

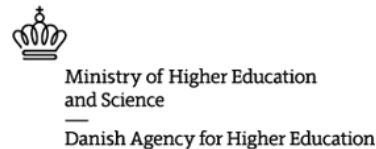


Erasmus+

NORDIC CONTACT SEMINAR ON GUIDANCE FOR LOW-SKILLED ADULTS

Turning Ideas into Action!

Reykjavik, 10 November 2016





Formal Welcome

ÁGÚST H. INGTHORSSON

Director of Erasmus+
and Head of Department
at the Icelandic Centre for
Research (Rannís)



Meet the Moderator

ORIENTRA

SCOTLAND - UK



**I'm Getting
Older**

**I'm Getting
Bolder!**

**It's Not All
About Me!**



Goals and Programme

Goal:

Turn Ideas into Action through the concept of **PITCH** or **PASS**.

PROPOSE new project ideas for adult education

INFORM others of your plans and ambitions

TUNE and improve project plans and partnerships

CANVASS opinion and support for your project

HARNESS new ideas and new partnerships

OR **PASS**

let your feet do the walking if you think that the project isn't for you



PROGRAMME

- 09:15 Setting the Scene
- 09:30 **STEP 1: INNOVATION**
- 10:00 Making the Pitch and Forming Groups
- 10:30 Coffee
- 11:00 Groupwork
- 12:00 **STEP 2: IMPLEMENTATION**
- 12:30 Lunch
- 13:30 Groupwork
- 14:30 **STEP 3: INSTITUTIONS**
- 14:45 Groupwork
- 15:00 **STEP 4: IMPACT**
- 15:15 Groupwork
- 15:50 Introducing the P Factor
- 16:00 Groupwork
- 16:45 **THE P FACTOR (Finale)**

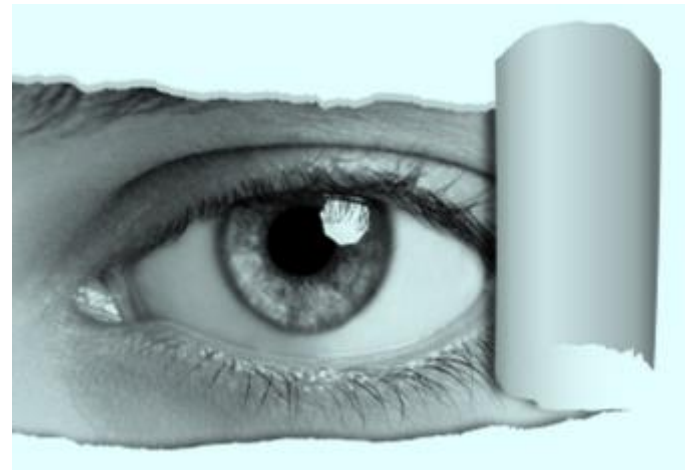
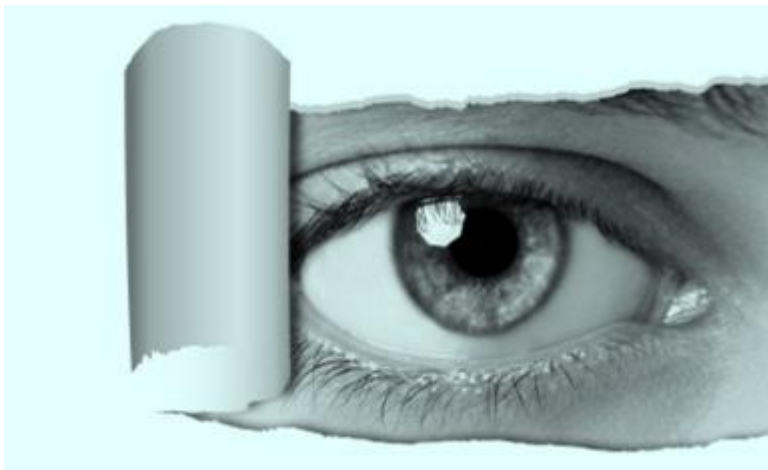
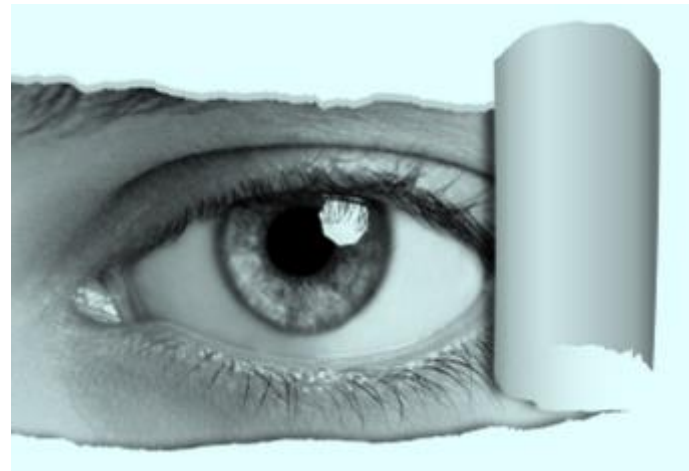
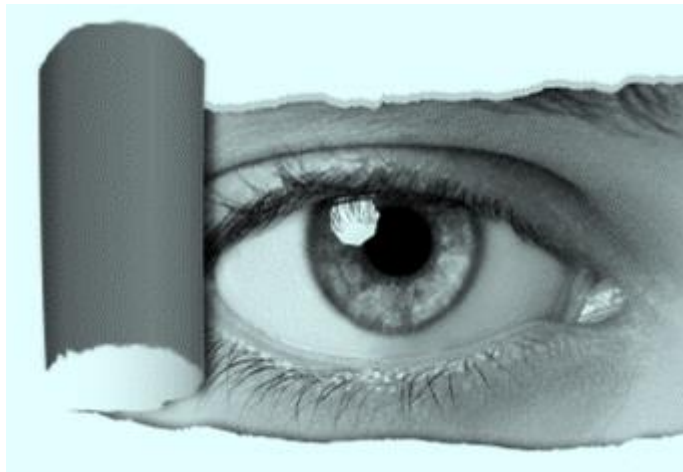




