

Recommendations following the LTA Accreditation project for European Commission Desk Officers:

Following a detailed analysis of the activities, outcomes, needs and suggestions of the LTA Accreditation NA partnership, which ran from 2021 - 2024, these recommendations have been compiled. They relate to future help and support for NA transnational partnership cooperation and coordination as well as the three target groups which the partnership addressed.

Recommendations for partnership cooperation and coordination

- Continue to refine and streamline the application forms, rules, and regulations based on feedback from NAs to make the accreditation process more accessible and efficient.
- Establish a more interactive feedback mechanism for reports and recommendations submitted by the partnership to ensure that the contributions are acknowledged and integrated into broader programme strategies.
- Provide more flexibility in using the TCA budget, possibly adopting a lump-sum approach similar to KA2 projects, allowing NAs to manage their resources more effectively and address specific needs more efficiently.
- Facilitate a better alignment of TCA mechanisms with current Erasmus+ systems and processes, potentially reducing the workload involved in TCA participation management and improving feasibility and impact.
- Align TCA mechanisms with current Erasmus+ systems and processes to reduce administrative workload and improve the feasibility and impact of TCAs, such as integrating TCA participant data into existing dashboards and monitoring systems.
- Consider the viability of the TCA and LTA mechanism and structures in their current format, which maintain legacy programme management approaches ie. NAs managing individual mobilities of programme beneficiaries and making real-cost reimbursements of expenses. These were programme elements removed in the 2014 - 2020 revision of the Erasmus+ programme due to the administrative burden and streamlining of the programme. NA organisational structures and processes now no longer reflect individual participant engagement and real cost reimbursements, increasing the challenges to implement and scale these initiatives within the current Erasmus+ programme. The purpose and role of LTAs, in relation to expectations and requirements of NAs should be explored in more detail if these long-term activities are to demonstrate value for money and impact against expectations.

Recommendations for Changes and Future Support for Newcomers

- Consider publishing application forms and related documents well in advance and in multiple languages to accommodate all participants, especially when introducing a new programme component.
- Enhance the clarity and accessibility of application and monitoring tools, ensuring they are user-friendly and efficient. This should preferably occur well ahead of launch of a new programme component. Revise Erasmus+ application forms and guidelines to streamline documentation requirements and reduce administrative complexities.
- Harmonise the application form and evaluation grid to ensure clarity and consistency.
- Expand the range, detail and criteria of programme wide practice sharing mechanisms to support knowledge transfer regarding strategies for effective project management, aligning international mobility with institutional goals and progress, implementation of the four programme priorities and particularly inclusive mobilities. This might include additional areas of data capture reflected in existing resources such as the European Innovative Teaching Award or creation of a parallel award.
- Include practical examples and case studies within official guidelines to illustrate successful project applications and align with programme priorities effectively. This will assist applicants in understanding expectations and improving the quality of submissions.

Recommendations for Changes and Future Support for Accreditation Experts

- Clarify and standardise the guidelines and examples for the 'Relevance' criteria to ensure that NAs and experts have a consistent understanding and application of these standards across all assessments. This will address the current ambiguities and reduce discrepancies in evaluations.
- Ensure that application forms and evaluation grids are aligned and coherent. Publish these forms well in advance and in national languages to facilitate smoother and more accurate assessments by the experts.
- Enhancing the user-friendliness of digital tools and platforms used for application and monitoring processes would streamline the assessment process and reduce frustration among experts.
- Maintain open channels for regular updates and clarifications on Erasmus+ guidelines and assessment criteria. This includes facilitating ongoing dialogue with NA leaders and Accreditation officers to address evolving challenges and incorporating feedback from external assessors into policy reviews. An urgent need is the use of AI within the application process.
- Continue to encourage and support peer exchanges, NA dialogue and training initiatives that develop more effective evaluation strategies, enhance the understanding of Erasmus+ quality standards and programme priorities among national experts. This might

be through directly delivering webinars and giving more regular, informal updates on progress or promoting other actors in the NA network to deliver this support.

