Erasmus+

Cooperation for innovation and the exchange of good practices sub-programme

TECHNICAL REPORT form

Programme	Erasmus+
Sub-Programme	Cooperation for innovation and the exchange of good practices
Action	Capacity Building in higher education
Sub-Action	Joint Projects
Call for Proposal	EAC-A04-2015
Project number	573877-EPP-1-2016-1-IL-EPPKA2-CBHE-JP
Agreement/decision number	20163209
Project Title	Promoting teachers' success in their induction period
Language used to complete the form	

Contractual Data

Dates and Beneficiaries

Dates

Project Start:	15/10/2016	Project End:	14/10/2019
Activities Start:		Activities End:	
Project Duration(months):	36		

Beneficiary Data

Role	PIC	Name	Country
Co-Beneficiary / Partner	999868047	PARIS-LODRON-UNIVERSITAT SALZBURG	Austria
Co-Beneficiary / Partner	999603916	UNIVERSITATEA DIN BUCURESTI	Romania
Co-Beneficiary / Partner	923313319	THE ASSOCIATION OF SUPPORTERS OF TALPIOT ACADEMIC COLLEGE OF EDUCATION(RA)	Israel
Co-Beneficiary / Partner	934177319	MKHLLT SAKHNIN	Israel
Co-Beneficiary / Partner	934706745	GORDON ACADEMIC COLLEGE OF EDUCATION	Israel
Co-Beneficiary / Partner	933880402	KAYE ACADEMIC COLLEGE OF EDUCATION	Israel
Co-Beneficiary / Partner	933435560	BEIT BERL COLLEGE	Israel
Co-Beneficiary / Partner	933759540	THE MOFET INSTITUTE - THE SCHOOL FOR THE RESEARCH AND DEVELOPMENT OF PROGRAMS IN TEACHER TRAINING AND EDUCATION AT COLLEGES	Israel
Coordinating Organization / Beneficiary	933965277	SEMINAR HAKKIBUTZIM COLLEGE OF EDUCATION OF TECHNOLOGY AND OF FINE ARTS	Israel
Management Contact Person	933965277	SEMINAR HAKKIBUTZIM COLLEGE OF EDUCATION OF TECHNOLOGY AND OF FINE ARTS	Israel
Co-Beneficiary / Partner	999421653	TALLINN UNIVERSITY	Estonia
Co-Beneficiary / Partner	999864555	THE UNIVERSITY OF EXETER	United Kingdom

Legal Representative

Organisation Legal Address

Name:	SEMINAR HAKKIBUTZIM COLLEGE OF EDUCATION OF TECHNOLOGY AND OF FINE ARTS
Street:	149 NAMIR ST
Post Code: 6250769	City: TEL AVIV
Country:	Israel

Department

Name:	
Street:	149 NAMIR ST
Post Code: 6250769	City: TEL AVIV
Country:	Israel
Local Address:	
Internet site:	

Contact

Title:	Prof.	Function:	Rector
Name	Zipi	Last Name:	Libman
Phone Number 1:	+972-3-6902323	Phone Number 2:	
Fax Number:		Mobile Number:	
Email:	Zipi.Libman@smkb.ac.il		

Contact Person

Organisation Legal Address

Name:	SEMINAR HAKKIBUTZIM COLLEGE OF EDUCATION OF TECHNOLOGY AND OF FINE ARTS
Street:	149 NAMIR ST
Post Code: 6250769	City: TEL AVIV
Country:	Israel

Department

Name:	
Street:	149 NAMIR ST
Post Code: 6250769	City: TEL AVIV
Country:	Israel
Local Address:	
Internet site:	www.smkb.ac.il

Contact

Title:	Function:
Name: Rinat Arviv	Last Name: ELYASHIV
Phone Number 1: + 972 3 6901202	Phone Number 2:
Fax Number:	Mobile Number:
Email: Rinat.Arviv@smkb.ac.il	

Project Summary and Horizontal Issues

Project Description

English - 1	By the end of its three-year duration, the PROTEACH project – launched in October 2016 – will result in the creation and sustainable implementation of the MIT (Multi-Player Induction Teams) model, involving beginning teachers, newly-qualified teachers, school principals and staff members, various stakeholders, and representatives from the academia, all working together to promote teachers' professional fulfillment and retention in Israeli schools in the first five years of their careers. Participants in the MIT group will concentrate on strengthening beginning teachers' voices in order to facilitate their contribution to and integration into their schools. The work of the MIT will have a direct effect on teacher education curriculum and accreditation in HEIs (higher education institutions) in at least 12 teacher colleges of education in Israel (including the six participating in the project). By involving multi player induction teams in the induction process, schools working alongside HEIs will be more involved in the training process. The intensive work in (and, for the participating schools, with) the Israeli HEIs during the three-year period will enable the project's partners to study best practices for the MIT implementation plan. The impact of the project will be demonstrated by the introduction of changes in the Israeli policies for teacher education and accreditation, mainly by facilitating and encouraging the school principals and staff to take a more proactive role in supporting the beginning teachers' work during their first years at school. This process will be reflected in the curriculum and in the final accreditation of pre-service teacher students in the Israeli HEIs. Consistent with the spirit of the CBHE program in Erasmus+, eleven partners – seven from Israel (six HEIs and one teacher education institute) and four from Europe (universities from Romania, UK, Estonia and Austria) – join efforts in PROTEACH to implement and evaluate the MIT model and to incorporate it in HEIs' teacher education curricula in Israel, benefiting from the knowledge and experience accumulated in the participating European countries in comparable initiatives. THE PROJECT'S OBJECTIVES The main goal of PROTEACH is to improve the quality of teacher training and induction through the use of Multiplayer Induction Teams (MITs) to strengthen beginning teachers' contribution to and integration into schools. The specific objectives of the project are: 1) to develop and refine a model and curriculum for teacher education and induction based on on-site teams involving HEIs, schools, and policy makers: the "MIT" model for Multi-player Induction Teams; 2) to empower 180 Israeli beginning teachers to play an active role in their induction process, make a positive contribution to and become agents of change within schools; 3) to improve teacher retention and motivation at 12 participating Israeli schools; 4) to align training at a minimum of 12 leading Israeli HEIs as well as governmental and local educational policies with the lessons learned from the implementation of the model that has been developed. Throughout three annual iterations, the MIT model and related curriculum and materials will be fine-tuned. MIT groups will be created at 12 Israeli schools (including the six that take part in the project), with a total of 450 participants, of which 180 will be beginning teachers. IMPACT The inclusion of leading teacher education HEIs and policy makers in MIT groups and other PROTEACH activities, as well as the project's dissemination efforts, will promote the Ministry of Education's adoption and nationwide application of the model. The multilateral frameworks established as part of PROTEACH will support this system-wide, holistic, and enduring improvement in teacher education and induction in Israel, thereby significantly reducing teacher

	dropout rates.

