PROJECT APPLICATION GUIDE

to Erasmus+ Key Action 1 mobility projects

for teachers and staff

Part 2 - Priorities and objectives


DISCLAIMER

Please, make your institution's application original and contextualized! Please avoid copy and paste our ideas, comments or suggestions: it's always better to rephrase it and adapt to your school/context. Based on your specific context, you should differentiate from other applicants in your own country by giving a personal response rather than a standard one to the sections of the application form.

Please note that the information in our guide are just suggestions. We cannot be held responsible for any outcome that may result or any use made of the ideas in our guide.

HOW TO FILL IN THE APPLICATION FORM

The application form is composed of many parts. In this section, we provide useful information about how and what to write in each part.

Please, consult the online application form and select to "see open calls" of **your sector**. You need your EU login credentials to login.
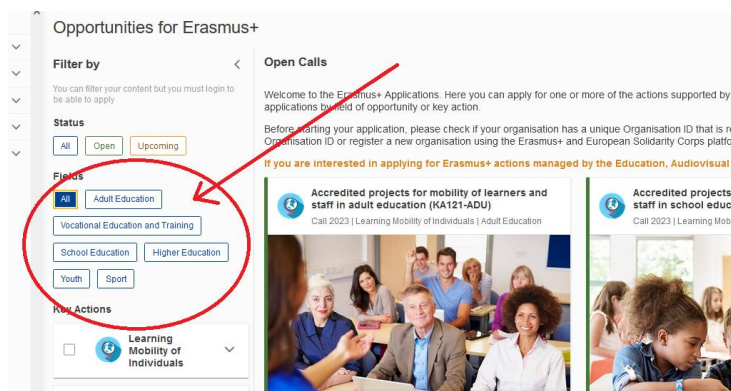
BE CAREFUL!!

- This guide is based on the model application for school education sector.
- Please, contact your National Agency to selected the right application form for your sector and contact us to learn more about what the differences are if you are not from the school education sector.

Select **KA122 - Short-term projects for mobility of learners and staff in school education**: this is your application form!

APPLICATION

This is what you should see: we will guide you through the content menu!

CONTEXT

Here you provide basic information about your project.

Fields in grey are the fields in your application form: please, read the advice and instructions for each field.

Project Title:

A catchy title, synthesis of your aims and goals, or a clear statement of what your staff will learn and the impact of this in your institution will provide a clear and sound identity to your project. You can combine and mix our course titles to specific contexts at your school!

Project Title in English

Please, translate here your project title in English

Project Start date

Your mobility project can be between 1-06-2023 and 31-12-2023. Please, consider your project will have a fixed

total duration, so you might consider what the best start date is in order to manage your school priorities (projects, etc)

Project duration (Months)

You can choose between 6 and 18 months. In any case, you should choose the duration of your project based on its objectives and on the type of activities planned over time (e.g. in case of a 18-month project the following is a possibility: you might decide to make provisions for some of your school staff to attend structured courses in the 6 months of the project duration, and offer the same opportunities to other staff members in the second semester, and more mobilities in the third semester, etc. In institutions with a number of temporary staff, you should take this circumstance into consideration when prioritizing the participation of personnel in the mobilities). We recommend **18-month project duration**: this will give you extra time flexibility to implement all your project mobilities.

National Agency of the Applicant organisation

This is your National Agency! Certain countries have more than one National Agency and Agencies are divided by sector. Please, find out the right sector of your organization and select the appropriate National Agency.

Language used to fill in the form

The application form must be completed in one of the official languages used in Programme Countries. If you use **English**, we will be able to give you feedback.

This section is now complete

✔ Context   ⓘ

PARTICIPATING ORGANISATIONS

Applicant organisation

Here, you provide information about your organisation (enter your OID). You can click to view your organization details, to refresh or delete the entry. If you experience technical issues, please contact your National Agency.

You should check that this information is accurate and in case there is any error, log back onto the OID registration portal and update your information accordingly.

Once you filled in your OID as Applicant organization, your organization name should appear on the left menu. Please, click on there to add associated persons.

Associated persons

Here, you name at least two different persons. Choose one person to be the primary contact person for the project and one to be the dedicated contact person for Online language support and include the details of the organisation's legal representative (it could be the same person, but you need to name a second contact anyway)

Legal representative

This is the person legally authorised to represent your organisation or institution. For schools, this will almost always be the Headteacher or the Principal. When your application is approved, the Legal Representative of the school should be the signatory for the Grant Agreement

Contact Person

This can be a different person from the Legal Representative. His/her details will be used as the first point of contact in the future, should the grant be successful.

Contact Person for Online language support

Online Language Support (OLS) service provides the participants in mobility activities with the opportunity to assess their knowledge of two languages as well as to follow online language courses to improve their competences.

HOSTING ORGANISATION

Hosting organisation

The hosting partner organisations are organisations who will host the participants in your activities or will assist you with organising the hosting.

IS THIS YOUR FIRST ERASMUS+ APPLICATION OR DO YOU HAVE LITTLE ERASMUS+ EXPERIENCE?

If your organisation is not Italian, please choose our courses in **Padova (Italy), e**specially if this is your first Erasmus+ experience or if you have little experience. If your organisation is Italian, please choose our courses in **Dublin (Ireland)**!

For teacher training mobilities in **Italy** (Padova, Florence, Rome), select "Add Hosting Organisation with OID" add our OID (The OID of "**Mobility and cooperation**" is **E10259341**) as **hosting organisation**.

For teacher training mobilities in **Ireland** (Dublin), please add our OID (The OID of "**Mobility and cooperation**" is **E10259341**) as **supporting organisation**. Please, tell us about what course you would like to choose and we will tell you the OID of the hosting organisation in Ireland.

For teacher training mobilities in **other countries**, please tell us about what course you would like to choose and we will tell you how to record your hosting organisation.

What kind of hosting organisations do you plan to cooperate with? (4000) ← **This number in brackets is the maximum number of characters for this answer**

In order to implement your teacher training course, you must be hosted by a course provider with suitable experience and expertise.

We recommend you to show that partnership with us as course provider is strong and serious. Please, reiterate the communication you are having or have had with us as a form of support to write your application.

Please, mention our support service and explain how and if you pre-registered for our courses.

You should mention meetings with us, frequent contacts between hosting (us) and sending (you) organisation and regular updates about the cooperation to prepare your application. We can communicate on the phone, via Whatsapp, via Zoom, skype, etc

Please, contact us and we will share the **formal agreement between the beneficiary and the service provider**. We recommend the formal agreement draft should be attached as an Annex to your application.