- Continue to be open to dialogue regarding adjustments to the assessment process, and balance in reporting approaches which engage light-touch supportive approaches but allow NAs to support quality in mobility and budget consumption.

Recommendations for Changes and Future Support for Accredited Project Organisers

- Publish application forms and related documents well in advance and in multiple languages to accommodate all participants, ensuring clarity and accessibility to support efficient application processes.
- Revise Erasmus+ application forms and guidelines to streamline documentation requirements and reduce administrative complexities, making them more user-friendly.
- Enhance the clarity and accessibility of monitoring tools, ensuring they are efficient and effective. This should preferably occur well ahead of the launch of a new programme component.
- Expand the range, detail and criteria of programme wide practice sharing mechanisms to support knowledge transfer regarding strategies for effective project management, aligning international mobility with institutional goals and progress, implementation of the four programme priorities and particularly inclusive mobilities. This might include additional areas of data capture reflected in existing resources such as the European Innovative Teaching Award or creation of a parallel award.
- Clearer structures and user-friendly interfaces will help accredited project organisers navigate the application process more efficiently.
- Include practical examples and case studies within official guidelines to illustrate successful project applications and align with programme priorities effectively. This will assist applicants in understanding expectations and improving the quality of submissions.
- Explore the challenges and usability issues which have arisen with the amendment to the School Education Gateway and eTwinning portal. Ensure the usability and reliability of this as a dedicated online forum and community space for ongoing discussions, peer-exchange and project building among accredited project organisers. The platform should highlight accredited project organisers and encourage the sharing of best practices, challenges, and innovative approaches to project management and reporting.

Recommendations following the LTA Accreditation project for NA Leaders and Directors:

Following a detailed analysis of the activities, outcomes, needs and suggestions of the LTA Accreditation NA partnership, which ran from 2021 - 2024, these recommendations have been compiled. They relate to future help and support for NA transnational partnership cooperation and coordination as well as the three target groups which the partnership addressed.

Recommendations for partnership cooperation and coordination

- Ensure sufficient resources and staff are allocated to support the partnership's activities. Recognising the intensive workload associated with LTA activities and in particular the role of the coordinator and providing necessary training and networking opportunities for LTA coordinators is crucial for effective project delivery..
- Engage more actively with TCA and LTA activities, ensuring that these efforts are well-coordinated and integrated with broader NA objectives. This includes regular participation in meetings and events, and supporting the dissemination and adoption of good practices and resources developed through the partnership.
- Facilitate more frequent face-to-face partner meetings. These interactions are essential for effective collaboration, coordination, and understanding of partners' needs, enhancing the overall efficiency and impact of the partnership.
- Promote a culture of collaboration and continuous learning within NAs. Encourage staff to engage in peer learning, mentoring opportunities, and structured onboarding processes for new partners and inexperienced officers.
- Encourage and support staff to effectively utilise digital communication tools through training sessions or workshops to ensure all members are proficient with these platforms.
- Provide ongoing support for long-term projects, ensuring that successful practices and strategies are shared widely across the network. Regularly review and refine activities based on participant feedback and outcomes.

Recommendations for Changes and Future Support for Newcomers

- Encourage integration and follow-up of support and training developed through TCAs with relevant national accreditation support plans
- Highlight priority target groups and topics for tailored training and communicate these to TCA leads

Recommendations for Changes and Future Support for Accreditation Experts

- Allocate resources for continuous professional development opportunities such as webinars on emerging trends in accreditation and advanced assessment techniques. This

will ensure that NA staff working on Accreditation and KA1 remain up-to-date with new developments and best practices.

- Ensure that the outcomes and recommendations from training seminars are widely disseminated and discussed within the NA network. This will promote a unified approach to accreditation assessments and help implement expert recommendations effectively.
- Promote a culture within NAs that emphasises a supportive role in guiding applicants towards continuous improvement, particularly in approaches to monitoring and reporting.

