

GUIDELINE

FOR THE STRATEGIC PLANNING OF
A LEARNING OUTCOME-BASED TCA EVENT

Outcome based strategic planning of TCA-s
TCA lifecycle ADVANCED

IMPRINT

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1 INTRODUCTION

This guideline is the outcome of the Peer Learning Activity (hereinafter PLA) for TCA officers organized by the Tempus Public Foundation on 29th of October 2019 on Outcome based strategic planning of Transnational Cooperation Activities (hereinafter TCAs). The findings of the workgroups on this PLA were used as good examples for this guide.

The guide aims to briefly summarize the key concepts and techniques of the strategic planning of a learning outcome-based TCA project for the hosting organisations. All the examples listed in the tables below are from the colleagues of national agencies who participated at the PLA on the above mentioned TCA officer training day.

2 THE TCA ACTIVITY

Two types of TCAs the Transnational training, support and contact seminars of potential Erasmus+ Programme participants (TSS) and the Transnational thematic activities linked to the objectives, priority target groups and themes of the Erasmus+ Programme (THO) can be considered as a project, that is why as part of the Guideline we first define the concept of a project. Please note that the third type of TCAs, the so called Evidence-based analysis (EBAR) TCA project aims at analysing the impact of the Erasmus+ programme thus its project management logic falls outside the remit of this guide.

A project is a unique, complex process system consisting of a group of activities undertaken, coordinated, and controlled to meet specific requirements (including time, cost, and resource constraints) with set start and end dates.

A TCA project is a way of accomplishing tasks that in most cases cannot be classified as regular and recurring activities¹ by the National Agencies (hereinafter NAs).

2.1 FEATURES OF A GOOD PROJECT:

- **relevant**
 - demand-driven, therefore it is based on needs;
 - goal-oriented: it moves towards product creation;
 - it is linked to and meets the strategic goals of the organisation.
- **feasible**
 - well thought out, consistent;
 - it has measurable results;
 - it has a realistic budget;
 - clear division of labour among project implementers;
 - the risks and areas of uncertainty are known and specific, and well thought out measures are available to address them.
- **sustainable**
 - the exploitation of its impact is ensured even after the project is closed.

¹ Please note that recurrent TCAs (events repeating with same/similar topic from year to year) can be considered as separate projects from the aspect of learning outcome-based approach.



2.2 WHAT ARE THE 'RESULTS'?

Results are defined as the outputs, outcomes or impacts of development interventions, with each element contributing to the next, as set out in the result chain below. The links between each element are as important as the results themselves, reflecting the theory of change and the roles of providers and other stakeholders.

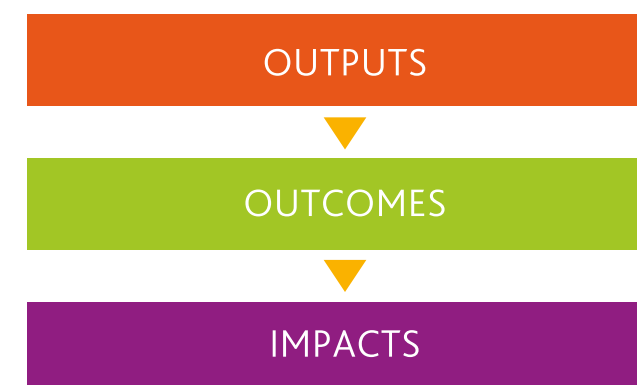
Development co-operation providers use output, outcome and impact information (results data) at different levels (corporate, country, project) to communicate and account for what has been achieved, and to enable learning, informed decision making and course corrections.

OUTPUTS: The products, capital goods and services which result from development interventions.

OUTCOMES: The expected or achieved short-term and medium-term change and effects of intervention outputs.

IMPACT: Positive and negative, primary and secondary, long-term effects produced by development interventions.

Result chain²:



THE TCA PROJECT CAN HAVE TWO TYPES OF OUTCOMES:

The learning outcomes, which are individual outcomes of TCA participants (please see chapter 3.3) and the outcomes of the TCA event.

For example, using a partner list produced at a contact seminar is an output. If the participants find suitable partners with whom they will be able to submit a successful application is an outcome of the TCA. The outcomes of the Erasmus+ project, which will be implemented as a result of the partnership, is the impact of the TCA project.

Please note that **this guide focuses on designing learning outcomes of TCA participants.**

² <https://www.oecd.org/dac/results-development/what-are-results.htm>

3 THE PROCESS OF STRATEGIC PLANNING OF A TCA EVENT | ...

One aspect of the success of a TCA project is meeting the pre-defined goals, so it is essential for the project objectives to be precisely defined. The identification of the objectives happens during the definition phase of the project. Therefore, before setting goals, it is imperative that the TCA officer reviews the strategic goals of the NA, and based on them, defines the development objectives of it, which once agreed within the NA and with partners, can become the basis of the official project objective.

