



Project proposal writing

Project planning tool: Work Packages

March 31st, Bologna

Co-funded by the
Erasmus+ Programme
of the European Union



E.4 Logical Framework Matrix – LFM

Wider Objective:

What is the general objective, to which the project will contribute?

- to innovate teaching and learning methods in order to tackle continuous change in the pedagogy and to prepare teachers and students for new forms in school education.

Indicators of progress:

What are the key indicators related to the wider objective?

[Redacted]

How indicators will be measured:

What are the sources of information on these indicators?

[Redacted]

LFM – Univ. of Peradeniya



Specific Project

Objective/s:

What are the specific objectives, which the project shall achieve?

improve capacity of teachers to address the changing landscape of teaching and learning, and apply innovative approaches to new contexts.



to prepare teachers to facilitate change on a personal, classroom and school-level

develop interpersonal skills

improve technical and language competencies of teachers

instill best practices in teaching

- Outputs/Outcomes
 - Activities

Outputs (tangible) and Outcomes (intangible):

Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Workpackages), leading to the specific objective/s.:

The programme supports the development of interpersonal and leadership skills of school teachers, which they can use to mentor their colleagues and respective organisations as they adopt new strategies and practices upon their return to home institutions.

increase leadership skills of school teachers

- ✓ A set of soft skills (interpersonal, leadership skills) is acquired by teaching staff of the selected schools
- ✓ Peer to peer mentoring approaches and methodologies of school teachers are improved
- ✓ New strategies and practices concerning ... are adopted at institutional level

LFM – Univ. of Peradeniya



Specific Project Objective/s: <i>What are the specific objectives, which the project shall achieve?</i>	Indicators of progress: <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i>
improve capacity of teachers to address the changing landscape of teaching and learning, and apply innovative approaches to new contexts.	analyse the existing landscape for teaching and learning methods
develop interpersonal skills	training workshop for teachers/selected university staff
improve technical and language competencies of teachers	training workshop for teachers/selected university staff
instill best practices in teaching	training workshop for teachers



LFM – Univ. of Peradeniya



Activities

analyse the existing landscape for teaching and learning methods

training workshop for teachers/selected university staff

training workshop for teachers/selected university staff

training workshop for teachers

Indicators of progress

- ✓ A set of good practices is identified concerning innovative teaching and learning methods
- ✓ n. xx school teachers are trained in ...

How indicators will be measured

- ✓ Guidelines reporting the selected good practices and methodologies
- ✓ Evaluation questionnaires
- ✓ Interview reports

LFM – Univ. of Kelaniya



Wider Objective:

What is the general objective, to which the project will contribute?

To contribute to modernization in digital learning environment in Sri Lankan universities.

To contribute to the modernization agenda of the Sri Lanka higher education through the digitalization and innovation of the learning environment in 3 Sri Lanka HEIs

Indicators of progress:

What are the key indicators related to the wider objective?

Universities in Sri Lanka who have taken a policy decision to transfer their delivery of education into online mode.

Universities who have reached the targets set by the Ministry of Education within Agenda 2030 for modernization of Sri Lanka HE system

How indicators will be measured:

What are the sources of information on these indicators?

Annual Reports of universities and University Grants Commission report in Sri Lanka

Ministry reports within periodic assessment of universities

LFM – Univ. of Kelaniya



Specific Project Objective/s: <i>What are the specific objectives, which the project shall achieve?</i>	Indicators of progress: <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i>	How indicators will be measured: <i>What are the sources of information that exist and can be collected? What are the methods required to get this information?</i>
To improve capacity of academic staff in digital teaching and assessment.	Teachers dedicate more hours to online teaching	Teachers personal time tables and progress reports
To increase new opportunities for students through online education supported by technology.	Number of hours Teachers are covering in online teaching and assesment.	University records on student enrollment, progress reports of students, reports of online platforms/LMS on using online facilities
	More students enrol for online modules	
	Number of students enrolled for distance education and hours covered during online leactures and assignments.	

Do the time tables currently record the number of teaching hours done face-to-face AND the ones done online? If not, this source is not reliable unless you do not change its functioning, however, this might require additional activities to be considered within the project or change the indicator.

To widen the academic offer of innovative digital modules of high quality in the piloting fields of study

To introduce a quality assurance policy to organize and assess digital teaching and learning

By the end of the project each partner has introduced in the academic offer at least XXX new modules offered online **OR** has transformed YYY traditional modules into YYY innovative modules offered online

Students appreciation of the module increased of XX%

SOURCES:
Official academic offer and syllabus published by the universities

Reports of students' assessment survey results

Outputs (tangible) and Outcomes (intangible): <i>Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Work packages), leading to the specific objective/s.:</i>	Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i>	How indicators will be measured: <i>What are the sources of information on these indicators?</i>
<p>More qualified teachers in digital teaching and assessment</p> <p>Innovate online modules</p> <p>New manual for digital teaching, learning and online assesement methods</p>	<p>Amount of money allocated for teachers training, Number of teachers completed training courses in digital teaching</p> <p>Number of compulsory online modules introduced in distance education</p> <p>New manual for online assesement in distance education/online teaching, learning and assesement introduced by each university</p>	<p>Annual budget, Corporate and Action Plan, Teachers annual personal progress reports, Annual Report, Teachers personal data in university web sites.</p> <p>published modules, web pages</p> <p>Rules and education on conducting examinations, publised syallabuses and modules</p>

Re-phrasing: Core skills connected to use of technology for teaching, online teaching methodology and assessment are acquired by teaching staff

Literature review deliverable (?)

