Designing a Successful Erasmus+ KA220-HED Project

From Strategic Idea to Implementation System

CASE STUDY

NAVY-INS-Tech – International Naval Semester Development Applying Intelligent Technologies

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PROPOSAL DESIGN

Proposal Architecture: The Golden Thread

1 **Context**

2 **Needs**

3 **Objectives**

4 **Work Packages**

5 **Deliverables**

6 **Impact**

If one link in this chain breaks, the evaluator may reduce the score.

NAVY-INS-Tech scored at the evaluation time 81/100.

Main weaknesses were not strategic — they were structural and descriptive.

Strategic Context - Project Relevance

Relevance is worth **25% of the total score**. Strong relevance sections ground projects in documented policy priorities and systemic challenges, demonstrating why EU funding - rather than national or private investment - is the appropriate mechanism.

European Policy Context — 1

Reference specific EU strategies, frameworks, and sectoral priorities that align with your intervention area.

2 — **Systemic Problem Description**

Articulate the structural challenge your project addresses—not just symptoms, but root causes affecting multiple stakeholders.

Evidence of the Gap — 3

Provide quantitative and qualitative data from credible sources proving the problem exists and requires intervention.

4 — **Transnational Cooperation Rationale**

Explain why cross-border collaboration is essential—what can't be achieved at national or regional level alone.

European Added Value — 5

Demonstrate how EU investment creates benefits beyond what individual member states could accomplish independently.

CONTEXT

Strategic Context Behind the Idea

Geopolitical Drivers – to be valued!

- Geopolitical instability in Black Sea & Baltic regions
- Strategic Compass 2030
- EU Security & Defence Policy
- EMILYO framework
- Actual exchange practices

Core Challenge

This strategic positioning strengthened the project's relevance in the eyes of evaluators.

In case of NAVY-INS-Tech project - military students alternate between classroom learning and onboard cadetship/field training. This dual reality means they require:

- Digital flexibility for remote and mobile learning
- Harmonized recognition of credits across institutions

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CONTEXT

Origin of the Idea
case study: the INS Initiative

The project did not begin as a funding opportunity. It began as a **strategic initiative inside EMILYO – Line of Development 11** (International Naval Semester). The **problem was structural**, not financial: *mobility remained limited because the curricula hasn't been harmonized*.

Harmonize Education
Align Naval Higher Education across EU member states
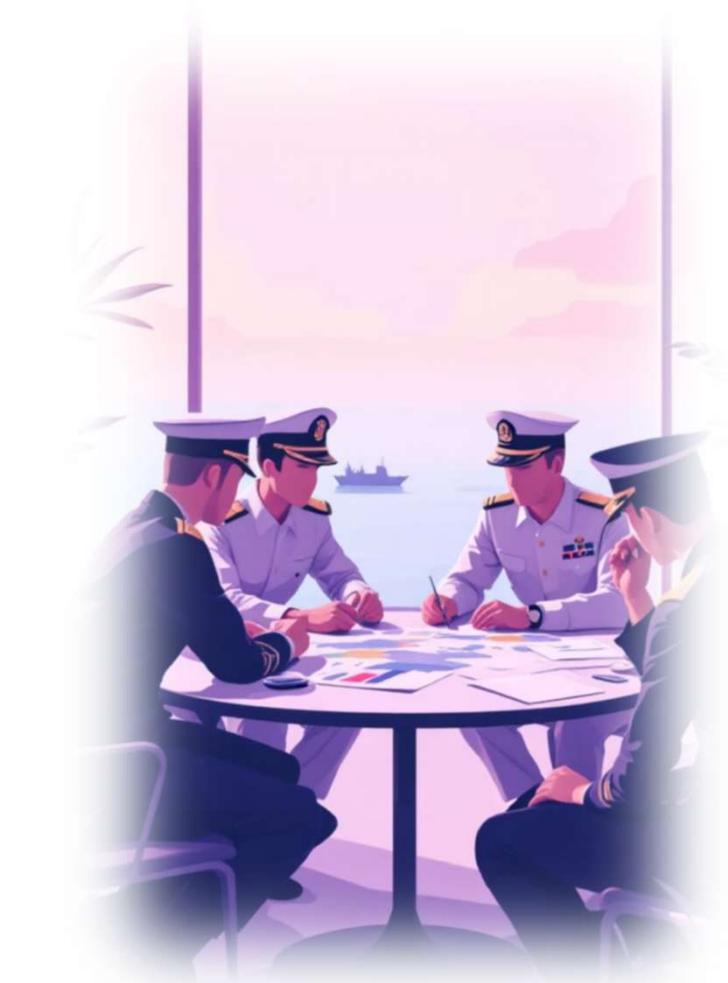
Structured Mobility
Facilitate structured student mobility between institutions

SQF-MILOF Alignment
Align curricula with the military officer qualification framework

EU Universities Strategy
Support the European Universities Strategy at institutional level

CONCEPT DEVELOPMENT

From Idea toward a Fundable Concept

Translating the project strategic initiative into a KA220-HED application required **mapping institutional needs onto EU funding priorities**.

1	2	3

Step 1

Identify EU **horizontal priority**: Digital Transformation

Step 2

Identify **sectorial/transversal priorities**: Innovative teaching, Mobility, European Higher Education Area

Step 3

Translate the strategy into relevant output: 1 harmonized semester, 12 joint courses, 1 virtual campus

🗌 The result of this three-step translation may became **a strategic partnership** — a fundable, structured, and strategically grounded Erasmus+ project.

Conducting Needs Analysis

The **rigor of the needs'** identification is imperative. Vague assertions about "lack of resources" or "need for innovation" fail to convince. Instead, **provide documented evidence from multiple sources that validates both the existence and scope of identified needs**.

Building a Credible Case

- Partner consultations and surveys
- SWOT analysis with stakeholders
- Institutional research reports
- Network and sectoral studies
- Policy gap analyses
- Pilot project findings

Triangulate evidence: Use multiple sources to validate each identified need, demonstrating thoroughness and reducing evaluator skepticism.

Identify target groups: Be specific about who experiences the need—educators, students, administrators, policymakers—and how it affects them.

Link needs to objectives: Create a clear mapping where each stated need connects directly to a project objective, maintaining logical flow.

Quantify where possible: Include statistics, percentages, and comparative data to give needs concrete scale and urgency.

