

ACCREDITATION LTA

Synthesis report

2024



Erasmus+





SYNTHESIS REPORT CONTENTS

- Executive Summary
- LTA Background & Partnership Context
- Activities overview 2021 - 2024
- Activities targeting newcomers to accreditation and those not yet accredited
- Activities targeting accreditation experts
- Activities targeting accredited project organisers
- Conclusions by target groups with recommendations for European Commission Desk Officers, NA Leaders and Directors, NA Accreditation Working Groups, NA KA1 and Accreditation Action Officers, TCA Officers and SALTOs



EXECUTIVE SUMMARY

The LTA Accreditation Synthesis Report presents a comprehensive analysis of the Erasmus+ National Agencies' (NAs) Long-Term Activity (LTA) partnership from 2021 to 2024. This report serves to outline project activities, evaluate the impact of the partnership on target groups, and provide strategic recommendations for stakeholders involved in Erasmus+ programmes. By analysing the activities undertaken during this period, the report seeks to inform future initiatives within the Erasmus+ framework, enhancing the quality and efficiency of accreditation processes across Europe.

PROJECT BACKGROUND AND TARGET GROUPS

Erasmus+ Accreditation was a new mechanism introduced into the Erasmus+ programme 2020 - 2027 period to support quality and stability of mobility opportunities with improved simplicity of access to funding for international mobility exchanges across VET, school, and adult education organisations. Achievement of accreditation status confirms that the applicant has developed an Erasmus Plan, which outlines their strategy for implementing high-quality mobility activities to enhance their organisation. Applicants may apply for individual accreditation or for mobility consortium coordinator accreditation, regardless of prior experience in the Programme. Accredited organisations enjoy simplified access to Key Action 1 (KA1) funding opportunities, enabling them to participate in accredited mobility projects.

Initiated under the Erasmus+ programme, the LTA Accreditation partnership brought together NAs from eight European countries - Czechia, Denmark, Hungary, Luxembourg, Malta, Netherlands, Norway, and Sweden - coordinated by SALTO TCA Education & Training. Target groups included newcomers to accreditation, accreditation experts, and accredited project organisers. Its overarching goal was to improve their understanding of the purpose of accreditation and implementation of quality Key Action 1 Mobility projects, thereby encouraging high quality, successful accreditation applications and ensuring consistency and quality in accreditation practices aligned with European Education Area objectives.

The LTA Accreditation partnership was structured around eight distinct work packages designed to address specific needs and enhance capabilities across the identified target groups. Key activities included research, specialised national and international training seminars, networking events, and strategic dissemination efforts. Central to the project's execution were 14 international seminars tailored to each stakeholder group, providing platforms for capacity building, knowledge exchange, and fostering collaborative networks across participating countries.



IMPACT OF THE PROJECT ACTIVITIES ON TARGET GROUPS

The LTA Accreditation partnership has had a transformative impact on its target groups, significantly enhancing their capabilities and strategic alignment within the Erasmus+ framework:

Newcomers to Accreditation: Participants benefited significantly from networking opportunities, capacity building initiatives, and knowledge transfer sessions, which collectively fostered a robust understanding of Erasmus+ accreditation standards and strategic priorities. Feedback from participants highlighted a notable increase in confidence and readiness to engage in Accreditation applications and Erasmus+ projects, facilitated by the comprehensive trainings and international seminars. The format of these sessions, blending online and face-to-face interactions over an extended time period, proved particularly effective in accommodating diverse learning preferences, availability and facilitating networking opportunities. While participants appreciated the clarity provided by training materials and real-life examples, they identified several areas for improvement, such as simplifying the application form, providing more sector-specific guidance, and enhancing support for diversity and inclusion initiatives.

Accreditation Experts: The LTA partnership significantly bolstered the capabilities and confidence of accreditation experts in evaluating Erasmus+ applications and final reports. The seminars provided crucial opportunities for knowledge exchange and collaboration among experts and NAs across different countries, fostering a supportive environment where best practices were shared and common challenges addressed collectively. This collaborative approach has not only enhanced the quality and fairness of evaluations but also promoted a more unified assessment process. There is a clear demand for sustained peer exchange and capacity building, with experts advocating for further dialogue on programme guidelines to ensure consistent and accurate evaluations across all participating countries. Addressing areas such as clarity in application forms and evaluation criteria, ongoing professional development relating to programme priorities, and sector-specific training will be crucial in maintaining high standards and ensuring the effectiveness of accreditation evaluations across all programme countries.



Accredited Project Organisers: Project organisers experienced improvements in project management and implementation of Erasmus+ priorities in mobilities. Seminars and workshops provided practical insights and guidance, enhancing organisational capacities and promoting international collaborations among project teams. Participants highlighted the value of networking opportunities, expressing a need for more frequent face-to-face interactions both nationally and internationally, ongoing updates on Erasmus+ guidelines, continued support particularly with integrating the participation and sustainability priorities into projects and advanced project management techniques to ensure long-term, school-wide impact from mobilities.

KEY RECOMMENDATIONS FOR STAKEHOLDER GROUPS

Based on the insights gleaned from the project, several recommendations emerge for enhancing support to newcomers in the Erasmus+ Accreditation process.

European Commission Desk Officers: are encouraged to adopt several key recommendations to enhance support within Erasmus+ based on the findings of the LTA Accreditation project. Firstly, publishing application forms well in advance of funding deadlines, in multiple languages and harmonised with application evaluation rubrics, will ensure accessibility and robustness of strategic planning, particularly during the introduction of new programme components. Streamlining documentation requirements and improving the user-friendliness of application tools is essential to alleviate administrative burdens of applicants. Additionally, enhancing the usability of digital systems and integrating practical examples into official guidelines will help applicants align proposals with programme priorities effectively. Exploring the challenges and usability issues which have arisen with the amendments to the School Education Gateway and eTwinning portal is encouraged, as is expanding the range of programme wide practice sharing mechanisms to support knowledge transfer. Clear and standardised guidelines for 'Relevance' criteria should mitigate ambiguities in assessments, promoting consistency across evaluations. Desk Officers should also consider a better alignment of TCA mechanisms with current Erasmus+ systems and processes and adopting a lump-sum approach for TCA budgets in order to optimise resource management and responsiveness to specific needs. By refining these areas and establishing interactive feedback mechanisms, Desk Officers can facilitate smoother accreditation processes and strengthen alignment with Erasmus+ objectives.



For NA Leaders and Directors, the recommendations from the LTA Accreditation project provide strategic guidance to enhance future support initiatives across the NA network. Leaders are advised to facilitate effective coordination and engagement in TCA and LTA activities across NA departments, ensuring adequate resourcing and alignment with broader NA goals. This can be achieved through direct involvement of NA, sector, or Key Action leaders in LTAs, integration of TCA-developed support and training with national accreditation support plans, and national dissemination of training seminar outcomes. Ongoing support for long-term projects requires sufficient TCA resources to develop, share, and refine strategies based on participant feedback. Increasing face-to-face NA meetings for long-term initiatives enhances collaboration and understanding of LTAs, driving efficiency and impact. Promoting a supportive culture within NAs to guide applicants towards continuous improvement in monitoring and reporting is essential to avoiding over-complication of reporting as well as differences between NAs. Allocating resources for continuous professional development, including webinars on emerging trends and advanced assessment techniques, will bolster expertise across NA networks. Emphasising continuous improvement and professional development fosters a cohesive approach to accreditation assessments, integrating expert recommendations, and promoting collaboration and continuous learning through peer mentoring and structured onboarding processes.

The LTA Accreditation project has generated several recommendations for **NA Accreditation Working Groups**. To further support newcomers, it is recommended to enhance the clarity and accessibility of application systems, develop sector-specific training materials and online practice sharing or develop MOOCs building from those developed in the LTA and continue dialogues with accreditation experts and the European Commission. For accredited project organisers, close liaison with the European Commission is essential for clear guidance on accreditation requirements for monitoring the impact of support activities, with appropriate guidance developed consistently across the NA network. Strong examples of implementation of the four priorities and guidance on challenges faced by project organisers should be shared across NAs. For accreditation experts, regular peer exchange sessions, structured networking activities, and dissemination of best practices are crucial.



NA Accreditation Working Group members should continue the coordination role from the partnership, conducting annual surveys to capture best practices and organising networking opportunities between accreditation experts. An online repository of case studies and practice approaches can enhance assessment quality and consistency. The Working Group might also consider developing comprehensive tools for monitoring and reporting on mobility quality, effective budget management and reporting assessment guidance and training for NA staff and experts to enhance programme effectiveness and consistency across the network. Were NA Accreditation Working Group members to take forward cooperation activities initiated in the partnership, they could aim to further standardise accreditation practices, tailor support mechanisms, complete regular reviews of assessment practices, and develop detailed tools for financial management and impact evaluation. Actively promoting communication between TCA and LTA officers and other stakeholders will ensure effective utilisation of insights and recommendations, fostering continuous improvement and alignment with European Education Area objectives.

NA KA1 and Accreditation Action Officers: should enhance support for beneficiaries by providing tailored workshops and accessible resources to address specific needs. Sharing best practices in project management and offering detailed SMART objectives guidelines will improve project quality. Close collaboration with TCAs to disseminate training materials and organise national activities will facilitate the adoption of successful practices and alignment with programme goals. Ongoing support through targeted events and practical guidance on integrating Erasmus+ priorities will empower beneficiaries to achieve impactful outcomes. Developing sector-specific training and case studies will further enhance project quality and sustainability. Active engagement with LTA and TCA activities will ensure comprehensive support, promoting accreditation benefits and successful practices. Embracing a culture of continuous improvement by regularly soliciting feedback from participants and implementing necessary adjustments will further enhance the effectiveness and relevance of accreditation processes. Implementing specialised pre-assessment training and mentorship programmes will enhance the accuracy and consistency of evaluations, supported by regular debriefing sessions and networking opportunities to foster a cohesive community of assessors.

Finally, **TCA Officers and SALTOS** play a crucial role in advancing Erasmus+ initiatives. Working to transfer knowledge and training developed through the LTA with Accreditation Working Group colleagues and those actively involved in support for KA1 mobilities is important to sustaining and scaling the impact of the partnership. Encouraging NAs within the network to take forward and use successful training formats and working with colleagues to develop future.



TCAs and support activities based on the feedback and challenges identified by beneficiaries will continue to improve quality in mobility. In future TCA work, facilitating partnership building and contact making is essential to all TCAs, whether through informal or formal methods. Scaling networking formats, such as through the use of “lightning sessions” in online formats and reserving face-to-face seminars for priority target groups would address a continuing need of beneficiaries. Organising international seminars and workshops which allow for tailoring to specific sectors and target groups, along with proactive virtual preparation and follow-up, will enhance participant engagement, readiness and results, especially for those who have not attended TCAs previously. Prioritising blended learning approaches and combining virtual elements with face-to-face interactions will accommodate availability and learning preferences. In terms of delivery of long-term activities, ensuring structured planning and execution of LTAs, clear delineation of roles and responsibilities among partner NAs and refining activities based on participant feedback coupled with robust dissemination strategies for insights and best practices, will strengthen collaboration and impact. Embracing digital tools for communication and resource sharing, along with fostering a sense of community through regular engagement channels and face-to-face meetings, will bolster collective efforts in advancing Erasmus+ goals.

CONCLUSION

The LTA Accreditation Synthesis Report highlights the transformative impact of transnational cooperation of NAs within the Erasmus+ programme, evident in enhanced capabilities and strategic alignment across key stakeholder groups. The report serves as a valuable guide for shaping future initiatives to further elevate accreditation practices and support the overarching goals of the European Education Area. By implementing the outlined recommendations, stakeholders can foster a culture of collaboration, excellence, and innovation, thereby ensuring sustained benefits and advancements in European education, training, and youth development initiatives.



LTA BACKGROUND & PARTNERSHIP CONTEXT





BACKGROUND AND INITIATION

Responding to a request from the European Commission in 2020, SALTO TCA Education & Training (SALTO TCA E&T) piloted two initial Long-term Activities (LTAs) across the Education and Training National Agencies (NAs). This marked a new mechanism within the 2020-2027 Erasmus+ programme, introducing a novel approach for NAs and SALTOs in Training and Cooperation Activity (TCAs) organisation.

SALTO TCA E&T established interest among NAs on topics and developed a framework for an LTA cooperation focusing on the introduction of Accreditation for beneficiaries, as a new component of the programme. The LTA Accreditation partnership was agreed and would run between 2021 - 2023, with reporting and close down in 2024. The eight NAs actively involved in the partnership represent Czechia, Denmark, Hungary, Luxembourg, Malta, Netherlands, Norway and Sweden. SALTO TCA Education & Training, located within the Hungarian NA, provided project coordination as well as securing resources, including an externally recruited Quality Assurance Officer, to support ongoing learning, development, and monitoring of the project.

ERASMUS+ ACCREDITATION

Erasmus+ Accreditation serves as a gateway for organisations in vocational education and training (VET), school education, and adult education to engage in cross-border exchange and cooperation. This accreditation confirms that the applicant has developed an Erasmus Plan, which outlines their strategy for implementing high-quality mobility activities to enhance their organisation. Applicants may apply for individual accreditation or for mobility consortium coordinator accreditation, regardless of prior experience in the Programme.

Accredited organisations enjoy simplified access to Key Action 1 (KA1) funding opportunities, enabling them to participate in accredited mobility projects. In all three fields the Action aims to strengthen the European dimension of teaching and learning by:

- promoting values of inclusion and diversity, tolerance, and democratic participation
- promoting knowledge about shared European heritage and diversity
- supporting development of professional networks across Europe



LTA ACCREDITATION STRATEGIC OBJECTIVES

The LTA Accreditation project responded to the need to support programme beneficiaries with application for accreditation status and delivery of high-quality mobility projects which achieved wide-spread institutional impacts. It aimed to contribute towards the strategic goals of the European Education Area and the Erasmus+ Programme by supporting project coordinators and accreditation experts across Europe to reach a common understanding of the purpose and process of accreditation. It sought to deliver quality Key Action 1 Mobility projects and share practice in order to promote successful accreditation applications and a consistent, high quality level of implementation of Key Action 1 Mobility projects across Erasmus+ programme countries.

