

Worksheet 1

Tips and advices for future EU beneficiaries¹

Writing a good project seems often something easy to do.

However, it's not sufficient to have an excellent idea but the key issue is to match and adapt your initial idea to the objectives, priorities and activities allowed under the programme you would like to apply for. Therefore, we would like to remind you some useful tips for developing a good project.

1. **Identify clearly the situation** you would like to insist on, through your project, define your idea of how to adequately respond to the identified need(s) and check that your idea answers the real needs of the target group(s) you would like to work with.
2. **Define the project**: once the need has been identified together with the idea of how to adequately respond to the identified need, define your project by answering the following questions: what does this project want to achieve? (aims and objectives) What is the project going to develop? (results and products) How is the project going to do this? (activities) What expertise is necessary to implement the project? (partners) What does the project need to do this? (rough estimate of resources such as time, money and materials)
3. **Identify the EU programme** whose aims and priorities are in line with those you would like to achieve with your project².
4. **Read carefully the guidelines of both the selected EU programme and of the call for proposal you would like to apply for.** Probably, you will have to adapt your initial idea to the “requests” of the call of proposal. This is a crucial step: the coherence between the project content and the objectives of the call for proposal is always the first element evaluated by the evaluators.
5. **Check the eligibility criteria.** These criteria are a set of characteristics that applicant and partners (if applicable), the project nature and the application must accomplish³.

¹ This worksheet aims just to give some brief advices and it does not claim to be thorough. For an in-depth description of the project management approach to not experienced audience, we suggest you to refer to “Survival kit – Managing Multilateral Projects in the Lifelong Learning Programme” - http://www.european-project-management.eu/fileadmin/images/Survival_Kit_EN.pdf - chapter 3 (pages 19 – 31)

² The EU Commission makes direct financial contributions in the form of grants for supporting the projects, which contribute to the implementation of an EU programme or policy. Interested parties can apply by responding to calls for proposals. In the EU Commission website http://ec.europa.eu/index_en.htm, section «grants», you can find the list of sectors involved in the EU action. You can select the one you are interested in and you will be redirect to the webpage related to the corresponding funding programme(s). The Education funding programme(s) might be find at http://ec.europa.eu/education/index_en.htm.

³ Examples of eligibility criteria are the legal status of the partner or the minimum number of partners being involved in the project.

6. **Verify the award criteria:** you will have a clear overview of how the different components of the project are assessed by the evaluators.
7. **Take time to develop a good partnership & proposal.** Good partners are the “best friends” to well develop and run a project! The application should be developed by involving all partners. ☺ If you plan to submit a project proposal under one of the programmes *Creative Europe, Erasmus+, Europe for Citizens, EU Aid Volunteers*, you are required to register your organisation in the PARTICIPANT PORTAL⁴. It represents your entry point for the electronic administration of the above-mentioned EU-funded programmes.
8. **Do not forget to fulfil all the procedural steps in the submission process:** enclose all the documents required, signatures and stamps (as the case may be). You will find all those kind of information under a specific section of the guidelines.
9. **Respect the deadline!** Different programmes, including the Europe for Citizens, have an e-form application. It means that the submission takes place on-line. In that case, there is often set also a time deadline (e.g. 12.00 noon CET). Starting the upload of the application in advance: it will take time. So, it's better to avoid last-minute submission!

Your project is now ready for the submission!

It's time to cross fingers!

Good luck!

Useful links

1. Erasmus + programme website: http://ec.europa.eu/programmes/erasmus-plus/index_en.htm
2. Erasmus+ partner search <https://www.facebook.com/groups/erasmusplus.partners/>
3. Erasmus PLUS for ALL 2014 – 2020 <https://www.facebook.com/pages/Erasmus-PLUS-for-ALL-2014-2020/626320030753965>
4. EU funding opportunities and project management tips - <http://www.scoop.it/t/eu-funds-and-project-management> and <https://www.facebook.com/EuFundingOpportunitiesAndProjectManagementTips>
5. LinkedIn group European Community Grants, Calls and Projects - http://www.linkedin.com/groups?home=&gid=2140085&trk=anet_ug_hm

⁴ <http://ec.europa.eu/education/participants/portal/desktop/en/home.html> (for Erasmus+:
<http://ec.europa.eu/education/participants/portal/desktop/en/organisations/register.html>)

Definition of the project scope

Project description

Objectives

- ...
- ...
- ...

