

Projektni broj	Klasa	Uredbeni broj	Program	Aktivnost	Naziv projekta	Sažetak projekta	Novi IP/ IP koji se nastavlja	Naziv prijavitelja	Ustanove partneri	Rezultati provjere formalne prihvatljivosti	Prvi ocjenjivač Kvalitativna provjera prijave - bodovi
2012-1-HR1-ERA10-02007	605-09/12-03/5	251-359-02/02/12/1	Erasmus	Intenzivni programi	Traditional in the Alps - Adria Region - Local for the Global	The basic idea of the Erasmus Intensive Program „Traditional in the Alps - Adria Region - Local for the Global“ (TRALGO) is to gather 36 students of the General Education studies and 16 teachers from the three universities located in three countries (Maribor, Slovenia, Trieste, Italy and Pula, Croatia). This group will research and study individual local and traditional customs and apply them to the modern, global society aiming at attaining the key competences for lifelong learning in the system of the higher education. Future elementary school teachers and university professors will be empowered with an interdisciplinary approach and interactivity of the key competences for: a) teaching and learning the traditional dances, b) learning how to play traditional musical instruments and learning the traditional (latin) scale; c) teaching and learning the traditional dances. Traditional music, dance and musical instruments are considered to be the areas that are either authentic or traditionally used in today's Region (Croatia, Friuli - Venezia Giulia Region (Italy) and Region (Slovenia)). These main activities will be supplemented with additional activities: d) free time animation in the elementary schools, by presenting and teaching dramaturgy of dance, e) teaching migrants dance, f) teaching how to use video cameras with practical exercise, g) teaching and production of recorded material, h) teaching how to produce and post materials on the project's web site, i) study visits to the cultural and historical places in the cities where intensive programs will be conducted. Through these activities, students and teachers will obtain additional competences in lifelong learning that will improve professional evolution of General Education studies. With the Intensive Program activities, students and teachers will accomplish six main objectives of the Intensive Program: 1. To improve the quality and increase the volume of student and teacher staff mobility; 2. To improve the quality and to increase the volume of multilateral cooperation between higher education institutions in Europe; 3. To increase the degree of transparency and compatibility between higher education institutions; 4. To improve the quality and to increase the volume of cooperation between higher education institutions and enterprises; 5. To facilitate the development of the innovation practices in education and training of higher level and their transfer, including from one participating country to others and; 6. To support the development of innovative ICT-based content, services, pedagogies and practices for lifelong learning. Target groups of the IP are students and teachers of General Education Studies. Overall objective: independent and better implementation of curriculum connected with kinesiology, music and informatics with the possibility of enhancing programs in the real tutoring through the above mentioned educational areas. It is in accordance with the existing CRDOP of the cross-curriculum. Estimated results: 1. Free materials in four languages (A. Singing and dancing; B. Playing traditional musical instruments; C. Utilization of ICT technology; 2. Three DVDs containing teaching materials; 3. Web site of the project (in four languages) with teaching materials; 4. Minimum high quality performed and featured contents via public presentation of the knowledge obtained during the project that will be a step above the register teaching material; 5. Project's Web site is: www.unipus.hr/TRALGO	NOVI	Sveučilište Jurja Dobriće u Puli	1. University of Trieste (Faculty of Education) / 2. University of Maribor (Faculty of Education)	PRIHVACENO	82 /120
2012-1-HR1-ERA10-01997	605-09/12-03/3	251-359-02/02/12/1	Erasmus	Intenzivni programi	Empowerment for Sustainability and Sustainable Tourism Development	The main objective of this IP programme is to support wider learning and mobility opportunities for both students and teachers, as well as to support innovations and the modernization of education systems in sustainable competitive tourism development. This will also include the creation of education partnerships and will make the basis for creation of future synergies among academic communities coming from different European countries. The Intensive program aims at educating and equipping the students with new knowledge and competences on the subject of Empowerment for sustainability and sustainable tourism development. It allows them to learn the concept of sustainability and to distinguish concepts and paradigms of the society and a competitive local economy of today. This program aims at integrating theories, practical work and experiential learning. The IP is developed for undergraduate and graduate students from the area of tourism management and business studies in gaining more understanding of sustainability, resilience and competitiveness in the conditions of local economy. Main