The project was situated within the TCA mechanism available to NAs and planned as a long-term cooperation of a minimum 3-years, in order to facilitate collaboration, shared activity planning and delivery across NAs. It aimed to improve accreditation and mobility project application readiness, quality and success through improved understanding of the Erasmus+ quality standards and the four programme priorities, building international networks, establishing consistency across assessment experts and exploring tools and approaches to facilitate strategic Erasmus Plans.



The project formed strategic objectives and opportunities for the following target groups:

NEWCOMERS TO ACCREDITATION will feel more confident to apply for Erasmus+ accreditation through:

- improved networks and partnerships which support future international cooperations;
- better knowledge of the implementation of Erasmus+ quality standards, the four programme priorities and strategies to deliver the Erasmus plan
- a better understanding of the process and purpose of Erasmus+ accreditation and quality in E+ projects

ACCREDITED PROJECT ORGANISERS will feel more motivated to apply for Erasmus+ funding and engage in continuous improvement of their Erasmus+ plan and project quality through:

- Increased awareness of the monitoring, development and reporting requirements of their Accreditation & Erasmus+ Plans
- Increased opportunities for peer learning and exchange of practice of quality implementation of Accreditation
- Improved networks and partnerships which support future international cooperations
- Better knowledge of the implementation of E+ quality standards and the four programme priorities

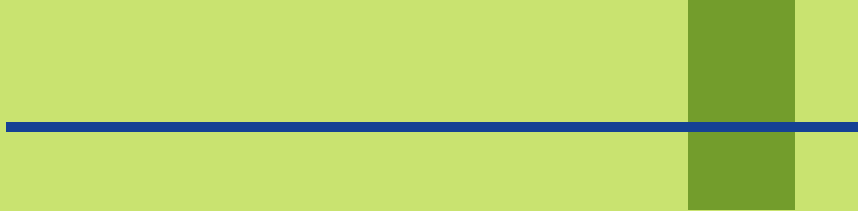
NATIONAL EXPERTS EVALUATING ACCREDITATION will feel more confident assessing accreditation applications and final reports through:

- Improved understanding of the process and purpose of Erasmus+ accreditation and quality in Erasmus+ projects
- Increased knowledge of the implementation of Erasmus+ quality standards and the four programme priorities
- Improved exchange regarding common approaches, barriers and suggestions regarding the accreditation assessment process



Activities within the LTA were organised into eight work packages with intended outputs:

Outputs Work Packages						
WP1: LTA COORD	WP2: NEWCOMERS	WP3&5: EXPERTS	WP4: ACCREDITED ORGS	WP6: SUMMIT MEETING	WP7: SYNTHESIS REPORT	WP8: DISSEMINATI ON
<p>Steering group & partnership development</p> <p>Quality assurance process</p> <p>Monitoring & evaluation cycle</p> <p>LTA Partnership Survey</p>	<p>Delivery of a series of recurrent TCAs for newcomers which integrate national, transnational and virtual support activities</p> <p>Support and guidance provided for NA delivery by WP lead and partners to test and improve training support format</p>	<p>Research & reporting into NA practices relating to accreditation assessor preparation</p> <p>Policy paper with suggestions for the improvement of Erasmus accreditation, targeted at European Commission colleagues and synthesising views of national experts and NA staff working within accreditation</p>	<p>Delivery of a series of recurrent TCAs for accredited project organisers which integrate national, transnational and virtual support activities</p> <p>Support and guidance provided for NA delivery by WP lead and partners to test and improve training support format</p>	<p>Schema of future accreditation support materials compiled with beneficiary input to identify continuing needs and support future NA support planning</p>	<p>Synthesis report collecting good practice, recommendations and suggestions for future activities from the activities and outputs of the project</p>	<p>Activity outcomes reports and communication, in particular through SALTO TCA E&T platform</p> <p>Support material highlighting the four programme priorities, strategies to deliver the Erasmus Plan and quality implementation of Accreditation</p>



ACTIVITIES OVERVIEW

2021 - 2024





HIGHLIGHTS

- **Strong Foundations and Effective Communication:** The partnership kick-off meeting in February 2021 established a solid structure, with clear communication channels evolving to include Padlets, Teams channel, and email, facilitating effective material sharing and collaboration.
- **Extensive Reach and Impact:** Over the project period (2021-2024), the partnership conducted 14 international seminars with 829 participants from 29 countries, demonstrating significant engagement and capacity building across Europe.
- **Targeted Support for Diverse Groups:** The seminars catered to newcomers, accreditation experts, and accredited project organisers, with specific sessions designed to address the unique needs of each group, enhancing the overall quality and impact of the accreditation processes holistically.
- **Enhanced Cooperation and Quality Assurance:** The commitment of the partners, adoption of roles and inclusion of a Quality Assurance Officer led to regular reviews based on feedback with continuous improvement in activities. New seminars and improved support mechanisms were thus introduced throughout the partnership.
- **Final Summit Success:** The final four-day Summit event in 2023, co-organised by all LTA partners, was a culmination of the partnership's efforts, bringing together previous participants for comprehensive content delivery and peer exchange, receiving high praise for its effectiveness and collaborative spirit.

COOPERATION MEETINGS

- **Kick off meetings: 1**
- **Partner meetings: 9**
- **Steering Board meetings: 5**
- **Final summit prep meetings: 8**



INITIAL ACTIVITIES AND PARTNERSHIP ESTABLISHMENT (2021)

In February 2021, the partnership kick-off meeting was held online, attended by NA staff from various countries, including Belgium, Czechia, Denmark, France, Germany, Hungary, Latvia, Lithuania, Malta, Netherlands, Norway, and Sweden. The effects of the COVID-19 pandemic were still being felt within all partner countries and had delayed the start of the partnership somewhat, with a desire to work at pace to support beneficiaries with the new programme element. Some NAs decided to act as sending partners and the core group of collaborating NAs was formed. Despite time constraints, a well-developed concept paper, prep meetings, and a successful kick-off meeting laid a strong foundation for the partnership. This meeting set the structure for the partnership, confirmed initial work package commitments, discussed collaboration opportunities, and evaluated the LTA's work. Communication channels were established, and these evolved over the course of the project from Padlets and spreadsheets to Teams channels, SALTO links and email which facilitated effective communication and sharing of materials. This initial phase emphasised practice sharing and the development of TCA activities replicable across the partnership. Core partners were committed from the beginning, facilitating strong collaboration. The three-pillar structure of the LTA target groups worked well, with effective communication between the pillars due to the coordinator and steering group members' focus. Three initial international seminars were held online, one for each target group, with delivery completed independently by each hosting NA.



PROGRESS AND ENHANCED COOPERATION (2022)

Throughout 2022, the partnership saw increased communication and consistency among its members as the urgency and restrictions of priorities created by the COVID-19 pandemic decreased and NAs were moving clearly back into business as usual. The partnership met more frequently, and NAs actively collaborated on training delivery and content provision. SALTO TCA E&T and the Quality Assurance Officer played a crucial role in engaging and onboarding NAs, arranging more meetings, promoting the steering group, and ensuring proactive dialogue which enhanced the partnership's quality and learning transfer.

The steering groups' nomination and the inclusion of an external Quality Assurance Officer were beneficial, providing support and initiating improvements. With few resources available internally across the NAs, a need was identified to recruit a dedicated individual from outside of the NAs who could support the coordinator and partnership and act as a neutral, external consultant and evaluator over the duration of the partnership. The recruitment of a Quality Assurance Officer was lengthy due to national procurement regulations for external experts coupled with the necessity to recruit an expert with appropriate knowledge of the Erasmus+ programme and TCA mechanism. A qualified individual was eventually engaged and this led to the creation of quality assurance documentation, a monitoring and evaluation process, reports analysing 2021 activities with recommendations which were taken forward by the steering group. For example, an additional seminar targeting accreditation experts was introduced; a core group of NAs was formed to prepare for the delivery of the final Summit, and the LTA steering group roles were formalised, consisting of work package leads, the coordinator, and the Quality Assurance Officer.

Significant efforts were made to plan future activities, including identifying a lead host NA for the final Summit and commencing active planning. Dissemination efforts included sharing the WP3 report with European Commission colleagues and mobility working group members. The outcomes of activities were added to the SALTO platform, allowing other NAs to access key information and learn from the activities.



FINAL YEAR AND SUMMIT (2023)

In 2023, the partnership maintained its now regular schedule of meetings and communication among NAs. The final Summit event was extensively organised with active engagement from all core partners, reflecting the partnership's maturity and stability. The coordinator continued to act as a communication and activity nexus, driving the final Summit's content and ensuring proactive dialogue to enhance partnership quality and learning transfer.

The Quality Assurance Officer supported knowledge sharing and learning, actively participating in international seminars and directly contributing to discussions. The scope and purpose of the synthesis report were confirmed, and resources were engaged to create it. The annual survey was successfully distributed to past participants and NA members, aiding in data collection and feedback.

The final Summit provided a synthesis of the LTA's TCA activities, with the agenda and implementation, including use of external facilitators, receiving very positive feedback. The partnership demonstrated strong community building, becoming close-knit and supportive over the project's duration.



LTA IN NUMBERS

- **Project ran from 2021 - 2024**
- **8 NAs and 1 SALTO**
- **14 international seminars**
- **829 participants**
 - **313 at online seminars**
 - **516 joined in-person seminars**
- **4 seminars targeting newcomers with 225 participants in total**
- **3 seminars targeting accreditation experts, with 101 participants in total**
- **7 seminars targeting accredited project organisers with 503 participants in total**

INTERNATIONAL SEMINARS

Over the course of the LTA accreditation partnership, a number of activities took place to achieve the strategic objectives of enhancing Erasmus+ accreditation processes and supporting participants. The international seminars served as the cornerstone of the partnership's capacity building efforts, varying in size and scope, and aligning with different work packages targeting newcomers, accreditation experts, and accredited project organisers. On average, at least one international seminar per year was held for each target group, with this increasing by the final year of the partnership, fostering engagement and learning across the target groups.

A total of 14 international seminars took place with 829 participants from 29 countries attending, showcasing the partnership's extensive reach and impact across Europe. Only 3 countries of the 32 eligible EU Member States and third countries associated to the Programme did not send participants over the course of the partnership. 313 participants joined online activities, largely during 2021 and early 2022 when Covid-19 pandemic restrictions prevented face-to-face seminars. 516 participants joined activities in person between 2022 and 2023.



PARTICIPANT COUNTRIES & NUMBERS



AUSTRIA	- 29
BELGIUM	- 31
CROATIA	- 45
CYPRUS	- 3
CZECHIA	- 31
DENMARK	- 32
ESTONIA	- 7
FINLAND	- 21
FRANCE	- 10
GERMANY	- 34
GREECE	- 24
HUNGARY	- 21
ICELAND	- 16
IRELAND	- 18
ITALY	- 14
LATVIA	- 18
LITHUANIA	- 26
LUXEMBOURG	- 9
MALTA	- 26
NETHERLANDS	- 35
NORWAY	- 115
POLAND	- 19
PORTUGAL	- 10
ROMANIA	- 14
SERBIA	- 14
SLOVAKIA	- 53
SPAIN	- 27
SWEDEN	- 120
TÜRKIYE	- 7



The partnership activities saw participation from numerous countries, with a notable concentration from Norway and Sweden. Both countries led work packages (WP2 and WP4 respectively) and hosted multiple seminars with a high number of national participants. Sweden saw particularly large numbers of participants attend online seminars, while Norway's strong co-organisation efforts and national TCAs resulted in consistently high attendance at national and international activities.

The international seminars were the key capacity building mechanism of the partnership, integral to its success. These seminars ranged in size and scale, adapting to the needs of different participant groups. Activities related to WP 2, 3 and 4 each targeted their corresponding target groups (WP2 - newcomers to accreditation, WP3 - accreditation experts, and WP4 - accredited project organisers). A greater range of NAs delivered activities focused on newcomers to accreditation in order to introduce the new funding process. Many beneficiaries were experienced within Erasmus+ but needed support to understand the mechanisms to apply successfully for accreditation and implications for delivery of quality accredited mobilities. In later years of the partnership, a greater number of international seminars explored quality and challenges for specific target groups, particularly in a wider range of seminars for accredited project organisers. These were often larger, facilitating extensive partnership building and peer exchange opportunities.

As the project progressed, additional NAs, initially not part of the partnership, sought support to deliver international seminars based on the established training schedule. This expansion demonstrated the project's growing influence and the effectiveness of its capacity building approach. The partnership's work culminated in the LTA Summit, a comprehensive four-day event that brought together previous participants, mainly accredited project organisers or those awaiting assessment decisions on their accreditation applications. Co-organised by all LTA partners, the Summit received high praise for its content, delivery, and overall support, underscoring the partnership's collaborative success. Facilitators used by the Swedish NA in previous international seminars were contracted, a novelty for some NAs within the partnership which ensured an engaging format and variety of methods used to engage participants throughout the Summit.



ACTIVITIES TIMELINE

2021

WP4: Creating Cooperation and Monitoring Strategies for Accredited Organisations

Sweden - 11 April

153 accredited project organisers

The seminar aimed to help project managers evaluate and improve their accreditation and foster partnerships focused on inclusion.

Day 1 covered partnership building, eTwinning, inclusion, and organisational development, while Day 2 involved NA staff discussing monitoring, recruitment, and transitioning school exchange partnerships.

