

PRACTICAL GUIDE

ON EFFECTIVE USE OF
EU FUNDING INSTRUMENTS
FOR SUPPORT OF
WORK BASED LEARNING (WBL)

2020-2-BG01-KA205-079436



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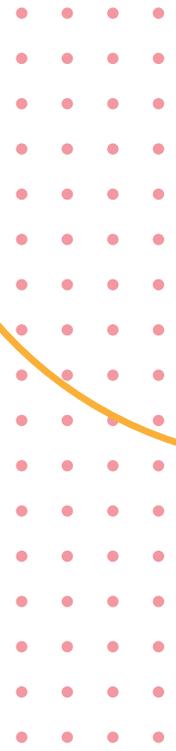
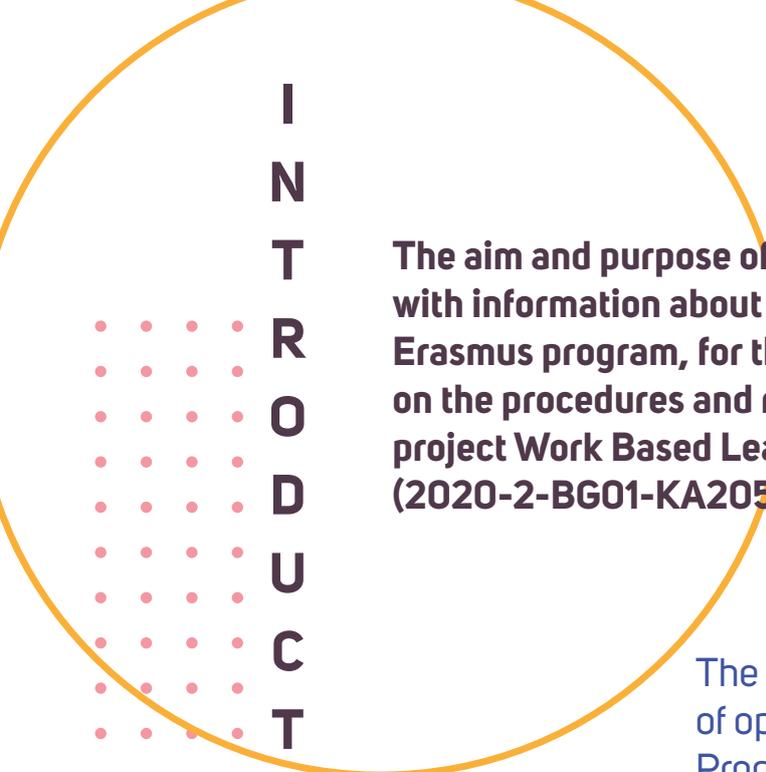


Co-funded by the
Erasmus+ Programme
of the European Union



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I N T R O D U C T I O N

The aim and purpose of this practical guide is to provide the reader with information about the steps needed in order to participate in the Erasmus program, for that, in this guide you will find basic directions on the procedures and requirements. It is prepared as part of the project Work Based Learning – Pathway to youth empowerment (2020-2-BG01-KA205-079436).

The main goal is to explain the relevance of opportunities such as the ERASMUS + Program and, also, to elucidate on the advantages and importance of the VET system for both students and teachers nowadays.

Partners, deeply involved in the provision of work-based learning opportunities for students from different countries have been working for almost 2 years as for structuring the current GUIDEBOOK. It is the 1st of its kind in regards of providing concrete guidance for newcomers in the Erasmus+ program use for the VET sector (and not only). The idea is to facilitate as much as possible the processes for participation of schools and entities that don't have much experience in international activities and support internationalization strategies development for those entities, therefore contribute to strategic development of international VET sector in Europe.

Inside the guide, very relevant information organized by experts is provided. The users can therefore use it directly and get familiar with the participation in the program and the available opportunities at EU level in regards of Work Based Learning. This GUIDEBOOK is also connected to the networking project platform created where several institutions are offering and looking for partnerships. The platform is completing the process of participation in the program by the provision of partnership opportunities according to the needs of each entity willing to participate in.

Further information is also available on www.wblnetworking.eu

CHAPTER I



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THE PROJECT:

The Erasmus KA2 project Work Based Learning – Pathway to Youth Empowerment is meant to encourage excellence of the VET across Europe (Vocational Education and Training) and it was developed as a follow-up of a very successful project “Work Based Learning – the entrance to professional future” implemented by some of the core project partners. It also relates to the creation of bottom-up partnerships, which

should encourage the creation of transnational and national VET providers’ networks at national and European level. The purpose of such work, together with the already created network and partnerships is to improve the quality and efficiency of VET, to enhance the impact and relevance of vocational education for VET learners and employers, as well as build cross-border cooperation for VET quality and attractiveness.

After careful analysis and observation of official data and statistics for the past few years, several organizations involved in the youth, education and training sector have spot out some severe problems related to the youth unemployment tendencies in Europe. The resolution of these issues seems urgent, since the educational processes and economical activities need to be reorganized accordingly and to work hand in hand.

The overall project idea relates to the creation of bottom-up partnerships that will encourage the work in network for national and transnational apprenticeship providers, in view of further improving youth professional competences. The created network and collaborations will improve the efficiency and effectiveness of WBL and apprenticeship schemes across Europe enhance the impact and relevance of vocational education for the youth, as well for the employers.

The strategic actions undertaken will also help to build cross-border cooperation, offering greater attractiveness of such educational options. As well, sustainable promotion of WBL strategies will be achieved, thanks to new transnational projects and capacity building actions among youth organizations and other types of educational providers, in particular for countries that have limited representation arrangements within the chain of apprenticeship actors.

As any other project, WBL has some fixed objectives centered around VET environment, learners and providers, with focus on development and promoting viable tools. The main objectives are:

To promote tools and opportunities for professional development of teachers, trainers, mentors and VET leaders to better equip them for future challenges

To foster the effective use of EU funding instruments, support the implementation and dissemination of relevant EU tools and initiatives in the field of VET

To strengthen cooperation among VET providers and youth organizations, by engaging in mutual learning, peer counseling, and capacity building, aimed at raising the quality and attractiveness of VET provision

To support the development of an internationalized strategy at institutional level, fostering the mobility of leaders, staff and VET learners, as well as the establishment of cooperation partnerships

To encourage the development of a multilevel cross-sectorial system that concretely fosters learning through other than formal educational means and especially through direct involvement in practical working assignments and activities

To involve and reach-out to VET providers that do not yet contribute or benefit from European cooperation

WHAT IS WBL - WORK-BASED LEARNING?

Based on the UNEVOC¹ (UNESCO' vocational education) community, the term

Work based learning is an educational approach for secondary and postsecondary students that provide opportunities to achieve employment - related competencies in the workplace. It provides students with knowledge and skills that help them connect school experiences to real-life work activities.

Work-based learning is often undertaken in conjunction with classroom or related learning, and may take the form of work placements, work experience, workplace mentoring, and instruction in general workplace competencies, and broad instruction in all aspects of industry.

In accordance with the CEDEFOP 2014², Europe, WBL is the acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a VET institution.

¹ <https://unevoc.unesco.org/home/TVETipedia+Glossary/filt=all/id=463>

² <https://unevoc.unesco.org/home/TVETipedia+Glossary/filt=all/id=463>



Both definitions incorporate the idea of Work-based learning (WBL) as an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. There are number of benefits from the WBL for all parties involved: learners, hosting companies and the society overall. Some of the main benefits are that WBL connects classroom learning to the real world, in this way the students are prepared better for the real

world and the companies have the chance to see the knowledge and new innovations which the students could bring to the workspace. It gives students opportunities to practice skills in real-world scenarios, being at the work place, collaborating with their future mentors and learning from them. This is also a change for the students to develop their soft skills and observe professionals in action. It as well helps students network with potential future employers.

