PROJECT CONSORTIUM MEETING #2: BARCELONA

Thursday-Friday 17-18 January 2019
Universitat Pompeu Fabra, Barcelona

Meeting minutes (draft version)
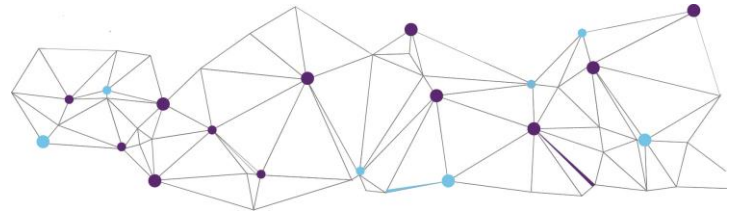
Summary: key decisions and follow-up items

WP0: Management
- Whole consortium satisfied with project management and project progress.
- Partners will make corrections to November financial reports based on TU Dresden feedback.
- Next financial reports due 31 March 2019.

WP1: Mapping:
- Whole consortium fully supports the findings of TEFCE mapping carried out in WP1.
- Discussions were held regarding ambiguities of certain conceptual definitions, meaning that the Expert Team will need to clarify these points in the following project phases.

WP2: Toolbox
- The proposed TEFCE toolbox was successfully tested by participants during a workshop. The whole consortium fully supports the objectives, structure and methods of the TEFCE toolbox.
- Several elements of the toolbox were identified as needing further clarification, meaning that the Expert Team will need to make corrections and additions to complete the toolbox.
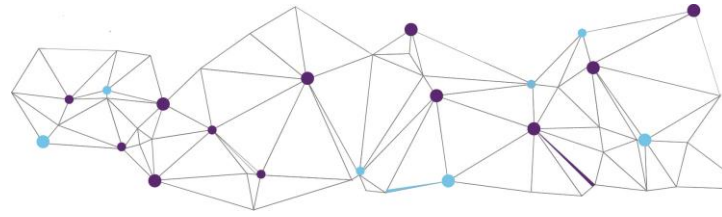
WP3: Piloting
- All piloting institutions agree with objectives, structure and method of the piloting process.
- All piloting institutions mapped existing practices, proposed piloting teams and data-collection methods, identified possible challenges and proposed dates for piloting visits.
- All piloting institutions need to confirm proposed dates by 1 February 2019.
- IDE will then provide further information on the piloting process in February.

WP5-6: Consultations; Visibility
- Whole consortium satisfied with implemented activities to promote the TEFCE project.
- New ideas were proposed for engaging with external stakeholders from within the consortium (ECIU, ACUP and PPMI) and from outside (through meetings with stakeholders and through attending targeted international conferences).
- IDE and the Expert Team will need to decide by early February on which meetings and conferences to attend.

Meeting evaluation:
- The project manager evaluated that the meeting was a great success – in terms of the cohesion of the group, the proactive participation of all and the high productivity achieved.
- According to the meeting's evaluation survey (completed by 14 out 20 participants), both the content and the organisation of the meeting were also evaluated as being excellent.

Day 1: Thursday 17 January 2019

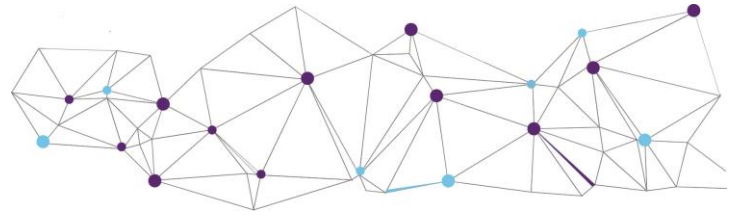## Keynote: The community engagement of Catalan universities

Josep Maria Vilalta (Association of Catalan Public Universities - ACUP) presented the activities of ACUP and its member universities related to community engagement in higher education. The presentation (PPT available here: https://bit.ly/2FXypMJ) covered activities related to engagement with the civil and business sector to address the regional (economic and social) needs of Catalonia, to service-learning in higher education and to a new initiative to assess the social impact of universities through the methodology of Integrated Social Value (interview-based, rather than metric-based).

Nadja Gmelch (Universitat Oberta de Catalunya - UOC) presented the way in which an online, open university approaches community engagement (PPT: https://bit.ly/2S6d3TC). UOC frames its engagement through the UN's sustainable development goals (SDGs), through widening access to its programmes to disadvantaged groups (refugees, disables persons etc.), through equipping their students with 'global competences' and also working on participatory projects with NGOs and through promoting open knowledge.

