dissemination materials
- Internal dissemination at the partner organisations (staff meetings)
- Partner organisations' websites
- European platforms
- Networking

The dissemination activities so far have resulted in the following:

- 155 dissemination activities organised by the project partners in the first year of project development

- Some organisations have joined the project as associated partners and many more have contributed to the project development

- More than 8.000 people reached through the partners and the project websites

Nearly 15,000 people were reached through Facebook (project page and partners page) and the social media channels of the partners

- Over 2.400 direct target group representatives reached through e-mailings, online publications and online meetings for introducing and disseminating the project

- More than 1.000 people reached through project presentations and dissemination at national and transnational face-to-face meetings

Epale Platform ECER Yerevan

Nov-2021 to 2022

Information about the project published on EPAL (over 120.000 potential followers) People from a large variety of sectors were attracted and introduced to the project concept and outcomes. They can be clustered to:

Adult education providers

Universities

Elementary schools

VET teachers, educators, teachers, trainers, researchers, volunteers

HEI / VET students of pedagogy schools

Local stakeholders in the educational field

Educational experts

Private companies

NGOs

Project partners (staff, Committee members, Cooperative members)

Public authorities

Policy makers, local authorities, governmental institutions

Organisations involved in European cooperation projects

National and European Networks

General public

Themes and styles also help keep your document coordinated. When you click Design and choose a new Theme, the pictures, charts, and SmartArt graphics change to match your new theme.



In picture: ECER Yerevan Armenia European conference attending, and chairing of session by Mudassir Arafat (ICC). The conference provided an ideal base for dissemination of KNOWLO Project



Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)



2021-1-LV01-KA220-VET-000029991

KA220-VET- Cooperation partnerships in vocational education and training

All answers in ascending order

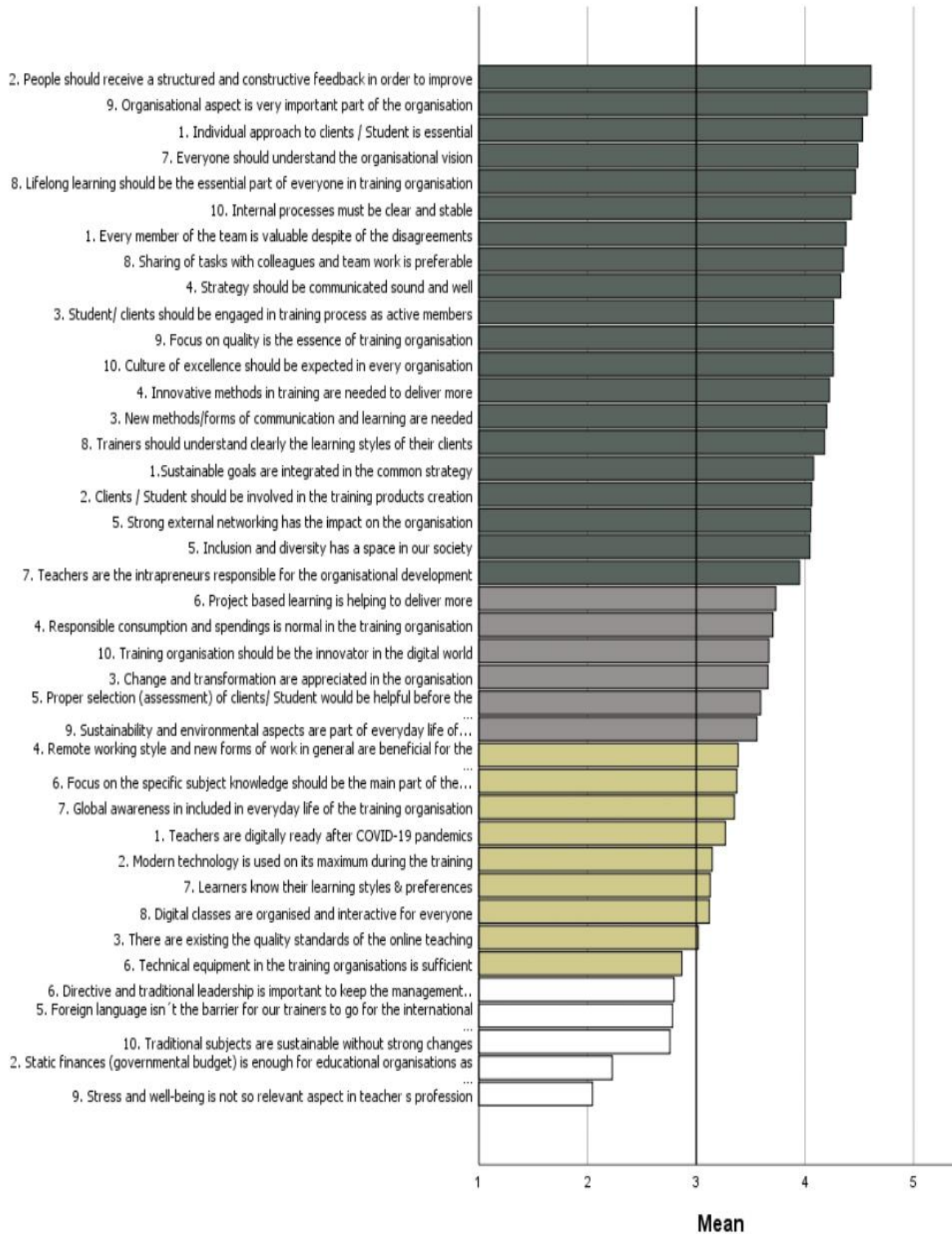


Chart 5 Responses to all questionnaire items ranked from highest level of agreement to lowest level of agreement

Descriptive Report For Result 1

COMPILED BY CU

Survey conducted on a sample of 265 respondents from the Czech Republic, Italy, Latvia, Slovakia, and Spain describe the views of managers, teachers, trainers, administrative and technical staff and students on four different fields of SMART learning organization aspects: (1) organizational self-awareness, strategy, and development; (2) learning, communication, and collaboration; (3) clients, sustainability, and product orientation; (4) digital transformation, global context, and value creation.