> **Have you already had contacts or previous cooperation with any potential hosting partners? (4000) ← This number in brackets is the maximum number of characters for this answer**

Please, describe the type of contacts or previous cooperation you had with us.

Explain clearly why we are important for your project activities

Include a short description of who we are and our story.

Who we are

"Mobility and cooperation" is a newly established education startup whose mission is enabling people to have access to mobility and cooperation opportunities and to experience and share new ways of learning.

Our story

Teachersrise is the teacher training initiative by "Mobility and cooperation" and was informally developed as an independent teacher training initiative in 2020 during the initial outbreak of the COVID-19 pandemic to respond to the emerging needs of resilient schools facing several challenges compounded by an unprecedented global crisis. Its team is made up of a network of experienced teacher trainers.

Teachersrise specialises in the provision of professional development courses and language immersion training programmes for teachers in English and other languages.

Teachersrise is dedicated to teachers and school staff who want to undertake professional development in a friendly atmosphere for learning and transformation.

Early in 2021, Teachersrise evolved and consolidated in the "Mobility and cooperation SRL" organisation, which took over its network and will develop it further. "Mobility and cooperation" operates at its headquarters in Padova (Italy) and opened its new location in Dublin (Ireland) in 2021, and new locations in Barcelona (Spain), Florence (Italy), Rome (Italy) and Valletta (Malta) in 2023. It will originate further activities in other cities in Europe.

The partnership with us needs to include all the expertise, skills and competences required for the successful implementation of the project.

The idea is to choose partner institutions which, taken together and complementing each other, have the expertise and resources required for the project.

The motivation of the partners to join the project needs to be clear. Each partner institution must

- bring a concrete added value to the project
- gain a concrete added value from the project

In other words, the partnership needs to benefit by having a specific partner institution on board, the partner institution needs to have a stake in the success of the project (institutional commitment!).

Our mission and values here https://www.teachersrise.eu/about-us/ To put it simply, "Mobility and cooperation" is a course provider derived from the initiative called Teachersrise and your role is a partner who benefits from the course and possibly develops further cooperation with us on other Erasmus+ projects.

Examples of future potential benefits of your partnership with "Mobility and cooperation":

- Networking with international teachers in Europe
- Future cooperation with "Mobility and cooperation" on other Erasmus+ projects.

Please, refer to our team profiles https://www.teachersrise.eu/our-team/ in general, especially to the teacher trainers of your courses. Make sure that you mention a couple of points per each major objective!

If you have not yet identified all of your hosting partners, please explain how you plan to find suitable hosting organisations for the mobilities you propose to organise? (4000) ← This number in brackets is the maximum number of characters for this answer

This shouldn't apply as we recommend you choose us as hosting organisation in order to get further support for your application.

For teacher training mobilities in **Italy** (Padova, Florence, Rome), select "Add Hosting Organisation with OID" add our OID (The OID of "**Mobility and cooperation**" is **E10259341**) as **hosting organisation**.

For teacher training mobilities in **Ireland** (Dublin), please add our OID (The OID of "**Mobility and cooperation**" is **E10259341**) as **supporting organisation**. Please, tell us about what course you would like to choose and we will tell you the OID of the hosting organisation in Ireland.

For teacher training mobilities in **other countries**, please tell us about what course you would like to choose and we will tell you how to record your hosting organisation.

Remember to add us as Hosting organisation for mobilities in Italy!

SUPPORTING ORGANISATION

Supporting organisation

Tick the following for mobilities where we operate as supporing organisation:

☑ My organisation plans to work with other supporting organisations that are not going to host our participants, but are going to help with the implementation of activities.

For teacher training mobilities in **Ireland** (Dublin), please add our OID (The OID of "**Mobility and cooperation**" is **E10259341**) as **supporting organisation**. Please, tell us about what course you would like to choose and we will tell you the OID of the hosting organisation in Ireland.

For teacher training mobilities in **other countries**, please tell us about what course you would like to choose and we will tell you how to record your hosting/supporting organisation.
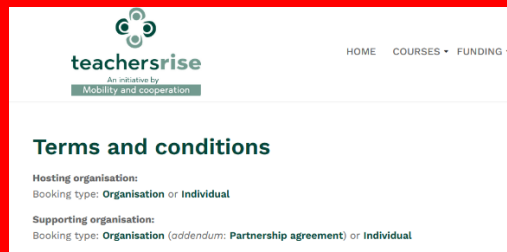
⚠️	**REMEMBER TO ATTACH THE FORMAL AGREEMENT** According to the Erasmus Quality Standards - mobility projects - VET, adults, schools, the National Agency should be able to review the formal agreement between the beneficiary (your organisation) and the service provider (our organisation), covering the following elements: • tasks to be carried out • quality control mechanisms • consequences in case of poor or failed delivery • flexibility mechanisms in case of cancellation or rescheduling of agreed services that guarantee fair and balanced sharing of risk in case of unforeseen events. Please, download our terms and conditions which apply as "formal agreements". Whether you choose us as hosting or supporting organization, please find the relevant terms and conditions at our "terms and conditions" page: We recommend the "Organisation" booking type (including the addendum "Partnership agreement" for supporting organization") formal agreements should be attached as an Annex to your application.

Summary of the possible roles we can cover

Where	Our role	How to record OIDs
Padova, Florence, Rome	Hosting organisation	Use the following OID for your **hosting organisation**: "Mobility and cooperation" OID **E10259341**
Dublin	Supporting organisation	Use the following OID for your **hosting organisation**: Contact us Use the following OID for your **supporting organisation**: "Mobility and cooperation" OID **E10259341**
Barcelona, Valletta	Hosting/supporting organisation	Use the following OID for your **hosting/supporting organisation**: Contact us

This section is now complete

✔ Participating Organisations ⓘ

BACKGROUND

Is the organisation a public body?

Is the organisation a non-profit?

Type of Organisation

Does your organisation provide any formal or informal learning programmes relevant for this application?

Those four answers are completed automatically based on your OID. You should check that this information is accurate and in case there is any error, log back onto the OID registration portal and update your information accordingly.

Please briefly present your organisation.

i. What are your organisation's main activities? (1000) ⬅ This number in brackets is the maximum number of characters for this answer

Describe your institution briefly but accurately: specific characteristics such as level of education, curriculum, geographical location, socio-cultural environment, etc.; number and level of students studying English as a foreign language; proportion of pupils with special educational needs; projects about sustainability education and green transition; projects about digital and technologies.