Recommendations for Changes and Future Support for Accredited Project Organisers

- Allocate sufficient staff and resources to TCA actions to support the increased demand for face-to-face and hybrid events, balancing in-person interactions with digital accessibility.
- Facilitate more local and national Training and Cooperation Activities (TCAs) to support networking and peer learning, ensuring these events are accessible to a diverse range of participants.
- Prioritise sufficient resources and staffing to support the accreditation process comprehensively. This includes funding for extended duration and increased frequency of seminars and training sessions tailored to the needs of accredited project organisers.
- Foster a culture of continuous improvement and professional development within National Agencies (NAs). Encourage broader organisational involvement in Erasmus+ activities to maximise contributions at all levels.
- Encourage leadership involvement in Erasmus+ activities to drive motivation and ensure alignment with strategic objectives and priorities.

Recommendations following the LTA Accreditation project for NA Accreditation Working Groups:

Following a detailed analysis of the activities, outcomes, needs and suggestions of the LTA Accreditation NA partnership, which ran from 2021 - 2024, these recommendations have been compiled. They relate to future help and support for NA transnational partnership cooperation and coordination as well as the three target groups which the partnership addressed.

Recommendations for partnership cooperation and coordination

- Work towards standardising accreditation practices across different countries. Develop comprehensive guidelines and resources that are easily accessible to all NAs, ensuring a consistent approach to accreditation assessment.
- Focus on creating tailored support mechanisms for NAs new to accreditation, such as mentorship programmes or peer learning networks, to provide customised guidance and support based on specific needs and contexts.
- Regularly review and update accreditation assessment practices based on feedback from participants and new insights gained from partnership activities. Incorporate these improvements into future activities to ensure relevance and effectiveness.
- Create and share detailed tools and resources for financial management and impact evaluation to address specific needs highlighted by beneficiaries and improve the overall quality of the accreditation process.
- Actively promote and serve as a feedback channel for outputs and communication between TCA and LTA officers and other accreditation stakeholders, ensuring that insights and recommendations are effectively communicated and utilised.

Recommendations for Changes and Future Support for Newcomers

- Organise regular dialogues between accreditation experts, NA staff, and the European Commission to refine assessment criteria and processes continually.
- Enhance the clarity and accessibility of application and monitoring tools, ensuring they are user-friendly, efficient and accompanied with guidance. Where possible, support testing involving accreditation experts as well as beneficiaries and ensure availability well in advance of application deadlines.
- Support the development and dissemination of training materials and workshops, particularly sector-specific support to address the unique needs of different types of educational institutions.
- Collaborate actively with TCA colleagues and initiatives to develop and disseminate training materials and workshops
- Involve direct feedback from applicants within decision making
- Explore opportunities to develop standard accreditation MOOCs or online training videos and webinars in collaboration with NA, EC and TCA colleagues

Recommendations for Changes and Future Support for Accreditation Experts

- Build on the success of the LTA training seminars by organising regular peer exchange sessions, both online and face-to-face, to foster a community of practice among national experts. This could include structured networking activities and breakout sessions to replicate the engagement levels of in-person meetings.
- Take on the coordination responsibilities and knowledge management roles trailed in this partnership. This could involve annual surveys to capture practice of NAs in training experts, production of recommendations based on this data and expert feedback on the various Accreditation assessment and reporting processes. Aim to involve a wider range of NAs to participate and disseminate the knowledge-sharing opportunities and learning.
- Facilitate the dissemination of best practices by collaboration and communication with TCA colleagues, ensuring that seminar outcomes and recommendations are widely shared and discussed within the NA network to promote a unified approach.
- Promote networking opportunities for experts to exchange best practices within and across countries to enhance the quality and consistency of assessments.
- Provide guidance and training to NA staff and experts, supporting consistent and thorough quality assessment, budget management and reporting while maintaining the simplification of the application and monitoring processes for applicants.
- Share tools and frameworks for monitoring and reporting on mobility quality within the accreditation system, ensuring effective budget management and maintaining high standards in programme outcomes.
- Other actions might include organising webinars and liaising with European Commission colleagues to maintain a steady flow of information and updates or creating an online forum or community space for assessors to continue discussions and knowledge exchange independently of national training and support.
- Consider developing and maintaining an online repository of case studies, real-life scenarios, and best practices that NAs can use for national preparation training and national experts can reference to improve their assessment skills and consistency in applying guidelines. This should include sector-specific information to address the unique needs of different sectors

