



## KA2 Strategic partnerships for school education

### Manual to fill out the application form

Erasmus+ KA2 Mindset: Erasmus+ projects aim at **improving the quality of education**.

Before filling out the application form, try to find an answer to these questions:

1. What is the theme of your project? The need/problem/challenge/priority you want to address? And does it fit into the priorities of KA2-projects? Your project must fit into the priorities.
2. What kind of project do you intend to realise:
  - a project supporting exchange of good practices? (focus on the learning process)
  - a project supporting innovation? (focus on the final product)
3. Are the partners relevant for the project: What good practices or input do they bring into the project? Can you learn from each other to find answers to your need/challenge/...?

And don't forget... **Tell YOUR story!**

**OPGELET: DIT DOCUMENT IS GEBASEERD OP DE SAMPLE VAN HET AANVRAAGFORMULIER!!**

#### CONTEXT

- Project start date: between 1st September and 31 December following the submission date.
- Project total duration: 12 to 36 months.
- For Flemish organisations: tick 'BE02' for Epos.

#### PARTICIPATING ORGANISATIONS

- Insert the **PIC-code**. Most fields are completed automatically, fill out the other information.
- **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 persons lead the project in your organisation.

## PROJECT DESCRIPTION

### Priorities and topics

- Select the most relevant priority that your project addresses. Make sure your choice is credible. Keep in mind the finality of your project.
- Explain how your project works on these priorities. Read the programme guide to fully understand the content of the priorities.  
See programme guide 102 – 104.

### Description

- **Context and objectives**

This question is about the relevance of the project (see programme guide, p. 111-113 – award criteria), about the question why you want to develop this project (in cooperation with European partners) and why this project is necessary and useful.

Think in three steps to answer this question:

1. What is the **common need**/problem/challenge this partnership faces?  
And link it to the KA2-priorities: [see programme guide p. 102-106](#).
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.

Here, you also explain the European added value: the reason why you develop this project on a European level and not only within the own 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.*

- **Results**

- For exchange of good practices: Give an overview of the project results (final products). The results are closely linked to your objectives and should give an answer to your needs.  
*The final product will gather the good practices on a website, in a manual, toolbox, DIY videos, in a communication plan, etc.*
- For innovative products: Give an overview of the project results (final products) that are not 'intellectual output'/your innovative product (see G.1 Intellectual output).

- **Innovation and/or complementarity**

In what way is this project innovative or 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)?*

- **Project partners**

- This question is about the quality of the partnership, the relevance of the partners ([see programme guide, p. 111-113](#) – award criteria).

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.

- **Tasks and responsibilities**

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

- **Involvement of 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 PI-code. You only mention them in your answers where relevant. So, in this question explaining the role of associated partners can be interesting.

## PARTICIPANTS

### ▪ Participants

Who will be selected and involved in your project? Please define **roles**, not names.

E.g.

- Project coordinators: +explain how they will be selected and involved, e.g. in project management.
  - Teaching staff: +explain how they will be selected and involved, e.g. in learning activities.
  - Students/learners: +explain how they will be selected and involved, e.g. to give input to the project (e.g. an inquiry), or to give feedback during the testing of good practices, etc.
- Are there any **participants with fewer opportunities** (= kansengroepen): please explain.  
*Note: the definition of 'participants with fewer opportunities': see Programme Guide p. 10.*

## PREPARATION

### ▪ Preparation

Here you can explain e.g.:

- How the stakeholders will be informed on the project: teaching staff, the students/learners, parents, local or associated partners, etc.
- How the practical aspects of the project will be prepared: e.g. the calendar will be elaborated, concrete arrangements will be made concerning the project meetings, learning mobilities, selection of the pupils/learners, teaching staff, etc.
- How will the school/organisation prepare the content of the project: e.g. will you realise an inquiry, a measurement before and after the project, will you gather theoretical knowledge on the theme, do you make a description of the current situation on the theme at your school/organisation, etc.

## MANAGEMENT

### Project Management and Implementation

Here, the question is: give an overview of the project activities, that are not mobility activities (project meetings or Learning/teaching/training activities).

In fact, this answer will show the learning process/the work programme of the partnership and how it is built up.