Horizontal Issues

Previous recommendations/follow-up

At the beginning of the project we were informed that 3 of the experts' comments on the project application required our written reaction. We thoroughly addressed them in a response to the Project Officer (on 30.3.17, acknowledged on 31.3.17), which we are not copying here for length limitations. We concentrate, instead, on the feedback received, on 9.3.18, from the field monitoring visit of 3.12.17 – specifically on the "weaker elements" and recommendations referred there (abridging quoted text for brevity):

"The indicator in the LFM to decrease teacher's drop off rates by 20% is very difficult to assess." The consortium has discussed alternative ways to provide information on changes in drop off rates attributable to (and doable within) the project. Some possibilities are being considered and we plan to present them and their results in the final report. [This applies also to the concern expressed in the last comment in the feedback received. We will keep our P.O. informed.]

"We understand that 'greenhouses' initiative had already started in a number of Colleges. What has changed in them as a result?" (i) Increase in the involvement of schools in the induction process; (ii) The role of the MIT's pedagogical guide – guiding and facilitating rather than transmitting. The guide informally becomes a representative of the new teachers in school's upper stages, while also contributing to instilling the school's credo to the new teachers; (iii) Consolidation of the function of the MIT coordinator in schools; the MoE is considering allocating funds for sustaining this important function and opening a course for MIT guides led by Proteach colleges' staff.

"What exactly is the input of the European partners in the development of project results?" Their involvement has increasingly become more intensive and richer in content. Further to our last meeting and study visit at the University of Exeter, there is the intention to add to the MIT program a view of the students' learning; this focus on learning as part of the induction theme is new. Also, actions are being taken to verify the seamless transition from the induction process in MITs to the continued (in-service) training of teachers, as done in the UK. Another contribution of our EU colleagues has to do with redefining the function of the mentor to avoid conflicts (e.g., separating the instructing component of the function from that of evaluating the new teacher's performance), as done in UK and Estonia.

All comments and presentations of the EU partners are eagerly attended by the Israeli ones and duly considered when forming opinions or decisions. This relates to the descriptions of their countries' educational and induction systems, and also other contributions based on their experience and research. The project-wide distribution of materials in English (meeting agendas and minutes; translations of internal documents, etc.) has enabled this.

"The project could consider creating a platform in which the MIT leaders can share knowledge". The partners have discussed options, including opening a special discussion group at Mofet on MIT matters. Some improvements in the website are underway addressing also the need to streamline communication among participants in MITs and simplifying access to files to encourage users to deepen into the material and engage in conversation.

"We recommend to utilize more of Mofet's peer meeting platforms […] to disseminate results [also] to other Teacher Training Colleges". In regular meetings with member colleges' presidents the topic has been and will be raised. Presidents of colleges external to the project will be invited (pending decisions on specifics).

Transversal issues

Not relevant for our project.

Involvement of people with fewer opportunities

Not a central issue in our project.

Award Criteria

Typology

Horizontal priorities

Fostering the assessment of transversal skills	☐
Promoting the take-up of practical entrepreneurial experiences in education, training and youth work	☑
Promoting the professional development of staff and youth workers in ICT methodologies	☐
Supporting the production and adoption of Open Educational Resources in diverse European languages	☐
Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways	☐

Linkages

School education	☐
Higher education	☑
Adult education	☐
Vocational training	☐
Youth sector	☐
Cross-sector	☐

If cross sector is selected

School education	☐
Higher education	☐
Adult education	☐
Vocational training	☐
Youth sector	☐

CBHE Aims

Support the modernisation, accessibility and internationalisation of the higher education field in the eligible Partner Countries.	☐
Support eligible Partner Countries to address the challenges facing their higher education institutions and systems, including those of quality, relevance, equity of access, planning, delivery, management, governance.	☑
Promote people to people contacts, intercultural awareness and understanding.	☐
Promote voluntary convergence with EU developments in higher education.	☐
Contribute to the cooperation between the EU and the eligible Partner Countries (and amongst the eligible Partner Countries).	☑

CBHE Objectives

Improve the quality of higher education and enhance its relevance for the labour market and society.	☑
Improve the level of competences and skills in HEIs by developing new and innovative education programmes.	☑
Enhance the management, governance and innovation capacities, as well as the internationalisation of HEIs.	☐
Increase the capacities of national authorities to modernise their higher education systems, by supporting to the definition, implementation and monitoring of reform policies.	☐
Foster regional integration and cooperation across different regions of the world through joint initiatives, sharing of good practices and cooperation	☐

Specific activities

Curriculum development	☑
Modernisation of governance, management and functioning of HEIs	☐
Strengthening of relations between HEIs and the wider economic and social environment	☐

Regions involved

Region 1 - Western Balkans	☐
Region 2 - Eastern Partnership Countries	☐

Region 3 - South Mediterranean Countries	☑
Region 4 - Russian Federation	☐
Region 6 - Asia	☐
Region 7 - Central Asia	☐
Region 8 - Latin America	☐
Region 9 – Iran, Iraq, Yemen	☐
Region 10 - South Africa	☐
Region 11 - ACP	☐
Cross-regional	☐
Regional	☐
National	☐

Special mobility strand

| The project contains a Special Mobility Strand | ☐ |
| The project does not contains a Special Mobility Strand | ☑ |

Involvement of people with fewer opportunities

| YES/NO | ☐ |

Assessment Criteria

Relevance of the project

Relevance to the objectives

So far we have not encountered any specific problem in achieving the project's objectives. As stated elsewhere in this report, the main output of the project is the establishment and execution of the MIT model of induction to support teachers' retention in school. As this theme has emerged from real needs and is also very well situated within the Israeli educational policy, we enjoyed much support from all relevant institutions in the public sectors (schools, municipalities, MoE) engaged with teachers' work and the teaching profession. Establishing MITs in schools involves collaboration of many stakeholders. First, the school principal and staff should be willing to take the challenge of opening an MIT at theirs and committing to all entailed duties. Second, the MoE that certificates the trainees after one year of induction must trust the professional work done in the MIT. Moreover, because of the centralistic system in Israel the Ministry influences the distribution of the trainees in the various schools, and therefore its support is needed to assure a minimum number of BT (12) to open the MIT. Third, there are the colleges with their own views on what a good teacher is. To summarize, executing the MIT model is based on partnerships that need innovative solutions. These partnerships, created in different contexts, are influenced by the different cultures (Orthodox Jews, Arabs, Bedouins) and by the geographical location of the 6 colleges that span from the North to the South of Israel. All these components challenge the MIT model to expand from the concept of 1 MIT per school (as described in the project), to a multi-school MIT (in order to reach the minimum of 12 BT), and "urban MIT" – an MIT that is opened in one of the teachers' centers in the city. This diversity in the concept of MIT from MIT/school to multi-schools MIT originated in the adjustment to the different conditions is taken as an added value of our project and a sign of its capability to respond to the real needs from the field.