Figure 1: WBL infographic - European Training Foundation



³ https://www.etf.europa.eu/sites/default/files/2019-10/wbl_infographic_main.pdf

CHAPTER II

ERASMUS+⁺ WHAT IS ERASMUS+?

The Erasmus Programme ("EuRopean Community Action Scheme for the Mobility of University Students"⁴) is a European Union student exchange programme established in 1987. Erasmus+, or Erasmus Plus, is the new programme combining all the EU's current schemes for education, training, youth and sport, which was started in January 2014.

The general objective of the Programme is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship⁵.

⁴ https://web.archive.org/web/20130404063516/http://ec.europa.eu/education/erasmus/history_en.htm

⁵ <https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme/objectives-features#:~:text=The%20general%20objective%20of%20the,to%20driving%20innovation%2C%20and%20to>

Key instrument for achieving this through the implementation of the European strategic cooperation in the field of education and training. Erasmus+ gives the opportunity for:

Organizations to send vocational education and training (VET) learners to benefit from training

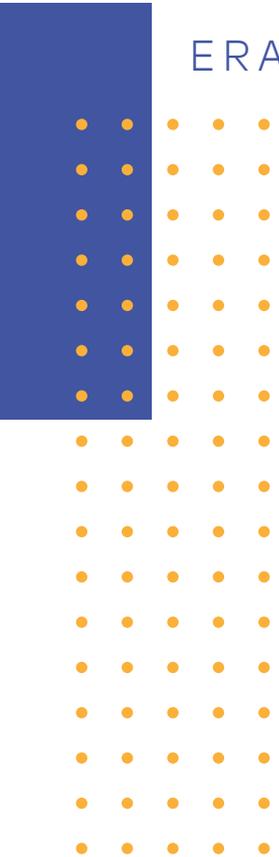
Staff to either give or receive trainings

with the objective:

To promote learning mobility of individuals and groups, as well as cooperation, quality, inclusion and equity, excellence, creativity and innovation at the level of organisations and policies in the field of education and training

To promote non-formal and informal learning mobility and active participation among young people, as well as cooperation, quality, inclusion, creativity and innovation at the level of organisations and policies in the field of youth

To promote learning mobility of sport staff, as well as cooperation, quality, inclusion, creativity and innovation at the level of sport organisations and sport policies



ERASMUS 2021-2027 PROGRAMME

Under the motto:

Enriching lives, opening minds, the 2021-2027 programme is focused on⁶:

Inclusion and diversity

Green and Digital transitions

Promoting participation in democratic life

⁶ <https://erasmus-plus.ec.europa.eu/about-erasmus/what-is-erasmus>



Figure 2: Erasmus+ Factsheet⁷

Inclusion and diversity

- to increase the qualitative impact and to ensure equal opportunities. It will reach out to people of different ages and from diverse cultural, social and economic backgrounds. It will focus on people with fewer opportunities, including those with disabilities, educational difficulties, or a migrant background, as well as those living in rural and remote areas.

Digital Erasmus+

- the programme will develop accessible and high-quality digital learning, foster the capacity of teachers, trainers and youth workers, etc. to use digital tools and content, test and promote distance, as well as blended learning. The mobility actions of the programme will provide an increased number of opportunities to acquire and develop digital skills

Green Erasmus+

- to encourage participants to use lowercarbon transport as an alternative to flying. Erasmus funding will be channelled into building up knowledge and understanding of sustainability and climate action, so that Europeans acquire the world-leading competences needed to create sustainable societies, lifestyles and economies.

⁷<https://op.europa.eu/en/publication-detail/-/publication/ff1edfdf-8bca-11eb-b85c-01aa75ed71a1/language-en>

HOW DOES ERASMUS+ WORK?

Erasmus+ Program is managed by the European Commission, the Education, Audiovisual, and Culture Executive Agency, as well through a series of National Agencies in Programme countries (EU member states + Turkey, North Macedonia and Serbia), and a series of National Offices in some Partner countries (associated to the program).

The EU works with National Agencies (NA)⁸ to bring the Erasmus+ programme as close as possible to the participants. They in Programme Countries and their role involves tasks, such as

providing information on Erasmus+

working with other National Agencies and the EU

sharing success stories and best practices

selecting projects to be funded

supporting applicants and participants

monitoring and evaluating Erasmus+

promoting Erasmus+

⁸ <https://erasmus-plus.ec.europa.eu/national-agencies>

All projects regarding the different program Key Actions are being submitted to the National Agencies for review and selection.

KEY ACTION 1

- • • Learning Mobility of Individuals
- • • Student mobility
- • • Staff mobility

KEY ACTION 2

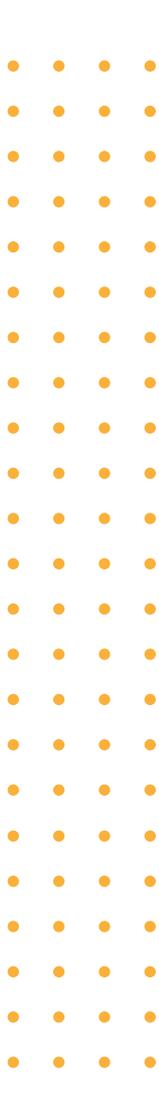
- • • Cooperation among organisations and institutions
- • • Partnerships for Cooperation
- • • Partnerships for Innovation
- • • Partnerships for Excellence

KEY ACTION 3

- • • Support to policy development and cooperation
- • • Support for Public Policy Reform

Once the National agency announces the Call for Action all organisations can apply in the website filling the project form.

If the entity you represent is a School, incl.Vocational School or Institute/ University, as part of the **Erasmus+ KA1 Learning Mobility of Individuals**, there are several possibilities for project application.



Students may carry out the activities described below:

Group mobility of school pupils: a group of pupils from the sending school can spend time learning together with their peers in another country. Teachers or other qualified education staff from the sending school must accompany the pupils for the entire duration of the activity and guide the learning process. If needed, other adults may also act as accompanying persons to support the accompanying teachers.

Short-term learning mobility of school pupils: pupils can spend a period abroad to study at a partner school or perform a traineeship at another relevant organisation abroad. An individual learning programme must be defined for each participant. For participants with fewer opportunities, mobility can be organised with a minimum duration of 2 days, if justified.

Long-term learning mobility of school pupils: pupils can spend a period abroad to study at a partner school or perform a traineeship at another relevant organisation abroad. An individual learning programme must be defined for each participant. An obligatory pre-departure training must be provided to all participants and increased funding support will be made available for organisational and linguistic support.

Staff mobility:

Job shadowing: participants can spend a period of time at a hosting organisation in another country with the aim of learning new practices and gathering new ideas through observation and interaction with peers, experts or other practitioners in their daily work at the hosting organisation.

Teaching or training assignments: participants can spend a period of time teaching or providing training to learners at a hosting organisation in another country, as a way to learn through completing their tasks and exchanging with peers.

Courses and training: participants can benefit from a structured course or a similar kind of training provided by qualified professionals and based on a pre-defined learning programme and learning outcomes. The training must involve participants from at least two different countries and must allow participants to interact with other learners and with the trainers. Entirely passive activities such as listening to lectures, speeches or mass conferences are not supported⁹.

⁹ <https://erasmus-plus.ec.europa.eu/programme-guide/part-b-information-about-the-actions-covered-by-this-guide/key-action-1-learning-mobility-of-individualsmobility-project-for-higher-education-students-and-staff>

CHAPTER III

VOCATIONAL EDUCATION AND TRAINING

WHAT IS VOCATIONAL EDUCATION AND TRAINING (VET)?

Vocational education and training, abbreviated as VET, sometimes simply called vocational training, is the training in skills and teaching of knowledge related to a specific trade, occupation or vocation in which the student or employee wishes to participate.

