



era4se

Guide for Education Leaders (managers)

Intellectual output O1
A1 - Developing the capacitation program, tools & guides



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Nurturing the new force of Erasmus champions in School Education

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Introduction

Projects funded by the European Union represent an important asset and opportunity for schools at all levels across the continent thank to the flexibility of the proposals approved, the variety of topics and needs that can be addressed and the enriching experiences they entail for the staff and participants working on them. However, these resources are not always exploited to the fullest given their high degree of innovation and somewhat complex level of bureaucratic procedures. For this reason, experienced partners developed the idea of ERA4SE as an Erasmus+ project building up the necessary competences of schools' teachers in the area of European project: the overall objective is to ensure that teachers can act as agents of change and catalysts of projects conceptualization and implementation within the schools they belong to and in cooperation with the partners within their own networks. Schools will thus work equally in terms of knowledge and competences along with their partner organizations and eventually increase the capacity of their institutions to benefit from the increasing opportunities provided by the so-called European projects.

The Guide presented in this document represents an important tool in the hands of managers and consultants accompanying their school partners in this capacity building process. It is a step-by-step path where more experienced organizations can support through the guidelines provided the staff of schools in taking up more responsibilities and a more proactive approach when dealing with European projects.

The Guide presents an overview of the training material developed in the context of ERA4SE project, explaining the content and objectives that are meant to be achieved by undergoing such training process. Then, the document explores all the sections of the training course in detail and by providing a simple yet easy to grasp understanding of the materials.

Course overview

Title	ERA4SE - Nurturing the new force of Erasmus Champions in School Education
Method of delivery	<u>In class training</u> : 5 days course, 6 hours / day, total: 30 hours
Scope	The course is built around the goal to develop educational resources to capacitate, courses to teach and support material to guide the day-to-day operation for the practitioner dedicated to a bifold role of Educator and Project manager.
Target groups	Educators and Project managers
Learning goals and objectives	<ul style="list-style-type: none"> - To introduce managers and staff to the Erasmus+ projects. - To empower managers and staff to create ERA4SE teams and foster their actions. - To empower managers and staff to search, find and take advantages of opportunities for international cooperation.
Learning Outcomes	<p>Upon completion of the training course, the managers are expected to:</p> <ul style="list-style-type: none"> - Develop networks and opportunities for international cooperation. - Encourage and foster the sense of initiative of staff and students. - Provide guidelines and a framework for European projects within their education institutions. <p>Upon completion of the training course, the teachers are expected to:</p> <ul style="list-style-type: none"> - Set up, lead and manage European project teams. - Research and identify international opportunities for cooperation. - Understand the requisites and procedures that lead to the creation of a European project.
Thematic units	<ul style="list-style-type: none"> - Thematic 1: Igniting the interest of the schools and staff - Thematic 2: Identifying of the needs of the school and the local community & Strategify it in a detailed internationalization plan - Thematic 3: Navigating in the Erasmus+ opportunities and selecting the ones that provide the chance to respond to the needs - Thematic 4: Networking in local/national/international level - Thematic 5: Authoring a quality proposal
Learning resources	<p>PowerPoint presentations:</p> <ul style="list-style-type: none"> • At least one presentation per thematic • In total 40 – 60 slides / unit <p style="text-align: center;">plus</p> <p>Exercises and activities (Description of the activity-Methodology/steps-Indicative time-Resources-Objectives)</p>

Module 1 overview

Structure of the module

Full name	Module 1. Igniting the interest of the schools and staff
Module summary	The aim of the module is to give the project learners' knowledge and achievement so that they can be leaders to ignite the Erasmus+ Projects. They will look deeply into the school organizations. It is essential to know schools. There are two models for schools' self- assessment so learners will analyse and discuss on these topics. There will be time to practical team work to create documents and to analyse each school in face of the studied models.

Learning outcomes

Learners will get familiar with two models of schools' self-assessment.