In any case, a project objective must be specific, accessible, measurable, relevant and timely and time bound. This is highly important because it is easier to assign learning outcomes to well-formulated project objectives. The use of learning outcomes helps to determine whether a given objective can be considered to have been achieved. For measuring the expected learning outcomes, it is necessary to design criteria of evaluation and indicators of the outcomes of the event. It is important to note that without having defined clear TCA objectives and expected learning outcomes (and criteria for assessment), the assessment of the success of the activity will not be sufficiently grounded.

The following table illustrates one possible logic of TCA project planning conducted on the PLA:



TCAs are organized by National Agencies, which operate in different organizational structures. It follows that different TCA officers have different levels of autonomy: in some NAs the proposed TCA is appointed by the NA Director, while in others TCA officers can independently design and implement their projects with the approval of the NA director. Therefore it varies from NA to NA in which part of the strategic planning process described above and to what extent NA management and other colleagues are involved.

3.1 SETTING GOALS:

Goals are specific expectations set by the organisation (NA) that enable the organisation to fulfil its mission and realize its vision. The goal is a desirable, attainable and determined state.

Goal setting is one of the most difficult tasks for an organisation. The SMART method helps to formulate the goals.

According to this method all goals must meet the following requirements:

- **Specific**—specific quantity and quality;
- **Measurable**—in an objective way;
- **Achievable**;
- **Relevant**—relevant, selective, independent;
- **Time-based**.

Goals are built on each other and can be deduced from one another. This is called target hierarchy. There are basically three types of goals that can be distinguished:

- 1. Strategic goals:** Expectations related to general, higher-level expected results.
- 2. Development objectives:** Short-, medium-, or long-term objectives related to the operation of the institution which can be derived from strategic goals and contribute to their achievement.
- 3. Project objectives:** Short-, medium-, or long-term objectives for a given development that are project-based. The project objectives are also in line with the strategic objectives of the organisation as they are derived from development objectives. Development project objectives should be reflected in the action plan of the TCA project.

3.1.1 REVIEW OF STRATEGIC GOALS

Strategic goals are comprehensive yet well-graspable. Concise goals are formulated in one or two sentences. They are based on the mission of the organisation and respond to the identified challenges in its operational environment. Strategic goals should be set at the highest level of abstraction, which means that relatively few (3-5) goals are sufficient for the organisation. Keep in mind that the NA's strategic documents already contain strategic and development objectives, so it is worth reviewing those documents first.

Strategic goals are not necessarily long-term goals. For example, strengthening the National Agency's international reputation is an objective that can be assigned as a short-, medium-, or long-term goal.

It is recommended that the TCA officer / staff member planning a TCA starts with listing which of the existing institutional or other documents can be considered as strategic documents and also identify other documents that contain strategic goals or plans as well as the ones that may be related to the institutional strategy.

3.1.1.1 POSSIBLE SOURCES OF STRATEGIC GOALS

Strategic goals can be found in the following documents:

Strategic goals at European level:

- Europe 2020 strategy³;
- Council recommendations and Commission initiatives related to European Education Area 2025⁴;
- The objectives of the strategic framework for European cooperation in education and training (ET 2020)⁵;
- Strategic goals of current and upcoming Erasmus+ programmes⁶.

Strategic goals of the NA:

- Mission statements;
- NA general strategies developed for the work programme that include Needs Analysis;
- TCA objectives in the work programme.

3.1.1.2 STRATEGIC PRIORITIES FOR TCAs PROPOSED BY NA DIRECTORS

The directors of NAs – at their informal meeting in Malta in 2017 – discussed transnational cooperation activities and took stock of the strategic priorities of all NAs. The most prioritised topics were clustered to four main broad themes which were coined as the four priority themes for transnational cooperation activities. These priority themes – impact, internationalization of HE and VET institutions, professionalization of teachers and staff and inclusion – provide strategic focus for the TCAs in 2018–2020. The priorities are not exclusive, other topics can also be proposed. The priority themes include different subtopics, some examples are presented below as can be seen on the SALTO E&T platform⁷.

Impact

- Supporting KA2 projects on dissemination and sustainability;
- Promoting cross-sectoral exchange of practice;
- Capacity building in impact and dissemination;
- Evidence based methods and tools on impact.

