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Clean-tech Vehicle Education

WP6

Quality Assurance and Risk Management M28 - External Evaluator's Report I

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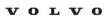




























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Overview

This report presents the outcomes of an in-depth analysis aimed at evaluating the communication dynamics and overall management approach employed in the AUTOCOVE 2.0 project during its first year of implementation. The results will serve as a critical resource for the Skupnost VSŠ and the project leader, enabling the identification of both existing and potential issues, thereby facilitating the formulation of corrective actions.

The report provides a comprehensive evaluation of the progress made throughout the first year of the AUTOCOVE 2.0 project, synthesizing key findings derived from partner feedback, survey results, and activity data. It offers a detailed assessment of various aspects of the project, including the effectiveness of project management, the execution of operational tasks, dissemination activities, and stakeholder engagement. By integrating both quantitative and qualitative data, the report seeks to highlight the strengths of the project, underscore challenges, and identify innovative practices that have contributed to its progress.

The purpose of this overview is to provide a reflective analysis that can inform the ongoing refinement and enhancement of collaborative initiatives within the realm of vocational education and training. By capturing insights from multiple perspectives, the report aims to foster continuous improvement in the implementation of similar projects.

Evaluation Methodology

As part of the evaluation process, three primary activities were conducted: a short and long survey, and a series of interviews. In accordance with these activities, the report is organized into three main sections:

- Part 1: Evaluation of the Partnership
- Part 2: Analytical Report
- Part 3: Progress Report on the AUTOCOVE 2.0 Project

Additionally, a review and analysis of the activity checklist table was conducted, the preparation and processing of which is overseen by SEPR.





1. INTRODUCTION

This report presents a comprehensive synthesis of feedback gathered from partners involved in the AutoCOVE 2.0 project, with a focus on their satisfaction across various dimensions of project implementation. The feedback was collected through an online survey designed to capture detailed evaluations of key aspects of the project, including adherence to deliverable deadlines, the level of involvement of individual partners, collaboration between partners, efficiency in issue resolution, the extent to which initial expectations were met, the quality of processes employed, the effectiveness of project management, and the clarity and consistency of communication regarding the project's status, challenges, and progress. Data were collected through two separate surveys and through personal interviews. The survey responses were assessed using a 5-point Likert scale.

In addition to the quantitative assessments collected via the survey, qualitative responses were solicited, allowing partners to elaborate on specific concerns regarding their involvement, describe communication challenges, and share general reflections on project coordination and structure. Both private companies and educational organizations participated in the survey, thus offering a broad range of perspectives and experiences across different types of project stakeholders.

Furthermore, interviews were conducted exclusively with representatives from educational organizations, who were invited to participate between April 4th and April 24th, 2025. All educational partners responded to the invitation. The findings from these interviews contribute to a deeper understanding of the impact of the project on the work practices of participants within the educational sector and provide valuable insights for future collaborative efforts.

The data collected, including both descriptive statistics and narrative feedback, offers a nuanced and multi-dimensional view of the project's implementation from the perspective of its partners. This combined approach not only highlights the strengths of the project but also identifies areas that may benefit from improvement, providing a robust foundation for enhancing collaboration in future initiatives.

The feedback discussed in this report was gathered from 15 partner organizations actively involved in the AutoCOVE 2.0 project, specifically: KW1C, Ventspils T, BILIA, VOLVO, Izmit MTAL, OMNIA, TOYOTA Baltic, KAUTECH, ELECTUDE Int., LIK, VOCO, THWS, SEPR, VTT, and EMU.





PART 1: EVALUATION OF PARTNERSHIP

2. SATISFACTION WITH PROJECT'S DELIVERABLES AND LEVEL OF INVOLVEMENT

2.1 Analysis of agreement or disagreement with the following statements

The analysis of Table 1 and Figure 1 presents a comprehensive overview of respondents' perceptions regarding the project's implementation. Overall, the results demonstrate a strong positive agreement across all evaluated items, reflecting effective project execution and alignment with planned objectives. Most participants selected "Agree" or "Strongly agree," with no responses in the "Completely disagree" or "Disagree" categories for most items.

Key strengths include the project's ability to meet expectations, confirmed by both high average scores (4.6) and the frequency of positive responses—62% "Completely agree" and 31% "Agree." Similarly, student mobilities, the Steering Committee, and the use of digital tools such as e-learning and gamification all received an average rating of 4.6, indicating high satisfaction and relevance of these components.

Workshops, while slightly lower at an average score of 4.5, were still positively rated by the vast majority, with 65% of respondents selecting "Completely agree" and 30% "Agree."

Despite these positive results, some deviations were observed in timely problem resolution, where one respondent selected "Strongly disagree" and the average rating dropped slightly (to 4.2 in the original scale), suggesting a need for improvement in proactive issue management. Likewise, while adherence to deliverable dates was rated positively (46% "Completely agree" and 54% "Agree"), the data suggest potential for enhanced planning and coordination.

In conclusion, the high levels of agreement across all items, combined with constructive feedback on specific areas, point to a well-executed project with clear opportunities to refine project management practices for even greater future effectiveness.





Items	Completely disagree	Disagree	Neither agree / not disagree	Agree	Completely agree	Total
Deliverable dates		0	0	7	6	13
are met/will be met						
according to the						
project plan.	0%	0%	0%	54%	46%	100%
Problems have been	1	0	0	6	6	13
addressed and						
resolved in a timely						
manner.	8%	0%	0%	46%	46%	100%
Project's ability to	0	0	1	4	8	13
meet the set						
expectations.	0%	0%	8%	13%	62%	100%
The project is going	0	0	1	5	7	13
according to the						
schedule.	0%	0%	8%	38%	54%	100%

Table 1: Descriptive statistics for the items measured in the following question: "Please indicate your agreement or disagreement with the following statements?"

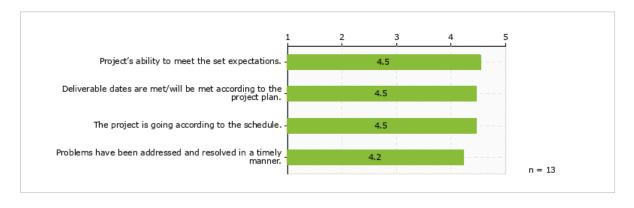


Figure 1: Descriptive statistics for the items measured in the following question: "Please indicate your agreement or disagreement with the following statements". Sorted by column "Average".





2.2 Analysis of Participant Satisfaction and Areas for Improvement

The combined analysis of Table 2 and Figure 1, which present descriptive statistics related to respondents' satisfaction with various aspects of the project, reveals an overall high level of agreement and positive perception. No respondents selected "Completely dissatisfied" or "Dissatisfied" for any item, indicating broad satisfaction with project execution and outcomes.

The highest-rated aspect was the *Level of involvement of your organization*, with an average score of 4.7. This is supported by 67% of respondents stating they were "Completely satisfied" and 33% "Satisfied," indicating strong engagement and active participation from their own institutions.

Closely following were the Quality processes used during the project, receiving an average score of 4.6. While 67% were completely satisfied and 25% satisfied, 8% were neutral, pointing to a generally high confidence in applied procedures, with a minor potential for clarification or further refinement.

The Project's ability to meet the set expectations also ranked highly, with an average score of 4.5. This aligns with 50% of respondents expressing satisfaction and 50% complete satisfaction, reflecting effective goal alignment and execution.

In contrast, the Level of involvement of the other partners was the lowest-rated item with an average of 4.4. Though 50% were completely satisfied and 42% satisfied, 8% remained neutral. This suggests that, while the collaboration was largely positive, there remains room to improve partner engagement and cooperation to further enhance project cohesion.

In summary, the results clearly point to strong project performance, especially in internal organizational engagement and process quality. At the same time, they underscore the importance of continuing efforts to strengthen inter-partner collaboration as a pathway to even greater project success.





			Neither			
Items	Completely		dissatisfied		Completely	
	dissatisfied	Dissatisfied	or satisfied	Satisfied	satisfied	Total
Level of involvement of	0	0	0	4	8	12
your organisation.	0%	0%	0%	33%	67%	100%
Level of involvement of	0	0	1	5	6	12
the other partners.	0%	0%	8%	42%	50%	100%
Project's ability to	0	0	0	6	6	12
meet the set	0%	0%	0%	50%	50%	100%
expectations.						
Quality process used	0	0	1	3	8	12
during the project.	0%	0%	8%	25%	67%	100%

Table 2: Descriptive statistics for the items measured in the following question: "Please indicate your satisfaction or dissatisfaction with the following statements?"

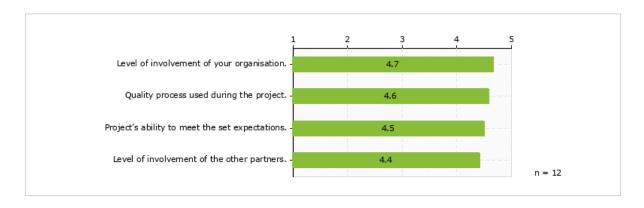


Figure 2: Descriptive statistics for the items measured in the following question: "Please indicate your satisfaction or dissatisfaction with the following". Sorted by column "Average".





3. COMMUNICATION DURING THE PROJECT

The next question was related to communication problems respondents may encounter during the project. The results show that all seven respondents (100%) answered "No," confirming that communication throughout the project was effective and without problems. Specifically, the frequency distribution shows that 100% of respondents selected "No," with both the valid percentage and cumulative percentage also at 100%. This data suggests that communication was smooth, and no participants identified any challenges in this regard.

4. MANAGEMENT OF THE PROJECT

Participants were also asked if they encountered any organizational problems during the project. Figure 3 illustrates that most respondents (92%) answered "No," indicating that organizational aspects were effectively managed for most participants. However, one respondent responded "Yes," suggesting that minor organizational challenges were experienced. He then clarified that they've "had some internal changes within the project team" but are doing their best to stay on track with the project's requirements.

Overall, these results indicate that the project's organizational processes were largely successful, though slight improvements may be considered to address the issues raised by a minority of respondents.

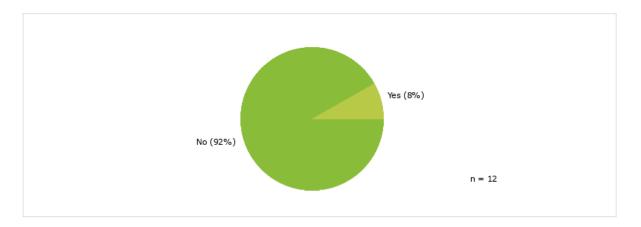


Figure 3: Were there any organisation problems encountered during the project? (n = 12)





5. PROJECT FRAMEWORK CHALLENGES

The Figure below (Figure 4) illustrates responses regarding structural problems encountered during the project. We can observe that most respondents (92%) indicated "No," signifying that structural problems were largely absent. However, one respondent responded "Yes," elaborating that the process of procuring the equipment used in writing the module took a little longer. "However, as they procured it, it was used in writing the module«. Overall, the results suggest a predominantly well-organized project structure, with only minimal areas requiring attention or improvement.

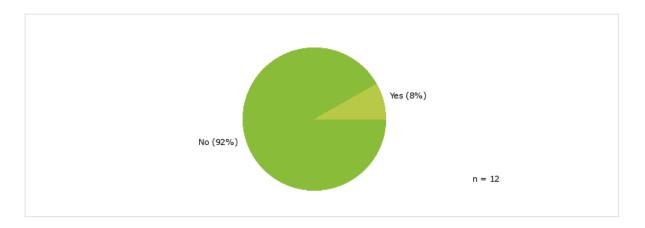


Figure 4: Were there any general structural problems encountered during the project? (n = 12)

We were also interested in understanding respondents' perceptions of *clarity regarding the distinction* between open access and copyright within the project, an issue specifically addressed during the last Steering Meeting in Tartu. Results from this inquiry, presented in Figure 5, show a mixed response among participants. A slight majority, 55%, indicated that the project provided sufficient clarity on where the line between open access and copyright lies. However, 45%, felt the distinction was not clearly communicated, indicating some ambiguity or potential misunderstanding on this important matter.

The relatively balanced division of responses highlights the necessity for additional clarification and focused communication strategies. Addressing these concerns proactively could enhance overall understanding among project partners, mitigate potential risks related to copyright, and reinforce consistent practices concerning open science principles throughout the project's lifecycle.