Note: The grant 'Project Management and Implementation' is the 500€/month for coordinating organisations and the 250€/month for partner organisations.

### Project meetings

Explain how many project meetings you plan, their purpose and its participants.

The aim of project meetings is to follow up the (quality of the) project: planning, adjust and evaluate the project.

### Project risks

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.

## IMPLEMENTATION

### ▪ **Methodology**

KA2 project 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-de-trainer sessions.

### ▪ **Cooperation and communication**

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.).

*For instance:*

- How does the projectmanagement 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.

### ▪ **Erasmus+ online platforms**

- Possibilities of Epale (focus: adult education): [see presentation](#).
- SchoolEducationGateway (focus: school education): here you find online courses about different themes, you can share expertise with colleagues, etc.
- eTwinning (focus: school education): e.g. in thematic groups you can share good practices, etc.

## INTELLECTUAL OUTCOMES (only for innovation projects)

‘Intellectual output’ means: an innovative product that you create during the project, such as a handbook, toolbox, a certain method, etc.

Explain your intellectual output, and explain also its impact and transferability.

If you tick ‘yes’, you ask budget for staff costs for the development of the innovative product.

## **MULTIPLIER EVENTS** (only for innovation projects)

If you realise intellectual output, you can organise a multiplier event. Explain your intellectual output, and explain also its impact and transferability.

A 'multiplier event' is an event where the 'intellectual output' is presented, such as a train-the-trainer event, a coaching track, etc.

You should only tick 'multiplier event', if you realise 'intellectual output' and ask a budget for it.

## **LEARNING/TEACHING/TRAINING ACTIVITIES (= LTT)**

### ▪ **LTT-activities**

yes/no

Note: 'Learning, Teaching and Training activities' are mobility activities:

- for pupils:
  - short term exchange of groups of pupils + accompanying persons
  - long term study mobility for pupils (IPM)

*Note that activities for pupils are a means to realise your objectives, it is not a goal in itself!*
- for teachers:
  - short term joint staff training event
  - long term teaching or training assignment

### **Background information**

#### ▪ **Added value**

How will the LTT-activities make sure that the objectives will be realised? What is their added value? Explain also how the acquired competences will be recognised, e.g. Europass, public recognition, etc.

#### ▪ **How will you select, prepare and support participants and ensure their safety**

Here, the preparation is important. The better the participants are prepared, the more effective the LTT activities will be.

#### ▪ **Recognition or validation**

Explain how you will realise this: Europass, part of the curriculum of the pupils, etc.

#### ▪ **Description**

Describe the LTT-activities: make sure the reader has a clear view on your activities and how they contribute to reaching the objectives.

## **FOLLOW-UP**

### **Impact**

#### ▪ **Expected impact**

Describe the LTT-activities: make sure the reader has a clear view on your activities and how they contribute to reaching the objectives.

Note: Impact= the long term effect that the activity carried out and its results have on people, practices, organisations and systems.

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**

E.g. Can the developed material also be used by other schools/organisations in the region, by school/organisation networks, etc. and have a long term effect on them as well?

- **Measurement**

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.

**Dissemination and use of projects' results (see annex)**

Here they refer to the fact that every partnership should have a dissemination plan, see Programme Guide for more explanation, p. 309.

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).

- **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.

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

- **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.

- **Open educational resources**

Make sure that the project results will be available for stakeholders? How?

- **Who is responsible (=who?)**

Who is responsible for what part of the dissemination plan and explain that the person in charge has the expertise to perform this job. Be consistent with question E.4.

How much budget and people do you foresee for the dissemination activities?

- **Sustainability**

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?

## SUSTAINABILITY

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.

## ANNEXES

- **Declaration of Honour**

The Declaration of Honour is the signature of this project.

## PROJECT SUMMARY

The project summary consists of four parts.:

- the context from which the project is worked out (see rationale)
- general objective: what do you intend to reach/change by means of the project and for what target group(s)?
- activities (very brief): what activities do you plan the first, second and third year? And what methodology will you use?  
(E.g.: the first year, we mainly work on the theme 'science', the second year on 'maths')
- output: what results and impact do you intend to realise?

Here, you can prove the **consistency** of your project proposal.

- The indicators you put forward.
- By means of an assessment
- Etc.