- Analyse, appraise and compare their organizations' opportunities and strong points;
- Restructure the way the organization is understood and perspective by the learners;
- Recognise potential on teamwork to implement a new Erasmus+ Project;

Create and design a new Erasmus+ Project.

Knowledge

1. Inner knowledge of each organization – how to do schools' self-assessment.

1.1 The organization's potentials:

a. Recognition of teachers' capacity of bringing up new projects

1.2 An introduction to CAF model of self-assessment – Guidelines to implementing CAF (Option 1)

1.3 How the CAF model can help each school organization to improve ERASMUS+ Projects

2. An introduction to SWOT Model of self-assessment (Option 2)

2.1 The SWOT assessment targets

2.2 Analysing the SWOT model

3. Culture manifesto (Option 3)

4. How Self-assessment models and their results can help each school organisation to create and benefit from ERASMUS+ Projects

Skills

- Decision making skills
- Interpersonal skills

Competences

- Teamwork
- Initiative / entrepreneurship
- Commitment to the school organization
- Values and ethics
- Ability to understand the perspective of others

Contents (6 hours)

1. Presentation of CAF self-assessment regarding schools – 1 hour;
2. Team practical work – to create a questionnaire to be implemented in school – 1 hour;
3. Discussion in big group on the teamwork focused on different given solutions – 30 minutes;
4. Break time
5. Presentation of the SWOT model regarding schools – 30 minutes;
6. Team practical work – how would you define your school according to this model? – 30 minutes;
7. Presentation of a Culture Manifesto -30 minutes;
8. Team Practical Work – to fill in the Culture Manifesto Grid – 30 minutes;

	9. Analyse the Culture Manifesto Example (document) – 30 minutes; 10. Create a School Culture Manifesto for Erasmus+ Project – 30 minutes; 11. Discussion in big group on the teamwork - how do we gain schools to create a common aim and will to achieve a new Erasmus+ Project – 30 minutes;
Resources (1 hour and 30 min)	<ul style="list-style-type: none"> • Guidelines for implementing the CAF; • www.eipa.eu/courses
Assignments (3 hours and 30 min)	<ol style="list-style-type: none"> 1. Team practical work – creation of a questionnaire to be implemented in school on CAF model – 1 hour; 2. Team practical work – defining each schools’ strengths and weaknesses according to SWOT model – 1 hour; 3. Team practical work – fill in the Culture Manifesto Grid – 30 minutes; 4. Analyse the Culture Manifesto Example (document) – 30 minutes; 5. Create a School Culture Manifesto for Erasmus+ Project – 30 minutes;

Activities/exercises

Title of the activity	Team practical work - creation of a questionnaire to be implemented in school on CAF model
Indicative time (duration)	1 hour
Objectives	<ol style="list-style-type: none"> 1. To be familiar with CAF Model applied to schools 2. To become aware with the schools’ potentials 3. To recognize the school teams’ knowledge
Description of the activity	It will be given some examples of questions to be analyzed and to be chosen so that the learners will present an example of one of the criteria.
Methodology - steps	<ul style="list-style-type: none"> • Welcome warm up activity • Small theoretical presentation • Analyses of some practical cases/examples • Team practical work on the given topics • Oral presentations using several tools • Good-bye game activity
Resources - tools	<ul style="list-style-type: none"> • Guidelines for implementing the CAF • www.caf-network.eu/CAF • www.eipa.eu/courses

Title of the activity	Team practical work– how would you define your school according to this model? – 1 hour
Indicative time (duration)	1 hour
Objectives	<ol style="list-style-type: none"> 1. To be familiar with SWOT Model applied to schools 2. To become aware with the schools’ potentials 3. To recognize the school teams’ knowledge
Description of the activity	Step 1 - Identify 3 school Strengths and 3 school Weaknesses