As described in the QA/QC section, we took a design-based approach to assess our activities in the MIT and ensure the relevance of our solutions to the varying conditions. The description we elaborated above shows the versatility of our approach and its relevance to the existing policies and demands in the field of teacher education and teachers' retention in their profession. Observing the impact reached by the project so far shows its contribution to the three priorities mentioned in the project: 1. Improving quality of education and teaching by contributing to partnerships between academia and the public sector; to this end our preliminary findings from interviewing school staff and academia show the wish of both to get to know the "other side". Especially school head masters and senior staff claim their need to align their work with what is done in the academia. 2. Improving management and operation of HEIs in relation to teacher education, in the way that the colleges gained better understanding of the situations that teachers meet in schools and align their training accordingly. One of the results of this improvement is the new courses started in all six colleges. Another consequence that came directly from the project is changing the profile of the pedagogical guide from the academia – from a person that teaches his pedagogical knowledge to novice teachers to one that coordinates the different players and spends more time in listening to BT voices. 3. Developing HE sector within society at large; this is also shown with the growing partnership among schools, academia, MoE and the societal needs of the local community (e.g city, municipality and villages).

EU Education, Cooperation & Development policies

Contributing to strengthen European higher education area for all member countries use attributes like – EQF, Diploma supplement, comparable ECTS and degrees. In the frame of Proteach project all partners work with the following topics.

Trends and qualification framework of teachers in partner countries were introduced and compared with a European Commission document supporting teacher competence development for better learning outcome (see http://ec.europa.eu/assets/eac/education/policy/school/doc/teachercomp_en.pdf). Teachers' professional standards of the partner countries were analyzed. Competences required for teaching in the 21st century like transversal competences, digital competences, learning to learn, etc. were addressed and highlighted in teacher education programs. Attention was also paid to the competences of teaching in teams and supporting colleagues' professional learning.

To support mobility and comparability of degrees all partners introduced teacher education systems and programs in their countries. Different stages in teacher education were recognized.

The internship as part of initial education was introduced and compared. Meetings with student teachers from Israel, Estonia and UK gave good understanding of how a continuum from initial education to induction is designed in partner countries.

Transition from initial education to induction was discussed and compared with European guidelines developing coherent and system-wide induction programs for beginning teachers: a handbook for policymakers (see http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/handbook0410_en.pdf)
Induction programmes were introduced and elaborated based on EU guidelines. Best practices from all partner countries were considered improving national support for programmes for newly qualified teachers. During the meetings at school in Estonia, Israel and UK mentors introduced their preparation and experiences working with newly qualified teachers. Based on that mentor education programmes were improved in all partner countries.

Quality of the project implementation

Description of the implemented activities

All preparation activities under WP1.1 were achieved with the establishment of 12 (fully working) MITs in the first half of the project. The team identified means for amplifying beginning teachers' (BT) voices under WP1.2, entailing the observation of previous examples of BT impact over their training and school work and designing on this basis the MITs' syllabi and the teaching units at the colleges, in WP1.3. In parallel, the project's communication platform was prepared and is now integrated in the website. For evaluating project's outcomes we have developed a set of questionnaires for trainees and mentors involved in the MITs together with guiding questions for interviewing school principals and policy makers. Activities matched the work plan and project's objectives. Dissemination workshops in schools and in HEIs were prepared and done on time.

Of the 12 running MITs, 3 were established in year 1 (~50 participants) and 9 in year 2 (203 partic.). We see this as a remarkable achievement, largely attributable to the effective communication of all colleges with school masters and policy makers at national/MoE and municipal levels.

P2 is working on improving the capabilities of the communic. platform (e.g. search and supporting project monitoring).

The consortium runs yearly workshops in schools to state the basis for the changes called for by Proteach. In addition, all players in MIT-based induction meet at schools, ensuring mutual communication and update. In the first year, 6 workshops were carried out in HEIs and 6 in schools (see WP2.1 in the website). Three 5-day study seminars were carried out (see details in ASSESSMENT CRITERIA - Teaching/Training Activities). The consortium also launched 6 academic courses (1 per college, in the present school year) on matters related to MITs (http://www.proteach-project.org/taxonomy/term/4). Issues related to mentors' role and ways to amplify BT voice are work in progress, currently evaluated.

The evaluation work in the project is based on a design-based approach applied to the MIT and its impact on schools and colleges. We took this approach as Proteach is perceived as part of the MoE's attempt to shift training (and induction) from colleges to schools. The MoE, indeed, has embraced Proteach and the MIT concept, and we foresee that our work and findings will have a great impact on national policy in the induction context. We appointed a dedicated team to coordinate and implement the evaluation plan, addressing, inter alia, the determination of the QA/QC areas and quality standards. Given the d-b approach, we plan to specify the quality criteria for what a good MIT activity is after the first iteration of the evaluation plan (pre/post questionnaires + interviews) by mid-2018. We have distributed several questionnaires to the consortium on the 3 study seminars and a satisfaction-of-proj.-work questionnaire.

The website – http://proteach-project.org (D4.1.1) – was launched on time (M4), as well as the dissemination plan (D4.1.2, http://www.proteach-project.org/taxonomy/term/8). The project's brochure is available in Hebrew and English, in paper and via website. The teams were very active in dissemination activities, reporting 61 events in year 1 and 62 in the first half of year 2. BT forums exist in all 6 colleges participating in the project, and a common forum of all participating BTs in Proteach is underway, to be run through the projects' Facebook and website.

Activities in the coord./management area have been intensive, successful and accomplished as planned, covering all envisioned tasks. The work entailed a constant connection of the coordinator with the partners for explaining and training them in matters of financial management and reporting.