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NEEDS ANALYSIS

Needs Analysis: What Worked & What Was Criticized

✅ What We Wrote

- SWOT analysis
- Harmonization needs
- Networking value of synergy
- Digital need articulation
- Curricular innovation

⚠️ Evaluator Criticism

- **Not enough quantitative data!**
- **Not enough partner-specific needs!**
- **Insufficient evidence from daily practice!**

Lesson learned: Needs must be grounded in surveys, focus groups, quantitative data, and a partner-level diagnosis — not just strategic framing.
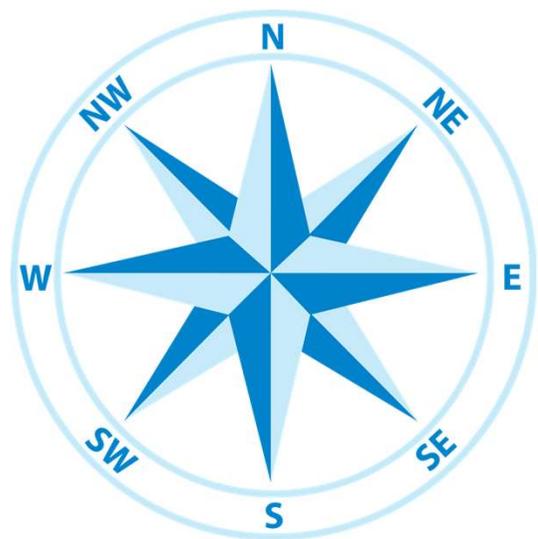
OBJECTIVES

Objectives: Strong but Not Fully SMART

Objectives transform needs into actionable targets. Evaluators look for precision—vague objectives signal unclear thinking and implementation risk. Apply the SMART+ framework to ensure every objective meets professional standards.

Objectives included a harmonized curriculum (8 STEM + 4 HASS courses), and a Virtual e-Campus.

Evaluators found them **relevant but not fully SMART**.

❌ Vague

"Enhance mobility"

✅ SMART objectives

"Train **64 cadets** through **8 blended mobility sessions** (5 days each) with ECTS recognition"

🗒 **Design principle:** Precision increases score. Every objective should include a **measurable target**, a **timeframe**, and a **responsible partner**.

Defining SMART+ Objectives

OBJECTIVES

Specific
Clearly define what will be achieved, for whom, and in what context. Avoid ambiguous language.

Measurable
Include quantifiable indicators that allow progress tracking and success determination.

Achievable
Ensure objectives are realistic given budget, timeline, and partner capacity constraints.

Relevant
Align with identified needs and demonstrate clear contribution to project purpose.

Time-bound
Specify when objectives will be achieved, creating accountability and enabling monitoring.

Plus: Beneficiaries
Identify target groups who will benefit and how results will reach them effectively.

Example: "Develop and pilot-test 12 competency-based STEM learning modules with 240 secondary school teachers across 6 partner countries by Month 18, improving pedagogical practice as measured by pre/post assessment."
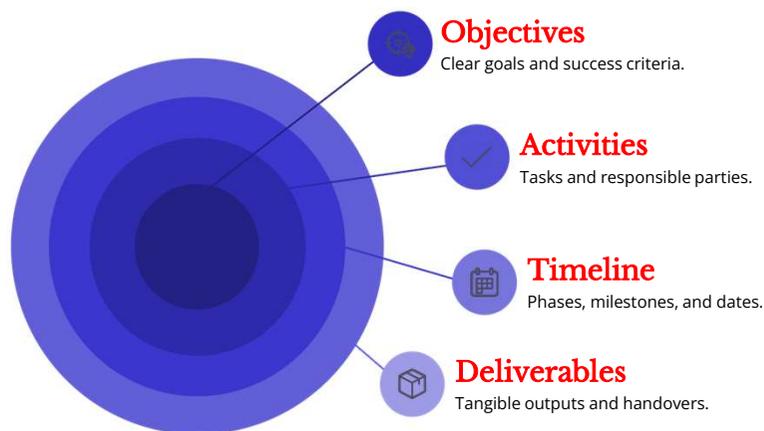
WORK PACKAGES

Work Package Blueprint

Treat **each work package** as a **self-contained mini-project** with clear **time lines**, **deliverables**, and **performance indicators**. Strong WP design demonstrates project maturity and increases evaluator confidence in your implementation capacity.

Objectives
Clear goals and success criteria.

Activities
Tasks and responsible parties.

Timeline
Phases, milestones, and dates.

Deliverables
Tangible outputs and handovers.

A well-designed work package creates accountability and enables effective progress monitoring throughout the project lifecycle.

01

Define Clear Objectives

Articulate what the WP will achieve and how it contributes to overall project goals.

02

Map Activities & Timeline

Break down work into discrete tasks with realistic sequencing and resource allocation.

03

Specify Deliverables

List concrete outputs with formats, submission dates, and responsible partners clearly identified.

04

Establish KPIs & Quality Mechanisms

Define measurable indicators and validation processes to track progress and ensure quality standards.

WORK PACKAGES

Designing Effective Work Packages

Work package design is where **strategy meets execution**. Each **WP must serve a clear strategic purpose** while contributing to overall project coherence. Strong WP design demonstrates implementation readiness and increases evaluator confidence.

1 **Strategic Role Definition**

Articulate why each WP exists and how it advances project goals. Avoid creating WPs simply to distribute workload.

2 **Logical Activity Sequencing**

Present activities in order that makes operational sense, showing cause-effect relationships and build-up of results.

3 **Clear Interdependencies**

Map how WPs feed into each other—which outputs become inputs for subsequent work packages.

4 **Responsibility Allocation**

Assign lead partners and supporting roles explicitly, ensuring balanced workload and leveraging partner strengths.

5 **Budget-to-Output Alignment**

Show clear connection between allocated resources and expected deliverables, justifying major cost categories.

PROPOSAL DESIGN

Methodology and Implementation

Methodology sections demonstrate project maturity. Evaluators want to see that you've thought through *how* objectives will be achieved—not just *what* will be delivered. Strong methodology balances innovation with feasibility, showing both ambition and realism.

Pedagogical Approach

Describe learning theories, instructional models, and educational frameworks guiding curriculum and training design.

Technical Solutions

Explain platforms, tools, and technologies to be used, including rationale for selection and integration strategy.

Pilot & Testing

Present mechanisms for validating outputs with target users before large-scale implementation begins.

Feedback Cycles

Show how user input and evaluation data will inform iterative improvements throughout development.

Quality Assurance

Outline validation protocols, review processes, and quality standards ensuring professional-grade deliverables.

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WORK PACKAGES

Work Package Design Logic (case study: NAVY-INS-TECH)

WP1 – Management (optional: dissemination)

Project coordination, quality, and communication

WP2 – STEM Curriculum - Innovative

8 STEM joint course development

WP3 – HASS - Synergy

4 Humanities & Social Sciences courses

WP4 – e-Campus

Virtual campus platform design and deployment

Strength: Clear thematic division. **Weakness (from evaluation):** Indicators not fully correlated; responsibilities insufficiently detailed. Each WP must include a partner responsibility matrix, indicators linked to objectives, and risk & contingency elements.

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TIMELINE

Project Timeline: 24-Month Gantt Structure

Months 1–3 — **1**

Management, organization: Kick-off, PMP, QMP, Communication Plan, Curriculum framework design

2 — **Months 4–9**

Course content development (STEM + HASS), e-Campus technical architecture

Months 10–16 — **3**

Rolling, testing, uploading digital materials, (LS1–LS4)

4 — **Months 17–22**

Training sessions (LS5–LS8), Dissemination events

Months 23–24 — **5**

Final conference, Impact reporting, Sustainability planning

Design principle: Activities must overlap logically but must not create bottlenecks. **Milestones** at M3, M12, M18, and M24.