WP3: Exchanging Assessment Experience of Experts on accreditation Proposals

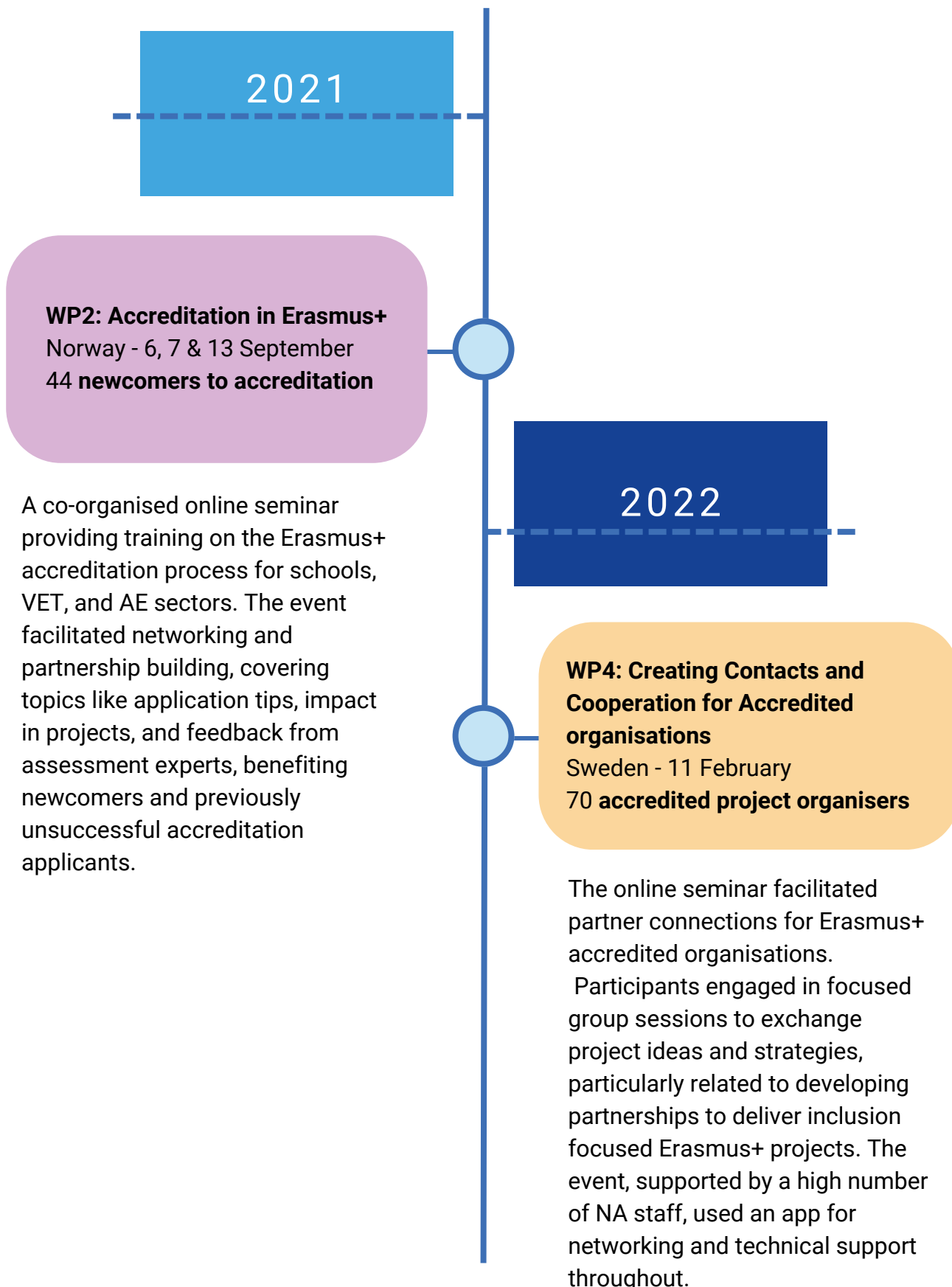
Hungary - 10 -11 June

46 accreditation experts

The event brought together Erasmus+ project assessment experts and NA staff with the aim of sharing assessment strategies and addressing concerns. Featuring workshops on objectives, management, and preparing experts, the seminar resulted in a series of programme recommendations.



ACTIVITIES TIMELINE





ACTIVITIES TIMELINE

2022

WP3: Exchanging assessment experience of accreditation experts

Denmark & Netherlands -

13 - 15 June

25 accreditation experts

The co-hosted seminar focused on Erasmus+ project assessment experts' challenges and peer learning. It featured thematic workshops on key assessment criteria, enabling assessors to discuss and align on evaluation practices. The event concluded with a keynote by an accredited organisation.

WP2: Accreditation in Erasmus+

Malta - 5, 7 & 22 September

79 newcomers to accreditation

This hybrid co-organised seminar focused on supporting newcomers and accreditation applications. It featured ice-breakers, presentations from successful applicants, a walkthrough of the accreditation process, and expert feedback. The event aimed to better prepare participants to submit high-quality Erasmus+ accreditation applications, with contributions from multiple NAs.



ACTIVITIES TIMELINE





ACTIVITIES TIMELINE

2023

WP2: Accreditation in Erasmus+ (SE, VET & AE)

Ireland - 22 - 25 May

47 newcomers to accreditation

This seminar followed the format of previous events supporting newcomers and accreditation applications. The event aimed to better prepare participants to submit high-quality Erasmus+ accreditation applications, with contributions from multiple NAs. It included a walkthrough of the accreditation process, detailed guidance on impact planning and development of the Erasmus Plan as well as expert feedback, networking and presentations from successful applicants.

WP2: Accreditation in the field of Adult Education

Greece - 13 - 15 September

55 newcomers to accreditation

The international seminar focused on Erasmus+ KA120 accreditation in adult education. Participants engaged in practical workshops, networking, and presentations, feeling well prepared to apply for accreditation. The event effectively combined theory with practical application, enhancing participants' capacity for high-quality Erasmus+ mobility projects.



ACTIVITIES TIMELINE

2023

WP3: Exchanging assessment experience of experts on accreditation final reports

Denmark & Netherlands -
31 Oct - 1 Nov
30 **accreditation experts**

The online seminar reunited Erasmus+ project assessment experts and NA staff for two days of collaboration. Key sessions included updates on accreditation and final report assessment criteria, fostering consistent standards and enhancing assessment processes to ensure higher quality Erasmus Plans implementation.

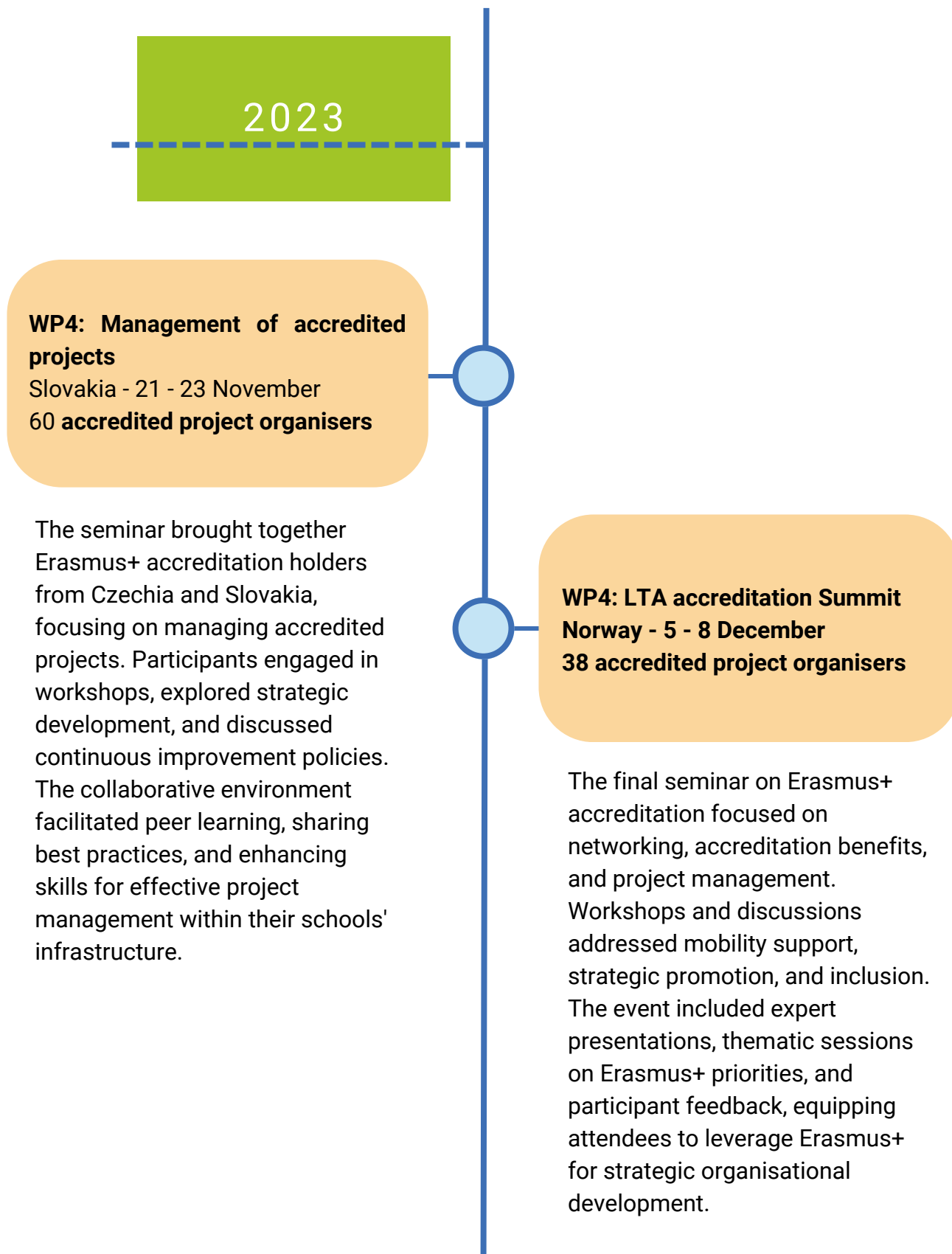
WP4: Your accreditation in Nordic and Baltic countries

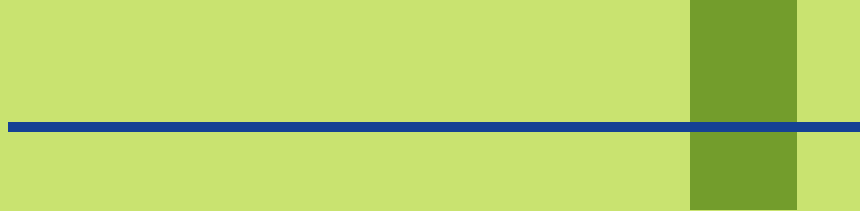
Iceland - 30 Oct - 2 Nov
35 **accredited project organisers**

The seminar convened participants from eight countries in Reykjavík, Iceland. Discussions centred on Erasmus project implementation, internationalisation strategies, and vocational, adult, and general education practices. Practical sessions and presentations highlighted AI use and successful projects, fostering collaborative learning and strategic insights for future Erasmus+ initiatives.



ACTIVITIES TIMELINE





ACTIVITIES TARGETING NEWCOMERS TO ACCREDITATION AND THOSE NOT YET ACCREDITED





HIGHLIGHTS

- **Engagement of Newcomers:** The initiative engaged 219 participants across four international seminars, providing comprehensive training on the Erasmus+ accreditation process for organisations new to accreditation.
- **Effective Training Formats:** Initial training, led by the Norwegian and Maltese NAs, featured a successful format that included online and hybrid sessions, split over an extended time period. Detailed walkthroughs of the accreditation process, practical application tips and spaced sessions to allow for consultation across participants' institutions between one seminar and the next were highly praised by participants.
- **Collaborative Development and Mentorship:** The Norwegian NA's mentorship and collaborative development of seminar content with other NAs, such as the Maltese and Greek NAs, significantly enhanced the quality and effectiveness of training sessions.
- **Success of Hybrid Seminars:** The hybrid format combining online and face-to-face elements used during the 2022 seminar enabled broader participation, particularly during the COVID-19 pandemic, and led to successful accreditation applications by many participants.
- **Positive Participant Feedback:** Participants appreciated the detailed explanations, practical tips, and networking opportunities provided by the seminars, which boosted their confidence and readiness to apply for Erasmus+ accreditation.
- **Sustainable Impact and Dissemination:** The partnership's dissemination efforts and continued support activities, including those led by Irish and Greek NAs, have promoted sustainable project impacts and increased awareness of support mechanisms across the Erasmus+ network.



In The LTA accreditation TCAs which targeted activities for newcomers to accreditation were a foundational aspect of the partnership objectives, engaging a total of 219 participants across four key international seminars. These activities were meticulously designed to provide comprehensive training on the Erasmus+ accreditation process, for organisations yet to receive accreditation for Key Action 1 mobility projects. The training sessions encompassed a detailed walkthrough of the accreditation process, practical application tips, impact assessment methodologies, and expert feedback. Participants also benefited from networking opportunities and partnership building activities, ensuring they were well prepared to submit high-quality accreditation applications.

INITIAL TRAINING FORMAT AND DEVELOPMENT

The initial training format was spearheaded by the Norwegian NA, which co-organised the first seminar in collaboration with the Maltese NA. This pilot seminar took place in September 2021, attended by 44 participants. The structure included sessions on the Erasmus+ accreditation process, application tips, feedback from assessment experts, and the impact of project work. The Norwegian NA's approach of splitting the seminar across multiple days with a week's gap was highly praised, allowing participants time to absorb and apply the information within their institutions before reconvening.

The initial training format received strong endorsements for its length, content, and structure, leading other NAs to replicate it. The Norwegian NA continued to act as a mentor, guiding other NAs in delivering their own training seminars. For example, the Maltese NA successfully hosted its first TCA with significant support from the Norwegian NA, showcasing the effectiveness of this mentoring approach.

Initially, the training was developed in an online only format due to restrictions in travel due to the COVID-19 pandemic. This was later expanded into a hybrid format, with additional attendees having access to some sessions in the second iteration of the training, in order to expand the number of participants accessing the training. In the case of the Norwegian NA, they took the opportunity to deliver this as a parallel, national training activity with access to the international element.



