

Education, Audiovisual and Culture Executive Agency

Erasmus+ : Higher Education - International Capacity Building

Brussels, 30/07/2015
ARES(2015)

Mr. Angelo Musaio
UNIVERSITA DEGLI STUDI DI GENOVA
VIA BALBI 5
IT-16126 GENOVA

musaio@unige.it

**Subject: Erasmus+ Capacity Building in Higher Education - Call for Proposals
EAC/A04/2014 – Selection Results**

Your application: 561890-EPP-1-2015-1-IT-EPPKA2-CBHE-JP

Dear Mr. Angelo Musaio,

You have submitted an application under the Erasmus+ Programme for the action Capacity-Building in Higher Education (CBHE). The Call for proposals closed on 10 February 2015 and the Education, Audiovisual and Culture Executive Agency (EACEA) received a total of 515 applications.

A panel of external experts assisted the Evaluation Committee in the evaluation of your application against the award criteria indicated in the Call for Proposals. The selection decision is based on the quality of the application, its relative position in comparison with the other applications submitted and the budget available. Applications were assessed on a scale from 0 to 100 and were ranked according to merit.

In addition, and in line with the provision of the Programme Guide regarding the definition of the list of projects recommended for funding, the Evaluation Committee has also taken into account the results of the consultation with the EU Delegations in the Partner Countries and, where applicable, with the Ministries responsible for Higher Education and the National Erasmus+ Offices in the Partner Countries. Lastly, the selection decision took into account the geographical balance within a region in terms of the number of projects per country (within the limits of the available budget) and the respect of the condition that an applicant organisation cannot receive more than three grants under this Call.

I am pleased to inform you that your application has been selected for EU co-funding.

For your information, out of the 515 applications submitted, 452 have been considered eligible, 140 have been selected for funding and 13 have been placed on a reserve list.

The list of all selected projects will be published on the website of the Executive Agency when all applicants have been notified about the selection results. (http://eacea.ec.europa.eu/erasmus-plus/selection-results_en).

Attached to this letter you will find an evaluation report based on the opinion of the external experts. Please take into account that most of the evaluation reports were written by non-native speakers. The Executive Agency will not elaborate further on these assessments.


The maximum amount of budget to be awarded to your project is € 912200.

The process of awarding a grant can only be finalised once the Executive Agency has received and analysed the documents as requested in the list of documents to be submitted (see Appendix). The documentation specified must be submitted **as soon as possible and no later than 11/09/2015.**

This letter does not represent a financial or legal commitment of the Executive Agency. The offer of an award is confirmed only when the legal representative of the Executive Agency signs the Grant Agreement associated with this application.

Please do not hesitate to contact us should you have any further questions.

Yours sincerely,

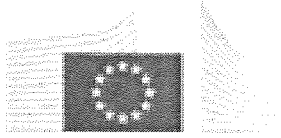


Ralf RAHDERS
Head of Unit

Contact: eacea-eplus-cbhe-projects@ec.europa.eu

Appendix:

- I. Evaluation report
- II. List of documents to be submitted/clarified



ERASMUS + - Capacity-building in Higher Education

Evaluation Report

Call for proposals EAC/A04/2014

Proposal number:	561890-EPP-1-2015-1-IT-EPPKA2-CBHE-JP
Proposal title:	Master Degree in Innovative Technologies in Energy Efficient Buildings for Russian & Armenian Universities and Stakeholders
Applicant organisation:	UNIVERSITA DEGLI STUDI DI GENOVA

Award Criteria

Relevance of the project

The project will contribute to the objectives of the Capacity Building in Higher Education action related to the modernisation, accessibility and internationalisation of higher education, its relevance to the needs of the labour market and society, and to improving competences and skills in higher education institutions (HEIs). It will do so through the development of new and innovative programmes in two participating Partner Countries, Armenia and the Russian Federation. It can be questioned whether the project will effectively address the chosen Erasmus+ horizontal priorities (Fostering the assessment of transversal skills or Promoting the take-up of practical entrepreneurial experiences in education) as they are not reflected in the project activities.

The proposal addresses curriculum development in Engineering Sciences through the development of a Master's programme in Energy Efficient Buildings for students and of an innovative programme in energy efficiency approaches upgrading the knowledge and skills of practising engineers. The subject area is a national priority for both Armenia and Russia. The programme has a focus on energy saving and environmental protection. These are important strategic directions for Armenia, and Environmental Protection is also a regional priority for its Eastern Partnership region, but it is not a priority for Russia.

The project explains how its target groups will benefit from the proposed developments. The Master's programme is the simplest and fastest way to prepare specialists in the chosen field, and this will contribute to the chosen objectives. The needs of the target groups are not, however, discussed in detail in the proposal. It remains unclear what specific knowledge and skills engineers would need to acquire or develop, and what strengths and weaknesses have been identified in the existing degree programmes for students and teaching practice at the participating HEIs in the Partner Countries. It would be advisable to provide more information about the mismatch between the knowledge and skills of graduates and labour market needs in the area of environmental protection and energy efficiency.

