



**Erasmus + KA2**

**Compass – COMPetences for Agencies for Sustainable Site conversion**

**Project number 2015-HR01-KA204-013111**

## **Final Quality Evaluation Report**

**Covering the whole project  
implementation timeframe:**

**1<sup>st</sup> September 2015 – 31<sup>st</sup> August 2017**

A thorough assessment of the entire project in its 24 months of \_\_\_\_\_ implementation has given the following results:

### **1) Project Management and Administration**

All partners have judged the administrative and project management activities, such as budget spending supervision, activity planning and allocation as well as the organization of meetings from satisfactory to very satisfactory. Within the 24 project months all partners have participated, with at least 1 representative, to the 5 transnational project meetings (*Zagreb 5-6 October 2015; Sofia 25-26 January 2016; Cluj Napoca 8-9 September 2016; Berlin 6-7 April 2017; Rome 14-15 June 2017*) and to the 11 Skype coordination conferences we made throughout the project life-cycle with the objective of preparing, scheduling and getting ready for the upcoming project activities (*31 August 2015; 16 November 2015; 14 March 2016; 11 April 2016; 9*



May 2016; 27 July 2016; 23 September 2016; 19 October 2016; 11 January 2017; 13 February 2017; 19 July 2017).

The planning phase had been done with accuracy, though for some activities it has been hard to stick to the time-frame expected. This resulted in some delays in the implementation of the online pilot course and then in the development of the curriculum, as the emphasis was on producing the outputs of higher quality. Nonetheless the partnership managed to prepare, deliver, monitor and assess the project outputs unfolding process and to achieve the expected results.

In this regards the main problems partners pointed out were:

- The currency conversion of Croatian Kuna (HRK) to Euro (€) which resulted in some money loss at the outset of the project;
- The real number of working days per activity (which had been cut by evaluators) in fact exceeded the one stated in the funded proposal and therefore some partners had to work extra hours to bring IO1 activities to their full completion (training contents development, formatting, upload and organization of the field practice);
- The allocated sums under the travel heading for project meetings were judged not sufficient.

2

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## 2) Internal Communication and Cooperation

Communication and Cooperation has been assessed by all partners as satisfactory and very good. We experienced a peak of internal communication in particular during the preparation of the main Output activities (especially for the O1 Pilot course contents development and delivery) and for the organization of Multiplier Events in Cluj-Napoca,



Berlin and Rome. Communication has been therefore tight and efficient for the whole project implementation period for most partners.

In any case cooperation has been strong and good. The key for its success also came from our different professional backgrounds and therefore the well-balanced set of competences we have put at disposal to achieve the expected project results. Our internal communication increased especially during the implementation of the O1 pilot course (October 2016 – February 2017) but kept going further also during the development of the Curriculum, the national case-studies (02) and eventually the Methodological Guidelines (O3).

### 3) External Communication and Representation of the project

3

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All project partners have actively supported the dissemination and exploitation activities with the purpose to increase the visibility of the project and its wider use to potential stakeholders and target groups. The coordinator has judged the overall communication to the public as well as to potential users as really satisfactory and also the image of the project has proved to be really good and beneficial to the project sustainability. The external communication has been evaluated as satisfactory by all partners. The presence of two partner organizations within one country, namely *Cesfor* and *Asud*, with different fields of work and different stakeholders, has proved really successful for the implementation of the activities and their widespread recognition. The German partner Europanorat has only pointed out the fact that the 1<sup>st</sup> and the 3<sup>rd</sup> (final) multiplier events held in Cluj and in Rome didn't require filming, while the Berlin one did and had thus affected their budget with a cost overrun.



## 4) Information flow and Communication tools

As mentioned in the previous paragraphs, Communication has played an extremely significant role throughout the project, and the access to data and the circulation of key information has been judged positively by the majority of partners. The clarity of tasks has represented a problem at the beginning as to what concerned the partition of tasks, the contents and also understanding some activities (i.e. the common structure of the course curriculum, the length of the contents, the amount of collaboration between partners on shared tasks, the methodology to develop the web-documentaries etc.) as well as meeting the deadlines established or getting feedback on doubts and queries on unclear tasks. These issues were solved thanks to a competent project coordinator and thanks to a tight communication via different means (email, group and one-to-one Skype calls, Phone calls, etc.) among partners that supported the correct implementation of all project activities. Civitas and Bda have both highlighted a slight problem in the use of the Google drive and to a less extent the use of the Google groups email, that on the other hand has been judged positively by Asud, Cesfor and Europanorat, as they provided the main Communication means within the partnership.