COLLABORATIVE DEVELOPMENT AND DELIVERY

The Norwegian NA's mentorship and leadership significantly enhanced the quality of the training through leading the implementation and acting as a knowledge base for how to deliver the training seminars.

The quality of training was further enhanced through the collaborative development and delivery of distinct sessions by various members of the partnership. For instance, Dutch colleagues with expertise in enhancing impact in mobility projects led dedicated sessions on this topic, sharing resources and best practices. Other LTA partners introduced support systems such as eTwinning, which were integrated into the training and persisted in subsequent international seminars. This collaborative approach ensured that participants received a rich and diverse learning experience, drawing on the strengths and specialisations of different partners.

SUCCESS OF HYBRID NATIONAL AND INTERNATIONAL SEMINARS

The hybrid format of national and international seminars was particularly successful as it allowed for broad participation and effective dissemination of knowledge. This format combined online and face-to-face elements, allowing for broader participation and more flexible engagement. The success of these seminars was evident, as many participants who attended these events successfully achieved accreditation, demonstrating the effectiveness of the training and support provided. This hybrid approach was particularly beneficial during the COVID-19 pandemic, providing continuity and maintaining the quality of training.

PARTICIPANT FEEDBACK AND OUTCOMES

Participants consistently provided positive feedback on the training activities, particularly appreciating the detailed explanations of the Erasmus+ accreditation process and the practical tips for successful applications. The emphasis on identifying organisational needs and setting clear, achievable objectives was seen as especially beneficial. Networking opportunities were also highlighted as significant, with many participants establishing valuable contacts with potential partners from various countries.



Activities: newcomers to accreditation

The seminars effectively boosted participants' understanding of Erasmus+ programme priorities, goals, and possibilities, leading to increased confidence and interest in applying for Erasmus+ accreditation and project applications. The practical workshops and interactive sessions were well received, providing participants with the necessary skills and confidence to prepare high-quality accreditation applications.

Specific feedback from the 2021 online seminar, co-organised by the Norwegian and Maltese NAs, indicated high satisfaction with the event's format. Participants particularly commended the impact session delivered by the Dutch NA, which was instrumental in supporting their strategic thinking and preparation for the accreditation application. However, there were suggestions for improvements, such as more time for partnership building and allocating discussion groups based on age groups to maximise relevant exchanges.

CONTINUED SUCCESS AND DISSEMINATION

By the third year of the partnership, many beneficiaries had successfully become accredited, with many of these individuals having attended the international seminars. As TCA activities are not aligned with other Erasmus+ systems, data monitoring and reporting on this would have required a separate research initiative was not provided for. The Norwegian NA however conducted an analysis of their beneficiaries and found that the average pass rate of those attending TCAs was 81% compared against those that had not which was 77%. This success led partnership NAs to shift their focus towards supporting quality in accreditation and WP4 activities. Additionally, the dissemination and knowledge sharing undertaken by the partnership, particularly across the wider NA and TCA network, raised awareness of the support mechanisms, prompting additional WP2 activities in 2023. The Irish and Greek international seminars were notable examples, supported by the Norwegian NA, and played a key role in disseminating the support mechanism to achieve more sustainable project impacts.



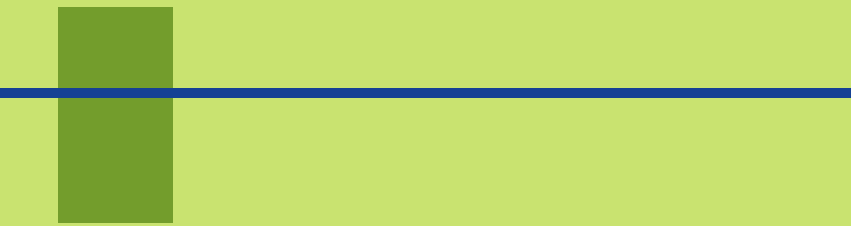
SUMMARY

The series of activities targeting newcomers to accreditation under WP2 of the LTA partnership were highly successful in achieving their objectives. The carefully developed training format, collaborative approach, and hybrid seminar model ensured high-quality, impactful training.

Participants across multiple countries benefited from detailed insights into the Erasmus+ accreditation process, practical workshops, and valuable networking opportunities, significantly increasing their confidence and readiness to apply for Erasmus+ accreditation. The success of these initiatives, coupled with effective scaling efforts across NAs, has set a strong foundation for continued support and improvement in Erasmus+ project applications and accreditation across Europe.



ACTIVITIES TARGETING ACCREDITATION EXPERTS





HIGHLIGHTS

- **Effective Expert Networking:** Over the past three years, 101 accreditation experts engaged in international seminars and workshops focused on exchange regarding the accreditation process, best practices, and assessment criteria.
- **Enhanced Consistency and Quality:** The activities targeting national experts contribute to improved the consistency and quality of Erasmus+ accreditation evaluations, leading to a more robust assessment system across different countries.
- **Collaborative Seminars and Workshops:** Key events, such as the Hungarian-led seminar in 2021 and the Danish-Dutch seminars in 2022 and 2023, facilitated the sharing of assessment strategies and common challenges, resulting in valuable recommendations and standardised evaluation practices.
- **Positive Feedback and Lasting Impact:** Participants consistently provided positive feedback, appreciating the opportunity for direct communication with NA staff and external experts. The seminars increased assessors' confidence and understanding of the Erasmus+ accreditation process.
- **Ongoing Challenges and Recommendations:** Despite successes, challenges such as the complexity of the accreditation mechanism and the need for more detailed reporting and monitoring tools were identified. Continuous expert engagement and feedback were highlighted as crucial for future improvements.
- **Effective Dissemination and Policy Influence:** Recommendations from these seminars were shared with the European Commission and Key Action 1 working groups, influencing future decisions regarding the Erasmus+ Accreditation format.

Over the past three years, significant strides were made in supporting national experts evaluating Erasmus+ accreditation. 101 participants, including newcomers and experienced assessors, engaged in international seminars and workshops. These sessions covered accreditation processes, best practices, and assessment criteria, ensuring consistency and high-quality standards across countries. The initiative addressed common challenges, improved assessment practices, and fostered ongoing communication among experts. Positive feedback highlights the success and lasting impact of these activities on supporting high-quality mobility projects across Europe.



INITIAL SURVEY

The initial phase of the project involved a survey mapping the approaches of NAs to training and managing accreditation experts. This survey revealed that most NAs involve experienced external experts and provide support mechanisms such as hotlines, evaluation grids or rubrics, and debriefing sessions. The feedback gathered was instrumental in shaping the content and focus of the first online seminar for accreditation experts.

HUNGARIAN NA SEMINAR: SETTING THE STAGE

In June 2021, the Hungarian NA led the first major event under WP3, bringing together 46 participants, including Erasmus+ project assessment experts and NA staff. The two-day online seminar focused on sharing assessment strategies and addressing common concerns. Workshops covered key topics such as evaluating the coherence of objectives, needs, and activities; focusing on assessment categories; management and project results; and preparing experts for assessment. This event was pivotal in creating an opportunity for participants to discuss their experiences, align on evaluation practices, and generate programme recommendations.

The seminar culminated in a series of recommendations aimed at enhancing the quality and consistency of assessments across various countries. The experts recommended providing applicants with detailed guidance on the importance of the Erasmus Plan, how to formulate SMART objectives, implementing Quality Standards in practice, and understanding future reporting duties. They suggested the application form be published early and in national languages, better harmonised with the evaluation grid, and include specific sections on Erasmus Plan objectives, impact, planned activities, and quality standards. Experts also proposed a dialogue between NA staff, experts, and the European Commission to clarify Erasmus Quality Standards, assess plan objectives, monitor accredited projects, and standardise evaluation attachments to improve the overall application and assessment process. The 2-page summary can be found in [Annex 6](#).

DANISH AND DUTCH NA SEMINAR: BUILDING ON SUCCESS

Following the success of the Hungarian-led seminar, the Danish and Dutch NAs co-hosted the next seminar in 2022, engaging 25 participants from various countries in a face-to-face event. This seminar was preceded by a survey of experts reflecting on their accreditation assessment experience to date.



The feedback was used to organise the seminar, which featured thematic workshops on key assessment criteria. Participants identified key areas of inconsistency and confusion when assessing accreditation applications, including activities outlined instead of goals, lack of links between goals and needs, limited measures and examples, and the scoring of the relevance criteria.

Participants also formed common standards and understandings of key accreditation assessment approaches for the Objectives, Management, and Relevance criteria. Within the Objectives workshop, emphasis was placed on the clarity of applicants' goals in relation to meeting the needs of their organisation rather than focusing on general, popular topics. The Management workshop explored the degree of concrete measures that applicants might realistically put into action to adhere to Erasmus quality standards. The involvement of the applicant's leadership was also seen as crucial for evaluating the reliability of Erasmus plan commitments. The most disparity in understanding among assessors and differences in NA approaches was identified within the Relevance workshop, with this being conflated with eligibility criteria in some cases but not in others.

Participants made several recommendations to applicants, including ensuring all objectives have a justified international dimension, focusing on a limited range of objectives, clearly articulating how objectives would be measured, and identifying how knowledge gained would be disseminated at organisational, teacher, and student levels. They also highlighted the importance of allowing applications in national languages to overcome language barriers.

Recommendations to NAs and the European Commission included amendments to the application form questions and instructions, dividing the Management section in two, and clarifying the scoring process and criteria for the Relevance criterion. A detailed report outlining these topics and suggestions for improvement of the Erasmus Accreditation format was shared with European Commission colleagues and Key Action 1 working groups. This can be found in [Annex 7](#).



FINAL EXPERTS SEMINAR AND ONGOING CHALLENGES

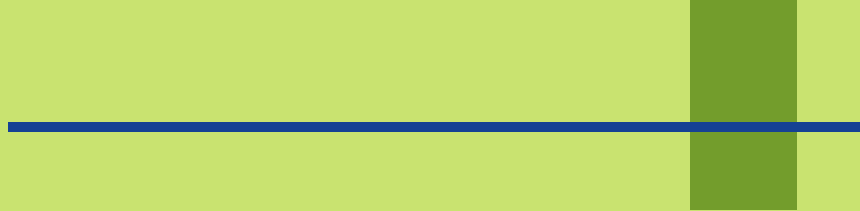
The final seminar, hosted by the Danish and Dutch NAs in 2023, focused on reporting and evaluation and brought together 30 experts. This event highlighted several key learning points from the surveys conducted post-seminar:

- 1. Complexity and Clarity:** There were ongoing challenges with the simplification of funding which accreditation had introduced, which led to issues in budget consumption and oversight of the quality of mobilities. Participants recommended more detailed guidance and a structured approach to address these issues.
- 2. Reporting and Monitoring:** Initial information regarding reporting and evaluation was well received, but it was clear that NAs needed more comprehensive tools and frameworks to monitor and report on the quality of mobilities effectively.
- 3. Expert Engagement:** The seminar underscored the importance of continuous engagement and feedback from external experts. Participants valued the direct communication with NA staff and the opportunity to contribute to policy recommendations.

Overall, the final seminar reinforced the need for a balanced and detailed accreditation system that ensures both simplicity for applicants and thoroughness in assessment, quality and monitoring to ensure the impact of mobilities.

SYNOPSIS

Participants across all seminars provided positive feedback, noting the usefulness of the exchanges and the opportunity to communicate directly with NA staff. External experts particularly valued the chance to have their recommendations passed on to the European Commission. The seminars successfully increased confidence among assessors, improved understanding of the Erasmus+ accreditation process, and fostered sustained communication between experts and NAs. The feedback highlighted increased confidence in assessing accreditation applications, better understanding of Erasmus+ quality standards, and enhanced exchange regarding common approaches and barriers in the accreditation assessment process.



ACTIVITIES TARGETING ACCREDITED PROJECT ORGANISERS





HIGHLIGHTS

- **Significant Engagement and Support:** Over 503 participants benefited from events aimed at enhancing the quality of Erasmus+ projects, focusing on partnership building, project management, and quality assurance.
- **Innovative Online Approaches:** The Swedish NA led effective online partnership-building events during the COVID-19 pandemic, successfully connecting project organisers and facilitating thematic collaborations.
- **Positive Participant Feedback:** Participants consistently reported increased confidence in managing Erasmus+ projects, improved understanding of quality standards, and valuable networking opportunities.
- **Targeted and Geographically Tailored Activities:** Events addressed the specific needs of different groups, such as consortium coordinators and regional collaborations, providing practical insights and fostering peer learning.
- **Comprehensive Final Summit:** The Erasmus+ Accreditation Summit in Tromsø, Norway, involved 38 accredited participants, focusing on networking, accreditation benefits, and project management, with sessions on key Erasmus+ priorities.
- **Ongoing Challenges and Recommendations:** Participants highlighted the need for extended seminar durations, more practical examples, and addressing funding challenges for larger consortia, emphasising the importance of continuous improvement and support.

The activities targeting accredited project organisers achieved significant engagement, with a total of 503 participants involved in various seminars aimed at supporting and enhancing the quality of Erasmus+ projects. Over three years, these activities evolved to meet the distinct needs of accredited organisations, focusing on partnership building, consortium coordination, project management, institutional impact and quality in mobility. The high participant numbers and tailored approaches to different target groups underscored the success of these efforts, culminating in the final Summit.



INITIAL FOCUS AND DEVELOPMENT

WP4 concentrated on fostering partnerships between accredited organisations, especially during the COVID-19 pandemic. The Swedish NA led the initial efforts, piloting online partnership-building events, with a focus on connecting accredited organisations to partnership-build and share best practices. The "Creating Cooperation and Monitoring Strategies for Accredited Organisations" online seminar attracted 153 participants. The seminar aimed to help project managers evaluate and improve their accreditation, fostering partnerships focused on inclusion. This event featured discussions on eTwinning, inclusion, and organisational development, with NA staff addressing monitoring, recruitment, and transitioning school exchange partnerships.