Quality assurance

The link to the quality plan is http://proteach-project.org/sharing-area/d31-evaluation-plan. Internal QA is done via 3-hour monthly meeting of all the Israeli teams. During these face-to-face meetings we identify and verify the roles of the different groups and actors, things that should be done, goals achieved, activities to be taken, time tables, etc. As all Israeli partners are involved in the implementation of the MIT fluent communication and knowledge transfer are needed, sharing experiences and developments that took place in the different sites to guarantee the consistency of the work done in the project (meetings' minutes available on the website). We deem this continued communication among project teams a vehicle for our internal QA. As the main outcome of this project is a model of implementation – the MIT – its quality in 6 different sites is highly dependent on the mutual engagement of the different groups taking part in the process. To ensure this engagement there is a need to create the right conditions for enculturating the different players to work together and share a common goal. We see the establishment of the Proteach community as the basis for our success in the project. Following the establishment of our community and ensuring the consistency with the work done in the different sites, we have elaborated several templates for collecting and reporting of the work done by the different groups (see annex of the report). Besides the above, we have developed a detailed evaluation plan that uses a design-based approach for assessing our work in the MITs. This plan takes the projects' objectives and indicators of success described in the LFM as a basis (see quality assurance plan, D3.1). Much of this plan is already enacted through the pre questioners already distributes to all BTs involved in the project and several policy makers and school personnel involved in MITs were already interviewed. The mentors' questionnaires will be distributed in May-June (http://proteach-project.org/node/217, http://proteach-project.org/node/216). European partners were involved in the development of our evaluation plan and had also the opportunity to reflect on our questioners during our study seminar and PMB in November 2017 (in Israel) and March 2018 (in Exeter). A 2-day workshop dedicated to evaluation with the participation of all Israeli partners took place in Ramat Gan on 26-27 July 2017, and another workshop is scheduled for July 2018. Our internal QA includes also several online questionnaires to assess the quality of our seminars and the overall management of the project (see quality assurance report).

External QA is not currently considered as it seems that no added value will emanate from it. Originally, we planned to outsource part of the evaluation work (provided-for in the budget as sub-contracting) but as project started and the qualification of the teams' staff became clearer, we found out that all or most of needed expertise was available in-house. The issue is being discussed by the consortium in the framework of a more general analysis of the way to allocate resources and proper decisions will be adopted soon, contemplating also the possibility of sub-contracting some auxiliary tasks in this context.

Visibility

The project website (http://proteach-project.org/) is an important tool for impact generation and assessment, and is the main space for sharing and exchanging information among partners and between them and the professional-educational community worldwide.

The public part of the website, accessible to everybody, reflects the content and character of the project and has 7 main tabs: publications, public deliverables, a full list of the project partners, news, glossary index, useful links to the project and a contact us.

In the (private) sharing area, accessible only to partners, there is a calendar that indicates all project activities and the partners' assignments, an infrastructure area for the project implementation and evaluation, an area of content, methods and activities, a sharing space for materials, tools and events, a project monitoring area, implementations and a general managing and coordination area. At the moment, 60 people from the partner organizations have access to and frequently visit the sharing area.

The website is also being promoted among the professional community of education and teacher training through social media (mainly Facebook) and through the partners' websites and newsletters.

Project's visibility, exploitation planning and rules concerning publicity, use of logos and the obligation to acknowledge EU funding in outgoing materials have been paid much attention since project's start. These issues are covered by WP4 (Dissemination & Exploitation), under the leadership of Kaye College and with close supervision and support of the coordinator. Updates and discussions on dissemination and exploitation issues, and the related subject of sustainability and ways to ensuring it, are standard items in all Project Management Board meetings, many regular team meetings in Israel, and other, special-purpose meetings (some of which featuring a "training" component on these matters). They are also raised in the "Accompanying/Advisory Board" deliberations, a forum of external stakeholders and policy makers that meet twice a year with representatives of the partners' teams and principals to discuss and give advice to the project to ensure its continued relevance and impact.

Besides the above, the teams have been encouraged to use any opportunity to present the project to external audiences likely to find interest in it, and, for these purposes, they have been asked to keep the principals of their institutions updated on the project's doings and involved in central decisions that may affect the future impact of Proteach and its legacy – most notably, the adoption of the MIT concept in their HEIs' curricula for teacher training.

Some elements in our project and "its people" make it especially suitable for effective dissemination and greatly contribute to the likelihood of a sustained impact in the future. These are the links with the Ministry of Education (MoE), the Academy-Classroom Partnership (ACP) launched by it, and the policy-makers of the Division for the Entrance to Teaching (DET), which, quite uniquely, support our project in many of its activities, co-work with us and serve as our official counterparts in strategic discussions and decisions (see also section on Impact & Sust.). In fact, some members of partner Mofet's team in Proteach are also members of ACP, and the principal and a key officer in DET are routinely involved in the project work. The links with MoE and its composing units, and their endorsement of the MIT concept, are seen by Proteach as strategic assets and a key factor behind the future implementation of its achievements, ensuring the sustainable buildup of HEIs' capacity in a critical component of teacher education.

Equipment

Of the 11 partners that make the project's consortium, 6 (the Israeli HEIs) are allowed to charge their budgets for equipment purchases. The total equipment budget is 48.5 KEuros (less than 5% of the total project's budget), of which a total expense of about 40 KEuros is included in the present progress report. Some partners may still buy equipment (and one of them concretely commented on the possibility of buying additional iPads in the near future, depending on their needs and within the framework of their budget), but it is uncertain whether and when this will be done and to what extent.

The original equipment budget covered the following items: laptops and tablets for MITs, printers, scanners-photocopiers, projectors and video cameras for classroom activity recording)+ video editing & analysis software in some cases). Essentially, the basket of equipment actually purchased by the partners included items of these kinds but, since specifics varied a little from the exact types (e.g., iPads instead of laptops and/or tablets; etc.) or quantities quoted in the budget, we presented the partners' respective purchase requests and justifications to the Project Officer for her approval (which has always been granted). As said before, overall, the equipment budget has not been exceeded and is unlikely to be in the rest of the project.

As prescribed in the Guidelines, the partners have been informed and reminded of the need to glue stickers on each piece of equipment purchased stating the project's name and the Erasmus+ Programme as the source of the funding.

All equipment purchased is being used by the project's teams in activities that, naturally and for the most part, are related to the MITs, in any of the locations in which they or related/preparatory activities take place (generally in the schools and/or in the HEIs themselves). This is the case of the computers (in any of their forms), the cameras and, in some occasions, of the printers, the photocopying/scanning devices and the projectors. All of these have been used also for dissemination actions related to the project. The pattern of use of the equipment purchased is not expected to change much as the project advances, perhaps with a slight shift toward a relatively more intensive use in dissemination, exploitation planning and reporting on the account of school use, given the varying emphases in the project's workplan as its end approaches.

Re: the target groups that directly benefit from the equipment purchased, these are mainly the participants in the MITs (student-teachers, novice teachers, mentors, interns, etc.), altogether many hundreds of persons. Additionally, there are the thousands that, less directly, benefit from the use of this equipment as target audiences of dissemination and stakeholders, and policy makers of all kinds – of the MoE, of municipalities all throughout Israel, principals of schools and HEIs, teachers and other educational practitioners – that, in different opportunities, have been exposed to the project's work and results.

The kind of equipment purchased – suited for the type of use envisioned in the project – does not call for any special action to maximize its usage ensuring cost-effectiveness, as the equipment is used naturally and routinely and the quantities purchased are quite limited.