Project name: *International Naval Semester Development Applying the Intelligent Technologies and the Innovative Tools in the European Navy Defence System – NAVY-INS-Tech*

No			WORK PACKAGES	Responsible partner	Duration (Months/Days)	Timeline
WP1			Project management (MBNA)	C	24	2023 M1 (Dec) – 2025 M24 (Nov), full span (red)
	A1.1		Project management documents	C	24	full span (red)
WP2			Development of a harmonized International Naval Semester curriculum, using the intelligent technologies and innovative tools in NHEI-Navy Military Higher Education Institutions, to enhance the STEM competences	P1	14	M2–M15 (red)
	A2.1		Higher Education		4	M2–M5 (blue)
	A2.2		Course design using the modern technologies and innovative tools for improving STEM competencies in Navy Military Higher Education		10	M5–M14 (blue)
	A2.3		Project meetings			
	A2.3.1	TM1	Project Kick-off meeting (RNA, Romania) – 2 days residential (2 pax)	RNA	3 days	M2 (orange)
	A2.3.2	TM2	Project meeting – STEM curriculum design (PNA, Poland) – 1 day onli	NVNA	1 day	M6 (orange)
	A2.4		Public Events			
	A2.4.1	E1	Public event 1 - SQF-MILOF standards and STEM curriculum priorities in Navy Military Higher Education (RNA, Romania)	RNA	1 day	M6 (purple)
	A.2.5		Train the students' abilities in STEM to improve the tech knowledge and skill in NHEI-Navy Higher Education Institutions			M5, M6 (pink)
	A2.5.1	C1	NHEI STEM harmonized curriculum for digital skills and IT technology abilities - "Computer Networks" and "Maritime Cyber Threats" modules in International Naval Semester – blended learning	PNA	5	M5 (blue)
	A2.5.2	C2	NHEI STEM harmonized curriculum for competencies in Hi Tech, Electronics and Telecommunications - "Naval Electronics" and "Naval Communications" modules in International Naval Semester – blended	NVNA	5	M7 (blue)
	A2.5.3	C3	NHEI STEM competencies in Navy Engineering and Intelligent Weapon Systems - "Power Plants" and "Naval Sensors" modules in International Naval Semester – blended learning mobility (INA, Italy)	INA	5	M11 (blue)
	A2.5.4	C4	NHEI STEM competencies in Naval Sciences - "Oceanography/ METOC" and "Naval Architecture" modules in International Naval Semester – blended learning mobility (RNA, Romania)	RNA	5	M13 (blue)
WP3			Development of a European Security and Defence culture within the International Naval Semester framework, building the social competences in NHEI-Navy Higher Education Institutions	P2	12	M13–M24 (red)
	A3.1		European Navy curricular design for improving European culture and security awareness skills in Navy Military Higher Education		4	M9–M12 (blue)
	A3.2		Curriculum design for building an inclusive European culture and a Security and Defence awareness to improve the HASS competencies in Navy Military Higher Education		8	M13–M15 (blue)
	A3.3		Project meetings			
	A.3.3.1	TM3	Project meeting – EU core of values curricular developments (NVNA, B	NVNA	3 days	M6 (orange)
	A.3.4		Train the students' abilities in social sciences and diversity management in			
	A.3.4.1	C5	NHEI ESDP harmonized curriculum for developing an EU Security culture on CSDP (RNA, Romania)	RNA	5	M14 (blue)
	A.3.4.2	C6	NHEI ESDP harmonized curriculum for Maritime Security (NVNA,	NVNA	5	M15 (blue)
	A.3.4.3	C7	NHEI ESDP harmonized curriculum for Naval Leadership on EU social and military core values (INA, Italy)	INA	5	M14 (blue)
	A.3.4.4	C8	NHEI EU diversity competencies - Gender Navy Perspectives seminar (PNA, Poland)	PNA	5	M15 (blue)
WP4			Building a teaching network for the Navy Higher Education to enhance the implementation of the International Naval Semester using the STEM intelligent technologies and innovative tools in Navy Higher Education in harmonization with the HASS European values		18	M4–M24 (red)
	A4.1		Designing and building a virtual e-campus for Navy Higher Education		8	M4–M11 (blue)
	A4.2		Implementation of a virtual online platform for Navy Higher Education		10	M4–M15 (blue)
	A4.3		Transnational Project meetings			
	A.4.3.1	TM4	Project meeting – Military EQF curriculum design and digital education	RNA	1 day	M5 (orange)
	A.4.3.2	TM5	Project meeting – strategies of INS implementation (INA, Italy) – 2 days residential (2 pax)	INA	3 days	M20 (orange)
	A4.4		Public events			
	A.4.4.1	E2	Public event 2 - HASS curriculum development in Navy Military Higher Education (INA, Italy)	INA	1 day	M18 (purple)
	A.4.4.2	E3	Public event 3 - closure conference – International Naval Semester implementation - challenges and rewards (PNA, Poland)	PNA	1 day	M21 (purple)

Timeline header: Year 2023 (M1 Dec); 2024 (M2 Ian/Jan, M3 Feb, M4 Mar, M5 Apr, M6 May, M7 Jun, M8 Jul, M9 Aug, M10 Sept, M11 Oct, M12 Nov, M13 Dec), (M14 Ian/Jan, M15 Feb); 2025 (M16 Mar, M17 Apr, M18 May, M19 Jun, M20 Jul, M21 Aug, M22 Sept, M23 Oct, M24 Nov)

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TIMELINE

Gantt Best Practice Design Rules

→ **Avoid Front-Loaded Management**

Management tasks should be distributed across the full project lifecycle, not clustered at the start.

→ **Sequence Curriculum Before Mobility**

Ensure all curriculum content is ready and validated before mobility sessions begin.
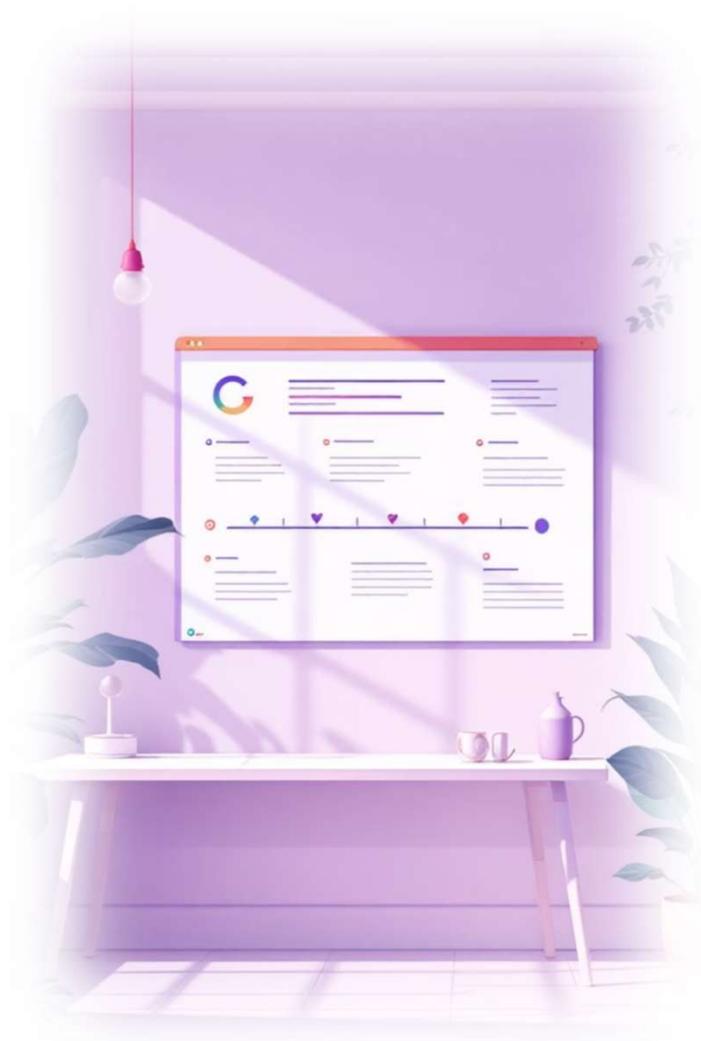
→ **Platform Ready Before Training**