Vocational education may be undertaken at an educational institution, as part of secondary or tertiary education, or may be part of initial training during

employment, for example as an apprentice, or as a combination of formal education and workplace learning.¹⁰

Vocational Education and Training (VET) ensures skills development in a wide range of occupational fields, through school-based and work-based learning. It plays a key role in ensuring lower school dropout rates and facilitates the school-to-work transition.

¹⁰ [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Vocational_education_and_training_\(VET\)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Vocational_education_and_training_(VET))

In response to the significant increase in youth unemployment in recent years, VET policy focuses on:

Reducing early leaving from education and training

Evaluating the VET system to improve its quality and efficiency

Implementing e-learning and appropriate assessment criteria and quality assurance

Improving VET attractiveness, engaging companies in VET and maintaining its labour market relevance

Improving citizens' qualification levels and employability

People, organisations and governments invest in vocational education and training (VET) because of its positive outcomes, such as higher wages, improved productivity and economic growth. But VET also brings non-economic benefits, such as lower absenteeism and less crime. Research on VET's benefits has focused on specific relationships, such its impact on productivity or health. VET contributes directly to higher productivity by increasing skill levels, but also indirectly by increasing job satisfaction and lowering absenteeism.¹¹

¹¹ <https://www.cedefop.europa.eu/en/publications/4121#:~:text=People%2C%20organisations%20and%20governments%20invest,lower%20absenteeism%20and%20less%20crime>

VET SYSTEMS

i-VET

The general CEDEFOP definition¹² of Initial Vocational Education and Training is preparation of people with skills and/or competences to gain entry into a specific occupation/sector.

In most countries, **IVET is still an evolving concept** and, in many respects, this limited definition is becoming outdated. IVET is starting to be considered as an alternative pathway to the academic route that contains many elements of an academic education which can, ultimately, lead to a tertiary level, university education.

Most commonly **i-VET is carried out before students begin their working life** or at upper secondary level and post-secondary level of education. It may take place in a school-based environment or in a work-based setting, such as a training center or a company. However, this varies from country to country, depending on the national education and training system and economic structure.

¹² https://www.cedefop.europa.eu/files/IVET_Review_08.pdf

VET SYSTEMS

c-VET

Continuing Vocational Education and Training is defined as a training process or activity which has as its primary objective the acquisition of new competences or the development and improvement of existing ones, and which is financed at least partly by the enterprises for their employees, who either have a working contract or who benefit directly from their work for the enterprise, such as unpaid family workers and casual workers. The training processes or activities must be planned in advance and must be organised or supported with the special goal of learning by the EU Commission NRDC.¹³

Its aim is to upgrade the learner's knowledge, help them acquire new skills and retrain or specialize further the personal and professional development. C-VET occurs after initial education and training or after the beginning of the working life. It takes place in the workplace.

¹³ [https://unevoc.unesco.org/home/TVETipedia+Glossary/filt=all/id=124#:~:text=Continuing%20vocational%20education%20and%20training%20\(CVET\)](https://unevoc.unesco.org/home/TVETipedia+Glossary/filt=all/id=124#:~:text=Continuing%20vocational%20education%20and%20training%20(CVET))

CHAPTER IV

PROJECT ILLUSTRATION

WHO IS WHO IN THE VET ERASMUS+ KA1 MOBILITY PROJECT?

The main actors in the Erasmus+ KA1 are:

- 1 Applicant organisation** is the key actor in a Key Action 1 project (can act also as sending organisation). They prepare and submits the application, once the project is approved they sign the grant agreement, manage the mobility activities, and reports them to their National Agency. The applicant can be a consortium.
- 2 Sending organisation** (might be same as Applicant) is responsible for selecting the learners/staff for the mobility. Prepare the activities before departure. They coordinate and follow the departure and stay of the beneficiaries in collaboration with the partners of the destination country. During the beneficiaries' stay abroad, the sending organization, in cooperation with the foreign host partner, constantly monitors the progress of the various phases of the project, until the conclusion of the same.

3 Receiving Organisations – or hosting organisations are responsible for receiving students/staff from abroad and offering a study/traineeship programme. They can organize the internships or trainings and work very closely with the sending organisation for successful implementation of the project.

4 Intermediary Organisation is an experienced organization, in the field of education, training and youth who assist the sending VET providers with administrative procedures, practical arrangement, matching the participants with the learner profiles and preparing the participants.

Often, it is a partner in a consortium and its contributions are clearly described as part of the project application. It is extremely important to define the responsibilities and obligations when cooperating with such intermediary organisations.

Participating organisations are public or private organisations active in the field of VET, established in a Program country and they might apply for a project either individually or as a part of a national mobility consortium.

Such examples are:

A vocational education school/center/institute

A non-profit organisation

A research institute

A public body at local, regional or national level

A public or private enterprise (including social enterprises) etc.

A foundation

Organisations applying as a consortium must be all based in the same Program country, be identified at the application stage and the consortium must consist of at least 3 organisations.

Most internationally active VET institutions have appointed a person or small team responsible for Erasmus+ projects and international activities. These people are responsible for coordinating and managing the international activities for the whole organization.

Large training institutions may have a separate international office and a manager leading the team. The international office usually includes staff responsible for international student services and project administration on central level. Smaller institutions may have a teacher or trainer in charge for such tasks as part of their duties.

APPLICATION PROCESS PREPARATION

1 Registration of the organisation

First step is to register and obtain EU login credentials:
<https://webgate.ec.europa.eu/cas/>

The organisation need to register only once, if you already have a registration you can use it to access. For the rest once the registration is completed, you will receive a **Participant Identification Code (PIC)**, which is unique identifier.

Second step it to register your institution with the **Organisation Registration System** to obtain an **OID**. The OID is a 9-digit code that identifies your institution throughout the decentralized projects lifecycle; without it you will not be able to complete your application
<https://webgate.ec.europa.eu/erasmus-esc/index/>

As part of the registration process, organisations must also upload the following documents:

Legal Entity form

(this form can be downloaded from the European Commission's website at:
http://ec.europa.eu/budget/contracts_grants/info_contracts/legal_entities/legal_entities_en.cfm)

Financial Identification form

should be filled based on the country in which the bank is located (those need to be stamped by the bank or accompanied by a bank statement):
http://ec.europa.eu/budget/contracts_grants/info_contracts/financial_id/financial_id_en.cfm

If the grant exceeds 60 000 EUR

applicants need to upload specific documents to give proof of financial capacity

2 Selection and eligibility criteria

The eligibility criteria relate to the type of project, its activities, target group and the conditions for submitting a grant request. It is important to check if your entity meets the Programme/key-action eligibility criteria and if the application meets the specific priorities and award criteria for awarding of funding (detailed information can be found Part C of the Erasmus Programme Guide¹⁴).

Any kind of organisations that are bankrupt, have breach their obligations relating to payment of taxes or have professional misconduct are being excluded from participating in the calls for proposals under Erasmus+.

The selection criteria relate to the financial and operational capacity to complete the proposed project.

The financial capacity shows that the applicant has stable and sufficient sources of funding to maintain its activities throughout the duration of the project.

The operational capacity means that the applicant has the necessary professional competencies and qualifications to carry out the project. They might need to provide CVs of the key persons involved etc.

The award criteria allow the NA to evaluate the project proposals submitted based on the Erasmus framework.

¹⁴ https://erasmus-plus.ec.europa.eu/sites/default/files/2021-09/erasmus-plus-programme-guide-2020_en.pdf



3 Financial conditions

The financing mechanism applied under the Erasmus+ Programme in most cases provides grants based on the reimbursement on the basis of contribution to unit costs.

No EU grant can be awarded retrospectively for projects already completed. Each approved project is only entitled to receive only one grant.

