IO 2 Quality Assurance Report

C19 d-Response

(COVID-19 Digital Response)

Version 01

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ACEEU GmbH

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Project Partners:

1. Introduction to the document

Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU) is the partner responsible for the Quality Assurance (QA) of the C 19 d-Response Project. One of the activities planned for QA is to evaluate the overall development and implementation of the Intellectual Outputs (IOs). This report concludes **the second IO** of the project titled*, "Methodology and processes for online blended- and distance learning and teaching along the learning lifecycle, both under normal- and Covid-19 and the like- situation based on digital technology, business continuity best practice and standards."* This report was written with the aims of evaluating the quality of the activities carried out and the deliverables produced and, at the same time, gaining insights from the core team members of the project on the necessary interventions and improvements to better implement the upcoming IOs. The report was separated into several criteria, ranging from Communication, Project Planning, Execution, Outputs and Impacts and a section for additional comments, feedback and suggestions for improvement.

2. Summary of the Quality Assurance Process

The two main tools used for this evaluation process are a partner satisfaction survey and an internal evaluation form. The first tool, the partner satisfaction survey, was sent out to all core team members of the consortium partners using an interactive survey tool, *Paperform*. The survey consists of 25 questions, 21 closed-ended and 4 open-ended questions. The close-ended items were designed to obtain an overview of the satisfaction level of the partners using a 1-7 Likert scale and Yes/No questions. Furthermore, open-ended items were utilized to gain further insights into the overall communication, planning, execution of the IO 2. The survey was launched on April 8th, 2022. Out of the 10 core team members of the consortium, 6 filled out the survey, yielding a response rate of 60%.

The template of the international evaluation form was prepared by ACEEU and completed by a representative of the IO 2 leader which is The Centre For Advancement of Research And Development in Educational Technology Ltd (CARDET) from Cyprus.

The results of the survey are described in Chapter 3 and the evaluation form completed by CARDET is presented in Chapter 4. The report is concluded with a critical evaluation and recommendation comprised in Chapter 5.

3. Results of the Survey

In this section, the results of the survey, both closed and open-ended questions are presented**.**

3.1 Communication

3.1.1. Question 1 in relevance to Communication

The result indicates that the majority of the project team members were satisfied with how the general information, progress and issues relevant to IO 2 were communicated. More respondents were completely satisfied with how this communication went, with four people giving a perfect score of 5 in the Likert scale, whereas two participants were still satisfied, giving a score of 4, yet showing that they did not believe the process to be completely perfect.

The general information, progress, and issues relevant to IO 2 were communicated among partners in a timely manner.

6 out of **6** people answered this question.

5 - Strongly Agree | 4 - Agree | 3 - Neutral
2 - Disagree | 1 - Strongly Disagree

5 - Strongly Agree	4 / 6 (66.7%)
4 - Agree	2 / 6 (33.3%)
3 - Neutral	0 / 6 (0.0%)
2 - Disagree	0 / 6 (0.0%)
1 - Strongly Disagree	0 / 6 (0.0%)

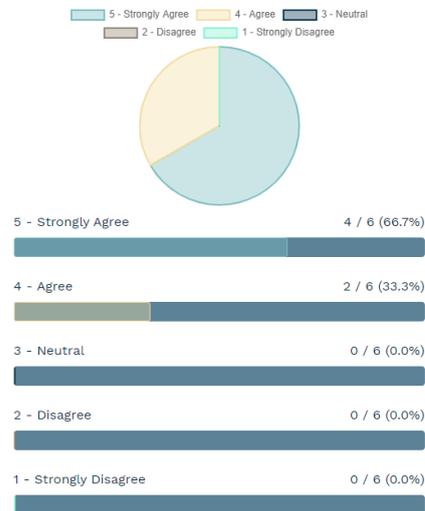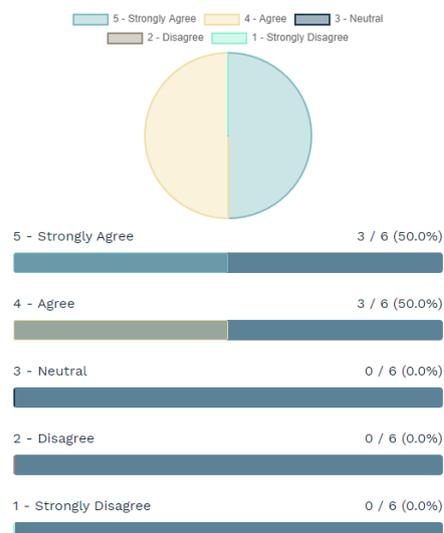### 3.1.2. Question 2 in relevance to Communication

The result indicates that the majority of the project team members were satisfied with the discussions that took place during the development of IO 2. This satisfaction is made evident with 50% of the respondents giving a score of 5 and the other 50% a score of 4, yet again, a portion of the core team members were satisfied, but didn't believe the discussions were perfect.