4

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The information flow has, as stated before, smoothly progressed both internally and externally as the project reached its full and more demanding phase.

All partners judged the project website as well-structured and comprehensive of all the necessary contents. The Google Drive used to share all documents alike and in an easy way has proved especially



useful. The project social media i.e. Facebook page and Youtube channel also proved to be excellent communication channels, particularly for the dissemination phase, though we need to remark that a twitter account instead might not be an appropriate channel for projects such as this in which there are not many activities envisaged for the wider public.

## 5) Intellectual Outputs

The amount of work carried out in the 24 months of project implementation has been regarded to some extent as too demanding for the workdays allocated to some activities (and therefore the funds for their production), particularly in relation to Intellectual Output 1.

The project has indeed planned 3 Outputs:

O1 – Pilot training course / Curriculum

O2 – 5 Case studies on a national base (one for each country)

O3 – Methodological guidelines to further implement and replicate the COMPASS course in other contexts and by other potential users;

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5

The first Output, which represents the cornerstone of the project has indeed required a lot of work and effort by all participating partners. It envisaged the following various activities:

- A full context analysis running from October 2015 to January 2016 (final products was the development of national reports on needs and gaps in training/education paths within the sustainable

conversion sector, Sector development trend study, Occupational perspectives analysis and Final context analysis),

- The definition of target groups running from January to June 2016
- The definition of the structure of the training course running from January to August 2016 (development of didactical cards describing the disciplines covered, tools and materials to be used, contents, objectives and learning outcomes as well as a first structure of each module),
- The definition of educational contents (development of indexes outlining the final structure of each module together with bibliography/webography and the development of modules in form of Power point presentations + voiceover to be uploaded on Cesfor's e-platform in the coming period).
- The COMPASS training course pilot (selection of the target group in the 5 countries, course delivery, course monitoring, participants evaluation, running a full-scale field practice activity prior contact with local administrations) running from October 2016 to March 2017.
- Assessment of the project proposals developed, development of a SWOT analysis followed by a pilot evaluation report and Pilot recommendations and the production of the final curriculum and its translation to national languages, with small adaptations where needed.

The second Output then envisaged the production of 5 case-study videos showcasing good practices of sustainable conversion in each partner country (Italy, Croatia, Bulgaria, Romania, Germany) which encompassed the creation of a script, the (mainly outdoor) shooting and recording of the facilities targeted and the interviews with local stakeholders. The videos underwent a phase of editing, sound



adjustment and fine-tuning in agreement with all partners. The videos have been subtitled to English and national project languages. A project YouTube channel was created, and the 5 case studies were uploaded to YouTube. This output has been timely and successfully realized by all partners assigned with it. Other online materials have been created to support the development of the project's output such as: Civitas' guide on technical criteria for the production of case studies and Door's contents criteria for the production of case studies.

The third Output, i.e. the production of Methodological guidelines for the further implementation of the COMPASS curriculum has seen Cesfor and Europanorat, supported by Door and Asud in its development. The first step was to define participants' fields of knowledge and competences required to access such a training path which was then followed by a clear and thorough definition of the contents (modules and tests) a training course such this should entail in order to define the new professional figure and the delineation of important elements of professional guidance (CV and Cover/Motivation letter building, facing a job interview, which competences out of the training course are useful in the current job market). This output deliverable, as a matter of fact, required fewer workdays to be realized than planned. The Final Methodological Guidelines were translated by partner organizations to all national project languages.

7

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All Outputs achieved were developed according to the following criteria:

- user-orientation and sustainability of the output;
- appropriateness of implementation time and duration;
- satisfaction of the target group;
- positive impact on the organization;
- transferability



- power of innovation.

Cesfor, Europenorat, Civitas, Bda, Asud and Door have stated on their evaluation questionnaires to be very satisfied with the Outputs produced.