If your school is a combination of school and VET provisions or other, please describe only the activities relevant to the specific education sector you are applying for.

ii. What are your organisation's activities in the field of this application? (1000) ⬅ This number in brackets is the maximum number of characters for this answer

You should describe all the projects your institution has been or is engaged with in relation to the main themes of your application. Consider curricular and extra-curricular activities, regional projects, other international projects, etc For example, you might mention that your school is engaged in work teams dealing with the coding and robotics; that teachers are your school are devising a more international curriculum and are very interested to learn English to interact with European colleagues; that your students are being taught part of their curriculum through the means of English as a foreign language (CLIL) and that your staff are very interested in getting deeper insights of this approach; that your staff have great interest in visiting schools in European in order to observe and analyse examples of good practice, etc. By accurately describing your organisation's activities you will create the ground and the context to explain why you need to attend various courses!

⭐ **AWARD CRITERIA! It is important you include this point in your application! State clearly where the alignment lies and do not let evaluators to look for alignment because they do not know the project as well as you do and also. Let the evaluators know and explain why you meet the award criteria!**

- the applicant's profile, experience, activities and target population of learners are relevant for the field of school education

iii. What profiles and ages of learners are concerned by your work? (1000) ⬅ This number in brackets is the maximum number of characters for this answer

List the age groups of your school.

Learner profiles may include information such as skills, strengths, and interests, aspirations and passions, likes and dislikes, life experiences, how the student likes to learn and learning styles, struggles or potential barriers to learning or anything else the student or teacher deems important

iv. How many years of experience does your organisation have work in the field of this application?

This field should be a number. This number does not relate to your Erasmus+ experience but to your experience as an institution.

Please, indicate the numbers relevant to your sector (school education, VET, adult, etc): if your school is a combination of school and VET provisions, please count only the numbers relevant to the specific education sector you are applying for.

Please, contact your National Agency if you have doubts about how to count learners, teaching or non-teaching staff.

PAST PARTICIPATION

Your past participation is summarized automatically based on your OID.

Please, select yes/no for Newcomer organization, Less experienced organization, First time applicant

Newcomer organization	Any organisation or institution that has not previously received support in a given type of action supported by this Programme or its predecessor programme either as a coordinator or a partner.
Less experienced organization	any organisation or institution that has not received support in a given type of action supported by this Programme or its predecessor programme more than **twice in the last seven years**. This category includes the category of "first-time applicants".
First time applicant	Any organisation or institution that has not previously received support as a project coordinator (applicant) under a given type of action supported by this Programme or its predecessor programme in the last seven years.

Please, make your comments about past participation to any former European Programmes (Erasmus+, Comenius, Grundtvig, etc.). Explain why you took part and what your organization achieved. How is the past participation linked to your new projects? Why?

If you don't have any past participation, please make sure you include full details about **the reasons and the context** of the current status of your organisation's participation. Why haven't you taken part in the past? Why would you like to take part? What changed?

This section is now complete

PROJECT OBJECTIVES

A list of project objectives is not something that schools will necessarily have in place already but it is probably the most important part of the application: it is what you refer to when explaining the need for professional

development of your teachers.

The purpose of the Project Objectives is to ensure that the planned activities of the proposed Erasmus+ project are relevant both for the individual participants and for the organisation as a whole, as they will have a higher impact on the quality of teaching and learning if they are well integrated into the organisation's strategic development. You will provide a strategic view of your organisation plans for European activities. You need to show clear link between the needs of your organisation, the activities you are applying for and their outcomes, the priorities, objectives and plans that your organisation currently has in place. How does the planned Erasmus+ activities address the needs of the current status and vision for the future of your organisation? You shall explain the internationalisation strategy of your organisation and what you're already doing or planning to do to open your school to international cooperation and why.

INSIGHT

You can skim-read the details of this box as long as you have clear that:

"The main priorities for Erasmus+ are: 1) Green 2) Digital 3) Inclusion 4) Active participation"

The contents of this box aim to give you a detailed insight about how to describe your school in a context driven by external policies and priorities. You can skim-read the details of this box as long as you have clear that the main priorities for Erasmus+ are:

1) Green

2) Digital

3) Inclusion

4) Active participation

EUROPEAN POLICIES, ERASMUS+ PRIORITIES AND OBJECTIVES, COUNTRY-SPECIFIC PRIORITIES, …

EU Education policies are important in shaping and defining Education policies of its member states. As such, taking these priorities into account is important for your project application.

At very broad level, the main EU priorities for the continuous advancement of education and training are:

- **Green:** strengthening sustainable competitiveness, as set out in the European Green Deal
- **Digital:** make education and training systems fit for the digital age and support high-quality, inclusive and accessible digital education in Europe as set out in the Digital Education Action Plan (2021-2027)
- **Fair and inclusive:** implementing the European Pillar of Social Rights of the European Union as a distinctive element for ensuring a fair and inclusive.

Recovering from the COVID-19 pandemic. It is now key to build resilience to react to crises, based on the lessons learnt during the COVID-19 pandemic. It is very important to consider that Erasmus+ itself is a European priority and you should describe in your local/national context in light of the massive recovery fund branded Next Generation EU (NGEU) which aims to support member states hit by the COVID-19 pandemic. So, if you are aware of other local/regional/national funding paid by NGEU and relevant to your project, we strongly recommend you highlight the correlation.

EU and education and training.

There are a number of points you can consider when leaerning about the EU commitment to education and training:

- Language skills are at the heart of the ambitious vision to create a European Education Area.
- The Council adopted by written procedure conclusions on European teachers and trainers for the future. The conclusions recognise that teachers and trainers are an indispensable driving force of

education and training, and acknowledge their commitment during the current COVID-19 crisis.

- It is worth reading the "Teachers in Europe Careers, Development and Well-being" Eurydice report, in particular Chapter 5 (24 pages).
- Professional development of teachers and school leads play a critical role in achieving those priorities. Read more about the importance of professional development for teachers and school leaders
- If you work in the VET sector, please consider Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies
- If you work in the adult education sector, please consider Upskilling Pathways - New opportunities for adults

Your project has to be relevant to the objectives of the **Erasmus+ programme**.