Digital classroom set up deliverable (?)

Digital classrooms are operative and running

Quantitative indicator, quantify in line with the number of deliverable expected (set your target)

Does it measure the qualification of teachers?
Is it an easy-to-use indicator?

Activities: <i>What are the key activities to be carried out (<u>grouped in Work packages</u>) and in what sequence in order to produce the expected results?</i>	Inputs: <i>What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</i>
To organize training programs and workshops for teachers.	Allocated compulsory period for participating training programmes and workshop for teachers.
Preparing the modules.	conducting workshops for drafting modules.
To setup digital classrooms.	Allocate more funds to setup digital class rooms. Allocated amount
To conduct literature survey.	
Prepare draft manual.	Appointing committees for preparing draft manual,
Publish the manual.	review and publish manual

Activities

Inputs:
Staff cost
Travel & per diem cost
Equipment (digital classrooms)
Etc.

Coherence with the budget and WPs

Wider Objective: <i>What is the general objective, to which the project will contribute?</i> To have effective institutional plans; and to move toward internationalisation
Specific Project Objective/s: <i>What are the specific objectives, which the project shall achieve?</i> To have individual performance evidence; and to make staff members' behaviours more manageable and expectable.

Specific Project Objectives

To have effective institutional plans; and to move toward internationalisation

Outputs/Outcomes

To have individual performance evidence; and to make staff members' behaviours more manageable and expectable.

Wider Objective

- ✓ What does a more effective institutional plan contribute to reach in terms of improvement, advancement at institutional level in the long term (after the end of the project)?
- ✓ What does a comprehensive and forward-looking internationalisation strategy contribute to obtain at institutional level in the long term (after the end of the project)?

Wider Objective: <i>What is the general objective, to which the project will contribute?</i>	
To have effective institutional plans; and to move toward internationalisation	
Specific Project Objective/s: <i>What are the specific objectives, which the project shall achieve?</i>	
To have individual performance evidence; and to make staff members' behaviours more manageable and expectable.	

Specific Project Objectives

To have effective institutional plans; and to move toward internationalisation

Outputs/Outcomes

To have individual performance evidence; and to make staff members' behaviours more manageable and expectable.

LFM – National Univ. of Laos



E.4 Logical Framework M

<p>Indicators of progress: <i>What are the key indicators related to the wider objective?</i></p> <p>There are more online teaching-learning. More work from home. Other public HEIs consider implementing KPIs</p>	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <p>survey, database analysis, institutional reports</p>
<p>Indicators of progress: <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i></p> <p>There will be more transparency and effective institutional plan.</p>	<p>How indicators will be measured: <i>What are the sources of information that exist and can be collected? What are the methods required to get this information?</i></p> <p>The sources of information that exist include reports, databases, and minutes. The methods required to get information are electronic survey, data base and report analysis.</p>
<p>Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i></p> <p>More internet-based communication, academic practices, and management.</p>	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <p>Survey and database analysis</p>

- Be specific, provide details and concrete information
- Keep in mind the real context
- Visualise the tools and sources that you describe
- More = how much/how many? (quantity)
- More = improvement in terms of? What changes between before and after? (quality)
- Reports, databases, minutes = which ones? Referred to what?