FILLING IN AND SUBMITTING THE APPLICATION FORM

When applying you can choose between:



For application submission, the deadline changes every year. Relevant information in these regards could be checked at webpage of the National Agency for Erasmus+ program in each country. National Agency also provides access to Application forms when available, as

well additional Guidelines or structures courses on how to apply. For more information check the webpage of the Erasmus+ National agency of your country available at:

<https://erasmus-plus.ec.europa.eu/national-agencies>

STRUCTURING THE APPLICATION FORM

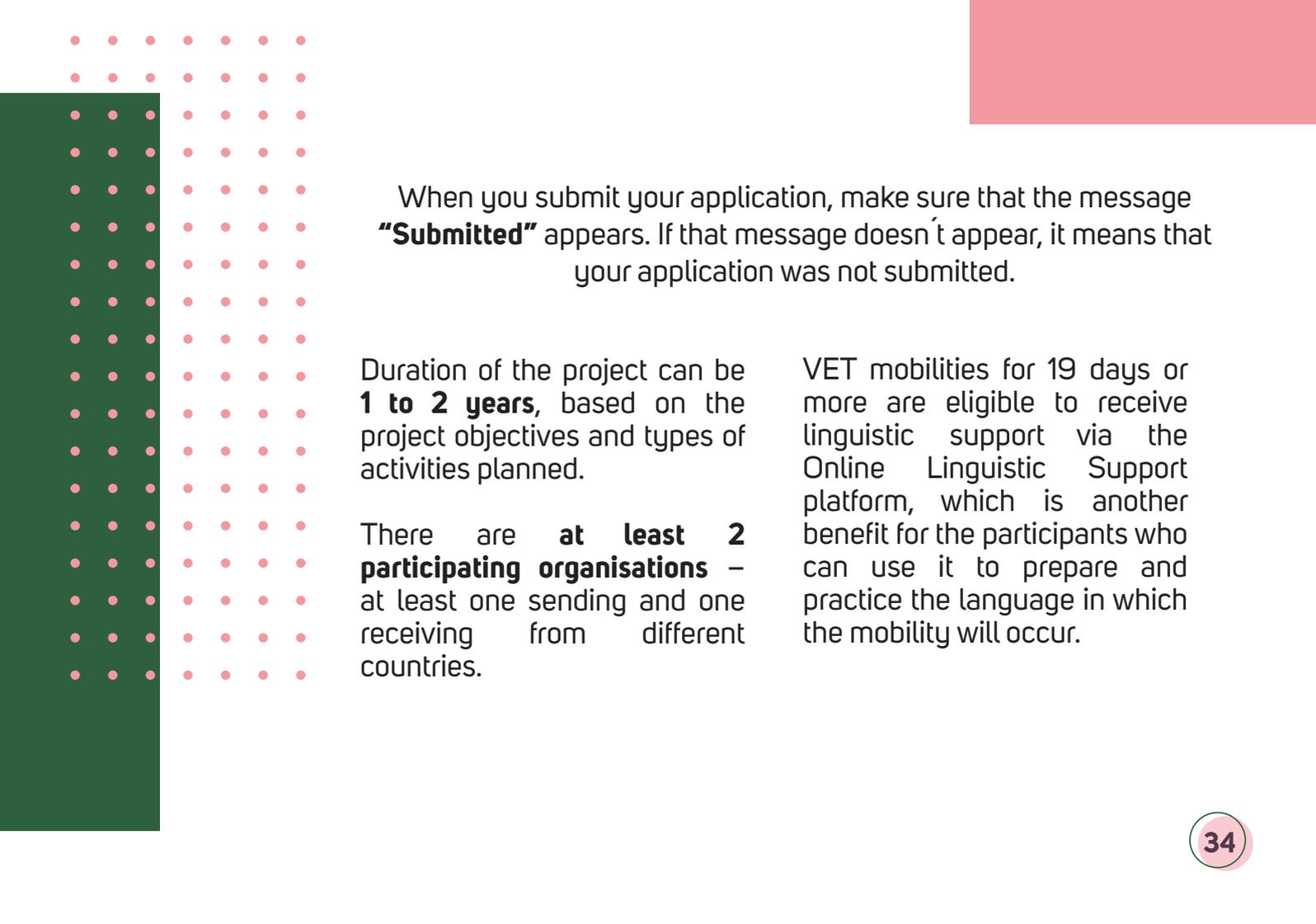
Remember that the application form must be clear and concise; ideas should be explained coherently from an internationalization perspective for your institution or consortium.

Budget: When completing the budget on the application form, keep in mind that you may need to provide a financial guarantee if your institution is private and its financial situation is weak; In this case you may request a funding under the Exceptional Costs heading.

Keep in mind that, the idea expressed on the form, must describe and offer a clear solution for a need that your institution or consortium (and the public they serve) have.

The application form should be submitted online within the deadline provided by the NA.

Keep in mind that: If you apply on time you will be able to make corrections and submit the application when ready. No changes can be made once the application form is submitted.



When you submit your application, make sure that the message **“Submitted”** appears. If that message doesn't appear, it means that your application was not submitted.

Duration of the project can be **1 to 2 years**, based on the project objectives and types of activities planned.

There are **at least 2 participating organisations** – at least one sending and one receiving from different countries.

VET mobilities for 19 days or more are eligible to receive linguistic support via the Online Linguistic Support platform, which is another benefit for the participants who can use it to prepare and practice the language in which the mobility will occur.

Duration for Staff mobility

- • • • • Job shadowing (2 to 60 days)

- • • • • Teaching or training assignments (2 to 365 days)

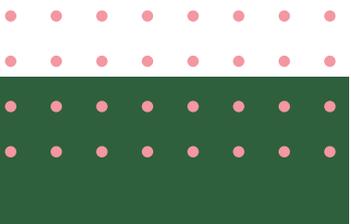
- • • • • Courses and training (2 to 30 days, maximum 10 days of course fees per participant)
– structured courses in different topics that might be necessary for the relevant staff.

Duration for Learners mobility:

- • • • • Group mobility of school pupils (2 to 30 days, at least two pupils per group)

- • • • • Short-term learning mobility of pupils (10 to 29 days)

- • • • • Long-term learning mobility of pupils (30 to 365 days)



EVALUATION OF THE PROJECT

All projects are being evaluated by the NA based on specific criteria.

1 Relevance of the project

The needs and objectives of the participating organisations and of the individual participants and the objectives of the KA

The high-quality learning outcomes produced by the project

The involvement of new organisations in Erasmus+

The involvement and accessibility for groups with fewer opportunities

2 Quality of the project design and implementation

Clarity, quality and completeness of all the phases of the project proposal

The appropriateness of measures for selecting and involving participants in the mobility