activities will consist of lectures, seminars, workshops, personal projects and outdoor experiential learning exercises. These activities will provide students to establish working groups in which they will reflect and discuss upon theoretical content covered during lectures. Moreover, an entrepreneurial project for every student will have to present focus on individual work of each student and deal with selected case of local issues and problems which could be transformed in an entrepreneurial project with a strong sustainable dimension. Creation of the web site and publication of reports and students' works are some of the major project outputs. The overall learning outcomes are: Multi-faceted understanding of the concept of sustainability, competitiveness and competitive tourism; Entrepreneurial concept of sustainability by engaging into a personal entrepreneurial real life project; Developed competences for working in the field of sustainability; sound entrepreneurial skills; communication skills; leadership and self-sustainability of competences; Good understanding of transnational tourism; Developed understanding of potentials of economy of experience in sustainable tourism development; Strong knowledge on basics of connection of entrepreneurship, tourism and social media; Deeper understanding about challenges faced in the process of commitment towards social and environmental change.	NOVI	Velučilište Vern	1. Univerza na Primorskem - Univerza del Litoralne Faculty of Tourism Studies - Turistica / 2. Vaasan Ammatikorkeakoulu, University of Applied Sciences (VAMK) / 3. Wyższa Szkoła Zarządzania i Prawa im. Heleny Chodkowskiej / 4. Faculty of Commercial and Business Sciences	PRIHVACENO	79/120
2012-1-HR-1-ERA-10-01992	605-09/12-03/2	251-359-02/02/12/01	Erasmus	Intenzivni programi	Digital technologies in cultural landscape research	Objectives This programme is organized as introduction to usage of digital technologies for understanding and interpretation of past cultural landscapes. Major part of the programme is work with GIS software for data processing and landscape analysis on theoretical and practical level and air photography and satellite image data interpretation. In archaeological practice worldwide, GIS is considered to be a part of the basic IT literacy. Despite that, using GIS is not implemented in Croatian or Slovenian Archaeology curriculum. GIS is among most recent but widely accepted and standard tools used in archaeology. Its application stretches from pure organization of data into databases to complex and elaborated mathematical and statistical models and projections. Target groups BA, MA and PhD students in archaeology, but also geology, geography, landscape studies, history. Main activities Main activities will consist of lectures and exercises. Students will have access to the computer with the required software and all the teaching materials. Lectures will be followed by practical exercises under teacher supervision. Those exercises will be a preparation for the student's final project. Learning outcomes: Students are expected to understand how to use GIS, how to apply GIS in archaeological research, and also to be aware of its shortcomings. They will also be able to use GIS outside archaeology, since that practical knowledge has very wide application in many other disciplines. They will be able to understand how to "read" and interpret cultural and natural features in the landscape. Outputs: Students ability to perform analysis in GIS and processing and interpretation of aerial photography Teaching materials; Data sets; Online manuals; Online course; Implementation in the curricula; Cooperation between institutions; Student projects and presentations. Project website All information about 2012 IP was placed on the project website: www.fhg.unizg.hr/itdtecur. Information about the follow-up will also be available through this webpage. We plan to update the webpage regularly. It will also be used to place information about the follow-up and the next year IP, if approved. There is also Moodle-based online course where all the software, teaching materials and student projects are available.	NASTAVAK	Filozofski fakultet Sveučilišta u Zagrebu	1. Universität Wien / 2. Univerza v Ljubljani / 3. Sveučilište u Zadru / 4. Univerza na Primorskem / Univerza del Litoralne	PRIHVACENO	DA
2012-1-HR1-ERA10-02006	605-09/12-03/6	251-359-02/02/12/1	Erasmus	Intenzivni programi	Found in translation	The main goal of the Rijeka's School of Croatian Studies Found in Translation project is creating German, Polish, and Italian translation for a selected Croatian documentary film. In educating translators and interpreters an important role is played by an interdisciplinary approach, which is reflected in research in that field and in the practice of translation itself. The general and specific skills are tied to the knowledge of translation processes, with the aim of presenting a particular topic in a clear and comprehensible way. Film translation is a peculiar type of translation, the techniques of which can, with appropriate preparation, be successfully integrated into translation and language classes, placing film – as a teaching aid with all its advantages – into a broader context and facilitating it as a creative process of translation as