

A Model for Erasmus+ Expert Training

Expert Training Session for Final Report Assessment (KA2-SP)

[add city], [add date]



Welcome and Introduction



Erasmus+ Transnational Cooperation Activity

- Training session based on “Model for Expert Training”, the result of a Transnational Cooperation Activity (TCA) led by Erasmus+ National Agencies in Iceland, Norway and Sweden.



Swedish Council for
Higher Education



- Starting in 2014, TCA activity focused on development, testing and improvement of a common expert training model to allow common training of Erasmus+ experts, instilling similar levels of understanding across different Erasmus+ Programme countries.
- Training model extended in 2016 to also cover expert training for KA2 Strategic Partnerships (KA2-SP) final report assessment.



Three Little Words

JOB- CAREER	HOBBIES-INTERESTS	ASSESSMENT EXPERIENCE
Educator	Land	First-timer
Developer	Water	Master
Fixer	Food	Fairly-new
Explorer	People	Confident
Builder	Things	Familiar



Key Action 2 and Strategic Partnerships

Key Action 2

- Cooperation for Innovation and the Exchange of Good Practices
- Targets the development, transfer and/or implementation of innovative practices
- Targets positive and long-lasting change on the participating organisations

Centralised

- Knowledge Alliances
- Sector Skills Alliances
- Capacity-building for Higher Education
- Capacity-building for Youth



Decentralised

- Strategic Partnerships supporting Innovation
- Strategic Partnerships supporting Exchange of Good Practices



1. CORE GOALS

→ Strategic Partnerships supporting **Innovation**: to develop innovative outputs and put in place intensive dissemination and exploitation actions associated with new/existing products and innovative ideas.

→ Strategic Partnerships supporting **Exchange of Good Practices**: to develop or reinforce networks, to increase their capacity to operate at transnational level, and to share and discuss ideas, practices and methods.

2. FUNDING AND FIELDS

FIELD	FUNDING
Higher Education	Innovation <u>only</u>
School Education (Schools Only)	Exchange of Good Practices <u>only</u>
School Education (Regional Cooperation)	Exchange of Good Practices <u>only</u>
Adult Education	Both types
School Education	Both types
Vocational Education and Training	Both types
Youth	Both types

In 2014 and 2015, projects were not divided into 2 distinct types (this began in 2016) yet there was a notable division in size and ambition with not all projects targeting the development of Intellectual Outputs.

3. CHANGING PRIORITIES

- ➔ Each year, the Erasmus+ Programme Guide confirms specific objectives for education and training and for youth): in all cases, applicants must choose **at least one horizontal priority** (for example: basic and transversal skills development; transparency and recognition) **or one field-specific priority**;
- ➔ Priorities are set at European level and are subject to change under each Call for Proposals - in 2016, *6 horizontal priorities* were confirmed (aligned with those in the ET2020 mid-term report) with a further *16 field-specific priorities* reflecting development ambitions across the different fields;
- ➔ When considering the final achievements of a project, it is important to consider one or more priorities that were targeted (and selected) at the point of application confirming the **perceived value** to the targeted area and field;
- ➔ Experts should **be familiar** with priorities for the field in which they are assessing.



Final Report Assessment Steps, Tools and Materials

Overview of Final Report Assessment Steps

Final Payment (or Reimbursement)

National Agency

For “schools only” Strategic Partnerships, only the coordinating country undertakes a full FR Assessment.

The involvement of an external expert (1) is required only for projects with a grant of >€60,000.

Financial Assessment

National Agency

Validation of Project Results (VALOR-EPRP)

National Agency

Quality Assessment

External Expert

Review of Expert Quality Assessment

National Agency

Final Report Assessment - Documents, Tools and Materials

Preparation

- Expert Training Materials and Briefing Sheets
- Non-conflict of Interest Statement

Document Review

- Application for Funding
- Expert Feedback from the Application Stage
- Amendments
- Final Report
- Outputs/Results (VALOR-EPRP)
- Partner-country assessments for “schools only” SPs

Comments and Scores

- Final Report Assessment Template
- Scoring Overview
- OEET



Final Report Assessment

Why, When and What to Assess

1. WHY ASSESS

- Final Report Assessment should allow **an informed judgement** to be made on the final level of project achievement.
- Final Report Assessment should focus on:

Conformity of Activities

[comparing planned actions to those actually undertaken]

Products and Results Delivered

[reflecting on final deliverables, innovation and potential for use]

Added-value and Impact of the Project

[considering change and improvement at individual and institutional levels]

Successful Partnerships, Products or Practices

[highlighting products, services or results worthy of wider promotion]

Use of the Budget

[noting increased/decreased participation and any other budget deviation]

Proportionality Principle

When considering what a projects has undertaken and achieved, in addition to that which is written in the report, there are some additional “proportionality” aspects to consider, such as:

Past Participation (in European-funded Developments)

[consider the experience of the partnership and how much or little this might influence your delivery expectations: remember that it is equally important to recognise and reward success among new beneficiaries]

Size and Profile (of partner institutions)

[whilst a workshop involving 30 regional stakeholders might not seem significant to a large University or an experienced VET institution, this might be a significant achievement for a small school or local youth centre]

Added-value, Usefulness and Transfer Potential

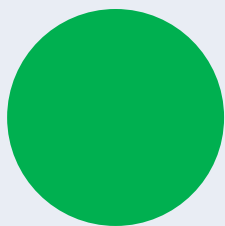
[consider how one or more outputs or outcomes might influence change or improvement in the longer-term, or in wider circles, aligning this with the original scale and ambition of the partnership]

2. WHEN TO ASSESS

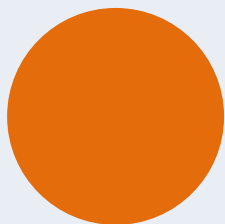
- Not everything that is assessed at the point of application is judged at the project end.
- The assessment process for an interim or progress report is not normally as detailed as that at the end of the project with mid-stage assessment focusing on **progression, participation and deviation** and on the possible need for additional support or assistance during the remaining project lifetime.



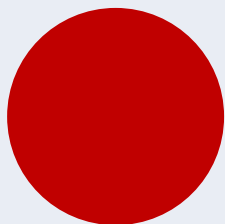
When assessing KA2 Strategic Partnership applications, four assessment criteria are used (Relevance, Project Design, Project Team, Dissemination and Impact), within which there are **29 sub-areas** for review and comment:



16 sub-themes which are **VERY IMPORTANT** (directly addressed in the final report and directly commented on during FR assessment).



8 sub-themes which are **FAIRLY IMPORTANT** (indirectly addressed in the final report and/or broadly reflected on during FR assessment).



5 sub-themes which are **LESS IMPORTANT** (not specifically addressed in the final report or during FR assessment).

Your task is to identify and label each of the 29 criteria as: **Very Important**, **Fairly Important** or **Less Important**

FR Assessment: Why, What and When

	RELEVANCE						
	Objectives and Priorities of Field, Action and Programme	Needs (and Needs Analysis)	Project Objectives	Target Groups	Synergies with Other Fields of Education, Training and Youth	Innovation, Complementarity and Added-value	Transnational Dimension and European Added-value
1. Application	>>	>>	>>	>>	>>	>>	>>
2a. Progress Report and/or Interim Report	<	<	>>	<	<	>>	<
2b. Progress Report and/or Interim Report Assessment	<	<	<	<	<	>>	<
3a. Final Report	>>	<	<	<	>>	>>	<
3b. Final Report Assessment	●	●	●	●	●	●	●

FR Assessment: Why, What and When

	PROJECT TEAM AND COOPERATION						
	Partner Profiles, Background, Skills and Experience	Distribution of Roles and Tasks to Partners	Involvement of Newcomers (to the action)	Coordination, Communication and Cooperation	Participation from different fields of education, training and youth (not all projects)	Participation of Partner Countries (not all projects)	Involvement of required stakeholder actors (SE only)
1. Application	>>	>>	>>	>>	>>	>>	>>
2a. Progress Report and/or Interim Report	<	>>	<	>>	<	<	<
2b. Progress Report and/or Interim Report Assessment	<	>>	<	>>	<	<	<
3a. Final Report	<	>>	<	>>	<	<	<
3b. Final Report Assessment	●	●	●	●	●	●	●