<p>Activities: <i>What are the key activities to be carried out (<u>grouped in Work packages</u>) and in what sequence in order to produce the expected results?</i></p> <p>develop principles for the implementation of a KPI framework at NUOL.</p> <p>develop principles for the implementation of a KPI framework at NUOL</p>	<p>Inputs: <i>What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</i></p> <p>Inputs required to implement these activities include staf time, budget, internet subscription, mobilities, and publication</p>
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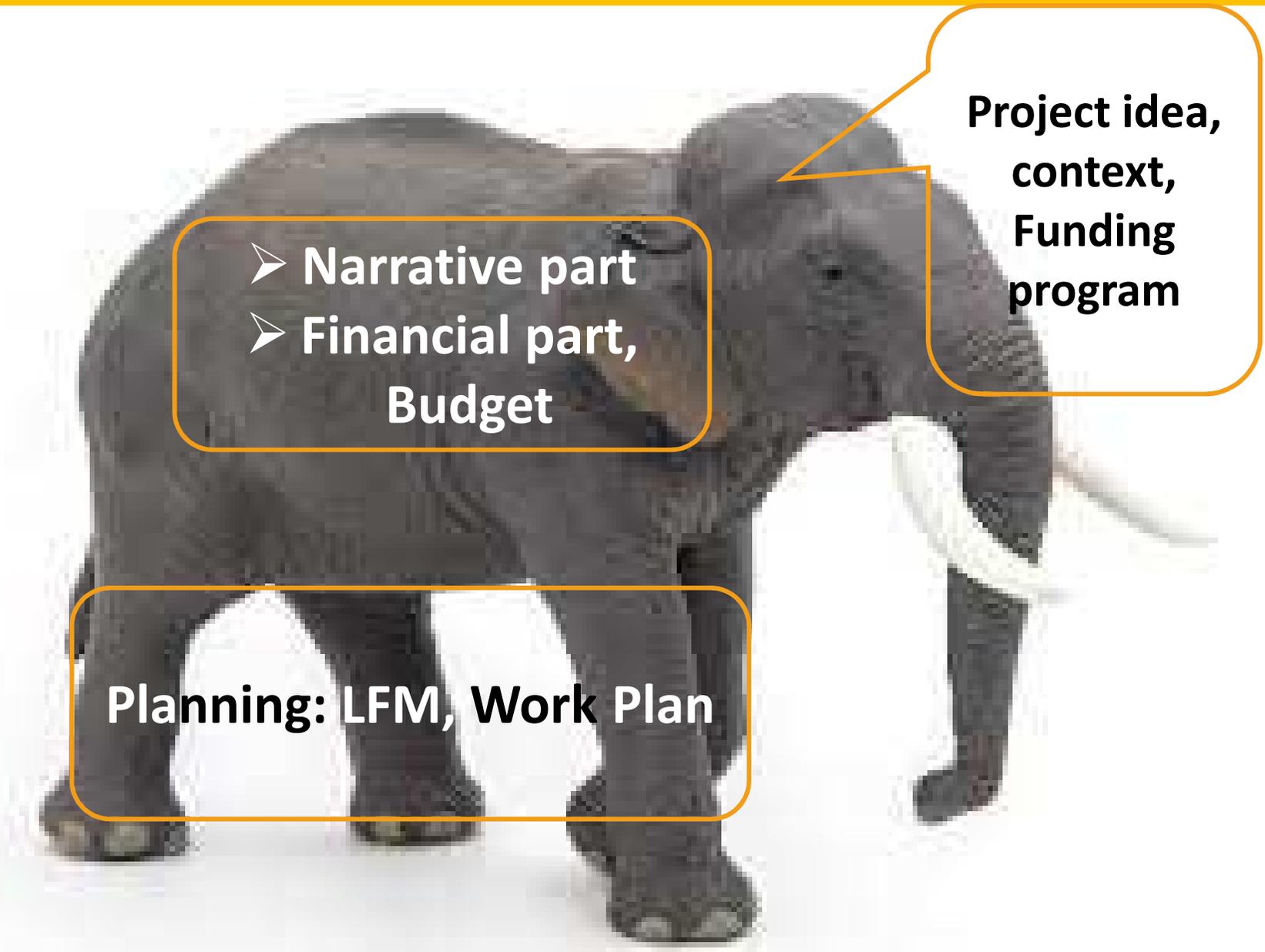
ACTIVITIES:

- Organise the activities according to logical and chronological order
- Step by step approach
- 1 activity/a group of activities -> 1 output/outcome

INPUTS:

- For each task/activity, what do I need?

Project proposal writing: one project, many parts



**Project idea,
context,
Funding
program**

- **Narrative part**
- **Financial part,
Budget**

Planning: LFM, Work Plan

LFM → activities



LOGICAL FRAMEWORK MATRIX – LFM			
<p>Wider Objective: <i>What is the overall broader objective, to which the project will contribute?</i></p> <ul style="list-style-type: none"> • [REDACTED] 	<p>Indicators of progress: <i>What are the key indicators related to the wider objective?</i></p> <ul style="list-style-type: none"> • [REDACTED] 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • [REDACTED] 	
<p>Specific Project Objective/s: <i>What are the specific objectives, which the project shall achieve?</i></p> <ul style="list-style-type: none"> • [REDACTED] 	<p>Indicators of progress: <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i></p> <ul style="list-style-type: none"> • [REDACTED] 	<p>How indicators will be measured: <i>What are the sources of information that exist and can be collected? What are the methods required to get this information?</i></p> <ul style="list-style-type: none"> • [REDACTED] 	<p>Assumptions & risks: <i>What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?</i></p> <ul style="list-style-type: none"> • [REDACTED]
<p>Outputs (tangible) and Outcomes (intangible): <ul style="list-style-type: none"> • Please provide the list of concrete DELIVERABLES - outputs/outcomes (<u>grouped in Workpackages</u>), leading to the specific objective/s: </p> <ul style="list-style-type: none"> • [REDACTED] 	<p>Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i></p> <ul style="list-style-type: none"> • [REDACTED] 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • [REDACTED] 	<p>Assumptions & risks: <i>What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?</i></p> <ul style="list-style-type: none"> • [REDACTED]
<p>Activities: <i>What are the key activities to be carried out (<u>grouped in Workpackages</u>) and in what sequence in order to produce the expected results?</i></p> <ul style="list-style-type: none"> • [REDACTED] 	<p>Inputs: <i>What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</i></p> <ul style="list-style-type: none"> • [REDACTED] 		<p>Assumptions, risks and pre-conditions: <i>What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</i></p> <ul style="list-style-type: none"> • [REDACTED]

Activities → Work Packages (WPs)

- *phase* of the work plan setting the steps to complete that phase
- *smaller project* inside the project
- combined with the other WPs, it constitutes the whole project activities

Types of work packages:

- Preparation
- Development (Implementation, i.e., the substance of the work planned including production, testing, etc.)
- Management
- Quality Assurance and monitoring (Quality Plan)
- Dissemination and Exploitation of results (promotion, visibility, awareness-raising)

Work Packages (WPs)

5 main types of work packages:

- Preparation
- Management
- Development (Implementation, i.e., the substance of the work planned including production, testing, etc.)
- Quality Plan (Quality Assurance and monitoring)
- Dissemination and Exploitation of results

Technical WPs

- Preparation
- Development

Transversal WPs

- Management
- Quality Plan
- Dissemination and Exploitation

Transversal WPs

- Management
- Quality Plan
- Dissemination and Exploitation

- ✓ During the whole project
- ✓ Supporting technical WPs
- ✓ Tools helping:
 - Meeting deadlines and workplans
 - Compliance to programme rules (admin, finances, framework)
 - Appropriate use of the grant
 - Effectiveness of activities and results (deliverables, outputs, outcomes)
 - Visibility, promotion
 - Replicate and multiply the benefits (target groups, long term)

Technical WPs

- Preparation
- Development

- ✓ Set the theme/ discipline/ geographical dimension
- ✓ Activities and results differ according to the specific project:

Examples from CBHE:

- curriculum development
- modernisation of governance, management and functioning of HEIs
- strengthening of relations between HEIs and the wider economic and social environment
- modernisation of policies, governance and management of higher education systems

Examples from APPEAR:

- Preparatory Funding to assess each other's respective institutional and social environments and jointly design a project proposal for Academic Partnership in future Calls
- Academic Partnerships strengthening the capacities of the institutions in higher education, research and management in the target countries:
 - Curriculum development
 - Strengthening research capacities
 - Teaching/education skills development
 - Enhancing Quality Assurance
 - Etc.

"technical" WPs: PREPARATION – curriculum development

WP1: Accreditation and Harmonization

The objective of WP1 is to **understand the educational context** in which the xxx Master's will be established and to ensure its official recognition by the national educational authorities. To this end, a series of activities were designed and will be coordinated by the University of xxx.

-A1.1 **Revision** of the Egyptian Space for Higher Education: oriented to understanding the models of higher education, their internal organization (academic load, grading systems, etc.) and the specific characteristics for each of the participating universities.

-A1.2 **Analysis of the needs** of Spanish in Egypt: its objective is to determine the current situation in Egypt with regards to Spanish education at both a university and lower levels of education, and the perspective of its development in a country influenced by tourism or commerce.

-A1.3 Directives of the Egyptian Ministry of Higher Education for accreditation: the purpose of this activity is to **obtain the recommendations** and steps to follow in obtaining official accreditation.

-A1.4 **Harmonization** between Egyptian and European models of Higher Education: this activity will analyze the common and divergent points between the Egyptian educational system and the Bologna model, with the objective of arriving at a consensus in which the Master's degree will be accepted in Europe and Egypt.

-A1.5 Official **recognition** of the Master's: based on the directives obtained in A1.3 and the study plan for the Master's program designed in WP2, recognition of the Master's in Egypt will be solicited in line with the Bologna model.

The results of this WP will be the foundation for the work in WP2 to design the Master's, thus ensuring the success of WP6 with regards to the sustainability of the degree in the medium and long term, and its impact on the increase in the number of Spanish professors

"technical" WPs: PREPARATION/DEVELOPMENT – curriculum development

WP2: Design of the Master degree

The objective of WP2 is to design the study plan, including the corresponding didactic content, which will be established for the Master's according to the harmonization of both models of higher education. These activities will be coordinated by the University of xxx and will include the participation of all partner universities.

The activities are defined as follows:

-A2.1 **Design of the study plan**: All universities in the consortium will design didactic models, a calendar, educational equipment and evaluation systems according to the harmonized model defined in WP1.

-A2.2 External evaluation of students and educational authorities: Of vital importance will be the participation of students and authorities in **defining the structure and content** of the Master's. A committee consisting of students and members of the Ministry will be formed to evaluate the study plan and provide comments and recommendations.

-A2.3 **Development of didactic content**: educational material will be prepared in digital format and used by the professors in developing an on-site and online educational plan.

-A2.4 **Development of the virtual platform**: The implementation of a teleformation platform will be considered as a support tool for the educational development of the Master's. This platform will be able to accommodate the didactic content of the Master's available to students, and allow the development of distance learning.

-A2.5 **Installation of language labs**: This activity will involve the installation of the computer equipment for the language laboratory, which will be installed in each of the Egyptian universities.

This WP is based on the results obtained from WP1, which produces a harmonized model of the Master's, and also **serves as the basis for WP3** in implementation **and WP4** in quality control

"technical" WPs DEVELOPMENT – curriculum development

WP3: Implementation and development of the MD

WP3 encompasses all of the tasks required to initiate and develop the xxx Master's program, which will span the duration of two academic years from the beginning of the program until the defense of the Master's thesis. This work package is coordinated by the University xxx with the participation of the remaining universities from the consortium.

-A3.1 **Launching of the Master's**: this activity will include the creation of an Academic Commission, the first coordination tasks with the faculty, the student registration period, the publication of a study plan, and the official presentation of the Master's degree.