Recommendations for Changes and Future Support for Accredited Project Organisers

- Liaise closely with the European Commission to ensure the delivery of clear, practical, and timely guidance on Accreditation requirements and processes.
- Develop and disseminate comprehensive guides and resources that address common challenges faced by accredited project organisers, such as conducting needs analysis, setting SMART goals, and managing project coordination.

- Monitor and evaluate the impact of support activities to continuously improve the effectiveness of Accreditation processes and outcomes.

Recommendations following the LTA Accreditation project for NA KA1 and Accreditation Action Officers:

Following a detailed analysis of the activities, outcomes, needs and suggestions of the LTA Accreditation NA partnership, which ran from 2021 - 2024, these recommendations have been compiled. They relate to future help and support for NA transnational partnership cooperation and coordination as well as the three target groups which the partnership addressed.

Recommendations for partnership cooperation and coordination

- Offer more targeted support for beneficiaries before, during, and after accreditation. This could include additional workshops, mentoring programmes, and accessible, practical training and resources to address specific needs and challenges.
- Foster active engagement with the partnership's activities and resources to ensure comprehensive support for beneficiaries throughout the accreditation process. Promote the benefits of accreditation and participation in LTA activities, highlighting successful case studies and best practices.
- Promote the benefits of accreditation and participation in LTA activities to potential applicants by highlighting successful case studies and best practices.
- Promote a culture of continuous improvement by regularly reviewing feedback from participants and implementing necessary changes.

Recommendations for Changes and Future Support for Newcomers

- Develop and share best practices in project management, inclusion, digitalisation, participation and sustainability to help participants create high-quality projects.
- Offer more detailed guidance on project management and implementation, including examples of successful strategies for different types of organisations.
- Provide detailed guidelines on the formulation of SMART objectives and the implementation of Erasmus+ quality standards.
- Provide comprehensive training sessions that include examples of both successful and unsuccessful applications.
- Offer targeted support for inclusion and diversity, ensuring all participants can effectively engage with the programme.
- Collaborate actively with TCA colleagues and initiatives to develop and disseminate training materials and workshops. Explore opportunities to arrange national activities associated with TCAs and translate learning into national languages to widen dissemination of successful practice. This might particularly include transfer of the transnational training support into a national format as outlined in Annex X or messages from experienced project managers captured during the LTA summit, detailed in Annex X.

Recommendations for Changes and Future Support for Accreditation Experts

- Offer pre-assessment training sessions that incorporate the latest guidelines and best practices. This preparation will enhance the accuracy and consistency of final report assessments. Develop specialised training modules tailored to different sectors within Erasmus+ to address sector-specific challenges and enhance the relevance of training for experts.
- Implement regular debriefing sessions where assessors can discuss challenges and share solutions. Establish mentorship programmes where experienced evaluators guide newcomers, fostering a culture of continuous learning and improvement.
- Continue to network and openly share approaches, challenges, and techniques with colleagues across the network. This will contribute to a more cohesive and informed assessment community.