The **purpose of mobility activities** funded by Erasmus+ is to provide learning opportunities to individuals and to support internationalisation and institutional development of schools and other organisations in school education. Specifically, the objectives of this action are:

Strengthening the European dimension of teaching and learning by:

- promoting values of inclusion and diversity, tolerance, and democratic participation
- promoting knowledge about shared European heritage and diversity
- supporting development of professional networks across Europe

Increasing the quality of teaching and learning in school education by:

- supporting professional development of teachers, school leaders and other school staff
- promoting the use of new technologies and innovative teaching methods
- improving language learning and language diversity in schools
- supporting the sharing and transfer of best practices in teaching and school development

Contributing to the creation of the European Education Area by:

- building capacity of schools to engage in cross-border exchanges and cooperation, and carry out high quality mobility projects
- making learning mobility a realistic possibility for any pupil in school education
- fostering recognition of learning outcomes of pupils and staff in mobility periods abroad

Description of your project will be relevant if it reflects the following **Erasmus+ priorities** in the school education sector of mobilities (for other sectors, please contact us):

Inclusion and diversity

In line with the Erasmus quality standards, organisations that receive support from the Programme must ensure that they offer mobility opportunities in an inclusive and equitable way, to participants from all backgrounds. The selection of learners that will take part in project activities should take into account key factors such as motivation, merit, as well as personal development and learning needs of the participants. Similarly, selection of staff participants should ensure that benefits of their professional development are available to all learners in the organisation.

Throughout the preparation, implementation and follow-up of mobility activities, the sending and hosting organisations should involve the participants in key decisions to ensure maximum benefits and impact for each participant.

Participating organisations that provide education and training are encouraged to actively create and facilitate mobility opportunities, for example by establishing mobility windows in their academic calendar and defining standard re-integration steps for returning participants.

Environmentally sustainable and responsible practices

In line with the Erasmus quality standards, organisations that receive support from the Programme must promote environmentally sustainable and responsible behaviour among their participants, raising the awareness about the importance of acting to reduce or compensate for the environmental footprint of mobility activities. These principles should be reflected in the preparation and implementation of all Programme activities, especially by using specific funding support provided by the Programme to promote sustainable means of travel. Organisations providing education and training should integrate these principles in their everyday work, and should actively promote a change of mind-set and behaviour among their learners and staff.

Digital transformation in education and training

In line with the Erasmus quality standards, the Programme supports all participating organisations in incorporating the use of digital tools and learning methods to complement their physical activities, to improve the cooperation between partner organisations, and to improve the quality of their learning and teaching. In addition, teaching and administrative staff can also benefit from digital skills training programmes to acquire relevant digital skills for making use of digital technologies in courses and for digitalising administration.

Active participation

One of the objectives of the Erasmus+ Programme is to support the development of the European Education Area. Beneficiary organisations should seek to become active members of the Erasmus network, for example by hosting participants from other countries, or by taking part in exchanges of good practices and other contact activities organised by the National Agencies or other organisations. Experienced organisations should share their knowledge with other organisations that have less experience in the Programme by providing advice, mentorship or other support. Where relevant, beneficiary organisations should encourage their participants to take part in alumni activities and networks.

Contact your National Agency!

We would also recommend you check with your National agency to see if they have any country specific priority that might be important in your context.

… AND YOUR SCHOOL!

Consider the following aspects of your organisation: **management competences, staff competences, new teaching methods or tools, European dimension, language competences, curriculum, the organisation of teaching and learning**.

What are the priorities of your school?

Align your objectives of your mobility project with the objectives of the Erasmus+ programme and priorities of your national agency.

State clearly where the alignment lies and do not let evaluators to look for alignment because they do not know the project as well as you do and also. Aligning objectives of your mobility project with the objectives of the Erasmus+

programme includes arguments about the outcomes. Show in your application form how your mobility delivers the learning outcomes.

What are the most important needs and challenges your organisation is currently facing? How can your organisation be improved to benefit its learners? Please illustrate your answers with concrete examples. (4000)
← **This number in brackets is the maximum number of characters for this answer**

You should include:

- **An outline of your school's current status:** What European activities have you completed? What continuing professional development do you have/have you done? What are the Strengths/Weaknesses and Opportunities/Strengths of your organisation?

- **Your identified needs:** How will you get from where you are now to where you want to be? Your needs are relevant only if your planned activities are relevant to your needs: how will your planned activities meet these identified needs? Please, keep in mind that in the following sections, you should show that the activities planned (e.g. our courses) for the European participation of your teachers and staff are highly relevant both for them as participants as well as for your school/organisation as a whole, including your students. The planned activities should have a high impact on the quality of teaching and learning in your organisation or institution and that is why they should be well integrated into your strategic development.

- **A vision for the future:** where do you want to be in 1, 2, 5 or even 10 years' time?

- **Benefits for learners.** Once you identify your needs and challenges, please briefly describe what benefits for learners will be achieved if your organization will be improved. We can give you a list of learning outcomes for each course, which could a good starting point for writing. The good approach is to integrate our list with the list of outcomes stated in objectives, European priorities and the Erasmus+ Programme Guide. You should explain why choosing us as your hosting partner reflects your objectives, European priorities, the Erasmus+ programme objectives and our learning outcomes: why do you think our institution is suitable to bear that impact? Do not write statements like "we chose our hosting partner 'Mobility and cooperation' because of their experience with KA1 courses". This statement reflects neither Erasmus+ objectives neither your objectives. Better example of the statement is the following: "By our project we want to see practices for reducing early school leaving in other countries. We chose "Mobility and cooperation" because of their evidence-based results in tackling early school leaving and their proven skills of facilitating international cooperation among participants"

Your project can be a combination of a number of courses.
Preparing an Erasmus+ project is the right opportunity to meet your school's needs: why not using it benefits for as many colleagues as possible? You can plan a course for a number of colleagues of a certain department and another course for other colleagues on different dates, while certain colleagues might need basic language learning courses. Remember to consider our

What are the innovative elements that teachers and staff in your school need to explore and learn in order to improve their practice in order to meet the new demands of teaching today? What are the aspects which need to be developed or are missing in everyday practice in your school?

Management competences: You school management (Head teacher, Principal, Deputy Principal, etc.) might need to consider to acquire new leadership skills or even change management skills. This might include knowledge and skills in problem solving, decision making, soft skills, learning new teaching methodologies, or simply learning English language skills for leaders in order to improve your school leadership at European and international level. What are the challenges in terms of getting the teaching and learning organized?

Staff competences: Teachers in your institution might need to learn more of one or more of the following areas, broadly corresponding to our learning areas:

1. Language learning and teaching to improve communication skills in English for teaching and for use in international contexts (speaking, writing, reading, listening, cultural and intercultural understanding, etc.).