	Step 2 – Analyse the SWOT Guide Step 3 – Fill in the Reflection Guide (individual) Step 4 – Establish a comparison (Team Work)
Methodology - steps	<ul style="list-style-type: none"> • Small theoretical presentation • Team practical work on the given topics – identification of strong and weak points of the school
Resources - tools	<ul style="list-style-type: none"> • https://www.businessnewsdaily.com/4245-swot-analysis.html • SWOT Analysis - Strengths, Weaknesses, Opportunities and Threats (mindtools.com)

Title of the activity	Team practical work– what are your school priorities, considering its targets and the Erasmus+ objectives
Indicative time (duration)	1 hour
Objectives	<ol style="list-style-type: none"> 1. To shape a school internal atmosphere 2. To attract teachers to create/ join Erasmus + Projects
Description of the activity	Step 1 – Fill in the Grid Step 2 – Analyse the Cultural Manifesto Example Step 3 – Create a School Culture Manifesto for Erasmus+ Project
Methodology - steps	<ul style="list-style-type: none"> • Small theoretical presentation • Team practical work on the given topics – Create a School Culture Manifesto for Erasmus+ Project
Resources - tools	

Title of the activity	Team practical work–learners will draw a project and name it using a short, catchy and creative title
Indicative time (duration)	1 hour
Objectives	<ol style="list-style-type: none"> 1. To accomplish the means (models) to an end (Erasmus+ Projects) 2. To choose a project which aims at tackling the school weak points
Description of the activity	Step 1 - analyse the given scheme Step 2 - draw a project and name it using a short, catchy and creative title Step 3 - fill in the Planning Grid
Methodology - steps	Small theoretical presentation Team practical work on the given topics
Resources - tools	<ul style="list-style-type: none"> • Documents given (scheme and Planning Grid) • https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/forms_en

Annexes

Word document: *File “ERA4SE_Module 1.docx”*

PowerPoint presentation: *File “ERA4SE_Module 1.pptx”*

Module 2 overview

Structure of the module

Full name	Module 2. Identifying of the needs of the school and the local community and developing strategies for a detailed internationalization plan
Module summary	This module is built around the objective of understanding the importance of developing a European dimension in schools. At the end of this module the learner is expected to value the effects and validity of adding an international aspect to their schools and channel it through the different actions of Erasmus+. The duration of the course will be 6 hours/day, 5 days course, a total of 30 hours. This module must be completed in one day within a duration of 6 hours. Learners will have training materials at their disposal which will include a wide range of activities to engage them as much as possible.
Learning outcomes	
Knowledge	
<ul style="list-style-type: none"> • Understand the European and International dimension in a school. • Know more about the European priorities: digital competence, linguistic competence, inclusion and diversity, reversing the climate change and democratic participation. • Identify the benefits of a European and International dimension. 	
Skills	
<ul style="list-style-type: none"> • Select the appropriate type of project in accordance with the needs of the school. • Identify the main elements of a European development plan. 	
Competences	
<ul style="list-style-type: none"> • Outline a European development plan. • Develop a plan of the actions needed to work on a European priority relevant to the school. 	
Contents (6 hours)	<p>General Introduction to the importance of developing a European dimension in schools.</p> <p>Activity 1: Review of the European Plans and their priorities.</p> <p>Key Action 1: Learning about the dimensions of the European Projects.</p> <p>Activity 2: DAFO (SWOT): Identify the Strengths, Weaknesses, Opportunities and Threats of the schools.</p> <p>Key Action 2: Collaborative Padlet among schools in order to share possible solutions.</p> <p>Activity 3: Research briefly on the European plans and the priorities of each one through the documents provided and develop a presentation of his own plan.</p> <p>Key Action 3: Create a plan and present it to the audience.</p>
Resources (1 hour)	<ol style="list-style-type: none"> 1. European Union Work Plan for Sport: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:42020Y1204(01) 2. European Union Youth Strategy: https://europa.eu/youth/strategy_en 3. Digital Education Action Plan: https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

