



KA2 COOPERATION PARTNERSHIPS SCHOOL EDUCATION, VET AND ADULT EDUCATION

MANUAL TO FILL IN THE APPLICATION FORM

Algemeen

- 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

CONTEXT

- Project start date: **between 1st of September and 31st of December** following the submission date.
- Project total duration: 12 to 36 months.
- For Flemish organisations: tick 'BE02' for Epos.
- *NEW: select "project lump sum": please note that the actual budget (see *Project design and implementation*) needs to be as high as the selected lump sum.

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 2 from 2 different programme countries). 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**

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 and expertise**

Show that your organisation already has some expertise in the theme of this project.

E.g. if your project tackles early school leaving, give information on the activities you already performed in your organisation to deal with this problem, e.g. training activities, help of an expert, etc.

Also the experience of your organisation in international projects can be explained here.

- **Key persons:**

who are they (functions) and what experience do they have?

Show that it is relevant that these people lead the project in your organisation. Don't focus on their personal coordinates (you can add them under 'associated persons') but focus on their value for this project.

- **Previous participation:**

This field is filled in automatically, based on the intel in the Erasmus+ database. If relevant, please add comments on 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.

RELEVANCE OF THE PROJECT

Priorities and topics

Under this section, you try to 'sell' your project by working on its relevance in relation to the Erasmus+ priorities. There should be a clear link between the 'type of project' and the priorities selected.

- 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 2 additional priorities.
- Explain how your project works on these priorities. Read the programme guide to fully understand the content of the 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

- **Motivation:** the proposal is 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.
- **Objectives:** 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'

Use our [Horizon Guide](#) (p.10-13) to define your needs and objectives.

- **Innovation:**
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 (e.g. very diverse population of pupils, vulnerable backgrounds, learning disorders).

Objectives relevant for your staff can have an effect on the needs of your students, and vice versa.

- **Complementary to other existing projects within the participating organisations:** In what way is this project complementary to projects that have been previously realised by the partners of this project? In other words: how does this project build further on current or previous projects?
E.g. Imagine that you already did a project to strengthen the basic skills of your pupils in maths and science. In what sense is this project different (complementary or innovative)?
- **How is your proposal suitable for creating synergies between different fields of education, training, youth and sport or how does it have a strong potential impact on one or more of those fields?:** here, you can focus on the potential outcomes and impact of your project. Try to link the concrete results of your project (tangible and intangible) and the outcomes on the long term to other fields than the one addressed in this application.
- **Outline the benefits of cooperation with transnational partners:**
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.

Needs analysis

- **What needs do you want to address by implementing your project?**
 1. What is the **common need**/problem/challenge this partnership faces?
And link it to the selected priorities.
 2. If possible, **'translate'** the need/challenge to your school/organisation. This can be different for every partner.
- **What are the target groups of the project?** Please describe all relevant target groups, also if the potential impact is indirect. *E.g. you can strengthen the reading skills of pupils by organizing transnational teacher trainings.*
- **How did you identify the needs of your partnership and those of your target groups?** Please describe the needs analysis that was carried out within the partnership AND on the level of the identified target groups.
- **How will this project address these needs:** 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?

PARTNERSHIP AND COOPERATION ARRANGEMENTS

Partnership composition

Check the available information (filled in automatically).

Cooperation arrangements

▪ Formation of the partnership

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.
- **Associated partners**: If the partnership doesn't have all expertise needed to perform a high quality project, you can involve associated partners (they do not receive any budget): organisations from the public or private sector that take part in executing the project, in dissemination or support for specific project activities. They are not partners for the whole project, but only for a part of it. These associated partners are not project partners, so you don't add their Organisation ID. You only mention them in your answers where relevant. So, in this question it can be interesting to explain the role of associated partners.

Hint: Try to formalize your cooperation with associated partners by using a letter of intent/a formal contract, even if they are not officially involved in this project proposal.

▪ Tasks allocation and responsibilities of each partner in this 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:

- Role of the coordinator: ...
- Role of the heads of the organisations: ...

Organising Learning Activities, e.g. short-term joint staff training event:

- Partner 1: ...
- Partner 2: ...
- Partner 3: ...
- Partner 4: ...

Developing the final product(s):

- o Partner 1: responsible for ...
- o Etc.

- **Describe the mechanism for coordination and communication between the participating organisations (including the associated partners, if applicable):** 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)?
 - o On a weekly basis they organise a Skype meeting to follow up the project.
 - o During two project meetings a year.
 - o Etc.
- How do the teachers/employees involved communicate?
 - o Every two weeks through eTwinning.
 - o During a joint staff training event
 - o Etc.
- Etc.

PROJECT DESIGN AND IMPLEMENTATION

Work package 1: project management

*Please note that it is obligated to use one of the five available work packages for project management. Therefore, this field is automatically included in the application form and can be used for a maximum of 20% of the requested budget. The purpose of these funds is to cover **diverse expenses that any project may incur, such as planning, communication between partners, small-scale project materials, virtual cooperation, local project activities, promotion, sharing of project results and other similar activities not covered by other types of funding.***

- **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.

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).

- **Budget control and time management:** *here you can describe arrangements (letters of intent, contracts between the partners) and project management tools you will use to guarantee both criteria.*

- **What are your plans for handling risks which could happen during the project** (e.g. delays, budget, conflicts, etc.)?
Here you can explain, e.g.:
 - that all partners are ensured.
 - that clear and effective communication lines will be realised and clear arrangements will be made.
 - that you work out contracts between the partners, with concrete arrangements.

