# General support document for an Erasmus+ grant application

The European Development Plan (EDP) plays an integral role in consideration of Erasmus+ applicants during the 2019 call. For this reason, applicants are urged to make references to the plan realistic and relevant in an application.

## What's new with Erasmus+ application process?

Since 2018, all Erasmus+ applicants, including schools, are required to submit their project proposals through a web-based application process. Model application forms that apply to the 2019 Call for Proposals can be found online at http://ht.ly/BiGy30noIX5. If you experience problems with either the application or the website, ask your National Agency for support.

A European Development Plan sets the scenario for an Erasmus+ application. It should explain why funding is sought and where it sits within future plans. The document is not complicated, but it will take some planning and reflection. A EDP should include:
- An outline of the applicant's current status. For example, what European project activities have you completed? What Continuing Professional development have you done?
- A vision for the future. Where do you want to be in 1, 2, 5 or even 10 years' time?
- Identified Needs. How will you get from where you are now to where you want to be?
- Planned activities versus needs. How ill your planned activities meet identified needs?

The EDP should embrace more than the mobilities for which you are asking for funding. It is a wider perspective of the internationalisation development of your institution, so make sure your plan focuses not only on internationalization but also on modernization. Also remember that a KA1 project impacts, influences and involves all members of the applicant organization, also referred to as a learning community, in preparing and implementing a project as well as disseminating its successes.  .

Consider the EDP as advertisement space to present and distinguish your institution from the other millions of schools, organizations and institutions in Europe. Tell the reviewers how your project adds value and might be considered as the starting point for something else and for another Erasmus+ project. The mobility component of the project should be part of a wider plan, and you should make mention of the process that brought you to design the project.

## How many? How long?

The application asks that the project design to be clear and describe the process of selection. We recommend you be flexible in the number of participants and the timeframe of your project. Mobility to Barcelona can be tricky. For VETPRO training and professional visits, it is best to avoid summer, the height of tourist season. The hotels charge premium rates and many institutions and organizations are closed, so professional visits cannot be scheduled. Internships and work experience can take place year-round.

Be sincere in your application – it is recommended that you submit a project that can be shaped according to its feasibility at the moment of having received the authorization for funding. Regarding cohorts of participants, we recommend VETPRO groups be limited to no more than 20 for no longer than two weeks. These can be divided into several mobilities throughout the term of the project, as the application asks you to plan "FLOWS" of mobilities. Training is limited to 30 participants in total, but we recommend you opt for cohorts of less than 20, as the number of participants plays an important role in the application consideration process.

The team at Global Skills Network provides all services for your mobility to Barcelona or Granada. Throughout the 15 years we have participated in lifelong learning, we have developed a strong working relationship with organizations, businesses and the public sector that makes us reliable and efficient partners. Our Beneficiary Welfare Officer assigned to every project makes it their job to tend to all the details that make every project successful. We will take care of you!

## Training Courses

Global Skills Network has been a provider of quality EU courses for over 15 years in a variety of subject matters and fields. We can tailor Erasmus+ courses, and later for Erasmus 2020, to fit a variety of needs. In addition to being a course provider, Global Skills Network also serves as a host organization in your application for complementary services such as accommodations, airport transfers and interpretations.

National Agencies evaluate applications, they have no premeditated course in mind. The content of an application is analysed from the perspective of the European Development Plan, i.e., how your school, consortium or institution is going to advance their mission in a planned manner. This support document contains indicative content as a template to design the content of a course for specific purposes.

For a list of Erasmus+ National Agencies and to download the application form, visit the European Commission's website at
https://ec.europa.eu/programmes/erasmus-plus/contact

It is advisable that you prepare application texts in a Word document before filling in the application form.

## Application Details

Project Title Project Acronym Project Title (in English)
Project Start Date (dd-mm-yyyy)
Project Total Duration (Months) Project End Date (dd-mm-yyyy)
**Applicant Organisation details required:**
- PIC
- Legal name in English / Legal name in the national language
- National ID (if applicable)
- Department (if applicable)
- Acronym
- Address / City/ Country
- P.O. Box
- Post Code
- Telephone
- Fax
- Website Email

**Profile**
- Type of Organisation
  - Is your organisation a public body?
  - Is your organisation a non-profit
- Total number of staff
- Total number of learners
- Associated Persons

**Please briefly present your organisation and include the following information:**

What are your organisation's activities and previous experience in the areas relevant for this application?