Assignments (6 hours)	<ol style="list-style-type: none"> 1. Review of the European Plans and their priorities. 2. SWOT: Identify the Strengths, Weaknesses, Opportunities and Threats of their institutions. 3. Research on the European Plans, develop a plan and presentation.
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Activities/exercises

Title of the activity	Review of the European Plans and their priorities.
Indicative time (duration)	1 hour
Objectives	To learn about the dimensions of the European Projects
Description of the activity	Oral talk about the most important aspects of the European Plans and the priorities.
Methodology - steps	By means of a slide presentation, the experts will go in depth in the European Plans, its priorities and how to create a successful plan taking account the schools' needs.
Resources - tools	https://ec.europa.eu/programmes/erasmus-plus/projects_en

Title of the activity	SWOT: Identify the Strengths, Weaknesses, Opportunities and Threats of their institutions.
Indicative time (duration)	2 hours
Objectives	To analyse the features of each school and share them with the others.
Description of the activity	The learner is expected to analyse the strengths, weaknesses, opportunities and threats of his school by means of a SWOT template. Then, All the SWOT will be gathered in an interactive padlet. Thus, the learners will be able to share and compare their strengths and weaknesses and try to adopt possible solutions.
Methodology - steps	To prepare the padlet, the learner is invited to follow the following steps: <ul style="list-style-type: none"> - Analyse the strengths, weaknesses, opportunities and threats of his school. - Reflect all the above mentioned in his own SWOT. - Upload all the SWOT in to the padlet. - Once the padlet is created with the information of all the resulting SWOT, the learner must search and find answers for the weaknesses of his school and show the others how to improve.
Resources - tools	SWOT template and Padlet

Title of the activity	Research on the European Plans, develop a plan and presentation.
Indicative time (duration)	3 hours
Objectives	The learner is expected to achieve the following objective from this activity:

	-Learn how to create a European Plan for his own school taking into account the different information provided by the Plans that have been reviewed previously.
Description of the activity	The learner is invited to prepare a plan for a new project proposal. Here, the learner will have to be creative and elaborate his own ideas. The learner must develop a brief outline of his new project. This brief outline must include the key elements, as they have learnt. The learner is required to develop a presentation of his own plan to the rest of the audience.
Methodology - steps	To prepare the plan, the learner must follow the following steps: - First, and once the learner has reviewed some European Plans, he must think about a new idea of a project taking into account the reality of his own school. - Secondly, the learner must summarize this new idea of the project in a document, developing a short plan. - Then, he will be invited to make a presentation to the audience. - Finally, it is time for debates and questions reflecting on the relevance of these plans for their schools.
Resources - tools	Template for the Plan.