Internationalization of HE and VET institutions

- European internationalisation strategies within VET and HE;
- Internationalisation strategies for VET Charters;
- Long term pupil mobility;
- Student recognition.

Professionalization of teachers and staff

- International project management skills;
- Validation of learning experiences;
- 21st century skills;
- Interactive teaching methodologies.

Inclusion

- Equal opportunities in education;
- Supporting migrants through education and training;
- 21st century skills (especially critical media and digital competences);
- Erasmus+ Role Models.

3 https://ec.europa.eu/info/strategy_en
4 https://ec.europa.eu/education/education-in-the-eu/european-education-area_en
5 https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en
6 https://ec.europa.eu/programmes/erasmus-plus/resources/programme-guide_en
7 https://salto-et.net/publisher/page/na_directors

3.1.2 CHOOSING THE APPROPRIATE STRATEGIC GOAL

Upon reviewing the strategic documents, the following highly important strategic goals for the NA can be identified in the four above mentioned priorities. The following examples illustrate this process:

PRIORITY	POSSIBLE STRATEGIC GOALS
Impact	Supporting the education in different fields Increasing the quality of programme results Building new partnerships Improving quality of Erasmus+ Programme on system level Reaching newcomers for Erasmus+ programme Studying the impact of hosted mobility in HE (2020)
Internationalization of HE and VET institutions	Increasing quality of the Erasmus+ projects Sharing internationalisation strategies in VET
Professionalization of teachers and staff	Increase the number of participants in Erasmus+ programme Increase the quality of the implemented Erasmus+ projects
Inclusion	Raising awareness among participants of a broader understanding of inclusion Using Erasmus+ as an instrument for inclusion

3.1.3 CONDUCTING A NEEDS ANALYSIS

It is not easy to select the strategic goal to determine the development objectives that could serve as the concrete objective of a future TCA project. Choosing the appropriate strategic objective is worth making in a team, so it is advisable to involve NA staff who are/is aware of the potential development needs of possible applicants.

Once the actual strategic goal has been identified, it is useful to conduct a Needs Analysis to reinforce the possible development objectives with this **bottom up approach**. The point of this logic is that the needs of beneficiaries and potential applicants have to be mapped.

The following tools can help to understand beneficiaries' needs:

- Feedback from beneficiaries (participants' needs for provision of information):
 - Surveys among beneficiaries;
 - Personal interviews with beneficiaries and policy makers;
 - Focus group interviews with beneficiaries and policy makers;
- An overview of previously implemented TCAs:
 - Trend analysis of applications;
 - Trend analysis of applicants;
- Sector analysis;
- Any other tool that can support to get to know their needs.

Whichever method is chosen, it is essential to always determine needs based on valid data.

The needs analysis is advised to be used in parallel with the **top-down approach** (detailed in Chapter 3.1.1.) which helps to understand the expectations deriving from the top-level documents and then to identify the detailed requirements in the lower-level documents.



The two approaches are complementary: while the bottom-up approach focuses on the needs of potential applicants, the top-down takes into account the most important policy expectations. A common understanding of information from different sources can provide an accurate picture of real needs.

3.1.4 IDENTIFYING DEVELOPMENT OBJECTIVES AS A BASIS FOR THE PROSPECTIVE TCA PROJECT

A strategic goal can have several development objectives. This is important because the development directions defined by the strategic goals will be specified by the development objectives, to which (expected) results can be assigned by indicating the time span (short, medium, long term).

PRIORITY	POSSIBLE STRATEGIC GOALS	SOME DEVELOPMENT OBJECTIVES
Impact	Supporting the education in different fields Increasing the quality of Erasmus+ programme results Building new partnerships Improving quality of Erasmus+ on system level Reaching newcomers for Erasmus+ programme Studying the impact of hosted mobility in HE (2020)	Increasing the quantity and/or quality of Erasmus+ programme projects Focusing on newcomers (reaching and training) Increasing the quality of the newcomers' project proposals engaging with Erasmus+ programme
Internationalization of HE and VET institutions	Increasing quality of the Erasmus+ projects Sharing internationalisation strategies in VET	Provision of information, general and targeted promotion (e.g. Identification of multipliers) Clarification of concepts for participants Supporting applicants to complete and verify the application form
Professionalization of teachers and staff	Increase the number of participants Improving the quality of Erasmus+ projects	Increasing the number of participants in Erasmus+ programme Increasing competences of (potential) Erasmus+ participants Supporting the capacity building of the participants
Inclusion	Raising awareness among participants of a broader understanding of inclusion Using Erasmus+ as an instrument for inclusion	Enhancing higher participation of schools with a higher number of disadvantaged students Increasing the number of peer learning activities Developing resources an expert pool on different subjects (3 years)

Similarly to the method used for strategic goals, it is advisable to first select several (maximum three) development objectives, then narrow down the scope and keep the one that best suits the NA. This will be the basis for defining the specific project objective. (Theoretically, more than one development objective can be taken into consideration to define a TCA project objective, but in practice, TCA can only be effective if it focuses on one single objective.)