Who are the key persons who will be involved in implementing and managing the project and what relevant experience do they have?

Have you applied for/received a grant from any European Union programme in the 12 months preceding this application?

## The European Development Plan - EDP

In this section you are asked to formulate your organisation's European Development Plan. The Plan should describe your organisation's longer-term goals and explain how they relate to the organisation's needs and the context in which it operates. The EDP is meant to provide the background for your application and, therefore, it should cover a longer period than the duration of the project.The scope of your European Development Plan should be proportional to your organisation's size, capacity, and existing experience in European and international cooperation. You should aim to define goals and objectives that are both relevant and realistic.

The European Development Plan is an important part of the application because it forms the basis on which you will build your project proposal. The rest of the application form is designed following that logic. At the end of this section you will be asked to define specific objectives of this project and to explicitly link them with the broader goals of your European Development Plan. In all other parts of the application, and in particular when explaining the expected impact of the project, you should make sure to remain consistent with the answers you have given in this section about the project's objectives and their relevance in the context of the European Development Plan.

The European Development Plan is an organisational policy plan focusing on quality development and internationalisation of your organization, i.e. focusing on the future of your organisation. Some organisations may already have formulated a European Development Plan, others may find it necessary to develop their plan since it is now a requirement by most National Agencies and also a serves as a justification of your KA1 application. The European Development plan should mirror your organisation's long-term goals and needs since the application asks you to "define specific objectives of your project and to explicitly link them with the broader goals of your European Development Plan". You will need to identify the main areas for improvement (for example: international cooperation, competences of staff and management, innovative teaching and learning methods, European Dimensions, international elements in the curriculum, etc.)

1. Provide an outline and describe where the organisation currently stands in terms of quality and internationalisation. Create an experienced team with expertise in different area and conduct a SWOT Analysis (strengths, weaknesses, opportunities, threats). This can be easily accomplished by interviews with national/local authorities, management, staff, stakeholders, etc. Identify the needs of your organisation. Be realistic, most of the times negative outcomes initiate positive changes.

2.  Based on the identified needs, develop a vision, outline and describe the expected status of your organisation and set short-term and long-term goals in order to develop a short-term and/or long-term plan. For organisation with no experience in formulating a European Development Plan, a short–term plan is highly recommended. Convene an experienced team with expertise in different area (example: representatives from the management, School Board members, heads of different departments in your organisation, staff,  etc.).  Conduct SWOT analysis and develop 3-to-4 key objectives (note: too many objectives will overcomplicate your plan, especially if your organization is very young or its management team doesn't have a lot of experience.  Objectives need to be valid, realistic, measurable, and most importantly, achievable. You should not strive for aims that are high to reach no matter how desirable they sound.

3.  Dissemination of new knowledge and technologies are important elements during the consideration process of an organisation's European Development Plan.  Assessment and evaluations are also important elements, as both positive and negative results could be the benchmark for the setting new short-term and/or long- term goals,

4.  Based on the identified needs, envision and plan how to get from where you are to where you want to be. Your organisation should set up a team of qualified European coordinators, develop high quality formats of international projects, international networks and Erasmus+ partnerships.

- Outline an organisation's plan for international/European mobility and/or virtual projects.
- Explain in details about the skills, competences and experience expected as a result of your project's activities, and how they will contribute to reaching the objectives.
- Be concrete and specific about goals you would like to achieve.
- Emphasise the European Dimension, in terms of experiences and good practices that can only be gained during the mobility in another country justified with strong arguments.
- Emphasise the benefits of the international networking especially in terms of future projects.
- Identify the key needs and goals of your organisation in the area of European mobility and cooperation. These might include:
    - transition from non-digital to digital in education
    - acquisition of $21^{st}$ Century and Knowledge Economy skills
    - transform classrooms into innovative learning environments
    - create teacher Communities of Practice to build relationships and share expertise
    - a focus on the acquisition of mindset and entrepreneurial skills to apply to education, business, and citizenship
    - adoption of pedagogical and technological innovations
    - new in-service training methods
    - well-funded students' support system
    - social intelligence, well-being and happiness
    - inclusion of special needs students
    - facing the challenges of newly-arrived migrants
    - contribution of research and science
    - update training of management and office staff
    - learning from different systems of education in Europe
    - awareness of European dimension and global classroom thinking

5.  Define the key areas of your organisation's activity that you would like to improve and explain how. For example, reflect on your plans to improve staff and management competences; teaching and training content, methods and tools; development of key competences and skills of staff and learners; development of sustainable cross-border cooperation; etc.