The digital e-Campus must be fully operational before any training sessions are scheduled.

→ **Continuous Dissemination**

Dissemination must be ongoing throughout the project — not concentrated only at the final stage.

Visual structure: Horizontal WPs, vertical timeline, milestones clearly marked at M3, M12, M18, M24.

BUDGETING PRACTICES

Budget Architecture & Evaluation Lessons

Total project budget: **€250,000** — distributed per Work Package and partner.

Reflect Workload

Budget must match actual effort. WP2 receives highest allocation due to curriculum workload.

Management Cap

Management costs should stay at or below the recommended 20% of total budget.

Balanced Partners

Each partner must demonstrate a balanced, justified contribution across WPs.

Evaluator observation: Allocation per WP and partner was not fully justified. Always justify staff days, travel logic, event costs, and digital platform cost structure.

Budget-to-Activity Link - case study

WP2 in INS covered 8 STEM syllabuses, 8 training sessions, and full learning packages — the budget explicitly covered each cost driver.

Academic Hours
Staff time for curriculum development and delivery

Technical Digitalization
Platform development and content digitization costs

Training Logistics
Venue, materials, and facilitation for 8 sessions

Coordination Meetings
Travel and meeting costs across partners

Rule: Never present a lump sum without a logic explanation.

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Project name: International Naval Semester Development Applying the Intelligent Technologies and the Innovative Tools in the European Navy Defence System – NAVY-INS-Tech

THE PROJECT GENERAL BUDGET - WORKPACKAGE COSTS - ACTIVITY HEADLINES AND ALLOCATIONS

Work package		Activities	Coordonator	Partner 2	Partner 3	Partner 4	Partner 5	TOTAL
			RNA	NVNA	PNA	INA		
WP 1	A1.1	Project management documents	16800	8400	8400	8400	0	42000
		TOTAL WP 1	16800	8400	8400	8400	0	42000
WP 2	A2.1	European Navy curricular design for improving STEM skills in Navy Military Higher	3600	3600	3600	3600	0	14400
	A2.2	Course design using the modern technologies and innovative tools for improving STEM competencies in Navy Military Higher Education	6000	12000	9000	9000	0	36000
	A2.3	Project meetings						7100
	A2.3.1	TPM1 Project Kick-off meeting (RNA, Romania) – 2 days residential (2 pax)	0	2100	2500	2500		7100
	A2.3.2	TPM2 Project meeting – STEM curriculum design (PNA, Poland) – 1 day online	0	0	0	0		0
	A2.4	Public Events						2400
	A2.4.1	E1 Public event 1 - SQF-MILOF standards and STEM curriculum priorities in Navy Military Higher Education (RNA, Romania)	2400					2400
	A2.5	Train the students' abilities in STEM to improve the tech knowledge and skill in NHEI-Navy Higher Education Institutions						52640
	A2.5.1	C1S NHEI STEM harmonized curriculum for digital skills and IT technology abilities - "Computer Networks" and "Maritime Cyber Threats" modules in International Naval Semester – blended learning mobility (PNA, Poland);	4400	4400	0	4400		13200
	A2.5.2	C2S NHEI STEM harmonized curriculum for competencies in Hi Tech, Electronics and Telecommunications - "Naval Electronics" and "Naval Communications" modules in International Naval Semester – blended learning mobility (NVNA, Bulgaria)	3600	0	4400	4400		
	A2.5.3	C3S NHEI STEM competencies in Navy Engineering and Intelligent Weapon Systems - "Power Plants" and "Naval Sensors" modules in International Naval Semester – blended learning mobility (INA, Italy)	4880	4880	4880	0		
	A2.5.4	C4S NHEI STEM competencies in Naval Sciences - "Oceanography/ METOC" and "Naval Architecture" modules in International Naval Semester – blended learning mobility (RNA, Romania)	0	3600	4400	4400		
		TOTAL WP 2	24880	30580	28780	28300		

Project name: International Naval Semester Development Applying the Intelligent Technologies and the Innovative Tools in the European Navy Defence System – NAVY-INS-Tech

THE WORLOAD COSTS - STAFF SALARIES / PERSONS-MONTH ALLOCATION

Organisation	Partner No.	WP	Activity	Staff category reference	Hourly salary	Hours/day	Months number	Number of working hours for the projecT	Number of working days for the project	Salary (including employer costs) or full-time rate per day	TOTAL COST	
RNA	Coordonator	1	A1.1	Manager	70	0.5	24	240	30	560	16800	
NVNA	Partner 2	1	A1.1	Manager	70	0.25	24	120	15	560	8400	
PNA	Partner 3	1	A1.1	Manager	70	0.25	24	120	15	560	8400	A1.1
INA	Partner 4	1	A1.1	Manager	70	0.25	24	120	15	560	8400	42000
RNA	Coordonator	2	A2.1	Teacher	60	0.75	4	60	7.5	480	3600	
NVNA	Partner 2	2	A2.1	Teacher	60	0.75	4	60	7.5	480	3600	
PNA	Partner 3	2	A2.1	Teacher	60	0.75	4	60	7.5	480	3600	A2.1
INA	Partner 4	2	A2.1	Teacher	60	0.75	4	60	7.5	480	3600	14400
RNA	Coordonator	2	A2.2	Teacher	60	0.5	10	100	12.5	480	6000	
NVNA	Partner 2	2	A2.2	Teacher	60	1	10	200	25	480	12000	
PNA	Partner 3	2	A2.2	Teacher	60	0.75	10	150	18.75	480	9000	A2.2
INA	Partner 4	2	A2.2	Teacher	60	0.75	10	150	18.75	480	9000	36000
RNA	Coordonator	3	A3.1	Teacher	60	0.25	4	20	2.5	480	1200	
NVNA	Partner 2	3	A3.1	Teacher	60	0.5	4	40	5	480	2400	
PNA	Partner 3	3	A3.1	Teacher	60	0.5	4	40	5	480	2400	A3.1
INA	Partner 4	3	A3.1	Teacher	60	0.5	4	40	5	480	2400	8400
RNA	Coordonator	3	A3.2	Teacher	60	0.5	8	80	10	480	4800	
NVNA	Partner 2	3	A3.2	Teacher	60	0.5	8	80	10	480	4800	
PNA	Partner 3	3	A3.2	Teacher	60	0.25	8	40	5	480	2400	A3.2
INA	Partner 4	3	A3.2	Teacher	60	0.5	8	80	10	480	4800	16800
RNA	Coordonator	4	A4.1	Teacher	60	0.5	8	80	10	480	4800	