linguistic concept. An interdisciplinary approach to the education of translators directly affects the development of the translation research and the practice of translation. The project is therefore aimed primarily at students pursuing courses of translator and interpreter education, but also at students of Croatian Language and Literature at foreign universities who wish to learn more about the Croatian language and film culture. The project is also open to film students, and to Culture Studies or Sociology students who take Croatian as an additional degree course or an elective. The choice of partner institutions reflects a desire to create a film translation in one Germanic, one Slavic, and one Romance language, and conduct research on the most frequent problems and errors encountered in the course of translation, determine their causes as well as methods by means of which they can be avoided and/or used in foreign language learning. The project includes lectures on modern translation theories and methods, film translation, lectures about Croatian documentaries, practical workshops dedicated to translation into the participants' first languages, screenings of selected Croatian documentary films in the evenings preceded by preparatory workshops; discussions of the films; and writing film reviews. In addition to learning about film translation techniques and learning to use them in practice, the objectives of the Project include developing the communication, sociolinguistic, pragmatic and multicultural competence in Croatian. In the process of globalization translation becomes a mirror reflecting the totality of a nation's culture, in particular its cultural identity and traits. The Project therefore also aims to promote the Croatian language and culture, and to enable the distribution of the selected movie in three linguistic regions. Information on all activities relating to the Project will be available on the Rijeka's School of Croatian Studies website (www.fri.hr/rieka) and the Found in Translation - RIDOK link.	NASTAVAK	Filozofski fakultet Sveučilišta u Rijeci	1. University of Graz (Department of Translation Studies) / 2. Jagiellonian university in Cracow (Institute of Slavonic Studies) / 3. UNIVERSITA' DEGLI STUDI DI UDINE	PRIHVACENO	DA
2012-1-HR-1-ERA-10-01993	605-09/12-03/4	251-359-02/02/12/01	Erasmus	Intenzivni programi	Service-Learning Educational Network	Project "Service-Learning Educational Network" (SLEN) aims to gather and educate students and professors about service-learning – a socially responsible learning approach. Overall objectives are: to raise effectiveness of teaching by implementing new learning approach – service-learning as a socially responsible educational method that emphasizes practical learning with a humanitarian aspect; to educate, develop and use innovative pedagogical content and methods through Intensive Training on Service-Learning, that develops students' civic competences, cultural awareness, adaptability and other transversal competences; to strengthen multilateral cooperation of partner high education institutions (HEI) by establishing Service-Learning Educational Network as a result of this project. Thematic areas of the project SLEN are personal skills, education science and teaching and training. Target groups are BA students and university professors of higher educational institutions participating as project partners. Main activities of the project are divided in three work packages: project management, Intensive Training on Service-Learning and dissemination activities. As a core of this project, Intensive training on Service-Learning will be held in Zagreb, Croatia and will consist of three parts: theoretical (1), practical module (2) and workshops (3). The first module will be theoretical part on SL for all participants. Students will learn through practice in the practical module and occasionally be monitored by the professors. Workshops will be for professors and they will exchange good practice and learn about implementation of SL. The last workshop in this module will focus on the development of Service-Learning Educational Network (SLEN) i.e. multinational cooperation of HEI partners that use service-learning. Learning outcomes are: increased practical knowledge, skills and competences on SL, but also on specific collegium or subject regarding specific area of their studies, implementation techniques on SL, improved social responsibility and skills, improved civic competences, developed cultural awareness, developed cultural awareness, developed cultural awareness and other transversal competences. At the end of the Intensive Training on Service-Learning in Zagreb, as project outputs, all Erasmus IP participants will gain a certificate depending whether they are professors or students. Also, all institutions of project partners will recognize 3 ECTS for students participating in the Intensive Training. Website of the project SLEN will be formed in order to virtually gather all project partners and attract all other interested experts and institutions.	NOVI	Visoka škola za ekonomiju, poduzetništvo i upravljanje "Nikola Šubić Zrinski"	1. University of Split / 2. University of Granada / 3. Universidad Rovira i Virgili (Tarragona) / 4. Oslo and Akershus University College of Applied Sciences / 5. School of Pedagogical & Technological Education (ASPETE) / 6. Transilvania University of Brasov, Romania	PRIHVACENO	65/120