Manel Jimenez (Universitat Pompeu Fabra - UPF) described how UPF is engaged through activities coordinated by UPF's pro-vice chancellor for social responsibility. Social responsibility is a key focus area in UPF's mission and strategy, and that is integrated into teaching, research and other activities. Among UPF's initiatives is the EDvolution module that links teaching and learning modules with societal needs and UPF's Passport portfolio scheme, which recognises skills developed by students through societal engagement. UPF is also involved in a range of service-learning activities organised through the Centre for Learning Innovation and Knowledge (CLIK) including to help prisoners to integrate in society.

Session 1: Clarifying concepts and mapping previous initiatives

The TEFCE Expert Team members (Paul Benneworth, Bojana Ćulum Ilić, Thomas Farnell, Marco Seeber, Ninoslav Šćukanec Schmidt) presented the findings of the project's WP1 publication: *Mapping and Critical Synthesis of Current State-of-the-Art on Community Engagement in Higher Education* (2018). The presentation (PPT: https://bit.ly/2HC9sIO) clarified the concept of community engagement in higher education, mapped international initiatives to develop frameworks for measuring community engagement and concluded with the principles for a new European framework for community engagement of higher education. The ensuing discussion with the consortium led to the following conclusions and open questions:

- **Overall feedback:** The consortium provided highly positive feedback regarding the quality of the publication, the broadness of its scope and the clarity of the concepts and arguments presented.

- **The "value-free" nature of community engagement:** Nadja Gmelch (UOC) questioned whether the reluctance to link community engagement to specific societal values or goals (e.g. social justice) might not lead to negative consequences, such as including regressive social movements as legitimate community stakeholders. Thomas Farnell (IDE) responded that the TEFCE project wished to avoid community engagement being framed necessarily as being part of the social justice agenda, and it being open to a range of societal goals (including economic development). And this position does indeed mean accepting that there is a risk that certain kinds of community engagement might clash with the values of others.

  o *See p. 7 for a follow-up discussion to this question.*

- **SMEs and community engagement:** Don Westerheijden (CHEPS) acknowledged that technology transfer and innovation would not fit under community engagement, but he opened the question of if and how entrepreneurship and small and medium enterprises could fit under this category? Representatives of the University of Rijeka expressed their intention to include SMEs, particularly those founded by the university (e.g. StepRI company), in the piloting phase (WP#3) in Rijeka. Thomas Farnell answered that this remained only partially defined: while social enterprises (addressing social needs in the community) would clearly fit, the Expert Team still need to draw a clear line regarding what kinds of SME-related activities of universities could count (or not) as university-community engagement.

- **The geography of community engagement:** Edwin van de Wiel (RegioTwente) asked whether community engagement is necessarily local, whereas Josep Maria Vilalta (ACUP) asked whether initiatives for 'global engagement' (including through partnerships for addressing the SDGs) could also count as community engagement. Thomas Farnell answered that community engagement can be from the local to the global: but that the key defining feature is whether universities develop mutually beneficial partnerships with community actors with fewer resources. However, note should be taken about the geographical ambiguity of the term in future publications and communications regarding the TEFCE project.

- **Community perspectives in the process:** Josep Maria Vilalta (ACUP) asked how to ensure that the TEFCE toolbox does not become another university-centric tool, in which the community itself has no say. Thomas Farnell answered that, firstly, that the community would be presented in the piloting phase of the toolbox and secondly, that structure of the toolbox itself focused above all on whether the university has mutually beneficial relationships with external partners (and that this is different to most other tools used so far). So any initiatives in which the community does not have a meaningful role will be clearly distinguished from those that have more concrete engagement.
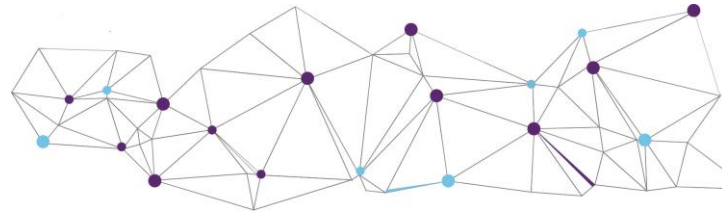
Session 2: The TEFCE Toolbox

The TEFCE Expert Team members introduced the prototype of the TEFCE Toolbox for community-engaged universities by presenting how the TEFCE defines the community-engaged university and what methods the toolbox uses (PPT: https://bit.ly/2FRqQai). Following the presentation, participants divided into five groups and tested the Toolbox in a workshop, based on illustrative examples of community engagement (available here: https://bit.ly/2FJwcFd). Part 1 of the workshop focused on groups categorising illustrative practices according to dimensions & sub-dimension, while Part 2 of the workshop focused on categorising other practices according to level. After the five groups presented the results of their toolbox application, overall conclusions were formulated as follows:

Toolbox structure and clarity

- **Overall feedback:** All five groups responded very positively to the toolbox and confirmed that it was understandable, relatively easy to apply (and sometimes 'fun'!) and that the theoretical framework providing the foundation to the toolbox was of high quality. At the same time, several aspects of the toolbox need improving and clarifying before its piloting, as noted below.