3 Impact and dissemination

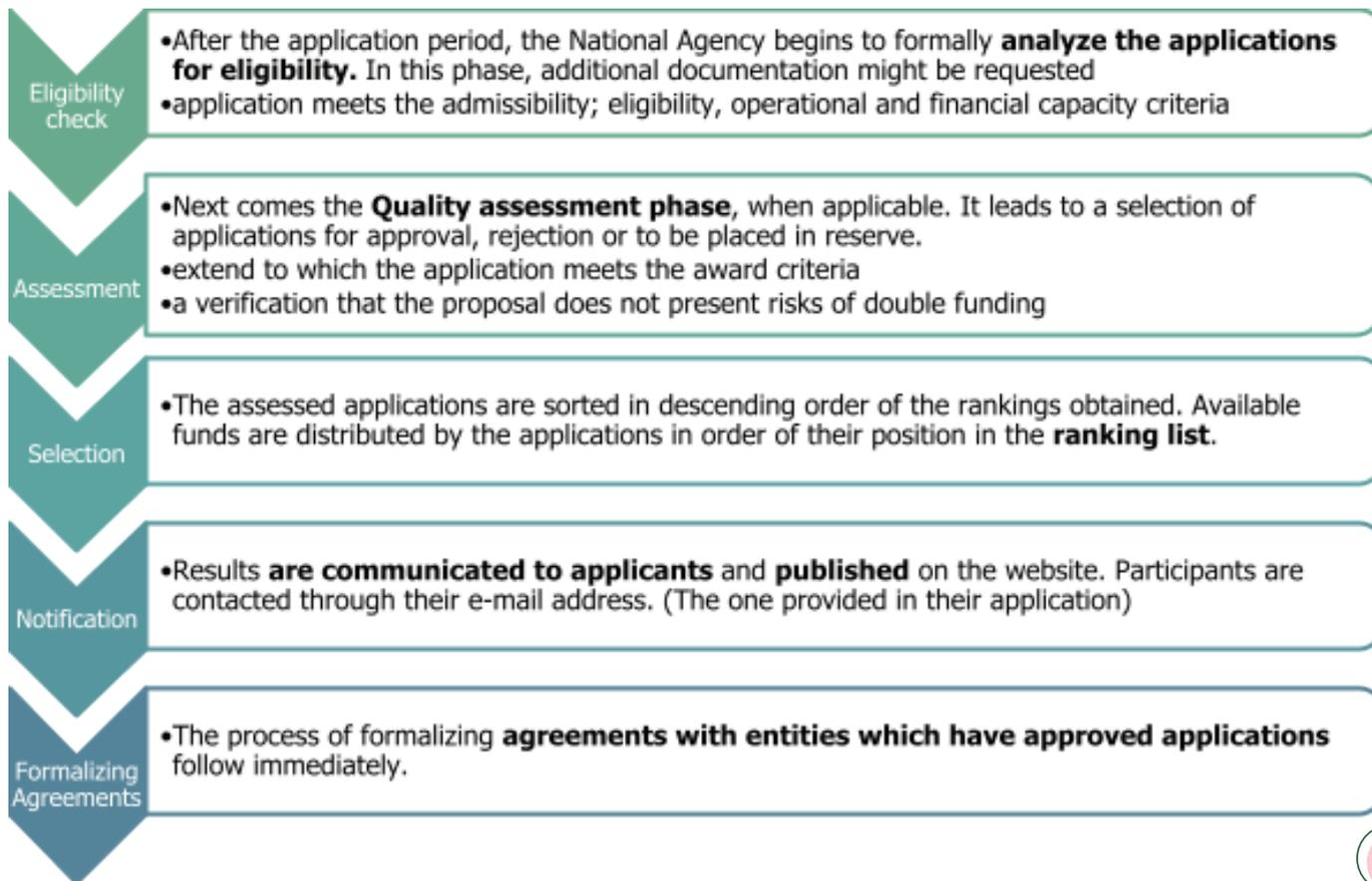
Evaluation of the project outcomes

Impact on participants and outside organisations

Dissemination of the project outcomes and extend to which the project promotes the Erasmus+ values

Keep in mind that the entire process of application analysis may take up to 5 months.

In this phase, we have 5 different moments. They go as follows:



The National Agency will appoint an evaluation committee to manage the whole selection process. On the basis of the assessment, carried out by the evaluation committee, there will be a selection and finally a list of projects proposed for the grant award.

Note: *During the evaluation process, applicants may be asked to provide additional information or to clarify the supporting documents submitted with the application.*

Additional clarifications are justified in case of obvious clerical errors made by the applicant, or in those cases where (for projects funded through multi-beneficiary agreements) one or more mandates of the partners are missing.

After the evaluation procedure, the National or Executive Agency decides on the projects to be awarded the grant on the basis of:

The ranking list proposed by the evaluation committee

The budget available for any given Action (or any given activity within an Action)

Note: *After the completion of the evaluation procedure, the application files and accompanying material are not sent back to the applicant, irrespective of the outcome of the procedure.*

NOTIFICATION OF GRANT AWARD DECISIONS

All applicants will be informed about the evaluation result through an **Evaluation result letter**. This letter will contain further instructions about the next steps in the process, if the project is approved - towards the signature of the grant agreement; or evaluation and feedback if the project will be put on the reserve list or rejected.

Invitation to grant preparation does not constitute a formal commitment for funding. There is still a need to make various checks before grant award: legal entity validation, financial capacity, exclusion check, etc. Applicants will be requested to submit their organization's financial data, etc. For more information the NA will get in touch with the legal representative of the participating entity when the results are announced.

At the Formalizing Agreements step **the Grant Agreement** is signed between the National Agency and the applicant. The agreement can be a mono-beneficiary agreement (1 applicant as single beneficiary) or multi-beneficiary agreements, where all partner organizations of the consortium become beneficiaries of the agreement.

The applicant will receive the grant agreement

to be signed and returned to the National Agency the National Agency is the last party to sign

Once the grant is signed by both parties, the applicant becomes beneficiary of an EU grant and can start the project

The multi-beneficiary agreement is signed by the coordinator which is the only contact point for the National Agency. All other organizations participating in a project (co-beneficiaries) sign a mandate to confer to the coordinator the responsibility of acting as main beneficiary.

The mandates of each partner to the coordinator should be provided at application stage. If the mandates are provided at a later stage, they must be made available at the latest by the time of the grant agreement signature.

NOTE: Mandates are not required for partner organizations in countries other than the country of the applicant organization in the case of Mobility projects for learners and staff in vocational education and training, Mobility projects for pupils and staff in school education and Mobility projects for staff in adult education.

Please note that organizations of national consortia in the fields of VET and school education are required to provide a mandate to the applicant organization.

CHAPTER V

ADDITIONAL DOCUMENTATION

In this chapter, we will explain in detail about the Additional Documentation, when you apply there are some main documents that you need to take into account for the mobilities: the EUROPASS, The Learning Agreement and Mobility Quality Agreement. For some countries internal contracts for the provision of EU financial support, signed between the coordinating project entity and the participant

EUROPASS

The EUROPASS was established by the EU Programme Erasmus + to assist European citizens in making their skills and qualifications clearly and easily understood throughout Europe. More than 30 European countries are currently participating in the initiative.

The EUROPASS provided to the participants in mobility is used to certify their accomplishment reflecting on their current skills and experiences, gained during the mobility. This is a way of the European Commission to support them reaching their full potential and help them find opportunities across Europe.

When creating the Europass for each participant the main soft and technical skills that they have developed should be listed in the certificate. Very often they overlap with the planned learning activities for the learners listed in the Learning agreement.

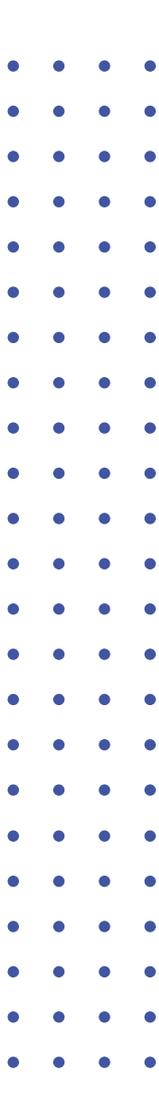
Creating the Europass:
<https://europa.eu/europass/en>

LEARNING AGREEMENT

- • • • • The purpose of the Learning Agreement:
 - • • • • to provide a transparent and efficient preparation of the exchange
 - • • • • to make sure that students receive recognition for the activities successfully completed abroad
- • • • • Basically it sets out the programme of the studies (or the traineeship) to be followed abroad. It must be approved by the student, the sending and the receiving institution/organization or enterprise before the start of the exchange.