Setting the Scene

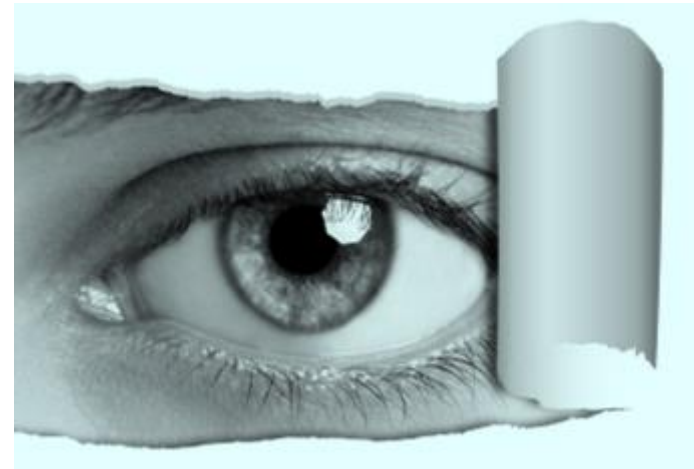
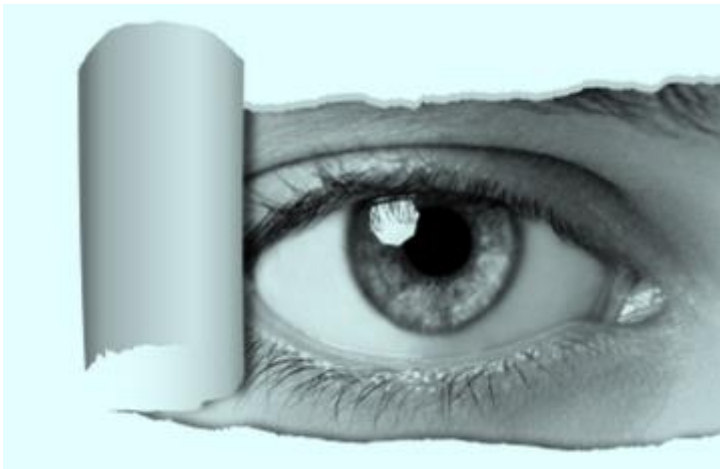
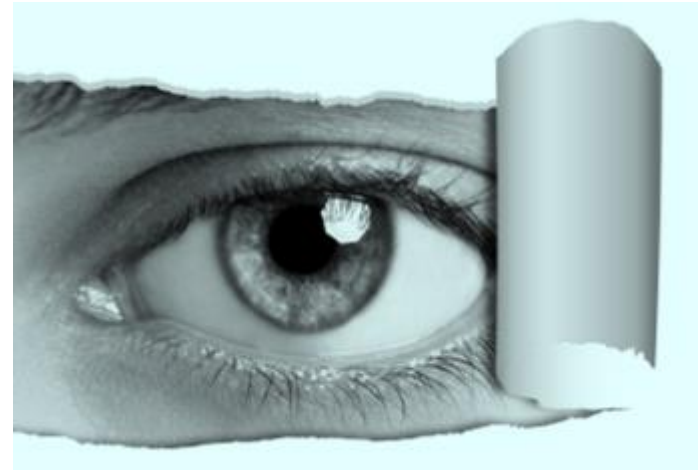
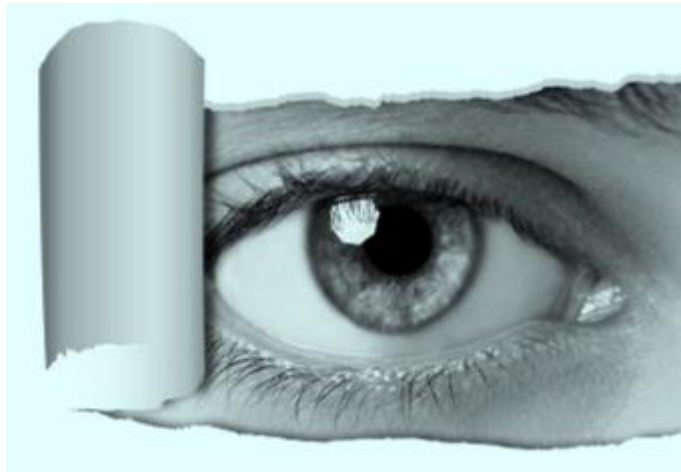
Once upon a time...