- **Ambiguities of wording of dimensions, sub-dimensions and levels:** The groups identified a number of ambiguities and some small errors in the toolbox grid:

  - <u>Dimension I (teaching and learning):</u> Should non-formal programmes fit under Dimension I.1 (study programmes & courses) or under Dimension III.3 (capacity building)?
  - <u>Dimension III (service/knowledge exchange)</u>
    - Generally, Dimensions III.1-3 overlap significantly.
    - Dimension III.2, it is unclear that the sub-dimension refers only to *membership* in groups and associations.
    - Dimension III.3 is different in the 'dimensions' and 'levels' documents, which needs correcting.
    - Dimension III.3-4 impact: difficulty how to define/prove impact according to the indicator – needs clarification.
  - <u>Dimension IV (students):</u> it is unclear whether it refers only to student-*led* initiatives or to any initiatives led by others in which students participate (e.g. projects, volunteering schemes, etc.)
  - <u>Dimension V (management):</u>
    - Dimension V.1 has a vague description at the sub-dimension level.
    - The existing sub-dimensions do not provide space for initiatives whereby a university rector or senior management carry out high-level policy advocacy or lobbying for the benefit of the community (example from Chicago "Opportunity Zones").
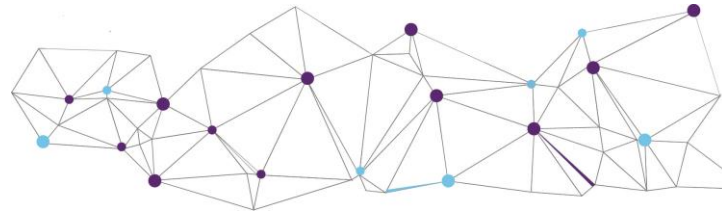
- Overall:
    - The wording of sub-dimensions should be double-checked to avoid possible ambiguities and lack of clarity.
    - There was an illustrative case in which the university cooperates with one citizen to address a societal need. Would such an example count? Does community engagement also cover engagement with citizens, including individual citizens?

- **Practices are multidimensional – but this is not a problem:** One of the conclusions of all the groups is that a single practice can fit simultaneously into a number of different categories. None of the groups had a problem with this multidimensionality, but it was concluded that the multidimensionality of the tool should be emphasised in the guidelines for users.

- **Borderline cases:** For many illustrative examples, it was difficult to determine how to fit them into the toolbox framework e.g.

    - Initiative by local government to provide grants to students, in return for community volunteering.
    - Initiatives related to engagement with/through SMEs, student business incubators, Ministry of Defence, etc.

- **Initiator of the community-engaged practice:** Many groups highlighted that from the description of the practices it was unclear who was the initiator of the practice – the university, the community, or both. Since levels are assigned according to the role of the community in setting the agenda, such information is important to explicitly obtain in the data-collection phase.

- **Insufficient information from illustrative practices:** Many groups encountered a problem of a lack of sufficient information to categorise the practices. A discussion ensued on how the TEFCE toolbox should balance brevity of data-collection (in order to retain the interest and patience of its users) and the need for a sufficient level of detail in order to use the toolbox properly. The conclusion was to use a one-page structured template, allowing users to provide description of their practices, while also answering structured questions whose answers are essential in order categorise the practice according to the Toolbox levels.

- **The risks of insufficient of evidence:** Linked to the point above, the groups noted that there can be a risk of bias on behalf of the piloting teams who may make assumptions about many unwritten parts of practices (e.g. who initiated it; was there a positive impact; etc.), in cases where the practice are innovative and impressive. There is also a risk of 'strong characters' within piloting teams who might push to assign a certain level despite lack of evidence.