- • • • • The Learning Agreement:
 - • • • • Should include all the learning outcomes the student is expected to acquire during the exchange
 - • • • • All 3 parties signing it commit to complying with all the agreed arrangements, that way they ensure that the student will receive the recognition for its studies or traineeship carried out abroad (without any further recognition requirements)

Learning Agreements are switching from a paper format to a digital format.



Digital Learning Agreements/Online Learning Agreements (OLAs) are progressively being rolled out, starting with Online Learning Agreements for student mobility for studies and then followed by digital Learning Agreements for student mobility for traineeships at an advanced stage.

For student mobility for studies the Online Learning Agreement is becoming standard, in line with the European Student Card Initiative. The OLA should detail the learning outcomes that will contribute to the student's degree upon successful completion of the study programme abroad.

For student mobility for traineeships the Learning Agreement should set out how the learning outcomes will be recognized depending on whether it counts towards the student's degree.

MOBILITY QUALITY AGREEMENT

- • • The Quality agreements set the obligations of the participant, sending and hosting organisation.
- • • A Mobility Agreement:
 - • • sets out the programme of teaching/training to be followed
 - • • is approved by the staff member, the sending and the receiving institution
 - • • defines the components of the teaching/training period
 - • • emphasizes the mutual responsibility for the quality of the mobility of both the sending and the receiving institution/organization.

AGREEMENT FOR THE USE OF EU FINANCIAL SUPPORT BETWEEN PROJECT COORDINATOR AND PARTICIPANT

- • • This agreement might be requested from the NA in some countries.
- • • The agreements state the financial grant per participant and it is signed by both the sending institution and participant. The main aim is to explain the roles and responsibilities for all parties and the grant awarded for implementing the project.

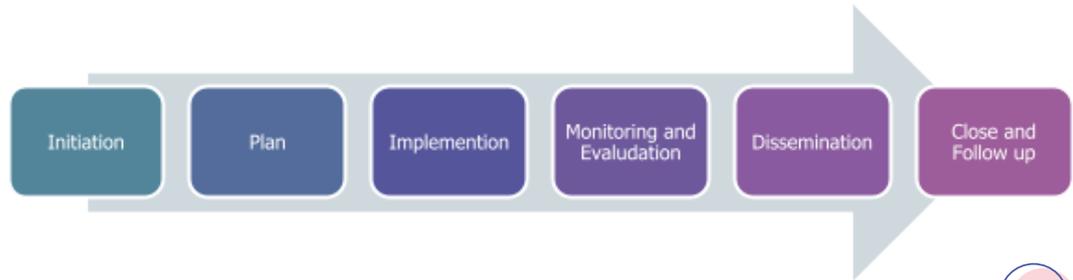
CHAPTER VI

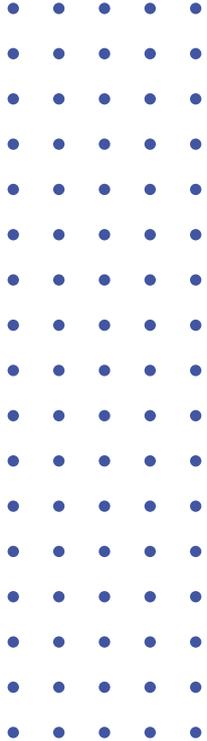
PROJECT MANAGEMENT MODEL

GENERAL PROJECT MANAGEMENT GUIDELINES

This chapter is designed to introduce project management models and tools which may be used during the implementation of the VET project. After the introduction, there are presented the points of view of each of the parties involved in the project. There are many theories and model

on project management however they are mostly based on a corporate model of “Initiating, planning, executing, monitoring and controlling, closing”. For the purpose of social-oriented educational project we tend to use a similar model presented below:





Initiating phase begins long before the mobility. This is the time when the project is planned, preparation of the proposal is being made and expectation for the grant evaluators to score it. If granted – project will step into the next phase. During that period the main challenge is – to find the balance between what the donor wants (what the rules, aims, priorities of the Erasmus+ Programme are), what is possible to be organised and what will the conditions allow to implement. That balance is not always easy to find.

Many rejected projects have important issues to tackle, interesting plans of the beneficiaries but they did not implement the criteria set by the Programme. There are also projects that are 100% in line with the Programme requirements but not possible to be fully implemented.

Planning. After being granted the funds, it is time to start planning the whole process. Thinking about international project it is crucial to involve all partners in that stage. It is common to create a Steering Committee or a Project Management Team. The name of it can be chosen as one prefers, however it is a team of coordinators from each and every partner organisation that will be in constant contact in order to implement the project.

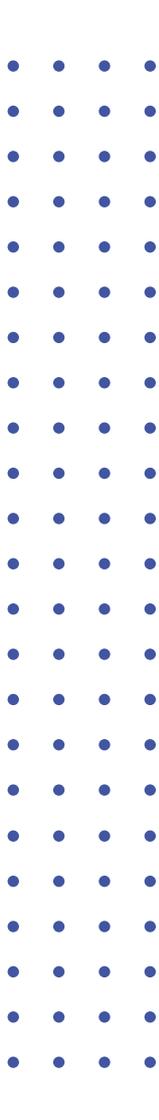
Some of the first things that such team should plan:

- • • • • Choosing communication channels
- • • • • Building common understanding of the project flow, expectations, rights and obligation of the consortium members
- • • • • Conducting a risk assessment analysis and risk prevention strategy
- • • • • Preparing safety regulations
- • • • • Preparing plan for logistic coordination
- • • • • Preparing plan for requirements
- • • • • Preparing Visibility and Dissemination strategy

Implementation: That phase is the heart of the project. It is the time when the students go abroad to take part in the VET mobility. All of the pieces that were scattered around and prepared through previous months are taking place now. It is vital that the management team stays in contact, coordinators are on top of things and know that project implementation is not a 8 am – 4 pm work but a contact responsibility for final project output and in this case – wellbeing and safety of the participants.

Monitoring & Evaluation: Project management requires contact feedback from all people involved. Key tool to do it is a Monitoring & Evaluation plan which should aim:

- • • To secure a standardized procedure for monitoring of activities and project process and to allow adjustments of certain aspects if necessary
- • • To evaluate whether the planned objectives have been met
- • • To assess the efficiency and the effectiveness of the means used and the obtained results
- • • To evaluate the impact and the results obtained through the implementation of the project
- • • To secure quality control and adequate time management within the whole process
- • • To evaluate cooperation among partners and to prevent risk situations and/or if necessary, problem solving at time



The fundamental principles of the project's M&E strategy may be:

Objectivity: how the organisation will accomplish the monitoring, evaluation and quality management activities objectively and will promote objectivity among the partners by emphasizing the purpose.

Transparency: how the information, documentation and results will be shared with the partners and target groups.

Integrative Approach: how the evaluation of the activities will be undertaken by using an integrative approach, which is to comprise both quantitative and qualitative aspects.

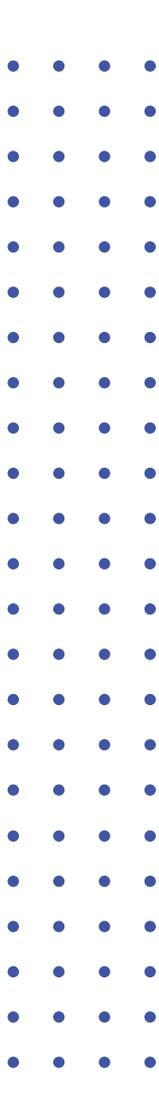
Participatory Approach: how will quality management be ensured by participation of all the partners at an equal level.

Dissemination – communicating about the project to the public and stakeholders is a very important part of the project. The Programme Guide on Erasmus+ suggests that in order to design a good communication and dissemination plan, applicants need to take into consideration the following:

The communication objectives: they identify what you would like to achieve with your communication activity i.e. to raise awareness, promote values, develop new partnerships for the future or influence policies and practices

The audience or target group: these are the people you would like to reach out to and that could make use of results. Be as specific as you can. It can be the general public, stakeholders, experts and other interested parties, decision-makers, media etc.