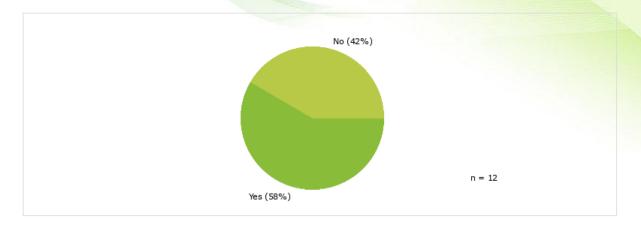


Figure 5: At the last Steering Meeting in Tartu, the issue of open science and copyright was raised. Do you think the project has been clear about where the line between open access and copyright is? (n = 12)



6. PROJECT CHALLENGES: QUANTITATIVE AND QUALITATIVE FEEDBECK

a) Why do you think the project has not been clear about open access and copyright, and how could the project management have done better in this area?

Respondents provided several insightful comments regarding the lack of clarity around open access and copyright within the project. Key statements included:

- "I think there will soon be problems with images that will be used."
- "The project gives free usage of Electude for 5 years but after that, I believe, it is a commercial product and already commercial to entities other than project partners. Our material is okay to use for free studies but not for commercial use, so you should talk it through separately with every partner."

"Because I do not have any information about it and I do not remember which decision was taken. These responses highlight significant concerns regarding communication and understanding of licensing agreements within the project. The uncertainty about image usage indicates potential future conflicts or legal ambiguities. The comment about the Electude platform emphasizes a critical distinction between free educational use and subsequent commercialization, which requires detailed and partner-specific agreements to avoid misunderstandings. Additionally, the admission of lacking information or clarity about prior decisions underscores the necessity for clearer documentation, transparent communication, and continuous reinforcement of project guidelines. To address these concerns, project management should enhance clarity through explicit, regular communications and detailed documentation on usage rights, ensuring partners are aligned on these critical aspects throughout and beyond the project's duration.

b) Do you think that the issue of copyright could lead to trust issues in the partnership?

Figure 6 below summarizes respondents' views on whether copyright issues could potentially impact trust among project partners. Most respondents (82%) indicated "No," suggesting that most participants do not foresee copyright concerns negatively impacting trust among partners. However, a notable minority (18%) answered "Yes," indicating some concern or uncertainty regarding potential copyright issues.





This result underscores that while trust and clear understanding regarding copyright appear largely positive among project partners, the presence of a minority expressing concern highlights the need for targeted clarification and proactive management of intellectual property issues. Addressing these concerns directly could further strengthen trust and cooperation among project stakeholders.

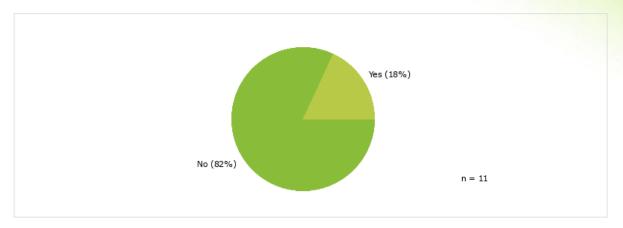


Figure 6: Do you think that the issue of copyright could lead to trust issues in the partnership? (n = 11)

c) Why do you think the issue of copyright could lead to trust issues in the partnership?

When respondents were asked why they believe copyright issues could lead to trust concerns within the partnership, two key insights emerged:

- "Things are handled differently in different countries."
- "When modules are written and put into use, issues might arise."

These responses reflect significant concerns regarding variations in handling intellectual property rights across partner countries, which can potentially create inconsistencies and misunderstandings. The acknowledgment that different countries might have varying legal frameworks or interpretations indicates a potential challenge to trust and mutual understanding within the partnership. Additionally, concerns about content creation and module distribution highlight the need for clarity around ownership, access rights, and intended use.

These insights suggest a clear requirement for establishing standardized guidelines and transparent communication regarding intellectual property management. By addressing these differences proactively and ensuring all partners have a clear understanding of agreed-upon terms, trust and collaborative effectiveness within the partnership can be significantly enhanced.





7. OPEN ACCESS

These responses highlight varying levels of clarity among participants. Generally, respondents understand and support open access principles, emphasizing original content creation and explicit permissions. However, the importance of balancing open access with respect for privacy, trade secrets, and contractual obligations was clearly articulated. A significant focus was placed on the need for either original content or explicitly authorized material. The variability in responses indicates the importance of developing clear guidelines and case-by-case evaluations to effectively manage open access and intellectual property issues. Reinforcing clear communication around these boundaries could further mitigate ambiguity and enhance cohesive practice within the partnership.

The full set of comments and responses related to this topic is available in Appendix.





PART 2: ANALYTICAL REPORT

8. MAIN ACTIVITIES IN THE PROJECT PERIOD

8.1. Analysis of agreement or disagreement with the following statements

This section presents a comprehensive analysis of respondents' agreement with key project components, using both frequency distribution (Table 1, Appendix) and average scores (Figure 7) to evaluate overall satisfaction and effectiveness. Some participants shrugged off the question and did not give an answer.

Overall, the data reflect a very positive perception of the project, with most responses falling into the "Agree" or "Strongly agree" categories. Average scores, as shown in Figure 1, range from 4.6 to 4.8, underscoring the project's success and the participants' high levels of satisfaction.

Among the highest-rated aspects, both in terms of frequency and average ratings, were the Steering Committee and student mobilities, each achieving an average score of 4.8. For the Steering Committee, 91% of respondents selected "Strongly agree," emphasizing the effectiveness of the leadership and coordination. Similarly, student mobilities were widely praised, with 77% of respondents indicating "Strongly agree" and 23% selecting "Agree."

The use of digital tools, including e-learning, gamification, and other technologies, received a strong average rating of 4.6. All respondents (strongly) agreed the tools' were useful.

Workshops were also highly rated, with an average score of 4.7. While 67% of respondents selected "Strongly agree" and 33% chose "Agree," this suggests that workshops were well-received but may have slightly more potential for further refinement and enhancement.

No instances of "Strongly disagree" or "Disagree" were recorded across any of the items, and only one neutral response was noted for the Steering Committee, indicating uniformly high levels of agreement.

In conclusion, the consistently high average scores and the absence of significant negative feedback **underline the project's strong performance across all evaluated dimensions**. These findings affirm the project's success and offer subtle opportunities for further refinement, particularly in workshop design and the integration of digital tools.







Figure 7: Descriptive statistics for the items measured in the following question. Sorted by column "Average".

8.2. Operational Challenges in Procurement and Data Collection

This section explores the challenges faced by project partners in two key operational areas: equipment procurement and data collection for skills-gap analysis. The responses were measured using a five-point Likert scale ranging from "Never" to "Very frequently." The results are presented in Table 2 (Appendix) and Figure 8 and discussed below. Some participants shrugged off the question and did not give an answer.

a) Challenges in Purchasing Equipment

Respondents were asked whether they faced challenges in purchasing the necessary equipment in a cost-effective manner, while also seeking the best price-quality relationship. The average score for this item, as illustrated in Figure 2, was **2.7**, reflecting moderate difficulty.

- 40% of respondents selected "Rarely," the most frequent response.
- **30**% selected "Occasionally," suggesting that some challenges were encountered with moderate frequency.
- 10% reported experiencing these challenges "Frequently," and another 10% chose "Never."
- 10% of respondents also selected "Very frequently."

These results indicate a mixed experience among respondents, with challenges ranging from rare to frequent. The average score of 2.7 reflects a moderate degree of difficulty across the group, while the distribution of responses highlights variability likely influenced by local procurement policies, market conditions, or institutional constraints.





b) Challenges in Data Collection for Skills-Gap Analysis

Respondents were also asked whether they encountered difficulties in collecting data from sectoral companies and sister educational institutes for the skills-gap analysis. The average score, as shown in Figure 2, was 2.2, indicating lower overall difficulty and more uniform responses compared to equipment procurement.

- 50% of respondents selected "Occasionally," making it the most common response.
- 20% chose "Rarely," while 30% indicated "Never" encountering challenges.
- Notably, no respondents reported experiencing these challenges "Frequently" or "Very frequently."

The findings from both the table and graph suggest that data collection was generally manageable for most participants. The lower average score of 2.2 points to less frequent challenges overall, with occasional issues potentially stemming from limited availability of data, external stakeholder engagement, or alignment with the project timeline.

Interpretation and Implications

Together, these findings indicate that while neither challenge was severe, equipment procurement posed slightly more frequent and diverse challenges compared to data collection. The higher average score of 2.7 for procurement highlights this difference, suggesting context-specific difficulties in sourcing equipment efficiently and cost-effectively.

To address these challenges in future projects, potential strategies include:

- **Streamlining procurement processes**: Developing centralized guidelines, tools, or platforms to assist partners in securing equipment more effectively.
- Improving data collection strategies: Establishing standardized protocols and agreements with stakeholders to ensure smoother access to data.

By addressing these practical hurdles early, similar projects can enhance overall efficiency and reduce partner burdens.

Some respondents reported experiencing procurement-related challenges more frequently, particularly when aiming to purchase equipment in a cost-effective way while seeking the best price-quality balance. Their open-ended comments provide valuable insight into the underlying causes of these difficulties:





- "We have strict purchasing guidelines at the university, which make it significantly more difficult to procure equipment. For example, we are only allowed to purchase on account with a 30-day payment term. This limitation alone makes it challenging to find suitable dealers, and on top of that, the cost-to-quality ratio also be appropriate. must Additionally, we needed a battery spot welder, which was only available through non-European dealers on platforms like Amazon or Alibaba. Since we were not permitted to order from non-European sources, we had to search extensively for a European supplier. After considerable effort, I eventually found one, and the device turned out to be two-thirds cheaper than those offered by the more easily accessible suppliers."
- 2. "Some of the required equipment is simply not available for sale in our country. Moreover, prices are constantly changing due to currency exchange rate fluctuations, which further complicates the procurement process."

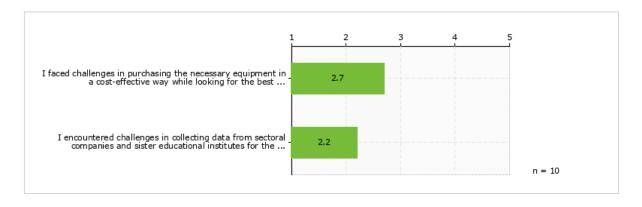


Figure 8: Challenges in Cost-Effective Equipment Procurement.





9. SATISFACTION WITH KEY PROJECT RESULTS AND PROCESSES

The table below (Table 3 in Appendix and Figure 9) presents partner satisfaction with various project aspects, measured using a five-point Likert scale ranging from *Very dissatisfied* to *Very satisfied*. The results show an overwhelmingly positive perception, with most responses falling into the "Satisfied" and "Very satisfied" categories. No respondent selected "Very dissatisfied," and only two items received isolated responses in the "Dissatisfied" category. Some participants shrugged off the question and did not give an answer.

a) Workshops and Pedagogical Impact

Workshops received the highest satisfaction rating, with 93% of respondents selecting "Very satisfied" and the remaining 7% choosing "Satisfied." The average score for this item, as shown in Figure 3, was an impressive 4.9, indicating exceptional alignment with the project plan and participants' expectations.

The pedagogical impact of the workshops was also rated positively, with 50% "Very satisfied" and 50% "Satisfied," resulting in an average score of 4.8. While there were no reports of dissatisfaction, the slightly lower proportion of "Very satisfied" responses suggests potential for enhancing the workshops' impact through strategies like deeper engagement or targeted learning objectives.

b) Electude Platform

The development of the Electude platform received mixed feedback: 43% were "Satisfied," 43% were "Very satisfied," and 14% remained neutral. This is reflected in the lower average score of 4.3. Neutral responses may indicate that not all partners had full visibility or involvement in the process.

For the results published on the Electude platform, 38% of respondents were "Very satisfied," 46% "Satisfied," and 8% either "Neutral" or "Dissatisfied." The average score of 4.2 underscores the need for more consistent communication or standardization in how results are shared, which could further enhance satisfaction.

c) Quantitative and Qualitative Indicators

Achieving quantitative indicators (e.g., number of participants involved in mobilities and meetings) was rated highly, with 58% of respondents "Very satisfied" and 33% "Satisfied." The average score for this category was 4.5. One respondent selected "Neutral," but there were no reports of dissatisfaction.





Similarly, satisfaction with achieving qualitative indicators (e.g., questionnaires, focus groups) was strong, with 75% "Very satisfied" and 25% "Satisfied." The absence of negative or neutral responses led to an average score of 4.8, reflecting high confidence in the quality of data collection and evaluation methods.

d) Collaboration and Communication

The tools created in collaboration with partners received 75% "Very satisfied," 8% "Satisfied," 8% "Neutral," and 8% "Dissatisfied." The average score was 4.5. While satisfaction was high overall, neutral and dissatisfied responses point to areas for improvement in collaboration, clarity of contributions, or shared ownership of deliverables.