The discussions had between partners in the development and execution of IO 2 activities/tasks were effective.

6 out of **6** people answered this question.

5 - Strongly Agree | 4 - Agree | 3 - Neutral
2 - Disagree | 1 - Strongly Disagree

|	
5 - Strongly Agree	3 / 6 (50.0%)
4 - Agree	3 / 6 (50.0%)
3 - Neutral	0 / 6 (0.0%)
2 - Disagree	0 / 6 (0.0%)
1 - Strongly Disagree	0 / 6 (0.0%)

3.1.3. Question 3 in relevance to Communication

When asked if they had any issues and inefficiencies with regard to the development and execution of IO 2, 100% of the core team members marked "No," indicating that there were no issues in the development and execution of IO 2. However, if anyone had marked "Yes," they would have proceeded to a follow-up question, whereby the respondents would describe the complications experienced. Everyone who indicated "No" skipped to the Project Planning section.

Did you encounter any issues or inefficiencies when COMMUNICATING with partners during the development and execution of IO 2?

6 out of **6** people answered this question.

No ☐ Yes ☐

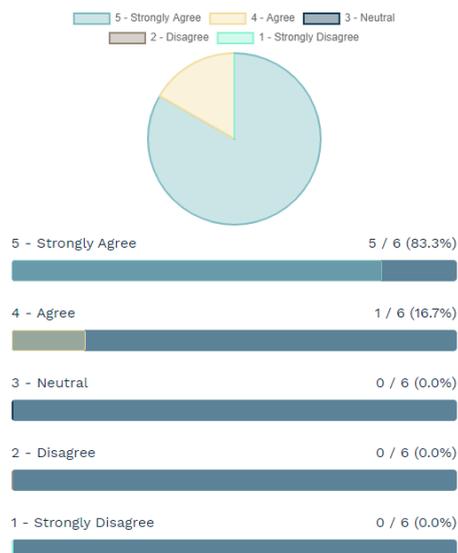|	
No	6 / 6 (100.0%)
Yes	0 / 6 (0.0%)
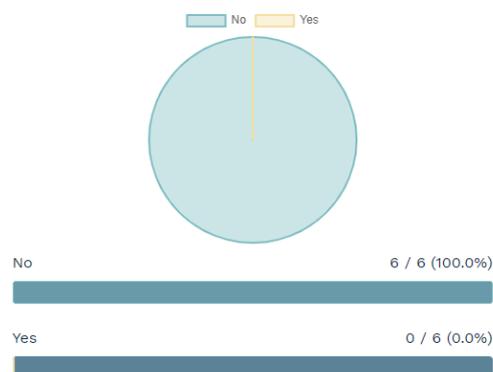
3.2 Project planning

3.2.1. The 1st question in relevance to Project Planning

When given the statements that the scope and objectives of IO 2 were realistic, all of the core team members gave a positive response. The results showed that five of the respondents gave a perfect score of 5, whereas one gave a score of 4, showcasing that everyone believed the scope and objectives of IO 2 were ultimately realistic.

The scope and objectives of IO 2 were realistic.

6 out of **6** people answered this question.

5 - Strongly Agree ☐ 4 - Agree ☐ 3 - Neutral ☐
2 - Disagree ☐ 1 - Strongly Disagree ☐

5 - Strongly Agree	5 / 6 (83.3%)
4 - Agree	1 / 6 (16.7%)
3 - Neutral	0 / 6 (0.0%)
2 - Disagree	0 / 6 (0.0%)
1 - Strongly Disagree	0 / 6 (0.0%)

3.2.2. The 2nd Question in relevance to Project Planning

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When it comes to the initial timeline of IO 2 being realistic, the majority of core team members of the C19 d-Response project gave a more positive response. 50% of respondents gave a perfect score of 5, two respondents giving a near perfect score of 4 and one respondent for the first time in IO 2, a neutral score of 3.

The roles and responsibilities of each partner in IO 2 were clearly divided and communicated.

6 out of **6** people answered this question.