... deep in the heart of Brussels

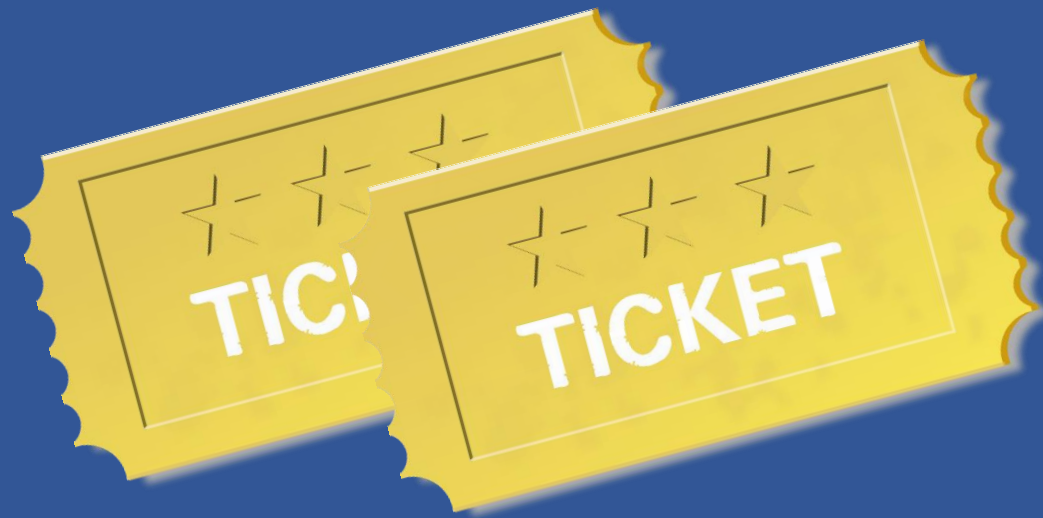


Erasmus+ Perspective

... for developments across all fields of E+T



Journey from A to Z



**Active Participation
Rewarded!**



Know your funding

E

+4



Happy
Birthday

A round white plate features a birthday cake decorated with chocolate swirls, a pink heart-shaped candy, and several strawberries. The words "Happy Birthday" are written in black chocolate script across the top and bottom of the cake. The plate is set on a white tablecloth with various dining items like a glass of water, a wine glass, and a coffee cup visible in the background.

**KEY ACTION 1: Learning
Mobility of Individuals**

**KEY ACTION 2: Cooperation for
Innovation and Good Practice**

**KEY ACTION 3: Support
for Policy Reform**



Erasmus+



Get to know the action and sub-action.

Remember that rules on participation levels and financing levels can differ.

Note that application and contract management (and sources of support) might be either centralised or decentralised.

28 200



28 EU Member States plus 3 EEA Countries (IS, NO, LI) plus 2 Additional Programme Countries (TR, MK) yet, with a strengthened international dimension, there are close to 200 countries in the world that could participate!



STEP 1

Innovation



(state of the)
Art

... or state-of-play





Needs



I have a need... a need to sing!

How did I discover this?

Am I qualified to make that call?

What evidence do I have?

If I sing, will anything change?

Does anybody want to listen?

**Is anybody else singing
(if so, do I really need to sing)?**



We have a need... a need to sing!

How did we discover this?

Am we qualified to make that call?

What evidence do we have?

If we sing, will anything change?

Does anybody want to listen?

**Is anybody else singing
(if so, do we really need to sing)?**



The World Needs Love

Know Your Limits

Know Your Capacities

Focus Your Needs

Confirm Your Audience

Quantify the Need

Visualise Change



Needs Analysis

Existing or bespoke?

Measures used?

Depth and reach?

Builds on past actions
(continuing need)?

Cite published data and
research findings!