Project name: International Naval Semester Development Applying the Intelligent Technologies and the Innovative Tools in the European Navy Defence System – INS-Tech

THE TRAVEL COSTS - TPM/LLT and EVENTS BUDGET HEADLINES

Organisation	Partner No.	WP	Activity	Country (departure)	Country (destination)	Participation to	Number of persons	Travel Costs / Person	Daily living costs	Number of days	Accommodation costs	Number of overnight stays	TOTAL COST
RNA	Coordonator	1	A2.3.1	RO	RO	TM1	2	0	0	5	0	0	0
NVNA	Partner 2	1	A2.3.1	BG	RO	TM1	2	300	90	5	100	3	2100
PNA	Partner 3	1	A2.3.1	PL	RO	TM1	2	500	90	5	100	3	2500
INA	Partner 4	1	A2.3.1	IT	RO	TM1	2	500	90	5	100	3	2500
RNA	Coordonator	1	A1.2	RO	BG	TM3	2	300	90	5	100	3	2100
NVNA	Partner 2	1	A1.2	BG	BG	TM3	2	0	0	5	0	3	0
PNA	Partner 3	1	A1.2	PL	BG	TM3	2	500	90	5	100	3	2500
INA	Partner 4	1	A1.2	IT	BG	TM3	2	500	90	5	100	3	2500
RNA	Coordonator	1	A1.2	RO	IT	TM5	2	500	90	5	130	3	2680
NVNA	Partner 2	1	A1.2	BG	IT	TM5	2	500	90	5	130	3	2680
PNA	Partner 3	1	A1.2	PL	IT	TM5	2	500	90	5	130	3	2680
INA	Partner 4	1	A1.2	IT	IT	TM5	2	0	0	0	0	0	0
RNA	Coordonator	2	A2.3	RO	PL	C1S	4	500	50	7	50	5	4400
NVNA	Partner 2	2	A2.3	BG	PL	C1S	4	500	50	7	50	5	4400
PNA	Partner 3	2	A2.3	PL	PL	C1S	4	0	0	0	0	0	0
INA	Partner 4	2	A2.3	IT	PL	C1S	4	500	50	7	50	5	4400
RNA	Coordonator	2	A2.3	RO	BG	C2S	4	300	50	7	50	5	3600
NVNA	Partner 2	2	A2.3	BG	BG	C2S	4	0	0	0	0	0	0
PNA	Partner 3	2	A2.3	PL	BG	C2S	4	500	50	7	50	5	4400
INA	Partner 4	2	A2.3	IT	BG	C2S	4	500	50	7	50	5	4400

Project name: International Naval Semester Development Applying the Intelligent Technologies and the Innovative Tools in the European Navy Defence System – NAVY-INS-Tech

Organisation	Partner No.	WP	Public event	Number of persons	Budget/person	TOTAL COST
Coordonator	RNA	1	Public event 1 - SQF-MILOF standards and STEM curriculum priorities in Navy Military Higher Education (RNA, Romania)	30	80	2400
Partner 4	INA	1	Public event 2 - HASS curriculum development in Navy Military Higher Education (INA, Italy)	30	80	2400
Partner 3	PNA	1	Public event 3 - closure conference – International Naval Semester implementation - challenges and rewards (PNA, Poland)	30	80	2400
			TOTAL			7200

QUALITY MANAGEMENT

Quality Management System

Use Measurable KPIs Instead – Build the Results Matrix
Qualitative and quantitative indicators

Strength

ISO-aligned quality procedures provide a solid foundation.

Weakness

Evaluators flagged that indicators were not sufficiently measurable.

❌ Weak	✅ Strong
"*Improve digital skills*"	*% students passing digital assessment,* *% modules digitized,* *satisfaction rate >80%*

Monitoring must allow correction, not only reporting.

Qualitative and quantitative indicators for Erasmus+ Partnership for Cooperation Project (KA220-HED 2023)

PROGRESS REPORT: 31.08.2024

Project coordinator:	Academia Navala "Mircea cel Batran"
Project title:	International Naval Semester Development Applying the Intelligent Technologies and the Innovative Tools in the European Navy Defense System – NAVY-INS-Tech
Project number:	2023-1-RO01-KA220-HED-000155888

Work package (excluding Project Management)	Objectives	Activities	Indicators	Method/ intrument for data collection	Indicator value at the at the progress reporting date: 31.10.2024	Frequency of measurement (ex: every 6 months)	Indicator value at the end of the project	Supporting documents	Grant
WP 2 Development of a harmonized INS curriculum, using the intelligent technologies and innovative tools in NHEI-Navy Military HEI, to enhance the STEM competences	Promoting the inter-connected EU HEI by implementing an International Naval Semester, facilitated by a harmonized STEM curriculum	A.2.1. European Navy curricular design for improving STEM skills in Navy Military Higher Education	**Quantitative indicators:**	Team study on SQF-MILOF standards	**100%**	Once per 3 months	1 curriculum, 8 syllabuses	syllabuses library	14400 EUR
			number of syllabuses		8 syllabules				
			number of defined competencies		1 curriculum				
			Qualitative indicators:		**90%**	on the occssion of LLT/events			
			students satisfaction		89%				
			teachers satisfaction	Survey	92%		75% satisfaction	survey briefing	
		A.2.2. Course design using the modern technologies and innovative tools for improving STEM competencies in Navy Military HEI	**Quantitative indicators:**		**75%**			8 textboxes, 8 ppt packages, 1 exercise booklet	36000 EUR
			number of ppt course presentations		8 text boxes				
			number of text packages		4 ppt packages				
			number of exercise booklet	team work	2 exercise book	Once per 6 months	8 learning packages		
			Qualitative indicators:		**90%**				
			students satisfaction		88%	on the occssion of LLT/events			
			teachers satisfaction	Survey	94%		75% satisfaction	survey briefing	
		A2.3.Project meetings, modules, or events	**Quantitative indicators:**		**32**				62140 EUR
			number of attending participants for TPM		16		16 participants TPM1, TPM2		
			number of attending participants for E1		0	on the occssion of LLT/events	30 participants E1	list of participants	
			number of attending participants for courses C1S-C4S	list of participants	16		64 students C1S-C4S		
			Qualitative indicators:		**89%**	on the occssion of LLT/events			
			participants satisfaction	Survey	89%		75% satisfaction	survey briefing	
WP 3 Development of a European Security and Defence culture within the INS framework, building the social competences in NHEI Institutions	Promote the inter-connected HEI on EU level by implementing an INS, facilitated by a harmonized curriculum, considering the imperative of building a EU culture relevant to the Defence and Security dimensions	A.3.1. Curriculum design for building an European culture and an European Security and Defence awareness to improve the HASS competencies in Navy Military HEI	**Quantitative indicators:**	Team study on SQF-MILOF standards	**100%**	Once per 3 months	1 curriculum, 4 syllabuses	syllabuses library	8400 EUR
			number of syllabuses		4 syllabules				
			number of defined competencies		1 curriculum				
			Qualitative indicators:			on the occssion of LLT/events			
			students satisfaction						
			teachers satisfaction	Survey	0		75% satisfaction	survey briefing	
		A3.2. Course design for building an inclusive European culture and a CSDP awareness to improve the HASS competencies in HEI	**Quantitative indicators:**					4 textboxes, 8 ppt packages	16800 EUR
			number of ppt course presentations						
			number of text packages	team work	0	Once per 6 months	4 learning packages		
			Qualitative indicators:						
			students satisfaction			on the occssion of LLT/events			
			teachers satisfaction	Survey	0		75% satisfaction	survey briefing	
		A3.3.Project meetings, modules, or events	**Quantitative indicators:**		1				
			number of attending participants for TPM3		8	on the occssion of LLT/events	8 participants TPM3	list of participants	
			number of attending participants for courses C5S-C8S	list of participants	0		32 students C5S-C8S		
			Qualitative indicators:						

