



## KA2 SMALL SCALE PARTNERSHIPS SCHOOL EDUCATION, VET AND ADULT EDUCATION

MANUAL TO FILL IN THE APPLICATION FORM

### Algemeen

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- Gebruik / creëer je persoonlijke [EU-login](#) om toegang te krijgen tot het [aanvraagplatform](#).
  - Onder “Opportunities (Erasmus+)” zie je de open calls en kan je het gewenste aanvraagformulier selecteren.
  - Onder “Applications” vind je jouw aanvragen (zowel de draft versies als ingediende projecten)
- Het formulier wordt automatisch opgeslagen (en kan je steeds terugvinden onder “Applications”).
- Pas wanneer alle elementen van het “content menu” zijn ingevuld (en groen aangevinkt), zal je de aanvraag kunnen indienen.
- Ook na het indienen kan je nog zaken wijzigen, zolang dit voor de indiendeadline (**23 maart 2022, 12u 's middags**) gebeurt.

**Mindset:** probeer vooraleer je het aanvraagformulier invult een antwoord te vinden op volgende vragen:

1. Wat zijn de noden en uitdagingen van de school / organisatie?
2. Hoe ga je antwoorden zoeken op die uitdagingen? M.a.w. welke activiteiten plan je te organiseren voor je lerenden en / of personeel en welke doelen wil je bereiken?
3. Hoe ga je de leerresultaten van deze mobiliteiten verankeren op school?

# Application

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## CONTEXT

- **Field:** this field will be filled in automatically, based on the opportunity you selected. Please note that this field is not necessarily the field your school/organisation is most active in: in which field, your project will realize the most impact?
- Fill in the asked details (title, acronym etc.)
- Project start date: **between 1<sup>st</sup> of September and 31<sup>th</sup> of December** following the submission date (23th of March 2022)
- Project total duration: 6 to 24 months.
- For Flemish organisations: tick 'BE02' for Epos.
- **Lump Sum (!): instead of composing your budget, you will have to choose between two fixed lump sums: 30.000 euro or 60.000 euro (based on the activities you wish to realize).**

## PRIORITIES AND TOPICS

*Under this section, you try to 'sell' your project by working on its relevance in relation to the Erasmus+ priorities.*

- Select the most relevant priority that your project addresses. Make sure your choice is credible. Keep in mind the finality of your project. If relevant, you can select additional priorities.
- Select up to three topics addressed by your project (pop out menu)

*Hint: See Programme Guide, p. 216-223 (NE version). Those priorities can be used as overarching concepts: E.G. Under the umbrella of 'environment and fight against climate change', you can set up a project in which you also want to improve the scientific competences of your students.*

## PROJECT DESCRIPTION

- **What are the concrete objectives you would like to achieve and outcomes or results you would like to realise? How are these objectives linked to the priorities you have selected?:**

the proposal should be based on a genuine and adequate needs analysis: Why do you want to develop this project/is this project necessary and useful? Please focus on the must-haves and try to 'sell' your project:

1. What is the **common need**/problem/challenge this partnership faces?  
And link it to the selected priorities. *Explain how you identified this needs.*
2. If possible, '**translate**' the need/challenge to your school/organisation. This can be different for every partner.
3. Define your general **objectives** for the project. Explain your objectives for the target groups involved in this project and start from the level of the school/organisation.

*An example:*

*1. In today's society, we notice a growing need for technical skilled employees. The governments of the countries in this partnership want to tackle this by encouraging schools to strengthen STEM-education at school. However, the schools in this partnership face a lack of educational material for STEM-education.*

2. A need analysis in all schools of this partnership shows that country X urgently needs good tools and methods for 'engineering' education, that country Y lacks educational material on experience-based maths education, etc.

3. Therefore, this partnership aims to exchange good practices on STEM-education to provide students of 17-18 years old in general education with the skills needed to continue their education in higher education in technical professions.

*Hint: try to fit your concrete objectives under the umbrella of a more general goal: E.G. trying to improve the digital literacy of your students can be fit under the umbrella of 'inclusiveness and diversity'*

*Hint: try to formulate your objectives in a SMART way - Use our [Horizon Guide](#) (p.10-13) to define your needs and objectives.*

*Based on those objectives, which results/outcomes do you expect? How will they have an impact on the priorities you selected?*

▪ **Please outline the target groups of your project:**

*Target groups (= to who?):*

*You can describe two kinds of target groups: internal and external target groups.*

*Examples of internal target groups are (within the own school/organisation):*

- Learners/students
- Teaching staff/personnel of the school/organisation
- Associated partners
- etc.

*Examples of external target groups are:*

External target groups can be described geographically (local, regional, national, European) and be situated in and outside the educational world.