The proposal is fully in line with the modernisation and development trends in the target HEIs, though it could refer specifically to their development strategies, where these exist. While it gives a helpful insight into a World Bank report which highlights the need for addressing energy efficiency in the target countries, national strategic documents are more vaguely addressed. In particular, it would be useful to know if the Armenian 2007 National Program on Energy Saving is still valid. No strategy for Russia is referred to, though the proposal explains that there is an increasing interest in the EU policy on nearly zero energy buildings. Overall, it would benefit the proposal to explain more clearly how the project fits with current policy and strategic documents.

The objectives of the project are clear, appropriate and realistic. However, it would be advisable to have more compact formulation of the specific objectives (a shorter list and shorter description; as they stand, they are partly more like tasks to be performed and not the purpose for which they are undertaken). The proposal explains how the consortium came to the decision to apply for this project; there is a reference to previous meetings and discussions of the consortium members in Russia and Armenia concerning the situation in their higher education systems and socio-economic

conditions in the countries, although this cannot replace a genuine needs analysis.

The project is complementary to previous activities carried out by some of the present consortium members in the field of environmental protection. It is innovative in that it brings a strong energy saving and environmental protection component into civil engineering, and in that it supports transition in programmes from a teacher- to student-centred approach. Overall, innovations concern three levels, including an EU dimension, internationalisation and an innovative approach to curricula and the subject of energy efficiency.

There is no specific reference to possible other sources of funding for this activity. In principle, curricula could be developed by HEIs themselves, using their institutional budget, but here there is a strong component of knowledge transfer from EU partners and strong cooperation between several HEIs in the two countries which can be brought together only in a format typical of the Capacity Building action.

Quality of the project design and implementation

The activities proposed in the project have been well described. It is positive that the project will assess in parallel EU practice in energy efficient buildings and current conditions in the participating Russian and Armenian HEIs in the area of civil engineering and energy saving. The activities planned in the project are relevant and appropriate to achieve the foreseen results.

The proposed methodology is feasible and appropriate to achieve the results. There are no specific innovations in the methodology that could make it outstanding, but rather a good use of tested and tested methods and processes. The approach used (e.g. student-centred learning compared to university- or teacher-centred learning) and the contents of the programmes themselves are innovative.

The project is aiming at an amount that is close to the established maximum funding level and is not very modest if compared with the main goal – a new Master’s programme. On the other hand, it will be carried out in a number of HEIs and the number of partners is quite large, which is quite demanding. The activities look appropriately resourced. It could be advised to check if some of the items in the subcontracting costs are not just payment for external services (e.g., dissemination material, unless it is done through an intermediary organisation, and not paid directly to a printing house); and dissemination activities should be co-funded. More details should be provided on the equipment to be purchased. For example, it is not explained what items will be included in the special equipment for didactic laboratories in the Partner Country university where the Master will be directly implemented. There should also be some data or an analysis concerning the number of students, and engineers expected to attend the programs, which would help the consortium to plan more accurately the equipment purchase.

The overall project design shows consistency between the individual parts of the application concerning the objectives, methodology, activities and the proposed budget. It would be advisable to explain in one of the sections (e.g. H, the Work packages) what sort of equipment is necessary to perform the related tasks; now one can find only a general reference in the Logical Framework Matrix (LFM) and the amounts allocated in the detailed budget tables.

The work plan is clear and realistic, and it provides a good overview on the planning and execution of the project. It provides for appropriate time for preparation and for finalising the project. It could contain, though, some more milestones to show when exactly certain necessary deadlines (e.g. for final report) are set.

There is a reflection on challenges and risks that the project may encounter, and assumptions and risks are listed in both the LFM and the work package descriptions (although some of them concern the consortium itself and be better handled through project management arrangements). The main element particularly worth highlighting is a structured approach to quality management, with an Evaluation Board to be established and responsible for assuring the quality of activities at both the EU and Partner Country institutions. As for indicators and benchmarks which are relevant for quality control, they would need to be defined more precisely, otherwise the control mechanism will very much depend on personal judgments of the evaluators. Target values set for the indicators of

progress would enable assessing if the project achieved its foreseen results. For example, the indicator “number of retrained teaching staff” does not define what number of teachers should be perceived as success. The indicators could also be improved in terms of their usefulness for measuring progress or success by the inclusion of time dimension (the month when the expected outcome is to be achieved). Such changes could be approved at the first meeting.

Quality of the project team and the cooperation arrangements

The project has a strong partnership of HEIs, and the expertise of the partners is complementary. The consortium includes universities which are strong in the area of energy efficiency combined with universities which have expertise in engineering. The leading partner has an impressive and well described portfolio in engineering and energy efficiency, with an impressive number of students trained.