Legend		
5 - Strongly Agree	4 - Agree	3 - Neutral
2 - Disagree	1 - Strongly Disagree	

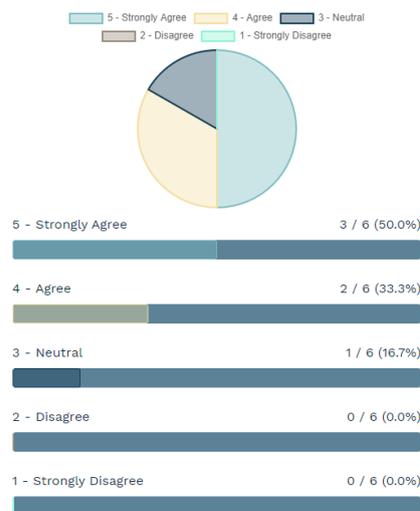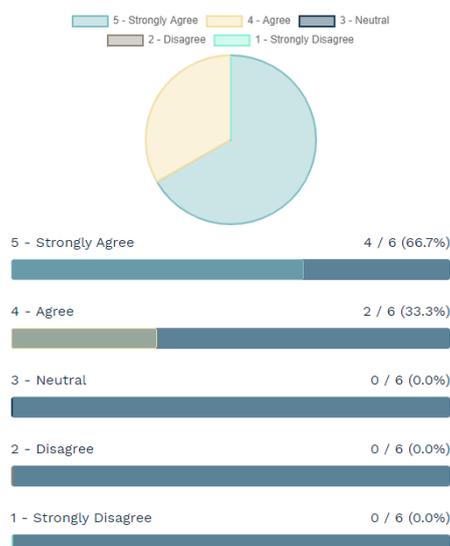|		
5 - Strongly Agree		3 / 6 (50.0%)
4 - Agree		2 / 6 (33.3%)
3 - Neutral		1 / 6 (16.7%)
2 - Disagree		0 / 6 (0.0%)
1 - Strongly Disagree		0 / 6 (0.0%)

3.2.3. The 3rd question in relevance to Project Planning

When it comes to the initial timeline of IO 2 being realistic, the majority of core team members of the C19 d-Response project gave a more neutral response. 50% of respondents gave a more neutral score of 3, whereas the rest gave a more positive result, two giving the score of 5 and one a score of 4. This indicated that the initial agreed upon timeline for IO 2 was not as efficient as it could have been.

The initial timeline for IO 2 was realistic.

6 out of **6** people answered this question.

Legend		
5 - Strongly Agree	4 - Agree	3 - Neutral
2 - Disagree	1 - Strongly Disagree	

|		
5 - Strongly Agree		4 / 6 (66.7%)
4 - Agree		2 / 6 (33.3%)
3 - Neutral		0 / 6 (0.0%)
2 - Disagree		0 / 6 (0.0%)
1 - Strongly Disagree		0 / 6 (0.0%)

3.2.4. The 4th question in relevance to Project Planning

When given the question if they encountered any issues or inefficiencies related to PROJECT PLANNING 100% of the core team members marked "No," indicating that there were no issues in the development and execution of IO 2. However, if anyone had marked "Yes," they would have proceeded to a follow up question, whereby the respondents would describe the complications experienced. Everyone who indicated "No" skipped to the Execution section.

Did you encounter any issues or inefficiencies related to the PLANNING of the activities/tasks in IO 2?

6 out of **6** people answered this question.

	No		Yes

No		6 / 6 (100.0%)
Yes		0 / 6 (0.0%)
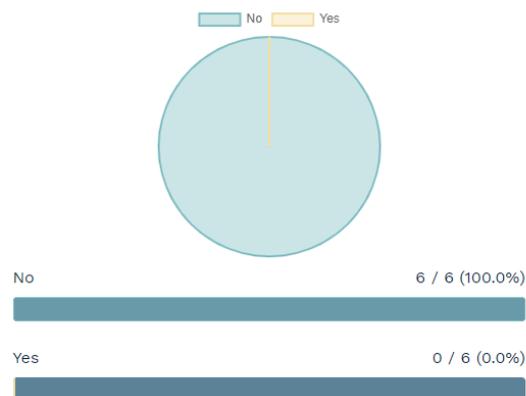
3.3 Project Execution

The project execution section focused on the execution of the activities in IO 2, of which there were 12. The questions were close-ended and used a Likert scale from 1 - 7. The core team members were asked to indicate their level of agreement with the statements claiming that the activities mentioned were well executed.

