



## KA229 SCHOOL EXCHANGE PARTNERSHIPS

### 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. How will the exchange of good practices/the learning process of the project help you find an answer to the needs you want to address?
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!**

#### CONTEXT

- Project start date: between 1st September and 31 December following the submission date.
- Project total duration: 12 to 24 months in general, projects organising long-term mobility of pupils may last up to 36 months.
- For Flemish organisations: tick 'BE02: Epos vzw'.

#### PARTICIPATING ORGANISATIONS

- Insert the **Organisation ID** (= previous PIC-code. If you already have a PIC-code, you've been automatically allocated an organisation ID). Most fields are completed automatically, fill out the other information.
- **Background and experience**  
*You fill this out for every partner school.*
  - General information: Present your organisation: where is the school located (rural area, capital, etc.), what education does the school offer, how many pupils and what is their profile, how many teachers, etc.  
*Note: 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.*

- **Motivation:** Why do you want to do this project? What is its added value? What will it change?  
*Note: Keep in mind that the purpose of Erasmus+ is to improve the quality of education.*
- **Key persons involved:** who are they (functions) and what experience do they have.  
Show that it is relevant that these persons lead the project in your organisation.  
Do not give names, but roles: e.g. headmaster, teacher English, etc. This shows the potential impact of the project.
- **Experience:** 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.

▪ **eTwinning-label:** yes/no

▪ **Previous experience in Erasmus+ (in the 3 years preceding this application):** yes/no

## PROJECT DESCRIPTION

### Priorities & Topics

- Select the most relevant priority that your project addresses. Make sure your choice is credible. Keep the finality of your project in mind.
- Select 2 other priorities.
- Select maximum 3 topics of the project.

*Note: Read the programme guide to fully understand the content of the priorities, see [Programme Guide](#), p. 100-105 (English version), [Programmagids](#), p. 109-112 (NL)*

### Description

Here you describe **the motivation, the result, and the achievements** of your project.

Think in three steps to answer this part:

1. What is the **common need**/problem/challenge this partnership faces?
2. Define your general **objective** for the project: What do you want to change, for what target group, on what theme? + Link it to the KA2-priorities
3. Why should the EU **invest** in this project?  
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. Why is this project necessary and useful?

#### An example:

1. *Although governments encourage STEM-education, the schools in this partnership face a lack of educational material for it. 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.*
2. *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.*
3. *The EU should invest in this project, because it meets the priorities and objectives of the Erasmus+ programme and it delivers good practices that can be used by other schools. In this way, the project contributes to a better quality of STEM-education.*

- What are the **objectives** of the project: what will this project change for the schools in the partnership?
  - And link it to the KA2-priorities: see [Programme Guide](#), p. 100-105 (English version), [Programmagids](#), p. 109-112 (NL)
  - You can describe them separately, f.ex.:
    - General objective: This project aims to exchange good practices to ...
    - Objectives for the students
    - Objectives for teachers
    - Objectives for the pupils
    - Objectives for the parents
  
- What will be the results of this project? The aim of this project is to exchange good practices. So, think of results that gather the good practices, like a website, a manual, toolbox, DIY videos, a communication plan, etc.
 

*Note: The results are closely linked to your objectives and should give an answer to your needs.*
  
- **Achievement of the project objectives**  
 Here, you can refer to the chosen methodology. A KA2 project mainly follows 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, foreign language education, 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 good practices between the partners. The pupils can give interesting input in this stage.
    - Include expertise of associated partners, if necessary
  - Stage 3: development
    - Adaptation of good practice to own situation
  - Stage 4: implementation
    - Testing of the good practice by the pupils.
    - Evaluation of the good practice by pupils/teachers.
  - Stage 5: dissemination/exploitation
    - Dissemination: to spread the results of your project to stakeholders inside and outside the schools.

## Tools

Use these tools to prepare, implement and follow-up your project:

- **eTwinning**: can be used f.i. to find partners, for the communication between the pupils of the partner schools, or to disseminate the results of the project, etc.  
[www.etwinning.net](http://www.etwinning.net)
- **Schooleducationgateway**  
 The website [www.schooleducationgateway.eu](http://www.schooleducationgateway.eu) provides f.i. information on different themes, or you can debate topics with colleagues or you can share the acquired expertise of this project by signing up as a good practice school (KA1 project), etc.
- **Erasmus+ Project Results Platform**  
 This platform <https://ec.europa.eu/programmes/erasmus-plus/projects/> can inspire you for your project and through this platform you can disseminate the results of your project.

- **eTwinning**

If this project results from or is part of an eTwinning project: explain the link between this project and the eTwinning project.

## **PARTICIPANTS**

### **Participants**

Who are the participants in your project? Please define **roles**, not names.

E.g.

- Project coordinators: +explain how they will participate in the project, e.g. in project management.
  - Teaching staff: +explain how they will participate in the project, e.g. exchanging good practices during learning activities.
  - Students/learners: +explain how they will participate in the project and what their age group is, e.g. to give input to the project (e.g. an inquiry), or to give feedback during the implementation of good practices, etc.
  - Others: e.g. experts, neighbouring schools, parents, the community, etc.
- Are there any **participants with fewer opportunities** (= kansengroepen): please explain.  
*Note: the definition of 'participants with fewer opportunities': see Programme Guide p. 10.*

## **MANAGEMENT**

### **Project management and implementation**

To guarantee high quality project management, you can use good tools, like: Open Project, Trello, Anika, Wiggio, enz. And refer to the importance of the role of the coordinator.

- **Tasks and responsibilities**

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 or exchange of pupils:
  - Partner 1: ...
  - Partner 2: ...
  - Partner 3: ...
  - Partner 4: ...
- Developing the final product(s):
  - Partner 1: responsible for ...
  - Etc.

- **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.

*Note: do not forget to add information on the project meetings.*

## ▪ **Project partners**

- This question is about the quality of the partnership, the relevance of the partners (see [programme guide](#), p. 110-112 – award criteria).

For an **exchange of good practice** project, you need partners with good practices on the project theme. In this item you explain that the partners dispose of this expertise or in the field of EU-projectmanagement.

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 through eTwinning, a preparatory visit, a contact seminar, etc.? Important is that you chose the partners, based on their expertise.

## LEARNING, TEACHING, TRAINING ACTIVITIES

### Practical arrangements

- How will the **practical aspects** of the LTTs 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 (motivation letter, interview, school results, etc.), teaching staff, etc.
- **Project risks** (ensure the safety of the participants)  
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.

## TIMETABLE

### Activities

Here, the question is: give an overview of the project activities, in a chronological way. Check the explained methodology (*learning cycle of Korthagen, see earlier in this document*) and use this as a structure for the activities.

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

## FOLLOW-UP

### Assess project's objectives

What will the partnership do to examine if the preset objectives are reached? What activities do you perform to measure this? E.g. impact measurements, evaluations, etc.

Will you monitor this throughout the project? If yes, how? e.g.

- By means of project meetings, clear arrangements on communication, etc.
- Evaluations (how?), impact measurements, observation, etc.
- Monitoring of the project is the task of the project coordinator.

### Impact

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

What will be the effect of this project on the school? E.g.

- A school with more motivated pupils and teachers, more well-being.
- A school that is an expert school in foreign language education, CLIL, STEAM-education, etc.
- Etc.

How will the results of the project be used by other teachers, in the future?

### 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, p. 313.

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.

- end-users 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.

## 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.