The channels and activities to reach the target audience: applicants need to choose the channels and activities that are the most effective and appropriate to meet the needs of their chosen targets, such as social media, events and publications.



The project results (outputs and outcomes) such as good practice guide, a practical tool or product, research report of studies, what knowledge and skills were gained and so on. Results should also be shared or promoted via the Erasmus+ Project Result Platform

The timing: you need to effectively plan when different activities take place (linking it to work plan/ milestones), agree on realistic target and ensure flexibility depending on the project progress, the change in needs of the target audience or group as well as development in policy and procedure.

Key performance indicators (KPIs): performance indicators are a valuable management tool to monitor progress (and allow adjustments if needed) during the implementation of the communication and dissemination activities and to evaluate the degree of success in achieving its objectives.

Please note that, the dissemination is a process that should last throughout the whole project. Not only showcasing the final results. Do remember about promoting pictures from team meeting, making a press conference when receiving a grant and updated stakeholder about project progress.

Closing and follow up – happy, proud and tired you may be after completing the main project activities. Closing means reporting, paying all the remaining invoices, checking if all strategies has been implemented, aims and objectives fulfilled. When planning the workload of the project coordinators it is important to remember that closing is part of the project as all other ones and requires effort and time.

Follow up yet another import thing that makes Erasmus+ project special. While applying for funding, one need to describe what the impact of the project will be. Do not forget about celebrating projects end. That also is a thing to remember!

Most of the organisations implementing VET project, especially in the new Erasmus+ 2021 -2027 will operate with accreditations where closing one project goes along with opening a new one. For all those, having in mind that Monitoring, Evaluation as well as dissemination will be ongoing; the VET project management model may look like that:

Sending VET school/Intermediary organisation

Initiating usually lies on the sending VET schools. It is the entity that intends to arrange an international mobility VET opportunity for its students. Creating may lay in the school if not delegated to the intermediary organisation.

Planning phase is crucial for creating the model for the management of that project. The main responsibility for organising the project may lay on the school, intermediary or be mostly delegated to the hosting entity as all of the local arrangements usually lie on them.

Implementing phase during the VET project for school is especially challenging. On one hand the teachers or supervisors from the sending schools are responsible for the students, on the other hand the real power on the good implementation of the activities depends on the host and the work placement coordinators.

Monitoring & Evaluation is very important, especially because of the responsibility that lies on the school concerning their student wellbeing and overall experience. If only a thing goes wrong – even if it was a coincidence or fault of another party – partners and the authorities will ask the school for explanations. Well implemented Monitoring and Evaluation will prevent unexpected turbulences in project management.

Closing and follow up. Reporting, celebrating and investing in the future. It is very important to do the best so that students will not only remember the mobility but take the best of it and share it with others. It is advised to conduct post mobility workshop that will help student to understand better what have they learnt, how to put it into their CVs, how to talk about it to their peers. What is more, student can be best advocates to promoting the project for their schoolmates organizing photo exhibitions, speeches, or presentations.

Hosting Organisation

Initiating at that stage the hosting organisation usually provides information needed to prepare the project proposal.

Planning phase is the moment where all hands need to be put on the deck: Taking part in preparing strategic documents, planning all logistics regarding hosting, contacting work placements. Preparing everything to the implementation phase

Monitoring & Evaluation. Here it is up to the sending organisation or consortium to decide what will be the role of the host. They might take part in the M&E process as such but may also rather be a subject to it.

Dissemination is very important for the host. Making public aware of the fact that there are interns from abroad in the community, promoting their contribution. Hosting organisations often organize event to thank receiving companies and partners.

Closing and follow up – the role of the host depends on the project, however usually it provide input to the final report and act as a multiplier party.

Receiving Company

Initiating at that phase the receiving company is not involved. It should, however, be part of the planning phase. The earlier the partners providing work placements are involved, the better. Involvement creates understanding and ownership of the project, that creates feeling of responsibility for the outcome.

Implementing in that phase a lot depends on the receiving company and their roles is the most important one. It is crucial to build awareness of that fact, as the more company is involved the better the impact of the mobility will be.

Monitoring & Evaluation. as well as the dissemination are usually done by other parties but receiving companies are subject to those action.

Closing and follow up: receiving entities should be involved in that part. Not only by issuing recommendation letter, but also taking part in closing events or staying in touch with the students.

PROJECT MANAGEMENT TOOLS

- • • Working in international team without a possibility to meet and catch up in the office daily requires special approach to project management. Below we present certain tools that might be of help. All of them are free to use.

- • • **Google Docs and Drive**

- • • First and most popular are Google Docs which allow to create, edit, and share documents, including spreadsheets, forms, presentations, and drawings, with your team online. The drive also allows us to store all necessary files in one space available for free to everyone. The owner needs to have a gmail account.

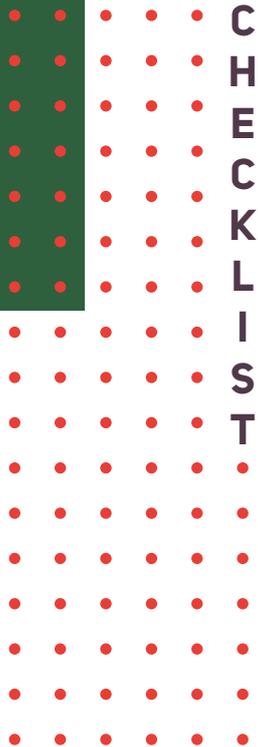
- • • **Dropbox**

- • • It is a cloud drive that you install on your computer or use online which synchronizes itself with all other user of the folder. May be very helpful to store files.

- • • **Trello** - <https://trello.com/>

- • • Trello's project management tool enables your projects to function with a clear organization and flow. Team members can see real-time updates, so you can know exactly what tasks have been completed, which ones are pending, and which ones have yet to be started. A Trello board is simply a list of lists, filled with cards (the basic unit of a board) that you can drag, drop, and re-order as needed. You can move cards from list to list to show status progression, and you can add people to cards, label them, vote, attach files, start conversations, create task checklists, and so on.

CHAPTER VII



GET READY FOR YOUR PROJECT

TASK

Due date

Completed

Define the goal of the project

...

...

Reach out to available partners

...

...

Select partner for the specific project

...

...

Organise regular meeting with the partner for clarifying the timeline and objectives of the project

...

...

Define roles and responsibilities for the participating organisations and deadlines by which the task need to be met

...

...

Prepare working programs for the participants

...

...

Prepare all required documents for submitting the project

...

...

Fill in the application form

...

...

Submit the project by the deadline from the NA

...

...

TASK

Due date Completed

Sign the Grant agreement with the NA after the project is approved

... ...

Sign the final agreement with the partner organization

... ...

Start the mobility preparation with accommodation, travel, placements etc.

... ...

Select participants for the mobility

... ...

Communicate regularly with the parties involved

... ...

Prepare all need documents for the mobility

... ...

Conduct pre-departure training for all participants

... ...

Monitor regularly the mobility activities

... ...

Request feedback for the mobility

... ...

Review the feedback and take necessary measures for future projects for improvement

... ...

Keep track of all accounting documents

... ...

Submit the report of the project documents for submitting the project

... ...

CHAPTER VIII

OTHER FUNDING SOURCES FOR MOBILITIES

Although Erasmus+ KA1 is the unique and largest funding source for organising international mobilities for young people or staff, it is worth mentioning that there are other methods for funding with a similar aim. Briefly presented programmes are available for people willing to develop their skills and professional competencies.

EOG Fund for youth employment¹⁵

The Fund for Youth Employment was established in 2017 to contribute the sustainable and quality youth employment in Europe. It has a transnational focus – it helps entities across Europe turn their efforts in finding new ways for reducing youth unemployment.