Recommendations for Changes and Future Support for Accredited Project Organisers

- Provide ongoing support and follow-up mechanisms to assist accredited project organisers before, during, and after Accreditation, ensuring continuous improvement and adherence to quality standards.
- Organise more frequent and targeted support events, including face-to-face and online formats, to cater to diverse preferences and needs.
- Provide comprehensive and practical guidance on implementing the four Erasmus+ priorities (Inclusion, Digitalisation, Environmental Sustainability, and Participation), ensuring that accredited project organisers can integrate these priorities effectively into their projects.
- Develop clear and practical examples and case studies to illustrate best practices and successful project strategies, helping participants understand how to apply theoretical insights in real-world contexts.
- Ensure the NA's website is frequently updated and user-friendly, providing essential information, resources, and best practice examples in the local language.
- Offer sector-specific training and practical examples to ensure that participants' skills remain current and relevant, enhancing the quality and impact of their projects.
- Facilitate focused sessions and support for consortium coordinators to explore their unique challenges and responsibilities, providing tailored guidance and sharing successful practices.
- Create opportunities for peer learning and exchange of practices, fostering a supportive community of practitioners who can collaborate on future projects.
- Offer personalised coaching sessions, practical workshops, and preparatory visits to assist accredited project organisers throughout the accreditation process. This support

should address specific challenges in project design, implementation, monitoring, and reporting.

- Maintain open lines of communication with project organisers, providing timely advice and guidance on programme priorities, application requirements, and procedural updates.
- Collaborate actively with TCA colleagues and initiatives to develop and disseminate training materials and workshops. Explore opportunities to arrange national activities associated with TCAs and translate learning into national languages to widen dissemination of successful practice. This might particularly include transfer of the transnational training support into a national format

Recommendations following the LTA Accreditation project for TCA Officers and SALTOs:

Following a detailed analysis of the activities, outcomes, needs and suggestions of the LTA Accreditation NA partnership, which ran from 2021 - 2024, these recommendations have been compiled. They relate to future help and support for NA transnational partnership cooperation and coordination as well as the three target groups which the partnership addressed.

Recommendations for partnership cooperation and coordination

- Continue to facilitate knowledge sharing and cooperation between NAs through organising more joint activities and partnership-building events.
- Provide ongoing support for long-term projects, ensuring that successful practices and strategies are shared widely across the network. Regularly review and refine activities based on participant feedback and outcomes.
- Ensure a structured approach to planning and executing LTAs and TCAs, considering feedback and needs of all partner NAs, setting realistic expectations, and providing adequate support.
- Clearly define the roles and contributions of each partner NA from the outset to maintain a balanced workload. Formalise these roles through agreements such as Memoranda of Understanding to ensure clarity and smooth collaboration.
- Consider resourcing for LTAs well in advance of activity delivery and allow time to procure external support where necessary. Consider the importance and roles of all individuals involved in projects, including external experts, facilitators and accreditation assessors.
- Ensure that all TCAs related to a specific topic are listed comprehensively, regardless of whether they are under the LTA, enhancing visibility and coherence in the support provided to beneficiaries.
- Work closely with quality assurance officers to integrate feedback and continuously improve support offered to beneficiaries. Ensure that training and resources provided are responsive to the evolving needs of participants.
- Regularly review and refine activities based on participant feedback and outcomes to foster a culture of continuous improvement.
- Develop a more structured onboarding process for new partners and inexperienced officers, including clear outlines of roles, expectations, and available resources.
- Involve a wider range of NAs in hosting and sending participants to seminars, encouraging less experienced NAs to participate in a shadowing capacity to disseminate knowledge and best practices more widely, and enhancing consistency of assessments across all programme countries.
- Ensure consistent and effective use of digital communication tools such as Teams for information sharing and collaboration. Provide training and support to ensure all partners are proficient and comfortable using these tools.