Annexes

Word document: *File “ERA4SE_Module 2.docx”*

PowerPoint presentation: *File “ERA4SE_Module 2.pptx”*

Module 3 overview

Structure of the module

Full name	Module 3. Navigating in the Erasmus+ opportunities and selecting the ones that provide the chance to respond to the needs
Module summary	<p>This module is built around the objective to support the implementation of Erasmus+ programme. At the end of this module the learner is expected to obtain a better understanding of the Erasmus+ programme, to promote learning mobility of individuals, to encourage the cooperation as well as the exchange of good practices between school organizations and finally through Jean Monnet Actions the learners will provide teachings about the European Union in engaging ways. The duration of the course will be 6 hours/day, 5 days course, a total of 30 hours. This module must be completed in one day within a duration of 6 hours. Learners will have training materials at their disposal which will include a wide range of activities to engage them as much as possible.</p>
Learning outcomes	
Knowledge	
<ul style="list-style-type: none"> • Understand the functioning of Erasmus+ program • Present the main type of projects of Erasmus+ program, relevant for school education • Identify the benefits & strength of Erasmus+ program 	
Skills	
<ul style="list-style-type: none"> • Select the appropriate type of project in accordance with the needs of the school • Identify the main requirements for developing a new project proposal 	
Competences	
<ul style="list-style-type: none"> • Initiate a project proposal for the school • Develop a concept note for a new project 	
Contents (2 hours)	<p>General Introduction to Erasmus+ programme</p> <p>Activity 1: Prepare a project presentation</p> <p>Key Action 1: Learning mobility of individuals</p> <p>Activity 2: Plan a mobility project</p> <p>Key Action 2: Cooperation for innovation and the exchange of good practices</p> <p>Activity 3: Prepare a concept note for a new partnership project proposal</p> <p>Jean Monnet Activities</p>
Resources (1 hour)	<ol style="list-style-type: none"> 1. Erasmus+ programme guide : https://ec.europa.eu/programmes/erasmus-plus/resources/programme-guide_en 2. Erasmus+ Website: https://ec.europa.eu/programmes/erasmus-plus/node_en 3. Videos explaining Erasmus+ programme : https://www.youtube.com/watch?v=TvondHqhKXM 4. https://www.youtube.com/watch?v=SbPgsC9QI9w&t=130s
Assignments (3 hours)	<ol style="list-style-type: none"> 1. Prepare a project presentation. 2. Plan a mobility proposal 3. Prepare a concept note for a new partnership project proposal

Activities/exercises

Title of the activity	Prepare a project presentation
Indicative time (duration)	1 hour
Objectives	<p>The learner is expected to achieve the following objectives from this activity:</p> <ul style="list-style-type: none"> - Increase the familiarity of the learner with the Erasmus+ portal for projects. - Develop analytical capacities for understanding the basic characteristics of Erasmus+ projects and the respective objectives - Improve skills for synthesis and knowledge management (presentation).
Description of the activity	<p>After attending the presentation on Erasmus + Programme, the learner is invited to make an activity. This activity consists in selecting a project from Erasmus+ results data base: https://ec.europa.eu/programmes/erasmus-plus/projects_en, prepare a presentation and present it to his peers. The learner must identify the main elements of the project design: needs, objectives, activities, results, and impact. After this activity we expect that the learner will achieve the previous objectives mentioned above.</p>
Methodology - steps	<p>To prepare the project presentation the learner is invited to follow the following steps:</p> <ul style="list-style-type: none"> -First of all, the learner must go on the Erasmus+ results data base by using the following link: https://ec.europa.eu/programmes/erasmus-plus/projects_en ; -Each learner is then invited to select a project related to a specific topic that the trainer will select (e.g.: Inclusion of migrants in Europe, sustainable development, creativity and innovation, etc). On the Erasmus+ results data base, the learner can use the option “Advance Research”. This option can help the learner to obtain more criteria about the project; -After selecting the project, the learners are asked to develop a project presentation. In this presentation, the learners must include the main elements of the project design such as: the needs of the project, the project objectives, the project activities, the project results, and the project impact; -Each learner of this course is invited to make a project presentation to the audience. -Finally, the group reflects on the presentations and discusses on the contents of the presentations and on the presentation skills of the course participants.
Resources - tools	https://ec.europa.eu/programmes/erasmus-plus/projects_en

Title of the activity	Plan a mobility proposal
Indicative time (duration)	1 hour

Objectives	<p>The learner is expected to achieve the following objectives from this activity:</p> <ul style="list-style-type: none"> - Increase the quality of initial and continuing school education in Europe - Empower the European dimension of teaching and learning
Description of the activity	<p>The learner is invited to plan a mobility proposal. The purpose of this activity is to render the learner familiar with the learning mobility opportunities as well as its benefits and to make him able to build a network and partnerships with other schools at regional, national and European level.</p>
Methodology - steps	<p>To prepare the project presentation the learner is invited to follow the following steps:</p> <ul style="list-style-type: none"> - First, the learner is invited to visit School Education Gateway website: https://www.schooleducationgateway.eu/en/pub/index.htm, - Second, the learner must search and find opportunities for mobility, - Finally, he/she must plan his/her own project
Resources - tools	https://www.schooleducationgateway.eu/en/pub/index.htm

