Results of the group discussion: What are the main features of a qualitative Erasmus KA1 project?
– course providers', NA representatives' and school representatives' perspectives

- What is Quality? Look at the photos and think what makes these things qualitative? How could you relate this to ErasmusKA1+ project quality?
- Write your recommendations concerning features of a qualitative project under each picture.
- Which features are the most important in a qualitative project? Which features are not worth our attention?

Table 1.

Stimulating materials	Possible self-check questions	Recommendations after our group discussion
	- What are the main outcomes or planned results of the project? - What do we know about those who will use the results – do they really need these particular results? Or maybe they need something different? - What should we do and what kind of resources to invest to get these results? - How much time do we need to get the planned results? - What are the possible risks and dangers that may prevent us from getting the planned results? (atmosphere, resources, toxic participants, etc.)	*The most colourful and ripe apple on the tree is the course which can promise the most obvious and tangible results. However, many valuable outcomes of Erasmus projects are intangible – they relate to freedom of thought, different life perspectives, changing points of view and attitudes to work and life in general.* *To achieve a good outcome or result of the course, the course provider should plan and foresee sufficient time and create the right conditions for the course participants' development.* *A lot of elements should be taken into consideration (time, resources, people, support, etc.) to ensure the best results of the project.*
	- Is the course programme well-balanced (theory vs practice vs self-reflection)? - Are you able to take tough decisions as a course provider, coordinator or NA? If not, what are the possible consequences? - Are we 100% honest with ourselves about our goals? - Is every course participant familiar with the word combination "academic integrity"? - How do you know that all course participants are ready to devote themselves honestly and fully to the project implementation after they have taken part in the mobility and received all the benefits?	*It is necessary to establish efficient evaluation, control and review in project work.* *Good project quality means treating all the people going to mobilities equally.* *The selection of participants must be fair, transparent, and comprehensive, etc.*

Stimulating materials	Possible self-check questions	Recommendations after our group discussion
	• How do you know that the project or course participants are satisfied? • What are the elements of this satisfaction? • How do you plan to avoid a too difficult course and a course that is full of fun and humour but gives the participants nothing? • Why sometimes participants have fun, but then go and say that the course was useless? • What can you do to help your participants (who may come tired, depressed and frustrated) to switch to a happy and creative mode of discovering and learning new things though hard work? Is it possible at all?	*There can be different points of view on what it means to have fun and what makes the project participants happy, but project experience should always be positive!* *A qualitative course or project should balance challenges and opportunities; easy and difficult things; theory and practice – then it will be both useful and entertaining for the participants.*
	• Will you be able to feel and act as a superman or superwoman during the whole project or it is only at the stage of planning? • Do you plan your course or KA1 project for ordinary people or for superhumans? • Do you have a 500% plan a 100% plan and a plan for results that will be accomplished in the case of any scenario? • Do you really plan to do everything on your own? • Who are those people who can support you?	*A qualitative project is realistic, it is written by people for people (not superhumans), considering their limitations, weaknesses and drawbacks.* *Too big, unrealistic and too ambitious projects are sooner written to receive the EU financing than to be fully implemented.* *The feeling of individual superiority might be dangerous for project work – be it a participant, project coordinator, or course provider.*

Stimulating materials	Possible self-check questions	Recommendations after our group discussion
	• How good are your goal setting skills? • What are the factors that should be taken into consideration when formulating your goal? • How specific, flexible and achievable is your goal? • What are the possibilities to modify your goal and objectives during the project?	*Qualitative goal setting is the first prerequisite for a qualitative project.* *If you think that you know how to set your goals and objectives – think once again.* *Goal setting is crucial for the overall success of the project and should be done carefully, considering various factors and approaches like SWOT analysis, etc.*
	• Are there any team players in your team? • What are your team building techniques? • Have you established meetings, guidelines, conventions and communication channels to keep your team work alive? • Have you thought of possible conflicts and how could you solve them?	*All the participants need to be engaged from the beginning of the project and in case of problems they should be ready to help each other.* *A good project is based on collaboration, teamwork and mutual help.* *The team should be familiar with the main project objectives, which are realistic and correspond the actual needs.*
	• How comfortable, predictable, comprehensible is the KA1 project for the participants before (preparation stage) during (learning) and after the project (are there guidelines or support)? • Did participants do their best to prepare for the KA1 course/project? Language course can be just one of the multiple elements of this preparation. • Do all the project participants, course providers and NA representative see the long-term perspective of such KA1 project?	*Better project quality can be achieved by better cooperation between course providers and schools and better preparation for the course in advance.* *The main features of a qualitative project are:* • *Transparency (objectives, content, organisation)* • *Efficient communication with participants at every stage of the project.* • *Flexibility in terms of meeting the needs of a particular group of people.*

