Erasmus+

Impact+ Exercise

Dissemination, Sustainability and Impact in Erasmus+ Strategic Partnerships (KA2)

Transnational Cooperation Activity

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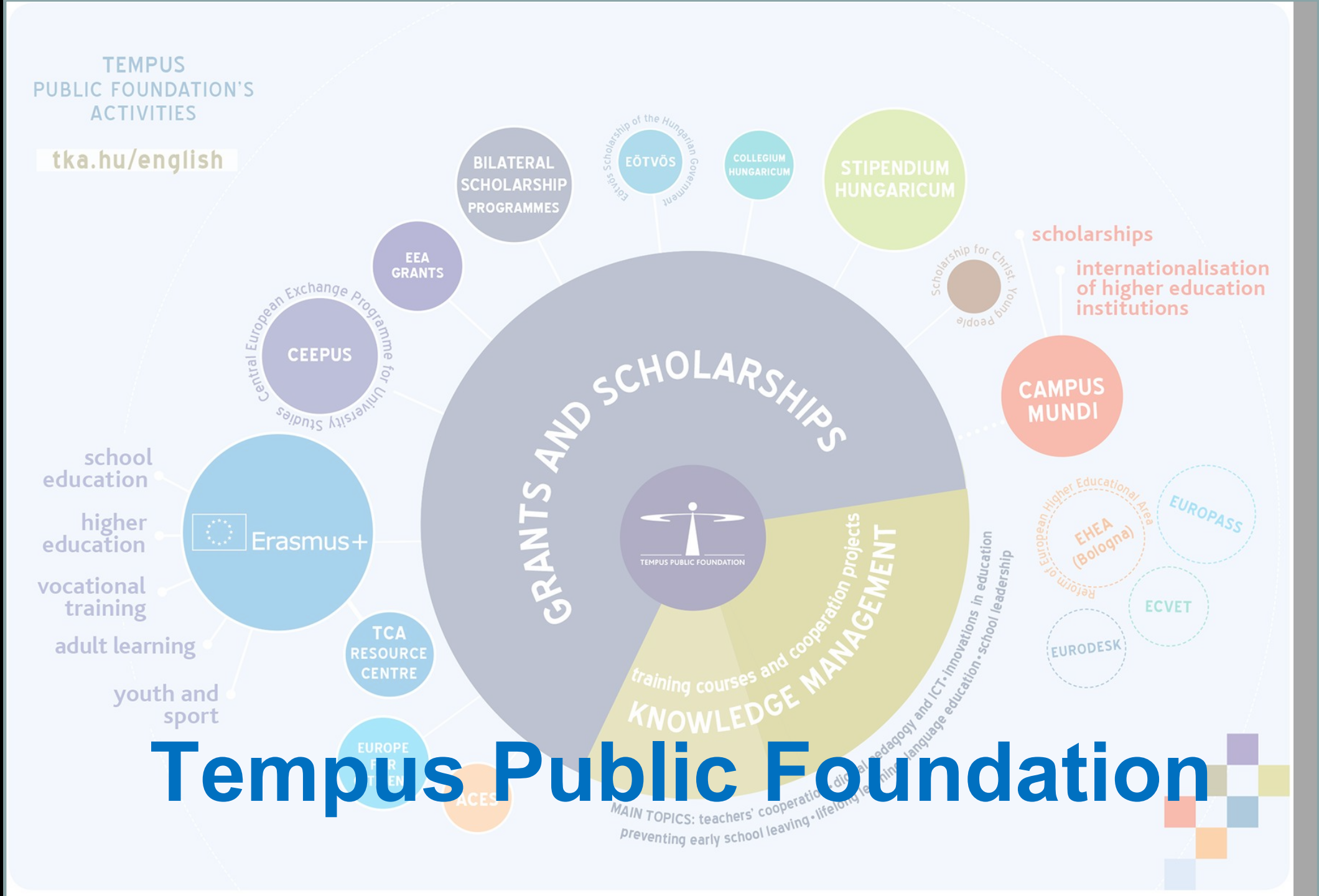
Tempus Public Foundation



Tempus Public Foundation

Impact+ Exercise

The Impact+ Exercise was developed as part of a Transnational Cooperation Activity project led by the United Kingdom Erasmus+ National Agency and CMEPIUS the Slovenian Erasmus+ Education and Training National Agency.