6. Focus on European development - key areas for improvement by articulating specific aims and pursuits such as developing  qualified staff that can develop – together stake- holders:
- a comprehensive vision about innovation and chapters for implementing innovation in the policy plan about European development in school/institution
- create standing structures and models for innovation in school/institution
- facilitate school or institution in transition from non-digital to digital
- introduce teachers and school administrators to standards that promote ICT literacy, knowledge deepening and knowledge creation, including mastering concepts, tools, and exchanges about digital transformation in learning
- organise and advance on-site training of staff by benchmarking and implementing in-service training, especially training integrated in real classroom situations, and also promoting online training, for example by using Massive Open Online Courses (MOOCs)
- arrange different activities with stakeholders (homes, local enterprises, municipality etc.),

7.  Challenged about how today's key competences and $21^{st}$-century skills can be taught to students?  Courses can be designed around

working methods from different organisations and in other countries in topics such as:

- transition from non-digital to digital in education,
- adoption of pedagogical and technological innovations,
- new in-service training methods,
- well-funded students' support system,
- social intelligence,
- well-being and happiness,
- inclusion of special needs students,
- facing the challenges of newly-arrived migrants,
- teaching of key competences,
- contribution of research and science,
- training of management and office staff,
- different education systems in Europe and best practices of European schools,
- building relationships through Erasmus+ mobilities,
- synergy of innovation by means of international collaboration, and
- organise and advance in-service training of staff both on-site and online, including MOOCs, by benchmarking and implementing in-service training, especially in-house training integrated in real class- room situations (e.g. eApprenticeship)
- arrange activities with homes, local enterprises, municipality and other stakeholders
- develop a network of host companies for internships
- ensure the quality of the projects and link them to the curriculum,
- stimulate the streamlining of curricular elements with an innovative orientation,
- communicate and collaborate with domestic partners and partners abroad to keep up with advancement

## Objectives

Define the objectives of this specific project: which of the identified needs, goals and key areas for improvement do you plan to target through activities described in this project proposal? You should be prepared to give a detailed inventory of project items; description of project-related activities; connection of project with your European Development plan; position of course in the project; reasons for in-service training abroad; financial argumentation.) If relevant, please briefly present your organisation's other activities in the area of European and international mobility and cooperation, apart from this application, and what are the most relevant topics addressed by your project?

## Project Management

Be prepared to articulate how you will ensure good project management and quality of activities? Provide a general overview of your plans, including cooperation and communication arrangements you plan to set up with your hosting partners:

☑ cooperation agreements, memoranda of understanding, etc.

☑ communication agreements (mandates) are needed between partners in consortia collaboration but not needed for courses that are not job shadowing or teaching assignment.

However, some National Agencies insist on adding the course provider as a partner. Your organisation can exchange mandates with Global Skills Network:

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**Full legal name of the organization:** Global Skills Network, S.L.
**PIC Number**: 936464385
**Type of organisation:** S.L. – Hosting organization
**Legal Status:** Private (PR)
**Commercial orientation:** S.L.
**Size (staff):** S1
**Legal Representative:** Ms. Montserrat Gonzalez, Director
**Contact person:** Ms. Sandra Lund
**Role:** European Project Manager/Director of Strategic Partnerships
**Address:** Apartado Correos 19029
**Postcode**: 08027 Barcelona
**Region:** Catalunya **Country:** Spain
**Telephone:** 0034 676.593.090
**E-mail:** info@GlobalSkillsNetwork.com **Website**: www.GlobalSkillsNetwork.com
**Is this organization a Public Body?** No
**Is this organization a nonprofit/NGO?** No

