



Education, Audiovisual and Culture Executive Agency

Erasmus+ : Higher Education - International Capacity Building

Brussels, 20.06.2018

Appfin (2018) 18D011468

File code: 2016-3209

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Cc: Rinat.Ariviv@smkb.ac.il

Subject: 573877-EPP-1-2016-1-IL-EPPKA2-CBHE-JP
Technical Implementation Report of the project
Statement of the costs incurred and Request for Payment

Dear Mr. Libman,

We would like to inform you and your project partners that we have carried out the assessment of your Technical Implementation Report submitted on 29 April 2018 and we are pleased to inform you that it has been approved.

Our assessment looks at the partnership's performance as regards the efficient implementation of the project. It takes into account the Technical Implementation Report but also the desk monitoring conducted by the EACEA since the start of the eligibility period and, where applicable, the field monitoring visits carried out on 3 December 2017 in Israel. The project implementation should not only respect the CBHE requirements but it should also be in line with the original proposal included under Annex I of the Grant Agreement.

In this context and in accordance with the Grant Agreement and with the Guidelines for the Use of the Grant, your project implementation has been qualified as "**FAIR**" (please refer to the Categories of qualification below). The Comments and recommendations sheet in Annex of the letter provides more detailed feedback.

We would like to draw your attention on the fact that we have requested some additional information/clarifications to be provided by 30 July 2018. If the information requested by the Agency is not received by the deadline set or lacks the quality and details required, the Agency may invite the project coordinator for a meeting at the Agency's premises in Brussels. The meeting's objective will be to discuss the project's weaknesses and challenges and to agree on the areas that require improvements and a close follow-up by the project coordinator.

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In addition, we remind you that your project is now online on the Erasmus+ Project Results Platform, so as to ensure transparency and visibility of EU funding. We invite you to update your project data and to upload your project results. Please note though that these results will become publicly available only after the validation of your final report by the Agency.

Finally, we would like to thank you for your "Statement of the Costs incurred and Request for Payment" received on 29 April 2018 together with the report.

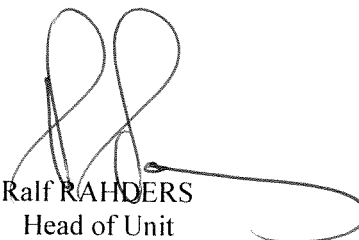
We are pleased to inform you that, on the basis of the information provided in the above mentioned form, the requirements foreseen by Article I.4.1 of the Grant Agreement have been met. Therefore, you may expect payment of a further pre-financing, corresponding to 40% of the maximum grant amount (please refer to Article I.3 of your Grant Agreement).

Please note that the eligibility of the costs incurred (excel file) will only be verified at Final Report stage (art.II.24 and II.25 of the Grant Agreement). Therefore this feedback letter does not imply the approval of the costs declared in this reporting exercise.

Should you require any further information, please contact Róisín Mc Cabe (Tel: +32 2 29 86092, e-mail: roisin.mc-cabe@ec.europa.eu). We also encourage you to regularly consult our Erasmus+ website https://eacea.ec.europa.eu/erasmus-plus/beneficiaries-space_en.

We wish you a successful continuation of your activities.

Yours sincerely,


Ralf RAHNDERS
Head of Unit

Copy: kathrint@che.org.il

Annex: Comments and recommendations

Categories of qualification:

Very good (at least 75 pts out of 100): the project is implemented in accordance with its original work programme and timetable; the report provides all the information and evidence needed and there are no particular concerns or areas of weakness.

Good (between 74 and 60 pts out of 100): the project progresses in accordance with its original work programme and timetable but some improvements could be made; the report gives clear information on all or nearly all of the evidence needed.

Fair (between 59 and 50 pts): there are weaknesses and concerns in the project implementation; although the report gives some relevant information, details are lacking and/or the information is unclear; there are several areas in the implementation that must be improved during the second half of the project.

Weak (less than 50 pts out of 100): the project is not respecting its original work plan/timetable and/or is not fulfilling the CBHE requirements; the report fails to address important aspects of the project implementation that cannot be judged due to missing or incomplete information; in accordance with article 1.10.6 of the Grant Agreement and section 3.5.2.2 of the Guidelines for the Use of the Grant, the maximum grant will be reduced at final report stage if no substantial improvements are observed during the second half of the project.