- **Care to be taken with descriptors of Level 5:** If the toolbox is to be used on a continual basis (e.g. every 4-6 years), then it is important that the Toolbox think about how to determine the criteria for achieving Level 5, to make sure that it is not too 'easy' to achieve, since the goal of the tool is to promote continuous improvement of community engagement, and not to reach a final benchmark. A Level 5 would ideally be reserved for practices that are sustainable and have an impact.
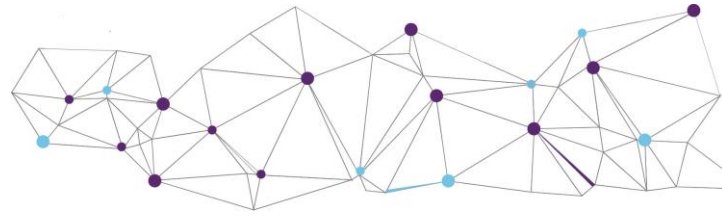
- Other issues:
    - o There were cases of practices that emerged from quite low levels of engagement (e.g. external funding for university to carry out 'top-down' engagement), but that resulted in good outcomes for the community. The Toolbox should find a way to mitigate for such cases that are initially 'thin' on engagement levels.
    - o There were cases in which community engagement was carried out via *intermediaries* – how to treat them?

Additional discussions during networking breaks

- **How to convince universities to apply the toolbox?** Troels Jacobsen (ECIU) supported the relevance of community engagement but questioned how and why would universities and academics set aside time for such an activity, in the context of all their other priorities. His questions were therefore: who are the precise toolbox target groups (which universities do we expect to get on board, and who within the university?) and what's in it for them?

   Thomas Farnell responded that the main assumption of the Expert Team was that intrinsic motivation would be the driver for using the TEFCE toolbox. On the one hand, universities that already recognise the value of community-engagement are most likely (initially) to be willing to invest time to use the TEFCE toolbox. On the other hand, academics and students that are already proactive and engaged are likely to be motivated and willing to share their stories via the toolbox. So those specific target groups could be expected to support the Toolbox and its application.

   Another response to the concern of who would invest so much time in the Toolbox is that the 'Quick Scan' provides an elegant solution: a university can choose to initially map its community engagement using the Quick Scan tool in a very short period of time before committing (if at all) to carryout out a more substantial mapping process.

- **Reflections on the philosophy of the Toolbox and on avoiding scoring:** Thomas Cooney and Don Westerheijden discussed their thoughts on the Toolbox with Thomas Farnell, which resulted in the following conclusions.
    - o It is impossible to create a tool that would be all-encompassing for the university and that could provide any objective 'score' in how community-engaged it is. And this is arguably one of the flaws of the HEinnovate tool.
    - o The TEFCE toolbox therefore should ensure that it does not become an exercise in which the university scrambles to find best practices so that they can score high points.
    - o In that sense, it is important that the Toolbox is applied by a university team with diverse members, and not just by university administrative staff at the senior management level
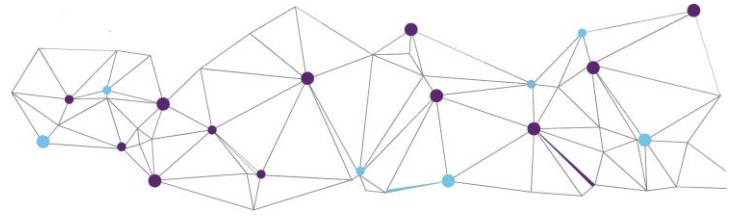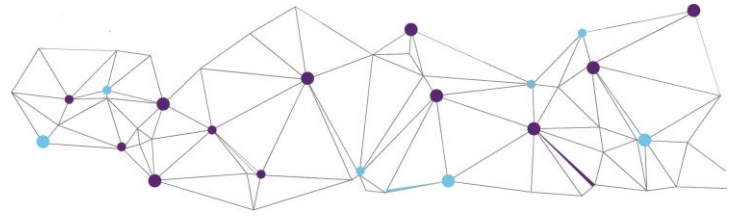
(since their priorities are often related to more narrow approaches to performance assessment, rankings and benchmarks)

- o The main value of the Toolbox is that it should help universities to establish where they objectively currently stand with regards to community engagement and what the university is currently doing that brings value to the community (and vice-versa).
- o Additionally, if the toolbox is to help universities to improve, it may well be that different universities will have different goals with regards to where they want to be – i.e. not every university should necessarily need or want to reach a Level 5. This again, confirms the approach of not scoring institutions and comparing their scores with others.

- **Towards a SWOT analysis … with a key difference:** Thomas Cooney, Don Westerheijden and Thomas Farnell also discussed that the Toolbox should lead towards a critical interpretation of the mapping results, which could lead to defining plans for further improvement. The idea of a SWOT analysis was discussed and it was agreed that this could help the university assess where it stands, and where it is going. But one important point that was made is that the Toolbox should avoid using the phrase 'weakness', since this again uses the logic of 'good' and 'bad' scores, and assumes that all universities should be achieving a Level 5 in all dimensions. Instead, the Toolbox should allow for context-specific differences in levels, and should allow for the university to identify where it determines it needs to improve, and where it might not necessarily need to improve.