The project includes activities relating to curriculum development

◉ Yes

HIGHER EDUCATION: Promoting internationalisation, recognition and mobility, supporting changes in line with Bologna principles and tools.

Our "Yes" response above reflects the fact that our project does address curriculum development (and adaptation, and completion) in HEIs, contributing to build their capacity to prepare future teachers for a more successful induction period, reducing drop-off rates. It does not reflect a strong emphasis of our project on the specific directions mentioned in the header (internationalization, recognition, etc.), although these aspects are contemplated. Specifically re: internationalization, the project complies the Israeli policies formulated by the Commission for Higher Education (MALAG) that stress bilateral agreements for student and staff mobility, and the collaboration in Proteach has already resulted in many such beginnings of joint action.

Re: Bologna: All colleges participating in the project are only starting to adopt the its principles in the design of their courses, in their students' mobility and in aligning their certification with the European ECTS. It is to be noted, however, that Israel is not presently a Bologna signatory country. During the last study seminar in Exeter (http://www.proteach-project.org/sharing-area/wp-22-implementation-curriculum-materials-tools-events) we discussed some options of students exchange and course design that will combine Israeli and European experiences related to teachers' training. These discussions are only in their preliminary stages to identify viable paths. The courses created by the Israeli HEIs were reviewed by Proteach's EU partners and follow the EU standards (e.g. integrating learning outcomes, application of student-centered learning such as having the students interview key stakeholders in the schools and sharing their knowledge with other students—which is done during their practice teaching) even though the Israeli system is not yet structured according to the ECTS.

New/updated courses

All the Israeli colleges have prepared and are currently giving courses related to the work done in the MITs. The list of courses can be viewed at http://www.proteach-project.org/taxonomy/term/4. The courses are the following: By partner P1- From Teacher Education to Teaching: Integration into school as an organization – one-year long course valid for 2 points accreditation. By P3 - The teacher as an educator - valid for 1 point. By P4 - From training to teaching: developing inner resources on the way to teaching – valid for 1 point. By P8 – Challenges towards setting off for teaching: personal and professional aspects of a beginning teacher – valid for 1 point. By P9 – The school as a "multicultural" educational organization in the postmodern era – valid for 1 point. And by P10 – School as a system: The teacher as a researcher at school – Valid for 1 point. All courses will be part of teachers' accreditation program in each of the colleges. As this is the first year that we run these courses – and in all colleges these courses are new – we expect to have an evaluation round and update for these courses, toward their implementation in the next school year starting in October 2018. All courses follow the EU standards (e.g. integrating learning outcomes, application of student-centered learning such as having the students interview key stakeholders in the schools and sharing their knowledge with other students, which is done during their practice teaching) even though the Israeli system is not yet structured according to the ECTS.

Globally, all courses being taught this year (granting the student-teacher 1 or 2 credit points, depending on the college), plus the participation in the MIT (granting 1-2 additional points), gives the student-teacher credits for approximately 2-3% of the full degree.

○ No

Teaching / Training Activities

◉ Yes

Mobility for Teaching, Training and/or project research activities

We have not carried out "mobility for teaching, training and/or project research activities", in the sense that partners' staff have not travelled to other partners' countries to give courses, or participate in days-long training sessions led by co-partners' staff or in individual or joint research actions abroad. We did have, however, international project trips that included workshops/seminars for staff with the participation of all partners, and, in one opportunity, a longer study visit for students. We briefly refer to these below and, for the study visit, we provide additional information on the student selection process.

Three 5-day study seminars for staff were carried out: in Tallinn (5-10.6.17), focused on the role of mentoring in induction in Estonia; in Israel (5-10.11.17), on the role of the community of learners in the MIT; and in Exeter (19-23.3.18), on the British model of teacher training and induction. In the latter we also had 11 students participating in an extended 2-week (12-23.3.18) study event, led by Exeter Univ. staff, where they experienced part of the local teachers' training cycle. In all these events partners participated in site/school visits, workshops and lectures devoted to project's themes and especially to the mentioned central topics of each event.

Below we refer only to the Exeter mobility, of which the Project Officer was informed extensively – both re: the nature of the event and its suitability for students' participation in a study visit there (in mail of 20.10.17 and other communications/consultations), and the need to obtain her approval for the numbers of staff and student trips and lengths of stay (in various e-mails).

All partners sent staff to attend Exeter meetings and activities, and 3 of them – the Israeli Colleges Kibbutzim, Kaye and Sakhnin – sent also students: 6, 3 and 2 students, respectively (originally, 4 should have travelled from Kaye – totalizing 12 students – but one had to drop for personal reasons). In all cases, the Colleges and their staff devoted much attention to the process through which the students would be selected to maximize the benefit for them and their institutions. In devising it, some of the teams involved also other units or persons in their institutions – not necessarily related to the project in its day-to-day work – to ensure that all relevant aspects are considered (curricular, formal-administrative, financial, etc.). Common elements to all selection processes were the following:

- Determining the way to approach students to present their candidacies – e.g., an open tender in the College, or in some departments/faculties only.
- Determining parameters and conditions, e.g., that only third-year students would be eligible, or from a given major (e.g., induction, special needs, English); importance of student's grades and curricular achievements; voluntary actions for the community; command of written and spoken English; preparation of an essay explaining own interest in the project and in the mobility, and expectations re: gains from the study visit; requesting an essay summarizing the individual experience and learning upon return; oral interview with Colleges' staff. In the case of Kaye, part of the interviews were carried out in small groups, intended to observe the candidate's social and collaborative abilities/attitudes.
- Compound assessment of above, based on criteria and weights pre-determined by each institution's staff.
- Additional formal procedures, e.g., the need to inform and get approval from the College's President, both of the process's details and of the winning candidates; further actions (particip. in meetings providing additional information on the trip, on the course, et

○ No

Quality of cooperation

Project management

For the most part, the project management structure envisioned in the application is implemented in practice in Proteach. This refers to the committees' and WPs' definitions, functions and leadership, the cooperation between two institutions – Kibbutzim College (coordinator) and the Mofet Institute – in the day-to-day management with separate but partially overlapping foci of responsibility (mainly on the financial side and liaison with the Project Officer for the former, and mainly on the content side for the latter), etc. Managerial procedures have been gradually adopted since project's start, but they have not generally been given a formal, rigid formulation in light of the flexible and varying needs of the project. Moreover, in many cases they have not been unilaterally decided by project management but in a collaboration involving all or most partners (e.g., the determination of the periodicity and dates of the Israeli partners' regular meetings, the dates and content of the international meetings, etc.). This possibility of "democratizing" relatively many decisions at project level critically depends on the commitment and collaborative spirit of all project teams, which fortunately have been demonstrated since the early stages of the project and even before.

