



ERASMUS+ CONTACT SEMINAR ON WORK BASED LEARNING IN VET

DEVELOPING AND DELIVERING A GOOD PROJECT PROPOSAL: FOCUS ON ERASMUS+

Reykjavik, 16 January 2015

Active Participation Required and Rewarded



Size isn't everything!



Concepts might appear weighted towards larger scale projects... but majority of these can easily be scaled down and are often just as relevant for smaller projects.

1. How to Write a Good Project Proposal



Once upon a time...



Innovation



Implementation



Impact

What am I missing?



Institutions

Erasmus+ Perspective

... for ALL fields of education and training

Relevance
(and **Innovation**)

Quality of Project Design
and **Implementation**

Quality of Project Team
(**Institutions**, Staff)
and Cooperation
Arrangements

Impact and
Dissemination

Relevance of the Project

Storytelling

Mind **the** **Gap!**

Timeline



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 the **European “Stop Food Poverty” campaign** (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 2014, 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 2013 campaign and expects to see **partners from across Europe** contributing to similar anti-food poverty actions and initiatives. In the short-term, this action will address some of the food poverty issues that affect **close to 5% of the Glasgow population (ONS, 2013)**. In the long term, we expect that increased awareness of this issue will **prompt greater involvement** from both government and society.

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

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



Three volunteers were selected earlier and each was given a piece of paper containing a short story.

However, the story had a few **GAPS** and it was the job of these three volunteers to fill in these gaps.

I would now like to invite the three volunteers to present their “completed” stories...





THE STORY **WITH** GAPS

Once upon a time there were three _____.

One of the _____ was rather old but brought a lot of _____ to the table.

One of the _____ was rather young but had no shortage of _____.

The third and final _____ was _____ and added some _____ to this small group.



THE ORIGINAL STORY... **WITHOUT GAPS**

Once upon a time there were three Erasmus Coordinators.

One of the Erasmus Coordinators was rather old but brought a lot of experience to the table.

One of the Erasmus Coordinators was rather young but had no shortage of enthusiasm and willingness to learn.

The third and final Erasmus Coordinator was Scottish and added some transnationality to this small group.



Consider your Project on a Timeline...

PAST	PRESENT	IMMEDIATE FUTURE	LONG-TERM FUTURE
<p>What is the root of the proposed project, action or initiative (<i>identified problem, confirmed need for change or development</i>)?</p> <p>Is there a credible (and accessible) needs analysis report?</p> <p>What actions or activities have already taken place?</p>	<p>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>What is currently happening (i.e. state-of-the-art today in all partner countries)?</p>	<p>What solution(s) do you propose to implement ... When? Where? Why do this transnationally?</p> <p>Who will you target for involvement?</p> <p>Why did you select these partners and target groups?</p> <p>Is the planned solution relevant for all partners?</p>	<p>What do you target in terms of measurable or lasting change?</p> <p>How will this impact on existing landscapes or education and training provision in all partner countries?</p>

Relevance of the Project

Remember...

- take the reader on a journey... present a **story** that has roots (needs), actions, outputs and outcomes
- ensure all explanations are given (avoid acronyms, **avoid gaps**)
- confirm the **timeline**: the starting point, the schedule for delivery and, ultimately, the potential for change

Quality of Project Design

More or Less

**Beyond the
Vision**

The Itinerary



Erasmus+ is less prescriptive in terms of core work phases but asks a lot more questions!

PAST	PRESENT
<p>Confirm planned activities using a predetermined work programme that included:</p> <ul style="list-style-type: none">- Management- Implementation- Quality Assurance- Dissemination- Exploitation	<p>Provide an insight into that which is planned, confirming:</p> <ul style="list-style-type: none">- Preparatory Activities- Project Management Plans- QA and Risk Management Strategies- Indicators- Proposed Methodology (<i>complementing broader project goals and objectives</i>)- Planned Activities- Target Audiences- Intellectual Outputs (IOs)- Dissemination Activities- Multiplier Events (tied to specific IOs)- Teaching-Training-Learning Activities- Plans for Learning Recognition



Having presented a broader insight at the start (goals, objectives, proposed solutions), it is important to now confirm that you have a plan of action that will ensure **successful and quality-assured project delivery.**

The reader (evaluator) 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!****



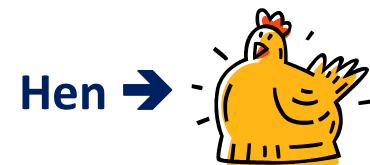
Consider a Timeline for Project Delivery...