To simplify the results of all the activities conducted in IO 2, the results are presented in a table with the evidence available in the appendix of this report. The core team members were asked to indicate their level of agreement with the statements claiming that the activities mentioned were well executed.

The result can be found in the following table:
1: Strongly Disagree
2: Disagree
3: Neutral
4: Agree
5: Strongly Agree
6: I don't know
7: Not Applicable

Activity	1	2	3	4	5	6	7
1. IO 2 - A1, DEFINITION OF THE ONLINE-, BLENDED- AND DISTANCE - LEARNING AND TEACHING LIFECYCLE, generated the desired outputs.					6		

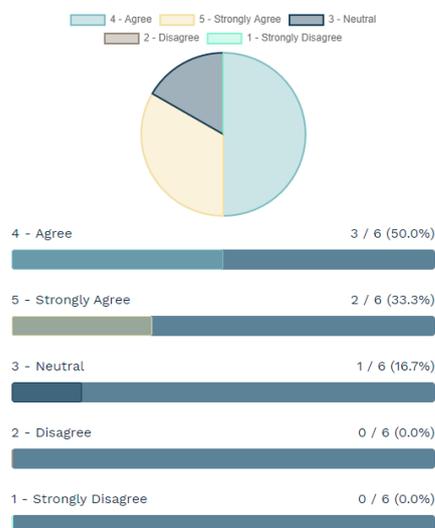| #							
2.	IO 2 - A2, EACH STAGE OF THE LIFECYCLE - DEFINITION OF THE TYPICAL ACTIVITES AND CHALLENGES, generated the desired outputs.				6		
3.	IO 2 - A3, DESIGN OF A CORE PROCESS, generated the desired outputs.			1	5		
4.	IO 2 - A4, BUSINESS IMPACT ANALYSIS, generated the desired outputs.			3	3		
5.	IO 2 - A5, RISK ASSESSMENT, generated the desired outputs.			3	3		
6.	IO 2 - A6, DEFINITION OF EDUCATION CONTINUITY STRATEGY BASED ON DIGITAL PLATFORM, generated the desired outputs.			1	5		
7.	IO 2 - A7, DEVELOPMENT OF TEACHING/LEARNING CONTINUITY PROCEDURES SUPPORTED BY THE DIGITAL PLATFORM (IO1) AND DIGITAL LEARNING CONTENT (IO3), generated the desired outputs.		1		4	1	
8.	A8, DEVELOPMENT OF SPECIFIC PROCEDURES FOR TESTING, EXAMINATION, ASSESSMENT, VALIDATION OF COMPETENCES, generated the desired outputs.		1		4	1	
9.	IO 2 - A9, DOCUMENTING THE METHODOLOGY SUBJECT OF IO 2, generated the desired outputs.		1	1	4		
10.	IO 2 A10, TRAINING PROJECT PARTNERS ON THE IO 2 INTELLECTUAL OUTPUTS, generated the desired outputs.		1	2	1	1	1
11.	A11, PREPARATION OF END-STAGE REPORT AND THE END-STAGE ACTIVITES, generated the desired outputs.			3	1	1	1
12.	IO 2 - A12, PUBLISHING THE STAGE RESULTS ON THE PROJECT WEBSITE, generated the desired outputs.			3	1	1	1

3.4 Outputs and Impacts

3.4.1. The 1st question in relevance to the output of the project

The core team members were asked whether the platform, C19 d-Response, met the requirements and standards / expectations. This question was close-ended and the respondents had to answer through the use of the Likert scale. The core team members showed a high, albeit mixed satisfaction level. Three respondents gave a sufficient answer of 4, whereas two respondents gave a perfect score of 5, and one gave this question a neutral score. It suffices to say, that the IO 2 of C19 d-Response, met the requirements and standards / expectations, yet there is room for improvement.

The Platform, d-RESPONSE, meets the requirements and standards/ expectations.