The process of consolidating and finalizing the Partnership Agreement took approximately four months, from the end of Dec'16 to the end of Apr'17. The process was, therefore, quite long but effective and relatively straightforward, with no special problems to report. All Agreements are identical, subscribed separately between each partner and the coordinator (overall, 10 agreements).

Especially on the work planning and financial sides, several tools were used to facilitate the work and ensure coherence. These were developed by the coordinator's financial manager, tailor-made for the project based on his previous experience. Of special mention are the tools for planning trips and monitoring impact of changes on budget use, tools for planning work keeping compliance with budget, planned WP allocation of work days, work categories, etc. Another tool was developed to monitor budget use toward the preparation of the financial report. Except for the latter, which is used by the coordinator only, the tools were presented to the partners in physical or virtual meetings and their use was then followed up by the financial manager, commenting as needed to the partner in case.

The performance indicators established in Proteach consist mainly in monitoring the accomplishment of tasks and activities included in the work plan using data condensed in (more or less formal) reports of several kinds issued by the partners. They refer, accordingly, to all activities, verifying the timely production of a result and triggering corrective actions in case of default. They include, e.g., dissemination activities, workshops in schools and HEIs, MIT performance/problems encountered; courses in HEIs, evaluation data and analysis (questionnaires, interviews, data collection on good examples of implementation), etc.

Internal communication among partners has been fluent and steady, naturally varying in extent according to ongoing project's tasks or activities and their demand for collaboration (e.g., more intensive in the month(s) before project meetings; etc.). The communication has been oral (in physical project meetings, via Skype in national and international virtual meetings, or by phone, generally among members of the Israeli teams), or written (via e-mail, Google drive and even WhatsApp for less formal purposes). The English language was used for all international communication, and Hebrew for communication involving Israeli participants only.

Involvement of partners and stakeholders

The principal goal of Proteach is the implementation of the MIT induction model in Israel. A central role is assigned to Partner Country (Israel) partners in achieving this goal in the framework of the projects' objectives. In Proteach all Israeli partners are the ones that run the MITs. European partners sustain the theoretical basis of the MIT and bring of their experience and knowledge on the role of schools in the European induction framework. European partners contribute to the evaluation of the MIT by thoroughly reading and commenting the materials produced and they are also in charge of the glossary of the project (Exeter team). Most of the work done by the European partners concentrates on the study seminars and the PMB. The consortium management promotes the participation and engagement of the European partners in the daily work of the MITs through the website (e.g., translating relevant materials to English) and occasional virtual meetings with the whole team.

Our less experienced partners – P8, P9 and P10 – are colleges that implement the MIT model for the first time; they are the "new" members of Proteach. The other three ("veteran") colleges have already gained experience with moving the induction to school through the Hammemot initiative, MIT's ancestor. In Proteach we have assigned a veteran college to each new college, to assist the novice teams in their first steps for establishing the MIT and guide them in the first year of the project. Also, the monthly f2f meetings of the Israeli Proteach partners gave a lot of friendly support for the new partners.

In Israel teacher training colleges take a lot of responsibly over their teacher-students also because they are largely funded by the MoE. As the project responds to real needs within the educational system, the authorities saw our project as a natural element in their own policies. These mutual relationships were explained elsewhere in this report. Here we can name various contributions of public bodies like the municipality of the Bedouin city of Rahat, in southern Israel, which set a steering committee to the MIT established in a local school (El Huziel; see news in website). An MIT was established in "the Pisga Teachers' Center" of Holon; there, the person in charge of the educational activities in the city was personally involved in designing the MIT syllabus, in coordination with the Kibutzim College. In the city of Nathanya, the supervisor of the MoE and the representative of the municipality were personally involved in establishing the MIT, jointly with Talpiot College (see report in WP1.3 section in website). Gordon College met with supervisors from the MoE, regional supervisors and principals of schools to gain their support to implement a program in elementary schools in Northern Israel. The MoE supported the presentation of PROTEACH to supervisors of the schools and there are many more examples of schools' involvement in the establishment of MITs. Altogether, about 50 stakeholders took part in the implementation of MITs.

Students took part in the recent project meetings and study visit to Exeter. The colleges devised different selection procedures, publishing tenders and interviewing students to let the most promising candidates to participate in the study strand of the events there. Also, the various workshops conducted by the Proteach partners, and the participation of students in the Academy Classroom Partnership, opened new ways for students; involvement with Proteach. As for the project contribution to realize contacts between the academy (the colleges) and other non–academic sectors in the society, the project has contributed to strengthen their relations and enhanced the communication between the two sectors through the MIT.

Management of the grant

The budget building process during proposal preparation was made collaborative and transparent to all, which certainly eased the work in all managerial/financial aspects when the project finally started. Every important topic related to the grant and its use was refreshed in the kick-off meeting and later in virtually every meeting and opportunity as needed, including in two dedicated meetings – one for financial matters in general, in Dec'16, and the other supporting the mid-term report preparation process, in Sep'17. In both we (coordinators) led cycles of meetings – face-to-face for the Israeli partners and via Skype for the European ones – comprising 2 or 3 meetings each (depending on the case) to ensure all partners' attendance. This included topics such as costs eligibility, unit vs. real costs, basic rules for staff, travel and stay reporting, documentation, requirements for sub-contracting, exchange rate to use, VAT treatment, forms, etc. Two important principles were communicated, agreed and adopted at the outset: (a) budgets are defined on a strictly institutional basis, meaning that each partner should use its budget within the given limits (i.e., not building on any future transfer of budgets from other partners, unless special circumstances would make it desirable for the project) and under its responsibility re: eligibility, etc.; and (b) making very clear (further to consultations with the P.O.) that, in many cases, the fact that something is written in the budget does not automatically warrant eligibility or official approval, and the financial manager at the coordinator's should be consulted (and he should further consult the P.O. as needed) in every case of doubt. The financial manager has stayed fully available for partners' questions all throughout the project.

Item (b) in previous paragraph has had consequences especially (but not only) for the Partner Country (Israel) beneficiaries, which had to be carefully handled by the coordinator. They referred mainly to equipment and sub-contracting expenses (which do not apply to Program Countries' beneficiaries) and to some lines in the travel/stay budget (e.g., trips originally planned for dissemination in Europe, which eventually proved to be of difficult or impossible implementation, as it became apparent after some correspondence with the P.O.). All deviations from the equipment budgets (even minor ones) were handled through consultations with the P.O. The sub-contracting issues called the financial manager to issue, in several opportunities, procedures to ensure compliance with related guidelines. And the travel/stay issues are being discussed by the consortium in order to devise a solution and present it – e.g. as an alternative travel plan – to the P.O. for her approval; the process is underway and is expected to be completed soon.

