



TEMPUS IV - Sixth call for proposals
Selection 2013

Evaluation Report

Applicant: Hadassah Academic College

Application title: LLAF - Lifelong Learning in Applied Fields

Proposal Number 543894-TEMPUS-1-2013-1-IL-TEMPUS-JPHES

Coordinator: Michael Berman

AWARD CRITERIA

1. Relevance (25% of the total score)

The major aim of the project is an important one for society since it focuses on the enhancement of curricular reform to promote lifelong learning for professionals by introducing educational possibilities for continuous learning throughout professional careers. This issue is a priority in the European union (EU) as demonstrated by the Commission's 2006 communication and its assessment by the European Lifelong Learning Index. This particular programme focuses on applied fields of health care, teacher training and communications, disciplines that now involve an enormous amount of information and learning skills that are constantly increasing. The project will be run by a very large consortium of Israeli and EU partners. Such a program does not actually exist in Israel where it is considered a national priority, nor in the southern Mediterranean region in general. The objectives are clearly presented and are relevant to many of the Programme's priorities, especially linking higher education and society and providing further education to specialists and to non-university workers. However, the project focuses on higher education learning and curricula reform and Bologna principles should be considered, especially if concrete links will be made between the Partner and EU higher education institutions.

The needs analysis is clear and convincing. The need for a systematic approach towards lifelong learning in the chosen disciplines in Israel has been well explained. It is noted that the introduction of such a reform in university curricula will be of benefit to all Israeli universities but particular needs of the Partner institutions should be addressed further in this section. A more detailed overview of the individual needs of the participating higher education institutions in Israel has been provided in section E.2 of the proposal. The consortium could explain better the reference to 'the existing promising initiatives in the partner country' on which this project will build. There is a very good geographical distribution of the Israeli partners and it is noteworthy that the authors note that the program will benefit students of different cultures represented in Israel (Jews, Arabs, Druze and Bedouin students). Israeli partners that have not already profited from earlier Tempus or other EU support should benefit from those that have.

Essential details are presented to convince of the impact towards modernisation of higher education systems and, in particular, the project's potential benefit to society. The project team envisages integrating at least some (4) of the courses, programmes or activities of this project into the curriculum at each teaching university in Israel. The consortium also aims to extend the impact nation-wide and plans the activities to reach this objective. Nevertheless, for a project that focuses on applied fields and practical interactions with society, it is surprising that interactions with the private sector are not taken into consideration, for example, in the case of health care, with the pharmaceutical industry, in the case of communications, with publicity and related information firms.

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2. Quality of the partnership (20% of the total score)

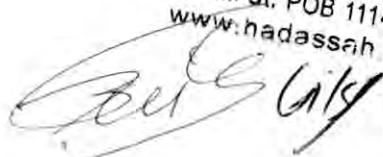
The project is presented by a large consortium of Israeli and different EU partners. The expertise of the EU partners in their respective fields is very good and their proposed contribution to the project coherent and relevant, providing experience in different fields in which life-long learning is crucial. It is an important point for such a project that the proposal is not limited to one discipline and the Israeli and EU partners offer tested expertise in the different areas that will be covered. Most of the Israeli partners (including the applicant) have never been involved in earlier Tempus projects, but the presence of two experienced partners and the fact that the 3 faculties of the applicant will be involved, should ensure that necessary project management skills. However, the applicant should demonstrate more convincingly that they have the necessary experience and resources to manage a grant of this size, as there are no references to any education and research grants of this size in the description of this institution.

The distribution of tasks and responsibilities is balanced and complementary and in line with relevant expertise in resources, infrastructures, facilities & logistics.

The work packages provide evidence that the applicant and partners, members of recognised universities and institutes, have the required staff for the project. Much necessary equipment and financial resources are already available, distributed amongst the Partners and their institutions. A summary description in the general presentation would further clarify and support such evidence.

Many feasible measures for effective institutional cooperation and interaction are proposed, especially in the work packages (WP) and logical framework matrix. They include meetings, videoconferences, web interactions for ongoing status updates, the creation of a Portal system that will be available to all participants. As 3 different disciplines will be addressed (health, education and communication), the project team specified which teams would be working closer together in certain work packages. The proposal is prepared well which is a positive indication for the future cooperation.

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3. Quality of the project's contents and methodology (25% of the total score)

The proposed activities are described very clearly and succinctly. The local partners have good ownership in this project. Relevant courses and workshops are planned. The project focuses on a student-centred pedagogy in which students learn the course materials while being encountered with authentic problems; there are relatively small numbers of students participating at any one time. Some of the EU partners already have experience in education strategies for life long learning and it is expected that the Israeli Partners will greatly profit from this. As noted earlier, what should be developed further are evaluation procedures for the students in each of the proposed teaching modules and for the overall program.

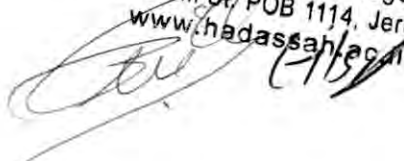
The overall design is clearly coherent with project description, logical framework matrix, action plan and budget.

Overall, the framework matrix is organised well and presented clearly and allows measuring the project progress. It offers a solid base for future actions. Reliable means are given for assessment of outcomes. What could be added is the envisaged number of (future) professionals, which the online courses are expected to attract, in order to allow a better understanding of the external impact. More efforts should be made to overcome the risk of disagreeing partners, poor cooperation between partners and correct application of the work plan / assessment tools. The description of each of the proposed courses is sufficiently detailed. Four generic courses, linked to digital, ICT and lifelong learning competences, which will form the basis on which the different teams will work together, will be developed to be implemented at each of the Israeli higher education institutions. Also courses related to the specific disciplines and needs of the partners will be developed by different project teams and implemented as required. Also the quality strategy is explained and seems appropriate.