- **Incorporation of the Erasmus+ priorities:**
In order to answer these questions, you can read the explanation on the Erasmus+ priorities on p7-p10. *Please note that even if the priorities underneath doesn't match the selected priorities under 'relevance of the project', you still need to proof how these general priorities will be incorporated in the project.*
 - Inclusion: *inclusion and diversity strategy, involvement of people with disabilities, action plan to cover certain barriers in the education and training system, inclusive selection procedure, ...*
 - Digital tools and learning methods: *blended mobilities, usage of digital (and Erasmus+ related) platforms, ...*
 - Green practices: *green travel, incorporation of green practices, ...*

- **Grant amount allocated:** max. 20% of the demanded lump sum

Other work packages

There is no prescribed method to decide upon the selection and implementation of work packages. A package can be based on specific topics or activities, but it's also possible to divide the project into stages: *describe the concrete activities you will implement per stage – this should be readable as a timeline and summary for your project:*

KA2 projects mainly follow the same methodology (~ Learning cycle of Korthagen):

- **Stage 1: definition of the problem**
What is the problem/need/challenge (= needs analysis)? And how do we define it (e.g. diversity, social inclusion, etc.)?
How do we tackle this problem/need now? Use or create different information sources, e.g. inquiries, zero measurements, etc.
- **Stage 2: research**
Exchange of internal expertise/good practices between the partners
Include expertise of associated partners, if necessary
- **Stage 3: development**
Adaptation of good practice to own situation
Development of new methods, materials, tools, ...
- **Stage 4: implementation**
Testing and evaluation of the good practice/innovative product
Evaluation of the good practice/innovative product
- **Stage 5: dissemination/exploitation**
Dissemination: to spread the results of your project to stakeholders
Valorisation: to make sure stakeholders use the project results, e.g. by means of train-the-trainer sessions.

E.g. you can chose to work with a work package on development and a work package on implementation.

Hint: read our '[Horizon Guide](#)' (p. 56-60) to design your project methodology. Use [our toolbox](#) for tips and tricks on project management, quality control and valorisation, dissemination and communication.

Questions per package

Hint: use the '[Handbook on KA2 lump sums](#)' when describing the specific input for each work package. Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

General information

- **What are the specific objectives of this work package and how do they contribute to the general objectives of the project?** E.g. the main goal of this project is to strengthen the reading skills of students and you want to reserve budget for train the trainers in the implementation phase of your project, the specific goal of this package will be to strengthen the skills of teachers in order to strengthen the reading skills of students.
- **What will be the main results of this work package?** Describe the output (e.g. trained teachers) and potential outcome (e.g. teachers will be capable to use the provided materials, trained competences in their classes).
- **What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?**
An indicator is the measurement of a value in view of an objective to be met. An indicator can be quantitative or qualitative:
 - Quantitative: defines measurable information about quantities, facts, and can be mathematically verified;
 - Qualitative: describes events, reasons, causes, effects, experiences etc. Qualitative indicators can be made quantitative through scoring methods
- **Please describe the tasks and responsibilities of each partner organisation in the work package**
Here again, your answer must prove a balanced partnership, where every partner involved takes responsibility.
- **Please explain how the grant amount attributed to this work package constitutes a cost-effective use of the budget**
Here, you don't need to elaborate on the exact distribution of the budget, but you can describe certain choices that were made.

Hint: under annexes, you can upload a more detailed excel file on the allocation and distribution of the budget within the partnership. This is not obligated!

Activities

Please fill in all the relevant information per activity. These activities can be seen as mobility's (project meetings, learning and teaching activities) but can also be described on the level of development and implementation (e.g. development of teaching materials, development of web platform). For the latter, the venue can be the country/city in which the leading partner is

seated. If similar activities are organized in different countries, they should be registered separately.

Description of the activities

In this section, you will describe all the activities covered under a specific working package:

- **Describe the content of the proposed activities**
Here, you try to describe a complete overview of all the activities involved in this work package (also those activities that don't need funding).
- **Explain how this activity is going to help reach the WP objectives.**
- **Describe the expected results of the activities.**
Describe the output and potential outcomes of the different activities. You can use the [Erasmus+ Impact Tool](#) to generate an answer for this section.
- **Expected number and profile of participants:**
The number of participants should be realistic and acceptable, and will play a major role in the determination of the budget. The profile of the participants should be relevant considering the needs described of the project (but the impact can be indirect: e.g. training teachers to strengthen students).

The budget summary will be filled in automatically, based on the input of the working packages. The budget may not be lower or exceed the lump sum.

IMPACT

- **How are you going to assess if the project objectives have been achieved?**
How will you measure the output/outcome (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 element!
- **Explain how you will ensure the sustainability of the project: How will the participation in this project contribute to the development of the involved organisations in the long-term? Do you plan to continue using the project results or implement some of the activities after the project's end?**
Explain *how the results* will remain available, also after finalising the project.
How will the partnership make sure that the results will also be used by others? What activities will you perform to make the project sustainable? E.g. to keep the website online until 5 years after the project, foresee some budget to print extra manuals, brochures, etc
- **Please describe the potential wider impact of your project: Will the impact be equally spread among the involved organisations? What is the potential impact of the project on each participating organisation as a whole? Are there other groups or organisations at local, regional, national or European level that will benefit from your project? Please explain how.***

Note: Impact= the long term effect that the activities and the 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.

Impact on local, regional, national or EU level (if relevant)

=/ dissemination: e.g. if your project strives for a positive impact on the digital skills of students, how can neighbouring companies experience a positive impact?

- **Sharing, promoting and use of the project results:**
 - **Target groups (= to who?)**
You can describe two kinds of target groups: internal and external target groups.
 - **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).

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.