All financial matters have entailed an active communication and exchange of supporting materials between the financial manager and the partners – all together, in sub-groups, or individually. This exchange (backed as needed with face-to-face or virtual meetings) have not referred only to data or information but also to computerized tools, developed by the coordinator, to facilitate partners' work on financial matters – e.g., a work planning tool, a tool for (re-)planning future travel and assessing the budget impact, etc.

Standard (financial) management tasks – e.g. preparing the Partnership Agreement, receiving and distributing the first pre-financing, guiding the financial reporting work, etc. – have been led by the coordinator in an effective way, benefitting from the committed collaboration of all partners. No particular difficulties have been encountered beyond the accustomed ones.

IMPACT AND SUSTAINABILITY

Awareness raising, dissemination, sustainability and exploitation of the project results

The projects' dissemination plan and dissemination activities carried out can be downloaded from http://www.proteach-project.org/node/231. The list of dissemination events – all in Israel, the only Partner Country in Proteach – has grown steadily since the beginning of the project (see reports here http://www.proteach-project.org/node/347). The fact that the MIT matches the Ministry of Education's programs and policies renders our dissemination activities a natural part of the day to day work in the project. Dissemination entails meetings with college teams involved in teacher training and induction as well as workshops, symposia and conferences routinely conducted by the colleges and the MoE. Moreover, the person responsible to induction at the MoE sees the MITs model as the next step to be taken by the Israeli policy for teachers' training and induction – and therefore put a lot of efforts to expose the project in any event. To mention but few activities taken by all partners during the past year and a half: a national conference of all the Israeli universities and colleges of education, prepared and carried out by the Kibbuzim college, where the leading theme was Induction in Israel; two PROTEACH symposia with all Israeli partners' participation; three Israeli partners presented the MIT model in a national conference of the MoE on the subject "Academy Field Partnership"; a presentation of the two MITs carried out at Kaye College to the PROTEACH steering committee of the southern district with the participation of inspectors from the MoE, school principals, school counselors and coordinators, Kaye College staff, including the college's president (see website news); etc.

All partners are asked to report on any dissemination event or action using a simple template, which are later condensed into larger tables when the Dissemination Report is updated. In general activities carried out are divided into 4 categories: 1. presenting Proteach in activities related to induction and teacher training led by the MoE; 2. Workshops, study events and general dissemination events initiated by the schools; 3. Workshops at the colleges with academic staff and teacher-students; 4. Workshops and presentations taken within the districts and municipalities, e.g. at Pisga centers (resource centers for teachers in municipalities). Some of the aforementioned workshops were initiated and organized by Proteach partners as part of their duties in WP2.1 – see template for organizing a workshop at http://www.proteach-project.org/node/111, and table of last year workshops at http://www.proteach-project.org/node/109. This is the case, e.g., of Beit Berl College, devoted to presenting good examples of "the impact of the beginning teachers' voice on the schools' policy". Various reports on the different events can be found in WP2.1 folder in the website. Besides the workshops and presentations, the teams devoted time and efforts to communicate the Proteach ideas and initiatives through all partners' websites, various newsletters, press releases and international conferences (e.g. the symposium at Exeter University (https://www.eventbrite.co.uk/e/graduate-school-of-education-annual-research-conference-university-of-exeter-tickets-40097440524). Many of the reports on these events can be found in a dedicated folder in WP4 section in the website. Overall, the Proteach partners have reported a total of 123 dissemination events since project's start. All partners are aware of the need to disseminate the projects' activities and ideas, and this issue is refreshed in all PMB meetings.

Statistics and Indicators

Type of equipment:

- ☐ books and pedagogic material
- ☑ audio-visual equipment
- ☑ Computers and software
- ☐ lab material
- ☑ Other

For Curriculum Development projects

☑ Yes

Courses updated (/developed/accredited) in line with Bologna principles.	not applicable
Number of new/updated courses DEVELOPED	
Number of new/updated courses RECOGNISED/ACCREDITED	
Number of new/updated courses IMPLEMENTED/DELIVERED	6

Level of new/updated courses:

- ☐ Short cycle
- ☑ 1st Cycle (e.g. Bachelor)
- ☐ 2nd Cycle (e.g. Master)
- ☐ 3rd Cycle (e.g. Doctoral)
- ☐ Vocational Education and Training

Type of recognition:

- ☑ HEI Degree
- ☐ National degree
- ☐ Multiple Degree
- ☐ Joint Degree

Volume (in ECTS) of new/updated courses	

The new study programme includes:

- ☐ Placements/internships for students
- ☐ Career orientation service
- ☐ Career development measures

Number of learners / trainees enrolled (per intake / course delivery)	

Type of skills/competence developed:

- ☑ Transversal/behavioural skills
- ☑ Technical /academic /scientific / research skills
- ☐ Linguistic competences

% of the new curriculum taught in foreign language of the the total of new curriculum developed by the	0

project	

For Training/Mobility Activities

Number of partner country "HEIs' students" trained	11
Number of partner country "HEIs' academic staff" trained	30
Number of partner country "HEIs' administrative staff" trained	5
Number of partner country "non-HEI individuals" trained (priv. sector, NGOs, civil servants, etc.)	10

IMPACT AND SUSTAINABILITY

Impact at individual level

Extent of attention given to vulnerable groups	not applicable
Number of direct beneficiaries in the Partner country(ies) per year: academic staff from HEIs	30
Number of direct beneficiaries in the PCs (/year): administrative staff from HEIs	15
Number of direct beneficiaries in the PCs (/year): HE students	350
Number of direct beneficiaries in the PCs (/year): non HE individuals	70

Impact at institutional level

Extent of impact at institutional level: for instance new courses / strategies (policies, regulations) / services (units, centres)	to a high extent
Potential of planned project measures to contribute to new national cooperation activities in the Partner countries HEIs as a result of the project (Memorandum of Understanding /research projects / joint publications /participation in networks or associations etc.)	to a high extent
Potential of project to contribute to new international cooperation activities in the Partner countries HEIs as a result of the project (international agreements / Memorandum of Understanding /	to a very high extent

research projects / joint publications / participation in networks or associations, etc.)	