## 6) General Satisfaction with the project

The partnership has evaluated the project as really satisfactory in terms of value add for each organization across the partnership. The level of motivation, on the other hand, varied from partner to partner, with all partners claiming to have got discretely to highly motivated by the project activities. The COMPASS project has on the hand allowed the training and full participation of young skilled people to the development of a team-based reconversion project proposal for their own city, and on the other hand it has given the chance to different organizations to work together, to put their own expertise into the production of useful OERs and to learn a lot from each other. Moreover the project represented a terrific chance to network and to create new business links for all participating organizations.

8

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## 7) Products and Deliverables

### Project management, monitoring and evaluation, dissemination:

**A1:** *Door*; Establishment of a Coordination Committee (CC), signing of partnership agreements by all partners, communication with the National agency, quarterly and interim report to the National agency, final report (to be delivered).





**A2:** *Door*; Kick-off meeting minutes (Zagreb); 2<sup>ND</sup> meeting minutes (Sofia), 3<sup>rd</sup> meeting minutes (Cluj-Napoca), 4<sup>th</sup> meeting minutes (Berlin), 5<sup>th</sup> meeting minutes (Rome); 11 skype coordination meeting minutes.

**A3:** *Door*; project work plan. All partners: sending quarterly reports + timesheets to DOOR.

**A4:** *Cesfor*; Design and delivery of a Project Quality Assurance Plan (QAP) and design/delivery of assessment and monitoring tools (i.e. Internal Quarterly Monitoring forms and interim Monitoring form, Overall project evaluation form, Meeting evaluation forms, Multiplier event evaluation forms).

**A5:** *Cesfor*; 1st internal quality evaluation report (Sept. – Dec. 2015); 2nd internal quality evaluation report (Jan. – April 2016); 3<sup>rd</sup> Internal Quality Evaluation Report (May – August 2016); 4<sup>th</sup> Internal Quality Evaluation Report (Sept. – Dec. 2016); 5<sup>th</sup> Internal Quality Evaluation Report (Jan. – April 2017); 6<sup>th</sup> Internal Quality Evaluation Report (May – August 2017); 1 Interim Quality Report (12 months); 1 Overall Quality Report (24 months).

**A6:** *Asud*; Dissemination plan (DP), Facebook (Compass project - <https://www.facebook.com/compassprojectEC/>), Twitter - [https://twitter.com/compass\\_ec](https://twitter.com/compass_ec) and YouTube project accounts (name: Compass project -

[https://www.youtube.com/channel/UCrwLAMbDtLyKQmSR7SX\\_muQ?view\\_as=subscriber](https://www.youtube.com/channel/UCrwLAMbDtLyKQmSR7SX_muQ?view_as=subscriber)), a logo and banner, press-kit, brochure (translated by partners to their national languages), project website (<https://projectcompass.jimdo.com/>) with blog and with the purpose to host all OER deliverables; basic website contents and all intellectual outputs have been translated by partners and are provided in 6 languages (EN, IT, RO, BG, DE, HR).



**A7:** Asud and all partners; stakeholders mailing list, 6 newsletters translated and promoted in 6 languages, information about the project in each partner organization's own website (x6); various dissemination materials (All partners) like photos, posters, videos, posts, advertisements, articles etc. to promote the project activities on- and offline.

**A8:** Asud; 1 Exploitation Plan (EP) created by Asud and implemented with the support of all partners to enhance the dissemination of the project results, grant the repeatability of project activities and foster its follow-up. Dissemination of project outputs was intensified during the final project stage.

**A9:** 1 Sustainability Action Plan (SAP) developed by all partners and finalized by BDA. Its purpose is that of enabling project outputs' continuation through the contacts and different bodies/organizations contacted by partners.

## O1 COMPASS Pilot Training Course / Curriculum:

**O1-A1:** BDA, Questionnaire for context analysis (translated by partners into their respective languages); 1 Sector trend development study: occupational perspectives analysis; 1 Final context analysis report; All partners: 6 context analyses based on the questionnaire results, 5 national reports on needs/gaps & developments in the training and education in the sustainable conversion sector, Sector development trend study, Occupational perspectives analysis and Final context analysis

**O1-A2:** Door, internal power point document (also Word version) containing the selection criteria and evaluation process for the participants to the course. Development of a document containing the criteria for the selection of the target group for the pilot course.