3.2 CONDUCTING RESOURCE ANALYSIS

In order to select the most appropriate project objective, it is worth examining which internal and external resources can ensure the most effective (and most efficient) implementation of the TCA project we are planning. Each NA has a budget allocated for TCAs thus the resource analysis shall primarily focus on mapping out human and other resources.

3.2.1 INTERNAL HUMAN RESOURCES

The availability of internal resources depends entirely on the organisation where the TCA officer works. The TCA officer is one of the main internal resources, but of course he/she cannot do all the tasks, so it would be ideal to involve competent colleagues.

Possible internal human resources for a prospective TCA project apart from the TCA officer:

- NA officer (with knowledge on the type of projects, e.g. inclusion);
- Communication/PR officer for raising awareness of TCA opportunity/ results;
- Officer from the financial department;
- Colleagues working on the theme and/or in the sector;
- Responsible person for the content of the planned event;
- Responsible person for logistics, administration;
- Event manager;
- Keynote speakers, trainers, facilitators (they could be external resources as well).

3.2.2 EXTERNAL HUMAN RESOURCES

After examining internal resources, the resources that are not available in the organisation need to be identified as well.

Possible external human resources for a prospective TCA project:

- Colleagues from other NAs;
- Keynote speakers, trainers, facilitators (they could be internal resources as well);
- Experts;
- Representatives of professional organisations or associations.

3.2.3 OTHER RESOURCES

- Project management tools, (e.g. Trello);
- SALTO E&T TCA platform⁸;
- Relevant websites;
- Good practice repositories;
- Documentation of previously completed TCA projects.

8 <https://salto-et.net/>

After listing the potential resources, a TCA officer has all the relevant information to set a specific project objective to meet the development objectives and strategic goals as well. Defining the objective of the TCA project allows to design the learning outcomes that will be achieved by that objective.

The following table shows the target hierarchy set in the PLA and contains the strategic and development goals that participants have chosen to plan their potential TCA project.

Goal and objective	PRIORITY			
	Impact	Internationalization of HE and VET institutions	Professionalization of teachers and staff	Inclusion
Strategic goal	Increasing the quality of Erasmus+ programme results	Increasing the quality of Erasmus+ projects	Improving the quality of Erasmus+ projects	Raising awareness among participants of a broader understanding of inclusion
Development objective	Increasing the quality of the newcomers engaging with Erasmus+ programme	Supporting applicants to complete and verify the application form	Increasing competences of (potential) Erasmus+ participants	Enhancing higher participation of schools with a higher number of disadvantaged students
TCA Project objective	Getting the TCA participants aware of the use of Impact+ tool	Supporting teachers (participating in the TCA) in understanding the application process of Erasmus+ programme.	Developing competences of TCA participants (development of project ideas; applying for a project; project management competences; intercultural competences)	Sharing methods on how to involve disadvantaged students in Erasmus+ projects

The higher-level goals linked to the project objectives can be clearly seen, thus it is evident that the learning outcomes assigned to them serve the realization of the strategic goals.

3.3 DEFINING LEARNING OUTCOMES FOR A PROSPECTIVE TCA PROJECT

Remember that one of the criteria for a successful TCA project is a well-defined and measurable learning outcome. The approach to learning outcomes focuses on the participant, where the development of their competence is the most important issue.

Learning outcomes are used to accurately define competences, which identify the individual's knowledge, ability, attitude, work autonomy and responsibility level. Learning ourcomes are thus statements of what a participant knows, understands and can do independently after completing a learning process.

Benefits of using learning outcomes:

- Aligning participants' needs (knowledge, skills, and competences) with the content and methods of the TCA ensures that the participants will acquire the competencies needed to plan and implement their projects.
- Learning outcomes provide clear information to potential participants and help them to decide whether to attend the TCA event.
- Drafting expected learning outcomes makes TCA planning, content, and requirements more consistent.
- Using learning outcomes allows for a more objective evaluation of the TCA event, as it is easier to develop evaluation criteria for concrete expected learning outcomes.



Learning outcomes can be described by the following descriptors based on the European Qualification Framework.⁹

1. Knowledge (cognitive)

Cognitive elements, **a set of facts, principles, and theories** related to a work area, typically the possession of professional knowledge.