6 out of 6 people answered this question.

| 4 - Agree | 5 - Strongly Agree | 3 - Neutral |
| 2 - Disagree | 1 - Strongly Disagree |

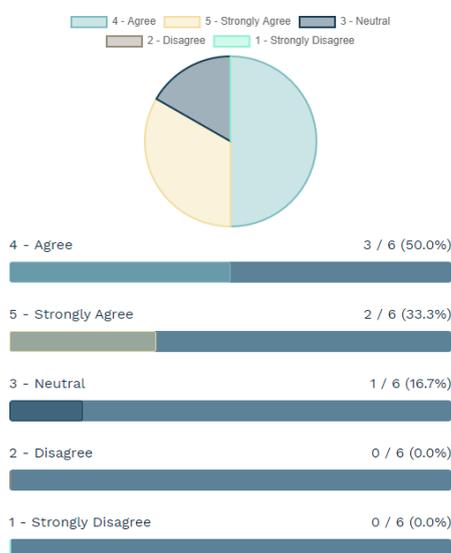|	
4 - Agree	3 / 6 (50.0%)
5 - Strongly Agree	2 / 6 (33.3%)
3 - Neutral	1 / 6 (16.7%)
2 - Disagree	0 / 6 (0.0%)
1 - Strongly Disagree	0 / 6 (0.0%)

3.4.2. The 2nd question in relevance to the output of the project

The core partners were asked whether the online partner training event organized met the requirements and desired standards/expectations. This was a close-ended question that and the respondents had to answer through the use of the Likert scale. The respondents gave a similar answer to this question, with three respondents giving a sufficient answer of 4, two respondents giving a perfect score of 5, and one giving this question a neutral score. Therefore, the online partner training event organized met the requirements and desired standards/expectations, however, yet again it shows some space needed for improvement.

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The online partner training event organized met the
requirements and desired standards/ expectations.

6 out of **6** people answered this question.

4 - Agree	3 / 6 (50.0%)
5 - Strongly Agree	2 / 6 (33.3%)
3 - Neutral	1 / 6 (16.7%)
2 - Disagree	0 / 6 (0.0%)
1 - Strongly Disagree	0 / 6 (0.0%)

3.4.3. The 3rd question in relevance to the output of the project

The following was an open-ended question that allows the team members to share their perception of the impact of IO 2 on the target groups and relevant stakeholders. The responses obtained are presented in an aggregate as the following:

No.	Impact
1.	It is too early to be measured / Too early to say. *
2.	The methodology created is an easy-to-apply know- how summary in the hands of the relevant stakeholders. All interested stakeholders can easily apply its findings to grant their business continuity in uncertain times
3.	(Not yet) / (n/a yet). *
4.	This IO is an essential part of the project and it meets all the requirements for providing a solid base to build the future IOs on.

It is important to note that questions 1 was a combined answer of two people with similar answers, the same goes for question 3

3.4.4. The 4th question in relevance to the impact of the project

This was an open-ended question that allows the team members to share their perception of the impact of IO 2 on their own institutions. The responses obtained are presented in an aggregate as the following:

No.	Impact
1.	We have gained knowledge on best practices and teaching methods for digital learning.

2.	Having the methodology created in IO2 ready now, we are now confident to be able to deal with forthcoming obstacles and unexpected crisis (similar to the ongoing Covid 19 pandemics) in a way that grants the operational and functional services are run at the needed quality.
3.	Revision and improvement of our own online training procedures.
4.	Increased knowledge
5.	Increased knowledge of desk research to gather material and adapt it to fit the needs of IO2, increased knowledge of business methodologies (e.g., business impact analysis, risk assessment), increased expertise in methodologies of digital response to disruptions of learning
6.	The same as above (This IO is an essential part of the project and it meets all the requirements for providing a solid base to build the future IOs on).

3.4.5. The 5th question in relevance to the impact of the project

This was an open-ended question that allows the team members to share their additional thoughts on the process of IO 2. The responses obtained are presented in an aggregate as the following:

No.	Additional Thoughts
1.	Very good result!

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4. IO Internal Evaluation

Intellectual Output 2 - "Methodology and processes for online blended- and distance learning and teaching along the learning lifecycle, both under normal- and Covid-19 and the like-situation based on digital technology, business continuity best practice and standards."

IO Leader: The Centre for Advancement of Research and Development in Educational Technology Ltd (CARDET), Cyprus

This Internal Evaluation Report is written by: Athina Konstantinidou

Date: 12th April 2022

Comments on the timeline in reference to the proposal (were activities delayed and if so - which ones and why?)
IO2 has smoothly progressed within the timeframe set in the proposal. Activity 10, 11 and 12 are not yet finished since: • O2-A10: the partners' training on the methodology was partially conducted online during a relevant meeting but will be conducted thoroughly during the partners' Learning Teaching and Training Activity (LTTA), to benefit from the face-to-face interaction (for clarifications and ensuring that there are no misconceptions). • O2-A11: the end-stage report will be completed thoroughly after we have trained the partner organisations on the methodology, documenting their feedback.