2012-1-HR-1-ERA-10-01994	605-09/12-03/1	251-359-02/02/12/01	Erasmus	Intenzivni programi	Information and communication technology in supporting the educational process	As the quantity of the available digital content is increasing, students as future employees and users of information institutions need to acquire knowledge which will give them competences for understanding and development of new services based on the digital content. The aim of the IP is to provide students with the proficiency in issues of education in electronic environment. The wide objective of the IP is to bring together professors and students from EU and non-EU countries to increase their knowledge in educational technology and support. The wide range of expertise of the teaching staff gathered around this IP presents a strong multidisciplinary approach whose focus is on strengthening international collaboration, offering different insight to the issues of e-learning as well as bringing together specific expertise that can be applied in their field of education. Core activities planned to promote training and research among faculty of students and encourage international collaboration by the full potential for European identity, citizenship and employability of adult learners with mobility creating opportunities for their personal growth will be encouraged. It promotes teamwork and citizenship, engages problem-solving in the specific context (rather than generalized or abstract concepts from a textbook) and gives the participants ability to make connections across the disciplines. The primary target groups are BA and PhD students who wish to expand their curricular knowledge in educational technologies and procedures. Secondary target group are host university teaching staff with experience in the relevant areas. The intensive program main activities will be gathered around the knowledge transfer through lectures, workshops, seminars and tutorials. Course activities will be complemented by cultural activities related to the host country locations. Learning outcomes of the IP to address the following: to understand key components of modern education that consists of a well balanced use of new emerging technological; to understand pedagogical approaches, supporting elements and quality management issues of electronic educational environment and get insight in key issues and problems; and to be able to apply learned to "the real world" situations. Expected outcome is creation of ICT-based content (produced teaching materials, student reports,theses, multimedia products etc.) made publicly available through the website provided by host institution. Project info and selected materials will also be published in a brochure. Results of the IP will be published on a conference with joint paper from participating partner HE teaching staff.	NASTAVAK	Filozofski fakultet Sveučilišta u Zagrebu	1. Universidade Aberta / 2. Univerza v Ljubljani Filozofska fakulteta Odelek za bibliotekarstvo, informacijsko znanost in knjigarstvo / 3. Hacettepe Üniversitesi / 4. Paris Descartes University	PRIHVACENO	NE

Privatik 1 Odluci - Popis prihvaćenih i odbijenih projekata za financiranje zajedno sa sažetcima projekata te obrazloženjima odluke za natječaj 2012. godine

Komentari prvog ocjenjivača	Drugi ocjenjivač Kvalitativna provjera bodovi	Komentari drugog ocjenjivača	Ukupni broj bodova	Planirano trajanje IP-a (ak. godine)	Početak aktivnosti	Završetak aktivnosti	Zatražena sredstva	Formalno prihvatljiva potpora	Odobrena potpora	Obrazloženje odluke	
<p>The benefits of the multinational cooperation are clearly described. The cross fertilisation of local traditions and teaching/learning experience gives significant added value of the IP compared to existing experience of the consortium members. Complementary special profiles, e.g. free time animation, knowledge of dance or ICT development, of the institutions strengthen the added value produced for the others.</p> <p>The proposal adequately complies with most of the Erasmus objectives, however, the description of the links to objectives 3 and 4 are vague.</p> <p>The target groups are limited by students and teachers of the General Education Studies giving a weak multidisciplinary character.</p> <p>The background is appropriately explored, the needs analysis is convincing. The planned activities and the outcomes are aimed at enriching curricula in order to fill the significant gaps in pupils' general education by stimulating their needs for movement and playing. The accompanying exchange of cultural traditions strengthens the rationale. The three basic subjects and also the selected complementary activities are adequately addressed. As a complete package the content and the pedagogical approach together will offer a significantly new contribution to the curriculum system of the partner institutions and will be new in terms of learning opportunities and skill development for the students and the teachers.</p> <p>The basis of the methodology is given by the separation of students in three groups and by defining separate tailor made methodology for all the three. The major elements, verbal presentations, practical presentations and practicing are well balanced.