The Fund allows the funding of projects, including vocation training, for:

Young people not in employment, education or training (NEET) who are between 25 and 29 years old and live in small towns, suburbs or in rural areas

Young mothers not in employment, education or training (NEET) who are between 25 and 29 years old

Long-term unemployed people who are between 25 and 29 years old

¹⁵ <https://eeagrants.org/topics-programmes/fund-youth-employment>

ERASMUS for young entrepreneurs¹⁶

The Programme allows young people to gain skills, learn from experience and take part in international mobilities. Erasmus for Young Entrepreneurs helps provide aspiring European entrepreneurs with the skills necessary to start and/or successfully run a small business in Europe. New entrepreneurs gather and exchange knowledge and business ideas with an experienced entrepreneur, with whom they stay and collaborate for a period of 1 to 6 months. The stay is partly financed by the European Commission.

As a new entrepreneur, one will benefit from on-the-job training in a small or medium-sized enterprise in another Participating Country. This will ease the successful start of their business or strengthen their new enterprise. As a host entrepreneur, they can benefit from fresh ideas from motivated new entrepreneurs in their businesses and may have specialised skills or knowledge in an area they do not master, which could also complement the experience.

EuroDesk Internships¹⁷

The EuroDeck offers a large variety of information, targeting youth. As a support organisation to Erasmus+, Eurodesk makes information on learning mobility comprehensive and accessible to young people and those who work with them. These are work-based learning experiences. Volunteering and learning opportunities are organised by various European and world-wide institutions and give chance to young people to gain valuable experience.

¹⁶ www.erasmus-entrepreneurs.eu

¹⁷ <https://programmes.eurodesk.eu/>

Some examples of the opportunities being posted regularly in EuroDesk are below:

The European Central Bank offers traineeship opportunities to students in the fields of economics, finance, statistics, business administration, law, human resources, translation, etc. Applicants should be enrolled in post-graduate or graduate studies.

The UNICEF Internship Programme offers students the opportunity to acquire direct practical experience in UNICEF's work. UNICEF is active in various functional areas related to its mandate, which can be categorized in three main pillars: Programme and Policy, External Relations and Operations.

The General Secretariat of the Council offers three types of traineeships: paid, unpaid compulsory and paid. Trainees work in a specific department and work as part of the team to which they are assigned. The tasks of the trainees include attending meetings, drafting minutes, and carrying out preparatory work or research on a particular subject.

The European Economic and Social Committee (EESC) is an advisory body that gives Europe's economic and social partners (i.e. employers, trade unions, representatives of small businesses, farmers' associations, consumers, etc.) the chance to issue their formal opinion on EU policies. Twice a year the ESC organises in-service training periods of long (five months) and short duration (one to three months).



European Solidarity Corps¹⁸

Last but not least another large EU – funded Programme should be presented. European Solidarity Corps is a successor of the European Voluntary Service.

This programme allows young people age 18-30 to take part in a 2 weeks to 12 months voluntary service. The Programme is designed to allow people to get experience working in the public and non-governmental sectors. Thousands of opportunities around Europe, full funding and big variety of placements are attracting a lot of young people.

This programme gives unique opportunities to get professional experience, contribute to making positive changes in Europe and to grow as a person. Entities willing to take part as sending or hosting organisations must obtain a special Quality Label.

¹⁸ https://europa.eu/youth/solidarity_en

ADDITIONAL SOURCES AND USEFUL LINKS

https://ec.europa.eu/programmes/erasmus-plus/about_en

https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-vocational-education-and-training-vet_en

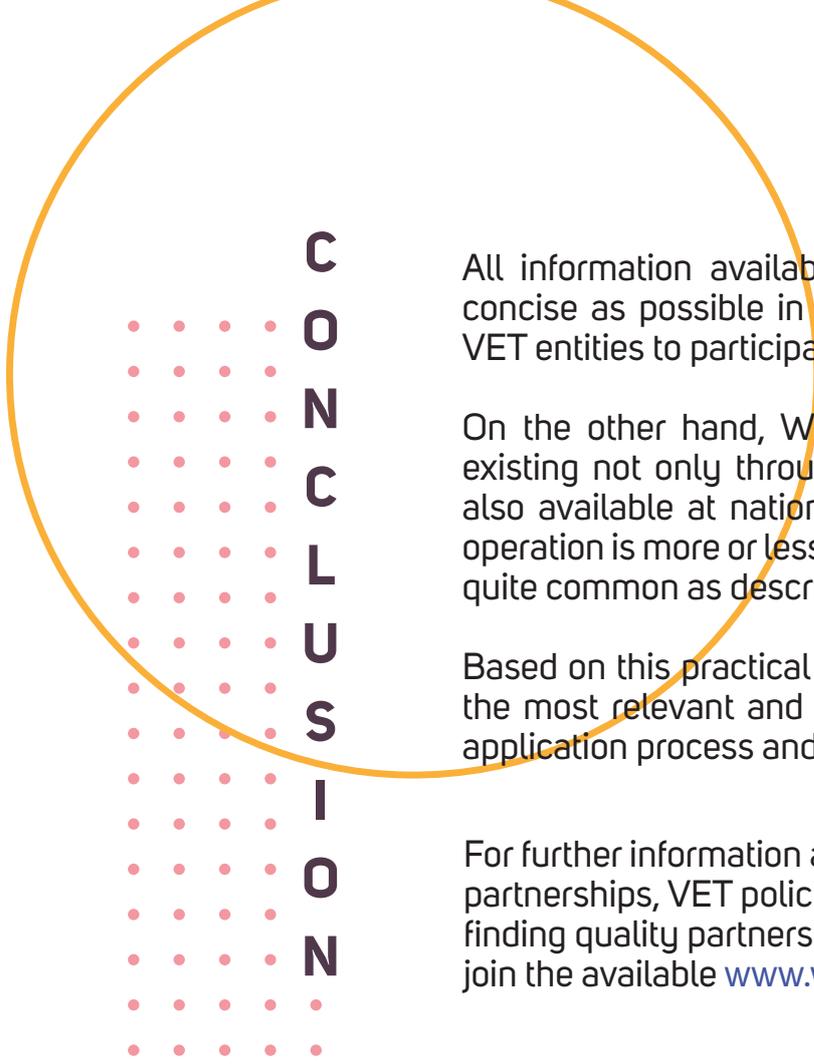
https://ec.europa.eu/programmes/erasmus-plus/sites/default/files/go_international-_practical_guide_on_strategic_internationalisation_in_vet.pdf

<https://www.oecd.org/education/innovation-education/vet.htm>

<https://webgate.ec.europa.eu/cas/eim/external/register.cgi>

<https://www.erasmusmais.pt/copia-antes-da-candidatura?lang=en>

<https://erasmus-plus.ec.europa.eu/resources-and-tools/learning-agreement>



C O N C L U S I O N

All information available in this guide aimed at being as much concise as possible in regards of bringing support to schools and VET entities to participate in international learning mobilities.

On the other hand, Work based learning opportunities might be existing not only through the Erasmus+ program, those could be also available at national – large scale. However, the principle of operation is more or less similar and the actions to be undertaken are quite common as described in the Guidebook.

Based on this practical guide we hope that you were provided with the most relevant and useful information regarding the Erasmus+ application process and actors in the projects.

For further information also in regards of best practices, successful partnerships, VET policies across Europe etc, also in regards of finding quality partnership and benefit of networking opportunities, join the available www.wblnetworking.eu



PRACTICAL GUIDE

ON EFFECTIVE USE OF
EU FUNDING INSTRUMENTS
FOR SUPPORT OF
WORK BASED LEARNING (WBL)



Co-funded by the
Erasmus+ Programme
of the European Union