2. Skill

Ability to apply knowledge and use know-how to complete tasks and solve problems; **action-level knowledge**, typically professional skills, but also dexterity and the use of and methods, materials, tools, or equipment.

3. Competence

Perceptual issues related to profession, work, **professional attitudes, views and behaviours** such as: open, curious, interested, willing / willing to do something (e.g. collaborative), etc.

Each activity is **characterized by the degree of autonomy and responsibility that a person can perform**.

Competence can be understood as actually achieved learning outcomes, validated through the ability of the learner to autonomously apply knowledge and skills in practice, in society and at work. Learning outcomes are validated by their relationship to competences.

Since **learning outcomes determine the whole learning process**, it is essential that learning outcomes are clearly and unambiguously worded. They should be short and precise sentences, and using short, concise wording. Clear (simple and unambiguous) terminology should be used.

The use of verbs that expresses action is a basic principle in formulating learning outcomes. As learning outcomes refer to what the individual is capable of doing and completing at the end of the learning process, learning outcomes should always be described in terms of active, action verbs.

The potential learning outcomes of the objectives of the above TCA projects are summarized in the following table:

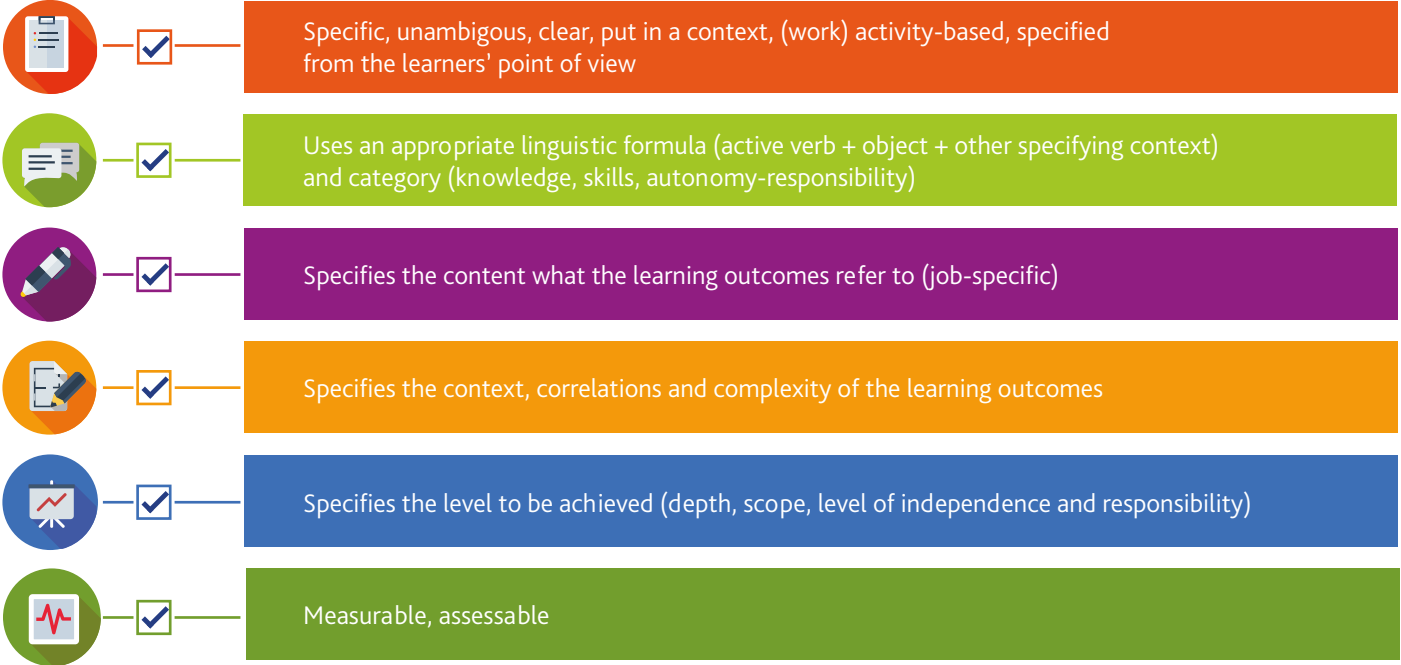
⁹ Defining, writing and applying learning outcomes – A European Handbook <https://www.cedefop.europa.eu/en/publications-and-resources/publications/4156>