The project team has a good coverage of all the necessary skills and expertise to perform the foreseen activities. They include specialists in civil engineering, heat transfer, environmental protection, management, quality assurance, and international relations; perhaps stronger involvement of civil engineering practitioners would be advisable. Considering the need to improve the knowledge and skills of practising engineers as well, more expertise should be included in the area of adult education. Moreover, there is no information on the roles of individual experts within their institutions in the project and the consortium. This is important to assess whether their expertise is well matched with the role they will have in the project.

Non-academic partners are involved, and this is particularly important since the project will address the relevance of higher education programmes to labour market needs. However, the choice of the partners is somewhat unbalanced. It would be advisable to have on board prospective employers of Master programme graduates (e.g. construction firms) that are operating in the regions of the respective HEIs. This would make it easier to ensure their involvement not only in the design and evaluation of the courses but also in practical placements for students and would offer them better employment prospects (there is only the Ministry of Education, a research institution and a consultancy firm from Armenia, but in Russia only two enterprises from one city and a research institution). If the Ministry’s role is to ensure that the accreditation process will be successful, then it would also be appropriate to include respective federal or regional bodies in Russia.

The distribution of tasks, in general, is clear and realistic and it is consistent with specific skills and expertise of the involved institutions; in some places the descriptions could be more individualised (now there are some repeated standard phrases about participation in activities). Altogether, the partners are committed to playing an active role in the implementation of the planned activities. Two partners (the applicant and a Russian HEI) will be responsible for most of the work packages; it would be beneficial, especially in terms of capacity building of the other Partner Country institutions, to assign to them the responsibility for some work packages.

The project appropriately envisages the establishment of a Project Board, including a representative of each institution, which will be responsible for decision making at the project level; a leading institution is nominated in each of the Partner Countries, to help supervise the activities of all the partners in Russia and Armenia respectively. The decision making process is adequately presented. The overall organisation of the project teams and responsible bodies is clearly presented, and the framework for management and cooperation is reasonable. Communication is described, and usual channels will be used, including a special section on the project web page for exchange of information and opinions. More information should be provided on the frequency of communication between the different bodies to show whether contact will be frequent enough to review progress and make adjustments on an going or regular basis.

The involvement of the institutions from the Partner Countries is well balanced and they will be included in all work packages. It is positive that the project seeks not only to transfer arrangements from the EU countries but also to adapt most useful practices, and that all institutions from the Partner Countries will be part of the process and will contribute to it. However, their sense of ownership could be strengthened and, as noted above, their project management capacity

developed if a larger number of them were assigned a lead role in the work packages. Procedures for conflict resolution will be integrated into a project agreement; there is a specific clause mentioned concerning possible disagreements in decision making, which foresees that then the coordinator will take an arbitrary decision. It may be advisable to devote some more attention to this issue to avoid the risk that some personal reasons delay or hinder the activities of the project.

Impact and sustainability

The project is likely to have impact on the modernisation of the participating higher education institutions since it will introduce new programmes and new methodologies. Enhancement of international cooperation can also be expected for the institutions involved. It is important that the project will include non-academic institutions and, therefore, it could also contribute to developing the energy efficiency building business. It is positive that there will be a component of knowledge transfer from the EU to the Partner Country institutions, and the potential for building the capacity of the institutions in the Partner Countries is visible. However, although the project includes partners from the employment sector, they are only from Russia. In general, the project would benefit from a stronger connection with the labour market, in particular, in Armenia.

The project will be implemented in several regions of Russia and Armenia and, therefore, in principle, it could have an impact on HEIs that have not been included in the consortium. However, with regard to such potential multiplier effects, the proposal should discuss in greater detail how other HEIs will be reached through its activities. For example, dissemination activities could produce a tangible multiplier effect if the project dissemination strategy included more activities targeted at HEIs that do not participate in the project. The planned indicators are broadly defined; they should be re-defined so that they refer to impact and help measure it more precisely. For example, the indicator "Number of programs handbooks developed according to the deadlines" is not sufficient to measure impact as it refers to the timely delivery of outputs rather to a change expected as a result of the project implementation; it would also need to have a target value so that it is clear what number is considered to be a success.

A dissemination plan is in place. It foresees dissemination through a web-page as a key tool, the distribution of leaflets about project results, a newsletter, ads in mass media and two major dissemination events. It would be advisable to foresee also local events to share the information at departmental level. For the website, a target number of users could be defined in the dissemination plan. There are dissemination measures mentioned in each work package, with target groups indicated and clearly identified outputs which are to be disseminated. Resources are foreseen to cover all these activities.