</p> <p>The target groups are well identified, however, the numbers of the participant students as well as their breakdown among the partners in the description part and in the budgetary table are different. The selection procedure is appropriate except that language capabilities are not taken into account.</p> <p>The teacher/student ratio is and the planned activities ensure the active classroom participation. As for the theoretical part, language problems are foreseeable.</p> <p>The work programme and the work load distribution are strong points of the application. They are well elaborated, appropriately balanced and correspond to the partners' profiles.</p> <p>The learning outcomes are defined in very general terms. Nevertheless, taking them together with the well defined and quantified outputs, the results are appropriate.</p> <p>The good preparatory work allowed the participants agreeing on recognition of ECTS points for all the three student groups.</p> <p>It is in the heart of the application to facilitate the transmission of transversal competences very frequently badly needed in pupils' general education.</p> <p>Already in the preparatory phases and also during implementation communication between the partners will be conducted on different levels. Teachers' interventions during implementation are planned by translation which is always the source of possible difficulties.</p> <p>Project's deliverables are appropriately defined and quantified. To produce the necessary budgets even with the managerial costs included, will be a challenge for the institutions.</p> <p>Meticulously elaborated monitoring procedures is proposed with even too frequent check points. The evaluation, pre-evaluation included, of the students is appropriate. Nevertheless, for the case of the students' as well as teachers' performance the planning of external evaluation is missing. The evaluators of the acquired content and skills are not named. However, the final evaluation of the acquired knowledge, the public performance at the end of the project is excellent measure.</p> <p>Standard dissemination measures are planned. The follow up presentations of the results at different conferences are well conceived. Also the media coverage is appropriate. The ICT tools are adequately used for making the results accessible and sustainable. The contact of the applicant with a network of primary schools will also help dissemination of the results.</p> <p>The exploitation plan is not elaborated. The description how the results will be incorporated in the curriculum system and in the practice of the partners is missing. So is the eventual exploitation of the results by institutions other than the partners. Nevertheless, the project can be a good example for future IPs, at least, in an average level respect in less developed.</p>	97/120	<p>Overall, the proposal is well planned and carefully thought through. The planned IP course represents added value compared to home courses, that it conveys knowledge and skills that could not be gained in the framework of home courses alone. The benefits of the planned cooperation are clear, although mostly described from the point of view of the coordinating institution. Benefits for the partner universities should have been referred to in the application. The links to the operational objectives of the Erasmus programme are described sufficiently clearly. The multidisciplinary approach is present but not very strong as all the participating students come from the same academic discipline. The rationale to the IP is explained sufficiently clearly, but the background and history of the cooperation between the partners should have been described in more detail in the proposal. Since the organising institution has not coordinated an educational project in the past, the learning opportunities offered by the IP course are expected to be unique and completely new for the local students and teaching staff. The methodology and the pedagogical and didactic approaches used by the course are appropriate for the objectives. The target groups are defined briefly but clearly. The selection criteria for the participants are set in sufficient detail. The high ratio of staff as compared to students is justifiable by the nature of the planned teaching and learning process. The quality of the work programme is adequate, but perhaps it could include references to the progression of the teaching and learning activities to show the different stages of the process, thus meeting of the stated objectives and learning outcomes could be more obvious. The expected learning outcomes described in the proposal are appropriate. Maybe the aspect of multidisciplinary learning could have been more emphasized among them as it is one of the priorities of IP courses. Also, the pedagogical skills gained by student teachers participating in the IP could have been included and described in more detail. The link between the planned IP course and the existing home courses should have been shown more clearly in the case of all three participating universities. More information should have been given about the history and development of the partnership prior to the planning of the IP course. The distribution of specific tasks and responsibilities