- end-users of the activities and results
- groups of colleagues
- education networks
- stakeholders, experts, etc.
- decision-makers on local, regional, national and European level
- press and media
- the general public
- etc.

▪ **Please describe the motivation for your project and explain why it should be funded:**

Here, you can focus more on the needs analysis of your project within your organisation: what are your motives? On which needs are those motives based? How did you investigate those needs? *E.g.: Based on a survey, within my organisation, 1/3 of my students/clients/... describe themselves as people with fewer opportunities*

Next, you can link those needs to a broader social context: *data about child poverty in Europe, Literacy, ....*

*Hint: try to sell your project: focus on the must-haves!*

- **How does the project address the needs and goals of the participating organisations and the identified needs of their target groups?\***  
Here you need to link your needs and objectives: how will the realisation of the objectives and linked activities have a positive impact on the identified needs?
  - Focus on your unique selling point: based on a strong analysis of the social/societal context, how can the realisation of your concrete objectives (e.g. improve the competences of teachers) improve your needs in an innovative way?
  - Focus on the potential outcomes and impact of your project.
- **What will be the benefits of cooperating with transnational partners to achieve the project objectives ?**

*Here, you explain the European added value: the reason why you develop this project on a European level and not only within the own school/organisation?*

- **Define the complementary strengths/needs:** how will the exchange of good practices be beneficial for the multiple partners in the partnerships?
- **Focus on the common goal:** if your needs are relevant for other schools/organisations in other EU-member states, the outcomes of your project will be of value on a European level.

## PARTICIPATING ORGANISATIONS

Insert the **Organisation ID** (= previous PIC-code. If you already have a PIC-code, you've been automatically allocated an organisation ID) of the applicant organisation and the different partners (at least 1 from 1 different programme country). For each organisation, you fill in the following sections:

### Profile

- Select the 'type of organisation' and answer additional questions if needed (pop out menu)

### Background and experience

- **Organization main activities:**  
Present your organisation. Mention information that is relevant for the jury and for this project proposal. E.g. if your project tackles early school leaving, please provide information that shows that this is a problem for your organisation
- **Activities relevant for the field of this application**  
Here, you can narrow your previous answer down to the field you selected: School Education, VET, Adult Education...
- **What profiles and age groups of learners are concerned by the organisation's work?**  
Link those profiles to the needs analysis: if your project focuses on learning disorders, you can describe challenges you face due to the profiles of your learners.
- **Years of experience**
- **If usefull, add comments or add any information to the summary of your organisation's past participation**

### Associated persons:

- Complete this information about key persons in your organisation who will be implementing the project. You have to include the coordinates of the legal representative of your organisation and from the primary contact person. If those two roles are filled in by the same person, you will have to add an additional associated person.

### Cooperation arrangements

- **How was the partnership formed?**

This question is about the **quality of the partnership** and the **relevance of the partners**.

- If you perform an exchange of good practice project or you develop an innovative product, you need the **partners' expertise** to do so. In this item you explain that the partners dispose of expertise on the project theme or in the field of EU-project management.
- It should be a **balanced partnership**: every partner gives input to the project based on their strengths and expertise.

In other words: **the partners should be relevant for and complementary** to each other.

So, here you explain the expertise (linked to the project theme) and the learning needs per partner. Partners are relevant for each other if they complement each other's learning needs.

*E.g. A Flemish organisation has a lot of expertise in talent development, but experiences a need in cooperative learning strategies. A Swedish school has a lot of know-how in cooperative learning strategies and looks for partners who have expertise in the use of good practices in the field of talent development. These partners are relevant for each other. If relevant, you can involve associated partners, see further question.*

- In this question, you can also explain that newcomers (= organisations without experience in Erasmus+ projects) are involved in the project. They can be relevant, because they can test if the developed expertise is transferable to other organisations.
- How did you compose the partnership? Do the partners know each other from previous projects? Or did you meet via eTwinning, via a preparatory visit, a contact seminar, etc.? Important is that you chose the partners, based on their expertise.

- **How will you ensure sound management of the project and good cooperation and communication between partners during project implementation?\***

The cooperation and communication must be effective. In this question you can explain how you will communicate and cooperate during the project between the partners and with different stakeholders (associated partners, learners, etc.). Focus on arrangements and tools.

### For instance:

- How does the management communicate (head of the school/organisation + project coordinator + 1 teacher/employee)?
  - On a weekly basis they organise a Skype meeting to follow up the project.
  - During two project meetings a year.
  - Etc.
- How do the teachers/employees involved communicate?
  - Every two weeks through eTwinning.
  - During a joint staff training event
  - Etc.
- Etc.