Use of Impact+ Exercise

- Presentation of the tool for KA1 all sector projects at report preparatory seminar

- Magazine of Tempus Public Foundation – good practice collection, guidance for beneficiaries

Use of Impact+ Exercise

- Participation in WG
- Presentation of the tool for KA2 all sector projects at the
  - ❖ application writing seminars
  - ❖ kick-off seminars
  - ❖ project management seminars

TEMPUS PUBLIC FOUNDATION

Erasmus+

all stages of the projects

Use of Impact+ Exercise

- Our beneficiaries found it useful,
- Some of them already used in project implementation and/or application phase
- They already shared with their partners

Impact+ Tool

Use the Impact+ Exercise workshop guide to get the most out of this tool

PARTNER ORGANISATIONS

- What changes will occur in partner organisations as a result of the activities?
- What new or improved partnerships, products or services will be generated?
- How will policies or procedures be changed or improved?

SCALE OF IMPACT: LOW 1 2 3 4 5 HIGH

LEARNERS

- What change will occur for learners as a result of your activities?
- What new skills or competences will they gain?
- How will their attitudes, opinions or aspirations change as a result of the project?

SCALE OF IMPACT: 5 4 3 2 1 — HIGH — LOW

YOUR IMPACT

What is the main thing or things that your project hopes to achieve?

Think about the problem or issue that you are trying to solve.

SYSTEMIC

- What changes to legislation or public policy will occur in your sector or field?
- What contribution will you make to improvements in professional practice or methods of learning?
- What new or improved qualifications or learning modules will you produce?
- What benefits will your project deliver for sector or professional networks?

SCALE OF IMPACT: LOW 1 2 3 4 5 HIGH

PROJECT STAFF

- How will your activities affect staff working on the project?
- What new experience, skills and competences will they develop?
- How will involvement in the project support staff in their continuing professional development?

SCALE OF IMPACT: LOW 1 2 3 4 5 HIGH

Impact+ Terms

OUTPUTS

Outputs are the direct products of your activities. Counting them helps quantify your outcomes and impact.

Examples include the running of events or the number of people undertaking a training course.

OUTCOMES

Outcomes are the changes, benefits, learning or other effects that occur as a result of your activities and outputs. Short-term outcomes should occur within 1-3 years and longer-term outcomes in 4-6 years.

Examples include people improving their communication skills or organisations improving their training provision.

IMPACT

Impact is the fundamental change that happens as a result of an activity.

It will generally occur in the long term, often after the activity has finished.

INDICATORS

Indicators are measures that allow progress towards a goal to be tracked.

For example, a project seeking to improve the quality of their training may measure student satisfaction or student employment as potential indicators.