-A3.2 **Instruction for students and professors on the virtual platform**: educational seminars will be held for professors and students on the use of the teleformation platform and its functions.

-A3.3 **On-site and on-line education**: throughout the duration of this activity, on-site classes for the Master's degree will be held in the University xxx for students from the other universities and all professors who will be teaching master's classes. Following there will be on-line educational modules that the students can follow from their home university under the supervision of the senior lecturer of the module. Both on-site and online education will use the didactic content stored in the virtual platform and any available tools (blogs, forums, videoconferencing, etc.)

-A3.4. **Master's thesis**: in order to obtain the Master's degree, the students will develop a master's thesis in their home university, supervised by Spanish teachers from either their university or one of the others belonging to the consortium.

WP3 will depend on WP2 and will be influenced by WP4, quality evaluation of the Master's, **and WP5**, dissemination of the Master's to recruit students.

Exercise 1



With reference to the below project title, put the list of activities in the correct order and find the intruder (see the Word file)

1.A

Project title: Enhancing the quality and governance of graduate level education in Cambodia

1.B

Project title: Strengthening university international cooperation between India and EU through high quality study abroad programmes

Duration: 10+10 minutes

!!SOLUTIONS IN THE NEXT SLIDES!!



Exercise 1.A - solutions



Project title: Enhancing the quality and governance of graduate level education in Cambodia

1. Conduct a comparative **analysis*** of institutional and governance structures managing graduate education in the four university partners.
2. Undertake **research and reviews*** on aspects of innovative approaches in graduate teaching and learning.
3. **Establish*** a project Communications Unit to provide continuous knowledge exchange, interaction and networking within the project consortium and for external stakeholders.
4. **Share, adapt and pilot*** models for graduate student learning management and assessment. **(INTRUDER OF EXERCISE 1.B.)**
5. Share, adapt and **pilot*** pedagogical training and support to teachers and produce guidelines for replication of the acquired methodologies.
6. Deliver a seminar for researchers and academics in pedagogy to share the **findings of the project pilot*** activities.
7. Deliver a policy dialogue event for government and senior decision-makers of the higher education sector to promote the adoption of the **project findings*** at national level.
8. Deliver a **final*** conference for higher education managers to disseminate the project results (guidelines, reports collecting the research results).
- 1-9. *OK for Initial/intermediate/final phase:* Monitoring and evaluation of all project activities.

***Key words helpful to locate the activities along the project timeline**



Exercise 1.B - solutions



Project title: Strengthening university international cooperation between India and EU through high quality study abroad programmes

1. to design tailor made training courses in blended modality for IROs of Indian partner universities on developing student and staff study and teach abroad programmes
2. to prepare the training materials on management of student and staff international mobility, including presentations, manuals and templates
3. to set up the virtual learning environment for participants in the training course on international mobility
4. to plan shadowing experiences for Indian IRO staff at international mobility offices of European partner universities
5. to evaluate the training and shadowing activities and outputs with the help of an External Evaluator **(INTRUDER OF EXERCISE 1.A)**
6. to update methodologies and services for managing international mobility in the Indian higher education universities
7. to organize the intermediate project meeting to plan the dissemination conference
8. to organize a conference for dissemination of the developed methodologies and support services among Indian higher education professionals
9. to organize a pilot programme for staff and student international exchange among Indian and European universities to apply and test the new methodologies and services
10. to negotiate and sign exchange agreements for long term programme for staff and student international exchange among Indian and European students



Description of WPs

Guiding principle: coherence with the Logical Framework and with the Work Plan

START DATE and END DATE / CONSECUTIVE or INDEPENDENT

PARTNERS INVOLVEMENT:

- ✓ Not all partners necessarily in each WP
- ✓ Participate in WP = contribute to/benefit from activities and results
- ✓ WP Leader to be agreed according to competences and experiences

ASSUMPTIONS AND RISKS:

Concerning the implementation of activities, elaboration of deliverables, meeting the results of each WP

Any factors (situations, events, conditions or decisions) that:

- *may impact on activity-output and output-objectives linkages*
- *are necessary for the success of the project activities and outcome*
- *are not directly under the control of the partnership, have to be considered as likely to occur*

Description of WPs – Focus on Assumptions and Risks, examples

Assumptions - Risks

Modernize processes/Update methodologies = formal, institutional approval:

The decision-making process is smooth.

Necessary stakeholders (executives/ policymakers/ presidents...) are involved and committed.

Analysis of contexts = collection of facts, figures, info:

A sound number of relevant actors participates/attends (focus group interview, workshop, on-line questionnaire...).

Use/creation of new technologies, ICT tools:

On-line connection is available and well functioning.

The laboratory is equipped with the machine xxx/ tool yyy necessary to carry out a certain task.

Organization of training necessary to following activities:

Staff member assigned to the relevant unit/office/department participates to the whole training and contributes to the follow-up.

Communication and interaction trainer-trainees is smooth (language, teaching and learning tools).

The decision making level is kept informed through dedicated meetings/letters according to the institutional protocol; Official endorsement/agreement is obtained.

Entities xxx/ communities yyy/ networks zzz are targeted by specific communications raising their awareness and motivation.

On-site visit/ identification of operational contact person/ provision of specific materials/ tools by partner xxx.