Impact on the HE Sector

Potential of project to contribute to new (/updated) national or regional policies / laws / regulations in HE	to a high extent
Potential of project to contribute to the establishment (/ further development) of external bodies (/associations /agencies)	to a high extent
Potential of project to contribute to improve the excellence / competitiveness / attractiveness of the Higher Education institutions	to a high extent
Innovative character of the planned results (i.e. the courses developed; the new tools, services, procedures delivered; the strategies implemented for reaching the target groups; etc.)	to a high extent

Impact on the society as a whole

Potential of the project to pay particular attention to least developed countries	not applicable
Potential of the project to engage Partner Countries HEIs in new means of cooperation with employers and other stakeholders (e.g. NGOs, associations, etc.)	to a very high extent
Measures contributing to improving lifelong learning approaches in the Partner Country HEIs	to a very small extent

Sustainability

Institutional support for Partner Country HEIs to sustain project results	to a high extent

Measures to collect Sources of financial (/logistic) support for sustaining the project results from:

- ☑ Partner HEIs

- ☑ Public authorities in Partner countries

- ☑ NGOs

- ☐ Private sector
- ☑ European Union
- ☐ Other

QUALITY OF PARTNERSHIP & COOPERATION

Involvement of students in the project implementation	to a high extent
Involvement of non-educational stakeholders in the project implementation	to a high extent

RELEVANCE in relation to project objectives

To what extent the project contributes to the policy objectives of the Partner Countries	to a very high extent

Project potential to promote EU's horizontal policies

- ☐ Agriculture, fisheries and foods
- ☐ Business
- ☐ Climate action
- ☐ Cross-cutting policies
- ☑ Culture, education and youth
- ☐ Economy, finance and tax
- ☐ Employment and social rights
- ☐ Energy and natural resources
- ☐ Environment, consumers and health
- ☐ External relations and foreign affairs
- ☐ Justice, home affairs and citizens' rights
- ☐ Regions and local development
- ☐ Science and technology

	Transport and travel

Meetings,Training and Mobilities

Meetings, Trainings and Mobilities

Estimated dates of consortium meetings until the end of the projects

Venue country	Venue city	Date of Meeting
Israel	Beer Sheva	12/11/2018
Österreich	Salzburg	18/02/2019
Israel	Tel-Aviv	07/07/2019

Training and Mobilities

Event	Purpose	Type of participants	Gender	Number	Country of Origin	Country of destination	Duration (in weeks)	%compared to objectives
1	Other	Academic staff – teaching	Number Male	4	Israel	Israel	0,4	100
1	Other	Academic staff – teaching	Number Male	1	United Kingdom	Israel	0,4	100
1	Other	Academic staff – teaching	Number Female	27	Israel	Israel	0,4	100
1	Other	Academic staff – teaching	Number Female	1	Romania	Israel	0,4	100
1	Other	Academic staff – teaching	Number Female	1	Estonia	Israel	0,4	100
1	Other	Academic staff – teaching	Number Female	2	Österreich	Israel	0,4	100
2	Workshop	Academic staff – teaching	Number Male	2	Israel	Romania	1	100
2	Workshop	Academic staff – teaching	Number Male	1	United Kingdom	Romania	1	100
2	Workshop	Academic staff – teaching	Number Male	1	Romania	Romania	1	100
2	Workshop	Academic staff – teaching	Number Male	1	Österreich	Romania	1	100
2	Workshop	Academic staff – teaching	Number Female	13	Israel	Romania	1	100
2	Workshop	Academic staff – teaching	Number Female	2	Romania	Romania	1	100

2	Workshop	Academic staff – teaching	Number Female	1	United Kingdom	Romania	1	100
2	Workshop	Academic staff – teaching	Number Female	1	Estonia	Romania	1	100
2	Workshop	Academic staff – teaching	Number Female	1	Österreich	Romania	1	100
3	Workshop	Academic staff – teaching	Number Male	8	Israel	Estonia	1	100
3	Workshop	Academic staff – teaching	Number Male	1	Österreich	Estonia	1	100
3	Workshop	Academic staff – teaching	Number Female	19	Israel	Estonia	1	100
3	Workshop	Academic staff – teaching	Number Female	2	Romania	Estonia	1	100
3	Workshop	Academic staff – teaching	Number Female	2	United Kingdom	Estonia	1	100
3	Workshop	Academic staff – teaching	Number Female	2	Estonia	Estonia	1	100
3	Workshop	Academic staff – teaching	Number Female	1	Österreich	Estonia	1	100
3	Workshop	Students	Number Male	1	Israel	Estonia	1	100
3	Workshop	Students	Number Female	2	Israel	Estonia	1	100
4	Workshop	Academic staff – teaching	Number Male	6	Israel	Israel	1	100
4	Workshop	Academic staff – teaching	Number Male	1	United Kingdom	Israel	1	100
4	Workshop	Academic staff – teaching	Number Male	1	Romania	Israel	1	100
4	Workshop	Academic staff – teaching	Number Male	1	Österreich	Israel	1	100
4	Workshop	Academic staff – teaching	Number Female	23	Israel	Israel	1	100
4	Workshop	Academic staff – teaching	Number Female	2	Romania	Israel	1	100
4	Workshop	Academic staff – teaching	Number Female	1	United Kingdom	Israel	1	100
4	Workshop	Academic staff – teaching	Number Female	3	Estonia	Israel	1	100
4	Workshop	Academic staff – teaching	Number Female	1	Estonia	Israel	1	100

4	Workshop	Academic staff – teaching	Number Female	1	Österreich	Israel	1	100
5	Workshop	Academic staff – teaching	Number Male	6	Israel	United Kingdom	1	100
5	Study	Students	Number Male	3	Israel	United Kingdom	2	100
5	Workshop	Academic staff – teaching	Number Male	2	United Kingdom	United Kingdom	1	100
5	Workshop	Academic staff – teaching	Number Female	28	Israel	United Kingdom	1	100
5	Study	Students	Number Female	8	Israel	United Kingdom	2	100
5	Workshop	Academic staff – teaching	Number Female	2	Romania	United Kingdom	1	100
5	Workshop	Academic staff – teaching	Number Female	3	United Kingdom	United Kingdom	1	100
5	Workshop	Academic staff – teaching	Number Female	2	Estonia	United Kingdom	1	100
5	Workshop	Academic staff – teaching	Number Female	1	Österreich	United Kingdom	1	100
6	Workshop	Academic staff – teaching	Number Male	3	Israel	Israel	0,4	100
6	Workshop	Academic staff – teaching	Number Female	17	Israel	Israel	0,4	100
7	Workshop	Academic staff – teaching	Number Male	2	Israel	Israel	0,2	100
7	Workshop	Academic staff – teaching	Number Female	6	Israel	Israel	0,2	100

Attachments

Type of File	Name of the File
Budget Table	cbhe_2016_-_annex_vi_-_financial_statements - PROTEACH - Summary for mid-term reporting - 2.xlsm
Declaration of Honour	Declaration of Honour - Proteach - Progress Report.pdf
Table of achieved results	Annex_c_table_of_achieved_planned_results 290418 - 3.pdf
Dissemination/Exploitation Plan	Dissemination Plan - Original doc - Kaplan and Zafrir Kaye College.pdf
Quality Assurance Plan	D3-1 Evaluation plan_For Progress Report.pdf
Report Special Mobility Strand	
Request for Payment	Use of prefinance and request for 2nd prefin - Proteach - Progress Report.pdf