Results/ products

- ...
- ...
- ...

Main activities

- ...
- ...
- ...

Potential partners/ partners' profile

- ...
- ...
- ...

Estimates of resources

- ...
- ...
- ...

Identified needs (situation before the project)

- ...
- ...
- ...

Envisaged impact (situation after the project)

- ...
- ...
- ...

Erasmus + - Education and training⁵

KEY ACTION 1 – MOBILITY OF INDIVIDUALS

This Key Action supports:

- Mobility of learners and staff: opportunities for students, trainees, young people and volunteers, as well as for professors, teachers, trainers, youth workers, staff of education institutions and civil society organisations to undertake a learning and/or professional experience in another country;
- Joint Master Degrees: high-level integrated international study programmes delivered by consortia of higher education institutions that award full degree scholarships to the best master students worldwide;
- Master Student Loan Guarantee: higher education students can get a loan backed up by the Programme to go abroad for a full Master Degree. Students should address themselves to national banks or student loan agencies.

KEY ACTION 2 – COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES

This Key Action supports:

- Transnational Strategic Partnerships aimed to develop initiatives addressing one or more fields of education training and youth and promote innovation, exchange of experience and know-how between different types of organisations involved in education, training and youth or in other relevant fields. Certain mobility activities are supported in so far as they contribute to the objectives of the project;
- Knowledge Alliances between higher education institutions and enterprises which aim to foster innovation, entrepreneurship, creativity, employability, knowledge exchange and/or multidisciplinary teaching and learning;
- Sector Skills Alliances supporting the design and delivery of joint vocational training curricula, programmes and teaching and training methodologies, drawing on evidence of trends in a specific economic sector and skills needed in order to perform in one or more professional fields;
- Capacity Building projects supporting cooperation with Partner Countries in the fields of higher education and youth. Capacity Building projects aim to support organisations/institutions and systems in their modernisation and internationalisation process. Certain mobility activities are supported in so far as they contribute to the objectives of the project;
- IT support platforms, such as eTwinning, the European Platform for Adult Learning (EPAL) and the European Youth Portal, offering virtual collaboration spaces, databases of opportunities,

⁵ Excerpt from Erasmus + programme guide http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf

communities of practices and other online services for teachers, trainers and practitioners in the field of school and adult education as well as for young people, volunteers and youth workers across Europe and beyond.

KEY ACTION 3 – SUPPORT FOR POLICY REFORMS

This Key Action supports:

- Knowledge in the fields of education, training and youth for evidence-based policy making and monitoring in the framework of Europe 2020, in particular:
 - country-specific and thematic analysis, including through cooperation with academic networks;
 - peer learning and peer reviews through the Open Methods of Coordination in education, training and youth;
- Prospective initiatives to stimulate innovative policy development among stakeholders and to enable public authorities to test the effectiveness of innovative policies through field trials based on sound evaluation methodologies;
- Support to European policy tools to facilitate transparency and recognition of skills and qualifications, as well as the transfer of credits, to foster quality assurance, support validation of non-formal and informal learning, skills management and guidance. This Action also includes the support to networks that facilitate cross-European exchanges, the learning and working mobility of citizens as well as the development of flexible learning pathways between different fields of education, training and youth;
- Cooperation with international organisations with highly recognised expertise and analytical capacity (such as the OECD and the Council of Europe), to strengthen the impact and added value of policies in the fields of education, training and youth;
- Stakeholder dialogue, policy and Programme promotion with public authorities, providers and stakeholders in the fields of education, training and youth are necessary for raising awareness about Europe 2020, Education and Training 2020, the European Youth Strategy and other European sector-specific policy agendas, as well as the external dimension of EU education, training and youth policies. They are also essential to stimulate the effective exploitation of the Programme results and generate tangible impact.