Selection criteria are set to identify the most suitable trainees/ interviews are conducted to check the motivation/ learning outcomes are clarified in advance/ expected goals and workload is communicated to heads/managers. Translation of materials/ local language vs pivotal language.

Mitigation of potential risks – Proactive approach towards expected assumptions

Exercise 2



WITH REFERENTE TO THE BELOW ACTIVITIES, FOR EACH ACTIVITY, FIND THE RISKS and ASSUMPTIONS (SEE THE WORD FILE).

- **ACTIVITY: To organize an international summer school on tropical animals' diseases in Sri Lanka for students from partner universities from Russia, New Zealand, Sri Lanka, Laos and Myanmar.**
- **ACTIVITY: To plan internal and external quality assurance mechanisms of project activities and results.**
- **ACTIVITY: To build and maintain a network of researchers and academics in Geology among the partner universities**

Duration: 15 minutes

!!SOLUTIONS IN THE NEXT SLIDE!!

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Exercise 2 - solutions



ACTIVITY: To organize an international summer school on tropical animals' diseases in Sri Lanka for students from partner universities from Russia, New Zealand, Sri Lanka, Laos and Myanmar.

- The academic calendars of the partner universities are compatible with each other
- Lack of a pivotal language for teaching, learning and communication among participants (students and staff)
- **Number 15 students of Veterinary Medicine are trained on the main diseases of tropical animals NO**

ACTIVITY: To plan internal and external quality assurance mechanisms of project activities and results.

- A competent external evaluator is available during the entire project life
- **A Quality Assurance Final Report is drafted NO**
- Each project partner can appoint a representative to proactively contribute to the project quality assurance working group

ACTIVITY: To build and maintain a network of researchers and academics in Geology among the partner universities

- Collaboration among the involved partner universities is weakened in the long term because of lack of commitment and motivation
- **A memorandum of understanding is signed among the partners after the end of the project NO**
- Pandemic emergencies might reduce face-to-face interaction during certain phases



Description of WPs

Description

Tasks

- ✓ Aims and objectives of the work package
- ✓ How the involved partners will organise their work
- ✓ Milestones and overall approaches
- ✓ Performance indicators (→LFM)
- ✓ Relationship / linkages with other work packages and with the overall coordination of the project

Deliverables

- ✓ Type
- ✓ Target groups
- ✓ Due date

Inputs

- ✓ Human Resources
- ✓ Travels
- ✓ Equipment
- ✓ Services & supplies

Technical WPs

PREPARATION

- The partnership/consortium acquires the necessary knowledge and up-to-date info of the context/environment where operations will take place
- Setting a cooperation framework that will allow the partnership/consortium to move forward to the following project phases

DEVELOPMENT

- The core of the project
- It distinguishes a project from another one
- The activities and results lead to the project specific objective

Technical WPs

Examples of activities:

- ✓ Mapping the existing knowledge, practices and policies
- ✓ Literature review
- ✓ Focus groups
- ✓ Harmonisation of different models
- ✓ Development of a common approach/framework
- ✓ Needs analysis/ Field study/ Capacity Assessment

PREPARATION

- ✓ *Pilot actions*
- ✓ Creation of service units
- ✓ Elaboration of teaching/learning content
- ✓ Set up of operational tools
- ✓ Delivery and launch of concrete tools
- ✓ Launch of service units
- ✓ Kick off of a study programme
- ✓ Creation of networking environments

DEVELOPMENT

Evaluation of WPs



Evaluator not necessarily expert on:

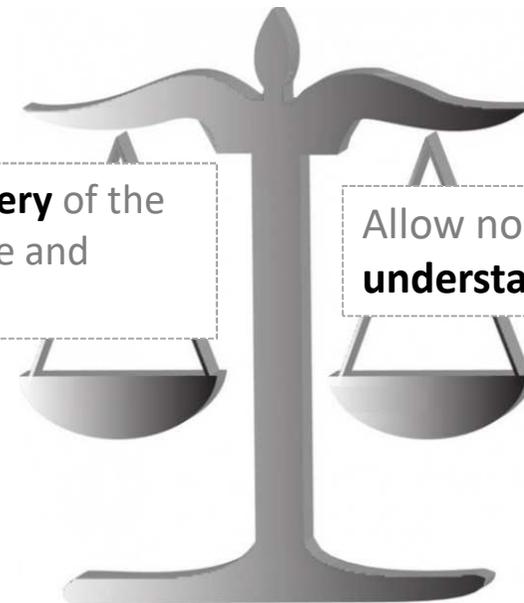
- Disciplinary field
- Geographical region
- University world

WPs:

- To showcase the project proposal
- To explain what, how, when, why we intend to do

Highlight our **mastery** of the sector (quantitative and qualitative inputs)