Stimulating materials	Possible self-check questions	Recommendations after our group discussion
	• What exactly was taken into account when planning the project? (whose interests, problems, priorities) • Did you investigate the common and existing practice enough before starting something new? • What are the factors that might make participants keeping to the old practices and make them teach and do things the old way even after an innovative and super-modern course?	*A qualitative project should be designed according to the needs of the users – usually, there is a need for a more qualitative needs analysis.* *There should be a match between participants' needs and contents of the course; and course participants and course providers are equally responsible for this.* *Projects are planned in a certain way, but they can go in some unexpected direction which is not always bad.*
	• Do you have knowledge and understanding of the situation and what kind of changes should be introduced? • What kind of changes are expected in the result of the KA1 project? How realistic are they? • What can be misunderstood or misinterpreted in the course or project? • Are teachers powerless in their school? Do they have a chance to influence the key decisions? What is it that they can or cannot change?	*One of the best qualitative courses may be a tailor-made course – you cannot copy-paste good practice examples all over the EU without taking into account the local differences.* *A qualitative project can become a surgical intervention in somebody's teaching practice or education system, but to make the change happen you need to empower a person or a team.*
	• What are the participants' expectations from the KA1 course and from themselves? • How each KA1 course participant identifies the context of his/her situation at home in terms of professional development, knowledge of foreign languages, experience, freedom to change things at school, resources available, limitations, etc.? • What kind of scaffolding can be offered to the participants?	*For different projects the road to success isn't always the same.* *A qualitative project is goal oriented, leads towards particular results, can be extended to a long-term project, and includes challenges and adventures.* *Different participants bring different life perspectives with them – for some people life is always difficult, some – find pleasure and useful things in everything.* *If a course participants' skills and experience are very low and possibilities to influence the situation at school are minimal – the road to success in Erasmus KA1 projects might be very bumpy.*

Stimulating materials	Possible self-check questions	Recommendations after our group discussion
	• Have you selected the right tools for your project? • Why did you choose these tools exactly? • Are you a beginner or a professional user of the tools? • Are you familiar with the benefits and drawbacks of these tools? • What are the alternative tools and what would be the difference if you used them?	*Use the most appropriate tools and methods for your project!* *Projects need modern technologies; some old tools are not useful anymore.* *Not always modern technologies are better than old tools.* *We need flexible approach – adapt the course if needed, include ICT and technologies if necessary.*
	• How do you understand a systematic approach to documentation? • Who are the people involved and responsible for documentation? • What are the control and assessment mechanisms? • Are the documents and forms useful and comprehensible	*Huge paper work seems unavoidable in Erasmus projects, it is important to ensure quality over quantity approach in project results documentation.* *If Erasmus project results and reports submitted using Mobility Tool were available to a greater audience, it might improve the project quality and transparency.*
	• Is the Erasmus KA1 course programme digestible for your course participants? • How to make it appropriate for all the course participants (even those whose level of language and competence is lower than necessary)? • Any course may look very attractive, but how nutritious and applicable it is for the course participants? • Should a course be a "piece of cake" for the course participants? How easy or difficult should it be? • What exactly are these new tools, experiences course participants will be able to apply on a daily basis?	*A highly qualitative course should be digestible, and at the same time difficult enough for the course participants to give them food for thought and direction for further development on a long-term basis.* *A qualitative course always has its "cherry on the cake" which is a unique experience, offered to the course participants (like lesson observation), a great lecturer, an innovative technology, etc, which should transfer into a new knowledge, skill, tool or technique that the course participants will be able to apply at home.*

Towards High Quality in KA1 Mobility Projects for School Education Staff – a Dialogue between National Agencies, Course Providers and Schools

WS3: *Action research as a tool for better quality and efficiency in Erasmus projects*, Nadežda Polianoviča

Sample Action Research Worksheet

Erasmus+KA1 course title:	
Action research stages:	**Action research title:**

Focus	**Target audience:** (Sample: *64 9th form students with the Intermediate level of English*)
	Goal:
	Sample objectives: 1) one specific objective: 2) attitudes and values: 3) Planned outcome in % and figures: (*students will be able to write a good letter of invitation (120 words) in 20 minutes - 5% quicker/better than before*)
	Time framework of the action research: (*Sample: 3 months*)
	Variables (all which I consider important):
	One variable that I want to change:
	How exactly the variable will be different:

Tools (underline or add which ones you will be using)	• questionnaires • interviews • video and audio recordings • surveys • opinion essays	• entry and exit tests • brainstorming • discussion panel • lesson or activity transcript • …

Observation	• I will check the knowledge of … • I will assess the skill of (doing what?)… • I will assess the students' ability (to do what?)… • I will observe students' attitudes and values in relation to … • I will observe how /in what way students (do what?)…
Findings I expect to see:	Qualitative changes and results – Quantitative changes and results – Trend-
Reflection	• New questions • Next steps • Consequences