The amount of information received regarding project status, problems, and progress was rated as 69% "Very satisfied" and 23% "Satisfied," with 8% "Neutral." The average score of 4.6 indicates strong communication overall, though some minor inconsistencies were noted.

The process of presenting tools and collecting feedback was rated 62% "Very satisfied," 23% "Satisfied," and 15% "Neutral," resulting in an average score of 4.5. This suggests a generally successful process, though the neutral responses may point to varying levels of involvement or clarity in the feedback process.

Interpretation and Implications

The overwhelmingly positive ratings, especially for workshops and qualitative indicators, demonstrate the project's success in key areas. However, areas like the Electude platform's development and results presentation highlight opportunities for improvement, particularly in ensuring uniform partner involvement and clear communication. Addressing these areas in future projects could further enhance partner satisfaction and streamline processes.







Figure 9: Average Satisfaction Scores for Key Project Components.

Conclusion

The data reveal a consistently high level of satisfaction with all evaluated project components. Areas such as workshop implementation and achievement of both quantitative and qualitative indicators stand out as particular strengths, with no negative responses reported in these areas. Slightly lower satisfaction was noted in relation to the Electude platform and the set of tools developed collaboratively with partners. While overall responses remained positive, two respondents expressed dissatisfaction, which was further clarified through open-ended feedback.

One participant indicated dissatisfaction with the "Results published on the Electude platform," explaining:

 "It is not yet possible to provide public access to innovative study modules and training courses (project outcomes)."

This suggests that issues related to access, availability, or publication timelines may be limiting the perceived value of this output. Another participant reported dissatisfaction with the "Set of tools created in collaboration with other partners," noting:

"We don't currently have a tool that we use collaboratively."





This comment highlights the importance of ensuring not only tool development, but also active and shared usage among all partners. These individual perspectives, while not representative of the broader trend, underscore the importance of continued attention to practical implementation, accessibility of results, and partner engagement. Strengthening these elements in future phases of the project—or in future initiatives—may help ensure even higher levels of satisfaction across all areas.





10. MOBILITIES

10.1. Participation in Mobility Programmes

In response to the question "Have you participated in a mobility programme?", a total of 14 participants provided answers. As shown in Figure 10, slightly more than half of the respondents 57% indicated that they had participated in a mobility programme, while 43% reported no such experience.

The data suggest a relatively high level of engagement in mobility activities, reflecting an encouraging degree of awareness and motivation for international exchange of knowledge and experiences. However, the nearly equal proportion of those who have not participated highlights a substantial potential target group for future outreach and promotion efforts. It may therefore be beneficial to strengthen support mechanisms and enhance the visibility of mobility programmes, particularly for those who may face barriers such as financial limitations, language concerns, or a lack of information.

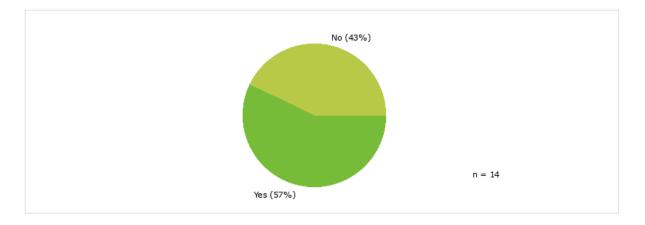


Figure 10: Participated in mobility programme.

10.2. Challenges in Finding Exchange Students

As shown in Figure 11, most respondents 86% reported that they had not encountered challenges in finding exchange students, while a smaller portion 14% indicated that they had.





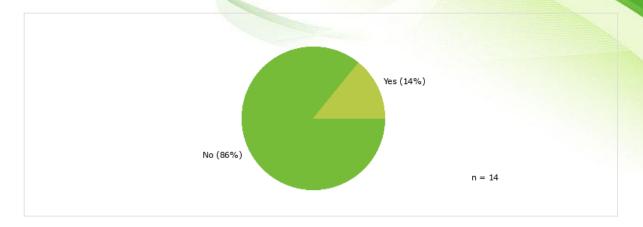


Figure 11: Challenges in Finding Exchange Students.

To better understand the nature of these challenges, participants who answered *yes* were asked a follow-up question: "What kind of challenges?" Their responses reveal several recurring and systemic issues affecting the recruitment of exchange students.

The comments can be grouped into three main thematic areas:

a) Lack of Suitable Candidates

"It is not easy to find suitable candidates for mobilities. They must be motivated students, who are independent enough to travel, and have enough skills to do their mobilities. Many most skilled are employed for paid internships in their home countries already during their studies, and then unpaid alternative, despite being abroad, is not an alternative for them. Youngsters need money to live, too."

This comment highlights the difficulty of motivating high-performing students to participate in unpaid mobility programmes, especially when paid opportunities are available locally. Financial sustainability emerges as a key barrier.

b) Post-COVID Re-engagement

"Since COVID, the number of students going on exchange has been low, and student exchanges have had to be effectively re-marketed."





Here, the pandemic is identified as a significant factor contributing to the decline in student participation. Institutions have had to reinvest in outreach and promotional efforts to revive interest in mobility programmes.

c) Structural and Institutional Mismatches

"The project also plans for the universities to exchange students. Three universities are involved in the project. Unfortunately, the universities in Estonia and Lithuania do not have a practical semester like in Germany. This means that students from the two countries would have to take 20 weeks out of their studies to gain practical experience abroad. They do not receive any credit points for this, which would help them progress in their studies. In view of this, it was not possible for our partners to find students who wanted to take part in the mobilities. In Germany, we had the problem that our students had to work in companies during their internship. By companies we mean OEMs such as Schaeffler, Bosch, Volvo etc., and not a workshop. Unfortunately, there were no companies in the host countries with which we had contact. For a long time, we advertised the mobilities at the university in the form of videos, but without specific target companies and exact travel dates. Unfortunately, no registrations were received. As a solution, together with the project management, we developed a summer school for our students in the respective countries, which is credited bilaterally to the students' degree programmes. Our students from Germany, for example, take part in a two-week summer school. Based on the number of applicants, we can deduce a significantly higher level of interest in the summer schools."

This comprehensive feedback points to misalignment between institutional structures (e.g. curriculum and credit recognition) and practical placement requirements. It also highlights the importance of clear planning, concrete partnerships, and tailored formats such as summer schools as successful alternatives.

Conclusion

Although only a small number of respondents reported difficulties, the depth and diversity of their comments provide valuable insight. Financial limitations, institutional incompatibilities, and the residual effects of the COVID-19 pandemic all contribute to the challenges in recruiting students for mobility programmes. Innovative solutions—like credit-bearing summer schools—demonstrate potential pathways for increasing student participation and satisfaction.





10.3. Challenges in Recruiting Students for Mobility

As illustrated in Figure 12, most respondents (79%) stated that they had not faced challenges in recruiting students for mobility programmes. However, 21% respondents confirmed that they had encountered difficulties in this area.

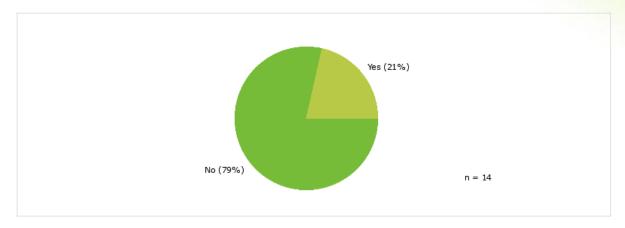


Figure 12: Challenges in Recruiting Students for Mobility

To better understand these challenges, respondents were invited to provide comments explaining the reasons for their experiences. These comments offer valuable insights into the underlying factors affecting student recruitment for mobility and reflect recurring issues across several institutions.

a) Structural Incompatibilities Between Institutions

"The universities in Estonia and Lithuania do not have an internship semester like in Germany...
They do not receive any credit points for this... In Germany, our students had to work in OEM companies... Unfortunately, there were no such companies in the host countries."

Differences in curriculum design and credit recognition systems across institutions posed a significant barrier. In some cases, students were unable to participate due to lack of suitable company partnerships in host countries.





b) Timing and Study Progress

"Finding the right students at the right point in a student's studies."

Recruitment was hindered by the difficulty of aligning mobility opportunities with the appropriate stage in students' academic paths.

c) Legal and Age-Related Constraints

"In some countries, when we want to send a student under the age of 18, a responsible officer
is required to be with him/her at all times during the mobility..."

Legal and administrative requirements regarding underage participants created additional complications and resource demands.

d) Lack of Motivation and Study Structure Limitations

 "Estonian students tend to be relatively passive... Students are generally unwilling to risk extending their studies by an additional year..."

Cultural factors and rigid academic structures discouraged students from participating in longer mobility programmes, particularly if there was a risk of prolonging their studies.

e) Adaptation Through Innovative Solutions

 "As a solution... we developed a summer school... credited bilaterally to the students' degree programmes."

Despite the challenges, institutions responded proactively by implementing more flexible and engaging alternatives, such as credited summer schools, which showed increased levels of student interest.

Conclusion

Although most respondents did not experience difficulties in recruiting students for mobility programmes, the feedback from those who did highlights several significant barriers. These include institutional misalignment, lack of recognition for practical experience, logistical limitations, and cultural or legal factors. Encouragingly, some institutions addressed these challenges creatively by offering alternative formats such as credit-bearing short-term summer schools, which proved to be effective in attracting participants.





11. DISSEMINATION AND EXPLOITATION

11.1 Dissemination Activities During the Progress Period

During the reporting period, partners carried out a variety of dissemination activities aimed at sharing project progress, increasing visibility, and engaging relevant stakeholders. The types of dissemination methods used reflect a diverse and multimodal approach, including digital platforms, written publications, and event-based promotion.

a) Online Platforms and Websites

Several partners actively used institutional or project-specific websites to share updates, including:

- AutoCOVE 2.0 website and news sections
- School or project webpages
- Project-specific platforms such as *Electude*
- Articles published on the project website
- General updates on institutional webpages (e.g., "Web-Page", "Website")

b) Newsletters and Email Communications

Newsletters were among the most frequently used tools to reach internal and external audiences:

- AutoCOVE 2.0 newsletters
- Internal newsletters
- Partner-specific or project-related newsletters
- Newsletters shared via email to stakeholders
- Email communications used for direct dissemination

c) Social Media Channels

A broad range of social media platforms were used to promote activities, share updates, and engage with wider audiences:

- Facebook posts (e.g., articles on school FB pages, posts about mobility or equipment purchases)
- Instagram and Instagram stories





- LinkedIn and LinkedIn resharing
- YouTube videos (e.g., AutoCOVE 2.0 news updates)
- Omnia social media posts
- General mentions of "Social Media" activity across partners

d) Articles and Publications

Dissemination through published content included:

- Article in *Omnia* communication channels
- Articles on the school's Facebook account
- Project-related articles on external or institutional websites
- "Empowering Vocational Students: Advancing Digital Pathways in Math & Physics" article

e) Events and Presentations

Partners also presented the project or shared results at events:

- Community of Practitioners event 2024, organised by the Education Exchange Support Fund
- Project presentation or publishment through Community of Practice (CoPCove)
- Development meeting in Tartu

Conclusion

The wide variety of dissemination activities conducted by partners demonstrates a strong commitment to transparency, outreach, and stakeholder engagement. Through digital tools, face-to-face events, and continuous content publishing, the project has maintained visibility and promoted its objectives across different regions and audiences.

11.2 Exploitation Activities

Dissemination activities are described in the Annex under the Table 4.





PART 3: AUTOCOVE 2.0 PROJECT PROGRESS REPORT

12. INTERVIEW FRAMEWORK

This report presents an analysis of the responses from participants in the AutoCOVE 2.0 project. It explores how the competencies and knowledge developed during the project were transferred into participants' work practices following their involvement in project activities.

All project partners and participants were invited to take part in interviews conducted between April 4th and April 24th, 2025. All partners responded to the invitation, although some provided only one interviewee instead of the requested two.

12.1. Interview sample

The interview sample consisted of work package (WP) leaders, teachers, and technical experts from programme beneficiary institutions who participated in the international training and support activities of the AutoCOVE 2.0 project.

No specific sampling method was applied; the list of participants was provided by the project coordinator (OMNIA). For this round of interviews, the participant range was reduced. The sample included representatives from VET schools and research institutes. Companies were not included in this phase.

A total of seventeen interviews were conducted, involving participants from eight countries: Estonia, Latvia, Lithuania, Germany, Türkiye, France, Finland and the Netherlands.

12.2. Interview setting

The interviews were planned as one-on-one sessions conducted via Zoom or Microsoft Teams and were video recorded.

Seventeen interviews were conducted individually. Four interviewees requested to be interviewed together in a group session on Zoom and MS Teams. Some interviewees were joined by a colleague to assist with communication.