RISK MANAGEMENT

Risk Management

Evaluator comment: Risks and contingency plan were insufficiently detailed. A structured risk table significantly increases evaluator confidence.

Risk	Probability	Impact	Mitigation
Low student participation	Medium	High	Reserve list
Digital platform delay	Medium	Medium	External IT support
Recognition issues	Low	High	Pre-signed ECTS agreement

BEST PRACTICES

Partnership Quality

Partner 1 - coordinator
Leads Management WP1— justify with specific expertise

Partner 2
Leads WP2 — justify with specific expertise

Partner 3
Leads WP3 — justify with specific expertise

Partner 4....
Leads WP4 — justify with specific expertise

Strength: Consortium is cohesive through the EMILYO network.

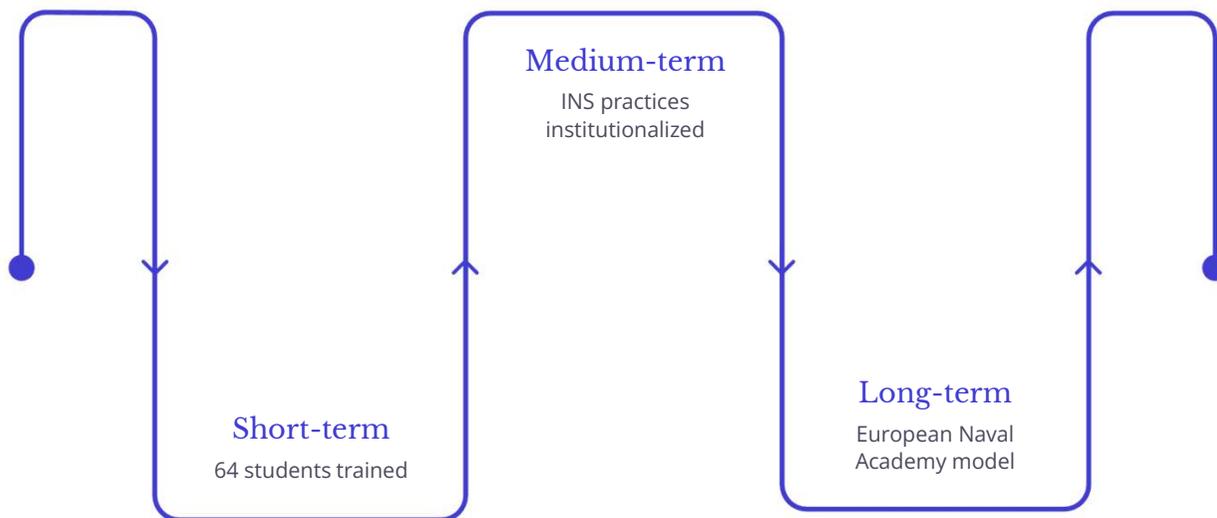**Weakness**: Complementarity was not clearly described.

BEST PRACTICES

Impact & Sustainability

Impact Model

Medium-term
INS practices
institutionalized

Short-term
64 students trained

Long-term
European Naval
Academy model

Main Weaknesses

- Impact outside consortium unclear
- Sustainability insufficiently detailed
- Confusion between communication and impact

Sustainability Tools

- Integration into regular curricula
- EMILYO permanent adoption
- Continued use of VNeC platform

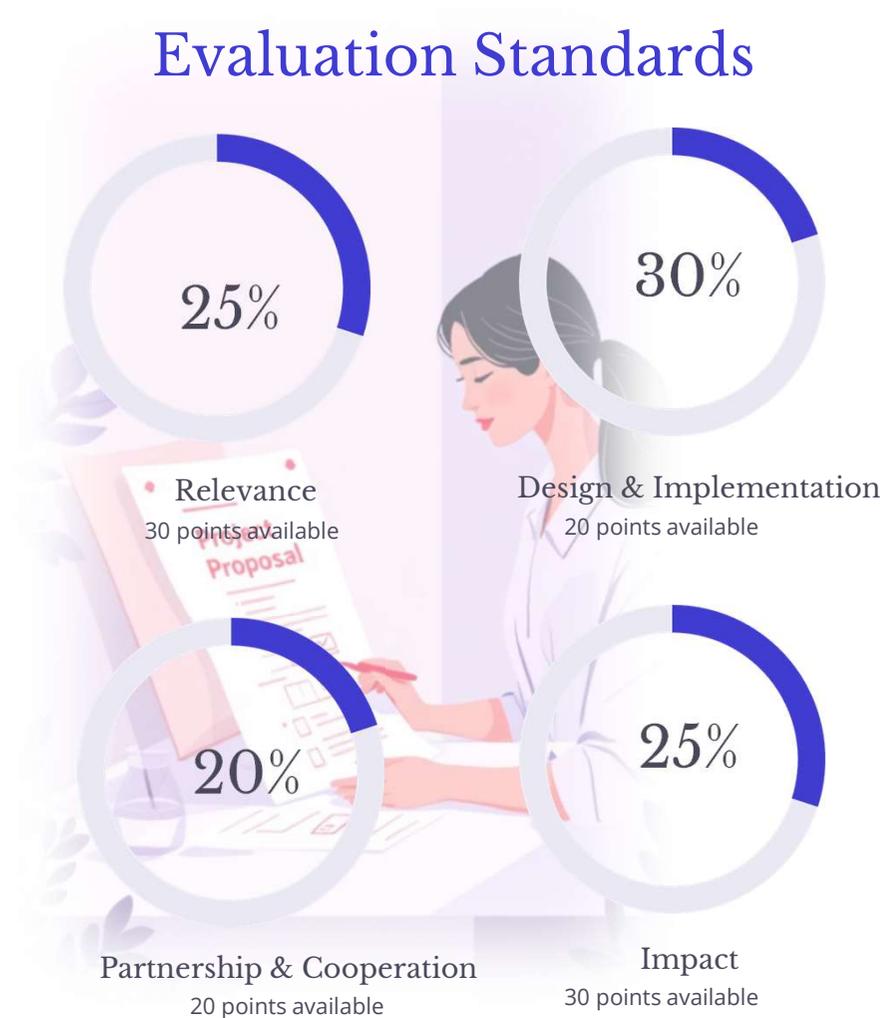Norwegian Defence University College

Key Lessons from Evaluation

✓ Strengths

- Convincing motivation
- EU added value
- Cohesive consortium
- Relevant expertise