These virtual "lightning" or speed networking sessions allowed project managers to connect despite travel restrictions, facilitating thematic groupings such as inclusion-focused mobilities and consortium coordination. Initially met with scepticism, this online approach proved effective and efficient, surprising many participants and NAs with its success. It was recognised that online networking may not be as effective as face to face but offered initial, structured contact making and was useful in starting connections, being time and cost effective. These early activities laid the groundwork for subsequent efforts, highlighting the importance of innovative approaches in challenging times.

INCREASING MOMENTUM AND TARGETED SUPPORT

The Swedish NA continued to lead most activities, delivering almost all WP4 events until 2023. The "Creating Contacts and Cooperation for Accredited Organisations" face to face seminar in Sweden in 2022, attended by 70 participants, facilitated partner connections for Erasmus+ accredited organisations through focused group sessions, particularly related to developing inclusion-focused Erasmus+ projects.

As the project progressed into 2023, activities gained momentum. The increasing number of accredited organisations necessitated a focus on the quality of activities and the implementation of accreditation plans. In 2023, the scope of activities expanded to include more focused target groups, addressing their specific needs. One of the highlights was the "Consortium: Challenges and Opportunities" seminar in Norway, which gathered 54 participants. This event addressed the unique challenges faced by consortium coordinators, who manage broader networks and require different support compared to individual mobility coordinators. Participants shared best practices, discussed strategic goals, and explored inclusion strategies. The event produced a comprehensive report that offered insights and recommendations for future support and guidance, highlighting the broader and sustained impact on large networks. This can be found in [Annex 10](#).



GEOGRAPHICALLY TAILORED ACTIVITIES

In 2023, activities became more geographically tailored, with events focusing on cooperation across the Baltic and Nordic countries, as well as Czech-Slovakian specific seminars. The "Accreditation in Erasmus+" seminar in Reykjavík, Iceland, brought together 35 participants from eight countries. Discussions centred on Erasmus+ project implementation, internationalisation strategies, and general education practices. Practical sessions and presentations highlighted AI use and successful projects, fostering collaborative learning and strategic insights for future Erasmus+ initiatives.

Similarly, the Slovakian-Czech seminar in 2023 brought together 60 Erasmus+ Accreditation holders from both countries, focusing on managing accredited projects. Participants engaged in workshops, explored strategic development, and discussed continuous improvement policies. The collaborative environment facilitated peer learning, sharing best practices, and enhancing skills for effective project management within their schools' infrastructure.

FINAL INTERNATIONAL SEMINAR

The partnership's work culminated in the LTA Summit, a comprehensive four-day event that brought together previous participants, mainly accredited project organisers or those awaiting assessment decisions on their accreditation applications. Co-organised by all LTA partners, the Summit received high praise for its content, delivery, and overall support, underscoring the partnership's collaborative success. The Summit produced a large range of knowledge and practice sharing from the experienced project coordinators, which is summarised before. Further useful information can be found in [Annex 8](#).

PARTICIPANT FEEDBACK AND OUTCOMES

Feedback from participants across various seminars was overwhelmingly positive. Participants appreciated the detailed knowledge and practical skills gained, the networking opportunities, and the support from NA staff. They highlighted the increased confidence in managing Erasmus+ projects, understanding the programme's priorities, and setting measurable goals. Participants consistently reported improved project management skills, enhanced understanding of the Erasmus+ quality standards, and better strategic planning for internationalisation. They valued the exchange of good practices and the practical workshops, which provided actionable insights for their projects.

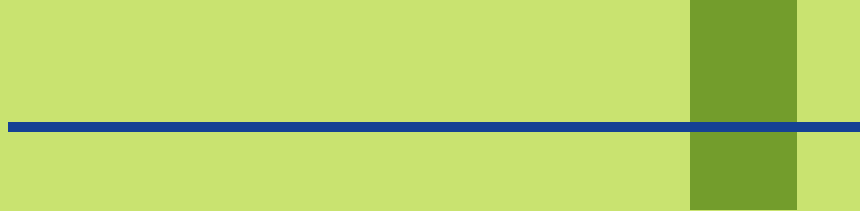


Despite the successes, participants also identified areas for improvement. They suggested extending the duration of seminars to allow for more in-depth discussions and interactions. Enhanced networking opportunities, clearer guidance, and more practical examples were also recommended. Participants expressed the need for regular events to enhance preparation for Erasmus+ activities and suggested that hosting them within their countries would be beneficial. Additionally, they highlighted funding challenges, particularly for larger consortia, as a barrier that future events could address.

CONCLUSION

The series of activities targeting accredited project organisers under WP4 of the LTA initiative were highly successful. The collaborative development and tailored approaches ensured that participants received comprehensive support, enhancing their project management skills and fostering valuable international partnerships. Feedback from participants confirmed the positive impact of these activities, with increased confidence in managing Erasmus+ projects and a deeper understanding of the programme's quality standards. The successful final Summit marks the culmination of these efforts, setting a strong foundation for future support and continuous improvement in Erasmus+ project quality across Europe.

Overall, the activities under WP4 have not only met but exceeded expectations, fostering a robust community of practice among accredited project organisers and setting the stage for sustained success and continuous improvement in Erasmus+ projects. The high level of participant engagement and positive feedback underscore the effectiveness of these activities in enhancing the quality and impact of Erasmus+ projects across Europe.



CONCLUSIONS BY TARGET GROUPS

WITH RECOMMENDATIONS FOR
STAKEHOLDER GROUPS





OUTCOMES OF PARTNERSHIP COOPERATION AND COORDINATION

HIGHLIGHTS

- **Enhanced Accreditation Success:** Engagement in the LTA partnership led to higher application scores for participants in those countries measuring this, demonstrating the positive impact on accreditation preparation and project quality.
- **Standardised Support and Training:** Standardised workshops and support actions increased NA staff confidence and promoted continuous improvement in accreditation practices across countries.
- **Improved NA and SALTO Capacities:** The collaboration among NAs and SALTO members fostered a cohesive network, enhancing transnational cooperation and robust accreditation support.
- **Continuous Improvement and Feedback Integration:** Ongoing quality assurance and responsiveness to feedback ensured the partnership's activities remained relevant and effective, fostering a culture of continuous improvement.
- **Sustained Collaboration and Knowledge Sharing:** The partnership's efforts resulted in increased willingness among NAs to host training sessions, share best practices, and engage in long-term transnational cooperation.
- **Effective Use of Digital Tools:** Digital platforms like Teams facilitated communication and resource sharing, although there is room for more consistent use among all partners.



IMPACT OF PARTNERSHIP COOPERATION

The collaboration among Erasmus+ NAs within the LTA partnership has yielded significant outcomes across the three target groups. Many NAs noted that engagement in the LTA partnership helped their beneficiaries better prepare for accreditation applications, formulate reports, and achieve quality standards during project implementation. Specifically, some NAs observed that participants in TCAs achieved higher marks in their applications compared to those who did not participate, indicating a direct positive impact of the partnership activities. Information on the impact per target group can be found in the relevant sections under [‘Outcomes for beneficiaries and target groups of the partnership’](#).

In the process of delivering these results for participants while engaging at pace with a new programme component, the capacity and skills of NA and SALTO members also evolved. This collaboration created a cohesive network of TCA, SALTO and NA staff that significantly enhanced transnational cooperation, facilitating the development of robust and holistic accreditation support, benefiting all stakeholders involved.

A notable impact has been the enhanced knowledge and awareness of accreditation practices and needs among NA staff, facilitated through standardised workshops and support actions. These initiatives have led to increased confidence in supporting accreditation applications and have fostered a culture of continuous improvement in accreditation practices. This standardisation compliments increasing quality of project support and applications as well as a better understanding of the Erasmus+ quality standards and programme priorities. The dissemination of the WP3 reports and their recommendations, shared with European Commission colleagues and mobility working group members, fosters open communication and promotion of a uniform understanding of assessment criteria, further highlighting the success of these efforts.

The LTA partnership also significantly increased the willingness of NAs to host training sessions and participate in transnational cooperation activities over a long term period. This has contributed to a more cohesive and collaborative approach to accreditation across NAs, with partnership members actively sharing best practices, resources and evolving activities in a cycle of continual improvement. Engagement with quality assurance recommendations led to additional seminars and the formation of a dedicated steering group overseeing key events, such as the final Summit. In the later years of the LTA, international seminars were also taken up by NAs outside of the core partnership, supporting sustainability and widening the impact of the training and support activities developed by the partnership.



Furthermore, the dissemination of resources and reports via the SALTO platform ensured that valuable insights and successful practices were accessible to a wider audience, also amplifying the partnership's impact. This approach not only benefited the NAs directly involved but also set a precedent for future collaborative initiatives within the Erasmus+ framework.

Additionally, the partnership fostered a sense of community and mutual support among the NAs. The structured approach, with regular meetings and active communication channels like Teams and email, ensured that all members remained engaged and informed. The LTA Summit was a pinnacle of this collaborative effort, providing a consolidation of the various TCAs and showcasing the cumulative learning and achievements of the partnership. This translated into increased confidence of TCA officers in the delivery and cooperation of LTAs, particularly in the case of newer TCA officers. The partnership provided welcome examples and experiences of approaches to collaboration which will continue to be implemented in other TCA and NA work.

Overall, the LTA partnership has significantly impacted the TCA officers and partner NAs directly involved, notably in their understanding and application of Erasmus+ accreditation standards as well as an appreciation of the skills and qualities needed for partnership management over a 3-year period. This impact, characterised by enhanced knowledge, skills, and collaborative opportunities, has strengthened the capacity of NAs and set a strong foundation for future partnerships. The success of this partnership illustrates the importance of coordination efforts, resourcing, clear roles and expectations, continuous improvement and shared best practices but also rapport building and networking between NA partners in achieving high-quality outcomes in Erasmus+ projects.

WHAT HAS WORKED WELL

The success of the LTA partnership's support mechanisms can be attributed to several key factors. Firstly, the proactive and continuous engagement of the LTA coordinator has been instrumental in maintaining effective communication and coordination among the NAs. By organising regular meetings and fostering open dialogue, the coordinator ensured that all partners remained aligned with the partnership's objectives and actively contributed to its success. Ambitiously driving forward the initiative with persistence, as well as checking that it stayed on course, the coordinator took less of a leadership role than facilitator and convenor to encourage collaboration and maintain connections across the partnership over time. This commitment and engagement produced reciprocity from the core group of partners who demonstrated a high level of dedication that was crucial for the partnership's overall success.

Conclusions & recommendations: all target groups



The structure of the LTA partnership—comprising WP leads, quality assurance, and coordination—proved to be highly effective. This structure facilitated clear communication and synergy between different work packages, enhancing the overall quality of TCAs. The inclusion of an external Quality Assurance Officer was another key factor. The officer brought a fresh perspective and contributed significantly to the development and implementation of quality assurance processes, maintaining high standards across all activities and a cycle of continuous improvement and learning across disparate activities.

The responsiveness to quality assurance recommendations further bolstered the partnership. By incorporating feedback and continuously improving practices, the partnership delivered more effective and relevant training sessions. This commitment led to the establishment of a steering group to guide strategic decisions, sharing of methods from different TCAs and tailoring of content to respond to participant needs, enhancing the quality of activities and building trust and collaboration among the NAs.

The use of standardised workshops and support materials was also highly effective. Formats developed for 2021 activities were expanded upon in subsequent years, providing consistency of support and reducing the administrative burden of elaborating TCAs by building on previous examples. These resources provided a consistent framework for training and assessment, which was particularly beneficial for newcomers to accreditation where the training format was replicated in more instances. Ensuring that all participants had access to the same high-quality information and tools facilitated a more uniform understanding and implementation of accreditation standards across different countries. This standardisation improved staff confidence and equipped them with the necessary skills to support accreditation applications effectively. International seminars importantly relied on shared responsibilities and inputs from across the partners, with NA staff contributing and delivering content and support. This mutual reliance and on-going participant ensured engagement of partners over the course of the partnership and not only in the instances that an event was being hosted in the individual NAs country.

Digital tools, such as Teams, played a significant role in communication and resource sharing. Although not all partners utilised these tools to their full potential, they provided a valuable platform for disseminating information and facilitating communication. The community building aspect of the partnership was noteworthy, with partners developing close and supportive relationships, particularly as a result of co-delivery of events and in-person interactions, that enhanced collaboration and the overall success of the project.



Partners also appreciated the frequency and organisation of partner meetings, which allowed for continuous dialogue and exchange of ideas. The co-creation of resources and materials, along with shared experiences and tools, was beneficial for all involved. The regular schedule of meetings and flexibility in addressing feedback from previous events contributed significantly to the partnership's success. The expansion of the partnership to include new NAs further demonstrated the appeal and effectiveness of the collaborative structure.

Overall, the LTA partnership's support mechanisms were characterised by exceptional engagement, effective structure, responsiveness to feedback, and efficient use of digital tools. These elements collectively fostered a strong sense of community, improved the quality of activities, and ensured the successful implementation of Erasmus+ accreditation standards.

NEEDS AND SUGGESTIONS

Despite the many successes, there are areas where the partnership could improve to better meet the needs and expectations of the NAs and LTAs. One significant need identified was for more tailored support for NAs new to accreditation. While the standardised workshops have been beneficial, some NAs have expressed a desire for more customised guidance that addresses their specific contexts and challenges in order to deliver and follow up on content from seminars. Providing additional mentoring or peer learning opportunities could help bridge this gap.

Some NAs also expressed a need for more detailed and specific information on certain aspects of the Erasmus+ programme, such as financial management and evaluation of final reports for KA121. There was also a call for tools to measure the impact and ensure that project outcomes meet the project goals.

Several partnership members suggested that the workload and responsibilities among partner NAs should be balanced more effectively. It was noted that different NAs have varying capacities and resources, which should be considered when planning activities and assigning tasks. Clearer guidelines and expectations from the outset, in particular the roles and responsibilities of coordinators and partners which could possibly be formalised through a Memorandum of Understanding (MoU), were recommended to ensure a smooth collaboration. Less flexibility in partners joining or leaving the partnership and a set of expectations shared over the course of the LTA were also suggested as mechanisms to add robustness and sustainability to the partnership.