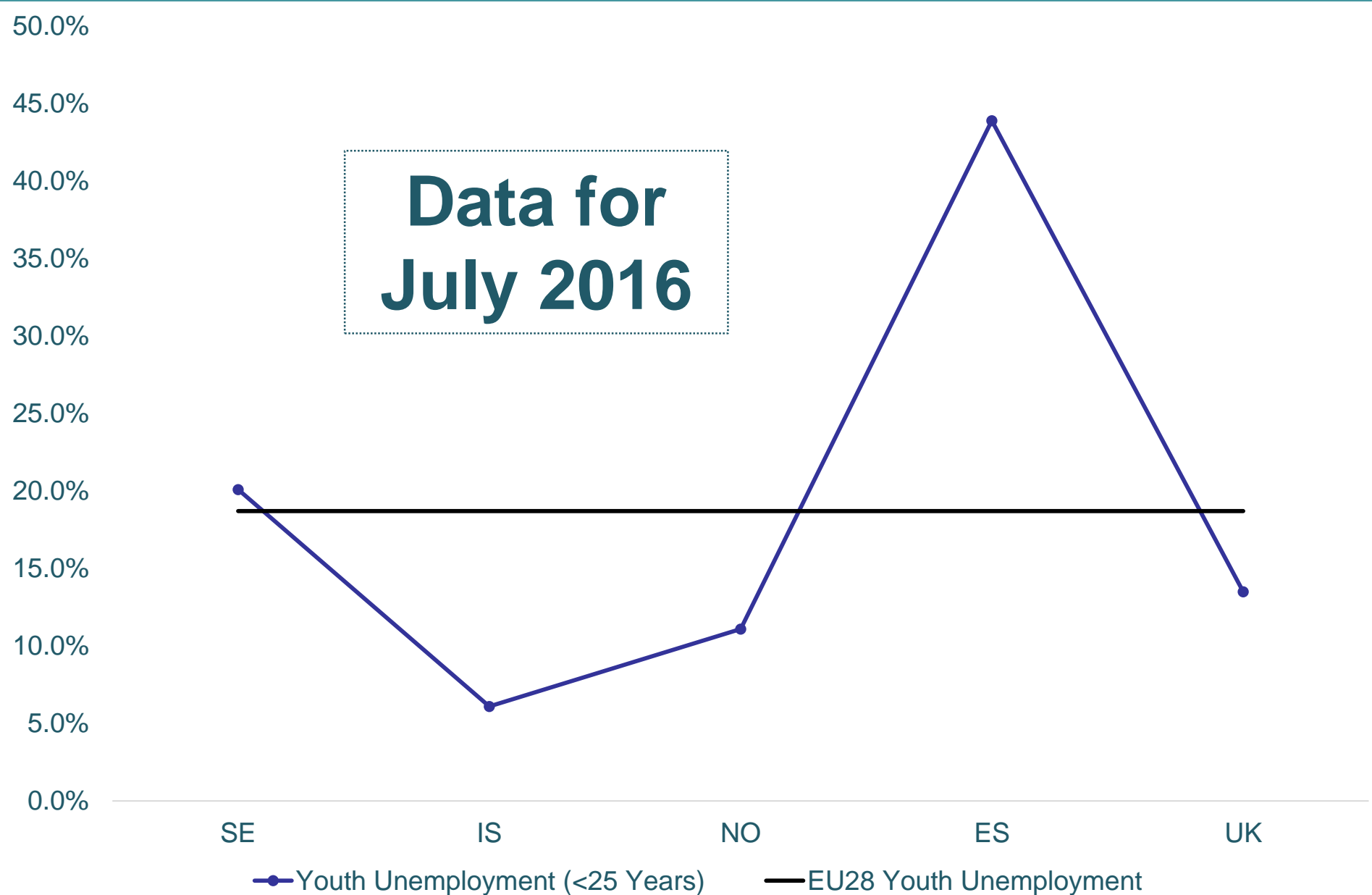
Facts and figures

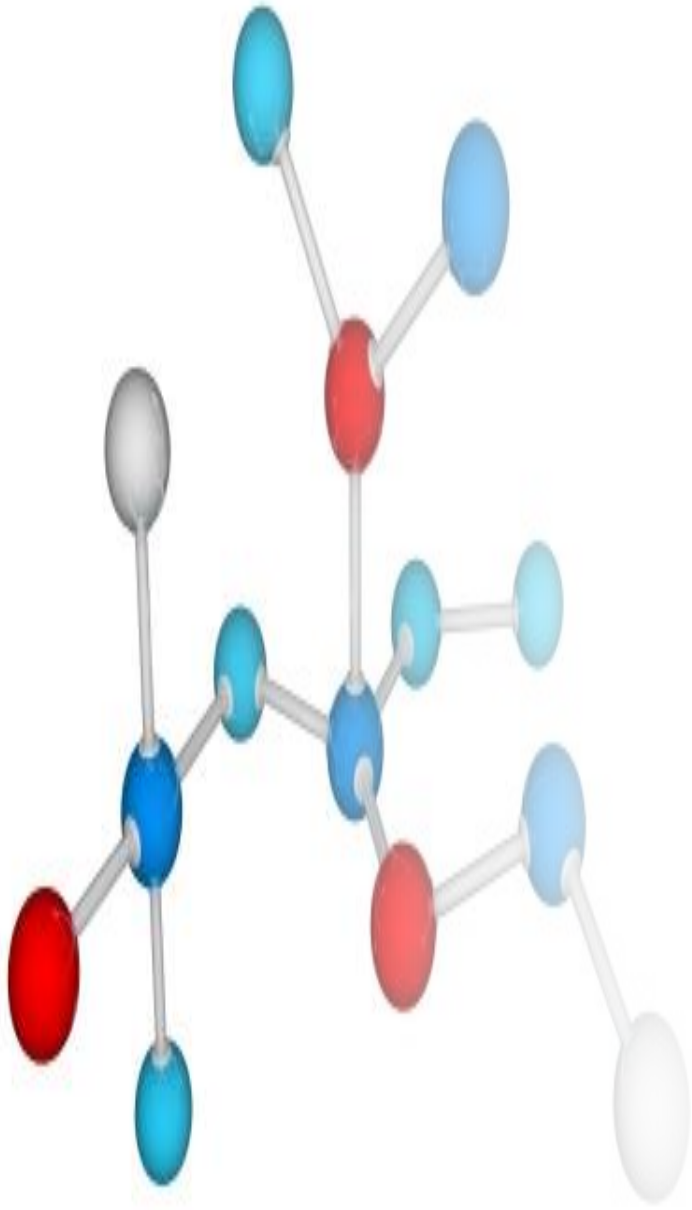
**How much do we
actually know...**

...volunteers needed



Youth Unemployment in 5 European Countries





Innovation





Policies and Priorities

Policies, Objectives and Erasmus+



Europe 2020

...a strategy for smarter, more sustainable and more inclusive growth

2020 TARGET → 3% investment in **Research and Development**

2020 TARGET → 75% **Employment** among 20-64 year olds

2020 TARGET → Reduction of **Early School Leaving** to < 10%

2020 TARGET → 40% completion of **Tertiary Education** (30-34 yr olds)

2020 TARGET → 20 million fewer people at risk of **Poverty**



ET 2020

...a new strategic framework for European cooperation in education and training

STRATEGIC OBJECTIVE → Making **Lifelong Learning and Mobility** a Reality

STRATEGIC OBJECTIVE → Improving **Quality and Efficiency** in Education and Training

STRATEGIC OBJECTIVE → Promoting **Equity, Social Cohesion and Active Citizenship**

STRATEGIC OBJECTIVE → Enhancing **Creativity and Innovation (including Entrepreneurship)** at all levels of Education and Training



Erasmus+

...a single programme for education, training, youth and sport that aims to contribute to the achievement of:

EUROPE 2020 AND ET2020 OBJECTIVES AND TARGETS

FIELD-SPECIFIC GOALS AND TARGETS (E.G. HE MODERNISATION; RIGA 2015)