Title of the activity	Prepare a concept note for a new project proposal
Indicative time (duration)	1 hour
Objectives	<p>The learner is expected to achieve the following objectives from this activity:</p> <ul style="list-style-type: none"> - Learn how to describe the main elements of the project in an effective way and prove that the idea he/she is presenting is worthy for further consideration. - Familiarise with the process of developing a project idea in order to make it appealing and pitching it to potential partners for cooperation. - To structure innovative ideas and thoughts into a scheme that is the very base for Erasmus+ projects.
Description of the activity	<p>The learner is invited to prepare a concept note for a new project proposal. Here, the learner will have to be creative, he/she must be able to think about a new project and elaborate his/her own ideas. In this concept note, the learner must develop a brief outline of his/her new project. This brief outline must include the key elements of the project such as the priorities, background and needs that the project will cover the target groups, the objectives, the activities, the expected results and impact. In addition, it is optional, but recommended to include issues like innovation, European added value, sustainability etc that are important to EU project design. The learner is required to develop an unprecedented idea of a project to gain the attention of the future partners.</p>
Methodology - steps	<p>To prepare the concept note, the learner must follow the following steps:</p> <ul style="list-style-type: none"> - First, the learner must think about a new idea of a project. The learner is invited to elaborate his/her own idea for his own school. - Secondly, the learner must summarize this new idea of the project in a document called a concept note. To develop the concept note the learner is invited to include the following parts: <ul style="list-style-type: none"> • The Project title,

	<ul style="list-style-type: none"> • The idea, in one or two sentences that summarize in a few simple words the project, • Contact Information, name, e-mail, and name of the organisation, • The program of Erasmus+. You must choose the specific project type that you apply for (mobility, partnership, etc), • Priorities that the project address (max 3-4 priorities) • Background, explain the context of the project as well as the concrete needs that the project addresses, • Target group, explain to whom is the project targeted: the final recipients, the public, the beneficiaries. N.B: the needs detected in the previous section should be of those targeted groups, • Objectives, define what you want to achieve by implementing the project, • Activities, describe the activities that you are going to implement, e.g. mobilities, development of outputs, delivery of learning activities, organisation of events, etc • Results, describe the results of your project, how the project will accomplish the objectives you have set, • Impact, describe the project impact on participants, target group and beneficiaries.
Resources - tools	Template for concept note

Annexes

Word document: *File “ERA4SE_Module 3.docx”*

PowerPoint presentation: *File “ERA4SE_Module 3.pptx”*

Module 4 overview

Structure of the module

Full name	Module 4. Networking in local/national/international level
Module summary	<p>This module is built around the objective to support the networking with a strategic focus on Erasmus+ programmes. At the end of this module the learner is expected to be able to implement strategic actions towards the expansion of the school's network</p> <p>The training is divided in theoretic part and into activities. The theoretic part plans to showcase the theory around networking and “arm” the participants with tools to evaluate their network, fine tune their teams vision and align their goals.</p> <p>Then the activities part aims to provide some technical experience on the processes of concept pitching and partnering.</p>
Learning outcomes	
Knowledge	
<ul style="list-style-type: none"> To be aware of the nature of networking To understand the difference between simple networking and strategic networking To be aware of the networking benefits for their personal development 	
Skills	
<ul style="list-style-type: none"> To be able to identify/trace relevant strategic goals for their school To be competent in mapping and deploying a strategic network To be in the position to expand their network towards strategic goals 	
Competences	
<ul style="list-style-type: none"> To be able to use networking techniques for pursuing the school internationalisation goals To maintain and expand the network of the schools collaborations To incorporate strategic thinking in their interactions with colleagues and stakeholders 	
Contents (2 hours)	<p>1. Networking basics</p> <p>Introduction</p> <p>Motives behind networking</p> <p>Forms of networking and benefits</p> <p>2.Strategic related networking</p> <p>Basic strategic networking</p> <p>Setting up strategic networking goals</p> <ul style="list-style-type: none"> • <i>Know Your School</i> • <i>Know Your Current Work and Where You're Going</i> • <i>Assess your strategic network</i> • <i>Create Your Network</i> • <i>Sustain your network</i> <p>Expanding your strategic network online</p> <ul style="list-style-type: none"> • <i>Search by theme</i> • <i>Search by sector</i> • <i>Take part in a contact seminar</i> <p>3.Make your partnership</p>
Resources (1 hour total study)	<ol style="list-style-type: none"> Module 4 theoretic part for studying Extra resources (external) to support partnering: Partnering toolkit: https://www.nesta.org.uk/toolkit/partnership-toolkit/ Partnership toolkit: https://thepartneringinitiative.org/wp-content/uploads/2014/08/Partnering-Toolbook-en-20113.pdf
Assignments (3 hours)	<ol style="list-style-type: none"> Ice-breaking activity Make your concept pitch Partner-up