All interviews covered the main questions, with sub-questions posed as needed. The longest one-on-one interview lasted almost 1,5 hour, while the shortest about 24 minutes. The average interview duration was around¹ 48.

12.3. Interview documentation

All interviews were video recorded and are securely stored on the principal researcher's hard drive. Access is restricted to the Slovenian research team involved in the project. The recordings will be deleted upon completion of the report.

12.4. Interview questions

The semi-structured interviews explored how participants transferred the competencies and knowledge developed through the AutoCOVE 2.0 project into their work practices. In addition to examining this transfer, the study also investigated organizational changes, institutional impact, and future collaboration plans. The questions were divided into five thematic sections...The questions were divided into five sections:

- Research & Development
- Innovative study modules and training courses for VET students at EQF levels 4 and 5
- Innovative training courses for VET teachers and industry representatives at EQF levels 5 and 6
- Student mobilities
- Partnership and future

This research analyses the experiences of participants in the AutoCOVE 2.0 project, with a focus on the transfer of newly developed competencies and knowledge into their professional practices and job shadowing activities. Semi-structured interviews with project managers and staff explored organizational aspects, individual and institutional outcomes, networking, and future plans. The study provides insights into the project's impact on participants' work and institutional development.

¹ For more information see in Appendix, 8 List of interviewees, Table 5





13. INTERVIEW RESULTS

This chapter will summarise the key results from the interviews. It follows the flow of the interviews. In this study, we aimed to assess participants' satisfaction with various organisational aspects of the AutoCOVE 2.0 project activities, including meeting locations, logistics, scheduling, agenda structure, content relevance, and the preparation of materials and documents. Particular attention was given to the quality of collaboration and communication among project partners, and how these elements influenced the overall effectiveness of the project and participants' experiences.

The objective was to gain insight into the organisational success of the activities and identify potential areas for improvement in future international cooperation initiatives.

The interviewees comprised vocational teachers, project managers, technical experts, and work package (WP) leaders, thereby ensuring a comprehensive and multifaceted perspective on the organisation and implementation of the AutoCOVE 2.0 project. Their contributions encompassed both strategic and operational dimensions of engagement. To ensure relevance and depth, interview questions were systematically adapted to the specific roles of the participants, allowing for the elicitation of role-specific insights and experiences.

13.1. Research and Development

13.1.1 Development Trends in the Vehicle Sector and Their Implications for Skills Gap Analysis

To gain a deeper understanding of how current and emerging developments in the mobility and automotive sectors are influencing workforce requirements, participants were invited to reflect on their observations and prior research. The aim was to explore how technological, economic, and environmental changes are shaping future skills needs. Therefore, the following question was posed:

"What do you think are the current and expected development trends in vehicle fleets, vehicle sales, and maintenance services, and how will these influence the skills gap analysis based on your previous research?"

Some participants addressed this question by drawing attention to the rapid electrification of public transport in several countries. According to their input, the Netherlands, Norway, and Finland have





already transitioned to 100% electric bus fleets. However, in colder climates like Finland, battery efficiency remains a challenge, as low temperatures cause batteries to discharge more quickly.

Looking ahead, the interviewee noted that the direction of future developments will heavily depend on international trade dynamics—particularly in relation to China, the United States, and tariff policies. As global market conditions evolve, it will soon become clearer which countries will emerge as key players, and these shifts will inevitably shape the skills landscape of the sector.

13.1.2. Challenges in Identifying Development Topics for Teachers

As part of the AutoCOVE 2.0 project, partners were asked to reflect on the process of defining relevant development topics for teachers participating in international training and capacity-building activities. The question aimed to uncover practical and conceptual challenges in aligning diverse educational contexts, teaching experience levels, and sector-specific expectations across different countries. The question posed was:

"What kind of challenges did you have when identifying the development topics for teachers?"

Reflections and Observations:

Interviewees highlighted a range of challenges stemming from the diversity of participating countries and institutions. One frequently mentioned issue was the variation in teachers' existing knowledge—some already had advanced expertise in certain areas, while others were less familiar with the same topics. This made it difficult to design training content that would be equally relevant and engaging for all.

Partners also noted that providing teachers and students with appropriate and up-to-date information was crucial, especially when introducing them to new knowledge. However, identifying future skills proved to be particularly tricky. Although participants were open and willing to share their thoughts there was still uncertainty about how to anticipate future expectations.

The collaborative process of defining common goals was made more complex by the differing educational systems, national contexts, and institutional priorities of the partners. One interviewee questioned how partners would continue to cooperate effectively in the future given these differences, asking, "How will we align and work together going forward, when we come from such different backgrounds?"





13.1.3. Challenges in Collecting Data from Sectoral Stakeholders for Skills Gap Analysis

To gain a clearer understanding of the project's research phase, participants were asked to reflect on their experiences with data collection for the skills gap analysis. The aim was to examine whether they encountered any challenges when contacting companies, sister educational institutes, or other stakeholders, and how effective their networks and strategies were when distributing questionnaires and gathering relevant information.

The question posed was:

Did you encounter any challenges in collecting data from sectoral companies and sister educational institutes for the skills-gap analysis, such as sharing questionnaires and gathering information for research institutes?

Reflections and Observations:

The responses varied widely, reflecting the differing national and institutional contexts of the interviewees.

Some participants reported **smooth collaboration**, especially when pre-existing networks were in place. For instance, one partner stated that they faced no challenges due to strong ties with sister schools, companies, and industry partners. Another emphasized having a **well-maintained stakeholder list** and cooperation with intermediary organizations like ANFA, which helped facilitate access to a broad range of respondents.

Several others, however, did report challenges—especially at the beginning of the project. One team described how they had to translate the questionnaire and distribute it to mechanics, teachers, companies, and other relevant stakeholders, which required substantial effort and coordination. Another interviewee highlighted that while they did receive a significant amount of input for the analysis, the process of understanding and interpreting the collected data required considerable time and effort.

One particularly insightful comment noted that some modules were not highly technical, and that selling and truly understanding their purpose involved far more than just applying materials—it demanded in-depth study and careful preparation.





Conversely, a respondent working at university level mentioned difficulties in understanding the background knowledge of vocational students, finding it hard to assess their needs and prior knowledge accurately.

Finally, several participants underscored the importance of good relationships—with both schools and companies—citing examples like their cooperation with Jakob-Preh-Schule, which enabled more efficient data collection.

13.2. Innovative Study modules and training courses for VET-students on EQF-levels 4 and 5

13.2.1 Challenges in Planning Study Module Development Based on Skills Gap Data

To ensure that the study modules developed within the AutoCOVE 2.0 project reflect real labour market needs, partners were invited to base their planning on the results of the skills-gap analysis. The goal was to understand how data-driven approaches influenced the design process and whether partners encountered obstacles when transforming research insights into relevant, innovative learning content.

The question posed was:

»What kind of challenges did you face in planning the study module development work based on the data from the skills-gap analysis? «

Reflections and Observations:

Interviewees shared a range of perspectives, highlighting both technical and organisational challenges in the development process.

Several partners reported that the constant evolution of car technologies made it difficult to design stable and long-lasting module content. Materials, systems, and tools in the automotive field are changing rapidly—sometimes daily. This required additional effort in finding updated, high-quality materials through innovative sources such as videos, Al tools, car magazines, catalogues, and mapping platforms. The work was described as demanding and time-consuming, requiring more than just "using" content—it demanded deep understanding and careful curation.





One respondent pointed out challenges in designing Electude-based modules for three different target groups: teachers, students, and workshop representatives. In addition, another partner explained that the availability of high-quality resources was very limited, which slowed down the development process.

In some institutions, the development phase had not yet started at the time of the interview. Instead, efforts were focused on adapting existing models, with the official rollout of new modules expected by the end of the month.

There were also capacity-related concerns. One team reported that although the project was well organized and supported by competent coordination from Tartu (WP3 leader), they struggled with limited teaching staff—only two teachers were available, which constrained their ability to develop content efficiently.

Others built their modules based on specific findings from the skills-gap analysis—for example, focusing on battery technologies, recycling, and charging systems. Some found the results of the analysis to be very helpful, providing a solid foundation for content planning and ensuring that modules reflected real-world needs.

On the other hand, university-level partners expressed concern about how much knowledge they could introduce into the modules, given that the study programmes were designed for a lower (VET) level. They noted difficulties in accessing suitable content in subjects such as mathematics and physics that would be both relevant and understandable for vocational learners.

13.2.2 Challenges in Cost-Effective Equipment Procurement

Within the AutoCOVE 2.0 project, purchasing specialised equipment was a key element of implementing innovation in teaching and training environments. Partners were asked to reflect on whether they encountered challenges in acquiring the necessary tools and technology in a cost-effective way, particularly in terms of balancing price and quality, following public procurement procedures, and navigating specific market limitations.

The question posed was:

"Did you face any challenges in purchasing the necessary equipment in a cost-effective way while looking for the best price-quality relationship?"





Reflections and Observations:

The experiences of project partners varied depending on their institutional frameworks, national regulations, and local market availability.

Some partners reported smooth processes. For example, one stated:

o "No, because we could quite easily manage to get good, up-to-date equipment. Even if it was a bit extra, we were able to pool additional AutoCOVE materials." (Interviewee 1)

Others followed structured procedures based on national rules, such as public tenders and selecting the best offer through competitive comparison. In these cases, partners emphasized the importance of transparent procurement and careful market research.

Several participants conducted extensive research before purchasing, including testing various tools and selecting the most appropriate ones. In some cases, the same equipment was chosen across institutions to ensure consistency. One institution highlighted a concrete example: they purchased a Škoda Enyaq electric car and supporting tools to demonstrate sensor calibration and system operation. They even recorded videos to document the dynamic testing process.

More specific challenges arose when attempting to purchase equipment for hybrid and electric vehicles. One partner noted:

o "It's easy to buy an electric car, but very difficult to buy specialised tools for working with it."(Interviewee 7)

After much effort, they eventually found a suitable factory in Kaunas that could provide the necessary technology. Another respondent from Estonia described difficulties due to national procurement restrictions:

"Yes, because for us it was impossible to find the equipment within Estonia. We had to buy it from Romania. Another challenge was related to university rules—we need three proposals, but we only received one. It is a very specific market, and we could not just buy it. Still, we had to use this money for equipment." (Interviewee 17)

In some cases, price increases during the project affected planning. One partner reported that although they succeeded in purchasing large equipment, costs had risen compared to initial application estimates. Another noted:





 "Lithuania is not a rich country—we bought some products second-hand, based on what our partners and clients needed."(Interviewee 12)

There were also institutional delays and technical obstacles. One team shared that they faced problems with suppliers and school system procedures, which delayed purchases. They had issues with return logistics and delays from Chinese suppliers. To overcome this, they collaborated with Jakob-Preh-Schule, who were already working with the same materials.

Finally, a partner from Türkiye mentioned that they bought a TOGG electric car using the project budget. Although expensive, they believed it was the right choice. Training and exploration of the vehicle with teachers followed the purchase.

13.2.3 New Competences and Professional Growth through Project Participation

In addition to institutional outcomes, the AutoCOVE 2.0 project aimed to support the professional development of individuals involved in various work packages and activities. To evaluate this impact, participants were asked to reflect on the new skills and competences they gained through the project, and whether interaction with other technical experts contributed to their personal and professional growth.

The question posed was:

"What are your new skills and competences gained in the project?" (Sub-question: Did encountering other technical experts nurture your own professional growth?)

Reflections and Observations:

Participants described a broad range of learning experiences, from acquiring technical knowledge to developing soft skills such as teamwork, communication, and leadership.

One partner noted that participation in the project provided a strong and valuable international network, which helped them access future-oriented materials—especially in the field of hydrogen technologies. They highlighted that their school now has a new hydrogen-focused classroom and equipment, and that the project's findings have been used to create policy recommendations for national ministries. As a result, a new curriculum for the car repair industry is expected within a year:

"The impact of this project is very big."





For several participants, this was their first international project experience, where they took on different tasks and developed both management and pedagogical skills. They emphasized the opportunity to learn from others, exchange teaching methods, and gain inspiration for working with students.

Some mentioned specific tools they had learned to use, such as the Electude platform, and how working with companies gave them insight into real-world practices. Others, initially unfamiliar with hydrogen technology, reported that they had deepened their knowledge significantly through collaboration with Dutch experts, describing the experience as transformative:

"Now we are engaged in hydrogen. We met people in the Netherlands and learned from them.
 They are specialists, and we see this as the future." (Interviewee 5)

Project coordinators and team leaders also shared their perspectives. One mentioned improvement in quality management, including defining indicators, writing reports, and collecting data. Another reflected on strengthening team leadership, especially within large, interdisciplinary teams:

"We now know how to motivate the team and divide the work effectively."