Moreover, there was feedback indicating a need for more consistent and widespread use of the digital communication tools provided. Initial tools such as Padlet and spreadsheets proved ill suited to long term collaboration. While Teams was available, not all partners utilised it effectively, relying instead on email for communication. Ensuring that all partners are comfortable and proficient with these tools, consistently using a commonly agreed communication and information system improves sharing and collaboration while reducing duplication and confusion.

Some NAs felt that there should be more structured and frequent face-to-face meetings to enhance the partnership's efficiency and effectiveness. This would also help in better understanding the needs of applicants and beneficiaries, leading to more targeted support. There was also feedback indicating a need for more targeted support for newly active partners and inexperienced TCA officers. Although the LTA coordinator provided support, a more structured onboarding process could help new partners integrate more smoothly into the partnership.

Furthermore, the partnership could have benefited from more robust dissemination strategies to ensure that the insights and best practices developed are widely shared and adopted. While the SALTO platform has been a valuable resource, additional efforts to engage with and support NAs in using these materials could enhance their impact. This might include more interactive dissemination activities, such as webinars or workshops focused on applying the shared resources in practice.

Another area for improvement is the feedback loop with the European Commission. While the WP3 reports and recommendations were shared with the Commission, the partnership did not receive feedback on these submissions. Establishing a more interactive and responsive communication channel with the European Commission could help align the partnership's efforts with broader Erasmus+ goals and ensure that the partnership's contributions are recognised and utilised effectively.

Additionally, there is a need for greater integration of feedback mechanisms to ensure that the support provided is continuously aligned with the evolving needs of the participants. While annual surveys and feedback sessions have been useful, consistent adoption and use of a common monitoring and evaluation process is needed for LTAs to fully evidence achievement of common goals. More frequent and targeted feedback opportunities could help identify issues and areas for improvement in real-time.



Broader integration of TCA actions with programme wide reporting systems might better allow for comparisons and conclusions of impact on participants at international support activities compared with those who did not attend LTA support. Only one NA in the partnership allocated resources and managed to compare the Accreditation outcomes for these groups and barriers. The lack of a research team supporting TCA analysis and TCA participant data existing outside of all other dashboards and NA monitoring systems increases the complexity and workload of completing this kind of evaluation. If NAs are to be encouraged to engage in LTAs and ensure proper use of funding to create strong impacts on participants, consideration should be given from the Commission and NA leaders to the expectations for outcomes of NA collaborations and an appropriate reporting structure put in place. This might take place by adopting the reporting and impact requirements already in place for other Key Action 3 or Key Action 2 long-term, transnational partnerships and add robustness, clarity and importance to the engagement in LTAs.

Overall, addressing these needs and suggestions could significantly enhance the effectiveness and impact of the partnership, ensuring that it continues to meet the evolving needs of its participants and stakeholders.



RECOMMENDATIONS FOR PARTNERSHIP COOPERATION AND COORDINATION

Based on the insights gathered from LTA partners, NA officers and participants, recommendations can be made to the various stakeholders involved in the Erasmus+ Accreditation process.

EUROPEAN COMMISSION DESK OFFICERS

- **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.**



NA LEADERS AND DIRECTORS

- Ensure **sufficient resources and staff are allocated to support partnership 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.



NA ACCREDITATION WORKING GROUP

- **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.



NA KA1 AND ACCREDITATION ACTION OFFICERS

- 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 LTA Accreditation and its successor TCA partnerships' activities** and resources to ensure comprehensive support for beneficiaries throughout the accreditation process.
- **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.

TCA OFFICERS AND SALTOS

- 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.
- Consider communication and **branding approaches when initiating an LTA beyond a common 'logo'**. Securing support from communication colleagues in the design of LTAs means outputs **can reach wider audiences and greatly enhances the sustainability of outcomes.** Common branding and communication designs such as template presentations, a good project name and **well designed brand identity can increase visibility of the partnership.** If internal resources are unavailable, approaches such as recruiting an external organisation or individual to take on communication roles have been evident in other LTAs across the Youth sector.



- 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 TCA 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.**



OUTCOMES FOR BENEFICIARIES AND TARGET GROUPS OF THE PARTNERSHIP

Participants in the LTA accreditation project engaged in a transformative journey, deeply impacting their professional practices and personal growth. Over the course of the project from 2021 to 2024, educators and accreditation experts from across Europe embarked on a collaborative effort to enhance the quality and impact of Erasmus+ Mobility projects. Through a series of seminars, trainings, and networking events, participants experienced a profound evolution in their understanding of accreditation processes, project management, and international cooperation.

NEWCOMERS TO ACCREDITATION

HIGHLIGHTS

- **Empowered Newcomers:** The LTA accreditation project significantly boosted the confidence, knowledge, and strategic planning capabilities of newcomers to Erasmus+ Accreditation.
- **Valuable Networking:** Participants established international contacts and partnerships through seminars, fostering transnational collaboration and exchange of best practices.
- **Strategic Planning Skills:** Attendees gained deeper insights into setting measurable goals, assessing project impact, and aligning with Erasmus+ quality standards, enhancing their institutions' internationalisation plans.
- **Effective Training Formats:** The blend of face-to-face and online seminars provided flexibility and accessibility, ensuring continuous support and broader engagement among participants.
- **Continuous Feedback and Improvement:** Regular feedback and reflection sessions helped refine participants' approaches, supported by real-world insights from experienced mentors and peer learning networks.
- **Addressing Participant Needs:** Suggestions for improving application form clarity, providing detailed guidance, and offering ongoing support and sector-specific training were highlighted to enhance future initiatives.



The LTA accreditation project successfully empowered newcomers to accreditation, by enhancing their confidence, knowledge, and strategic planning capabilities. Through networking, capacity building, and knowledge transfer, participants developed valuable skills and established meaningful partnerships, contributing to the broader goals of the European Education Area and the Erasmus+ Programme. Moving forward, continued efforts to address participant feedback and incorporate best practices will further enhance the impact and success of similar initiatives in the future.

IMPACT ON TARGET GROUP

The LTA partnership has significantly impacted newcomers to Erasmus+ Accreditation, fostering confidence and capability among participants. Many participants reported increased confidence and interest in applying for Erasmus+ Accreditation. International seminars and support activities were crucial in understanding the application process, Erasmus+ quality standards, and the four programme priorities. For example, a newcomer from Denmark highlighted that attending the international seminars demystified the accreditation process, making them feel equipped to navigate the complexities of the application. This sentiment was echoed by participants from Turkey and Iceland at later seminars, who mentioned that the seminars provided a comprehensive overview of what is required for a successful accreditation application, including the importance of aligning with Erasmus+ strategic objectives.

Networking emerged as a pivotal benefit, with participants establishing valuable international contacts and partnerships, which facilitated further project ideas and collaborative opportunities. Many attendees formed WhatsApp groups with fellow participants, which became active channels for seeking project partners and exchanging best practices. For instance, a school in Spain and a vocational training centre in Finland began a collaborative project after meeting at a TCA event. This partnership exemplifies how the programme fosters transnational collaboration.

The seminars also played a crucial role in enhancing participants' strategic planning and institutional development. Many reported a deeper understanding of how to set measurable goals, assess project impact, and align with Erasmus+ quality standards. This knowledge was instrumental in the strategic development of their institutions' internationalisation plans, boosting their visibility and credibility within the educational community. Annual participant surveys highlighted that exposure to international seminars and support activities produced an uptick in Erasmus+ project ideas and international connections, promoting readiness for accreditation and mobility. A Norwegian comparison showed increased success in application and improved quality scores among those engaged in TCAs.



The increased understanding and use of tools like eTwinning and the School Education Gateway were also notable. These platforms facilitated broader engagement and resource sharing among educators. One participant stated, "Using eTwinning, we connected with schools across Europe, sharing best practices and developing joint projects that we would never have imagined before."

WHAT HAS WORKED WELL

Several elements of the LTA support have been particularly successful. Firstly, the comprehensive training and workshops provided a deep dive into the nuances of the Erasmus+ quality standards and accreditation processes. The practical sessions, including real-life examples and detailed guidance on application requirements, were highly appreciated by participants. A recurring positive feedback point was the clarity and detail of the training materials, which demystified the application process.

The seminars' format in 2021 and 2022—blending face-to-face and online interactions—was praised for its flexibility and accessibility. This hybrid approach allowed a wider range of participants to engage, particularly those from smaller organisations with limited travel budgets. The online components, such as recorded presentations and virtual workshops, ensured continuous support and learning opportunities, reinforcing the knowledge gained during in-person events. For example, the split session approach in the Norway and Malta seminar of 2022 was highly rated, although some participants suggested a longer gap between sessions to better accommodate institutional follow-ups. Despite activities in 2023 not continuing the hybrid format, the training structure and programme continued to prove effective, reflecting the improvements and tailoring to individual host NAs approaches. As the training expanded to be successfully delivered by NAs outside of the LTA partnership, it is evident that it is fit for use across all NAs and needs little further amendment.

Additionally, the feedback and reflection sessions were invaluable for embedding learning and facilitating continuous improvement. Participants valued the opportunity to discuss their experiences, share best practices, and receive constructive feedback from peers and experts. This helped refine their approach to developing SMART objectives and aligning them with the broader Erasmus+ goals. The seminars provided a supportive environment for networking, which was a key factor in their success. Participants valued the opportunity to meet and interact with peers, share experiences, and discuss potential collaborations, which was instrumental in building confidence and providing a sense of community among newcomers to accreditation.

Conclusions & recommendations: newcomers to accreditation



The inclusion of expert feedback, particularly from successful project managers and on impact, provided practical, real-world insights that were invaluable to newcomers. Participants consistently highlighted the quality and clarity of the presentations and workshops. This feedback loop was a key feature that participants felt improved their understanding and readiness to apply for accreditation.

The cultural elements integrated into the events, such as exploring the host cities and understanding their educational contexts, added a valuable dimension to the learning experience. Participants in the Greece 2023 seminar particularly appreciated this aspect, as it enriched their overall understanding and engagement with the Erasmus+ programme. Hybrid seminar formats were also well received, providing flexibility and broader access to expert input. This approach allowed participants to benefit from staggered content delivery and follow-up sessions, enhancing the learning experience without the constraints of travel. However, there was a strong preference for face-to-face seminars, underscoring the value of direct, personal interaction in networking and knowledge exchange.

The engagement of experienced mentors and the establishment of peer learning networks were additional strengths. These networks facilitated continuous support and knowledge exchange, further reinforcing participants' confidence and skills. One educator noted, "Having a mentor who had been through the process was incredibly reassuring and provided practical insights that were crucial for our success."

TARGET GROUP NEEDS AND SUGGESTIONS

Despite the overall positive outcomes, several areas for improvement were identified by participants. A common concern was the complexity of the application form, which many found daunting. Suggestions included publishing the form well in advance and in national languages to help applicants better understand and prepare their submissions.

Participants also expressed a need for more detailed guidance on specific aspects of the application, such as setting SMART objectives and linking activities to measurable outcomes. Additional training sessions focused on these areas and more examples of successful applications were requested to serve as models. Streamlining administrative tasks related to the accreditation application process was also identified as crucial for improving efficiency. Participants suggested simplifying documentation and evaluation criteria to reduce bureaucratic hurdles and ensure a more accessible and user-friendly application process.

Conclusions & recommendations: newcomers to accreditation



Participants also called for greater clarity and consistency in the application forms and evaluation criteria. Harmonising the application form and evaluation grid was recommended to ensure alignment and prevent confusion. Enhanced guidance on project management and implementation was another significant need. Newcomers often struggled with understanding how to translate their plans into actionable steps. Providing more examples of successful project management strategies and detailed instructions on monitoring and evaluation processes would be beneficial. Participants recommended including examples of good and bad applications, video guidance, and clearer definitions of keywords in the application forms. A shorter, more user-friendly format was also suggested to make the process less cumbersome and more accessible.

The importance of support for inclusion and diversity was also highlighted. Many felt there was insufficient guidance on how to support diverse participants effectively. Providing more resources and examples of best practices in this area would help organisations create more inclusive projects. Participants suggested extending the duration of the seminars to allow for more in-depth discussions and interactions. Additional time would enhance the learning experience and provide more opportunities for informal exchanges. There was also a call for a more flexible structure, with breakout sessions tailored to different levels of experience and specific interests. This would allow for more targeted learning and ensure that the needs of all participants are adequately addressed.

While the networking opportunities provided were highly valued, participants recommended organising more frequent events to build and maintain these connections. A recurring theme was the need for more detailed sector-specific training and support for consortium coordinators. They suggested grouping participants by similar interests or institutional types to maximise the relevance and effectiveness of discussions. Some participants felt that the general guidance provided was not always applicable to their specific contexts. For instance, adult education providers expressed a need for more tailored advice on articulating project relevance and managing specific challenges within their sector. Another significant need highlighted was for ongoing support beyond the initial training and seminars. More follow-up events, examples of best practices, successful applications and online platforms were suggested to facilitate ongoing communication and collaboration among participants. Participants expressed a need for more comprehensive guidance and support throughout the accreditation process. Participants suggested establishing a mentoring system where experienced applicants could provide guidance and support to newcomers.



This peer-to-peer learning approach could help maintain momentum and ensure continuous improvement in application quality. Additionally, participants recommended improving the user-friendliness of digital tools and platforms used for the application and monitoring processes, as many experienced challenges with navigation and functionality.

Overall, these suggestions reflect a desire for more practical, detailed, and continuous support to help participants successfully navigate the Erasmus+ accreditation process and enhance their project's impact.

RECOMMENDATIONS FOR CHANGES AND FUTURE SUPPORT FOR NEWCOMERS

Based on the insights gathered from participants, several recommendations can be made to the various stakeholders involved in the Erasmus+ Accreditation process.

EUROPEAN COMMISSION DESK OFFICERS

- **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.
- **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,
 - alignment of 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.