2. School innovation and management to learn powerful tools to adapt their organisation to a complex world that faces rapid changes and to become familiar with key issues related to innovation in education.

3. Methodologies and practices to be effective in the classroom. (key concepts, principles, procedures, etc.).

4. STEM and digital education: what digital competences and new instructional technologies are needed to maximise teacher capacity in order to engage students and bring out the best in them.

5. Arts, well-being and culture in the classroom and at school

6. Global citizenship education, globalization and the role of education and international institutions in a global society.

New teaching methods or tools: Teachers in your institution might need to identify more modern and innovative teaching approaches available for use in schools today in order to provide successful learning experiences in line with the new ways of learning, including the impact of the COVID-19 pandemic on your school. The school of the 21st Century should provide environments and experiences which allow students to build up their knowledge in interaction with peers and teachers of different backgrounds and different geographical locations. Reopening schools after COVID-19 closures takes new methods and tools to manage an entire generation whose education was either interrupted or strongly impacted. Your school's staff might need to renew and develop their teaching related to key competences (e.g. foreign languages, cultural appreciation, learning to learn, entrepreneurship, social and civic skills, ICT, etc.), task based approaches, teaching through flipping classrooms, debating, digital learning, computational learning, cooperative learning, etc. Global networking and new technologies can also facilitate learning appropriate to a fast-changing world after the COVID-19 pandemic.

Key competences and skills of staff and learners: Everyone has the right to quality and inclusive education, training and lifelong learning that develops key competences and basic skills. Key competences and basic skills are needed by all for personal fulfilment and development, employability, social inclusion and active citizenship. The Key Competences for Lifelong Learning are:

• Literacy

• Multilingualism

• Numerical, scientific and engineering skills

• Digital and technology-based competences

• Interpersonal skills, and the ability to adopt new competences

• Active citizenship

• Entrepreneurship

• Cultural awareness and expression

What does your organisation need to improve to improve key competences for staff and learners?

Development of sustainable cross-border cooperation. Explain why you are creating a network. One of the goals of Erasmus+ courses is to establish good networks among participants as a basis for future projects. We always care of making our courses an opportunity for learning and transformation, including networking sessions amongst

participants. Write strong arguments why you need international cooperation. For instance, maybe your school wants to develop a specific interdisciplinary project about digital innovations for the students and your whole team needs additional competencies in order to implement such a project with us as course provider.

Here is a table of examples of general learning outcomes and impact for pupils and learners and teachers: you can use them to describe **benefits for learners**.

Please, avoid copy and paste: it's always better to rephrase it and adapt to your school/context.

Target	Example of learning outcomes	Example of impact/benefits
Pupils and learners	improved learning performance; enhanced employability and improved career prospects; increased sense of initiative and entrepreneurship; increased self-empowerment and self-esteem; improved foreign language competences; enhanced intercultural awareness; more active participation in society; better awareness of the European project and the EU values; increased motivation for taking part in future (formal/non-formal) education or training after the mobility period abroad.	self-confidence, knowledge of the European Union, knowledge of lifestyle and education in partner countries, knowledge of native culture strong bonds with students from partner schools, digital skills development, foreign language skills development, team work development, social skills development, interest in other countries and their cultures, motivation in all subjects and studies, motivation to study foreign languages, tolerance with regard to different cultures.
Teachers and training professionals	improved competences, linked to their professional profiles (teaching, training, youth work, etc.); broader understanding of practices, policies and systems in education, training or youth work across countries; increased capacity to trigger changes in terms of modernisation and international opening within their educational organisations; greater understanding of interconnections between formal and non-formal education, vocational training and the labour market respectively; better quality of their work and activities in favour of students, trainees, apprentices, pupils, adult learners, young people and volunteers; greater understanding and responsiveness to social, linguistic and cultural diversity; increased ability to address the needs of the disadvantaged; increased support for and promotion of mobility activities for learners; increased opportunities for professional and career development; improved foreign language competences; increased motivation and satisfaction in their daily work.	experience of different teaching methods, experience of new subjects/knowledge, knowledge of the European Union, knowledge and understanding of partner countries' educational system (content and assessment), knowledge of own subject field, creation of strong bonds with partner country teachers, project management skills development, digital skills development, English language skills development, language skills development in a language other than English, social skills development, motivation to work in a multi-disciplinary team, motivation for professional training and skills development, motivation for the job.

Tips for identifying your needs

Tip#1: Gather together relevant people and discuss! The quality of your objectives will be higher if you prepare it based on the findings of different discussions, workshops or interviews with the key stakeholders, such as teachers, school management, parents, students, local government. Organise creative and inspirational conversation in groups where participants are invited to share their ideas about internationalisation of your school. Use our learning areas (language learning and teaching, school innovation and management, methodologies and practices, STEM and digital education, arts, well-being and culture, global citizenship education) and our course titles as topics for discussion: does the planned project fit the expertise and strategy of all units/departments? Ask them broadening questions and write all the ideas. Writing your objectives titles will be much easier and relevant having ideas produced by a group of people who cares about your school.

Tip #2: Explain what "internationalisation" means for your school. What are your priorities and how do they relate to Erasmus+, European and national priorities? Your needs about your future. How will you strengthen the internationalisation of your school? How would you like to be integrated in the international projects? What will internationalisation bring to your students, to your teachers, to parents, and to the local community? How will international cooperation improve the quality of your school? Do you have a support from your management? Describe what your school needs in terms of quality development and internationalisation. What are the needs of you school or consortium of schools? Is there a common agreement among your teachers to participate in international projects? What impact is expected on pupils, teachers and other staff, and on the school's overall as a result of the Erasmus+ project and European activities? How will the school/schools in the consortium use eTwinning in connection with the planned Erasmus+ project and mobility activities? These needs could relate to management competences, staff competences, new teaching methods or tools, European dimension, language competences, curriculum, organisation of teaching, training and learning, reinforcing links with partner institutions. Internationalisation increases employability, intercultural awareness, social capital, motivation for change, information sharing, awareness of different educational systems etc.

Tip #3: Why European? What exactly will you get with your mobility project that you cannot get at your home country? If you write that you will go on Erasmus+ course about developing classroom management skills, your evaluators might give you lower points with the argument that you can get such a course in your home country. So, you need a strong argumentation what can you get with the international course. For instance, new contacts for further international projects, best practice exchange with other participants, exploring new areas of teacher education, comparing your current skillset with peers, understanding other national policies on the topic, etc. Mind European and national priorities of your national agency and reflect objectives of the Erasmus+ programme through your project description: use concrete learning outcomes and avoid general terms!