One participant, not a teacher by profession, explained that building educational materials, working in a different language, and presenting in front of others were completely new challenges—but valuable ones. Another noted that while they personally did not gain entirely new skills due to their existing senior role, the project was "very useful for students, especially those entering from higher vocational schools."

Although the experiences varied, the overall message was clear: the project encouraged continuous learning, promoted cross-border knowledge exchange, and contributed meaningfully to participants' professional growth.

13.2.4 Impact of Workshops on Professional Development and Knowledge Sharing

The workshops conducted as part of the AutoCOVE 2.0 project were essential for enhancing participants' professional knowledge and skills. Beyond personal development, one of the project's core aims was to ensure that the knowledge gained would be shared within participants' home institutions. To evaluate this, participants were asked how the workshops influenced their learning and whether they shared new insights with their colleagues.





The question posed was:

"What has been the impact of workshop activities on your skills and knowledge? Have you shared any of them with your own institute peer teachers?"

Reflections and Observations:

Most participants reported a highly positive impact of the workshops, both individually and institutionally.

In Tartu, for example, several teachers actively participated, gained a wealth of new materials and insights, and showed strong motivation.

 "These meetings were very productive – they brought new perspectives, practical approaches, and valuable information," one participant emphasized.

The teachers shared this knowledge immediately—both with students and in training sessions for industry professionals. The team experimented with the Electude platform, adapting its use for different target groups.

A particularly notable example was the development of hydrogen safety courses, which some partners already implemented in training sessions for other VET schools. One participant remarked:

 "It's only logical to share these skills—especially with partners who also work with hydrogen technologies."

Another stated:

 "I learn something new every day through this project, and I will definitely pass this knowledge on and explore how we can apply it at our institution."

Even those who did not personally attend the workshops received valuable information through internal communication. There was strong emphasis on specialised knowledge, such as battery safety, which is often inaccessible to vocational teachers:

 "Battery-related topics are one of the hottest in this project. Teachers do not always have access to this kind of specialised knowledge."

Several institutions implemented regular knowledge-sharing systems, including weekly internal meetings, monthly exchanges with partners, and feedback sessions following workshops. One respondent stated:





 "At our school, it's a rule—when teachers return from such events, they must share their new knowledge with colleagues."

Some partners also integrated content into their teaching, especially regarding electric vehicles, in collaboration with car services, companies, and students.

In summary, the workshops have not only contributed to personal growth but also supported systematic internal knowledge transfer, with a strong emphasis on collaboration, practical application, and long-term impact.

13.2.5 Personal Development through Project Participation

In addition to institutional and professional impact, the AutoCOVE 2.0 project aimed to provide personal growth opportunities for individuals involved in various activities. To explore this dimension, participants were asked to reflect on whether and how the project had contributed to their personal development—be it through acquiring new habits, perspectives, or soft skills.

The question posed was:

"Did your participation in this project have any impact on your personal development? If yes, how?"

Reflections and Observations:

Participants expressed that the project had influenced them on several levels—ranging from communication and leadership to technical understanding, self-awareness, and even personal interests.

For many, the project significantly improved communication skills, especially in English, and fostered better time and document management. One participant noted:

o "This was my first time as a project leader. We speak English a lot, and it is a big experience for us—we are growing because of it."

Another important theme was cross-cultural interaction and the ability to work with diverse partners:

 "Working with different people, companies, and cultures always brings new challenges—and that's how you grow professionally and personally."





The project also inspired curiosity and learning in new technical fields. One partner stated:

"We did not know anything about hydrogen before. Now we are really engaged. We even bought a small hydrogen car. It is new and exciting for us."

Another reflected on the relevance of the topics beyond work:

"We are learning about battery life, sustainability, and electric vehicles. These are useful not
just professionally, but also for everyday life."

Some interviewees described "Aha" moments, connecting project work with past teaching experience or discovering new learning opportunities in unexpected areas. One example:

 "I was reminded of my past experience teaching various subjects. This project reawakened that side of me."

A respondent with a mathematics background found the project particularly enriching:

 "For me, coming from mathematics, this was something new and very useful. I am interested in how this develops and in comparing lab equipment across countries."

Additionally, the project gave some participants the chance to develop and test new courses, assess student learning levels, and gain positive feedback from comparisons. Others emphasized growing in areas such as event organisation, consortium relations, and project coordination.

Across all interviews, it was clear that personal development was a meaningful and valuable outcome of the project—fuelled by exposure to new ideas, challenges, and international collaboration.

13.3 Innovative training courses for VET-teachers and industry representatives

13.3.1. Status of Training Courses in Emerging Automotive Technologies

In the context of rapid technological developments in the automotive sector, one of the key goals of the AutoCOVE 2.0 project has been the development and implementation of relevant training courses for both teachers and students. These courses focus on advanced driver assistance systems (ADAS), hybrid and hydrogen technologies, battery systems, charging infrastructure, dismantling and recycling





of electric batteries, and fire safety in high-voltage environments. To assess progress in this area, partners were asked about the current status of their training efforts and any obstacles encountered. The question posed was:

"How far along are you with the training courses on ADAS systems, hybrid technology, hydrogen technology, battery charging systems, battery technologies, dismantling and recycling e-batteries, and fire safety of HB batteries? If there are delays, what are the reasons or issues causing them?"

Reflections and Observations:

The responses revealed different levels of progress among partner institutions, reflecting variations in priorities, institutional readiness, and national contexts.

Some partners reported concrete progress. Several institutions have already started training courses, particularly in hydrogen technology and electric vehicle systems, targeting both teachers and students. One partner explained:

"We have teacher courses on hydrogen, and also for students."

Another added:

"We have training courses, because many people still do not know enough about this. There are various programmes for teachers on electric vehicles—especially adapted for the Netherlands."

Others are in the preparation phase, with course models still under development, particularly in areas such as battery charging systems and electric motors. One team reported they are currently working on these models and actively updating their content.

At least one partner indicated that their courses are scheduled to begin in early June, and they are on track:

 "We will begin in the first week of June. Everything is on time, and the teachers are coming to us."

However, not all institutions have begun implementation. A few noted they do not currently offer any of the listed training courses. One explained that this is partly due to the high educational level of their staff:

o "No, we do not have these courses. All our staff already have at least a master's degree."





Another partner mentioned that their colleague responsible for this area is maintaining active communication with teachers through collaboration with VOCO, and that the insistence on training remains a priority.

In summary, while some institutions are already delivering or preparing targeted training in line with the project's goals, others are still at early stages or have not yet developed course offerings. The pace of implementation appears to depend on internal staffing structures, national training systems, and the level of existing expertise. Nonetheless, there is a shared understanding of the importance of developing high-quality training content to respond to the fast-changing needs of the automotive sector.

14.4 Student Mobilities

14.4.1. Challenges in Recruiting Students for Mobility Activities

Student mobility is one of the central pillars of the AutoCOVE 2.0 project. It aims to offer international learning experiences, strengthen practical skills, and build intercultural competence. However, the successful implementation of mobility activities often depends on institutional conditions, student motivation, and external factors such as funding and curriculum compatibility. To better understand potential barriers, partners were asked whether they had faced any challenges when recruiting students for mobility.

The question posed was:

"Have you faced any challenges in recruiting students for the mobility?"

Reflections and Observations:

The responses revealed a mix of experiences. Some institutions have long-standing experience with mobility programmes and face no issues, while others encounter challenges related to budget constraints, curriculum mismatches, or logistical obstacles.

One school explained that mobility is well established in their institution and students are enthusiastic, but they highlighted a critical problem:

"Budget is the main issue. In the past, it was financed more easily. Now everything is more
expensive, and there is a significant difference between Erasmus and AutoCOVE projects."





Another institution shared their difficulty in aligning university-level study programmes with incoming mobility students. "We had to discuss duration, content, and practical arrangements to match our curriculum," they said, noting that curricular flexibility is often lacking.

While some partners had no difficulty sending students abroad, they mentioned problems receiving incoming students due to high living costs:

 "The problem is not for our students going out, but for those coming in. Prices here are high, and the budget is limited."

One partner described a successful experience sending three students to Turkey and planning further mobilities to Latvia or Lithuania. Others, however, had not yet participated in mobility within this project, nor was it planned.

Gender and field-specific factors were also mentioned. One respondent noted:

"Only a few women are in this specific sector, but they are prioritised when applying."

Another shared a practical difficulty:

"Companies often request focused student profiles, like experience with Volvo, and students must send their CVs. But some do not want to submit them and vice versa."

They also faced issues with language barriers and safety concerns for incoming students from Finland.

A related logistical issue came from finding host companies for visiting students:

 "At first, no company wanted them. But after finding a partner with good equipment and innovative technologies, the feedback was positive."

One of the most serious challenges was related to aligning academic calendars and industrial placement needs. One partner said:

"It took us 20 weeks to figure it out. Our partners did not have the kind of companies—like Bosch or Volvo—that our students needed. We organised a summer school instead, and it attracted much more interest."

Finally, another institution experimented with hybrid mobility, combining online courses with a short-term physical stay:

 "We had a one-month online course on motorsport, which was attractive. But we still struggle to find something engaging enough for German students at the Life Sciences University."





In summary, the recruitment of students for mobility is not a one-size-fits-all process. It is shaped by financial realities, institutional flexibility, industry partnerships, and student interests. Despite the challenges, partners are finding creative solutions, such as hybrid models or themed summer schools, to make mobility more accessible and attractive.

14.4.2. Motivations for Participation in International Activities

Understanding what motivates learners to participate in international mobility is essential for planning effective, inclusive, and attractive activities. Within the AutoCOVE 2.0 project, we aimed to identify the key factors that encouraged students and other participants to take part, what expectations they had, and how they perceived the value of such professional development opportunities.

The question posed was:

"What motivated them to participate in the project?"

Reflections and Observations:

The responses revealed a wide range of motivations, from personal growth and professional ambitions to practical conditions and institutional support.

Many participants highlighted their desire to gain new knowledge, acquire work experience, and improve professional competences, especially in emerging areas such as electric vehicles and battery technology. These topics were seen as highly relevant to the future labour market.

The opportunity to explore another culture, work abroad, and improve foreign language skills was frequently mentioned as a strong incentive. As one respondent put it:

 "Seeing another country, improving English, learning a new culture, gaining new skills – this was very motivating for our students."

An important driver was the promotion of previous participants' experiences. Some schools organized classroom presentations where returning students shared what they did during their mobility, what the host cities and workplaces were like, and what they learned. These sessions sparked considerable interest:

"I was very surprised by how many students showed interest."





In some cases, more students wanted to participate than the number of available mobility spots, which shows how highly valued these opportunities are among learners.

From the company perspective, key motivating factors included the fact that all costs were covered, and no risk was involved, as everything was financed by the project. Companies also appreciated that the project tasks were clearly defined, often related to in-demand skills:

"Those who come to us will work on battery-related tasks – a very hot topic right now."

Others highlighted the quality of partnerships with car service providers and the positive experience of the exchange itself, which enabled practical insights and expansion of professional knowledge.

In a few cases, it was noted that such mobilities might not be equally attractive to female students, indicating the need for greater awareness and inclusivity in promoting technical professions.

Overall, the responses painted a consistent picture: the project provided a powerful professional and personal experience, enabling skills development, cultural exposure, and improved readiness for modern labour market demands.

14.4.3. Participation and Availability of Staff for Mobility Activities

While student mobility is often in the spotlight, the participation of teachers and staff in international mobility plays a vital role in ensuring quality learning experiences, supervision, and institutional development. In this part of the interview, we explored how partners approached the organisation of staff mobility, whether they encountered any challenges in finding available staff, and if they themselves took part in such activities.

The question posed was:

"How about finding staff for the mobility? You have been on mobility yourself?"

Reflections and Observations:

The responses showed that staff participation varied among partners, depending on institutional capacity, workload, and internal mobility policies.

In several cases, at least one teacher participated in the mobility, either as a supervisor or support during the student visit. For example, one teacher joined students in Turkey for the first week and developed a strong relationship with the host partner.





Although that teacher had participated in multiple mobilities before, this was their first experience within the AutoCOVE 2.0 project. The school follows an internal rotation policy, encouraging teachers from different institutions to take part to promote the exchange of knowledge and experiences across schools.

Some partners highlighted that project managers regularly attend meetings and steering groups, in line with the project schedule, which helps maintain coordination and involvement across work packages:

"It is smooth. Everybody has a possibility."

In other examples, teachers participated for shorter periods, typically a few days to provide student support. One respondent mentioned:

 "Our teacher was there for just one week – not sure if that's good or bad, but at least they had the experience."

A few respondents, especially from the project coordination teams, stated they personally did not join mobility activities, but were actively involved in steering committee meetings and project events. Despite not travelling, they were closely connected to the implementation through teachers who accompanied students.