- **Have you used or do you plan to use Erasmus+ platforms for preparation, implementation or follow-up of your project? If yes, please describe how.**
  - Possibilities of Epale (focus: adult education)
  - SchoolEducationGateway (focus: school education): here you find online courses about different themes, you can share expertise with colleagues, etc.; [www.schooleducationgateway.eu](http://www.schooleducationgateway.eu)
  - eTwinning (focus: school education): e.g. in thematic groups you can share good practices, etc. [www.etwinning.net](http://www.etwinning.net)
  - Erasmus+ Project Results Platform: <https://ec.europa.eu/programmes/erasmus-plus/projects/>
  
- **Please describe the tasks and responsibilities of each partner organisation in the project.\***  
 Here again, your answer must prove a balanced partnership, where every partner takes responsibility. Start with defining the tasks and then share responsibilities, based on the expertise of the partners.  
 For instance:
  - Project management:**
    - o Role of the coordinator: ...
    - o Role of the heads of the organisations: ...
  - Organising Learning Activities, e.g. short-term joint staff training event:**
    - o Partner 1: ...
    - o Partner 2: ...
    - o Partner 3: ...
    - o Partner 4: ...
  - Developing the final product(s):**
    - o Partner 1: responsible for ...
    - o Etc.

## ACTIVITIES

- **List of activities: fill in the activity title of the different activities you want to implement within the partnership.**  
 You can use the view-button to fill in the activity detail section for each activity
  
- **Activity details:** for each activity, please fill in all the asked details:
  - Practical details
  - Content of the proposed activity
  - Target group: *focus on those groups that will experience a positive impact: this is not necessarily the group of people taking part in the activity!*
  - Link the activity to the objectives of this project.
  - Describe the expected results: *focus on the direct output related to realizing this activity and the indirect outcome.*
  - Describe the determination process to define the grant you ask for this activity (*determine the amount of the total budget you will spend on this activity*).

## BUDGET SUMMARY

- **This section will be filled in automatically, based on the description of your activities:** the total of the different grants (allocated to the different activities) should match the lump sum you requested in the context section of this application.

## IMPACT AND FOLLOW-UP

- **How will you know if the project has achieved its objectives? What tools or methods will you use?\***

### Quality indicators

How will the progress, quality and achievement of project activities be monitored? What qualitative and quantitative indicators will you use to measure the quality of the project's results? *Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.*

*important! When describing these indicators, don't focus on methods and tools but on those domains you will monitor to guarantee a successful output.*

*E.g: if the main goal of your project is to strengthen the literacy of your students, 'level of reading' can be an indicator. You can use tests at the start, during and after your project as a monitor mechanism to monitor this indicator.*

### Methods and tools

How will you measure the impact (the change)? *What methods will you use: e.g. before and after inquiry, observation, website statistics, learning results of students, etc.*

Define a method for each described impact!

*Hint: You can use different monitor and evaluation tools to guarantee the quality of your project (E.g. [the impacttool](#)). You can find many practical tips in [our toolbox](#) (p. 34-38).*

- **How will the participation in this project contribute to the development of the involved organisations in the long-term? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?**

*Note:* Impact= the long term effect that the activity carried out and its results have on people, practices, organisations and systems (related to the realisation of the main goals of your project).

Explain the expected impact on the level of:

- the participants: e.g. pupils/learners, teaching staff, etc.
- the school/organisation
- stakeholders: associated partners, parents, etc.

You can describe impact in the field of knowledge, skills and attitude.

- **Please describe your plans for sharing and use of project results.**
  - How will you make the results of your project known within your partnership, in your local communities and in the wider public? (1) Who are the main target groups you would like to share your results with? (2)

### 1. Dissemination activities (= what? and how?)

What kind of dissemination activities do you plan and through which media will they be



realised?

E.g. press conference, train-the-trainer for colleagues, website, etc.

*Before you fill in the following questions, please work out your dissemination plan: For a template to deliver a dissemination plan: see Toolbox '[Internationalisering verankeren op school](#)' (also available in English).*

## 2. Target groups (= to who?)

*You can describe two kinds of target groups: internal and external target groups.*

*Examples of internal target groups are (within the own school/organisation):*

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- etc.

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- end-users of the activities and results
  - groups of colleagues
  - education networks
  - stakeholders, experts, etc.
  - decision-makers on local, regional, national and European level
  - press and media
  - the general public
  - etc.
- Are there other groups or organisations that will benefit from your project? Please explain how.

## PROJECT SUMMARY

- general objectives: what do you intend to reach/change by means of the project and for what target group(s)?
- Implementation/activities (very brief): what activities do you plan? And what methodology will you use?
- Results/output: what results and impact do you intend to realise?

*Here, you can prove the consistency of your project proposal: this is probably the first part of the application that will be read by the jury.*

## ANNEXES

- **Declaration of Honour**  
The Declaration of Honour is the signature of this project.