Learning outcomes	PRIORITIES			
	IMPACT	INTERNATIONALIZATION	PROFESSIONALIZATION	INCLUSION
Knowledge	Participants will be aware of how to use impact as a phenomenon in evaluating their KA1 projects	Participants will know the requirements of Erasmus+ applications	Participants will know the project lifecycle	Participants will know how to use KA1 and KA2 projects in the field of SE and VET as a tool for inclusion
	Participants will know how to connect their organisation's goals to EU policies	Participants will be aware of the opportunities offered by the Erasmus + program	Participants will know Erasmus+ rules and NA regulations	Participants will know how to strategically plan an inclusion project
	Participants will understand the framework of KA1	Participants will know the funding mechanisms	Participants will know through which channels they can search for project partners	Participants will learn about successful ways to collaborate with disadvantaged students
	Participants will understand the requirements of successful Erasmus+ applications/projects	Participants will know the eligibility criteria for the application		
	Participants will know good practices	Participants will know the evaluation criteria for the different parts of the application form		
		Participants will know the resources that contain good practices from ongoing and past programs		
		Participants will be aware of information about potential partners		
Skills	Participants will be able to use the Impact+ or other similar tools	Participants will be able to communicate their project messages in the language of the application form	Participants will have a higher level of language skills	Participants will be able to apply new teaching methods in the school
	Participants will be able to design their own projects	Participants will be able to formulate the needs in an application form	Participants will be able to write an appropriate application	Participants will be able to formulate project proposals and fill in the application form
	Participants will be able to manage their own projects	Participants will be able to explain why that project was chosen and how they want to implement it	Participants will be able to formulate the content of their application	
	Participants will be able to use the application process as a tool in quality assurance of their KA1 projects	Participants will be able to form and submit their own application	Participants will be able to work in a multicultural environment	
	Participants will be able to plan the budget of their own project	Participants will be able to perform a Needs Analysis and develop an appropriate European Development Plan	Participants will be able to use technics of budget management	
			Participants will be able to manage the entire project cycle	
Competences	Participants will be conscious of strategic thinking	Participants will be familiar with the 'learn to learn' process	Participants will apply strategic thinking in the preparation of their application	Participants will be able to use the concept of strategic planning of an Erasmus+ project
	Participants will be committed to use quality management tools	Participants will be able to independently build networks to prepare and implement their own projects	Participants will be able to solve problems on their own	Participants will be able to consciously plan the dissemination of experience to other teachers or stakeholders or potential applicants
		Participants will consciously use their medium / long term planning ability	Participants will be able to carry out self-assessment independently	
			Participants will be able to take responsibility for their decisions during the implementation of their applications.	
			Participants will be able to actively operate their own network	
			Participants will be able to analyse their own strengths and weaknesses independently	

3.4

EVALUATION OF LEARNING OUTCOMES

The TCA project can achieve its purpose if the participants have achieved the intended learning outcomes. Therefore, it is advisable for the TCA officer to determine the criteria and method for assessing learning outcomes. For this reason, it is imperative that the TCA officer defines the criteria and the way in which learning outcomes are evaluated.



Evaluation is an integral part of the learning-teaching process, so the evaluation process and all its elements need to be planned before the event, in preparation for the TCA project.

3.4.1 CORE PRINCIPLES OF THE EVALUATION

- All the evaluation criteria must be closely linked to the learning outcomes.
- Information from a well-conducted evaluation may form the basis for a subsequent impact assessment.
- During evaluation the participants' strengths should be emphasised.

3.4.2 THE ROLE OF THE DIFFERENT EVALUATORS AND THE SUBJECT OF EVALUATION

Participants evaluate

- Their achieved learning outcomes (self-evaluation in relation to the previously defined expected learning outcomes);
- Content of the TCA (whether it helped to achieve the expected learning outcomes);
- The trainers/facilitators (whether the used methodology helped to achieve the expected learning outcomes).

Evaluation and self-evaluation are only effective if participants can present themselves, their learning outcomes, and the characteristics of their learning in real-life situations and in diverse contexts.

The host NA evaluates:

- The quality of TCA implementation (e.g. by using participant satisfaction questionnaires);
- The learning outcomes achieved by the participants (by using evaluation process and criteria of learning outcomes e.g. How will you be able to pass any new skills and knowledge on to others?)

The sending NA evaluates:

- The effectiveness of the TCA based on the participants feedback.

Evaluation is a complex process, but the scope of this guide does not allow for a detailed explanation of the evaluation methodology.

3.5 DEFINITION OF CRITERIA FOR THE SELECTION OF PARTICIPANTS

After having set the objectives of the TCA project and the expected learning outcomes, concrete activities can begin. The first step is to select the appropriate participants.