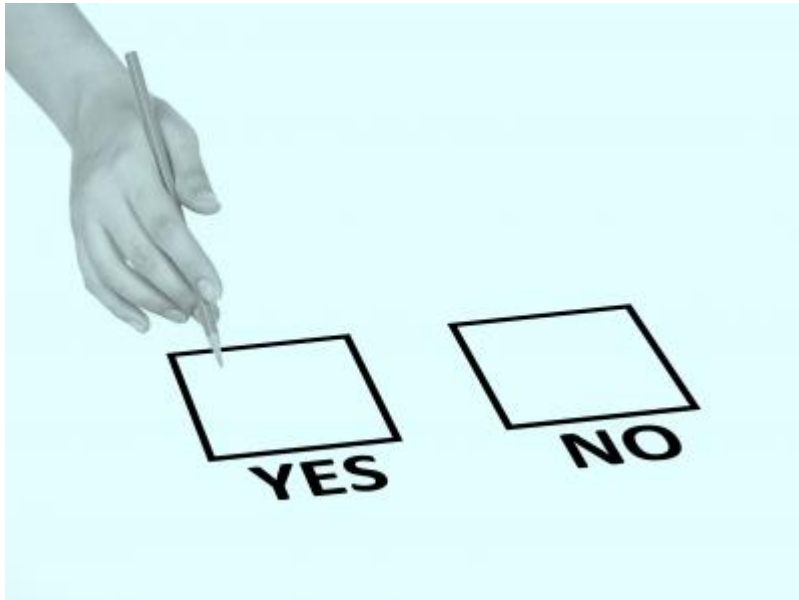
SUSTAINABLE DEVELOPMENT IN PARTNER (NON-PROGRAMME) COUNTRIES

OBJECTIVES OF RENEWED FRAMEWORK FOR YOUTH

OBJECTIVES FOR DEVELOPING A EUROPEAN DIMENSION IN SPORT

PROMOTION OF EUROPEAN VALUES (ARTICLE 2 OF TREATY ON EU)

The majority of Funding Programmes / Funding Actions have confirmed **PRIORITY AREAS** which, in some cases, can determine the **eligibility** or **acceptability** of your project!



An example of this is **Erasmus+ KA2 Strategic Partnerships!**

HORIZONTAL PRIORITIES

- ★ developing / assessing key competences;
 - ★ inclusive education, training and youth;
 - ★ open and innovative pedagogies;
- ★ developing educators and youth workers;
 - ★ transparency and recognition
- ★ investment, performance and efficiency.

Activity: Field-specific Priorities for 2017

FIELD-SPECIFIC PRIORITIES





Storytelling



Hunger Tale (v1.0)

On **Wednesday**, we will make soup and we will feed the **poor** and the **homeless**. This will stop people in **Scotland** from being hungry.



Hunger Tale (v2.0)

On **Wednesday** (the annual “**Stop Food Poverty**” day), we will gather ingredients from local supermarkets in **Glasgow** and we will make **1000 bowls of soup**. This will send a message to local citizens about the need to **combat food poverty** and will, at least for a short while, stop some people from feeling hungry.



Hunger Tale (v3.0)

Responding to a call for European cities to participate in a **European campaign** entitled “**Stop Food Poverty**” (www.stopoverty.eu), six partner organisations - representing the **vocational training and retail sectors** in Glasgow - will come together in a day of action, on Wednesday 1 December 2016, targeting “**increased awareness**” of the **issue of food poverty** and “**promoting local initiatives**” such as the Winter Soup Kitchen. The proposed Glasgow initiative is only **one of a series of actions** that builds on the successes of the 2015 campaign and expects to see **partners from across Europe** contributing to similar anti-food poverty actions and initiatives. In the short-term, this expects to address food poverty issues that affect **close to 5% of the Glasgow population (ONS, 2014)**. In the long term, it is expected that increased awareness of this issue will **prompt greater involvement** from both government and society.

GOALS, OBJECTIVES, PRIORITIES, PROBLEM, RESPONSE, ACTORS, REACH.

Even more could be said but there are limits on the size of written texts!



(mind the)
Gaps





(avoid the)

Zzz



Keep the reader interested... tell them a convincing story!

Stay within recommended maxima in the form.

Avoid using a third party project writer as the passion for change and improvement is often lost... and the assessor will usually recognise this.



European added-value





(avoid)

Buzzwords and Acronyms

We know what we know, but do we have common knowledge?

Let's try this out...



MAD

FRA

BCN

FCCO

DUB

FUN

FUNAFUTI (TUVALU)

**A bit of fun, but what
about some terms from
the worlds of
Education and Training**

CVET

EPALE

EQQF

ELGPN

ESCO

European Skills, Competences, Qualifications and Occupations

ICT

VLE

OER



Making the Pitch

...and forming groups



PITCH?





Making the Pitch

...and forming groups

**Time to make your
voice heard**

Groupwork

Discuss Goals, Priorities,
Needs and Innovation

WHY are you doing this project?

WHY is your project needed?

WHAT is new or innovative?



Coffee Break



STEP 2

Implementation



Timeline

Consider your project on a Timeline

1. PAST	2. PRESENT
<p data-bbox="498 519 1089 765">What is the root of the proposed project, action or initiative (identified problem, confirmed need for change/development)?</p> <p data-bbox="498 825 1054 968">Is there a credible (and accessible) needs analysis report?</p> <p data-bbox="498 1028 1132 1122">What actions or activities have already taken place?</p>	<p data-bbox="1182 519 1823 865">What are the current priorities at regional, national, European, sectoral or institutional level (e.g. relate to the Internationalisation Strategy or European Development Plan)?</p> <p data-bbox="1182 925 1823 1122">What is currently happening (i.e. state-of-the-art today in all partner countries and institutions)?</p>



Consider your project on a Timeline

3. IMMEDIATE FUTURE	4. LONG-TERM FUTURE
<p data-bbox="494 536 1058 729">What solution(s) do you propose to implement ... When? Where? Why do this transnationally?</p> <p data-bbox="494 791 962 879">Who will you target for involvement?</p> <p data-bbox="494 943 1078 1032">Why did you select these partners and target groups?</p> <p data-bbox="494 1096 1006 1185">Is the planned solution relevant for all partners?</p>	<p data-bbox="1180 536 1808 675">What do you target in terms of measurable or lasting change and improvement?</p> <p data-bbox="1180 739 1818 1032">How will this impact on existing education and training landscapes, programmes, curricula or course delivery in the different partner countries?</p> <p data-bbox="1180 1096 1711 1235">Are there plans to extend results to other networks, institutions or countries</p>





Workplan



Having already presented goals, targets and expected solutions, it is important to take the reader (assessor) beyond the vision... confirming a plan of action through which **successful and quality-assured project delivery** can be achieved.