JEAN MONNET ACTIVITIES

The Jean Monnet Activities will support:

- **Academic Modules, Chairs, Centres of Excellence** in order to deepen teaching in European integration studies embodied in an official curriculum of a higher education institution, as well as to conduct, monitor and supervise research on EU content, also for other educational levels such as teacher training and compulsory education. These Actions are also intended to provide in-depth teaching on European integration matters for future professionals in fields which are in increasing demand on the labour market, and at the same time aim at encouraging, advising and

mentoring the young generation of teachers and researchers in European integration subject areas;

- **Policy debate with academic world**, supported through: a) **Networks** to enhance cooperation between different universities throughout Europe and around the world, foster cooperation and create a high knowledge exchange platform with public actors and the Commission services on highly relevant EU subjects; b) **Projects** for innovation and cross-fertilisation and spread of EU content aimed to promote discussion, reflection on EU issues and to enhance knowledge about the EU and its processes;
- **Support to institutions and associations**, to organise and carry out statutory activities of associations dealing with EU studies and EU issues, and to publicize EU facts among a wider public enhancing active European citizenship. Jean Monnet Activities also provide operating grants to designated institutions which pursue an aim of European interest;
- **Studies and conferences** with the purpose of providing policy-makers with new insights and concrete suggestions via critical independent academic views, and to reflect on current issues of the EU, in particular through the annual major international conference on highly political subjects with the participation of policy-makers, civil society and top-level academics.

WHO CAN PARTICIPATE IN THE ERASMUS+ PROGRAMME?

Individuals - students, trainees, apprentices, pupils, adult learners, young people, volunteers, professors, teachers, trainers, youth workers, professionals of organisations active in the fields of education, training and youth constitute the main target population of the Programme. However, the Programme reaches these individuals through organisations, institutions, bodies or groups that organise such activities. The conditions of access to the Programme therefore relate to these two actors: the "participants" (individuals participating in the Programme) and the "participating organisations" (including groups of young people active in youth work but not necessarily in the context of youth organisations, also referred to as informal groups of young people). For both participants and participating organisations, the conditions for participation depend on the country in which they are based.

PARTICIPANTS

As a general rule, participants in Erasmus+ projects must be established in a Programme Country. Some Actions, notably in the fields of higher education and youth, are also open to participants from Partner Countries.

The specific conditions for participating in an Erasmus+ project depend on the type of Action concerned. In general terms:

- For projects relevant for the field of higher education, the main targets are: higher education students (short cycle, first, second or third cycle), higher education teachers and professors, staff of higher education institutions, trainers and professionals in enterprises;

- For projects relevant for the field of vocational education and training, the main targets are: apprentices and students in vocational education, professionals and trainers in vocational training, staff of initial vocational education organisations, trainers and professionals in enterprises;
- For projects relevant for the field of school education, the main targets are: school leaders, school teachers and school staff, pupils in pre-primary, primary and secondary education;
- For projects relevant for the field of adult education, the main targets are: members of adult education organisations, trainers, staff and learners in adult education;
- For projects relevant for the youth field the main targets are: young people from 13 to 30, youth workers, staff and members of organisations active in the youth field;
- For projects relevant to the field of sport, the main targets are: professionals and volunteers in the field of sport, athletes and coaches.

For more details on the conditions for participation in each specific Action, please consult Part B and Annex I of this Guide.

PARTICIPATING ORGANISATIONS

Erasmus+ projects are submitted and managed by participating organisations representing the participants. If a project is selected, the applicant participating organisation becomes a beneficiary of an Erasmus+ grant. Beneficiaries sign a grant agreement or receive a grant decision which entitles them to receive financial support for the realisation of their project (grant agreements are not offered to individual participants). Some Actions of the Programme are also open to informal groups of young people.

As a general rule, organisations participating in Erasmus+ projects must be established in a Programme Country. Some Actions are also open to participating organisations from Partner Countries, notably in the field of higher education and youth.

The specific conditions for participating in an Erasmus+ project depend on the type of Action supported by the Programme. In general terms, the Programme is open to any organisation active in the fields of education, training, youth or sport. Several Actions are also open to the participation of other players in the labour markets.

For more details, please consult Part B and Annex I of this Guide.

ELIGIBLE COUNTRIES

The Erasmus+ Programme is open to the following countries:

PROGRAMME COUNTRIES

The following countries can fully take part in all the Actions of the Erasmus+ Programme:

- Member States of the European Union (EU),
- Non EU Programme Countries (FYROM, Iceland, Liechtenstein, Norway, Switzerland, Turkey),
- Partner countries neighbouring the EU (The following countries can take part in certain Actions of the Programme, subject to specific criteria or conditions - for more information, please consult Part B of this Guide):

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- Eastern Partnership countries: Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine
 - Southern Mediterranean countries: Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia
 - Western Balkans: Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Serbia
 - Other: Russian Federation
- Other partner countries - Some Actions of the Programme are open to any Partner Country of the world. For some other Actions the geographical scope is less broad. For more information, please consult the detailed description of the Actions of the Programme in the Part B of this Guide.