  Nino Schmidt participated in a similar discussion with some participants – the conclusion was that the SWOT analysis could be the last step in applying the Toolbox (after Quick Scan and after assigning levels to sub-dimensions). TEFCE could produce the SWOT guidelines (along with the SWOT-template) where it will be explained how to apply the SWOT analysis. The SWOT-template could have a set of questions (for strengths, weaknesses, opportunities and threats) that will help users in deciding where to place in SWOT-grid selected practices. Such SWOT analysis should represent a roadmap (action plan) on how to make improvements in CE (enforce strengths, use opportunities, correct weaknesses, avoid threats).

- **Resolving the Toolbox's lack of commitment to specific social values:** Nadja Gmelch suggested whether a compromise could be to for the TEFCE project to including minimal ethical standards in order to avoid bad-faith, socially regressive initiatives being included under the community-engagement category. Irma Budginaite and Bruce Phillips further discussed this idea with Thomas Farnell, who made note of the proposal for discussion with the Expert Team.

- **Legitimacy of community actors engaged with:** Linked in part to the point above, Victoria Gomez (ACUP) asked how to determine whether a community actor fits under the 'less powerful' category; Irma Budginaite (PPMI) questioned how to determine the legitimacy and representativeness of different community actors (including identifying 'bad-faith' initiatives). Thomas Farnell made note of both points for future discussions with the Expert Team.
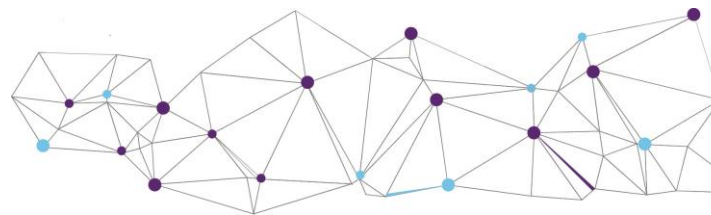
Day 2: Friday 18 January 2019

Session 3: Piloting the toolbox – presentation and workshop

The initial TEFCE piloting protocol was presented (PPT: https://bit.ly/2Mqbn20), followed by group-based workshop to discuss how the piloting could take place at each pilot institution (Dresden, Dublin, Rijeka, Twente). The detailed results of the workshop are presented in a table on the next page. The overall conclusions can be summarised as follows:

- **State-of-play:** All the piloting institutions have already mapped a number of community-engaged initiatives that can provide the initial basis for the data-collection.

- **Piloting teams:** All piloting institutions have a preliminary list of members of the piloting team – although two universities are not sure to what extent they can ensure proactive university management participation in the team.

- **Data collection:** All piloting institutions will be adapting an incremental, 'snow-ball' approach to data collection, rather than opting for a public call for practices via direct emails to university staff. Some universities, however, were open to the idea of provided targeted calls for practices within relevant newsletters, events, etc. Some universities already have community engagement offices (or communication and access offices) which should play a central role in data collection.

- **Concerns regarding piloting:** The main concern of two of the partners was how to complete the piloting within the provided time frame, since the data collection is demanding (by May/June).
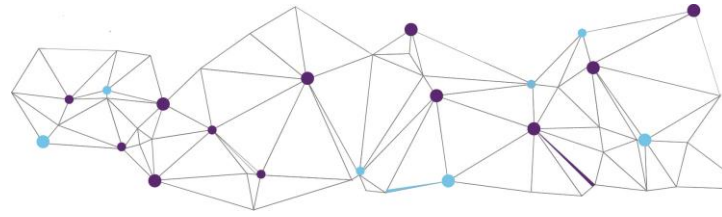
Other discussions and their conclusions were the following:

- **Community representatives:** All piloting teams also agreed that it would be important to include at least 1 community representative in each piloting team.

- **Number of practices:** The consortium discussed how many practices should be considered as the minimum in the data-collection phase. The conclusion was that the criterion should the 'saturation point' – i.e. ensuring that all dimensions are covered by the collected practices. A preliminary estimate was that this would probably require at least 20 practices per university.

- **Language:** For Germany and Croatia, it was concluded that the data collection would need to take place in the local language – which will raise the question of how much of the collected data should be translated back into English for the purpose of the piloting visit and institutional report.