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Also be prepared to address practical and logistical matters related to the project activities (e.g. travel, accommodation, insurance, safety of participants, visa, social security, etc.).  Global Skills Network can help!  We offer complementary services such as:

- Beneficiary Welfare Officer – to take care of the group and serve in the event something happens
- accommodations – in 2-3 star hotels or flats for staff and with families/professional individuals for students
- airport transfers – from El Prat International Airport, approximately 30 minutes form the Barcelona city center
- local transportation – utilizing the public transportation system of underground metro, buses, trains and trams
- cultural activities – choose from a wide selection of local and out-of-town experiences
- language courses – for students on longer-term mobility programmes for internships and work experience
- interpretation – provided on all professional and technical visits
- documentation processing, including Europasses for all participants

All participants are required to carry travel (liability) insurance.  And remember to bring your European Health Card, as in the event of a health emergency you can gain access to the Catalan health system. Pack light but be aware of the fluctuation of weather conditions that Barcelona experiences throughout the year, and don't forget your walking shoes..... there is plenty to see in Barcelona and the surrounding communities, and on foot will be the best way to explore!

## Preparation

Once registered, participants will have access to our online portal with information about the course, material, and logistics, as well as an opportunity to connect with other participants.  Erasmus+ provides a number of online platforms with useful information and tools for organisations active in education and training, including eTwinning, School Education Gateway, EPALE (Electronic Platform for Adult Learning in Europe), and the Erasmus+ Project Results Platform. If relevant for your organisation's field of activity, these can also be used for preparation, implementation or follow-up of your project.

What kind of preparation do you plan to offer to participants in mobility activities (e.g. task-related or intercultural training, linguistic support, risk-prevention etc.) and how do you plan to provide it (i.e. who will be delivering the training and in what form, the approximate timing when it will take place etc.)? Organisers of the project collect all relevant information that is needed for the topics chosen by our school participant(s): draft versions of school policy plan, project descriptions and reports, learning materials (to identify elements of European dimension), Erasmus+ applications and other materials required by the course organisers. Success stories of operations, learning, community involvement, etc. are prepared to be presented in certain courses.

## Activities

Applicants will be asked to include information about each type of activities you plan to organise. The available types of activities are: structured courses or training events abroad, teaching assignments, and job shadowing. Please provide a summary of staff mobility activities you plan to organise, including the content these activities should cover and an estimated timing when the different activities will take place.

How are the proposed activities going to help address the needs and achieve the goals described in your European Development Plan? In particular, please explain how your organisation will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?

Please describe your plans in terms of potential destination countries and hosting partners.

Describe what will be the contribution of the hosting partners you have already identified and why they are a suitable choice to be the hosting organisations.

**Destination countries and hosting partners.**  Global Skills Network is an SME founded in 2003 as MS Barcelona for partnerships in Lifelong Learning programmes. We began providing courses for staff and faculty on mobility programmes to Barcelona in a variety of fields sponsored under Leonardo da Vinci and Grundtvig as customised training coupled with technical and professional visits.  Since then, Global Skills Network has become the leading programming provider in Barcelona, including participating in Erasmus+. Our aims are two-fold:

1) promote professional development opportunities for enterprise and public sector staff and schoolfaculty and administrators by introducing and teaching new approaches to learning;
2) to prepare trainers, instructors and teachers to facilitate learning, especially through the mastery of information & communication technologies and the transformation of learning, especially incorporating digital content in curricula.

If you have not yet identified all of your hosting partners, explain how you plan to find suitable host organisations for the mobilities you propose to organise. The table presents all of the different types of activities you can apply for. To submit a valid application, you need to request at least one activity from this list. To request funding for a specific activity, you will be

prompted on the online application to click on its label and introduce the needed information to calculate the requested grant. If you do not wish to request funding for a specific activity, leave the relevant values at zero.

Choice: courses are Structured Courses/Training Events.

Please note that the average duration is based on the duration requested for individual support in the details of particular activity.

## Organisational Support

Applicants for Organisational Support grant request funds to cover costs directly linked to the implementation of mobility activities that are not covered through specific grants for travel, individual support, course fees and special costs. For example, organisational support grant can be used to cover expenses for preparation, monitoring and support of participants, for setting up and administering mechanisms for recognition of participants' learning outcomes, for organising dissemination activities, etc. The grant for organisational support is calculated based on the number of participants in the project: 350 EUR per participant up to the 100th participant, and 200 EUR for each additional participant beyond that. Organisational support is not provided for accompanying persons.