- Develop robust dissemination strategies to ensure that insights and best practices are widely shared and adopted. This could include more interactive dissemination activities, such as webinars or workshops, focused on practical application of shared resources.
- Foster a sense of community and mutual support among NAs through structured and regular communication channels. Enhance engagement through co-delivery of events, shared responsibilities, and in-person interactions to build strong collaborative relationships.
- Ensure a structured approach to planning and executing TCAs, considering the feedback and needs of all partner NAs. Set realistic expectations and provide adequate support throughout the process to enhance the quality and impact of TCA activities.
- Encourage the adoption of quality practices from other NAs and promote engagement with resources created as part of TCA activities. Ensure that successful practices are disseminated and utilised effectively across the partnership.
- TCA officers and SALTO E&T might arrange some facilitation training or review the facilitation skills of NA staff. Feedback from many seminars requested more engaging and diverse methodologies, with the success of the facilitated 'Carousel' method highlighting the success of more active learning. Actively encouraging use of facilitators or upskilling NA staff in a wider variety of modern learning approaches would enhance the success of seminars.

Recommendations for Changes and Future Support for Newcomers

- Continue to organise international seminars and workshops that foster networking and collaboration of newcomers to accreditation where necessary. Adjust these to focus on particular target groups, depending on national and programme priorities. Consider expanding the length of training, especially to give more time for impact sessions and practical application of concepts presented. Where possible, re-integrate the hybrid approach, work closely with national teams to allow for parallel national training seminar and leave a longer period between the initial training sessions and the follow up to increase impact.
- Promote the training format and ensure transfer of knowledge regarding delivery across TCA officer networks and partners not involved in the LTA to encourage sustainability of impact and avoid loss of development due to staff changes and the closure of the partnership.
- Provide detailed follow-up support to maintain engagement and assist with any challenges that arise post-seminar.
- It is also recommended to consider further how passive, virtual preparation/follow-up or training might be integrated into the training format as a prerequisite for participants to register for events. This would ensure a minimum level of training and preparation for participants, irrespective of whether they can be allocated a place at the TCA and support over-subscription. It would also demonstrate commitment from participants and support a consistent baseline for those who would attend the training activities and be scalable to many participants. Thirdly, it might allow more space within the TCA programme to dedicate to the impact exercise and networking.

Recommendations for Changes and Future Support for Accreditation Experts

- Collaborate with Accreditation working groups to ensure that seminar outcomes and recommendations are shared widely within the NA network, as well as highlighting links to other relevant TCA activities.
- When appropriate and necessary, suggest and plan TCA activities to continue to meet the needs of external experts as an eligible target group of TCA actions. This might include if face to face seminars are planned in future or development of more structured support systems and training requiring funding and transnational cooperation between NAs. Consideration for the unique need of different sectors should be taken into account.

Recommendations for Changes and Future Support for Accredited Project Organisers

- Prioritise the organisation of semi-regular face-to-face gatherings, complemented by structured networking activities and breakout sessions to foster meaningful connections and collaborative partnerships.
- Continue offering a blend of online and face-to-face events to cater to diverse learning preferences and accessibility needs. Utilise platforms like SALTO Canvas to expand virtual training elements and provide preparatory and follow-up content that ensures a consistent baseline of knowledge among participants.
- Organise thematic seminars and workshops that address specific educational sectors and Erasmus+ priorities. This targeted approach will deepen participants' understanding and application of programme objectives, fostering impactful outcomes in education, training, and youth development.
- Facilitate focused sessions for consortium coordinators to explore their unique challenges and responsibilities, providing tailored support and sharing successful practices.
- Facilitate study visits, workshops, and seminars that integrate cultural and professional activities, enhancing informal learning and contact-making opportunities.
- Actively support contacting making and networking, through facilitated exchanges and engagement sessions for participants at international seminars. This might include contact making before, during and after the event as well as maximising informal opportunities to network. Meet-and-greet activities, allocated dinner places, rotation of seating positions, city tours, quiz nights and cultural activities all support rapport building. This can greatly impact the success of partnership and collaborative efforts, and make best use of TCA opportunities while participants meet in person.
- Consider integration of local culture or more active learning methods outside of conference room presentations and discussions in the design of TCA activities. This might include study visits, integrated walk-and-talk sessions as well as informal tours and activities

connected with the local context. These could enhance informal contact making and non-formal learning, offering additional insights and making travel for international seminars better justified as well as more impactful for participants.