are described adequately. The tasks involved in managing the project have been carefully planned and thought through, and the list detailing the envisaged project management tasks is especially comprehensive. The measures described for monitoring and evaluation are also appropriate and are likely to be effective. The expected project outputs are described in great detail in the proposal. The results are suitable for further use by both the participating universities and could be shared with the wider academic community. The participants are planning to share the project results with a variety of audiences and target groups including ones beyond the participating institutions themselves. ICT tools will be used widely, and the website and the study could be suitable for follow-up work. Some of the project outputs could serve as potential future teaching resources. The possible impact of the IP course on existing courses is somewhat more obscure, and the possible spin-offs and multiplying effects should also be described in more detail in the proposal.</p>	89,50	3 akademske godine	07.10.2012	20.10.2012	31.433,42 €	27.085,68 €	27.085,68 €	Kvaliteta prijave, dostupna sredstva	
<p>The benefits of this multilateral cooperation are clear: an innovative mixture of theoretical teaching and experience based practice oriented learning will be offered for later incorporation into the traditional curricula of the consortium partners. The rationale of the project is justified only by a quite generic needs analysis. However, the relevance of the subject is not questionable. Thanks to the appropriate preparatory work the results are realistic.</p> <p>The primary innovation of the project is elaborating and testing a mixture of theoretical teaching and experiential learning in the classroom. Cooperation with the local community strengthens the practice oriented character and adds to the innovative features of the application.</p> <p>The methodology is the strong point of the proposal. The multilateral approach encompassing lectures, seminars, personal entrepreneurial projects designed in working groups, guest presentations by local entrepreneurs and visits to local entrepreneurs is appropriate and realistic.</p> <p>The target groups are clearly identified, appropriate student selection is foreseen in the partner institutions. The participating local entrepreneurs are continuously mentioned but no one is named precisely nor is an association or other representation of them.</p> <p>The quality of the work programme is acceptable. However, no structure is given to the visit to (no named) local entrepreneurs. Also the Polish participation is not clearly justified. Nevertheless, the delivery of the mentioned learning outcomes is predictable.</p> <p>Adequate dissemination measures are planned with quantified indicators.</p> <p>Exploitation is less elaborated. However, the spread of the teaching techniques tested in the project is foreseeable. The introduction of the trainings into the teaching curricula is not made explicit.</p> <p>The attempts to seek interaction with other IPs and to start a tradition of Summer Schools in the same subject area are promising. Good sustainability can be envisaged.</p>	94/120	<p>The proposed IP project represents significant added value to the existing home courses in that it is offered jointly by the partner universities in a topic which is current and multi-disciplinary in its nature. The links to the operational objectives of the LLP programme are well argued. The planned course is likely to promote multi-disciplinary approaches to education, and by involving local partners, hopefully it will strengthen cooperation between higher education and local businesses. The students are recruited from different courses representing similar subject disciplines, however, these are not normally taught together, therefore the IP will foster interaction between these academic disciplines.</p> <p>The rationale of the project is defined in the proposal appropriately. However, little information is given about the background to the partnership and about the preparation of the planned IP course. The objectives are somewhat general, lacking in focus – these could have been formulated in a little more concrete terms. The need for the course is presented convincingly in the proposal. The main strength of the programme is expected to be its innovative character in terms of the student-led, participatory approach that the course will adopt. In this sense, the IP is likely to provide a significantly new experience and opportunities to the participants compared to those normally available to them. The methodology is described in sufficient detail in the proposal and it is appropriate for achieving the objectives and realising the learning outcomes described in the application form. The target groups are only referred to in the proposal in rather broad terms – these should have been described in more detail, justifying in more concrete terms how they will benefit from the experience. The criteria for the selection of the student participants are set and described clearly. The actual method and process of selecting them is not described. The ratio of students and tutors is appropriate. The work programme is sufficiently detailed, but the activities could have been specified slightly more clearly so that the actual work that the students are expected to do is more defined. Overall, the planned programme is likely to be suitable for achieving the goals that were set by the applicants.