FR Assessment: Why, What and When

	IMPACT AND DISSEMINATION						
	Measures for the Evaluation of Project Outcomes	Impact on Participating Individuals / Organisations	Wider Stakeholder Impact (various levels)	Dissemination	Open Access	Transfer and Sustainability	Involvement of required stakeholder actors (SE only)
1. Application	>>	>>	>>	>>	>>	>>	>>
2a. Progress Report and/or Interim Report	<	<	<	>>	<	<	<
2b. Progress Report and/or Interim Report Assessment	<	<	<	>>	<	<	<
3a. Final Report	>>	>>	>>	>>	>>	>>	>
3b. Final Report Assessment	●	●	●	●	●	●	●

3. WHAT TO ASSESS

→ The same **four assessment criteria** apply to the assessment of applications and final reports (different sub-areas addressed):

Assessment of Application	Assessment of Final Report
Relevance	Relevance
Quality of project design <i>and implementation</i>	Quality of project <i>design</i> and implementation
Quality of project team <i>and cooperation</i>	Quality of <i>project team</i> and cooperation
Impact and dissemination	Impact and dissemination

RELEVANCE

- extent to which the original project objectives were met;
- extent to which the project reinforced the capacities and international scope of the participating organisations;
- achievement of high-quality learning outcomes (if applicable)



QUALITY OF IMPLEMENTATION

- extent to which action was implemented (compared to original grant application);
- quality of activities and consistency with project objectives;
- quality of products and outputs produced.



QUALITY OF COOPERATION

- extent to which partners effectively contributed to project delivery;
- effectiveness of mechanisms for cooperation, coordination and communication between participating bodies and organisations;
- extent to which “Partner Country” participation provided added-value.



FIELD-SPECIFIC ELEMENTS

In some cases, there are additional FIELD-SPECIFIC elements to consider, for example:

- **IMPLEMENTATION:** use of specific European recognition and transparency tools such as ECTS, ECVET and Europass (field-specific);
- **IMPLEMENTATION:** integration of teaching, training and learning activities into existing curricula (SE);
- **COOPERATION and IMPACT:** participation of local/regional authorities in some partnership types; use and value of eTwinning (SE).

Note: field-specific elements are listed in the associated briefing sheets.

Erasmus+ and 2014

There may have been activities financed in the first year of Erasmus+ (2014) that, with hindsight, would no longer be seen as eligible under KA2 for Strategic Partnerships.

it is important, however, to ensure that final report assessment is a reflection on delivery of that which was originally agreed (i.e. if it has been contracted then it can be financed, exceptionally).



Final Report Assessment Scoring

Scoring per Criterion: Key Stages

CRITERION	Application	Final Report	NOTABLE CHANGES
Relevance	30	20	Fewer points during Final Report Assessment. Greater focus on relevance of project results (to selected field/s, sector/s, user groups, stakeholder audiences and priority areas).
Quality of Project Design/Implementation	20	25	Scores more highly during Final Report Assessment. Focus on quality of project delivery - activities and outputs - rather than on project design.
Quality of Project Team/ Cooperation	20	15	Fewer points during Final Report Assessment. Focus on partner contributions and mechanisms to facilitate this - rather than the nature and profile of partners / partnership.
Impact and Dissemination	30	40	Scores more highly during Final Report Assessment. Focus on project legacy (individual and institutional levels), on sustainability potential and on efforts made to market and promote end project results to new (wider) audiences.
TOTAL	100	100	Note: at the point of application, there are minimum thresholds used in each of the award criteria (usually 50%) but these do not apply during final report assessment.

Scoring and Consequences

At both the APPLICATION stage and the FINAL REPORT (FR) stage, assessments are scored out of 100.

During FR assessment, however, there are financial consequences for those projects scoring less than 50 points overall.

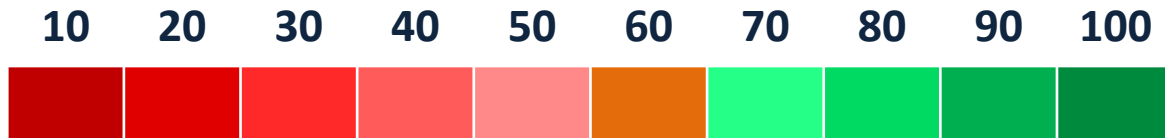
	VERY GOOD - BEST PRACTICE	GOOD - SATISFACTORY	WEAK
Scoring Categories and Definitions	Rated good to excellent with results worthy of promoting more widely (good practice)	Rated average to good; some deviations and/or recommendations but no major areas for concern.	Serious concerns regarding quality of project implementation; objectives not met; limited explanation
Scoring Range	76-100 points	50-75 points	0-49 points
Consequence	No reduction	No reduction	Grant reduction from 25% to 75%

Activity: Score these Comments

1. Whilst there is some evidence of partner participation, including through the development of teacher training materials in five languages, a more detailed insight into the roles played by the different partners, especially in countries where there is more than one partner, would have been beneficial.