Some schools faced time constraints and heavy workloads, which limited the duration or number of staff participating. One teacher, for instance, joined a summer school as part of the mobility, while other staff focused on organising large project events, such as conferences, and could not be absent from their regular duties.

Overall, partners recognised the value of teacher mobility but also pointed out the practical limitations, especially in balancing teaching responsibilities with participation in international activities. Nonetheless, wherever possible, schools ensured that at least one staff member could engage directly to support students and strengthen institutional ties.

14.4.4. Realised and Planned Mobilities within the Project

To monitor progress and ensure effective coordination across partner institutions, we asked respondents to share how many mobilities they have already implemented within the AutoCOVE 2.0 project, and how many are still planned. This provided insights into the current status of exchanges, geographical directions of movement, and institutional involvement across countries.





The question posed was:

"How many mobilities have you completed so far, and how many more are planned?"

Reflections and Observations:

Responses revealed a dynamic and ongoing implementation of mobility activities, with some institutions already completing several exchanges, and others still in the planning or early implementation stages.

One partner reported completing six mobilities, including trips to Poland and Türkiye. Another noted a diverse flow of participants: four Estonian teachers are planned for next year, three long-term students already took part, and six more students are expected to go to Germany by the end of August.

Some institutions have already received and sent multiple learners. For instance:

- Two students from France, two from Lithuania, and two from Türkiye participated in mobilities.
- Four incoming students were hosted from partner countries.
- Two French students went to Finland.
- Three students are expected to go to Türkiye next month, and three more to Lyon in October.
- Four students are planned for Latvia, and learners from Estonia were already received.

Other partners are still in the early implementation phase:

- Some have had only one flow so far (e.g. three students in the first round), with additional flows scheduled.
- One respondent mentioned: "We are planning to send 3 students and 1 teacher, but implementation hasn't started yet."

In some cases, mobilities are already organised but not yet completed. For example:

- Three students are going to Latvia, and three students from Latvia will come, but they haven't left yet.
- Another institution reported seven planned mobilities for August and expected incoming students in October.

One of the largest mobility operations was reported by a partner from Tartu, where:

- Twelve students will go to Kaunas for a full semester,
- Seventeen students from Germany are expected to come to Tartu,
- In the next cycle (next year), students from Estonia will go to Germany, and students from Lithuania will go to Estonia.





One research institution reported no mobility activities, as they are not involved in the mobility work packages.

Total mobility summary (based on collected responses):

- Completed mobilities: Approximately 30+ participants (students and teachers combined).
- Planned mobilities (upcoming): Over 50 mobilities are planned, including both incoming and outgoing students and staff.

14.4.5. Inklusion Criteria in Student Mobility Selection

One of the key objectives of the AutoCOVE 2.0 project is to promote equal opportunities and inclusive participation in international mobility programmes. To assess whether inclusion was considered in the selection of students sent abroad, partners were asked if any of the participants met specific criteria related to gender, minority background, limited travel experience, socio-economic barriers, or learning difficulties.

The question posed was:

"When sending students abroad, did you select any of them who filled the pre-nominated inclusion criteria (e.g. female, not from your country's main nationality group, inexperienced travellers, students with learning difficulties, etc.)?"

Reflections and Observations:

Most respondents actively considered inclusion, and several confirmed that students meeting one or more of the inclusion criteria were part of their mobility cohorts.

Examples included:

- A partner from Estonia shared that one student did not speak Estonian as their first language, and another came from a remote area. They emphasized that their policy is to give everyone a fair chance. They are also considering sending three female students to France in the next round.
- A partner noted that 99% of their students are male, but one group included a girl and a full-time employed student who was very motivated:
 "An ordinary student, one lady, and one full-time employee joined the mobility."





- One team reported that out of three students, one had a different nationality, and they made selections to form a diverse and balanced group.
- Another institution included female students from Türkiye and two girls in a motorsport
 programme from France. They also tried to send a student not originally from Finland, although
 the student could not join in the end. In total, they are working with seventeen students, some
 of whom are not yet of legal age, presenting additional logistical challenges.

Nationality and geographic inclusion were also noted:

 One school reported that among the selected students was a Russian-speaking student, and another emphasized that female students from underrepresented areas were prioritised.

Several respondents shared specific personal or socio-economic backgrounds:

- One student was described as very shy, and their successful participation was seen as a notable achievement.
- Another was from a large family with limited financial resources.
- A respondent stated: "Yes, low economic level. Ladies first they often have fewer chances than boys."
- Others described selecting students from socially disadvantaged backgrounds or based on motivation and development potential, even if they lacked previous travel experience.

However, a few institutions noted limitations:

- One reported that they had only male, Estonian students, many of whom had a bachelor-level background.
- A research-based partner explained that they did not organise mobilities and thus had no such selection process.

While not universal, many partners clearly made efforts to include underrepresented or disadvantaged students in their mobility programmes. Gender, socio-economic status, language background, and motivation were among the most frequently considered inclusion factors.





14.5 Partnership in Plans

14.5.1. Partnership and Relationships among project members

The success of European projects often relies heavily on the quality of relationships among partners. Effective collaboration, open communication, and a shared sense of belonging within the consortium can significantly contribute to achieving project goals and long-term impact. In this section, we explored how participants perceive their relationships with other project partners in the AutoCOVE 2.0 consortium and how they experience the dynamics of cooperation.

The question posed was:

"What is your relationship with your colleagues in the partnership?"

Reflections and Observations:

Most participants described the relationships in the project as very positive, supportive, and professional, although some noted that there were initial challenges due to differences in experience and involvement levels among the partners.

One respondent mentioned that the early phase of the project brought some uncertainty, as the consortium included both new and long-standing partners. However, the atmosphere quickly improved:

 "Now we're like a family—we stick together, support each other... networking in this project is very, very strong."

Several partners appreciated the fact that the project connects institutions working at different educational levels (EQF 3, 4, and 5), which brings diversity and depth to the collaboration. Many expressed the desire to be invited to future projects with similar structures.

Partners described their teamwork in a friendly and confident tone:

 "At first, it was a bit strange to figure out who's who and what everyone does, but now we work great together."

One comment humorously summed it up:

"We're a big family with cars."





Special recognition was given to the project coordinator, particularly Elina from Omnia, who was repeatedly mentioned as a central reason for the project's success:

"Why is this project so successful? Because of Elina—she knows everything, she's extremely professional, she holds everything together."

Another added:

 "It's not just a project for EU funding. The partners believe in the future and work to shape and apply it. Elina is a great supervisor."

Some participants had previous experience with partners such as Omnia, SEPR, and MTAL, which helped build trust and efficiency from the start. Others, even if joining such a consortium for the first time, described the working relationships as professional, smooth, and very well organised.

Partners in the AutoCOVE 2.0 project report strong interpersonal connections, effective teamwork, and mutual trust, which have deepened over time. The role of the coordinator stands out as a key factor in fostering a positive project climate and sustaining motivation for future collaboration.

14.5.2. Barriers and Challenges in Cooperation between partners

International projects often bring together partners from different professional, institutional, and cultural backgrounds. In this section, we aimed to explore whether any obstacles or challenges were experienced within the AutoCOVE 2.0 consortium when it came to collaboration among partners.

The question posed was:

"Do you have or see any obstacles or challenges to cooperation between partners?"

Reflections and Observations:

Most respondents answered this question with a clear "no," indicating that the cooperation within the consortium was perceived as smooth, open, and effective.

As one partner stated:

"Collaboration is progressing all the time."

Nevertheless, a few respondents pointed out minor differences in background and approaches:





 One mentioned a "small gap within the European team due to different levels of knowledge and education."

• Another highlighted the contrast between research institutions and VET providers, explaining: "For university teachers, vocational-level teaching can sometimes feel less stimulating. However, one of our colleagues from Toyota Baltic understands these skills well, so we can apply this knowledge in practice."

Participants also emphasized the importance of understanding institutional differences and respecting different levels of expertise. Despite these differences, it was clear from the interviews that they were not perceived as barriers, but rather as constructive challenges that encourage adaptation and professional learning.

Although some differences in educational background and institutional approaches were acknowledged, no significant obstacles to cooperation were reported. The consortium operates in a coordinated and open manner, with a shared commitment to enhancing the quality of vocational education and training.

14.5.3. Impact of Workshops on Partners' Future Plans

The workshops organised within the AutoCOVE 2.0 project were designed as spaces for exchanging best practices, developing innovative teaching approaches, and fostering inter-institutional collaboration. In this section, we explored whether these activities inspired any changes in the partners' future plans or professional thinking.

The question posed was:

"Did the workshop activities stimulate any changes to your future plans?"

Reflections and Observations:

Most respondents confirmed that the workshops were inspirational and led to new insights, methodological updates, and long-term reflection.

One interviewee noted that teachers often focus on building knowledge, developing their careers, and working with students—but the workshops encouraged them to think more openly and creatively:





"It felt like teachers used to think inside the box—now they think more broadly, with more experience, and in a more modern and open way."

Some partners reported updating their study programmes, introducing new subjects, and improving how they train their teachers. They emphasised that the workshops provided added value to their educational processes.

Several participants reflected on broader implications—including future developments in European education policy and the direction of the automotive sector. One partner stated:

 "We don't know what the future will bring—whether cars will run on gasoline, electricity, or hydrogen—but we need to be ready."

They also mentioned the Dutch *Couttraject* initiative, where schools work together and benefit from diverse experiences. Others pointed to increased motivation and creativity:

 \circ "The workshops gave us new ideas for the future. They showed that change is possible."

Many teachers said they had the opportunity to learn from colleagues in other countries, which helped them discover new teaching methods and perspectives:

 "The main benefit was learning how others teach—and then applying that knowledge in our own schools."

In some cases, challenges related to mobility even led to the creation of new formats, such as summer schools. Several partners described the workshops as well-organised, high-quality, and practically useful, expressing a clear intention to implement the knowledge gained.

Only a few participants mentioned that they did not attend the workshops directly, though they still recognised their value.

The workshops under AutoCOVE 2.0 encouraged many partners to rethink educational strategies, apply innovative teaching methods, and plan more future-oriented and collaborative approaches. Their impact is visible in curriculum development, pedagogical improvements, and a more open and creative mindset among staff.





14.5.4. Sharing Results and Experiences with Colleagues and the wider Community

Knowledge transfer and dissemination are core goals of any international project. AutoCOVE 2.0 partners were therefore asked whether—and how—they plan to share the experiences, knowledge, and results gained through the project with their colleagues, institutions, and broader professional networks.

The question posed was:

"Will you share your experience and results with your colleagues?"

Reflections and Observations:

Most respondents confirmed that they are already actively involved in dissemination or have concrete plans to share results soon. Dissemination activities take place through conferences, workshops, staff training, internal presentations, and on social media platforms.

One institution mentioned that they are organising a large national event for car mechanics in May, where they will present the AutoCOVE project and hold workshops on how to integrate the knowledge into a new curriculum.

Other partners reported presenting at various national and international conferences, including those aimed at students, business representatives, and school staff:

"The topic is relevant for everyone, so we present the project to a wide audience."

A Dutch partner described a major event held in the Netherlands, where the project was presented to 300 teachers and staff from the vocational education sector, and around 600 international participants. At another event last November, they invited seven other VET schools, and the feedback was very positive, particularly regarding the project materials.

The Latvian partner stated that their next task is to adapt and integrate the study models into the national curriculum. They had already conducted teacher training sessions the previous year.

Other respondents confirmed that they regularly share and present project results, saying:

"We usually disseminate everything—share, present, promote."

One Lithuanian institution mentioned that they disseminate via meetings, social networks, and through the national VET agency, which reaches all vocational schools in the country.





Another participant noted their close collaboration with Omnia in the areas of mathematics and physics. She shared plans to travel to Finland in late May to prepare study models and compare results with other project partners.

AutoCOVE 2.0 partners are actively sharing the project's outcomes, both within their institutions and with external audiences. Key activities include conferences, curriculum integration, collaborative events, and international knowledge exchange. Dissemination is seen not only as a project requirement but also as a valuable opportunity to create lasting impact on vocational education systems.

14.5.5. Applying Project Outcomes in Daily Work Practices

One of the keys aims of the AutoCOVE 2.0 project was to ensure that participants not only engage in project activities but also integrate the knowledge and experiences into their daily work in schools, companies, or other institutions. In this section, partners were asked whether they have applied or incorporated any of the project's results into their regular practices.

The question posed was:

"Have you applied or incorporated anything from the participants' activities into your daily work practices at your school or company?"

Reflections and Observations:

Most respondents shared specific examples of how project experiences have influenced their work routines, ranging from the adoption of digital tools to updating curricula and initiating new events.