The reader needs to be able to **visualise project delivery...** aligning proposed activities with broader project goals and objectives... it is your job to facilitate this... to **make that link!**



In some cases, you will submit your workplan using a predetermined template, covering specific work phases. In other cases, there are key questions to be answered with a view to confirming project delivery plans.

For example, Erasmus+ Strategic Partnerships ask questions on:

- **Preparatory Activities**
- **Project Management Plans**
- **QA and Risk Management Strategies**
- **Indicators**
- **Methodology**
- **Target Audiences**
- **Intellectual Outputs (IOs)... some actions!**
- **Multiplier Events (MEs)... some actions**
- **Teaching-Training-Learning (TTL) Activities**
- **Plans for Learning Recognition**
- **Dissemination**
- **Sustainability and Open Access**



Methodology



Business

Solution

Success

Concept




Target Groups



Users / beneficiaries come in all shapes and sizes and can include:

- **policy and decision makers**
- **teachers and trainers**
- **students and learners**
- **managers and staff (employees)**
- **professional / sectoral bodies**
- **local / regional authorities**
- **chambers of commerce**
- **researchers / think tanks**
- **companies / entrepreneurs**
- **guidance counsellors**
- **recruitment specialists**
- **awarding bodies**
- **mobility practitioners**

... among others



**When presenting your story,
it is important to confirm which users
you will involve, when and with what
purpose!**

**Numbers are important but targets
should be realistic and achievable
and user access routes should be
clear in all cases.**

**Where products are being developed,
some form of user consultation or
user testing
should normally be envisaged
(in some cases, both).**



Recognition





Quality assurance





Harmony





Dissemination



We have already referred to the importance of **marketing project successes and achievements** but it is equally important to consider the **breadth and type of dissemination activity** alongside the types of **tools and platforms** that you will use.

CASCADE

Today, we will try a small experiment, based on the idea of **listening to a short message** and passing it on.

Initially, I will pass on the message to a small group of individuals. This small group will then **pass it on** to additional persons (e.g. by table, by row) and the message will then be passed around until everybody has heard the message ONCE. I will then **ask some people to repeat what they heard**.



CASCADE

What did you hear?

The moon shines on the jagged rocks whilst the ocean storm rages on!



Obviously, there are clear benefits to having large groups of people hear the same message at a single conference or event but, as they start to cascade the message back to their colleagues, **how much of the original message is retained?**

What can you do to ensure that information is **delivered and cascaded** whilst retaining the depth and quality of the original message (be this related to project goals, delivery or ultimate project or learner successes)?

- consider **events, platforms and materials** that are complementary, working hand-in-hand;
- target media to **specific audiences**: Facebook is not for everybody and a 200-page publication might not get read by busy policy-makers;
- consider **local languages**: even if your partners speak excellent English, wider dissemination audiences might not;
- agree on **common strategies** for dissemination and sustainability: a single vision with local interpretation.

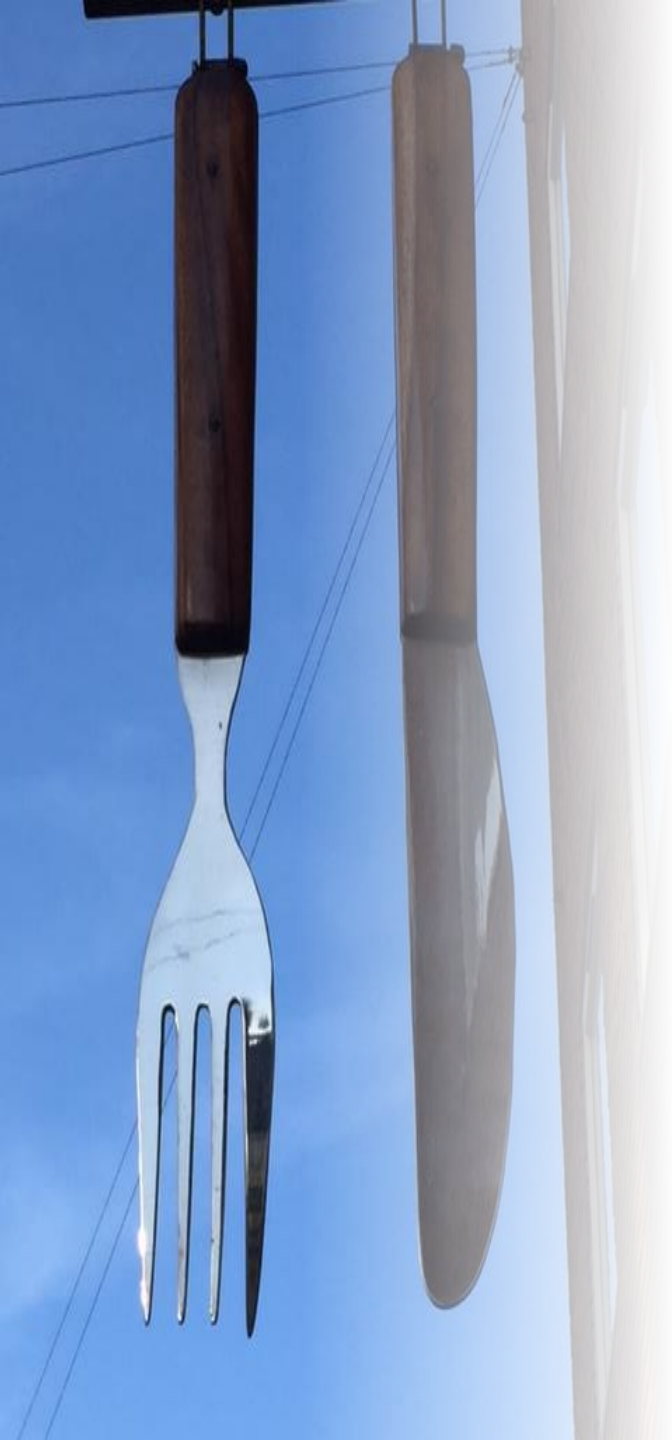


Open
access

Groupwork

Discuss Specific Activities and Apply a Schedule

WHAT do you plan to do in your project... and **HOW**?
WHEN and **WHERE** will the key activities take place?