Tip #4: Institutional commitment: It is not enough to state your wish for internationalisation. You really need a productive discussion within your school in order to look on the possibility of the internationalisation from different perspectives. Discuss your idea with your colleagues and the head of your unit/department. The planned project should fit the expertise and strategy of your unit/department. Ensure that you have the institutional support and required resources for the preparation of the proposal and, if it is selected for funding, the implementation of the project.

Tip #5: Adapt to your context: You can use here the "course overview" and "learning outcomes" of our courses. Please, avoid copy and paste: it's always better to rephrase it and adapt to your school/context.

OBJECTIVES

⭐ **AWARD CRITERIA! It is important you include this point in your application! State clearly where the alignment lies and do not let evaluators to look for alignment because they do not know the project as well as you do and also. Let the evaluators know and explain why you meet the award criteria!**

- the proposed project objectives address the needs of the applicant organisation, its staff and learners in a clear and concrete way

Title: What do you want to achieve? (200) ← **This number in brackets is the maximum number of characters for this answer**

The title shouldn't be too short (max 200 words).

💡 **How a good objective looks like**

A good objective title must include:

- One or more of the aspects of your organisation: **management competences** (organisation of teaching and learning, etc), **staff competences, new teaching methods or tools** (curriculum, etc)**, key competences** (language competences, etc)**, European dimension** or other areas.
- An action verb
- A target group (students, teachers, staff, etc)
- Reference to international cooperation in the field of education and training or one of the European policies, Erasmus+ objectives, country-specific priorities

Examples of general objectives titles

- Develop sustainability education opportunities for learners by reorganising our curriculum
- Strengthen climate-friendly teacher training and support cross-border cooperation to promote green skills
- Build capacity and exploit the opportunities offered by digital technologies for teaching and learning
- Increase our teachers' language skills for international cooperation

Do not copy and paste the examples above: your application might be rejected if objectives are found to be exactly the same of others!

Examples of objectives titles specific to your courses

We can provide further examples of objective titles based on the combination of courses you use and based on your school needs: please, tell us your combination of courses and tell us more about your needs and challenges and you will receive detailed course information to use to create your objective titles based on your learning objectives and outcomes.

You can use here the "learning outcomes" and "learning objectives" of our courses: contact us to receive the details of

your selected course… we have plenty of written information! Please, avoid copy and paste: it's always better to rephrase it and adapt to your school/context.

AWARD CRITERIA! It is important you include this point in your application! State clearly where the alignment lies and do not let evaluators to look for alignment because they do not know the project as well as you do and also. Let the evaluators know and explain why you meet the award criteria!

- the project proposal is relevant for the objectives of the action
- the proposed project objectives address the needs of the applicant organisation, its staff and learners in a clear and concrete way
- the content of proposed activities and balance between different types of activities are appropriate for the achievement of the project objectives

Two important objective areas!

It is important you consider to elaborate two objectives in the following areas:
- Green transition
- Digital transformation

It is important you include those two objectives in your application! State clearly where the alignment lies and do not let evaluators to look for alignment because they do not know the project as well as you do and also. Let the evaluators know and explain why you meet the award criteria!

OBJECTIVE AREA: Green transition

AWARD CRITERIA! It is important you include this point in your application! State clearly where the alignment lies and do not let evaluators to look for alignment because they do not know the project as well as you do and also. Let the evaluators know and explain why you meet the award criteria!

- the project incorporates environmentally sustainable and responsible practices

An objective in line with the European policies about green transition is to incorporate green practices

Erasmus+ mobilities are great, but travelling will cause further emissions of carbon dioxide (CO2). These contribute to global warming and climate change.

Grow a tree: incorporate green practices!

We offset your carbon emissions from your travel by taking care of a tree! Please, click here to learn more about how to offset your carbon emissions. **The award criteria include points gained if your project incorporate environmentally sustainable and responsible practises:** you will score more points if you mention all the details of how we offset your carbon emissions and explain how and why

you promote environmentally sustainable and responsible behaviour among your participants! The new Erasmus+ is "greener": in line with the European Green Deal, it will measure its contribution to the EU's climate spending targets and reduce its environmental footprint, for example by promoting climate-friendly transport to participants. Our "Grow a tree" solution will increase your scoring when the evaluators will calculate your award criteria as it will offset your environmental footprint.

Explain why

Please, make sure your application fully describes our service, our technical partners and how our "Grow a tree" works. **It is not enough to mention the service you buy: please, explain how you decided and why it is important for you and your organisation.** What reflections and changes took place at your school/organisation in order to choose to be more climate-friendly? Have you chosen to incorporate further green practices such as "Grow a tree" or similar in your school development plan as a consequence of your Erasmus+ project? How are you going to explain your pupil this choice?

Why is "Grow a tree" important for us?

As excellence is enshrined as part of our company culture, we strive to encourage schools in Europe to incorporate green practices in all funded projects. We are committed to promote climate-friendly transport to participants, reduce its environmental footprint when possible and offset its carbon emissions.

Finally, one of our learning areas is global citizenship education and thus we believe that our creativity and innovation for our courses and projects must serve the broader purpose of educating and training a new generation of global citizens and foster critical thinking and proactive engagement towards more ambitious climate neutrality targets and environmental policy initiatives at European and global level.

Offsetting the carbon emissions from your mobility is a critical step toward fighting climate change. Grow a tree and take the opportunity to use your mobility to make your world a better place.

OBJECTIVE AREA: Digital transformation

AWARD CRITERIA! It is important you include this point in your application! State clearly where the alignment lies and do not let evaluators to look for alignment because they do not know the project as well as you do and also. Let the evaluators know and explain why you meet the award criteria!

- the project incorporates the use of digital tools (eTwinning in particular) and learning methods to complement their physical mobility activities, and to improve the cooperation with partner organisations

Make sure you project include digital tools, for example during preparation phase or as a result of the follow-up or both!

It is very important your project includes the use of eTwinning: an online a community hosted on a secure platform accessible to teachers verified by the eTwinning service in each country. eTwinning allows schools to set up joint virtual classrooms and carry out projects with other schools, it allows teachers to discuss and exchange with colleagues and to get involved in a variety of professional development opportunities. eTwinning is also the perfect environment to find partners for future projects.

According to the Erasmus Quality Standards - mobility projects - VET, adults, schools, the beneficiary organisations should use digital tools and learning methods to complement their physical mobility activities, and to improve the cooperation with partner organisations. The beneficiary organisations should make maximum use of the digital tools, online platforms, and other opportunities provided by the Programme for this purpose.