General comments on output implementation (describe challenges and opportunities/success stories encountered in IO implementation, success in meeting major milestones…etc.)
The main challenges were related to the content of the methodology: • It had to be easily adopted by members of the target group in all partner countries and beyond where distance/online learning is implemented at varied degrees (e.g., differences in resources, approaches, etc.). We managed to do that by providing case studies and practical actions of what can be done allowing the end users to apply those practices that fit their context. • It had to be easily adapted by members of the target group in all partner countries and beyond. We achieved that by using universal principles of education continuity (e.g., business methodologies, learning design sequences and frameworks) along with specific examples faced by various countries.

Details of the Intellectual Output (IO)

IO Number	2
IO Title	Methodology and processes for online blended- and distance- learning and teaching along the learning lifecycle, both under normal- and Covid-

	19 and the like situation based on digital technology, business continuity best practice and standards.
IO Leader	CARDET
Reporting Period	2021-10-01 - 2022-03-01

Main of Activities and deliverables as per proposal:

Activities (Number and Title)	Deliverables (Number and Title)
O2-A1 Definition of the online-, blended- and distance- learning and teaching lifecycle.	Chapter 1: Theoretical framework Unit 1: Definition of terms
O2-A2 For each stage of the lifecycle - definition of the typical activities and challenges related to the online-, blended- and distance- forms of learning and teaching.	Chapter 1: Theoretical framework Unit 2: Challenges and facilitators of online, blended, and distance education
O2-A3 Considering O2-A1 and O2-A2, design of a core process for online-, blended- and distance- learning and teaching under normal situation	Chapter 1: Theoretical framework Unit 3: Core process on online/blended teaching and learning
O2-A4 Business Impact Analysis (BIA) on the core process (as per O2-A3) to: • Assess the impact during the disruptions of key activities of this process, caused by Covid-19 or similar circumstances • Define priority deadlines to recover these activities to minimal acceptable levels, considering the time after which their recovery is unacceptable • Identify the dependencies and necessary resources for these activities	Chapter 2: Business Continuity plan Unit 1: Business Impact Analysis WD1 Educational Services BIA WD3 BIA Questionnaire for "VET Providers"
O2-A5 Risk assessment to: • Identify the risks and the related scenarios of disruption caused by Covid-19 or similar circumstances • Assess which disruptions require treatment • Define treatment according to the online-, blended- and distance- learning and teaching aims.	Chapter 2: Business Continuity plan Unit 2: Risk assessment

O2-A6 Definition of education continuity strategy based on the digital platform (O1) and digital learning content (O3)	Chapter 3: Education Continuity Strategy
O2-A7 Development of teaching/learning continuity procedures supported by the digital platform (O1) and digital learning content (O3). These procedures shall provide "digital response" for any scenario of disruption process, caused by Covid-19 or similar circumstances and identified by the Business Impact Assessment.	Chapter 3: Education Continuity Strategy
O2-A8 Development of specific procedures for testing, examination, assessment, validation of competences when the learning is via online-, blended- and distance learning environment	Chapter 3: Education Continuity Strategy
O2-A9 Documenting the Methodology subject of O2, which comprises guidelines for specific measures and teachers' behaviour when teaching via the digital environment (O1, O3), and the processes and procedures created by the previous tasks.	Document entitled: IO2: Methodology for online/distance/blended learning
O2-A10. Train project partners on the O2 intellectual outputs	-
O2-A11. Prepare end-stage report and do end-stage activities as required by the Erasmus program and the contract	-
O2-A12. Publish the stage results at the project website after approval.	-

Activities which have been carried out until the current reporting:

Deliverable No and Title	Description of the development process	Challenges and opportunities/ success stories	Deviation from the original plan (why?)
O2-A1 Definition of the online-, blended- and distance- learning and teaching lifecycle.	Desk research: peer-reviewed journals, scientific papers, to gather material. Write up of a chapter.	One of the challenges was the need to be specific without overloading the reader with theoretical definitions. We managed to do that effectively by inserting examples, diagrams and	We added another term, the term "digital transformation" (not necessary based on the proposal) for extra clarification to the readers.