NA LEADERS AND DIRECTORS

- **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.

NA ACCREDITATION WORKING GROUPS

- 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

NA KA1 AND ACCREDITATION ACTION OFFICERS

- **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 **Annexes 2 - 4** or messages from experienced project managers captured during the LTA Summit, detailed in **Annex 5**.



TCA OFFICERS AND SALTOS

- 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 seminars** 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.



ACCREDITATION EXPERTS

HIGHLIGHTS

- **Enhanced Evaluation Capabilities:** The LTA partnership significantly boosted the confidence and capabilities of national experts in assessing Erasmus+ accreditation applications and final reports.
- **Effective Knowledge Exchange:** Seminars and workshops facilitated robust knowledge sharing and collaboration among experts and NAs, leading to a unified approach and reduced discrepancies in evaluations.
- **Practical Skills Development:** Participants gained practical skills in applying guidelines, understanding project funding implications, and adopting consistent evaluation methods, enhancing the overall quality of assessments.
- **Broader Evaluation Perspective:** There was a shift towards evaluating the strategic planning and sustainability of transnational mobilities, aligning with the programme's goals of fostering long-term organisational development.
- **Successful Seminar Structure:** Well organised seminars, responsive to participant needs, provided valuable insights and networking opportunities, contributing to improved evaluation strategies and a supportive community among experts.
- **Identified Areas for Improvement:** The need for more tailored support, greater clarity in application forms and criteria, continuous professional development, and wider dissemination of seminar outputs were highlighted to further enhance the partnership's impact.



IMPACT ON TARGET GROUP

The LTA partnership has significantly enhanced the capabilities and confidence of national experts involved in evaluating Erasmus+ accreditation applications and final reports. Participants reported improved confidence in assessing accreditation applications and final reports. They gained a clearer understanding of the Erasmus+ quality standards and programme priorities, as well as areas such as Objectives, Management, and Relevance. This deeper understanding has enabled experts to conduct more thorough and consistent evaluations, which in turn should contribute to an improved overall quality of the assessment process.

The seminars facilitated robust knowledge exchange and collaboration among experts and NAs across different countries. This networking aspect has been invaluable, allowing participants to share best practices, discuss common challenges, and explore innovative solutions together. The collaborative environment fostered by these activities has facilitated exchange and a more unified approach to evaluations across different countries, reducing the likelihood of discrepancies and encouraging a more equitable assessment of applications.

Attendees highlighted the practical skills they acquired through workshops and discussions. These skills include applying detailed guidelines in KA121 assessments, understanding the implications of final report assessments on project funding, and adopting consistent evaluation methods. Practical examples shared during the seminars have enhanced their ability to assess projects objectively and provide meaningful feedback.

There has been a noticeable shift among experts towards evaluating not just project outcomes but also the strategic planning and sustainability of transnational mobilities. This broader perspective aligns with the programme's goals of fostering long-term organisational development rather than focusing solely on immediate project results.

Monitoring and reporting was a particular area of uncertainty and disparity across the NA network and external experts. Gaining knowledge and insight from European Commission presentations, as well as KA1 NA Working Group members, participants emphasised takeaways from the 2023 reporting seminar about taking a supportive approach to reporting, maintaining trust in Accredited beneficiaries and focusing on guiding applicants rather than punitive measures. They reiterated the importance that accreditation monitoring should explore the organisations' development, sustainable vision and use of mobilities to boost this development rather than individual mobilities.



WHAT HAS WORKED WELL

Several aspects of the support provided to national experts have been particularly successful. Firstly, the organisation and delivery of the seminars have been exemplary. Building on the successful format of the 2021 Hungarian seminar, the subsequent events by the Danish and Dutch NAs were well structured and responsive to the needs of the participants. The inclusion of pre-seminar surveys allowed the organisers to tailor the content effectively, ensuring that the seminars addressed the most pressing issues faced by the experts.

Regular surveys and data collection has been useful in capturing knowledge and practices across the NA network, as well as highlighting emerging needs and recommendations. This continues to evolve, with a particular concern regarding the rise of AI tools, approaches to its use in Erasmus+ applications and challenges regarding this.

The expertise and insights shared by speakers, including EU commissioners and experienced assessors, have been highly valued. Presentations that provided clear guidelines and real-world examples were particularly well received, enhancing participants' confidence and competence. The exchanges of guidelines and processes provided during the seminars have been another positive aspect. These have helped regulate assessment criteria and methods, particularly in areas where there was previously disparity, such as the Relevance criteria. This moderation is crucial for ensuring fairness and consistency in assessments and reporting across programme countries.

Additionally, the seminars have provided invaluable networking and peer-learning opportunities for experts across different countries. The supportive environment created during seminars, where participants felt encouraged to share challenges openly and learn from each other, has been a key success factor. Experts from various countries could share their experiences, discuss different assessment approaches, and gain insights into the diverse educational landscapes within the Erasmus+ programme. By fostering dialogue, sharing best practices, and addressing common challenges, these seminars have enabled experts to address common challenges collectively, leading to the development of more effective evaluation strategies. This exchange of ideas has not only enhanced the quality of assessments but has also fostered a sense of community and mutual support among the experts. The collaborative efforts and resulting recommendations have laid a strong foundation for ongoing improvements in the Erasmus+ accreditation process, benefiting both assessors and applicants across Europe.



TARGET GROUP NEEDS AND SUGGESTIONS

The initiative undertaken by the LTA to introduce sustained connections and knowledge exchange across those working in accreditation assessment was strongly welcomed by both NA staff and external experts. There remains a need and desire for this type of facilitated peer exchange and capacity building, with online seminars proven to be effective and efficient. There was some preference for semi-regular face-to-face events, such as bi-annually, and for some adjustments to online sessions. Participants highlighted the importance of enhancing interactive elements to replicate the engagement and networking opportunities of face-to-face meetings. This includes more breakout sessions and structured networking activities.

Experts have also highlighted the need for greater clarity and consistency in the application forms and evaluation criteria. Some found the current forms and criteria to be ambiguous or misaligned, which can lead to confusion and inconsistent assessments. Suggestions for improvement include publishing application forms well in advance and in national languages, as well as harmonising the forms with the evaluation criteria to ensure coherence. There is also a request for regular updates and clarifications on Erasmus+ guidelines and assessment criteria. Clear and timely communication from NAs and the European Commission on changes or interpretations of standards would support consistency in assessments.

Despite the successes of the support activities, several areas for improvement have been identified. A main identified need is ongoing support for understanding and implementing Erasmus+ quality standards and the four programme priorities. Although these were covered in the seminars, experts expressed a desire for continuous updates and training to keep abreast of new developments and best practices. Continuous professional development opportunities, such as webinars focused on emerging trends in accreditation or advanced assessment techniques, would ensure their skills remain current and aligned with evolving programme priorities. This could be integrated into future expert support and knowledge exchange activities to maintain high standards of knowledge and application.

There also remained some inconsistency in the interpretation and assessment of the Relevance criteria across NAs and experts. There was confusion reported regarding a lack of clarity, with some countries conflating Relevance assessment with the Eligibility criteria. Addressing this issue and expanding on the guidance of the Relevance criteria would help remove uncertainty and ensure more consistent evaluations.



Although the progress in simplifying the funding processes through accreditation is seen as a positive for beneficiaries, experts and NA staff identified ongoing challenges, particularly in budget management and maintaining oversight of mobility quality. A key need is for more detailed guidance and structured support to address these issues effectively. Developing comprehensive tools and frameworks for monitoring and reporting on the quality of mobilities was also highlighted as essential. Incorporating these tools into the accreditation system would ensure both simplicity for applicants and a thorough, balanced approach to assessing and ensuring the impact of mobilities. This would support NAs in enhancing the quality and effectiveness of their programmes, ultimately leading to more successful outcomes.

In some cases there were needs expressed for more detailed and sector-specific training. There is a need for more practical examples that illustrate best practices in assessing complex accreditation cases. Participants have suggested creating a repository of case studies or real-life scenarios to deepen their understanding of applying guidelines in diverse contexts. In addition, some experts have expressed a desire for tailored advice that addresses the unique challenges and contexts of different sectors, such as adult education or vocational training. This could include more examples of successful applications specific to these sectors, as well as targeted workshops or breakout sessions during seminars. Some experts also recommended establishing mentoring systems where experienced evaluators can provide guidance to newcomers and organising regular debriefing sessions to discuss challenges and share solutions. This continuous support would sustain the momentum generated by the initial national training and ensure long-term improvements in the quality of assessments.

Finally, there is a call for greater involvement and follow-up on this support for accreditation experts as well as seminar dissemination of outputs and recommendations. Involving a wider range of NAs in hosting and sending participants to seminars and ensuring outputs and conclusions are widely discussed within the NA network would help create a more unified approach to accreditation assessments and implement expert recommendations more effectively. While the involvement of Hungarian, Danish, and Dutch NAs has been commendable, efforts should be made to include other and less experienced NAs in hosting and attending seminars, including outside of the TCA and LTA structure. This might be by transferring responsibility to the Accreditation Working Group members who could share the coordination tasks and disseminate knowledge and best practices more widely. In addition, NAs might benefit from more extensive job shadowing opportunities or mentorship programmes to facilitate knowledge transfer and promote uniformity in assessment practices across a wider spectrum of countries.



RECOMMENDATIONS FOR CHANGES AND FUTURE SUPPORT FOR EXPERTS

Based on the insights gathered from participants and NA officers, several recommendations can be made to the various stakeholders involved in the Erasmus+ Accreditation process.

EUROPEAN COMMISSION DESK OFFICERS

- **Clarify and standardise the guidelines and examples for the 'Relevance' criteria of E+ Accreditation** 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.



NA LEADERS AND DIRECTORS

- **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**.

NA ACCREDITATION WORKING GROUPS

- 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.**

NA KA1 AND ACCREDITATION ACTION OFFICERS

- **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.**

TCA OFFICERS AND SALTOS

- **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.**



ACCREDITED PROJECT ORGANISERS

HIGHLIGHTS

- **Enhanced Capabilities:** The LTA partnership significantly improved participants' abilities to manage Erasmus+ projects, increasing their confidence and competence in aligning with Erasmus+ quality standards and strategic goals.
- **Successful Networking:** Seminars facilitated valuable international partnerships, boosting institutional visibility and credibility. Participants applied for mobility funding, hosted international exchanges, and initiated new projects with partners met during these events.
- **Effective Implementation:** Practical insights from seminars enabled organisers to align projects with Erasmus+ priorities like Inclusion, Digitalisation, Environmental Sustainability, and Participation. Success stories include integrating sustainable practices into school curriculums.
- **Professional Development:** Seminars were instrumental in developing participants' project planning, budgeting, and accreditation skills. Feedback highlighted the relevance of seminar content, which directly influenced improved project practices and strategic planning.
- **Supportive Community:** The exchange of experiences and best practices fostered a collaborative environment. Participants formed lasting connections through platforms like WhatsApp groups, facilitating continuous capacity building and support for quality collaborations.
- **Targeted Improvements:** Participants suggested enhancements like more frequent face-to-face events, tailored training for consortium coordinators, clearer guidance on application processes, and ongoing support for continuous professional development.



IMPACT ON TARGET GROUP

The LTA partnership's support for accredited project organisers has led to significant positive changes and outcomes, enhancing participants' capabilities and effectiveness in managing Erasmus+ projects.

Participants consistently reported a high interest in applying for Erasmus+ funding, directly linked to the guidance received during the seminars. This support increased their confidence and competence regarding Erasmus+ quality standards and programme priorities, empowering them to align their projects more closely with strategic goals. However, priorities such as environmental sustainability and participation in democratic life require further attention, as some beneficiaries remain uncertain about integrating these aspects into their projects.

The support activities have improved implementation strategies for mobility projects. Organisers gained practical insights into aligning their projects with the four Erasmus+ priorities: Inclusion, Digitalisation, Environmental Sustainability, and Participation. A notable success story involves a school integrating sustainable practices into its curriculum and organising a 'Sustainable Day,' raising environmental awareness among students.

Additionally, the seminars facilitated valuable networking opportunities and the formation of strong international partnerships. Participants completed tangible activities such as applying for mobility funding, hosting international students and staff, and initiating project ideas with new partners. This networking enhanced institutional visibility and credibility and led to non-Erasmus+ collaborations. Ongoing support and networking opportunities continue to strengthen international cooperation and innovation within the Erasmus+ community.

The motivational aspect of the seminars cannot be overstated, as participants returned with heightened enthusiasm and confidence, driving new initiatives and fostering cooperation within their organisations. Meaningful exchanges of experiences and best practices enriched their knowledge and practical application of quality standards, fostering a collaborative environment. The seminars have provided a platform for participants to share experiences, leading to a sense of community and mutual support. This has been particularly beneficial in addressing common challenges and exploring diverse solutions, ultimately enhancing the quality and effectiveness of their Erasmus+ projects.

Conclusions & recommendations: accredited project organisers



Participants have warmly welcomed and benefitted from the exchange of experiences, which has developed their professional capabilities to deliver a range of mobility projects. The formation of WhatsApp groups and ongoing communication among participants reflects the lasting connections fostered by these seminars, with peer support networks crucial to sustaining participants capacity building and supporting quality collaborations.

Professional development was notably enhanced, with seminars instrumental in developing practical skills, particularly in project planning, budgeting, and accreditation processes. Seminar content was highly relevant, with delegates directly applying guidelines from the seminars in their project practices. Participants from the 2023 seminars reported a commitment to continuous improvement of their Erasmus Plans and project quality, with heightened awareness of monitoring, development, and reporting requirements, leading to more robust and impactful project implementations.

Participants also reported enhanced strategic planning and institutional development. Events provided practical insights into strategic school development and quality assurance in Erasmus Plan implementation. Feedback highlighted the seminars' role in understanding impact planning and the importance of impact approaches. This knowledge enabled participants to develop robust, long-term strategic plans that promote sustainable project outcomes and organisational growth. The shift in perspective from focusing narrowly on individual mobilities to exploring sustainable visions aligns with Erasmus+ goals of fostering long-term organisational development and societal impact.