✗ Weaknesses

- Needs analysis insufficiently detailed
- Indicators weak
- Impact vague
- Sustainability unclear
- Training arrangements insufficiently justified

Evaluation Standards

25%
Relevance
30 points available

30%
Design & Implementation
20 points available

20%
Partnership & Cooperation
20 points available

25%
Impact
30 points available

BEST PRACTICES

How to Avoid Losing Points in a Strategic Partnership Proposal

01

Quantitative Needs Evidence

Use survey %, mobility data, curriculum gaps — not generic statements

02

SMART+ Objectives & KPIs

Measurable indicators; detail partner complementarity explicitly

03

Explicit Sustainability Roadmap

Separate communication from impact; include inclusion and green measures

04

Justify Budget per Activity

Every cost line must link to a specific deliverable or task

[1] Relevance — Don't Lose Points on Evidence
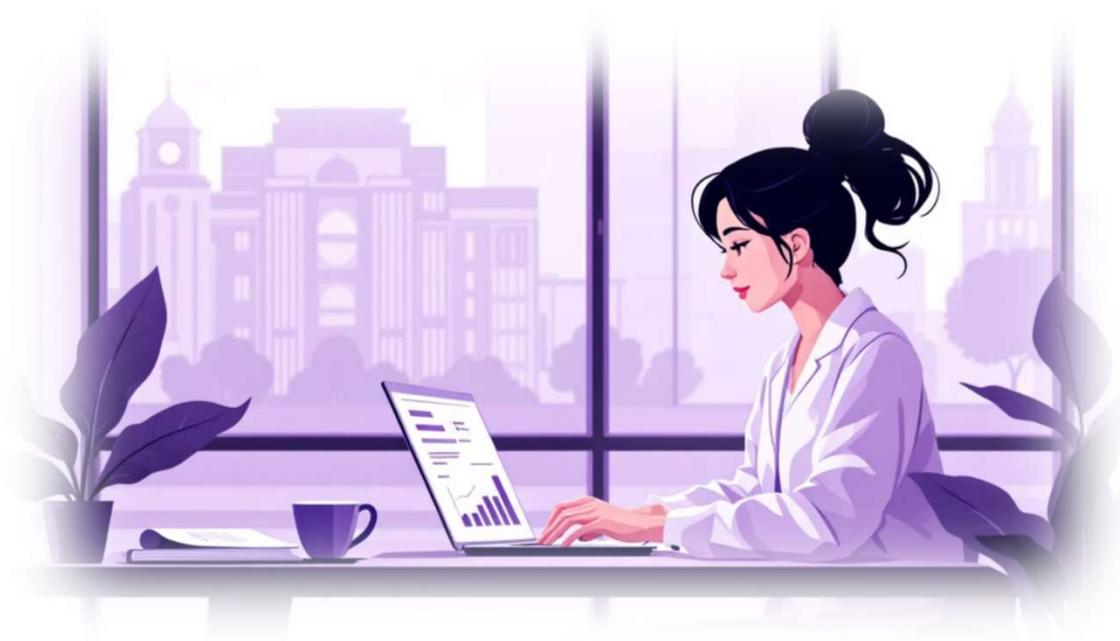
Common Risks

- Broad needs analysis & generic statements
- Policy listing without operational link
- Weak European added value

How to Avoid It

- Provide quantitative needs evidence (survey %, mobility data, curriculum gaps)
- Show partner-specific needs
- Explicitly connect each objective to one EU priority
- Demonstrate what **cannot** be achieved nationally

"If I remove Erasmus funding, does this project still happen?" *If YES → relevance score drops.*

② Design & Implementation — Where Most Points Are Lost

SMART Objectives

Transform every objective into a measurable output. Align each KPI with a specific activity.

Clear Responsibilities

Use a RACI matrix for partner roles. Avoid unclear ownership of tasks and deliverables.

Budget Justification

Justify budget **per activity**, not per partner. Add contingency measures for each major risk.

🗒 **Expert rule:** If it cannot be measured, it cannot score!

③ Partnership — Beyond "We Know Each Other"

Map Expertise to Deliverables

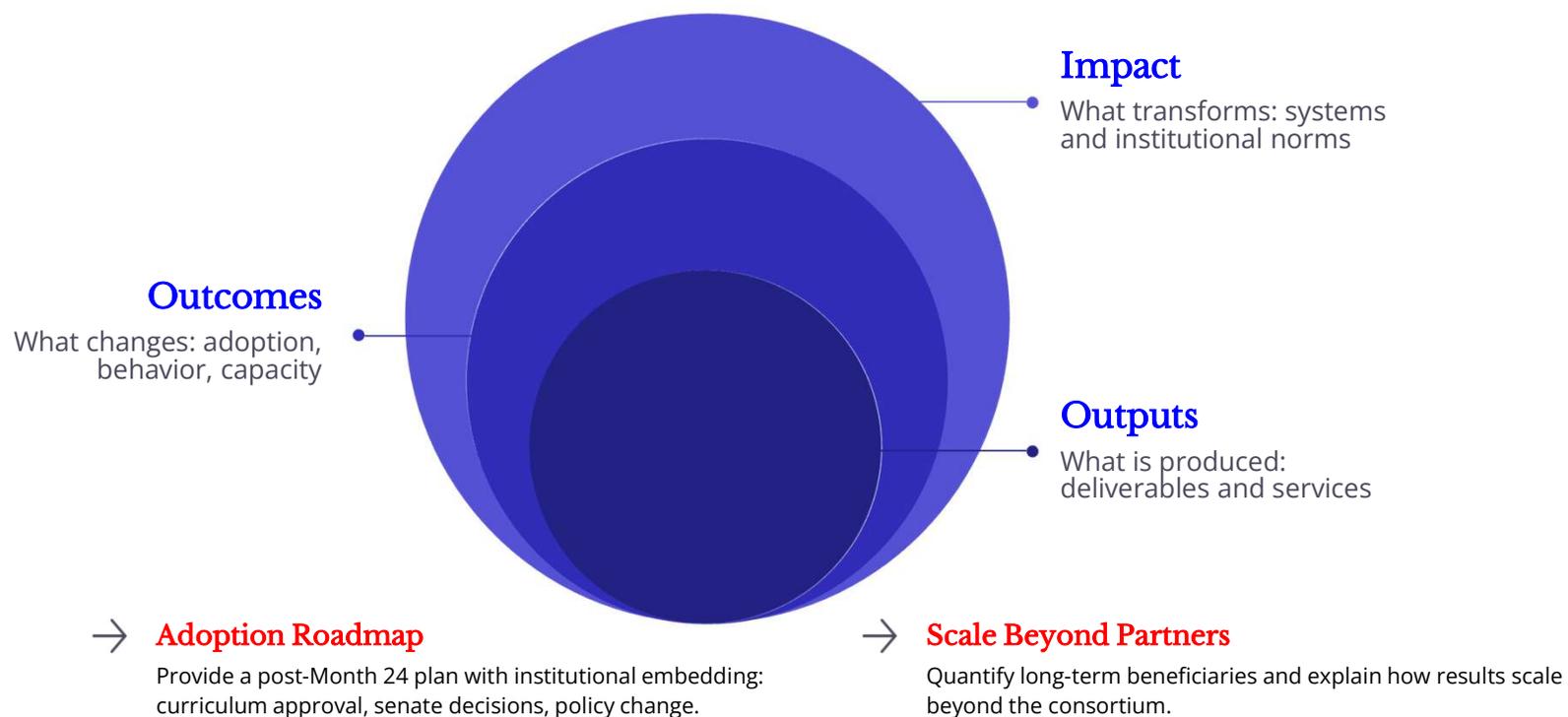For each WP, explain why that partner leads it and show their unique expertise.