Here are a few examples of what you could do as "Digital Erasmus" activities:

- Use of the **EU digital tools and online platforms**:
  - Consulting the Erasmus+ Project Results Platform
  - Getting involved with eTwinning
  - Consulting School Education Gateway (SEG) **School Education Gateway and eTwinning are merging into European School Education Platform.**
- Building capacity to exploit the opportunities offered by digital technologies for teaching and learning
  - Learning about the European Framework for the Digital Competence of Educators (**DigCompEdu**)
  - Engaging in self-reflection through **SELFIE for Teachers**, a self-reflection tool to support teachers in the development of their digital competence and the use of digital technologies for effective teaching and learning.
- Use digitally-enabled communication arrangements with partners:
  - Attending one-to-many webinars before and after the application approval in preparation for the mobility activities
  - Using the support service , Course Guide download, our pre-registration system for course dates and locations
  - Meetings, updates and frequent contacts via email, Zoom, skype, phone, etc

Please, mention that during preparation phase "Mobility and cooperation" delivers FREE application preparation webinars (4h) as the virtual component of your physical mobility as part of our course delivery. Service includes digital tools to organize the communication arrangements with partners and to facilitate collaborative teamwork, such as digitally enabled communication systems, including workflows and automation

Finally, you can mention you used the Erasmus+ Project Results platform to be inspired and learn more about evaluation (we'll see this later when we will discuss measuring success)

DIGITAL: Services for blended activities

Don't you know where to start from? Don't worry! If you'd like to go digital when you are preparing your application, it is sufficient you mention that your partner "Mobility and cooperation" will offer to complement the physical mobility activities of the beneficiary organisation (you!) with opportunities to build capacity and exploit the opportunities offered by digital technologies for teaching and learning. Here is what we can do as an additional service (please, consult the pricing):

- Deliver online webinars about:

Explanation: How is this objective linked with the needs and challenges you have described in the previous question? (1000) ← **This number in brackets is the maximum number of characters for this answer**

Make sure there is **consistency** between the project activities, outcomes, objectives and goals: The project needs to be designed in a way that the planned activities lead to the expected outcomes and that outcomes lead to the identified specific objectives of the project and its goals.

Why is the objective linked to the needs?

Describe how you, your team and your organisation will move from its current status and reach its vision for the future in 1, 2, 5 or even 10 years' time.

Measuring success: How are you going to evaluate if the objective has been reached? (1000) ← **This number in brackets is the maximum number of characters for this answer**

Be realistic. Balance what you say you can achieve with your current resources: otherwise, evaluators will give lower points to your Objectives with the argument that it is unlikely that you will be able to fulfil the plan. It is important to be aware how much can you do with your current competencies and experience. Go gradually and be open about your starting point. If your school does not have any experience with international mobility or other international projects yet, let the evaluators know and explain how your first mobility project will help you to get new contacts for one additional project: your first mobility is your first chance to develop international cooperation.

Leave little room for interpretation. When you describe what you are trying to achieve, be concrete. Your strategic objectives must be measurable and specific: avoid vague descriptions! Instead of "we will increase our international cooperation and introduce many good practices to our school", use "we will increase our capability for teaching citizenship education by introducing 3 innovative methods for teaching citizenship we will deploy to our 2 local outreach projects". The evaluator needs to understand your plan, so give the evaluator exact data! Be concrete: your evaluator gets a clear picture what would you like to achieve and feels reassured your plan can be controlled and monitored.

Learning outcomes… Learning outcomes should match your project objectives. As before you can use course descriptions and information for this, which is available for each course on our website here:

https://www.teachersrise.eu/courses-list/

You can use here the "learning outcomes" of our courses. Please, avoid copy and paste: it's always better to rephrase it and adapt to your school/context.

Recognition and validation of participants' learning outcomes are key elements, as well as the consistent use of European transparency and recognition tools. Participants must be able to demonstrate what they have learned to use this learning in their career and for further education and training. Transparency tools, such as the Europass framework, is highly recommended in order to facilitate the documentation of learning outcomes.

Europass Mobility is a standard document in use throughout Europe which formally records details of the skills and competences acquired by an individual – of whatever age, educational level and occupational status – during a period of mobility in another European country. Europass Mobility examples can be found here.

Please keep in mind that we can assist you in filling up the Europass Mobility certificate documents (we support validation of your learning outcomes) plus we will issue an attendance certificate. Usually, the final document is issued by the sending partner, so you are responsible to complete your Europass. For more information, contact your National Europass Centre.

… and all other aspects should be measured. Select what, when and how you measure. We recommend you to first identify and list which aspects you will monitor and evaluate: you cannot evaluate everything! Once you know what you measure, decide when and which indicators are most suitable to meet what you would like to evaluate

What

Some examples:

- Environmental impact
- Use and learning about digital tools in the field of education and training
- Quality of the preparation provided to the participants
- Quality of the logistical support provided to the participants
- Quality of the training programme and methodology
- Quality of the support provided by the training provider
- Quality of the interactions with the other participants at the training
- Learning outcomes and competences acquired
- Potential of integrating the competences acquired in the classroom
- Appropriateness of the linguistic and technical skills held by the participants
- Quality of the project management
- Extent of the impact on the participants at the training course, on the school and on the students

When

The next step is to identify when the concrete evaluation measures (i.e. evaluation meetings, questionnaires, interviews etc) will take place.

Some examples

- Evaluation during the preparation of the project
- Evaluation during the training
- Evaluation in the school after the training
- Evaluation during follow up phases of the project
- Evaluation 3-6 months after the training to check if the impact of the competences acquired

How

Indicators could be used to measure progress towards goals. These are signs that help to measure performance. Questionnaires, interviews, observations and assessments could also be used to measure the impact. Include different concrete indicators of your results.