</p> <p>The expected learning outcomes are set in the proposal clearly and in great detail. The learning outcomes are appropriate, and they derive directly from the activities undertaken by the students during the course. The number of ECTS credits awarded for the students is rather low, considering the time and effort required from the students in order to complete the course.</p> <p>The partnership is described in the proposal with reference to the specific responsibilities that each partner university will take in the implementation of the IP course. More information about the background of the partnership and the planning stage of the IP course would have strengthened the proposal. The distribution of responsibilities in connection with the IP course seems fair. The personnel involved in the running of the project is appropriate and sufficient for ensuring smooth operation. The planned monitoring and evaluation measures are appropriate, however, interim evaluation should have been included to ensure the IP course is progressing well and it is meeting the set objectives. The outputs from the project described in the application are relevant and realistic, but the actual impact of the IP course on the quality of the teaching and the courses offered by the partner universities is somewhat limited. Sharing and distributing the student work is mainly planned through ICT tools but it is less well defined how the results and outputs are planned to be made available to non-participating students and staff, the wider academic community or the public. The dissemination activities described in the application are suitable, but more concrete measures should be planned as the project progresses. The use of ICT is planned, but it is not set out sufficiently clearly how the ICT tools will ensure the creation and maintenance of a sustainable learning community. Possible spin-offs are referred to, but these will also need to be further developed throughout the life of the project.</p>	86,50	3 akademske godine	2.9.2012	16.9.2012	35.388,28 €	35.388,28 €	35.388,28 €	Kvaliteta prijave, dostupna sredstva	
	DA		DA	2 akademske godine	27.01.2013	11.02.2013	19.354,00 €	18.777,85 €	18.777,85 €	Kvaliteta prijave, dostupna sredstva	
	DA		DA	3 akademske godine	30.6.2013	14.07.2013	23.995,00 €	23.817,00 €	23.817,00 €	Kvaliteta prijave, dostupna sredstva	
<p>The needs are well identified and the proposal is well situated in the frames of the sectoral programme.</p> <p>The level of elaboration of the work programme is insufficient. The WP leaves the development of the teaching material in delayed status. This does not give appropriate insight for the assessor in the content of the practical modules and makes the evaluation of the added value produced by the programme compared to existing training difficult.</p> <p>Important participants in project implementation, the civil society associations are not identified.</p> <p>The missing training specifications make the evaluation of the learning outcomes difficult and the recognition of credits beyond the consortium unforeseeable.</p> <p>A good dissemination and exploitation plan is presented.</p>	68/120	<p>The planned IP course addresses a relevant and current topic, however, the design and the implementation of the course has some shortcomings. The links to the addressed operational objectives of the Erasmus programme are described adequately but the added value of IP is not obvious as there is little focus on student interaction and student learning. The nature and the quality of the activities carried out by the students are difficult to assess due to lack of information, therefore the benefits of the IP course in terms of student learning are questionable. The multi-disciplinary approach is present, however, the student target groups are not described clearly enough to justify this.</p> <p>The rationale of the project and the need for the proposed idea of service learning are sound and well argued, but there is not enough focus on student learning and student activity. The learning opportunities presented to the students by the IP course should have been described in more detail. The benefits for the teaching staff are more pronounced. The weakness of the proposal is that there is a serious lack of focus and information on the nature and the expected benefits of the student placements. There is insufficient student-student and staff-student interaction.</p> <p>The methodology is not formulated consistently and clearly, therefore there is no coherent pedagogical approach that brings the course together. The function and content of the student placements is totally unclear. The local civic organisations that would host the students are neither identified nor described in the application. The way the teaching staff will monitor the student placements is not adequately explained. The learning process that the students go through is therefore quite vague, and the learning outcomes uncertain. There is no reference to the methods or the criteria of student selection. The work programme reflects a strong focus on the conference of the teaching staff, and not enough detail of the student activity.