Lunch Break



STEP 3

Institutions



Consortium (Institutions)



Each year, as projects are being designed and developed, there are sometimes planned and sometimes frantic partner-searches taking place with a view to building the best and most competitive partner consortium.

Whilst true that there are benefits to including newly-participating partners, and to ensuring a good geographical balance, there is a more fundamental need that centres on ensuring that all partners are working towards a common vision or development goal.

NB: in this presentation, the term partner is used generically and does not specifically refer to third-country participants.



STAND UP... SIT DOWN

When a question is asked, if the answer (in your head) is **NO** then you must sit down... and stay down!

**EVERYBODY PLEASE
STAND UP**



Practice Question

Do you have **ENGLISH** as your Mother Tongue?

In this case, very few participants should remain standing (Paul, as a minimum)!



QUESTIONS:

- ★ Do you speak or understand **DANISH**?
- ★ Are you wearing **BLACK SHOES** (or any kind of Black Footwear generally)?
- ★ Do you prefer **COFFEE INSTEAD OF TEA** in the mornings?
- ★ Have you worked professionally for **MORE THAN 20 YEARS** (does not have to be in the same job, same industry or same institution)?
- ★ Do you regularly travel to work by **PUBLIC TRANSPORT**?
- ★ Have you ever **TRAVELLED TO THE USA**?
- ★ Do you **BELIEVE IN ALIENS**?



When building a partnership there is a tendency to include those institutions (or individuals) that you have **worked with successfully** in the past.

Whilst it might seem like a good idea to include friendly and competent individuals with whom you have already built trust, there is a need to ensure that partners are **appropriate** to each new project idea or initiative... also bringing forth the **required skills set**.

In building a project team, it is important to consider:

- ★ competent individuals with **confirmed capacity in the discipline, theme, sector or activity** that is targeted by your project (e.g. law, medicine, teacher training, WBL);
- ★ partner institutions with **direct access** to targeted user or stakeholder audiences;
- ★ partner institutions with staff that are **not overcommitted** ensuring that tasks receive the required development and delivery time... on schedule;





- ★ partner representatives that are **adequately connected to management and policy makers...** important where systems level change or revised programme delivery is targeted;
- ★ partners that have sufficient **internal capacity for delivery** without too much recourse to third-party subcontractors - often so where generalists are involved;
- ★ partner institutions that have **goals and objectives which are easily aligned** with the strategic development goals and priorities of your project;
- ★ partners from non-programme countries where a **clear reason for participation** (without this, you could be penalised).



Yes we can



Think carefully about who you choose to partner with... a failed project will reflect on all parties and there are definitely institutions out there that are more interested in the €€€ than in the legacy or impact that is left behind.

Assessors look for a well-formed consortia in which there is an obvious role for all parties and for whom the need is clear and genuine.

The Rogues Gallery

A few examples of CHALLENGING PARTNERS
based on my own experiences.

MR EUROPE

- Pro-Europe (or at least pro-European projects)
- Talks of “significant experience” in European projects across multiple funding programmes - always citing past experience and suggesting “they know best”
- Always ensures participation is financially viable
- Dedicates 80-120% of working life to European projects (not always with enough time for each project when needed)

FRAU GREEN

- New to post or new to European projects
- Usually with only a few years of work experience
- Extremely enthusiastic and willing
- Inexperienced in European projects and not fully aware of what participation requires
- Not always aware of how to obtain institutional (or local, regional, national) support for the project
- Often requires greater hands-on coaching and support



The Rogues Gallery

A few examples of CHALLENGING PARTNERS based on my own experiences.

SEÑOR INVISIBLE

- Joins the partnership through non-personal contact (not personally known, never actually met)
- Regularly fails to attend partner meetings or sends somebody else on their behalf (often more junior)
- Regularly fails to meet agreed project deadlines
- Regularly fails to produce expected results
- Impossible to contact (telephone, e-mail, VOIP)


MADAME GREEDY

- Always trying to negotiate an increased role (or increased project funding)
- Wants maximum funds for minimum activity
- Requires funds immediately and always in advance
- Uses project budget to contribute to staff and operational costs - often with higher costs than others
- Constantly refers to the minimal financing that they are getting from the project





Joint action



In some cases, you might be fortunate enough to divide the workload... in all cases partners institutions need to:

- confirm national and institutional priorities relevant to the targeted action - including through the provision of relevant data and statistics;
- describe their own institution (background, experience, access to user and stakeholder groups, goals for capacity-building and influencing change);
- list participating staff and confirm the required knowledge, skills and capacities that will facilitate or enable successful project delivery;
- list past-funded projects and initiatives;
- provide a named contact person that will be available “throughout” project preparation.



eXchange



Some might say that this is cheating but there are few words beginning with X and eXchange is definitely at the heart of the Erasmus+ programme.

A useful reminder of the potential brought forth by the programme... for physical eXchange (staff and students) but also for the eXchange of knowledge... a vital part of any transnational collaboration and one that should not be undervalued.

Groupwork

Discuss Partners as well as Roles and Tasks

WHO will be involved in delivering your project?

WHO do you need to be involved?

WHO is missing from the Consortium?



STEP 4

Impact



**(leaving a)
Legacy**



Consider what your project will leave behind... this could be tangible (e.g. curricula, materials, online platform) or intangible (success stories, lessons learned, increased capacity) but all should be able to be described.

Confirm ambitions for updating and maintaining deliverables (financing, roles, expected lifetime)



Remember the 4 stages of the Project Timeline:

PAST

Where have we been?