2. Through delivering capacity-building courses for existing teachers, enabling them to better understand how new technologies can complement existing teaching practices and approaches, there are clear benefits both for the participating teachers and for their institutions. The fact that materials remain accessible online is an additional benefit with continued impact expected.

3. The section relating to dissemination tools and approaches has not been completed. Evidence of dissemination activity is provided separately, however.



Think about scoring on a colour scale (0-100%)





Final Report Assessment Comments

Expert Comments

As at the point of assessing an application for funding, there are certain expectations that apply to comments that are generated during final report assessment, namely:

- experts should provide comments for **all sub-elements** listed under the four core assessment criteria - sub-elements were presented earlier under “what to assess” and also feature in the associated briefing sheets;
- experts should make an informed judgement **based on information provided in the initial application and in the final report** (including annexes and associated outputs – with all materials available to access in the OEET or in VALOR-EPRP);
- experts should keep in mind the **type** and **scale** of activities that were planned (and agreed) as well as the amount of the **grant awarded**, ensuring they apply the **proportionality principle** during final report assessment;
- experts should provide comments in **text format** not bullet points – keeping in mind that NAs will use expert comments to provide feedback to project beneficiaries;
- experts should **avoid repetition** in their comments, with under or over performance and low or high quality noted under the single “most appropriate” heading and scored only once (i.e. no double reward or double penalty).

Comments and Quality Assurance

It is the responsibility of the National Agency (NA) to **assure the quality** of all final report assessments that are submitted.

As a part of the quality assurance procedure, an NA might choose to **accept** or **not to accept** a final report assessment, with the option to ask assessors to review or revisit their assessment: this is most likely to happen in the early days of final report assessment, where experts are new to the final report assessment process.

As a part of the quality assurance process, NA staff will focus on whether final report assessments respect the 5 Cs:

<p>Coherent: easy to understand even for a reader that has not read the application or the final report.</p>	<p>Comprehensive: covering all assessment criteria for FR assessment and addressing all required sub-elements.</p>	<p>Consistent: easily aligned with the scores that have been awarded under each criterion and within the predefined scoring ranges.</p>	<p>Courteous: polite and respectful – <i>keeping in mind that comments are used to provide feedback to beneficiaries.</i></p>	<p>Concise: whilst there will always be exceptions, comments should be of a standard size, as determined by NA staff.</p>
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Activity: Accept or Reject Comments

1. The final report says it all - validated user approaches for the masses. This project was a great success.

2. The targeted intellectual outputs were achieved almost in full: changes to the targeted training materials are minimal and the required arguments are brought forth in the final report in favour of all such changes. Overall project objectives are well met by that which has been delivered at the project end.

3. Such training approaches seem dated and no longer relevant: it makes no sense to spend money on such activities - there are bigger priorities to address!!

4. The use of social media, in this instance, has proven worthy: with benefits clearly and convincingly described, and with definite merit to more widely promoting all such successes that have resulted in increased involvement of younger learners.





Final Report Assessment

Identification and Consensus (Groupwork)

Activity: Identification and Consensus

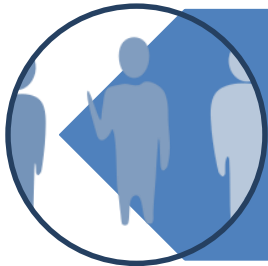
TWO PHASES TWO SETS OF QUESTIONS

SAME PROCESS EACH TIME



**A. Read and Review
(or Confirm)**

20m



B. Discuss and Agree

30m



C. Present and Respond

15m

Timing for Phase 1 

PHASE 1: QUESTIONS

What is new or innovative about the project?

What will be the indicators of success for this project (outputs, outcomes, other)?