In some cases it is quite easy to show the natural order of things, for example:

A. Hungry Person Eats Egg	B. Farmer Collects Egg
C. Chef Cooks Egg	D. Hen Lays Egg



In these cases, it is also easy to see the dependent tasks (i.e. those that depend on the completion of one phase or activity before they can begin).

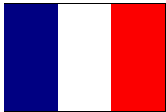




Consider a Timeline for Project Delivery...

Once we have a full list of actions, however, it can become rather difficult to know what will take place, when and where...

French Hen Lays Egg
French Farmer Collects Egg
French Chef Cooks Omelette
French Diner Eats Omelette



Spanish Hen Lays Egg
Spanish Farmer Collects Egg
Spanish Chef Cooks Tortilla
Spanish Diner Eats Tortilla



Swedish Hen Lays Egg
Swedish Farmer Collects Egg
Swedish Chef Cooks Egg Cake
Swedish Diner Eats Egg Cake



Whilst this might help partners to PLAN and DELIVER, this can be a repetitive way of presenting your workplan with benefits to grouping “similar” activities and placing these on a timeline.



The detail that you provide should be sufficient to guide delivery and to convince others that all required actions have been considered. A more detailed workplan can be provided at the project start.

PREPARATION (Q1): led by Sweden

- IDENTIFY farms (in FR, ES and SE)
- AGREE roles (farmers, hens, chefs)
- CONFIRM targets (one egg per hen)
- ESTABLISH timeline (daily for 6 months)

DELIVERY (Q2, Q3): led by France

- TRAIN hens, farmers and chefs
- RECRUIT diners (in FR, ES and SE)
- DELIVER pilot (lay-collect-cook-eat)
- EVALUATE pilot

FOLLOW-UP AND REPORTING (Q4): led by Spain

- REVIEW pilot challenges and successes
- ADAPT programme based on lessons learned
- RECOGNISE achievement (hens, farmers, chefs, diners)
- REPORT on project management, participation and delivery
- PROMOTE successes and plans for future delivery
- EXTEND programme to new countries or markets

Quality of Project Design

Remember...

- a workplan can be useful in terms of guiding project delivery but there may be a need to present your plans differently (with **more or less** detail) to respond to the demands of the Erasmus+ application form
- in delivery terms, you need to take the reader **beyond the vision...** confirming mechanisms and methods for delivery
- once again **timing** is key, with a need to explain (in simple terms) that which will be undertaken, when, by whom and involving which target or stakeholder audiences

Project Team and Cooperation



**Common
Vision**



**Skills and
Capacity**



**Shared
Responsibility**



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 partnership to include in an application.

Whilst true that there are benefits to including newly participating partner institutions, and a good geographical balance of countries, 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

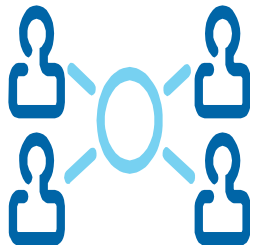
As a question is asked, if you are not able to answer YES then you must sit down.

EVERYBODY PLEASE STAND UP.



When building a partnership there is a tendency to include those **institutions that you have worked with 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 additionally ensure that the project team includes:

- competent individuals with **CONFIRMED CAPACITY IN THE DISCIPLINE, THEME OR ACTION** being targeted by your project (e.g. law, teacher training, work with employers);
 - partner institutions with **DIRECT ACCESS TO TARGETED USER or STAKEHOLDER GROUPS**;
- partner institutions with **STAFF THAT ARE NOT OVER-COMMITTED**, ensuring that tasks receive the required development and delivery time;
- partner representatives that are adequately **CONNECTED TO SENIOR STAFF AND POLICY MAKERS**, especially 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 the case where generalists are involved;
 - partners with a confirmed vision aligned with **STRATEGIC DEVELOPMENT PRIORITIES**;
- partners from non-programme countries for which the **REASON FOR PARTICIPATION** is 200% clear.