One school reported switching from using Google tools to Microsoft Teams after participating in the project. They also began using the Electude platform more widely and are now advocating for its translation into Estonian and official integration into their national education system. They highlighted the value of organising international events and having the opportunity to learn from experts from around the world:

"It's a great feeling to be part of something bigger and hear what others are doing."

Several partners incorporated hydrogen as a topic in their courses—some introduced it as a new subject, while others used it to spark class discussions about the future of automotive technology.





Others said they adopted battery-related models or initiated small internal projects, involving teachers in exploring topics introduced during the workshops.

Project materials were also used for promotion and dissemination, including videos, articles, and brochures that were distributed internally or to external stakeholders.

While not all changes were initially planned, some respondents said that the project made them reflect on what could be improved or adapted in their daily work.

One participant noted:

 "What really struck me was how open and willing to share knowledge people were—it changed how I see collaboration."

In several institutions, the project prompted a shift in digital tools—such as moving from Zoom to MS Teams—and this is now being established as a new internal standard. Additionally, the skills gap analysis conducted during the project proved useful in identifying future project opportunities.

Partners have applied elements of AutoCOVE 2.0 in diverse and meaningful ways, including digital innovation, curriculum enrichment, dissemination efforts, and pedagogical adaptation. The project also encouraged a more open, connected, and forward-looking mindset among educators and institutional staff.





15. CONCLUSION AND SUMMARY

At the halfway point of its implementation, the AutoCOVE 2.0 project has already proven to be a valuable and transformative experience for participating schools, teachers, technical staff, and students across Europe. Interviews with project partners confirm that the initiative has successfully fostered professional development, international collaboration, and meaningful integration of knowledge into everyday educational and workplace practices.

Participants described their involvement as impactful on both personal and institutional levels. Workshops, study visits, and mobility activities encouraged partners to reflect on their methods, adopt new tools and technologies, and re-evaluate their teaching strategies. Open collaboration, effective coordination, and strong interpersonal relationships were consistently identified as key contributors to the project's success.

Most partners have already begun integrating project results into their curricula, school development plans, and policy recommendations. Through national and international events, presentations, and conferences, the project's outcomes are being disseminated broadly and effectively. The inclusive approach to mobility has also ensured participation from a diverse group of students, including those who may not typically access such opportunities.

As this is a mid-project review, the partners are aware of areas that could still be strengthened—such as varying levels of involvement from different types of institutions or the uneven participation of teachers in mobility. These minor gaps and challenges are being addressed, with a shared commitment to improving collaboration, expanding implementation of project tools, and ensuring that the project's full potential is realized by its conclusion.

Even at this intermediate stage, AutoCOVE 2.0 is already contributing to educational innovation and enhancing European cooperation in the field of vocational education and training (VET). Its impact is visible and growing, with strong potential for long-term influence at both institutional and systemic levels.

The AutoCOVE 2.0 project exemplifies excellence in vocational education collaboration, achieving high levels of stakeholder satisfaction and delivering meaningful pedagogical and structural outcomes. Feedback methodologies ensured a comprehensive understanding of project impact, while dissemination efforts expanded visibility and engagement. Operational challenges, such as equipment





procurement delays and structural differences among institutions, underscore the importance of early, context-sensitive planning.

The project's outcomes provide a valuable framework for future initiatives, emphasizing the significance of strategic communication, cross-institutional alignment, and proactive issue resolution. AutoCOVE 2.0 stands as a benchmark for innovation and best practices in vocational education and digital capacity-building.





16. MAIN FINDINGS

The analysis of participant feedback shows very positive results for the AutoCOVE 2.0 project across key areas of project management and collaboration. Participants expressed high satisfaction with meeting project expectations, effective scheduling, and the quality of processes employed.

Overall Satisfaction The AutoCOVE 2.0 project garnered exceptionally positive feedback across multiple dimensions of project management and collaboration. This feedback was collected through a combination of structured surveys, which quantified satisfaction levels across predefined metrics, and in-depth qualitative interviews, offering nuanced insights into participant experiences and suggestions for improvement. Feedback was gathered through comprehensive surveys and qualitative interviews, ensuring a robust analysis of stakeholder perspectives. Key findings include:

- High Satisfaction: A significant 92% of respondents reported satisfaction with the project's alignment to established expectations, with 67% fully satisfied and 33% moderately satisfied.
- **Timeliness and Scheduling:** All participants (100%) expressed approval of the project's adherence to deliverable timelines. While issue resolution was generally effective, procedural refinements such as streamlined communication workflows could bolster future performance.
- Partner Collaboration: The majority (92%) of stakeholders commended the collaborative atmosphere among partners, highlighting productive engagement. Enhanced joint planning sessions or shared digital tools could further optimize collaboration.
- Open Access and Copyright: While 55% of respondents demonstrated a clear understanding
 of open access policies, utilizing workshops or dedicated online modules could improve
 comprehension across all participants.
- Trust and Intellectual Property: Trust levels among partners were high, with 82% confident that intellectual property concerns would not undermine partnerships. Mechanisms such as transparent communication channels, regular discussions on intellectual property issues, and the use of clearly defined contractual agreements were instrumental in fostering this trust. Practices such as clear contractual agreements and regular trust-building exercises contributed to this outcome, though ongoing proactive management remains essential.
- Professional and Institutional Impact

Partners reported significant gains in technical and pedagogical competencies, including expertise in hydrogen technology, Electude, and digital collaboration platforms like MS Teams.





For instance, one partner integrated MS Teams into daily teaching, leading to enhanced virtual classroom engagement.

Curriculum innovations and adoption of novel teaching methodologies were widely reported, reflecting a shift toward more innovative and collaborative educational practices.

• Mobility Implementation

The successful execution of multiple student and staff mobilities by most partners was noted. Creative solutions, such as summer schools, addressed logistical challenges. For example, one institution organized a summer mobility program that successfully mitigated scheduling conflicts.

Efforts to promote inclusivity were evident, with several partners engaging underrepresented and disadvantaged groups. Specific initiatives included targeted outreach campaigns and support structures for female students and ethnic minorities.

• Workshops and Knowledge Sharing

Workshops facilitated meaningful curriculum enhancements, institutional initiatives, and transnational teacher collaboration. For example, a workshop on hydrogen technology led to the integration of this topic into the curricula of two partner institutions.

Dissemination efforts spanned national meetings, student conferences, and international vocational education events, ensuring widespread impact and engagement.

Operational Challenges

Variations in institutional structures (e.g., VET versus research-focused institutions) posed occasional challenges. For instance, differing procurement protocols between partners delayed equipment acquisition in one case. However, adaptive strategies and mutual cooperation mitigated these issues effectively.

• Sustainability and Outlook

The integration of project outcomes into daily practices underscores the project's sustainability. Partners expressed enthusiasm for continued collaboration and the enduring use of tools and methodologies developed during the project. Specific examples include the long-term adoption of digital platforms for teaching and ongoing joint initiatives to develop new curricula.





APPENDIX

ID	Related Document	Link/Location
1	Comments on Sharing Materials Within the Framework of Open Access	
2	Descriptive Statistics for Main Project Activities	Table 1
3	Responses to Questions on Procurement and Data Collection Challenge	Table 2
4	Distribution of Satisfaction Ratings for Selected Project Components	Table 3
5	Exploitation Activities	Table 4
6	Survey	
7	Reflections and Testimonials from Project Partners	
8	List of interviewees	Table 5





1) Comments on Sharing Materials Within the Framework of Open Access

Respondents provided several detailed perspectives when asked to define permissible limits for sharing project-related materials under open access:

- "We try to make the pictures and visuals as original as possible. However, if we use base visuals, we also make them different by playing around with them."
- o "It is understandable that when we are working with businesses, companies have their own priorities and competitiveness rules. It is a fact, not something we can influence. We have to balance this fact with companies to enable cooperation and receive necessary contributions for deliverables. Regarding open licenses, it was clear from the project's outset that created materials would be openly licensed and available free for five years post-project."
- "The line is drawn where sharing doesn't violate legal, contractual, or privacy obligations, nor expose trade secrets."
- o "General pictures and information, but I think it's better to evaluate case by case."
- "In my opinion, as this project is EU-funded, I cannot see how any partner could complain about copyrights related to their work. On the other hand, there might be non-partner information disseminated, but as a non-profit public body promoting good practices and innovation, I don't anticipate issues."
- "I think the clearest line is taking pictures yourself or using officially permitted images. This also applies to statistics and other resources."
- "As long as permission has been given, or the pictures were taken by oneself."





2) Descriptive Statistics for Main Project Activities

This section provides descriptive statistics for the items that measured agreement or disagreement with the main activities during the project period.

Table 1: Descriptive statistics for the items measured agreement or disagreement with the following statements of main activities in the project period.

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Total
Steering Committee	0 (0%)	0 (0%)	1 (9%)	0 (0%)	10 (91%)	15
Workshops	0 (0%)	0 (0%)	0 (0%)	5 (33%)	10 (67%)	15
Student mobilities	0 (0%)	0 (0%)	0 (0%)	3 (23%)	10 (77%)	15
Tools (E-learning, digital, gamification,)	0 (0%)	0 (0%)	0 (0%)	5 (36%)	9 (64%)	15

This table summarizes the descriptive statistics for the items related to the main activities during the project period.





3) Responses to Questions on Procurement and Data Collection Challenge

This section summarizes the responses to questions concerning challenges related to procurement and data collection.

Table 2: Responses to Questions on Procurement and Data Collection Challenge.

Items	Never	Rarely	Occasionally	Frequently	Very frequently	Total
I faced challenges in purchasing the necessary equipment in a costeffective way while looking for the best pricequality relationship?	1 (10%)	4 (40%)	3 (30%)	1 (10%)	1 (10%)	15
I encountered challenges in collecting data from sectoral companies and sister educational institutes for the skillsgap analysis	3 (30%)	2 (20%)	5 (50%)	0 (0%)	0 (0%)	15

This table provides a detailed overview of the responses regarding challenges in procurement and data collection.





4) Distribution of Satisfaction Ratings for Selected Project Components

This section presents the distribution of satisfaction ratings for selected project components.

Table 3: Distribution of Satisfaction Ratings for Selected Project Components.

Items	Very dissatisfied	Dissatisfied	Neither dissatisfied not satisfied	Satisfied	Very satisfied	Total
Workshops are implemented according to the project plan.	0 (0%)	0 (0%)	0 (0%)	1 (7%)	13 (93%)	15
Pedagogical impact on the participants of the workshop.	0 (0%)	0 (0%)	0 (0%)	7 (50%)	7 (50%)	15
Electude platform is being developed in a timely manner.	0 (0%)	0 (0%)	2 (14%)	6 (43%)	6 (43%)	15
Results published on the Electude platform.	0 (0%)	1 (8%)	1 (8%)	6 (46%)	5 (38%)	15
Achieving quantitative indicators (e.g. number of participants involved in mobilities, meetings).	0 (0%)	0 (0%)	1 (8%)	4 (33%)	7 (58%)	15
Achieving qualitative indicators (e.g. questionnaires, focus groups)	0 (0%)	0 (0%)	0 (0%)	3 (25%)	9 (75%)	15
Set of tools created in collaboration with other partners.	0 (0%)	1 (8%)	1 (8%)	1 (8%)	9 (75%)	15
The amount of information you received during the project regarding status, problems, and progress.	0 (0%)	0 (0%)	1 (8%)	3 (23%)	9 (69%)	15
Process of presenting the tools and collecting feedback.	0 (0%)	0 (0%)	2 (15%)	3 (23%)	8 (62%)	15

This table displays the distribution of satisfaction ratings for the various components of the project.