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		pictures that were representative to the text written.	
O2-A2 For each stage of the lifecycle - definition of the typical activities and challenges related to the online-, blended- and distance- forms of learning and teaching.	Desk research: peer-reviewed journals, scientific papers, reports published (internal-external) to gather material. Field research: discussions with members of the target audience. Write up of a chapter.	Instead of writing only general content about the challenges and facilitators of online teaching, we gathered case studies from each partner country. This way, we could prepare content that the end users will benefit from directly (relevance based on their country).	We prepared additional content in the format of case studies gathered from each partner country, to make it more relevant to the end-user (instead of pure theory).
O2-A3 Considering O2-A1 and O2-A2, design of a core process for online-, blended- and distance- learning and teaching under normal situation	Desk research: peer-reviewed journals, scientific papers, reports published (internal-external) to gather material. Field research: discussions with members of the target audience. Write up of a chapter.	The challenge was to prepare one process that will fit the online, blended, distance learning format, considering the different levels of readiness of each country. We managed to design a core process that is based on universal principles while being easily adapted to specific contexts.	n/a
O2-A4 Business Impact Analysis (BIA) on the core process (as per O2-A3) to: • Assess the impact during the disruptions of key activities of this process, caused by Covid-19 or similar circumstances • Define priority deadlines to	Gathering business-related material from ISO standards. Write up of a unit.	The challenge was to adapt the content from ISO standards to fit the context of VET education as a business sector. We managed to do that effectively and prepared additional guidelines (in the format of excel documents) as job-aid that can be used by the end users.	n/a

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recover these activities to minimal acceptable levels, considering the time after which their recovery is unacceptable • Identify the dependencies and necessary resources for these activities			
O2-A5 Risk assessment to: • Identify the risks and the related scenarios of disruption caused by Covid-19 or similar circumstances • Assess which disruptions require treatment • Define treatment according to the online-, blended- and distance-learning and teaching aims.	Gathering business related material from ISO standards. Write up of a unit.	The collection of case studies from all partners (O2-A2) as a prior activity was helpful in this activity, since we had identified evidence-based data and could report real-life risks that disrupt educational processes.	n/a
O2-A6 Definition of education continuity strategy based on the digital platform (O1) and digital learning content (O3)	Desk research: peer-reviewed journals, scientific papers, reports published (internal-external) to gather material. Write up of the chapter.	Since education continuity is broad enough, we combined this activity with the following two activities (O2-A7, O2-A8) and prepared one relevant chapter. This way	n/a

		education continuity encompasses teaching, learning, and examination processes.	
O2-A7 Development of teaching/learning continuity procedures supported by the digital platform (O1) and digital learning content (O3). These procedures shall provide "digital response" for any scenario of disruption process, caused by Covid-19 or similar circumstances and identified by the Business Impact Assessment.	Desk research: peer-reviewed journals, scientific papers, reports published (internal-external) to gather material. Write up of the chapter.	n/a	n/a
O2-A8 Development of specific procedures for testing, examination, assessment, validation of competences when the learning is via online-, blended- and distance learning environment	Desk research: peer-reviewed journals, scientific papers, reports published (internal-external) to gather material. Write up of the chapter.	n/a	n/a
O2-A9 Documenting the Methodology subject of O2, which comprises guidelines for specific measures and teachers' behaviour when teaching via the digital environment (O1, O3), and the processes and procedures created by the previous tasks.	Synthesising all the chapters into a coherent methodology document.	One of the challenges was related to adapting the content of online learning to fit the context of VET education and be relevant to the end users. We successfully addressed this by adding examples and evidence from the respective field. We linked this output with Intellectual Output 1 and 3 making references where applicable (e.g.,	n/a

		mentioning digital tools used in O1).	

Deliverables which have been produced until the current reporting:

Deliverable No and Title	Description of the development process	Challenges and opportunities/ success stories	Deviation from the original plan (why?)
Chapter 1: Theoretical framework Unit 1: Definition of terms	Desk research: peer-reviewed journals, scientific papers, to gather material. Write up of a chapter.	One of the challenges was the need to be specific without overloading the reader with theoretical definitions. We managed to do that effectively by inserting examples, diagrams and pictures that were representative to the text written.	We added another term, the term "digital transformation" (not necessary based on the proposal) for extra clarification to the readers.
Chapter 1: Theoretical framework Unit 2: Challenges and facilitators of online, blended, and distance education	Desk research: peer-reviewed journals, scientific papers, reports published (internal-external) to gather material. Field research: discussions with members of the target audience. Write up of a chapter.	Instead of writing only general content about the challenges and facilitators of online teaching, we gathered case studies from each partner country. This way, we could prepare content that the end users will benefit from directly (relevance based on their country).	We prepared additional content in the format of case studies gathered from each partner country, to make it more relevant to the end-user (instead of pure theory).
Chapter 1: Theoretical framework Unit 3: Core process on online/blended teaching and learning	Desk research: peer-reviewed journals, scientific papers, reports published (internal-external) to gather material. Field research: discussions with members of the target audience. Write up of a	The challenge was to prepare one process that will fit the online, blended, distance learning format, considering the different levels of readiness of each country. We managed to design a core process that is based on universal principles while being easily adapted to the specific context.	n/a