Who are the primary/secondary beneficiaries?

What tools or processes are planned to allow impact to be measured?

PHASE 1: PRESENT AND RESPOND

1. COMMON ANSWERS?

- What is new or innovative about the project?
- What will be the indicators of success for this project (outputs; outcomes; other)?
- Who are the primary/secondary beneficiaries?
- How might impact be measured?

2. WAS IT EASY OR DIFFICULT TO AGREE?

3. QUESTIONS or CLARIFICATION

PHASE 2: QUESTIONS

What are the main project outputs or outcomes?

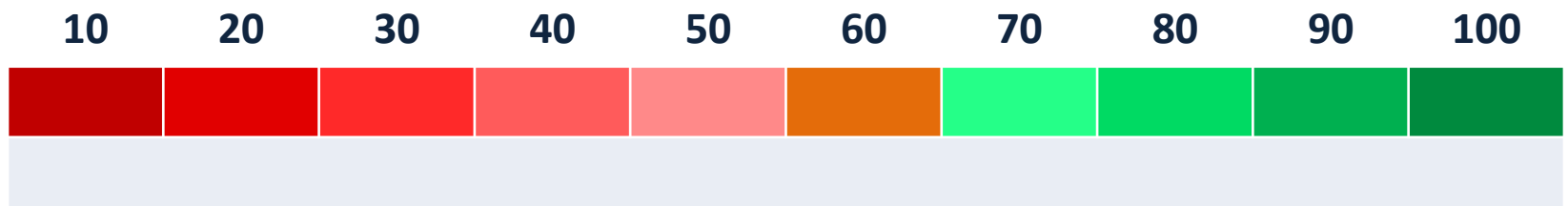
Do you consider the project a success?

How does the project contribute to the selected priority?

Is there evidence of impact (if so, at what level)?

How innovative are the results?

What would you score the project (see chart below)?



PHASE 2: PRESENT AND RESPOND

1. COMMON ANSWERS?

- What are the main project outputs or outcomes?
- Do you consider the project a success?
- Contribution to the selected priority?
- Evidence of impact (what level/s)?
- How innovative are the results?

2. WAS IT EASY OR DIFFICULT TO AGREE?

3. QUESTIONS or CLARIFICATION

4. AGREEMENT ON A SCORE?

**What do
you see?**





Financial Assessment

Financial Assessment: Tasks and Responsibilities

Whilst true that the Erasmus+ programme relies heavily on the **use of unit costs**, many of which are pre-decided either in the Erasmus+ Programme Guide (*cost per unit*) or in the original funding application (*number of units*), there are still a number of financial checks that need to take place at the end of the project, such as:

- number of **partner meetings** held and participant numbers;
- number and type of **intellectual outputs** delivered;
- number and type of participants in (agreed) **multiplier events**;
- number and type of participants in (agreed) **learning-teaching-training events**;
- value and type of **exceptional / special needs costs**.

The majority of these checks are undertaken as part of a separate financial assessment activity which is undertaken by the NA. There are however, a few elements that experts need to consider and comment upon during FR assessment, with a separate box available for the entry of **budget-related comments for the NA**.

- value-for-money of **intellectual outputs** (reflecting on initial staffing forecasts);
- value-for-money of **exceptional costs** (based on that written in the final report).



Final Report Assessment Form

Final Report Assessment: OET Template

Add comments for each final report assessment criterion

Add comments for the Applicant (highlighting strengths and weaknesses)

Add comments specifically for use by the NA

Confirm whether reductions are proposed to the original grant

Please provide comments and scores on each award criterion. Remember that you can copy/paste (only text) from other software applications. Please click 'Save' every few minutes to avoid any loss of data.

Criteria	Score
Relevance	<input type="text" value="0.0"/>
<input type="text"/>	
Quality of the project design and implementation	<input type="text" value="0.0"/>
<input type="text"/>	

Comments to the Agency

Additional boxes are provided to allow overall comments to the BENEFICIARY and the NA.

Add scores for each assessment criterion (refer to different scoring ranges and remember the consequences!)

Total automatically calculated by OET.

Remember different scoring ceilings exist for different assessment criteria

**Remember to
SAVE YOUR WORK
(and keep a back up)**



Questions and Close



Online Expert Evaluation Tool (OEET)