5) Exploitation Activities

Table 4: Dissemination activities

Platform	Link
linkedin.com	https://www.linkedin.com/feed/update/urn:li:activity:72522540391223 62368
autocove.eu	https://www.autocove.eu/news/
omnia.fi	https://www.omnia.fi/blogit/omnian-autoalan-opettajat-opetustehtavissa-liettuassa-auto-cove-20-hankkeen-puitteissa
instagram.com	https://www.instagram.com/p/C7on9lytKBF/
linkedin.com	https://www.linkedin.com/posts/electudeinternational_autocoveeuproject-greeningeurope-vocationalexcellene-activity-7184470217589182464-yLOC?utm_source=share&utm_medium=member_desktop&rcm=ACoAAC8aucwBZyLi1ir42HuxrR5qgOEEKTSetDI
voco	weekly update for students and workers of Tartu VOCO
izmiteml.meb.k12.tr	https://izmiteml.meb.k12.tr/icerikler/izmit-mtal-autocove20-ile-cok-daha-guclu-olacak 16148564.html
kautech.lt	https://kautech.lt/2024/10/07/apie-kautech-projektus-kalbama-ne-tik-prancuzijoje/
autocove.eu	https://www.autocove.eu/empowering-vocational-students-advancing-digital-pathways-in-math-physics/
instagram.com	n/a KW1C: https://www.instagram.com/p/CxpVgFHsA2I/?img_index=1
autocove.eu	https://www.autocove.eu/the-future-of-the-automobile-trade-lies-in-the-hands-of-competent-specialists/
autocove.eu	https://www.autocove.eu/omnia-acquires-electric-vehicle-a-leap-toward-sustainable-mobility/
instagram.com	https://www.instagram.com/p/C7ooNvcNJIQ/
facebook.com	https://www.facebook.com/TartuVOCOllege/posts/pfbid02FHMBg6Vrkx 8vs15LA7LCjhp5vTwAE9pBQ88gQKndrHQx55QSdkt1JRpwd7P3zGa9l
autocove.eu	https://www.autocove.eu/news/
autocove.eu	https://www.autocove.eu/
instagram.com	https://www.instagram.com/p/C7ooNvcNJIQ/



Automotive Engineering Education	
kautech.lt	https://kautech.lt/2025/02/04/auto-cove-2-0-tai-platesnis-zingsnis-tateiti/
KW1C	n/a KW1C: https://www.instagram.com/p/C0wa_koa-t/
facebook.com	https://www.facebook.com/permalink.php?story_fbid=pfbid0fLA7PXqF wxzNr6KHwN2CmqF85eyVeksAm2q24ArS4oouVsJX57R48B7R3xnYJUrhl &id=61551229774385
youtube.com	https://www.youtube.com/watch?v=6lp5_gz9WCc
facebook.com	https://www.facebook.com/share/p/153ek7Htvi/
facebook.com	https://www.facebook.com/TartuVOCOllege/posts/pfbid02G6XZ3eYVpL PqCbvLkKaHQXjDQoyKEY33UFSNKd1n79TVdgYjEosgkmKRdmYjkCQQl
facebook.com	https://www.facebook.com/share/p/153ek7Htvi/
smpf.lrv.lt	https://smpf.lrv.lt/public/canonical/1734441693/474/Pristatymas%20Promet_Auto%20Cove%202.0.pdf
linkedin.com	https://www.linkedin.com/feed/update/urn:li:activity:71678288002720 76800
autocove.eu	https://www.autocove.eu/enhancing-automotive-skills-through-hands- on-lithium-ion-battery-training/
copcoves.eu	https://copcoves.eu/files/factsheets/AUTO-CoVE%202-0.pdf
facebook.com	https://www.facebook.com/share/p/1ARYtgP19f/
facebook.com	https://www.facebook.com/photo/?fbid=1240191024045507&set=a.65 2502432814372
facebook.com	https://www.facebook.com/share/p/1ARYtgP19f/
instagram.com	https://www.instagram.com/p/C7on9lytKBF/
autocove.eu	https://www.autocove.eu/advancing-training-for-future-vehicle-specialists/
linkedin.com	https://www.linkedin.com/feed/update/urn:li:activity:71845234584106 43457/
autocove.eu	https://www.autocove.eu/learning-experience-journey-at-thws/
facebook.com	https://www.facebook.com/Omniasome/posts/auto-cove-20-hankkeen-kehitt%C3%A4j%C3%A4tiimi-kilpailutti-kev%C3%A4%C3%A4n-aikana-omnian-hankintapa/985104343618420/
facebook.com	https://www.facebook.com/share/p/1A7tXmoThj/
voco.ee	https://en.voco.ee/development-projects/auto-cove/
facebook.com	https://www.facebook.com/share/p/1A7tXmoThj/
	· · · · · · · · · · · · · · · · · · ·



facebook.com	https://www.facebook.com/share/p/16Fcu2VJCp/
autocove.eu	https://www.autocove.eu/finnish-experts-share-adas-insights-at-kaunas-education-center/
linkedin.com	https://www.linkedin.com/posts/kw1c-mobiliteit-en-logistiek_docentencursus-waterstof-in-de-mobiliteit-activity-7216728070391521280-L4Wa?utm_source=share&utm_medium=member_desktop





6) Survey

Dear AutoCOVE 2.0 Partners,

As outlined in the project description, several quality actions are currently being implemented to ensure the continuity and success of the project. The results from the survey will be shared with the Coordinator and the Leader partner in WP6 and will be incorporated into the project report.

We kindly request that each partner completes the questionnaire for the report to help us evaluate whether all activities have been executed on time and in alignment with the original project plan.

Please submit your responses by Friday, 4th April 2025. Should you have any questions or require further clarification, please feel free to reach out.

Thank you for your cooperation! Skupnost VSŠ

AutoCOVE Project Stat	us Report						
1 - Please select partner	1 - Please select partner organization.						
KW1C Ventspils Tehnikums BILIA VOLVO Izmit MTAL (Izmit Ted OMNIA TOYOTA Baltic KAUTECH ELECTUDE Int. LIK (KTK) VOCO THWS SEPR VTT (Valtion tieteellin EMU		skus)					
Main activities in the pr	oject period						
Q3 - Please indicate you was useful:	ır agreement or	⁻ disagreement	with the follow	ring statements	: The following	activities	
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	e NA (not involved, don't know)	
Steering Committee	0	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	
Workshops	0	0	0	0	0	0	
Student mobilities		\bigcirc		0	\bigcirc	\bigcirc	
Tools (E-learning, digital, gamification,)	, 0	\circ	\circ	\circ	\circ	\circ	





IF (1) Q9b = [1, 2] Q4 - You were disagree	with the "Stee	ring Committee	e". Please clarif	y your answer?		
IF (2) = [1, 2] Q5 - You were disagree	with the "Wor	kshops". Pleaso	e clarify your ar	nswer?		
IF (3) 5 = [1, 2] Q6 - You were disagree	with the "Stud	ent mobilities".	. Please clarify	your answer?		
IF (4) 9 = [1, 2] Q7 - You were disagree	with the "Tool	s (E-learning, di	igital, gamificat	ion,)". Pleas	e clarify your a	nswer?
Q8 - Challenges in the projec	ct period					
Q9 - Please choose your	r answer for the	e following stat	ements:			
	Never	Rarely	Occasionally	Frequently	Very frequently	NA (not involved, don't know)
I faced challenges in purchasing the necessary equipment in a cost-effective way while looking for the best price-quality relationship?	0	0	0	0	0	0
I encountered challenges in collecting data from sectoral companies and sister educational institutes for the skills-gap analysis	0	0	0	0	0	0
IF (5) Q9a = [4, 5] Q10 - You were frequen effective way while look					equipment in a	cost-





IF(6)Q9b = [4, 5]

Q11 - You were frequently with the "I encountered challenges in collecting data from sectoral companies and sister educational institutes for the skills-gap analysis (WP2)" Why?

Q12 -Satisfaction with activities

Q13 - Please indicate your satisfaction or dissatisfaction with the following statements

	Very dissatisfied	Dissatisfied	Neither dissatisfied not satisfied	Satisfied	Very satisfied	Don't know
Workshops are implemented according to the project plan.	0	0	0	0	0	0
Pedagogical impact on the participants of the workshop.	0	0	\circ	\circ	0	0
Electude platform is being developed in a timely manner.	0	0	0	0	0	0
Results published on the Electude platform. Achieving quantitative	0	0	0	0	0	0
indicators (e.g. number of participants involved in mobilities, meetings,).	0	0	0	0	0	0
Achieving qualitative indicators (e.g. questionnaires, focus groups)	0	0	0	0	0	0
Set of tools created in collaboration with othe partners.	r 🔾	0	0	0	0	0
The amount of information you received during the project regarding status, problems, and progress.	0	0	0	0	0	0
Process of presenting the tools and collecting feedback.	0	0	0	0	0	0

IF (9) Q13a = [1, 2]

Q14 - You were dissatified with the "Workshops are implemented according to the project plan." Why?





IF (10) Q13b = [1, 2] Q15 - You were dissatified with the "Pedagogical impact on the participants of the workshop." Why?
IF (11) Q13c = [1, 2] Q16 - You were dissatified with the "Electude platform is being developed in a timely manner." Why?
IF (12) Q13d = [1, 2] Q17 - You were dissatified with the "Results published on the Electude platform." Why?
Q17 - You were dissattled with the Results published on the Electude platform. Why:
IF (13) Q13e = [1, 2] Q18 - You were dissatified with the "Achieving quantitative indicators (e.g. number of participants involved in mobilities, meetings,)." Why?
IF (14) Q13f = [1, 2] Q19 - You were dissatified with the "Achieving qualitative indicators (e.g. questionnaires, focus groups)". Why?
IF (15) Q13g = $[1, 2]$ Q20 - You were dissatified with the "Set of tools created in collaboration with other partners." Why?
IF (16) Q13h = [1, 2] Q21 - You were dissatified with the "The amount of information you received during the project regarding status, problems, and progres." Why?
IF (17) Q13i = [1, 2] Q22 - You were dissatified with the "Process of presenting the tools and collecting feedback". Why?
Q23 - Mobilities
Q30_2 - Have you participated in mobility programme?





○Yes ○No
Q24 - Have you encountered challenges in finding exchange students? Yes No
IF (7) Q24 = [1] Q25 - What kind of challenges?
Q26 - Have you faced any challenges in recruiting students for the mobility? Yes No
IF (8) Q26 = [1] Q27 - Why do you think you faced challenges?
Q28 - Dissemination and exploitation

Q29 - Please list the type of dissemination activities (e.g. Newsletter, Website etc.) that have been carried out by the partner during the progress period.

	Dissemination type	Link
Vpišite besedilo odgovora 1		
Vpišite besedilo odgovora 2		
Q29c		
Q29d		
Q29e		

Q32 -





7) Reflections and Testimonials from Project Partners

The following reflections were shared by project partners through the final survey. These qualitative comments were submitted voluntarily and reflect individual insights, impressions, and experiences gained through participation in the AutoCOVE 2.0 project. They highlight the project's added value not only in terms of outputs, but also in terms of professional growth, institutional development, and collaborative spirit.

- "Participation in the AutoCOVE2.0 project means new experiences, inspiration to act differently, even change thinking, and also the realization that we also have beautiful and excellent examples."
- "Participation in the AutoCOVE 2.0 project means information and knowledge about the institutions of the partner countries, educational and social policies, good practices, and the opportunity to compare the experiences of different countries, learn from them, and apply them in our own organization. Also, teamwork has been strengthened."
- o "Participation in the AutoCOVE 2.0 project means strengthened connections with social partners, with other educational institutions in Lithuania, as well as successful examples of how to strengthen the involvement of social partners through surveys, through clarification of needs, through inclusion in training, through familiarization with the results of the AutoCOVE 2.0 project implementation."
- "It is a great joy when there is an opportunity to learn from the project partners and the project coordinator, who are high-level professionals in their field."
- o "One minus in this project is too little funding for student mobility."
- "This project has a grateful situation: it has very committed partners and strong will to enable green transition in Europe's traffic. We have very talented developers, who enhance each other's motivation and do not want to leave anyone behind. We also have very good project managers in each team, who fully support project activities and administration on their own behalf."

These testimonials illustrate the broader impact of the AutoCOVE 2.0 project, extending beyond technical results into areas of motivation, inspiration, and international collaboration. They serve as a powerful reminder that the success of a project lies not only in what is produced—but also in how people and institutions grow through the process.





8) List of interviewees

Table 5: List of interviewees

Participant	Interview (date	Notes	Duration (in hours)
Interviewee 1	04.04.2025	Zoom interview	00:36:30
Interviewee 2	04.04.2025	Zoom interview	00:31:53
Interviewee 3	04.04.2025	Zoom interview	00:31:53
Interviewee 4	09.04.2025	Zoom interview	00:31:30
Interviewee 5	09.04.2025	Zoom interview	00:31:30
Interviewee 6	09.04.2025	MS Teams interview	01:26:56
Interviewee 7	09.04.2025	MS Teams interview	01:26:56
Interviewee 8	09.04.2025	MS Teams interview	01:26:56
Interviewee 9	11.04.2025	Zoom interview	00:23:53
Interviewee 10	23.04.2025	Zoom interview	00:33:03
Interviewee 11	24.04.2025	Zoom interview	00:47:46
Interviewee 12	24.04.2025	Zoom interview	00:34:22
Interviewee 13	24.04.2025	Zoom interview	00:52:34
Interviewee 14	24.04.2025	Zoom interview	00:52:34
Interviewee 15	24.04.2025	Zoom interview	00:52:34
Interviewee 16	24.04.2025	Zoom interview	00:47:15
Interviewee 17	23.04.2025	Zoom interview	00:44:30
AVERAGE			00:48:38
TOTAL			12:58:13