Efforts for quality control and monitoring of the project are good, as are the indicators in the framework matrix. Ongoing control includes evaluation by a Committee of Quality Assurance composed of members from the major Partners that will meet throughout the program's duration. However, there is no mention of external evaluation of the project, while it is going on or at its termination, nor of student evaluation at any stage.

There is some mention of accreditation possibilities by Israeli governing bodies in the logical framework matrix but a summary and further details should be given in the general description. Nevertheless, the resolution of possible conflict situations by external governing bodies is not taken into account, a serious handicap for a consortium of such a large size and varied composition.

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4. Dissemination and sustainability (15% of the total score)

The plan for dissemination is very good. Several practical, feasible means are proposed and include dissemination of the courses and results via their Portal, conferences, publications etc. Moreover, the numbers of students and (internal) trainees to be trained are mentioned.

The prospects of multiplier effects for the project are excellent, in view of its nature (it should provide training and knowledge in many areas of the public and private sectors) and the means that the consortium will use for its dissemination. Through the staff trainings, an important number of people will be involved and the fact that the key persons indicated in section D. of the proposal include in most cases also the people in charge of the educational programmes (deans, heads of department, directors) is another good indication for the institutional sustainability of this project. On a national level, the project team expects a chain reaction from the graduate students who will continue to use the project courses in their future professions. It is less clear how the 'professionals who participate in the project' will be found and selected (notably in the professional health and communication sector). As they are expected to become 'dissemination agents', the profiles of these trainees (place of work, private/public sector, etc.) should be better explained.

There is very little discussion of how the project activities will be pursued after termination of Tempus funding. Concrete details should be given concerning financing, accreditations and/or implementation of relevant legislations.

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5. Budget and cost-effectiveness (15% of the total score)

The budget is carefully analysed and clearly presented and the proposed expenditure corresponds well to such a proposal. The summary presentation in this section is clear and summarises well needs and proposed expenditures. The consortium made an effort to limit the costs to what is necessary. The distribution of the budget between the partners reflects their involvement and different equipment needs; the Israeli partners will receive most financial support, which is appropriate.

Staff costs appear reasonable; they are summarised well and justified in the general description. Staff costs have been calculated according to the right staff rates and correctly planned.

This is basically a teaching project and the proposed equipment and its implementation are adequate for its purposes. Mobility costs are reasonably analysed. Staff mobility is kept to what is necessary and it is positive that the team intends to use videoconferences and other communication means to avoid excessive travels. However, the costs of stay for the Israeli staff during their trainings in Israel ('participation in Faculty workshop, 21 days, € 2,500) seem disproportionate. Distances between the institutions in Israel are not very long and do not justify these costs.

Certain cost items currently allocated to the other costs budget heading (dissemination activities etc.) need to be specified and may need to be reallocated to the printing and publishing heading, and vice versa (translation costs, etc.). The costs for printing and publishing the questionnaires and material for the faculty trainings are a bit high and should be reconsidered. Finally, for a project that focuses on continuous teaching and technical formation, financing of student mobilities should be taken into consideration.

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A handwritten signature in black ink is written over a circular stamp. The signature is cursive and appears to be 'G. G. G.'. The stamp is partially obscured by the signature.



Project number: 543894-TEMPUS-1-2013-1- IL-TEMPUS-JPHES

Budget revision:

As you will note from the grant agreement, your project's budget has been revised. However, the originally proposed percentages for co-financing and indirect costs have been applied to the new total direct costs figure.

Listed below are some of the reasons for the reduction or revision of the breakdown of the figures costed into your original budget.

Please note that smart phones cannot be considered as eligible equipment under the Tempus programme. We regret to inform you that this amount has, therefore, been subtracted from the 'equipment' budget heading.

The costs indicated for 'costs of stay' appear to be quite high. We have therefore slightly reduced this budget heading.

The costs indicated for 'Printing and publishing' appear to be quite high, especially for the teaching and learning materials. We have therefore reduced the budget for this budget heading by 5% to reach a more reasonable amount.

Please note that the amount budgeted for 'legal counseling' is only eligible under the budget heading 'other costs' if it is sub-contracted outside the consortium. If the legal advice is provided by persons working from one of the partner institutions, it should be reallocated to 'staff costs'.

Finally, we noticed that the cost of a Report on Factual Findings on the Final Financial Report (Audit certificate), which is compulsory for all Tempus projects, has not been budgeted. Please note that this cost must be claimed under the budget heading 'Other Costs' and that the reference costs for an external Audit Report should be between €5.000 and €12.000.

The above-mentioned budget reduction or modification of the figures costed into your original budget, resulted from the observations and comments from the external evaluators as well as an internal in-depth analysis of the proposal by the Tempus team at the Executive Agency.

We would like to draw your attention to the fact that the approval of the budget enclosed, does not mean confirmation, at the end of the project, of the eligibility of all the expenses costed into your budget at present. Before incurring any expenses on your project, always check first the rules in the Grant Agreement and consult the 'Guidelines for the Use of the Grant' and the Frequently Asked Questions to ensure that these expenses are in fact eligible under Tempus rules.

The project can only be funded under the revised budget figure.

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