**O1-A3:** Asud developed an internal document on “How the course should work” explaining the structure of Compass pilot as well as an internal document containing the deadlines for its preparation. *All partners*: Didactical Cards for the training course (outlining for each module the disciplines covered, tools and materials to be used, contents, objectives and learning outcomes as well as a first structure in layout). *BDA & Civitas*; document on field practice. *Civitas*: development of a document summarizing the lesson plans and materials of the course (Guidelines for the training course) + *Cesfor* supporting in the evaluation and monitoring process.

**O1-A4:** *All partners*; modules’ Indexes (together with bibliography/webography); development of the pilot course modules in the form of Power point presentations + recorded voiceover. *Door*; internal document on “how to record”.

**O1-A5:** *Cesfor*; Development of a Power point on “how to use Cesfor’s platform” in order for partners to be able to upload all didactic materials autonomously on the e-learning platform + two pdf documents: “Tutorial for partners on accessing and using the e-platform” and “Tutorial for students on accessing and using the e-platform”, pilot course delivered – theoretical part online + field practice

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11

*Asud*: Lessons plan template, Course lectures summary.

*All partners*: Training course modules completed and online (Bibliography, Index, Information sheet on how to study the module, training modules in form of PPT presentations, tasks/tests) as follows:

- *Asud*: M1 “From the global crisis to the ecological conversion of territories”
- *Cesfor*: M2 “Team building techniques, team work and conflict prevention” (BDA in charge of “conflict prevention”)



- *Civitas*: M3 “Social Sustainability”
- *Door*: M4 “Sustainable architecture and energy management”
- *Europanorat*: M5 “Urban Planning and Participatory Planning”
- *Asud*: M6 “Basic GIS mapping for citizens” (Door participating in “Good practice examples”)
- *BDA*: M7 “Business development and fundraising”
- *Cesfor*: M8 “Marketing and Internationalization” (BDA in charge of “Internationalization”)

**O1A6** –Pilot evaluation report done by Cesfor and Pilot recommendations done by Europanorat

## O2: OER Case Studies:

**O2-A1:** *Civitas*; “Technical criteria for production of case studies”.

**O2-A2:** *Door*; development of a document for “Content criteria for the selection and production of case studies”; Case-study videos editing instructions, common intro and outro. 5 case-study videos developed – one per country in national languages (IT, HR, BG, RO, DE) + subtitles in English and project languages.

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12

## O3: Final Methodology Guidelines:

**O3\_A1:** *Cesfor*: Development of one document containing the definition of professional profiles.

**O3\_A2:** *Cesfor + support of all partners*: development of the “Methodological Guidelines for the implementation of the interdisciplinary curriculum: Sustainable Conversion Project Consultant.” Translated into all partner languages (6 versions of the MGs)



**O3\_A3:** *Europanorat + support of all partners:* Development of a document containing the Elements of professional guidance to be inserted within the Methodological Guidelines with the aim to give value to the innovative competences acquired through the course and then to provide users with key-elements to successfully enter the labour market.

Also, 10 sustainable conversion project proposals were developed by the pilot course participants – in interdisciplinary teams and under the mentorship of teachers/trainers from partner organizations. They were summarized and their abstracts were included in Final methodology guidelines.

## Conclusions:

The evaluation was conducted to identify points of strengths and weaknesses of the project and think about alternatives. From this viewpoint, based on the project information available above, the team was able to identify important aspects of this project that are of significant value:

13

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The COMPASS project has proved to bring about a remarkable improvement in the conception of a new cross-border professional figure, i.e. the sustainable conversion project consultant, and has given the opportunity to young talented professionals to acquire these innovative competences and make them stand out in the labour market. Furthermore all training contents, as OER, will give the chance to interested people to access to this resource of knowledge and competences, as per the Erasmus+ programme regulations.

The partner organizations have also greatly benefitted from the whole project activity by developing new expertise and increasing their network of public and private organizations.



In conclusion, the COMPASS project has proved to be a constructive and innovative experience which brought a benefit both to participating organizations and to the target group involved in it, therefore generating a broader profit for the training sector and for the urban environment in which we live.

At the phasing out of such a project the issue of sustainability is of great importance, even more so because the EU funds and the investments done by the project partners in accomplishing all project activities and involving the target group have entailed a great deal of effort and the COMPASS project achievements surely represent a unique means or a perfect springboard to create innovation in the field of environmental sustainability and of mindful construction industry.

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