Identify Stakeholders

Clearly identify external stakeholders and demonstrate a decision-making hierarchy.

"Could one partner be removed without affecting the project?" If YES → partnership score decreases.

4 Impact — The Silent Score Killer (25 Points)

Impact
What transforms: systems and institutional norms

Outcomes
What changes: adoption, behavior, capacity

Outputs
What is produced: deliverables and services

→ **Adoption Roadmap**
Provide a post-Month 24 plan with institutional embedding: curriculum approval, senate decisions, policy change.

→ **Scale Beyond Partners**
Quantify long-term beneficiaries and explain how results scale beyond the consortium.

Golden rule: Dissemination spreads information - Impact changes systems.

⑤ Budget — The Invisible Evaluation Criterion

Workload Logic

Show workload estimation logic and human resource calculations clearly.

Link € to Deliverables

- Every Euro must connect to a specific deliverable.
- Demonstrate cost-effectiveness throughout.

Even in Lump Sum — Points Are Lost When:

- Allocation seems arbitrary
- Workload not proportional
- No explanation for distribution

"Does this look engineered or estimated?"

6 Monitoring & Indicators — The Most Technical Weakness

From evaluation feedback: "Indicators were not fully correlated and insufficient for monitoring."

01

Baseline → Target → Verification

Every indicator must follow this three-part structure.

02

Qualitative AND Quantitative KPIs

Indicators must measure **objectives**, not activities.

03

Recognition Mechanisms

Include ECTS credits, certification, or accreditation where applicable.

7 Sustainability — The Final 5–10 Hidden Points

Weak sustainability reduces evaluator confidence. Address all five dimensions:

Post-Project Funding

Official Curricula Integration

Institutional Commitment

Platform Maintenance Owner
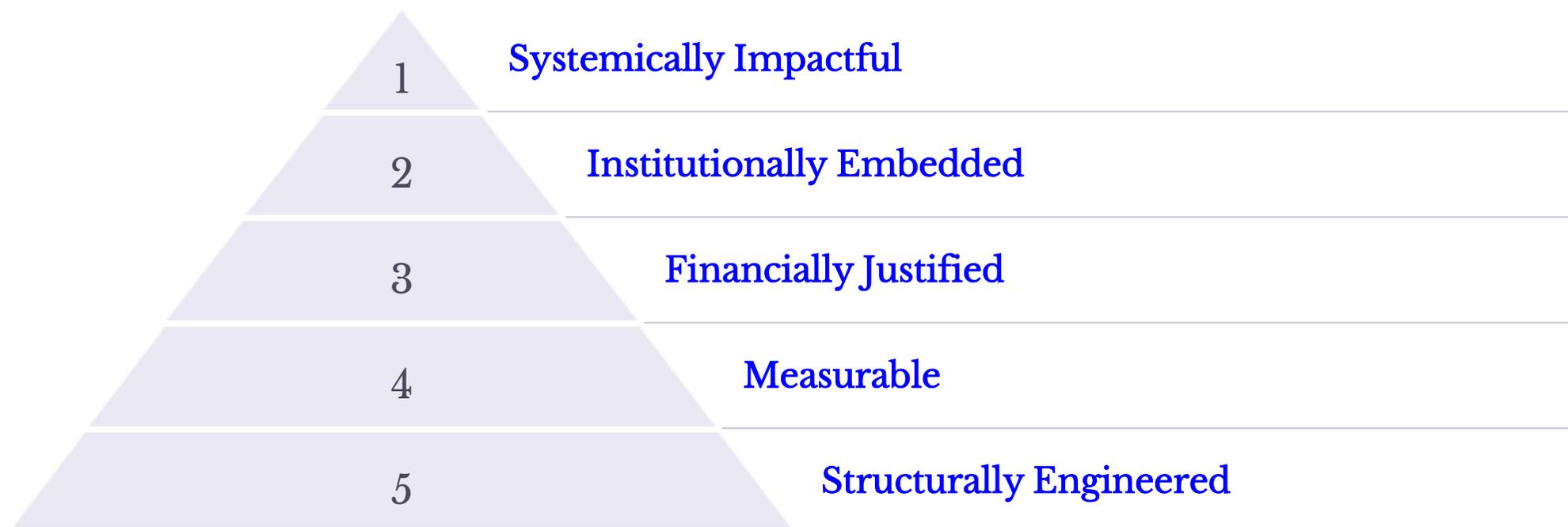
Post-Project Governance

The Winning Formula

1 **Systemically Impactful**

2 **Institutionally Embedded**

3 **Financially Justified**

4 **Measurable**

5 **Structurally Engineered**

Innovation inspires! Good project design impresses! Engineering wins funding!

The Winning Formula

Successful proposals are not documents - they are integrated systems that align policy priorities, institutional capabilities, and pedagogical innovation into a compelling vision for change.

Systems Thinking: View your proposal as an ecosystem where governance, budget, quality, and impact reinforce each other to create credibility.

Integration Excellence: Every section must connect seamlessly—budget reflects activities, activities drive impact, impact justifies investment.

Credibility First: Funding flows to organizations that demonstrate not just great ideas, but proven capacity to deliver complex projects successfully.

Institutional Learning: Build organizational memory through standardized processes, templates, and knowledge transfer that strengthens each successive proposal.

Professionalization: Treat proposal development as a core institutional competency requiring dedicated resources, specialized skills, and continuous improvement.

Transform your approach from reactive proposal writing to strategic opportunity development. Invest in systems, build capacity, and position your institution as a preferred partner for transformative initiatives.

Strategic Message

A successful KA220 project is **not a list of activities** - it is a **structured system** where policy alignment, institutional need, engineering precision, financial logic, risk anticipation, and measurable impact combine into one result:

Evaluator confidence

The project proposal must **demonstrate how a strong strategic idea can be funded** — and how evaluation feedback becomes a **roadmap for excellence**.

GOOD LUCK !