Project Implementation Report

COMMENTS AND RECOMMENDATIONS

Project Number:	573877-EPP-1-2016-1-IL-EPPKA2-CBHE-JP
Project Title:	Promoting Teachers' Success in their Induction Period
Coordinating Institution:	Seminar Hakkibutzim College of Education of Technology and of Fine Arts

We note that the project has achieved the following outcomes with the 423 253 Euro of the grant spent to date;

- Three new Multi-Player Induction Teams (MITs) have been established as part of this project. (It would seem that nine were already created in a previous Hammemot initiative). The 12 MITs have approximately 253 participants.
- Six workshops were carried out in HEIs and six in schools in Israel. Three five-day study seminars were carried out.
- The consortium launched six academic courses (1 per college, in the present school year) on matters related to MITs
- A set of questionnaires for trainees and mentors have been developed with guiding questions for school principals and policy makers.
- Their main role of the European partners would seem to be the organization of the study seminars in Tallinn and Exeter. The European partners also contributed to the evaluation of the MIT by reading and commenting on the materials produced and were also in charge of the project glossary.
- Three five-day study seminars for staff were carried out in Tallinn (focused on the role of mentoring in induction), in Israel (on the role of the community of learners in the MIT) and in Exeter (on the British model of teacher training and induction).
- The project has elaborated several templates for collecting and reporting on the work done by the different groups. They have developed a detailed evaluation plan that uses a design-based approach for assessing the work in the MITs.
- The project website has been created (even though one of the main pages was down during the report evaluation). It is being promoted among the education and teacher training community through social media (mainly Facebook) and through the partners' websites and newsletters. The project's brochure is available in Hebrew and English, in paper and in electronic version on the website.



- The MIT model has received support from institutions in the public sector engaged with teachers' work and the teaching profession (schools, municipalities, MoE). The coordinator believes that links with the Ministry of Education (MoE), the Academy-Classroom Partnership (ACP) launched by it, and the policy-makers of the Division for the Entrance to Teaching (DET) will help make the project sustainable.

Recommendations

- The role of EU partners seems quite limited in the project. We would encourage their more active participation in the course development and evaluation and quality assurance.

- We encourage you to continue to open a special discussion group at Mofet on MIT matters.

- The report mentions that a qualifications framework of teachers in partner countries was introduced but this is not part of the project's activities. We remind you only to mention activities funded by the project in your final report. Only activities mentioned in your proposal can be funded by the grant.

- Please track the drop-out rate for beginner teachers on teacher training courses starting with students completing the new courses this year and provide it for each year in your final report.

- We note that the mobility has been one-way; from Israel to Europe. We would encourage the mobility of the European partners to Israel to more actively work on the project. In light of the unused travel and costs of stay budget, this should be taken into consideration.

- Your report mentions that 'the curriculum of the MITs are seen as an evolving process highly influenced by the contextual conditions of each MIT'. Please provide a copy of the curricula for each MIT with your final report and make it available on the project web-site.

- We note that one of the main links on your website is broken and ask you to repair it as soon as possible. We also note that the only two project deliverables on your website are the evaluation plan and the dissemination and exploitation plan. These are internal working documents rather than project deliverables (which are the MITs, new courses and curricula developed in the framework of the project).

- As is considered good practice for any projects receiving larger grants such as this one, we strongly recommend using an external expert (preferably European) to evaluate the project. The travel and cost of stay budget can be transferred to sub-contracting for this purpose.

- Your report mentions that the MoE is considering allocating funds for sustaining MITs and opening a course for MIT guides led by Proteach colleges' staff. We encourage you to lobby the Ministry of Education to do this.

- Please provide detailed information in your final report on the extent to which HEIs in Israel are ready to adopt and implement the MIT model? Please also provide information in your final report on the extent to which the Ministry of Education has developed a policy on MITs in Israeli teacher training.



Please provide us with the following information by 30 July.

- We would like greater clarification on what is the difference between the Greenhouse initiative and the Multi-teacher Induction Teams funded by this project? We would also be most grateful if you could provide information on the Hammemot initiative mentioned in your report, which started creating MITs.

- The field monitoring feedback given on 9 March 2018 concerning the request to change the indicator on school drop-outs was that ' *The project is invited to revise this indicator if necessary in discussion with the EACEA Project Officer*'. The report states that the project consortium will decide what this indicator will be at final report stage! Project indicators are set before the project begins. It is not possible to decide them at final report stage as indicators cannot be adapted to fit results. They are used to measure results and so much be decided before the project begins. By 30 July, please provide a suggestion for this indicator to be discussed with the Project Officer in EACEA. It will not be possible to change this indicator for the rest of the project.

-The mentors questionnaires and training units for mentors seem to have been delayed. Why is this the case?

- We note that many stakeholders are involved in the activities of the MITs, which is positive. However, only those from partner institutions can be funded from the project grant. Please confirm that this is the case.

- For each of the six new courses, please provide us with the following information;

Name of the course

Level (Professional certificate, Bachelor, Master, Doctorate)

Type of degree (from 1 HEI, Multiple degree, joint degree)

Number of ECTS credits

Have learning outcomes been used in the course design?

Which universities have been involved in designing this course?

Is it a new course?

Is it an updated course?

Is it a course that has been simply translated from an existing course at a European partner university?

Recognised by the HEI?

Accredited by the national authorities?

When did the teaching start?

Number of students enrolled per year

Does the course include internships

Does the course include a career orientation service

Does the course include any other career development measures

- Your report mentions that a total of 123 dissemination events have taken place since the start of the project. We remind you that only dissemination events mentioned in your proposal can be funded by the grant. We ask you to confirm that none of the grant has been used to fund events not



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mentioned in the project proposal.