PRESENT

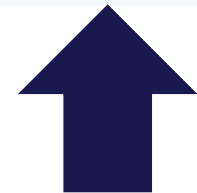
Where are we now?

IMMEDIATE FUTURE:

Where are we going?

LONG-TERM FUTURE:

What will we leave behind?





Validation and **(e)V**aluation



The term validation can be interpreted differently by different audiences... it is important to seek common understanding.

In **mobility** terms, validation is often means the process of reviewing and accepting (or rejecting) assessment processes and results.

In **development** terms, this usually reflects the concept of seeking input from one or more user groups, with a view to validating needs and outputs.



With a view to ascertaining the value of an action, initiative or intervention, it is important to establish indicators for involvement and improvement, setting both quantitative and qualitative targets.

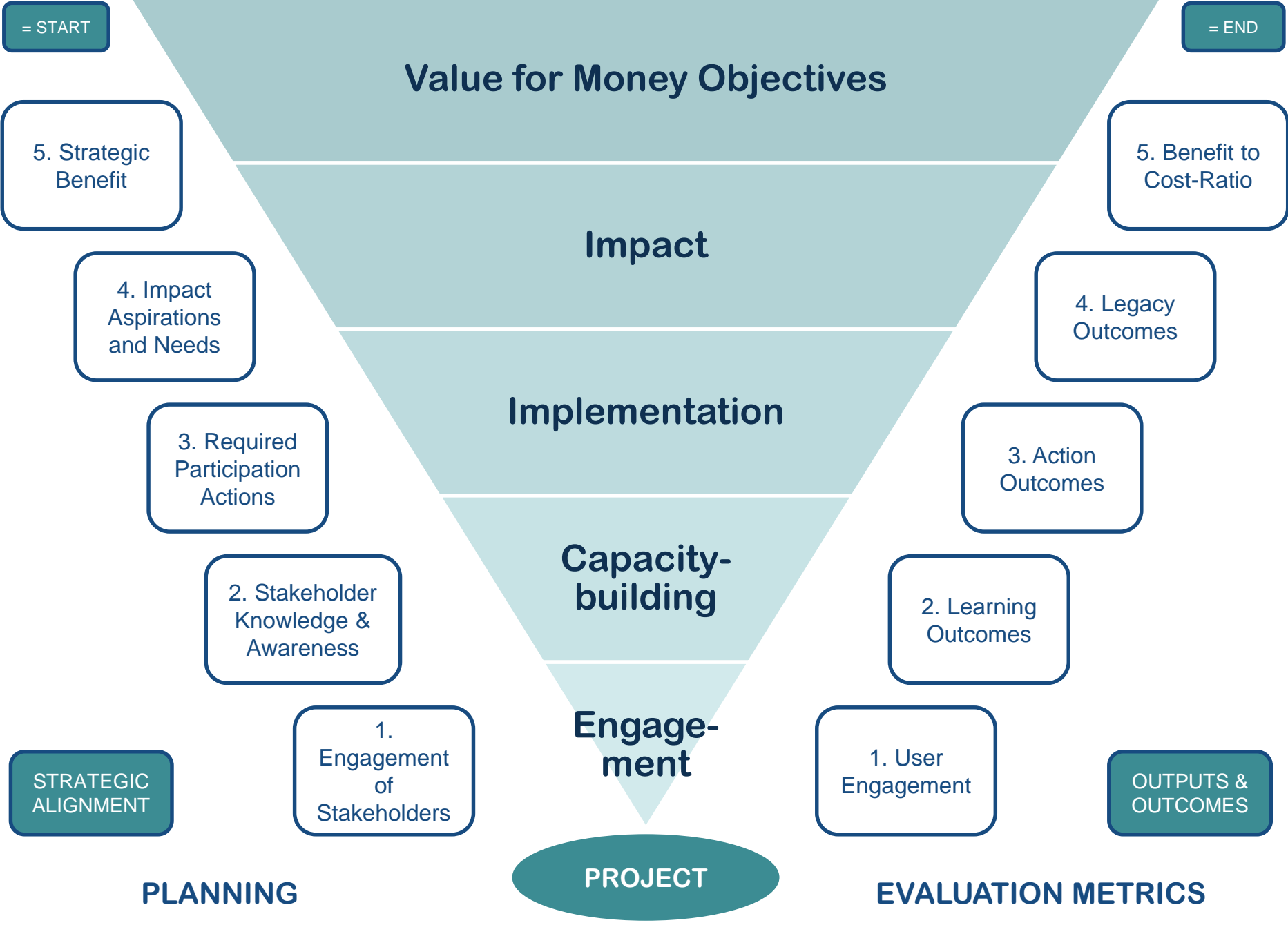
For example, you might already know how many learners or teachers you will involve in your project but how will you measure improved performance (learners), improved capacity (teachers) and the perceived quality of outputs or outcomes (various stakeholders)?



In terms of **change and impact**, consider **complementary actions** that place **before, during and after** core project delivery phases.

... at the outset, confirm **goals for involvement and improvement** ensuring that data is gathered, at key stages in the project, with a **view to measuring participation, change and improvement**.

... at the project end, there are clear **benefits to marketing participation, change and improvement**.



Groupwork

Discuss Possible Impact Measures and Tools

WHAT tools/approaches will you use to measure impact?
WHEN is it important to consider impact measurement?
WHO needs to be involved?

**So... what is
missing?**



(the answer is)

YoU

**...today is all about
YOU... building
confidence and capacity
in project creation**



Introducing the P Factor!

Groupwork

WHAT do you
plan to do?

WHY are you
doing this?

WHO will be
involved?

What will be
your legacy?



**2-3 MINUTES TO GET YOUR MESSAGE ACROSS
(YOU CHOOSE THE METHOD OF DELIVERY)**



The P Factor (Finale)



Bless Goodbye