## Participants

Information about participants in each type of activities you plan to organize will be requested. The available types of activities are: structured courses or training events abroad, teaching assignments, and job shadowing. You will need to describe the profile, background and needs of the participants you plan to involve in mobility activities and explain why you have decided to involve them. If relevant, describe the selection process you plan to use to identify the exact persons who will be supported by the project.

**Participants' Profile.** Describe the background and needs of the participants involved in benchmarking courses and how these participants have been or will be selected.
- Per participant (to be linked to school development plan). Be as concrete as possible
- Who will attend the course. Subject, experience with innovative projects.
- Which of the topics will be covered by the participant(s).
- What will be the task of the participant related to the topics/competences acquired after the course. For example, Person 1 will further develop the school policy plan. Person 2 will lead the team of innovation. Person 3 will be responsible for innovation in his subject. Person 4 will be in charge of applications to other funding resources (i.e. KA2 strategic partnership or knowledge alliance), etc.

If the school cannot name the participants yet, describe the procedure how the participants are going to be selected and the rationale behind the selection process.

## Staff

| Participant profile | participants | Out of which: Non-teaching staff | With special needs |
|---|---|---|---|
| Job Shadowing Structured | 0 | 0 | 0 |
| Courses/Training Events | 0 | 0 | 0 |
| Teaching assignments abroad | 0 | 0 | 0 |
| Total | 0 | 0 | 0 |

Please explain what will be the role of accompanying persons and who will be fulfilling this role.

## Monitoring and Support

The program of the course is tailored to the needs of the applicant – a collaboration between Global Skills Network as course provider and participating schools, enterprises or other organisations. Participants are invited to register at our portal as soon as the course is confirmed. The team leaders of the course concerned design the course as much as possible according to the level of experience and the concrete wishes of the participants. The aim is to build a closed social online community to communicate with the provider and other participants, to find all necessary information about the course, to publish materials of their own and to collaborate with other participants in preparing course activities and possible common projects.

What kind of monitoring, mentoring or similar arrangements do you plan to put in place to track the participants' progress and support them during the mobility activities?

**Monitoring by the trainers.** The trainers of courses are professionals who are competent to follow and steer the proceeding of the work of participants.  GSN tools and other possible platforms (WhatsApp, Facebook groups, etc.) are used to monitor the course. Self-evaluation of participants is encouraged. Each day participants are challenged to do self-assessment by means of learning diary. There are discussions about learning diaries during and at the end of course. Finalising the course monitoring there is an online evaluation focusing on the different aspects of the course: content, working methods, guidance, materials provided, quality of the training staff, and opportunities to create innovative projects. There are also open-end questions for personal comments in the evaluation form. These are included as valuation of the output and of the competences gained by the course participants. The approach is document analysis method as an indicator to measure the quantitative and qualitative output of the course (draft versions of school policy plans, versions of project scenarios and first versions of Erasmus plus applications).The competences acquired and the outputs realised can be verified in group and plenary discussions, above all in wrap-ups of learning diaries. The on-site evaluation (for e-learning online) form includes a comprehensive amount of questions to inform about the course results focusing on the different aspects of the course such as quality of the content, of the working methods, of the personal guidance, of the teaching staff, of the materials provided, relationships built, etc. Competences acquired and the outputs realised will be listed on the Europasses, and all participants successfully completing the course will receive a Course Certificate.

## Post Course

Participants will be encouraged to develop a dissemination plan for reporting to administrators and staff as well as to their stakeholders. This includes reports to the National Agency and the design of multiplier events.To guarantee a sustainable learning outcome the online community will be available to work with after the course. Then participants can easily access all the training resources, continue discussions with co- participants and instructors. They will also report on the transfer of the experience gained in their own organisation as the outcomes of course. Outcomes of the course should be shared with the managers and administrators to ensure the possible implementation of the course philosophy in the real world. A closed online group to support communications during and after the course will be built to support communication of the involved participants. There, course instructors and organisers will share news and information, which will also be carried on social media.