	chapter.		
Chapter 2: Business Continuity plan Unit 1: Business Impact Analysis WD1 Educational Services BIA WD3 BIA Questionnaire for XXXXX	Gathering business related material from ISO standards. Write up of a chapter.	The challenge was to adapt the content from ISO standards to fit the context of VET education as a business sector. We managed to do that effectively and we also prepared additional guidelines (in the format of excel documents) as job-aid that can be used by the end users.	n/a
Chapter 2: Business Continuity plan Unit 2: Risk assessment	Gathering business related material from ISO standards. Write up of a chapter	The collection of case studies from all partners (O2-A2) as a prior activity was helpful in this activity since we had identified evidence-based data and could report real-life risks that disrupt educational processes.	n/a
Chapter 3: Education Continuity Strategy	Desk research: peer-reviewed journals, scientific papers, reports published (internal-external) to gather material. Write up of the chapter.	Since education continuity is broad enough, we combined this activity with the following two activities (O2-A7, O2-A8) and prepared one relevant chapter. This way education continuity encompasses teaching, learning, and examination processes.	n/a
Chapter 3: Education Continuity Strategy	Desk research: peer-reviewed journals, scientific papers, reports published (internal-external) to gather material. Write up of the chapter.	n/a	n/a
Chapter 3: Education Continuity Strategy	Desk research: peer-reviewed	n/a	n/a

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	journals, scientific papers, reports published (internal-external) to gather material. Write up of the chapter.		
Document entitled: IO2: Methodology for online/distance/blended learning	Synthesizing all the chapters into a coherent methodology document.	One of the challenges was related to adapting the content of online learning to fit the context of VET education and be relevant to the end users. We successfully addressed this by adding examples and evidence from the respective field. We linked this output with Intellectual Output 1 and 3 making references where applicable (e.g., mentioning digital tools used in O1).	n/a

Impact: What has been the impact of the overall IO 2 outcomes on the target groups and relevant stakeholders?
N/A yet.

Any further comments:
No further comments.

5. Critical Evaluation

Overall, the consortium rated the process of the second Intellectual Output of the d-RESPONSE project with a fairly positive view on the communication level, the response times and the project planning. However, concerning the project execution there was a fairly mixed response to the activities, and for most of the questions, at least one or two participants gave a "3 – neutral" answer or the answers "6 – I don't know" and "7 – Not applicable". This indicates that either the activities in IO 2 were not presented or conducted as clearly or transparently as they could have been, or that they simply haven't been conducted to their full capacity.

The general requirements and standards for the platform, C19 d-Response and the online partner training event organized, met the requirements and desired standards/expectations according to the core team members. However, a few of the respondents indicated that it was "too early" to know the information in relevance to the outputs of IO 2 and that more time would be needed to know the outputs of the IO. Additionally, in reference to the perception of the impact of IO 2 on their own institutions, the core team members indicated that they acquired a lot of knowledge that can be implemented within their institutions. No additional comments were made besides an appreciation of the results of IO 2.

It should be noted that for future improvements, the project should adhere to a timelier schedule to be able to properly follow each of the activities within the IO, with more accuracy. Comparing to IO 1, IO 2 was not as efficient and as communicative, therefore there should be an increase of communication between the partners to make the ongoing project more coherent and transparent. To gather better and more detailed results of the Intellectual Outputs, the maximum amount of core team members should apply themselves to completing the surveys as only six out of ten managed to complete them (To circumvent this issue, more follow-up reminders will be implemented).

Some of the outputs planned had experienced some delays, similarly to IO 1, due to the late start of the project. Despite certain challenges, it can be said that the core team members of the d-RESPONSE project are mostly confident that IO 2 has generated a positive impact, and that the next IO (IO 3), is ready to start. Partners and key stakeholders have been able to identify the difficulties and potential for embedding a more successful digital response to the Covid-19 epidemic inside academic divisions of higher education institutions, thanks to the insights gained via IO 2's operations. The knowledge gathered will be invaluable in empowering academics and other academic leaders to promote C19 d-RESPONSE even further.