Consortium members who attended the 2023 seminar appreciated the focus on the unique needs of coordinating large numbers of institutions. They reported improved knowledge of Erasmus+ programmes and enhanced confidence in coordinating consortia, gaining insights into effective management, the role of the coordinator, and opportunities for collaboration.

WHAT HAS WORKED WELL

The LTA partnership's support for accredited project organisers has proven effective in several key areas. Firstly, the seminars were highly praised for their interactive and well organised format, which balanced informative lectures, practical workshops, and ample networking opportunities. Participants appreciated the structured approach, which facilitated meaningful exchanges and the sharing of best practices. The use of digital tools, including mobile apps for engagement and networking, further enhanced accessibility and engagement, especially before and after the seminars.

Conclusions & recommendations: accredited project organisers



The quality and relevance of the seminar content, especially in the 2023 face-to-face sessions, received widespread praise. Comprehensive coverage of topics ranging from project planning to the Erasmus+ programme processes was particularly valued. Participants gained a clear understanding of Erasmus+ procedures and opportunities, supporting their involvement in subsequent applications. The focus on the four Erasmus+ priorities—Inclusion, Digitalisation, Environmental Sustainability, and Participation—was a strong point, with structured discussions and practical examples helping participants integrate these priorities into their projects.

Expert-led sessions and practical workshops significantly boosted participants' confidence and competence in managing Erasmus+ projects. For instance, the "Consortium: Challenges and Opportunities" seminar provided practical skills in consortium management and project evaluation. The involvement of experienced assessors during the Summit offered invaluable insights into successful project strategies. Online meetings and follow-up sessions provided continued support, reinforcing the practical application of knowledge gained during the seminars. For instance, one project organiser implemented digital tools to streamline project documentation, improving transparency and project management efficiency. Such examples underscored the seminars' impact in translating theoretical insights into practical solutions that enhance project outcomes.

Networking and partnership building opportunities were crucial components of the seminars. Participants valued meeting peers from different countries, discussing projects, and establishing new partnerships. This interaction was seen as essential for building successful Erasmus+ projects. Participants repeatedly emphasised the importance of face-to-face international seminars as being the key mechanism through which they made high quality partnerships. The opportunity to share experiences and challenges with peers from different countries has been invaluable. The Carousel peer exchange session, for example, offered in-depth analyses of Erasmus+ programme planning and implementation, enriching professional development. Moreover, the emphasis on strategic priorities during these sessions helped participants anchor their projects more effectively, ensuring alignment with broader Erasmus+ goals. This aspect of the seminars has been crucial in building a supportive community of practitioners who can collaborate on future projects. These connections not only enriched the professional networks of participants but also laid the groundwork for future collaborative projects and initiatives.

The thematic focus on inclusion during contact making seminars held by Sweden was also highly appreciated.



By centring discussions around inclusive practices, the events provided valuable insights and strategies for improving inclusivity in Erasmus+ projects. This emphasis not only brought together potential partners hoping to focus on these aspects in their mobility projects but also enriched participants' understanding of the topic generally, with expert inputs and useful exchanges of inclusive educational practices across Europe, encouraging them to implement more inclusive approaches within their organisations.

Equally, offering a dedicated seminar for consortium coordinators was successful in allowing them to explore the distinct practices and responsibilities of their roles. Production of a post event report capturing learning and practices was particularly successful. In having a separate, tailored conference, consortium coordinators were able to elaborate on opportunities, challenges, delegation strategies and monitoring tools appropriate to their projects. As consortiums can serve as a valuable entry point into Erasmus+ for less experienced members and facilitate local and regional cooperation as well as improving quality standard and inclusion in Erasmus+, it was highly appropriate to target this group and likely to produce strong, sustainable impact across the many institutions which consortiums collaborate with.

Organisational aspects, such as clear instructions, useful digital platforms, and follow-up sessions, contributed to a seamless learning experience. These elements ensured participants could navigate the accreditation process and Erasmus+ requirements effectively, enhancing their overall seminar experience.

TARGET GROUP NEEDS AND SUGGESTIONS

Support Related Aspects

The support initiatives for accreditation assessment have received positive feedback, but several areas for enhancement have emerged. Participants expressed a strong preference for face-to-face interactions over online seminars, highlighting the effectiveness of in-person meetings for building partnerships and initiating projects. A balanced approach that integrates both online and physical events is recommended to cater to diverse preferences.

Participants called for more frequent and targeted support events, including semi-regular face-to-face gatherings with increased breakout sessions and structured networking activities. These enhance engagement and foster meaningful connections. There was also a need for further support in finding and connecting with suitable partner organisations for Erasmus+ activities, especially through specific events targeting coordinators of large consortiums.



The availability and timing of seminars were critical factors affecting participation. Some participants faced challenges attending multiple sessions due to workload or scheduling conflicts. Conversely, limits on the number of delegates per organisation were disappointing for some organisations, and particularly consortiums, who felt that they would be able to achieve greater impact from attendance if additional team members were allowed to join. Early announcements and broader accessibility were suggested to accommodate diverse participation. Options such as allowing up to two participants from any one organisation, or charging a fee for additional delegates could be explored, or more conditions for funded places such as evidencing dissemination of learning if supporting multiple attendees. Future seminars could focus more on practical aspects of project planning, evaluation methods, and sharing of good practices.

The current structure of seminars, while effective, sometimes left insufficient time for all perspectives to be shared during group discussions. Extending the duration of these events would enhance the learning experience and provide more opportunities for informal exchanges. This suggests a need for a balanced approach that incorporates both online and face-to-face elements. The use of hybrid approaches might allow the best balance between extended networking and information delivery without the additional time and cost constraints of longer face-to-face events. Participants also requested a greater emphasis on integrating local culture into events or combining cultural and professional activities, such as study visits, integrated walk-and-talk sessions or more active learning methods outside of conference room presentations and discussions. 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.

Continuous professional development emerged as a priority. Participants desired ongoing updates and training on Erasmus+ quality standards, emerging trends, and advanced assessment techniques. Sector-specific training and practical examples were recommended to ensure skills remain current. Grouping participants by similar interests or sectors could maximise the relevance of discussions. Offering opportunities and partnership building with a focus on particular target groups, themes or sectors alongside or in parallel to more general, cross-sector support, would allow for the best benefits of both approaches.



Consortium coordinators, in particular, needed focused sessions to explore their unique challenges and practices. These included the management of Erasmus+ accreditation, delegation of roles and responsibilities, ensuring all partners are committed to the Erasmus Plan, overcoming resource constraints, understanding and applying complex rules and regulations, making efficient use of available funding, ensuring effective cooperation and communication within the consortium, and maintaining high-quality learning outcomes.

Participants requested clearer guidance and more real-world examples to better understand the application of knowledge gained. More focused sessions on specific topics, such as digital tools, long-term mobility, and inclusion strategies, were recommended. Comprehensive guidance on conducting needs analysis and setting SMART goals was identified as a significant need. Clearer instructions on formulating and implementing objectives, managing project coordination, and enhancing participation were also desired as well as practical introductions and workshops on the beneficiary module.

Improved coordination and follow-up mechanisms across different support activities were highlighted as crucial. Ongoing support beyond seminars is essential for continuous improvement in project development and assessment practices. Increased international diversity in attendance was also suggested to provide a broader range of perspectives and experiences. Better coordination between different work packages could enhance continuity and build on previous learnings.

During the final Summit, participants also engaged in discussions on the national support that NAs should offer to enhance the quality of international mobility projects. They emphasised the need for a frequently updated, user-friendly website in the local language maintained by the NA to facilitate access to essential information and resources as well as best practice examples to serve as inspiration for their projects. Participants requested support in finding partners, with more local TCAs across a wider range of NAs to foster networking. They expressed the need for access to a comprehensive list of accredited organisations within their country to streamline partnership building and project implementation. Lastly, some suggestions were made for prompt and responsive monitoring and guidance to assist with report work, ensuring accurate and timely sharing of information, requirements and submissions.



Quality Mobility Related Aspects

During the LTA Summit, participants dedicated a seminar session to collaboratively exploring the challenges and successes encountered in achieving progress in their Erasmus Plans and Accreditation goals. These detailed challenges underscore the need for strategic planning, flexible funding mechanisms, and robust support systems to ensure the successful implementation of Erasmus Plans. Addressing these issues can help schools make the most of their Erasmus opportunities and achieve their educational goals more effectively.

Financial Barriers

Schools faced difficulties in distributing Erasmus+ budgets effectively. Determining how to allocate funds between schools and ensuring proper justification of expenditures proved to be challenging. Late announcements of budget allocations often led to higher travel costs. For example, being informed in June about funding meant organising travel by August, leading to increased expenses. Conversely, some project organisers found that despite achieving 90% of mobilities, some schools struggled to use a significant portion of their budget, which needed to be justified. Balancing the financial aspects of sending teachers abroad and managing their regular responsibilities at home was a significant challenge. Teachers often had to work overtime to participate in Erasmus activities, and particularly to coordinate them, but institutions did not always compensate this additional effort. In the case of some countries, navigating national rules and regulations regarding travel and payment for teachers was complex, making it hard to align with EU budget allocations.

Time Constraints

Many goals set within the Erasmus Plans were long-term, making it hard to show immediate progress. Participants noted the need for shorter-term goals to report tangible results more quickly. Establishing the right partnerships took considerable time, with some schools experiencing setbacks when partners fell through or were not suitable. Achieving goals required continuous adaptation, with schools often taking one step forward and two steps back. This included finding the right people and partners, which was a time-consuming process.



Convincing more teachers to participate in Erasmus activities was challenging, particularly since it required additional effort on top of their regular duties. This was especially difficult in small or rural schools where language barriers and organisational capacity were issues. Persuading parents to allow their children to participate in Erasmus programmes was also a hurdle, especially for students with special needs like autism.

Participants noted that sometimes there were more productive discussions with international partners than with local schools. Local coordination and resolving small issues across municipalities could be more effective, allowing more time and value for international exchanges. Erasmus coordinators in large schools often felt isolated and disconnected from national networks, making it harder to coordinate and share best practices.

Frequent changes in staff within the partnerships disrupted continuity and progress. Establishing and maintaining reliable partnerships was difficult, with some schools struggling to find good receiving institutions or partners willing to engage in long-term cooperation.

Linguistic, Cultural and Procedural Challenges

Lack of language skills among participants made it challenging to engage fully in international exchanges and mobility programmes. Adapting Erasmus activities to meet the diverse cultural and special needs of students required careful planning and resources, adding to the complexity of implementation. Organising travel, managing logistics, and ensuring the safety and wellbeing of students and teachers during mobility programmes were ongoing concerns.

Concerns were raised about the complexity of navigating Erasmus+ documentation and systems, suggesting a need for clearer structures and more user-friendly interfaces. Calls were made for less bureaucracy and easier access to contracts and beneficiary modules to streamline project management.

Many participants also highlighted challenges with IT systems since the start of the new programme period. This was most evident in the frustration and dissatisfaction expressed with the changes to the eTwinning platform and School Education Gateway. Comments indicated that while the platform could still provide an avenue for initial and virtual projects, much of the functionality, reliability and usability had regressed. Project managers lamented the loss of a previously useful platform and have been forced to seek alternatives.



Priority implementation challenges

Overall, participants highlighted the complexities and interdependencies of implementing these priorities, underscoring the need for strategic planning and continuous support to achieve meaningful and sustainable outcomes.

Ensuring organisational awareness and commitment to inclusivity emerged as a significant challenge under Inclusion. Balancing ambition with inclusivity proved difficult, as did involving parents and normalising inclusive practices. Participants also expressed concerns about how external organisations address inclusion beyond Erasmus, highlighting a gap in broader inclusivity efforts.

For Digitalisation, the rapid developments in AI, cybersecurity, and thematic changes posed significant challenges. Avoiding digital exclusion and ensuring equitable access to digital tools were major concerns, as was managing the balance between digital and traditional educational approaches. Keeping pace with these rapid changes while maintaining inclusivity was a consistent theme.

Environmental Sustainability posed its own set of difficulties. Achieving sustainability without compromising mobility goals was challenging, particularly given the high time and cost associated with green travel options, which are often not covered by current funding rules. Convincing students of the benefits of blended mobility and sustainable practices also proved difficult, underscoring the need for more effective communication and incentive strategies.

Under Participation, ensuring wide involvement and maintaining long-term partnerships were key challenges. Adapting the mindsets of coordinators to be more inclusive and participatory was essential yet challenging. Balancing ambitious goals with practical inclusivity and participation efforts required careful planning and sustained effort.



RECOMMENDATIONS FOR CHANGES AND FUTURE SUPPORT FOR ACCREDITED PROJECT ORGANISERS

Based on the insights gathered from NA officers, experts and participants, several recommendations can be made to the various stakeholders involved in the Erasmus+ Accreditation process.

EUROPEAN COMMISSION DESK OFFICERS

- **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,
 - alignment of 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.

NA LEADERS AND DIRECTORS

- **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 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.



NA ACCREDITATION WORKING GROUPS

- **Liase 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.

NA KA1 AND ACCREDITATION ACTION OFFICERS

- 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.**

TCA OFFICERS AND SALTOS

- 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.**
- 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.



- 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 contact 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.



ANNEXES

- [Annex 1: Recommendations per stakeholder group](#)
- [Annex 2: WP2 TCA activity programme and information](#)
- [Annex 3: WP3 TCA activity programme and information](#)
- [Annex 4: WP4 TCA activity programme and information](#)
- [Annex 5: LTA Accreditation Synthesis Report Executive Summary](#)
- [Annex 6: Expert Suggestions for the improvement of Erasmus Accreditation](#)
- [Annex 7: Expert Seminar Summary and Suggestions](#)
- [Annex 8: Summit Practice Sharing and Messages](#)
- [Annex 9: Quality & Partnership Management Process](#)
- [Annex 10: Exchanging consortium challenges report](#)