EDUCATION AND TRAINING

(Opportunities in higher education, vocational education and training, school education and adult education)

WHICH ACTIONS ARE SUPPORTED?

The following sections "Key Action 1", "Key Action 2" and "Key Action 3" present concrete Actions that are designed to achieve the Programme objectives in the field of education and training. Among these Actions, the ones mainly - but not exclusively - connected with the field of education and training are:

- Mobility projects for learners and staff in higher education and vocational education and training (VET);
- Mobility projects for staff in school education and adult education;
- Joint Master Degrees;
- Strategic Partnerships;
- Knowledge Alliances;
- Sector Skills Alliances.

The Key Action 3 section will also provide information about Actions of policy analysis and peer learning, prospective initiatives, tools and networks, cooperation with international organisations and dialogue with stakeholders and stakeholder organisations, which will be promoted under Erasmus+ in support of education and training systems. These Actions will be implemented through specific calls for proposals managed directly by the European Commission or by its Executive Agency. For more information, visit the websites of the Commission and of the Executive Agency.

WHAT ARE THE AIMS OF THESE ACTIONS?

SPECIFIC OBJECTIVES

The specific objectives pursued by the Erasmus+ Programme in the field of education and training are to:

- improve the level of key competences and skills, with particular regard to their relevance for the labour market and their contribution to a cohesive society, in particular through increased opportunities for learning mobility and through strengthened cooperation between the world of education and training and the world of work;
- foster quality improvements, innovation excellence and internationalisation at the level of education and training institutions, in particular through enhanced transnational cooperation between education and training providers and other stakeholders;
- promote the emergence and raise awareness of a European lifelong learning area designed to complement policy reforms at national level and to support the modernisation of education and training systems, in particular through enhanced policy cooperation, better use of EU transparency and recognition tools and the dissemination of good practices;
- enhance the international dimension of education and training, in particular through cooperation between Programme and Partner-Country institutions in the field of VET and in higher education, by increasing the attractiveness of European higher education institutions and supporting the EU's external action, including its development objectives, through the promotion of mobility and cooperation between Programme and Partner-Country higher education institutions and targeted capacity building in Partner Countries;
- improve the teaching and learning of languages and to promote the EU's broad linguistic diversity and intercultural awareness.

PRIORITIES

Within this framework, in line with the annual Work Programme adopted by the Commission, the following policy priorities will be pursued:

- developing basic and transversal skills, such as entrepreneurship, digital skills and multilingualism in all fields of education and training, using innovative and student-centred pedagogical approaches and developing appropriate assessment and certification methods, based on learning outcomes;
- enhancing Information and Communication Technologies (ICT) uptake in teaching and learning, through the support of learning and access to open educational resources (OER) in the education and training fields, supporting ICT-based teaching and assessment practices and by promoting the transparency of rights and obligations of users and producers of digitised content;
- promoting stronger coherence between different EU and national transparency and recognition tools, so as to ensure that skills and qualifications can be easily recognised across borders;
- supporting the adjustment of funding and investment in education and training to new needs and the development of improved funding approaches for skills development, in particular through partnerships and cost-sharing; stimulating debates on efficient and sustainable investment in education and training at European and national level involving all the relevant stakeholders.

In addition:

- as regards higher education: priority will be given to projects contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda;
- as regards vocational education and training: priority will be given to projects developing partnerships between education and employment (in particular companies and social partners), the development of short-cycle post-secondary or tertiary qualifications in accordance with the European Qualifications Framework (EQF) and focused on potential growth areas or areas with skills shortages, and by aligning VET policies with local, regional and national economic development strategies;
- as regards school education: priority will be given to projects contributing to improving the attainment of young people, particularly those at risk of early school leaving and with low basic skills, including through high quality and accessible Early Childhood Education and Care (ECEC) services. In addition, priority will be given to projects aimed at revising and strengthening the professional profile of the teaching professions;
- as regards adult education: priority will be given to projects contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults), including by increasing incentives for adult training, by providing information on access to lifelong learning services, such as information on the validation of non-formal and informal learning and career guidance, and by offering tailored learning opportunities to individual learners.

Over the 2014-2020 period, 77.5% of the budget will be allocated in support of the Actions in the field of education and training, with an additional 3.5% being allocated to the Student Loan Guarantee facility.