Preparation, delivery and follow-up are **shared responsibilities** and should involve **all partners**.

Project development is a time-consuming process, with multiple steps involved (partnership building, development of workplan, scheduling, budget planning).

Some applicants may be fortunate enough to divide the workload (e.g. internally) yet there is a need to ensure that **as a minimum** partners commit to:

- confirming **NATIONAL AND INSTITUTIONAL PRIORITIES** relevant to the development action or theme being targeted - including through the provision of relevant data and statistics;
- describing their **INSTITUTION** (background, experience, access to user and stakeholder groups);
- listing **PARTICIPATING STAFF** and confirming the required knowledge, skills and capacities that will facilitate project delivery;
- listing **PAST-FUNDED EU PROJECTS** (three-year requirement);
- providing a **NAMED CONTACT PERSON** that will be available “throughout” project preparation.

Project Team and Cooperation

Remember...

- a **common vision** is necessary if you are to successfully deliver a project in more than one country, region or locality (specialist partners can be involved but should be aware of broader development targets)
- there is a need to **confirm capacity** in an institutional sense and to **confirm the required skills** for project delivery among staff that are foreseen to participate in your project
- at the point of developing your project, there are clear benefits to **sharing responsibility** and dividing the workload, with partners confirming local needs, skills and capacities

Impact and Dissemination



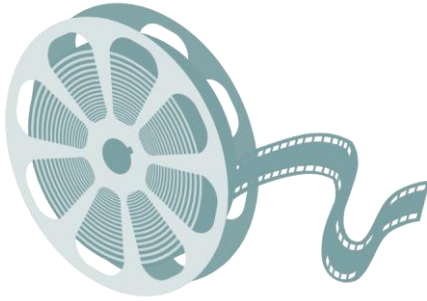
Record



Inform



Share

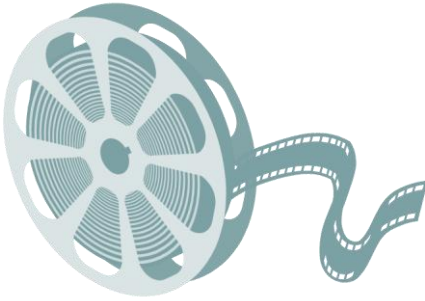


In terms of IMPACT, it is important to establish indicators for involvement and improvement, setting both QUANTITATIVE and QUALITATIVE targets or indicators.

... you might already know how many EGGS you need to deliver, collect and cook, but how will you measure IMPROVED PERFORMANCE (hens), IMPROVED CAPACITY (farmers, chefs) and the QUALITY OF OUTPUTS (diners)?

In terms of IMPACT, it is important to consider actions BEFORE, DURING and AFTER project delivery.

... at the outset, it is important to consider your vision for involvement and improvement (numbers, goals, quality assurance actions), during the project lifetime, there is a need to ensure that data is gathered with a view to measuring participation and change; at the project end, there are clear benefits to marketing and promoting participation, qualitative improvement and overall achievement.



In terms of **IMPACT**, it is important to consider **MULTIPLE STAKEHOLDER** audiences.

... you will be aware of formal requirements to report “**impact and achievement**” to contracting authorities (funding agencies) yet often there is additional value to be had through promoting “**notable successes and achievements**” to specific target audiences:

- **INTERNALLY:** at your institution, colleagues may be able to benefit from developed tools or materials, or from lessons learned;
- **PROFESSIONALLY:** there may be specific journals through which learning, methodologies, successes and perceived change or improvement can be reported... in such cases, there is often a need for supporting (pre- and post-delivery) data;
- **POLITICALLY:** examples of European-development activity are increasingly used to promote institutions, cities or regions at higher levels, marketing delivery successes and perceived impact as part of a commitment to change and improvement.



We have already spoken of the importance of **MARKETING** and **DISSEMINATING** project successes but it is important to consider the breadth of this activity alongside the types of tools, platforms and activities that you will use.