ERASMUS+ CREATING OPPORTUNITIES FOR THE UK ACROSS EUROPE

CMEPIUS Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes

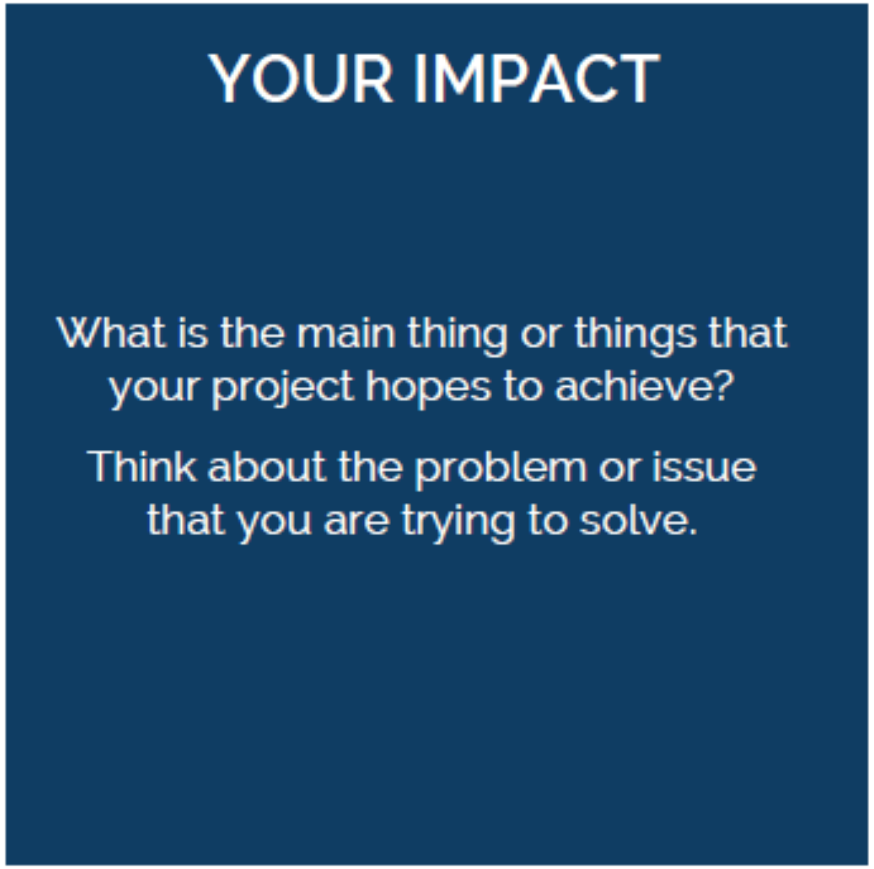
BRITISH COUNCIL ECORYS Erasmus+

Erasmus+ is the European Union programme for education, training, youth and sport.
The Erasmus+ UK National Agency is a partnership between the British Council and Ecorys UK.

Stage 1: Aims, Outcomes and Impacts

Step 1: Discussing core project aims and activities.

- Centre box: summarise what your project will do and what it aims to achieve.
- Clear and short statement.