Allow non-peers to **understand**



Evaluation of WPs: lessons learnt



- Clear and complete description of activities
- Explain our choices

CERTAINTY

CONCRETENESS

PLANNING

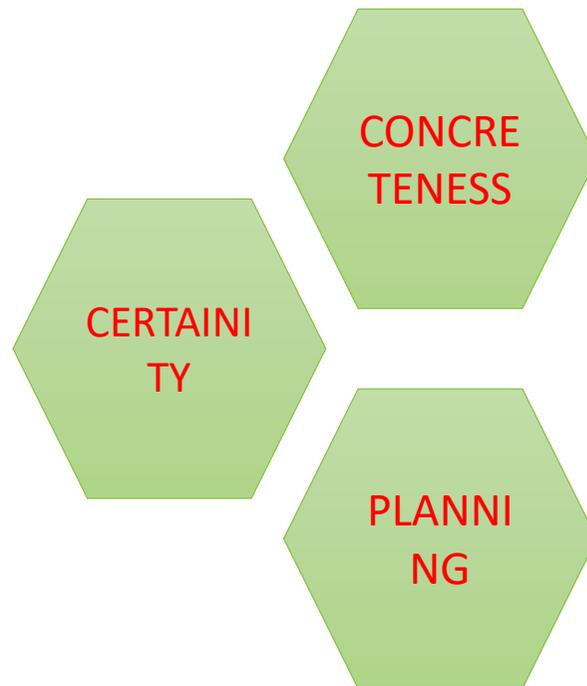
- Deliverables: relevant to activities
- Methodology: appropriate for the objectives
- Matching Activity-cost

- Logical sequence of activities
- Realistic timeline

Evaluation of WPs: lessons learnt



- The methodology is general and broad and objectives are undefined
- The WPx lacks some precision: How many participants? Which institutions?
- Some deliverables and milestones should have quantitative measures
- Assumptions and risks are not appropriately addressed, they are repeated in the descriptions of the WPs



- It is not clear how the WPx will serve the project objectives
- The project does not show the real need for the xxx expenses (travels), there is no justification for that

- Planning is not coherent
- Inadequate planning
- The time frame is overestimated
- Measures to face the stated risks are not proposed
- Assumptions and risks are not appropriately addressed, they are repeated in the descriptions of the WPs

Evaluation of WPs: suggestions

Hand in hand with the evaluator:

- ✓ Bullet points
- ✓ Bold
- ✓ High-case

Repeat
key words/concepts

Whenever possible take advantage of the flexibility allowed by the templates (no max. characters, no max. pages)



Help comprehension:

- ✓ The aim/objective is...
- ✓ Indicators:
 - 37 students involved in...
 - Min. 6 study visits organised...
- ✓ This activity is fundamental to guarantee the correct implementation of the following WP
- ✓ This innovative approach will help...
- ✓ Partner X will contribute by doing... in order to support partner y to...

- ✓ Aims and objectives of the work package
- ✓ How the partners involved will organise their work
- ✓ Milestones and overall approaches
- ✓ Performance indicators (→LFM)
- ✓ Relationship / linkages with other work packages and with the overall coordination of the project

Work Packages (WPs) & project proposal evaluation



Experts will use the work packages to evaluate the criteria relating to the:

- ✓ Quality of the Work Programme
- ✓ Quality of the Dissemination and Valorisation Plan (Dissemination and Exploitation of Results)

Additionally, experts will:

- ✓ compare the content of the work packages with the information provided in the budget tables to assess the **cost-benefit**
- ✓ verify against the Logical Framework Matrix how the project has considered the **assumptions and risks** related to each package of activities

Project proposal evaluation: WPs and Narrative



Read the award criteria against which evaluator will assess your project proposal

<p>Relevance of the project (maximum 30 points)</p>	<ul style="list-style-type: none"> ▪ The proposal and the results foreseen are in line with the objectives of the Capacity-Building action in the target country/ies; ▪ The proposal clearly addresses the thematic national or regional priorities set by the programme for its target country/ies or region(s); ▪ The proposal explains why the planned activities and expected results meet the needs of the target groups in the best way; ▪ The proposal inscribes itself in the modernisation, development and internationalisation strategy of the targeted higher education institutions and is in line with the development strategies for higher education in the eligible Partner Countries, including a greater attention to inclusion, diversity and socio-economically disadvantaged participants where relevant; ▪ The objectives of the proposal are clear, realistic and appropriate, based on a genuine and adequate needs analysis; ▪ The proposal is innovative and /or complementary to other initiatives or projects already carried out under the present or past actions; ▪ The proposal demonstrates that similar results could not be achieved through national, regional or local funding.
<p>Quality of the project design and implementation (maximum 30 points)</p>	<ul style="list-style-type: none"> ▪ The activities proposed over the lifetime of the project are of high quality, pertinent and appropriate to achieve the objectives and foreseen results; ▪ The proposed methodology is innovative, feasible and appropriate to achieve the foreseen results; ▪ The proposal is cost-effective and allocates appropriate resources to each activity; ▪ The overall project design ensures consistency between project objectives, methodology, activities and budget proposed;

Please identify the target groups and their needs in each Partner Country. (limit 8.000 characters)

Partner Country [...]:

Partner Country [...]:

(Please add partner countries as appropriate)

D.3 Innovative character

Demonstrate why the proposal is innovative.