3.5.1 IDENTIFYING SELECTION CRITERIA FOR EXPECTED PARTICIPANTS

It is the responsibility of the hosting NA to clearly define the profile of participants and it is the responsibility of the sending NA to respect those specifications.

For example, if the receiving NA requests experienced beneficiaries, the sending NA should refrain from sending a newcomer or a person with limited experience. Therefore, it is important to consider the recommendation of the hosting NA with regards to the participants' selection. However the sending NA can have priorities also regarding sent participants (e.g. regional) which they can endorse provided they are in line with the expectations of the host NA.

The most important step is to identify the target group, which can be done according to the following criteria:

- Level of hierarchy: management or project coordinator level at educational institutions;
- Prior experience of participation in Erasmus + programme (or newcomer, depending on the objective of the TCA);
- Relevant language skills for the topic of the TCA project (ability to communicate fluently in the working language);
- Level of knowledge depending on the activity and topic of the TCA project;
- Motivation to participate in Erasmus+ programme;
- Possible promoter role: up to what level the participants will use the information provided by the TCA project;
- The ability or willingness to disseminate the results of the TCA project.

If the host TCA officer already knows which sending NAs they can think of based on previous collaborations, they might want to consult the selection criteria beforehand to ensure they have the right number of participants.

In any case, since different NAs have different strategies to select their participants considering their national procedures, it is advised to respect the selection criteria provided by the organizers and consider your national rules (e.g. how the applicants plan to use the experience after the activity takes place or /how many times the person has participated in previous TCA activities etc.).

3.5.2 ELABORATE METHODS FOR EVALUATING PARTICIPANTS' APPLICATIONS

It is important that similarly to designing the learning outcomes, the evaluation of the applications is planned. These evaluation criteria should also be published for the sending NAs so that they can clearly see the expectations and inform the applicants about them. **Transparency and the publicity in the selection process is important.**

When maximising the number of participants, the host should have a clear idea how many countries they intend to involve and how many participants could be the most suitable for a successful TCA. For a smaller scale activity, such as a training course or a study-visit between 20 and 30 participants are the most ideal to work with.

However, for larger scale activities such as forums or conferences, the number of participants can be as many as 100 or even 200. When accepting applications, it is recommended for the host to also consider the number of participants from different countries to ensure sufficient representation.

Altogether, cooperation and co-hosting are very important methods of working with TCAs, especially in the field of quality assurance of the selection where TCA officers are encouraged to cooperate.

In order to select the most suitable participants for the activity, the host needs to make sure that they indicate a rather detailed profile of participants which make both the application and the selection easier.

3.5.3 CARRYING OUT THE SELECTION PROCESS OF THE PARTICIPANTS

The sending NA communicates the call directly to the potential beneficiaries/participants on the basis of the selection criteria defined by the hosting NA. The sending NAs carry out the selection process since they fund their participants, taking into consideration their country specific regulations and Erasmus+ priorities.

The sending NAs then make a list of recommended participants and forward it to the host. (It happens sometimes that some applications are really remarkable yet not relevant to the particular topic of the TCA project. Such applications should be kept on a waiting list for the future or be referred to other TCA project opportunities.)

4 DRAWING UP A TCA PROJECT PLAN

From a project management perspective planning is the most important phase of a project. This guide, however, is not intended to go into details about planning and implementation. Yet, to enhance the first steps of project plan preparation, a few useful recommendations are included here for consideration.

- A well-thought project plan is a basis. Any plan is better than none.
- Remember that activities shall always have a duration and a need for resources.
- Activities shall always be built on each other and shall cover the whole flow of the project.

Furthermore, it is recommended for the TCA officers to involve their relevant colleagues in the elaboration of the project plan for a more detailed approach.





5 PREREQUISITES OF A SUCCESSFUL TCA PROJECT

The key issue of a successful TCA project is the thoughtful and thorough preparation.

- Having a clear and universally accepted project objective and measurable learning outcomes;
- Management's situational awareness and planning skills;
- Well planned implementation with clearly described activities (what, when, to whom, how, for how much);
- Planned and conscious communication with all key players;
- Appropriately selected, trained and supported human resources;
- Clear responsibilities and competences of all contributors;
- Feedback of monitoring results;
- Effective management of risks and problems.

An important aspect of a successful TCA project is that the expected learning outcomes are well defined and linked to strategic goals. Learning outcomes need to be deducted from the strategic goals otherwise their validity is doubtful.

The evaluation of learning outcomes will reveal the differences between planned and achieved learning outcomes, which can serve as a basis for further development of the next TCA projects.