CASCADE

We are going to try a small experiment, today, based on the idea of listening to a short message and “passing it on”.

For the purpose of speed, I will begin by passing on the message to a small group. The small group will then pass it on to additional persons (e.g. one per table, one per row) and the message will then be passed around until everybody has heard the message **ONCE**. I will then ask some people what they heard.



CASCADE

What did you hear?

*THE MOON SHINES ON A WILD BEACH
NEAR THE FOGGY SEA*



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, project delivery or ultimate project successes)?

- consider **EVENTS, PLATFORMS and MATERIALS** that will work 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, dissemination audiences might be less inclined to make such an effort;
- agree on **COMMON STRATEGIES** for dissemination, exploitation & sustainability.



As with previous funding programmes, ERASMUS+ asks applicants to think beyond the initial funding period, confirming **OUTPUTS AND RESULTS THAT WILL BE MAINTAINED AND SUSTAINED** and confirming exactly how this will be undertaken, and financed?

Additionally, ERASMUS+ requires “open access” to all materials produced in the projects that it funds, with applicants required to explain how they will secure **FREE, OPEN and ONLINE ACCESS** for the wider public, citing any limitations to this... and the reasons behind these limitations.

This was arguably a more **COMMERCIAL APPETITE** evident in previous programmes and may be challenging for some institutions where commercialisation or commercial delivery is the ultimate goal (this is not disallowed): in these cases, there is a need to **think out of the box** and to consider how continued development, open access and commercial developments might work together: for example, developing **TASTER COURSES or TASTER MATERIALS** that can be delivered, freely, online.

Impact and Dissemination

Remember...

- consider “from the outset” the data that you will need to **record** be able to observe and report on change and improvement
- consider target audiences, expectations and means of **communicating** actions, activities, successes and achievements
- ensure **free, open and online access** to core project outputs and deliverables... in line with the expectations of Erasmus+

Simple Mathematics



OR

Complex Formulas

- If $IO < 1.0$ then $ME = [\text{zero}]$
- $IO + MGMT + ADMIN = [\text{additional data required}]$
- $\text{Unit Costs} = [\text{simplification}]$ but not where $ExCpt > 75\%$
 - $E + \text{familiarity} = [\text{centralised}] + [\text{decentralised}]$

Brain Teaser

What comes next?

18... 57... 5... 92... 6... 67

10 or 2? Explain

**Everything is easier when
you know the rules?**

Cost Effectiveness

How can we best judge the value or worth of an individual activity or output?

Quote A

Building and installing a replacement family kitchen including all white goods (fridge, freezer, dishwasher, cooker) and slate flooring.

Kitchen Size 20m²

SEK: _____

Quote B

Design, build and installation of a deluxe modern kitchen using *sustainable broadoak timber* and *reclaimed black slate* flooring. Price includes two onsite planning and design visits, all white goods (dishwasher, self-defrosting fridge-freezer, dual oven-hob-extractor) and a *lifetime guarantee*.

Kitchen Size 20m²

SEK: _____

Keep it Short and Simple

- Are all aspects of that which is planned really necessary to achieve the project goals (or are there some luxuries included)?
- Is it clear who is involved and what they will deliver to the action or deliverable (for example, kitchen designer, builder, installer)?
- Does the output represent value-for-money (if you divide costs among target beneficiaries, is the result acceptable)?
 - Is it a legitimate cost (e.g. ME that presents an IO)?
- Does the division of costs reflect partner roles and contributions?
 - Is it clear where non-Community funds will come from?
- Are the numbers consistent (targets, resources, expenditure, etc.)?



IN SUMMARY...

Communicate the Vision

- ➔ **Goals, Needs, Innovation and Ambition for Change**
- ➔ **Workplan, Core Steps and Activities, Schedule and Deliverables**
- ➔ **Partner Capacities, Roles and Access to Local Target Audiences**
 - ➔ **Impact, Achievements and Future Plans**
- ➔ **Budget Requirements and (perceived) Cost Effectiveness**

And... the winner is?





 @orientra