## Learning Outcomes

What kind of learning outcomes do you expect participants to acquire? How are these outcomes going to be assessed?
(Examples of items; use specific project-related items)

Long term policy plan. Training of staff is needed to acquire the following competences, examples
- How to develop a vision on innovative cooperation together with the relevant groups in the organization or school, how to link the mission of the organization or school to the goals of innovation (in terms of knowledge/skills/attitude)
- How to create standing structures and best practices for innovation
- How to design and realise a well-funded schedule for implementation of steps for innovation
- How to gear these goals to short and long term policy measures, such as systematic approach to innovation in different areas of business, public sector or school practices, plan for acquisition of equipment, software and training, schedule for implementing different things in school development plan, collaboration with stakeholders
- How to implement a wide variety of innovative activities that can be executed in collaboration with others
- How to implement the process of streamlining the innovative elements in the curricula and/or work plan
- How to evaluate the innovative activities and the European dimension in the curricula and/or work plan
- How to disseminate the activities and products/methods

Qualified innovation leaders. Training of staff is needed to acquire the following competences
- How to support management and colleagues to make the curriculum/work plan more innovative
- How to coach colleagues in the innovative use of ICT and how to make end-users and colleagues enthusiastic about them
- How to design new innovative project scenarios and project activities
- How to manage the innovative activities (budgeting, chairing meetings, reporting, monitoring, networking etc.)
- How to collect information about the subsidy channels, programs and Quality Assessment criteria (both national and European)
- How to design and write an Erasmus + project application

High quality formats of innovative projects. Training of staff is needed to acquire the following competences
- How to apply the characteristics of project-based learning in innovative projects, both of virtual and geographic mobility
- How to apply the basic principles of pedagogy, androgogy and didactic for a successful implementation of virtual and geographic mobility projects, or other projects
- How to link the innovative projects to the curricula/work plan
- How to create challenging, innovative and creative activities for students in project-based-learning projects with partners
- How to use appropriate methods and tools to evaluate the projects
- How to manage and coordinate innovative projects (social and other skills)
- How to learn the technical know-how of relevant ICT devices and how to integrate the appropriate web tools, apps and other materials in the innovative projects

Other Erasmus+ programmes (KA2, youth, etc). How to investigate the needs and requirements of the school to identify the theme and the objectives to be achieved, target groups, added value in terms of expertise and intellectual outputs achieved
- How to negotiate with possible partners on these elements
- How to proceed in writing an application (online communication tools, division of tasks, submitting procedures)
- How to self-assess the application against the Quality Assessment criteria before submitting
- How to manage and coordinate innovative projects and which social, management and intercultural skills are needed
- How to report, monitor, communicate with partners, evaluate the on-going project

Innovative dimension of the curriculum/workplan. Training of staff is needed to acquire the following competences
- to get acquainted with a format to investigate which elements of innovative orientation are already present in the current curricula/workplan and activities (entire work organisation, digital means of work, in-service training, learning material, project activities, assignments)
- to persuade the colleagues to fill in the inventory per subject
- to update the inventory of the elements that include innovative topics and to streamline these elements and activities
- to broaden the range of innovative activities to which end-users should be exposed (near-by training by means of digital appren ticeship (expert trainer – teacher(s) - students), inviting guest visitors to speak about innovation, visits to local firms that are active innovators, etc.).
- to use the Common Framework for Europe Competence (CFEC) to let students self assess to what extent they acquire innovative competences

The Erasmus+ Programme promotes the use of instruments and certificates like Europass and ECVET to validate the learning outcomes acquired by the participants during their experiences abroad. All participants will receive a Europass upon successful completion of the course. In case you are planning to use the Europass or other forms of validation, such as national validation instruments or certificates, you will be asked to specify which ones will be used and how.