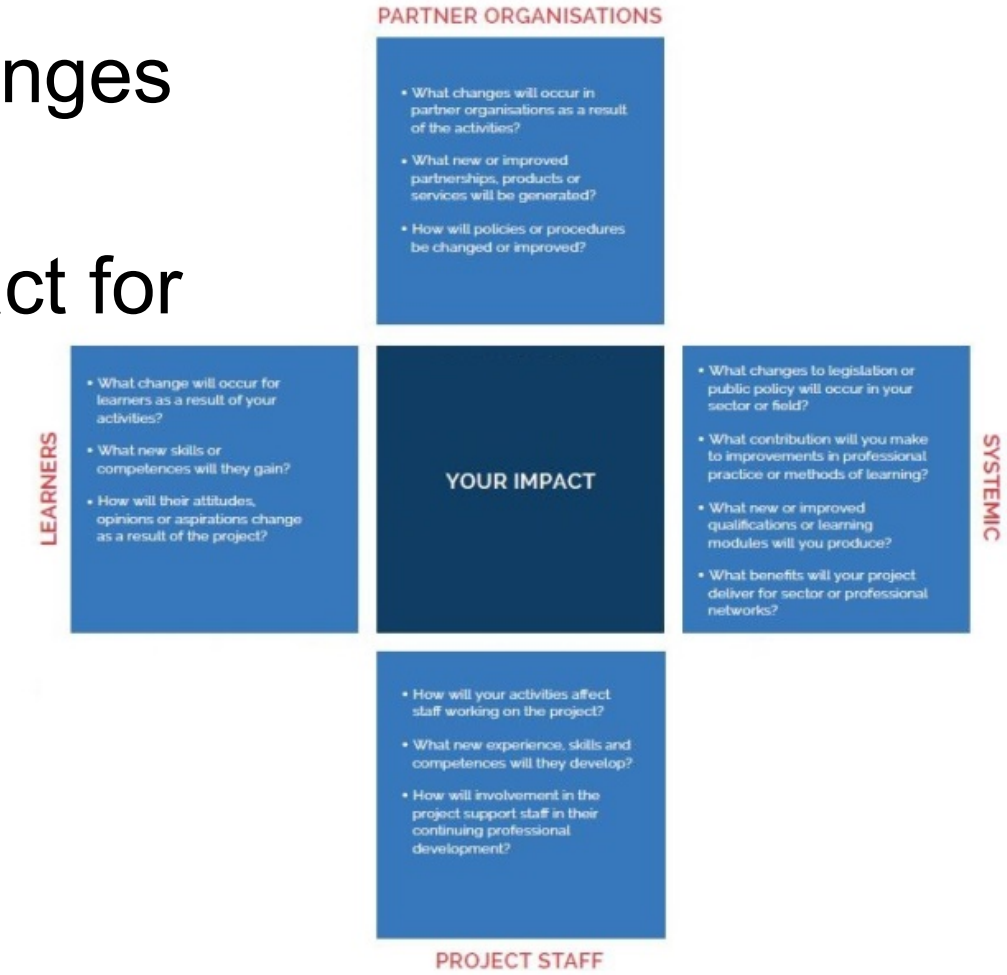


Stage 1: Aims, Outcomes and Impacts

Step 2: Discussing the expected changes (outcomes and impacts).

Four different areas of potential impact for projects:

- Partner organisations
- Learners
- Project staff
- Systemic



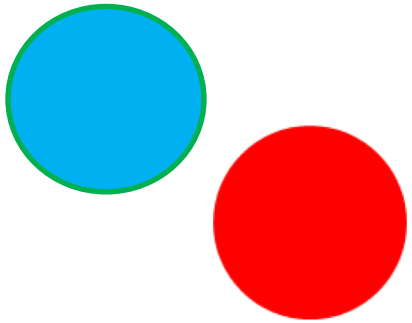
Stage 1: Aims, Outcomes and Impacts

Step 3: Rating importance of the four areas of potential impact by discussing impact scale.

- An impact scale on each side box.
- Scale: from 1 (low) to 5 (high).

Step 4: Rating outcomes and impacts.

- In case of large number of notes.
- Rating by coloured stickers or pens.



Stage 2: Exploring Indicators

- Indicators: ways to measure impacts and outcomes.
- Most relevant impact/outcome notes
- E.g. successful accreditation of a qualification; increased satisfaction from learners.

Stage 3: Data Sources & Data Collection

- Potential data sources and data collection methods for indicators.
- Data can be qualitative or quantitative.
- Consider when the data will be collected and how.

Stage 4: Bringing it all together

IMPACT+ EXERCISE SUMMARY TABLE

AREA OF IMPACT	IMPACTS / OUTCOMES	INDICATORS	DATA SOURCES	TIMESCALE		
				SHORT TERM	MEDIUM TERM	LONG TERM
SYSTEMIC						
ORGANISATIONS						
LEARNERS						
STAFF						

Workshop modeling

Sample project

proAbility

The promotion of the employment of people with reduced work capacity through employers' training

The *proAbility* project aimed at improving the employment opportunities of people with altered working capacity by:

- Identifying the main misconceptions and information gaps with respect to **employers**' attitudes;
- Providing unique educational tools to overcome these obstacles so as to influence the attitudes, perceptions and subsequent actions of present and future **company managers and HR personnel**.

Sample project

There were developed **teaching/training materials** in 3 sizes:

- **for HE curricula** (L size)
- **for HR professionals** (M size)
- **for company leaders** (S size)

http://proability.hu/

Stage 1
Step 1

Central aim

Stage 1
Step 2

Impacts

Put the impacts from the envelope into the tool.

Stage 1
Step 3

- 5 minutes
- Rate importance of the four areas of potential impact:
  - Partner organisations
  - Learners
  - Project staff
  - Systemic

Stage 1
Step 4

- 8 minutes
- Rating outcomes and impacts by coloured pens:
  - Blue = very important
  - No colour = mixed importance / unsure
  - Red = not at all important

Indicators

Connect the indicators and the impacts

The important impacts should have indicators (blue dots)

Stage 3

Data collection

Stage 4: Bringing it all together

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It’s not the only tool…

https://www.erasmusplus.org.uk/impact-assessment-resources

Thank you for your cooperation!

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