Results based on a snowball sampling of the involved and related organizations, collected from January to March 2022, demonstrate that trainers prefer an organisational environment in which there is a clear strategy, a culture of excellence, a preference for innovative teaching methods, strong external networking and clarity of rules and stability in the organisational. In addition, there was an emphasized need for teachers to receive constructive feedback to help them move forward.

Importantly, teachers put emphasis on the individual attention to the client/student, knowledge of their teaching style and their participation in the programme development process. They also consider lifelong learning and some clarity of rules and stability in the organizational environment to be important. Relationships within the organization are also essential, emphasizing the value of each member and collaboration. On the other hand, negative aspects of the work include stress, lack of funding, language barrier, directive management, inadequate technical equipment, and poor-quality standards for online teaching.

Considering the comparison between countries, teachers from Slovakia were slightly less likely to agree that a culture of excellence should be expected in every organisation, that external networking has an impact on the organisation, that teamwork is preferred, that trainers are well equipped with language skills, that technical equipment is sufficient, and they also expressed the opinion that the organisation does not have enough money from the state budget.

Teachers from Italy were slightly less likely to agree that teachers are the initiators responsible for organisational development, that students know their learning style and that maximum use is made of modern technology in training. Teachers from the Czech Republic were slightly less likely to agree that proper assessment of students prior to training would help.

Sustainable goals and understandable vision of organization are important for managers. On the other hand, directive and traditional leadership holds importance for teachers. Furthermore, from the results of the survey, it seems that focus on the specific subject knowledge should be an essential part of the teachers' development. Teachers more often agree with statements such as: "technical equipment in the training organizations is sufficient".

Managers, in contrast, more often agree with statements such as that "sustainability and environmental aspects are part of everyday life of training organizations".

The report is divided into three main parts. First part describes the general results. Second part brings a more detailed comparison of the samples of each country is presented. Third, there is a comparison between trainers and teacher as two main types of respondents presented. However, there are several limitations to the report worth noting: The samples are not equivalent across the countries, as they vary quite strongly both in number and other aspects. One of the other limitations is that the snowballing sampling method does not allow for making wider claims, as organizations and their partners reflect specific organizations and differ. The Survey for Result 1, and the subsequent analysis of the data highlight how different EU regions differ in opinions and structure of working and process of education cycle

The first area of the survey concerned organizational self-awareness, strategy and development - the relative and absolute frequencies are shown in Table 1 and the average responses are visualized in Chart 1. Refer detailed report at website <http://www.knowloframework.com/project/>

Respondents mostly agreed that the organizational aspect is a very important part of the organization (almost 96% of respondents). Similarly, there was a high level of agreement that everyone should understand the vision of the organization and lifelong learning should be an essential part of everyone in the training organization (almost 92% of respondents). Nearly 84% of respondents agree that strategy should be communicated well and clearly and that a culture of excellence should be expected in every organization.

77% of respondents agreed that sustainability goals are integrated into a common strategy and that strong external networking has an impact on the organization. 62% of respondents agreed that change and transformation are valued in the organization, 26% were neutral and 11% disagreed. Almost half of the respondents disagreed that directive and traditional leadership is important to make management work (28% of respondents agreed). The lowest agreement was expressed by respondents with the item that the organization needs money from the state budget, which only 14% agreed with, while 63% of respondents disagreed.

As mentioned above, the respondents consider organizational self-awareness of strategy and development to be crucial to effective organizational progress

The data from Result 1, also says that that there is no proper self-evaluation tool which he Stakeholder have been using to evaluate their own performances and how they can make a themselves better or work towards betterment. As KNOWLO Framework is committed in this direction to develop a self-assessment tool this data helps in the designing of framework immensely

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1.2 Learning, communication and collaboration (the organization and its people)

The second area concerned learning, communication and collaboration - the absolute and relative frequencies are shown in Table 2 and the mean values are visualized in Figure 2. Almost all respondents (95%) agreed that members of the organization should receive constructive feedback in order to improve.

Respondents also agree that new methods/forms of communication and learning are needed (86%). 77% of respondents agreed that inclusion and diversity have a place in our society (17% expressed a neutral view).

% agreed that teachers are the initiators responsible for organizational development (20% expressed a rather neutral view). On the item that telecommuting style and new forms of working in general are beneficial for the organization and its people, 43% of respondents agreed, 41% had a rather neutral opinion (41%) and 17% disagreed.

Almost half agreed that focusing on subject-specific knowledge should be a major part of teacher development; almost a third had a neutral view on this. The item that stresses and well-being are not that important in the teaching profession was disagreed with by the vast majority - 70%, with 18% expressing a neutral view. This shows that the respondents consider relationships with co-workers, feedback, communication, and collaboration to be very important