## Impact

What impact do you expect this project to have on your organisation(s)? Please explain how the proposed activities will help address the objectives you have set for this project in relation to your European Development Plan.
(Compare the items below to your project. Choose what may fit to your concept. Add your own ones.)
Our organization/school has no/little experience with innovation and aim to gain sufficient expertise to improve the quality and innovation .
- update our comprehensive long term policy plan about European development of school/institution (with short description)
- write/update a paragraph about innovation in our curriculum/workplan that complements European Development Plan
- realise better innovative projects, etc.
- write new chapters to curricula/workplan with multidisciplinary approach
- import in-house expertise of innovation for conferences, or nearby and other in-service training
- leverage innovative ideas into work organisation as a whole
- put up a team of qualified innovation leaders/responsible leader of innovation
- implement structured approaches to innovation in school's/organization's work
- create high quality formats of innovative projects
- prepare Erasmus+ and other European project applications
- improve knowledge and skills of staff to work out innovation
- bring about change of attitudes based on updated knowledge intensify connections between school/organization and third party stakeholders like local enterprises, municipality, etc.
- intensify pedagogical dialogue/discussion about KSAVE (knowledge, skills, attitudes, values and ethics)

What benefits do you expect your project will have for your local community and the wider public?
As a result of the course the innovative activities and dimension of the school/organisation will increase. Current end-users (students, staff, faculty, administrators, etc.) will benefit from the presentations, initiatives and events undertaken directly or indirectly by the course participants. Thanks to new ideas and improvements, activities with homes, local enterprises, municipality, other stakeholders and media, both traditional and social media, can be promoted.

How are you going to evaluate if the project's objectives have been met?
Reports and self-evaluations of participants, as well as evaluation of the provider, is required to enable general assessment of mobilities after the course. Therefore, participants are challenged to produce a report of learning outcomes of the course. The course provider is required to produce and publish the results of the provider's evaluation (Global Skills Network carries out both on-site and online evaluations and publishes the results of benchmarking courses systematically.)

The implementation of the project results will be assessed shortly after mobilities have come to an end. This will take place in plenary discussions of staff members and colleagues. Learning outcomes of individual participants can be treated in mutual development discussions of school leadership and persons involved. The project results will be reflected and taken into account in curriculum/work plan and European Development Plan by those responsible for such documents.

How will you make the results of your project known inside and outside your organisation(s)? Who are the main target groups you would like to share your results with? (Informing about the course, about the results, about the added value for the school/organization) such as:

- At school/organisation level (website, meetings; information bulletin, social media)

- Locally : traditional information channel (newspaper, other media)

- Regionally and nationally: through professional associations, particularly of teachers and networks of schools where subject teachers and board members meet, and other professional groups.

- On national and innovative level; information shared via eTwinning channels and EST (European Shared Treasure (http://www.europeansharedtreasure.eu/)

Target groups:  As a result of the course, innovative activities and dimensions of the school/organisation will increase.

Current target groups as well as future target groups will benefit from the initiatives undertaken by the course participants.

Innovative activities will include external stakeholders through blogs and social media platforms.

## Summary

Please provide a short summary of your project. This section or part of it may be used by the Eu-ropean Commission,

Executive Agency or National Agencies in their publications. In case your project is awarded, the summary will be published in the Erasmus+ Project Results Platform. Please use full sentences to be concise and clear. The summary should reflect key information from the whole application form, including at least the following elements: context of the project; project's objectives; number and profile of participants; description of planned activities; a short description of the expected results, and the potential longer-term benefits.

Please provide a translation in English. This summary will be publicly available in case your project is awarded.

## Annexes

The maximum number of all attachments is 10 and the maximum total size is 10240 kB.

Please download the Declaration of Honour, print it, have it signed by the legal representative and attach. Attach any other relevant documents. If you have any additional questions, please contact your National Agency.

## Checklist

Before submitting your application form to the National Agency, please make sure that: It fulfils the eligibility

☑ criteria listed in the Programme Guide.

☑ all relevant fields in the application form have been completed.

☑ you have chosen the correct National Agency of the country in which your organisation is established.

Currently selected NA is:_____

Please also keep in mind that the documents proving the legal status of the applicant must be uploaded in the Participant Portal

## Data Protection Notice

**PROTECTION OF PERSONAL DATA**

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc.) will be processed pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the EU institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the projects' contact persons, an unambiguous consent will be requested.
For the full description of the collected personal data, the purpose of the collection and the descrip- tion of the processing, please refer to the Specific Privacy Statement (see link below) associated with this form.

http://ec.europa.eu/programmes/erasmus-plus/documents/epluslink-eforms-privacy_en.htm

☑I agree with the Specific Privacy Statement on Data Protection