Erasmus+
How to Prepare a Good Project Proposal
Where to start?

Define needs
Include capacities, problems and development priorities

Assess what is possible
European and local political and economic context

Define target groups
Those whose needs and problems you intend to address

Select partners
Compatible interests, needs and capacities

Education and Culture
How to start?

1. **What is Erasmus+**

2. **What specific idea requires international cooperation project?**

3. **Is this supported by the Higher Education Institution (HEI)? If so,**

**Start locally**

- In HEI (colleagues/services/departments/authorities...)
- With stakeholders (other HEIs/employers/local-regional-national authorities...)

**Consider international partners**

(contacts/organisations which 'add value' or gain from project)
Needs/problem analysis
Partnership

Convince assessors that needs are real, relevant to whole partnership and will be concretely addressed

Convince assessors that partners are the best to achieve project objective, most need project outcomes and best to implement project successfully

Drafting proposal is shared exercise
• reflects partners' shared responsibilities for implementation stage
• requires regular revision/rewriting to ensure:
  • Consistency and coherence
  • Comprehensiveness
  • Fulfilment of Erasmus+ objective

Be specific
Choose carefully
Describe precisely
Organise and plan
Presentation of project

Convince assessors that project is worth funding

Keep award criteria in mind

• available in 'Call'
• indicate what is most important in project proposal

Relevance of the project
• maximum 30 points

Quality of project design and implementation
• maximum 30 points

Quality of project team and cooperation arrangements
• maximum 20 points

Impact and sustainability
• maximum 20 points
Logical Framework Matrix

Tool for project design and monitoring during implementation.

Comprehensive and coherent image of project; facilitates planning and evaluation; identifies:
- Strategic elements (inputs/outputs, outcomes, impact)
- Indicators
- Assumptions
- Risks

<table>
<thead>
<tr>
<th>Wider Objective</th>
<th>Specific Project Objectives</th>
<th>Outputs (tangible)</th>
<th>Outcomes (intangible)</th>
<th>Activities</th>
<th>Inputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
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</tbody>
</table>

Indicators of progress | How progress will be measured | Risks and assumptions
Wider & specific objectives

Wider objective
• Expected “global” result of project, in terms of consequences
• Longer-term impact:
  – To what wider objective will it contribute?
  – Aim/consequence of successful implementation (often goes beyond project lifetime)

e.g. “Strengthening capacities of xxx universities to offer modern, market-oriented education in tourism in response to growing regional demand for sustainable tourism development”

Specific objective:
• Expected result(s) or direct impact of project:
  – What is expected/will be achieved by end of project?

e.g. "Development of curricula and teaching methods for M.A. programme in sustainable tourism at universities X,Y,Z by January 2011”

Guiding questions:
• Are specific objectives measurable, realistic and time-bound?
• Are project objectives consistent with programme objectives?
Outputs & outcomes

Definitions

Outputs = *tangible* products, goods and services which result from project

  e.g. "x new teaching courses developed and y courses modernised for inter-disciplinary M.A. programme in tourism development"

Outcome = the likely or achieved short-term and medium-term *intangible* effect of project

  e.g. "New teaching skills and methodologies acquired by teaching staff of X universities"

Tips

- Check whether realising planned outputs/ outcomes will lead to achieving specific objective(s)

- If possible, quantify outputs

- Foresee specific outputs for sustainability, quality control and/or management
Activities & inputs

Definitions

Activities = actions taken or work performed, means/inputs mobilised, to produce specific outputs

- e.g. Which activities should be carried out, and in what order, to produce expected outcomes/outputs?

Inputs = financial and human resources, equipment and infrastructure used for implementation of project

Example

Output/Outcome:

- 2. New teaching skills and methodologies acquired by teaching staff of x universities

Activities:

- 2.1. In-depth analysis of existing training needs and staff selection
- 2.2. Development of training modules and training materials
- 2.3. Implementation of y targeted training modules for z university teachers
Indicators/measures of progress

Indicator of progress = *quantitative or qualitative* factor or variable that provides *simple and reliable* means to *measure achievement, reflect changes* connected to intervention or help *assess performance* of project

- Indicators must be specific and measurable
- Ambitious but realistic targets and deadlines should be defined
- Participation of key stakeholders in their definition is important - they are then more likely to understand and use them!

How indicators will be measured = *sources and means of verification* to check whether indicators have been met (i.e. where to find relevant information)

- Information sources that are available and reliable (publications, documents, decisions, national/institutional statistics, reports etc.)
- Methods facilitated during project to collect information needed to assess the indicators (monitoring, market studies, questionnaires, interviews, etc.)