Some examples:

- Number of trees you grow to offset your carbon footprint
- Number of webinar hours spent by staff to learn about digital tools
- Number of self-reflection hours spent by staff to learn about digital tools
- Number and type of organisations involved in a project other than schools e.g. any local/national businesses involved
- Number of teachers involved in mobility activities
- Numbers of participants involved in discussions and information sessions (workshops, seminars, peer reviews);
- Absenteeism rate
- Number of new contacts established
- Average satisfaction of the participants
- Number of delivered Europass Mobility
- Number of training sessions by peers
- Level of satisfaction with new teaching methods
- Number of students that enter new curricula
- Numbers of people you reached with your dissemination activities
- Number of information sessions for school staff to learn about skills gained by teachers during project activities
- Number of newly initiated projects
- Facts and figures related to the website of project organisers (updates, visits, consultation, cross referencing);
- Follow-up measures;
- Production and circulation of products;
- Media coverage (articles in specialised press newsletters, press releases, interviews, etc.);
- Visibility in the social media and attractiveness of website;
- Participation in public events;
- Links with existing networks and transnational partners; transfer of information and know-how;
- Impact on regional, national, EU policy measures;
- Feedback from end-users, other stakeholders, peers, policy-makers

As we manage our quality via a feedback management system, we always dedicate a lot of time to qualitative and quantitative feedback daily and at the end of the course. We can send you the template of the daily and final evaluation (written questionnaire) in case you want to attach it to your application form. We also assess the effectiveness of our courses as a follow-up activity after a certain period upon the course ending (usually 3 or 6 months), so you can ask us to share information with you.

After data collection, plan your data analysis and describe a strategy to act consequently, e.g. "following this analysis we will organise a brainstorming session on developing new project idea and after encourage participants to write their new contacts and propose project idea to them".

Tip #1 Have an evaluation plan. It is impossible to evaluate everything. Select the areas you want to focus on. Define who will manage the evaluation of your project. It is good to have a responsible person who will monitor project implementation. It might be a project coordinator or some other team member. State what you're assessing and set concrete indicators. In the next step choose an appropriate assessment method and tool for collecting and analysing data. Additionally, you will have to present your final report of the project to your national agency. Having good evaluation plan will help you to write efficient reports.

Tip #2 Critical events to evaluate. In order to ensure holistic evaluation, mind different levels of evaluation, short-term and long-term impact, and all stages of the project. Levels of evaluation refers to relevant people who benefits from the project: students, teachers, school, teacher training provider and other stakeholders depends on your project objectives. In some cases, you might include parents, local community or administrative staff. Usually applicants define short-term impact indicators such as number of training hours or satisfaction with the in-service training. But keep in mind the long-term impact and how will you measure and show it. Plan evaluation activities for instance 3 or 6 months after the mobility. Assess what participants of the mobility actually use in their everyday practice. Plan also to evaluate different stages of the project and not just the mobility itself. Holistic evaluation covers assessment of the project management, preparation of the participants, mobility period, dissemination, and effects of the mobility after the mobility is concluded.

Tip #3 Use measurable indicators. Deal with measurement! Results indicators help recognise to what degree the project objectives have been achieved. Indicators can be both quantitative relating to numbers and percentages as well as qualitative relating to the quality of the participation and experience. Defining indicators relating to the different project activities should be foreseen at the start of the project and part of the overall dissemination plan.

Tip #4 Tools for evaluation. Data collection methods and tools depend on the impact you want to show. Suggestions below serve as an inspiration for your project:

- surveys and questionnaires: design questions beforehand based on the type of impact;
- individual and group interviews with participants of the mobility or other stakeholders;
- observation: design an observation guide based on what you want to observe, by observation we usually evaluate changes in attitudes;
- statistics: e.g. number of participants in dissemination event, number of readers of a blog;
- skills tests: skills assessment might be done before and after mobility; document analysis to evaluate the European aspects of the products;
- language portfolio;
- group discussion about the mobility experience: brainstorming, world café, storytelling.

> **How do the others evaluate?**
> Would you like to be inspired by how the others are measuring their success? Please, search the keywords "monitoring", "evaluation", etc in the Erasmus+ Project Results platform.

> **AWARD CRITERIA!** It is important you include this point in your application! State clearly where the alignment lies and do not let evaluators to look for alignment because they do not know the project as well as you do and also. Let the evaluators know and explain why you meet the award criteria!
>
> - the applicant has proposed an appropriate way of evaluating the project outcome

What topics are you going to work on in your project?

You should select up to three most relevant topics addressed by your mobility project from the dropdown menu. If you consider that your project addresses more than three topics, you should choose the most relevant to your needs.

This section is complete

✔ Project objectives   ℹ

In case you are in the middle of writing an Erasmus+ KA1 project, you might find it difficult to find the right words to express your goals and what you would like to achieve with this project. Sometimes we tend to repeat ourselves. So, instead of using the same words over and over again, we're offering a list of 50 words and expressions you can use while writing your project to make your life a little bit easier.

Vocabulary List to use when you writing an Erasmus+ Mobility Project

MOTIVATE	LEARN	IMPROVE
Instead of "motivate" you can use words and phrases like:	Instead of "learn" you can use words and phrases like:	Instead of "improve" you can use words and phrases like:
Encourage	Become acquainted with	Boost
Engage	Have/gain/ develop a substantial understanding of	Enrich
Increase participation	Study	Increase
Inspire / Provide inspiration	Master	Evolve
Make interesting	Gain knowledge	Progress
Trigger or spark interest	Grasp	Promote

GET (e.g. knowledge)	USE	DEVELOP (e.g. skills)
Instead of "get" you can use words and phrases like:	Instead of "use" you can use words and phrases like:	Instead of "develop" you can use words and phrases like:
Accomplish	Practice	Advance
Attain	Apply	Enhance
Gain	Adopt	Equip (with)
Obtain	Operate	Establish
Expand		Sharpen

Other useful phrases and expressions:

Adjust teaching to students' individual cognitive and emotional needs	Establish	Networking / Build a network
Broaden horizons	Exchange ideas	Practical application in the classroom
Collaboration	Facilitate learning	Produce
Contribute	Foster a more dynamic, creative environment in the classroom	Reinforce
Emphasise	Gain a fundamental understanding of	Share experience
Encourage and stimulate students' interest in learning	Gain an outlook on best practices	Strengthen cooperation
Engage different interests of learners	Guide students/teachers	Support
Ensure	Incorporate innovative techniques	
	Incorporate new knowledge	
	Integrate	

Useful words: internationalisation, benchmarking, social capital, lifelong learning, European cooperation, empower teachers, school development and excellent teaching, effective teacher education, leadership in education, inclusion and special needs, teaching modern languages, multilingualism, cultural awareness, curricula, in-service learning, capacity-building, exchange of good practices, intercultural learning, organisational learning, interdisciplinary learning, school values, global education, professional learning community for teacher education, reinforcing peer learning and peer counselling activities, standards of teaching and teacher education, teacher education policy, sustainable development goals (SDG 4 – quality education), European activities. These are ideas which reflect areas of good European Development Plan. However, the list is not exhaustive. Find also your own areas.