

**Bijlage bij subsidievaststelling 2017-1-NL01-KA203-035238: beoordeling final report**

**Scoring: 83 points**

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**Relevance of the project/strategy**

**18/20 points**

The project has been relevant, both in terms of policy and development of thinking about the subject as well as on developing a joint curriculum on heritage and EU citizenship. The relevance of the proposal had been addressed very well in the proposal and was based on a solid needs analysis. The final report proves that the needs were addressed during the project and that it was indeed relevant in a wider EU context. The project has added to the existing knowledge and know-how and built on a previous project by the project partners. It added significant added value with developing the joint curriculum on citizenship, heritage and entrepreneurship and fostering the debate on this topic within Europe.

**Quality of the project design and implementation**

**22/25 points**

The project was well designed, and the execution was equally well executed. One project officer knew all the partners and had weekly contact, monitored progress and updated all project participants on a weekly basis. The 5 TPMs were changed into 16 smaller TPMs (within budget) to have more regular contact about the IO's. This worked very well and was a sensible change of the project design. The 3 SE's were changed into 6 SE's of 5 days, instead of 10 days. This also worked out well.

Due to COVID19 all face-to-face project activities had to be cancelled between March – August 2020 (force majeure). The Summer School became a hybrid Summer School, which went well. The concluding conference had to be changed into an online round table.

The project design proved to be flexible enough to change and improve and the feedback from the evaluators of the proposal as well as the feedback from the midterm review were clearly taken into account. The rewarding of ECTS and the integration of the curriculum turned out to be much more complex than the project partners had anticipated at the start of the project. The feedback during the midterm review made them realize they had to come up with a workable plan, which they did. Students did receive their ECTS for participating at the Summer/Winter school and the partners decided not to integrate the new curriculum into the existing MBA but to prolong their cooperation also after the MBA ECHC project to make their effort sustainable into a new jointly MBA ECHC programme which will consist 120 ECTS.

**Quality of the project team and the cooperation arrangements**

**14/15 points**

The project team worked very well together. The cooperation was informal, flexible and good. There were clear agreements and guidelines and the partners stuck to the planning and the agreements. The roles and Tasks were clear from the start, taking into consideration the complementary competencies of the partners. The methods of project coordination and means of communication were clearly described and the project added a (basic) manual of how to organize such projects for others to learn from as well. Since the budget was not enough to cover everyone, the project worked with a lot of volunteers. They were vital to the smooth operation of the project too.



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### **Impact and dissemination**

**29/40 points**

A clear package or a coherent set of products of the IO's is missing. It is a bit of a puzzle to find all the IO's and assess them.

- IO1 Analyses: current teaching practices and potential overlaps, need for additional modules to come to a joint curriculum. This mapping has been done.
- IO2: Study: the management of integrated policies and practices in the field of heritage, culture and citizenship and the connection with social entrepreneurship. A set of best practices has been compiled.
- IO3: Manual: How to implement the results of the project into the curriculum of higher education institutes everywhere in Europe. There is a document with IO3 in the name that has the title Connecting Communities and Empowering Citizens: Ideals and Praxis.
- IO4: reports of the student encounters. There are reports and transcripts of the student encounters.
- IO5: video reports on student/teacher encounters. The videos are there.

All the IO's have been produced and a lot more material came out of the project. It could be worthwhile to think of a structured way of presenting them (e.g as a publication or website). The project involved a lot of associated partners, which helped the dissemination and spread of the project well. The project has been disseminated across a sizable group of interested people (mainly in the countries of the project partners). The interest from other parties for this project grew during the project and others wanted to join the project too.

### **Overall comments to the beneficiary**

The project has been very beneficial to the cooperation of the partners. They clearly enjoyed doing the project together, they worked together well and produced a lot of content. The content is of good quality and addresses the very relevant topic of cultural heritage and citizenship in Europe.

The partners got new insights in the connection of (in)tangible heritage and European citizenship and formulated a new joint curriculum, to be used by interested educational, cultural and civil society organisations. The curriculum brings together insights from business, human sciences, cultural and heritage practices and that of social entrepreneurship and civil society initiatives promoting active European citizenship.

The outcomes of the project have been disseminated widely and will be sustained through a new project that the partners are developing, which is the ECHC Observatory (a database with all the material). The report was rich of material but lacked a bit of structure to really get a good overview of what has been achieved.

The report is very positive and shows many highlights. Except from the realization that ECTS should be accredited and that integrating a joint curriculum is more difficult than expected, it would have been interesting to read more lessons learned within the project.