Indicators allow to monitor progress in implementation of project and to take necessary measures in case of difficulties
## Indicators/measures of progress

### Simplified example

<table>
<thead>
<tr>
<th>Output</th>
<th>Indicators of progress</th>
<th>Sources of measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed and/or modernised curricula/courses</td>
<td>x new course modules developed by project month y and accredited by project month z</td>
<td>course documentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>accreditation documents</td>
</tr>
<tr>
<td>Staff training</td>
<td>x training modules for teacher training/training materials developed by project month y</td>
<td>published training materials</td>
</tr>
<tr>
<td></td>
<td>z teaching staff completed targeted teacher training by month n</td>
<td>list of training participants feedback questionnaires</td>
</tr>
</tbody>
</table>
Assumption and risks

Assumptions = desired situation

Risks = external factors (outside control of project) which could affect achievement of objective

Guiding questions:
• What assumptions are required for achievement of project?
• What are risks which should be taken into account?
• What are possible measures to limit or prevent risks?
• Have these measures been translated into project activities whenever possible?
Final checks

Read logframe top-down to verify/answer the following:

• Does logframe provide good, concise overview of project?
• Is this consistent with other sections of application?
• Are specific objectives, outcomes and activities logically connected?
• Are all activities needed to achieve concrete outcomes and outputs? Are any activities missing?
• Are all elements coherent and feasible?
• Is overall working method (how to do things) logical and clear? Does it include development, implementation and evaluation of expected results/outputs?

Read logframe left to right to verify/answer the following:

• Are defined indicators of progress measurable and appropriate (quantitative dimensions, deadlines for achievement of results)? Is it possible to verify expected project results?
• Have assumptions and risks been properly identified?
• Have actions/measures to counteract possible risks been specified?
Dissemination strategy

Identify and present:

• outcomes/outputs to disseminate
• target groups
• dissemination tools to use
  – Varied
  – Adapted to target groups

Plan activities:

• or at least plan to plan!
• do not start too late (even from early stages of project)
• plan progressively and consistently

Involve decision makers at institutional and national level, professional and student organisations...
Cooperate with existing networks, other projects...
Check exhibitions, fairs...
Sustainability

Tips:

- Demonstrate that project outcomes and outputs will be maintained (developed) once project is finished (and EU funds used up)

- Propose and implement measures to enable
  - institutional
  - financial and
  - political

sustainability of project outcomes and outputs
(e.g. train staff in sufficient numbers, establish structures, obtain accreditation)

Institutional:
- Statutes, decisions, rules
- Human and physical structures

Financial:
- Budget/own resources
- Future planning

Political:
- Institutional
- National/state/local engagement/reform

Education and Culture
The Team

Project Team - individuals who act on behalf and with full support of their institutions

- Includes coordinator, partners (and associated partners)
- Works with other stakeholders (HEI departments, students, education authorities, employers...)

Trust and confidence between individuals is necessary but not sufficient

Tasks and responsibilities have to be formalised and endorsed in comprehensive COOPERATION AGREEMENTS

Necessary documents, such as official application form, are in “How to apply” section of call for proposals:
https://ec.europa.eu/programmes/erasmus-plus/calls-for-proposals-tenders_en
The Coordinator

- **Is really in charge!**
- **A good coordinator**
  - Has good management and communication skills
  - Is trusted by partners
  - Has full support of his/her institution
- **Coordination can/should be shared:**
  - Financial & administrative tasks
  - Academic management
  - Distribution of tasks with partners
- **Oversees implementation of activities**
- **Manages funds of project and ensures respect of rules**
- **Cooperates closely with key institutional services**
- **Central communication point with partners and external stakeholders**
- **Submits interim and final reports and requests for payment**
The Partners

- Must be fully informed and:
  - know expected results
  - know their role and responsibilities (e.g. provide information and supporting documents for reporting, cooperate with key services in their organisation, contribute to dissemination)
  - know contractual framework & financial rules
  - respect partnership agreement
  - work in full transparency with coordinator (e.g. inform of changes/ delays)
  - have full support of their organisation
  - be aware of institutional and/or legal constraints
Student Involvement

- In project activities
  - Curriculum development (presence in advisory board, peer review)
  - Introducing new teaching & learning methods
  - Dissemination & sustainability strategy
  - Quality assurance

- In project bodies & decision-making
Best practice tip: who is who in project?

Description of work experience and contact details of each project staff.
A good proposal is:

- **FOCUSED**: experts have a lot to assess! Answer questions in right order: what problem/need is addressed, how (feasible actions and timescale): i.e.
  - Relevance /30
  - Design /30
  - Team/Cooperation Arrangements /20
  - Impact and Sustainability /20

- **COHERENT**: avoid contradictions; avoid "patchwork;" explain (experts will not read your mind)

- **SIMPLE**: better few well-chosen words than long/vague explanations

- **CONCRETE**: use examples, justify statements, give proof

- **RIGOROUS/COMPLETE**: application is basis for project implementation – legally binding! Ensure (twice!) all instructions followed and proposal fulfils all mandatory requirements.

**TIP**: have final draft proof-read by colleague not involved in proposal!