Piloting workshop conclusions

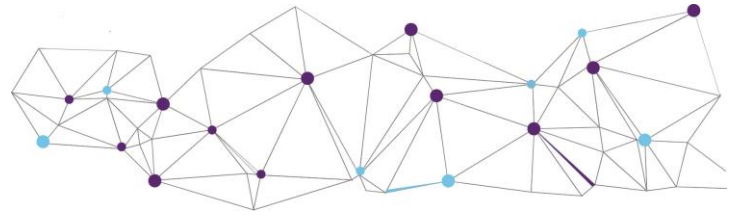|	Dublin	Dresden	Twente	Rijeka
State-of-play	• Office for Access and Civic Engagement • *Students Learning with and for Communities* initiative • New campus: already much cooperation with the community • TU Dublin highly engaged – although not yet in strategy! • Should not be a challenge to find data	• Several initiatives to start with: work with refugees; Dresden Concept (linking uni with local partners); Future City; Dresden Welcome scheme; European Capital of Culture 2025.	Engagement at many levels • Teaching, research • Organisational units (science shops, design labs) • Facilities (access for community) • Programmes (refugee start-ups, open days, science days) • Links with schools	• Management: engaged leadership; university foundation • Teaching: community-based learning; LLL programmes • Service: volunteering, science days, public debates • European City of Culture 2020
Piloting team	• TEFCE: Tom, Emma, Bruce • Vice-Rector for Research • Student Union rep • Community rep • IT Tallaght and IT Blanchardstown reps.	• TEFCE: (EPC organisation only), Knowledge Architecture Lab and City of Dresden • Dresden Concept • Rector's office; comms. & strategy office; new internationalisation dept. • Student council et al.	• Potential members all identified, including university reps, students, and community reps	• Potential members already identified – the setting up of piloting team is already in progress.
Data collection	• Emma – linked to her PhD • Data sources: strategic documents, annual reports, web crawling, DIT Civic Engagement Office, national/city initiatives; PR office. • Detailed data: peer-to-peer platform; practitioner.interviews	• Initial desk-based data collection • Follow-up with practitioners for more information and feedback • Press release and personal contacts	• Initial desk-based data collection • Follow-up with practitioners for more information • Searching UTWE Twitter feeds • Design Lab sessions and public debate with community	• Begins with existing knowledge of practices, • Second step involves meetings with practitioners and 'snow-balling' from then on
Concerns	• TU Dublin new institution – not familiar with practices outside DIT or with TU Dublin president	• Language obstacle • Convincing practitioners to take part	• Time, budget • Echo chamber effects, coverage, representativeness	• Challenge of de-centralised university – possible resistance of faculties to central data collection.

Regarding the dates of the piloting visits, the following preliminary plan was agreed by all the piloting institutions. The dates should be confirmed by each institution **by 1 February 2019**.

Piloting visits dates

Date	Hosting team	Visting team	Review team	Report drafted by
14-15 May 2019	Dresden 1. TU Dresden 2. City of Dresden	Twente 3. University of Twente 4. RegioTwente	5. IDE 6. UTWE 7. Expert Team member 8. ACUP	UTWE + IDE
27-28 June 2019	Twente 1. University of Twente 2. RegioTwente	Dublin 3. TU Dublin 4. Dublin City Council	5. IDE 9. Expert Team member 6. ACUP 7. PPMI	IDE + Expert Team member 2
24-25 September 2019	Rijeka 1. University of Rijeka 2. City of Rijeka	Dresden 3. TU Dresden 4. City of Dresden	5. IDE 6. UTWE 7. PPMI 8. ECIU	IDE
7-8 November 2019	Dublin 1. TU Dublin 2. Dublin City Council	Rijeka 3. University of Rijeka 4. City of Rijeka	5. IDE 6. ECIU 7. UNIRI 8. UGHE	UNIRI + IDE

Blue text = Expert Team members – to be confirmed who will attend which visits

Session 4: Project management and reporting

IDE and TU Dresden (the TEFCE project management team) provided the consortium with updates on project progress/milestones, and in particular on the results and conclusions of the first financial reporting period (PPT: https://bit.ly/2FJ8SHA).

There were no questions on the progress of the TEFCE project as a whole. Regarding the TEFCE project finances, TU Dresden emphasised that the first financial report was not completed by all partner institutions and that many partner institutions did not provide the financial documents in line with the guidelines provided by the European Commission, although they are included in the partnership agreement, were presented at the kick-off meeting and the webinar in April and November. All partners were reminded of the documents necessary to provide for all incurred costs (in particular for staff costs: contract; salary slip and proof of payment). The next financial reports will need to be provided by 31 March 2018. Partners are invited to start early to ensure answers in time.
EPC answered questions according to institutional reporting bilateral with PPMI, ACUP, Uni Rijeka, ECIU.