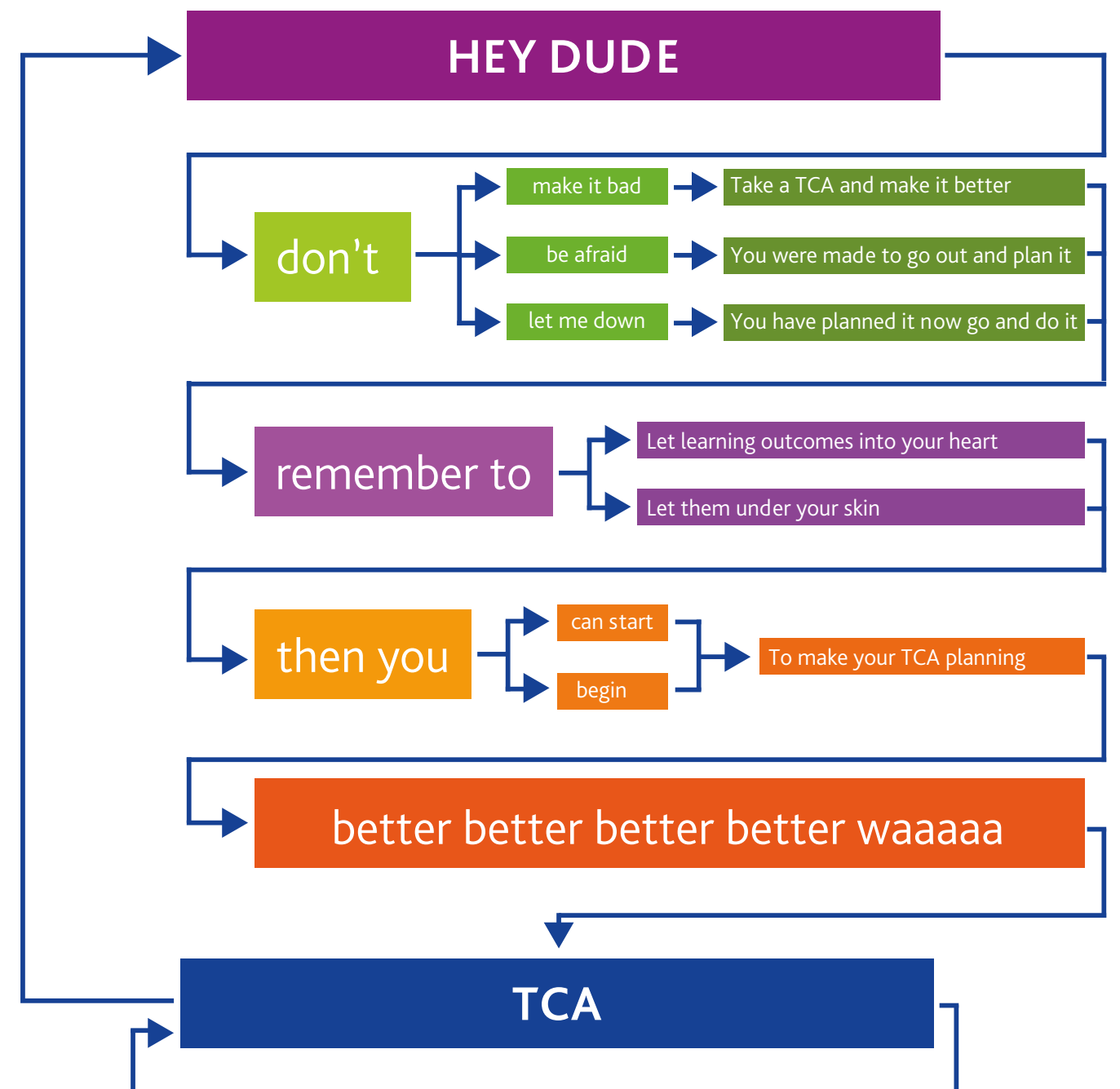
Therefore, the process outlined in this guide helps to provide TCA projects that are related to European and organizational (NA) objectives and are built on participants' needs.

Learning outcomes, based on strategic objectives, are clearly linked to the objectives of the Erasmus + program and thus support its implementation.

Further information about TCAs is available at the following websites operated by the SALTO E&T RC.:
CANVAS¹⁰ Course - TCA lifecycle: All you need to know about TCAs, SALTO E&T platform¹¹

¹⁰ <https://canvas.tpf.hu/courses/116>

¹¹ <https://salto-et.net/>



Feel free to rely on the remake of the Beatles lyrics when designing your TCA!

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Table 3: Professionalization of teachers and staff – Judith Dayus-Brouwer (NL)

Table 4: Inclusion – Monika Held (DE)

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