The main activities and outputs will be sustainable after the project ends. This will be achieved through the approval of the study programmes by institutional governing bodies and accreditation according to the existing national procedures; as a result they will be embedded in the regular activities of the institutions and supported from their budget. The equipment purchased for teaching and learning purposes (computers, books, manuals) will also remain in the institutions and support teaching and learning processes. Further, the proposal refers to printed materials presenting the new programme (including learning outcomes and ECTS credits) which are intended for possible stakeholders, as a way for reaching the labour market and wider society. This strand is not so convincing due to the fact that the involvement of employer organisations in the project is a slightly underdeveloped aspect. Finally, some details would need to be given on how the web site and dissemination activities will be maintained after the end of the project.

Quality of the design and implementation of the Special Mobility Action

Not applicable - no Special Mobility Strand

Annex II - Documents to be submitted & Questions to be answered

Warning: The following issues need to be resolved before any grant may be awarded. Failure to provide the necessary information in time may result in the grant not being awarded.

A - List of documents to be submitted

A.1. - Letters of Mandate

When verifying whether your application is in accordance with the formal requirements set out in the Call we noted that:

Regarding the letter of mandate for partner *P20 Uralproektdubrava - OOO*:

- The mandate has been signed by the "Chief engineer". Please provide the Agency with a new letter of mandate signed by the legal representative of the partner organisation as specified below or a power of attorney to the signatory of the letter of mandate.

The 'Instructions for completing the Application Package' state under Section 4.3:

- *where the partner is a higher education institution, the mandate should be signed by the legal representative (rector, vice-rector, president or vice-president);*
- *where the partner is another type of legal entity, the mandate should be signed by the highest official representing that entity; i.e. the secretary-general, chairman, executive director or their deputies.'*

The Agency has to be provided with a correctly completed and signed (scanned signature accepted) letter of mandate for all partners.

A.2. - Financial identification form

Please confirm that the Bank Account you have given for the validation of the PIC of the applicant organisation has not changed since your application was submitted.

- The Bank Account has not changed since my organisation submitted the application. The Bank Account number is : **IT41 B061 7501 4720 0000 0603 990**.
- The Bank Account has changed. In this case, please submit a new signed and scanned financial identification form for the application organisation only, downloadable from the website:
http://ec.europa.eu/budget/contracts_grants/info_contracts/financial_id/financial_id_en.cfm.

The form must be signed by the account holder and either stamped and signed by the bank concerned or accompanied by a recent bank statement (not older than 6 months). Please note that we cannot accept a financial identification form which is not signed. The account indicated in the financial identification form will be used for payments to your project.

B - Questions to be answered

B.1. - Legal representative of the Applicant Organisation

Please confirm that the name of the legal representative of the Applicant Organisation has not changed since your application was submitted.

If the legal representative has changed, please fill in the grid below and provide proof that the named **person is authorised** to enter into legally binding commitments on behalf of the Applicant Organisation in compliance with the "Instructions for applicants" (Section 4.3) available on this website, under the tab 'Guidelines':

http://eacea.ec.europa.eu/erasmus-plus/funding/key-action-2-capacity-building-in-field-higher-education-2015_en

- The legal representative has not changed since my organisation submitted the application. The actual legal representative registered in our database and entitled to sign the grant agreement is **Prof. Enrico Giunchiglia, First Vice-Rector.**
- The legal representative has changed and the new data is provided below.

A.3. Person authorised to represent the organisation in legally binding agreements (Legal representative)		
Title*:	Family name* :	First name*:
Department/Faculty:		
Role in the organisation* :		E-mail address*:
Address		
Street name and number*:		Postcode*:
Town*:	Cedex:	P.O Box:
Country*:	Region*:	
Telephone 1*:	Telephone 2:	Fax:

B.2. - Contact person

Please confirm that the name of the person responsible for the management of the project has not changed since your application was submitted. If the contact person has changed, please fill in the grid below.

- The contact person has not changed since my organisation submitted the application. The contact details are the following :
Mr. Angelo Musaio
UNIVERSITA DEGLI STUDI DI GENOVA
VIA BALBI 5
IT 16126 GENOVA Italia
+390103532880
musaio@unige.it
- The contact person has changed and the new data is provided below.

A.2. Person responsible for the management of the application (Contact person)			
Title*:	Family name* :	First name*:	
Department/Faculty:			
Role in the organisation* :		E-mail address*:	
Address			
Street name and number*:		Postcode*:	
Town*:	Cedex:	P.O Box:	
Country*:	Region*:		
Telephone 1*:	Telephone 2:	Fax:	

⚡ Please send the documents to the following email address as soon as possible and by 11/09/2015 at the latest: (with indication, in the email subject, of your application number as stated in the header up left of this annex)

Philippe Raynaud
 Education, Audiovisual and Culture Executive Agency, Unit A.4
eacea-eplus-cbhe-projects@ec.europa.eu