Session 5: Spreading the word & achieving policy impact

In the final session, the presentation provided an overview of progress regarding the dissemination of project results and networking with relevant international stakeholders (PPT: https://bit.ly/2RHhXHk). The ensuing discussion focused on upcoming activities and partner roles in supporting the dissemination efforts and in engaging with stakeholders outside the project consortium. In particular, the discussion focused on how (in the longer term) to advocate the recommendations of the TEFCE project towards decision makers. The conclusions were the following:

- **TEFCE webinars or other approaches in 2019?** The TEFCE project partner networks (ECIU, ACUP and PPMI) were asked what they thought about organising webinars in the first half of 2019 (with a focus on getting feedback to the draft toolbox before its piloting). The response of was that the timing is not ideal, and there may be more effective ways to engage with their networks.
    - ECIU offered the option of presenting the toolbox at one of the next ECIU meetings in April or October 2019
    - ACUP offered the option of presenting the toolbox at an ACUP event in March 2019 and of facilitating a meeting with UPF and UOC for them to test the toolbox using the quick scan.
    - ACUP also mentioned the various options of engaging with the GUNI network: this could happen via meetings with partner universities on other continents such as South
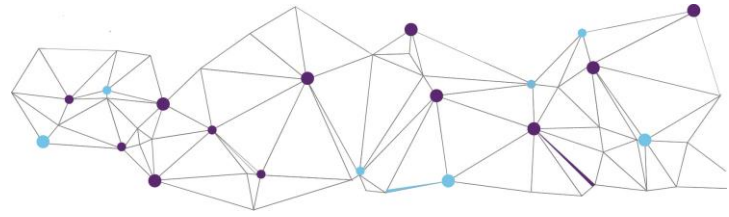
America or Africa (if the project allows for this), or by asking some GUNI members to volunteer to test the toolbox and provide feedback.

- o PPMI mentioned that a proposal by IDE (a member of NESET) to carry out a study on community engagement will be proposed to the European Commission. If agreed, this will open many other opportunities to present the project, including at the NESET conference.
- o ACUP also added that they have close contacts the with the Talloires Network and with the UNESCO Chair for Community-Based Research and Social Responsibility in Higher Education, so there may be ways to get their feedback to the toolbox in the coming month. ACUP also recommended to engage with the RRI community for feedback to the toolbox, including through the RRI Hub.

- **Approaching high-level European and international stakeholders:**
  - o There was an agreement by the consortium that formally approaching the 'big players' such as the European Commission, OECD and the 'E4' group of associations of higher education institutions in order to present the TEFCE findings and the toolbox could happen at a later stage, once the TEFCE project has a more substantial critical mass of support from other stakeholders.
  - o In the meantime, a concrete opportunity to pitch the TEFCE ideas to an influential group will be through IDE's participation in the work of the Bologna Follow-up Group (co-chairing of the Advisory Group for Social Dimension of the BFUG). This will provide a good opportunity for networking and agenda setting, as well as an opportunity to discuss the project with the European Student Union (who will co-chair with IDE), EUA, and European Commission.
  - o An additional idea that was proposed was to discuss TEFCE with European bodies of HE quality assurance agencies – e.g. ENQA and EQAR, or more discipline-related bodies such as EQUIS.
  - o Another idea was to ensure that the TEFCE projects tries to position itself within the debate on the Sustainable Development Goals (SDGs) since it is an topic that it becoming increasingly visible and that could open many communication platforms for TEFCE.

- **Participating at relevant international conferences:** The following conferences were discussed by the group and were considered by most of the participants as being good opportunities to present the TEFCE project:
  - o **2019:**
    - EAIR – The European Higher Education Society, August 2019, Leiden
  - o **2020:**
    - International Association of Universities (IAU)– autumn 2020, Dublin
    - Consortium of Higher Education Researchers (CHER)– October 2020, Rijeka
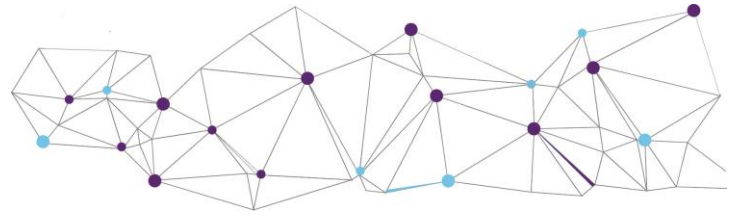
- o **Other ideas to consider**: although they focused on engagement with business, it may be worth considering whether TEFCE could present its findings at future conference of the EC University-Business Forum and the University-Industry Innovation Network.
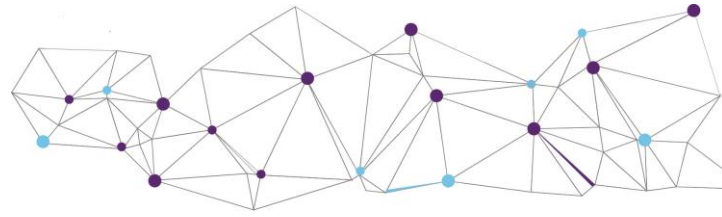
List of participants