If it is complementary to previous/existing funded projects nationally or internationally please explain how the new proposal builds on it/them and demonstrate its added value and why it is not a simple continuation thereof. (limit 2.000 characters)

D.4 European added value

Why is there a need for cooperation with the Programme Countries in this area of activity and a funding via the Erasmus+ Programme? Why can the intended results not be achieved through national, regional or local funding in the Partner Country/ies? (limit 2.000 characters)

Project proposal evaluation: WPs and Narrative



Read the award criteria against which evaluator will assess your project proposal

	<ul style="list-style-type: none">▪ The work plan is clear and realistic, with well-defined activities, realistic time-lines, clear deliverables and milestones. It demonstrates a logical and sound planning capacity and includes appropriate phases for preparation, implementation, evaluation, follow-up and dissemination of results;▪ Challenges/risks of the proposal are clearly identified and mitigating actions properly addressed. Quality control measures, including indicators and benchmarks, are in place to ensure that the project implementation is of high quality, completed in time and on budget. Reliable sources are given for verification of indicators to measure the outcomes of the action.
<p>Quality of the project team and the cooperation arrangements (maximum 20 points)</p>	<ul style="list-style-type: none">▪ The proposal involves a strong and complementary partnership of higher education institutions;▪ The project team has the necessary skills, experience, expertise and management support to successfully deliver all aspects of the proposal;▪ Where relevant, the proposal also includes the most appropriate and diverse range of non-academic partners, in order to benefit from their different experiences, profiles and specific expertise;▪ The distribution of responsibilities and tasks is clear, appropriate, and demonstrates the commitment and active contribution of all participating organisations in relation to their specific expertise and capacity;▪ An effective mechanism is proposed to ensure good coordination, decision making and communication between the participating organisations, participants and any other relevant stakeholder;▪ The participating organisations from eligible Partner Countries are satisfactorily involved in the implementation of the action and decision making (including measures for any conflict resolution);▪ The proposal involves higher education institutions that have not benefited from support for Capacity Building in the past.

Further tips



✓ Analyze the Call for Application on one side BUT also the Application forms

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Specific needs

Target groups

Added value

Beneficiaries

Cooperation mechanisms, management and communication

Methodology

Sustainability

Complementarities

Dissemination and Exploitation

Quality control and monitoring

Further tips



- ✓ Follow the instructions and Answer the queries

D.1 Why does the consortium undertake this project?

- – Which problem(s) will the project address in the participating Partner Countries? Why are these problems pressing?
- – Please explain the result of the need analysis carried out for each Partner Country and for each Partner institution and provide qualitative and quantitative evidence for your results. Please refer also to studies carried out and feasibility analyses undertaken. In particular explain for each institution, why the support from the CBHE action is required. (limit 10.000 characters)

[Please delete the instructions below before submitting your full application]

INSTRUCTIONS FOR DRAFTING THE FULL APPLICATION

2.1.1. Description (max 13 pages)

Provide a description of the proposed action and its relevance, including all the information requested below, referring to the overall objective and specific objective(s), as well as to the expected results (i.e. impact, outcome(s), possible intermediary outcomes and outputs):

- Briefly outline the relevance of the action to the objectives/sectors/themes/specific priorities of the call for proposals and to the particular needs and constraints of the target country/countries region(s) (including synergy with other development initiatives and avoidance of duplication)
- Define and describe the target groups and final beneficiaries, their needs and constraints, and state how the action will address these needs and improve their situation. Describe the key stakeholder groups, their attitudes towards the action and any consultations held. Describe the technical and management capacities of target groups and/or any local co-applicants and affiliated entities.
- Present the intervention logic, explaining how the activities will lead to the outputs, then the outputs to the outcome(s) and finally the outcome(s) to the expected impact, making explicit the main assumptions and risks along this chain of results.
- State how the action will improve the situation of the target groups and final beneficiaries and the technical and management capacities of target groups and/or any local co-applicants and affiliated entity(ies).

- Use the required paper size and recommended fonts;
- Keep the exact number of pages as required;
- Keep the required order;

Further tips



✓ Follow the instructions and Answer the queries

C. Relevance for and contribution to development and achievement of the SDGs

Max. 4 pages. Please answer each question in the box provided.

C.1. How is the project aligned with the thematic focus of the APPE?

C.2. Which specific needs are addressed by the project? What is the specific context? (geographical, national, institutional, scientific context, and scientific needs and demands of all partners and how have they been identified)

C.3. How is the project aligned with the respective national development programmes?

D. Project design and quality

Max. 4 pages. Please answer each question in the box provided.

D.1. Which are the specific activities you intend to implement and to which immediate results and short-term use of results will they lead? Also see section G of this application form. Illustrate the intended timeframe for the implementation of activities and achievement of results.

D.2. Which academic and scientific methods, theories or innovative approaches is your project based on? (e.g. in terms of theoretical, interdisciplinary, methodological and educational aspects, gender-sensitivity and inclusive approach)

D.3. How are the programme's guiding principles reflected in your project? See guidelines 3.1.

D.4. Which added values are considered in your project? See guidelines 3.5.

Further tips



- Give exhaustive information presenting them in a concise and clear way (be precise, concrete, follow a clear line of discussion);
- Stress your point to convince evaluators but avoid to be redundant → find a balance
- Use the appropriate project management terminology and do not hesitate to use the same terminology, expressions or even phrases as in Guidelines
- Use simple, easily understandable language → terminology, understandable for everyone, not only for specialists of the specific branch or scientists
- Review by project writing team and partners