</p> <p>The quality of the partnership is difficult to assess as it is not described exactly what each partner's responsibility will entail with reference to the students' learning, the preparation, support, monitoring and evaluation. The project monitoring and evaluation measures described in the proposal were appropriate, giving the general framework, but not enough concrete measures were introduced.</p> <p>The expected outputs of the project were thought through carefully and described in sufficient detail. The planned dissemination activities are adequate, but could include more active measures planned for disseminating the results of the IP course or for inviting more partners to join the network. ICT tools will be used to support the follow-up to the programme, but the creation of a sustainable learning community is not guaranteed. The expected impact of the IP course on the quality of the teaching provided at the partner institutions is hard to envisage. The possible spin-offs could be realistic, although a lot depends on the efforts put in by the partners after the course to bring the results to higher level and develop the network further.</p>	66,50	3 akademske godine	14.10.2012	28.10.2012	N/A	N/A	N/A	N/A	Nedovoljan broj bodova
<p>The final report of the first year programme remains very generic and vague as far as the concrete outcomes are concerned. The concrete outcomes cannot be found on the indicated sites either. The student participation was quite limited, the impact on this restricted target group cannot be estimated. It is not clarified how the results will be incorporated into the curriculum system of the partner institutions. The exploitation possibilities are not outlined, they remain obscure. Since the renewal application keeps being vague and without concrete learning outcomes the continuation cannot be justified. The proposed work programme is not sufficiently detailed. The general results and planned outcomes mentioned in the summary are not made concrete in the WP. The proposal reproduces the generic character of the final report of the first year and remains in wide framework. The involvement of a new partner may give certain added value but the benefit and the necessity of the transfer of the organisational role to the new partner are not sufficiently explained. The Portugal Open University, as opposed to what is stated in the application, certainly possesses the premises and the required infrastructure. No clear explanation is given how the renewal would be built upon the results of the first year programme. All in all, funding the second year cannot be justified.</p>	NE	<p>The IP course has already taken place and the applicants have submitted the final report. The report summarises the activities that have taken place, however, the outputs from the first year of the project are not available. Although the project website address is given in the Final Report, it cannot be accessed. There is mention of the IP project on the faculty's website, but the information is very general, therefore it cannot be used as a basis for assessing the quality of the course and of the cooperation. The programme of the IP was rather vague in describing the actual activities that were carried out by the students, as well as in terms of the objectives met. The level of student participation was low – only 11 students and 4 staff members from the partner universities took part. The impact of the course was not possible to assess given the lack of information. The multidisciplinary nature of the course was also rather vague as it did not manifest itself in the cross-fertilisation of different subject disciplines that are not normally taught together. Overall, the quality of the first IP course was difficult to assess, the information presented in the final report not convincing due to the lack of outputs and the unavailability of the project website, compared to the first year IP (application form section 5). The proposed changes indicate that the IP will be running without any major impact on the quality of the IP, the continuation of funding is justified. The work programme presented in the renewal application form was of poor quality given that the activities for each working day of the programme were summarised in one sentence only. It was not clear how many working hours the proposed course would consist of. The proposed changes indicate that the partners wish to involve a new partner university which would host the IP in the second year. This is questionable as any major which is new to the project and to the partnership may not be in a good position to host the programme, which requires the most input among the partners. The information included in the renewal application did not show how the project would build on the results already achieved in the first year, and how it would develop further in order to achieve the overall aims set out in the original application. Based on the above, the continuation of the funding for year 2 does not seem justified.</p>	NE	3 akademske godine	23.9.2012	07.10.2012	N/A	N/A	N/A	IP nije dovoljno kvalitetan da bio bio predložen za nastavak	
							110.170,70 €	105.068,81 €	105.068,81 €		