Surname	Name	Institution
Benneworth	Paul	CHEPS, University of Twente
Betts	Alicia	Association of Catalan Public Universities
Budginaite Mackine	Irma	PPMI
Cooney	Thomas	Dublin Institute of Technology / TU Dublin
Culum Ilic	Bojana	University of Rijeka
Farnell	Thomas	Institute for the Development of Education
Glavan Sculac	Daria	University of Rijeka
Gomez	Victoria	Association of Catalan Public Universities
Jacobsen	Troels	ECIU / University of Stavanger
Jannack	Anja	TU Dresden
Pašić	Mirela	City of Rijeka
Phillips	Bruce	Dublin City Council
Schmidt	Ines	TU Dresden
Šćukanec Schmidt	Ninoslav	Institute for the Development of Education
Seeber	Marco	Ghent University
Stelzle	Benjamin	TU Dresden
Timmroth	Marcel	Landeshauptstadt Dresden/ City of Dresden
van de Wiel	Edwin	Kennispunt Twente / RegioTwente
Vilalta	Josep M.	Association of Catalan Public Universities
Westerheijden	Donald F.	CHEPS, University of Twente

Guests

Jimenez	Manel	Universitat Pompeu Fabra
Gmelch	Nadja	Universitat Oberta de Catalunya
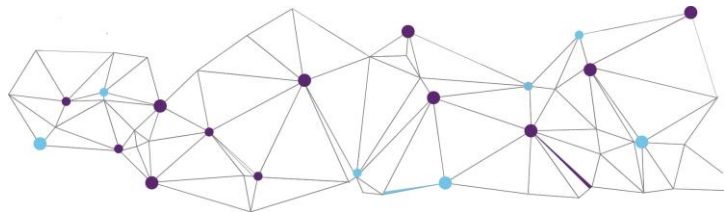
Meeting evaluation

Evaluation forms were completed by **14 out of 20 participants** via a Google Forms survey. Participants were requested to respond to each question with a numerical score of 1 (lowest rating) and 5 (highest rating).

Session or topic evaluated	Average score	Lowest score
1. Content of meeting	4,6	
DAY 1: ACUP presentation on community engagement in Catalonia	4,1	3,0
DAY 1: Expert Team presentation on conclusions of WP1 publication	4,5	4,0
DAY 1: Expert Team presentation of TEFCE Toolbox	4,8	4,0
DAY 1: Workshop on TEFCE Toolbox	4,9	4,0
DAY 1: Workshop on TEFCE piloting	4,6	3,0
DAY 2: Project management and reporting	4,2	3,0
DAY 2: Discussion on project visibility, consultations and policy impact	4,1	1,0
Overall level of inclusiveness and participant interaction during meeting	4,9	4,0
Overall quality of meeting	4,9	4,0
2. Meeting organisation	4,9	
2.1 Timeliness and quality of information received prior to meeting	4,9	4,0
2.2. Quality of meeting location	4,8	3,0
2.3. Quality of lunches and coffee breaks	5,0	5,0
2.4. Quality of informal networking	5,0	5,0

The evaluation results show very high levels of participant satisfaction with both the meeting content and organisation – with the only areas being provided with a low score (although only by 1 participant) being the session on project visibility, consultations and policy impact (unfortunately, there were no suggestions on how to improve that session in the future!).
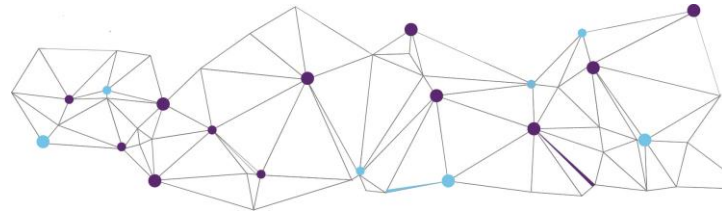
Photo gallery

Complete photo gallery available on TEFCE Flickr:
https://www.flickr.com/photos/tefce/albums/72157705708033005