Activities/exercises

Title of the activity	The prize island!
Indicative time	15'
Objectives	The learner is expected to achieve the following objectives from this activity: - Get warmed up for the session that will follow
Description of the activity	The trainer places on the floor pages of newspaper, in a way that two persons can stand on one sheet. Across the room, is placed a prize (can be sweets) and the participants are told that the goal is to reach the prize, but can only move on the paper.
Methodology - steps	In the beginning it is usually observed that participants will compete, but soon all teams will realise that while trying to move their paper was ripped and they lost. Then the trainer gives them one more try, telling them that the goal was not to compete, but to try to think of a solution together. The solution is that they can give all the papers to a person and can create a way to the prize to jump from paper to paper (like stepping on stones on a lake). That way they can reach the prize and share it. After all, the message is that “TEAMWORK makes the DREAMWORK” and thus in projects we will need to do networking and partnering to reach our goals.
Resources - tools	- Paper sheets that can fit two persons standing on one sheet - A prize

Title of the activity	Make your concept pitch!
Indicative time	1 hour and 30 mins
Objectives	The learner is expected to achieve the following objectives from this activity: - Be able to develop a project concept pitch - Train in presenting the concept idea in a simple and communicative way
Description of the activity	The participants are working in teams to develop one page concepts, and then find partners for their potential projects
Methodology - steps	- The participants are divided into teams of 3-4 persons - The trainer gives to each team one sheet for developing the concept idea - (10') On 1 st phase, each team has to reply to the first 3 fields: 0) What is the problem we're trying to solve? 1) Taking a stab at framing it as a design question. 2) Stating the ultimate impact we're trying to have.

	<p>- (20') On 2nd phase, there is a rotation of papers, so each team ends up with another team's paper, and now they have to respond to the following fields:</p> <ol style="list-style-type: none"> 3) Some possible solutions to our problem? 4) Some of the context and constraints that we're facing. <p>- (30') On 3rd phase there is another rotation, and now the teams have to design a basic structure of the project and think of type for potential partners they'll need. Sections to be filled in:</p> <ol style="list-style-type: none"> 5) Project structure 6) Partners in "crime" <p>- (30') Finally, the teams will engage in speed dating with other participants (in pairs of two) where they have to explain the whole concept and the partners they thought as important)</p>
Resources - tools	Project concept template

Title of the activity	Partner up!
Indicative time	40 mins
Objectives	<p>The learner is expected to achieve the following objectives from this activity:</p> <ul style="list-style-type: none"> - Manage to target potential partners for projects that the organisation wants to implement
Description of the activity	The participants are working in their teams to locate partners for the concept that they developed in the previous activity
Methodology - steps	<ul style="list-style-type: none"> - The participants are divided into teams of 3-4 persons - The trainer gives to each team one concept sheet with a project idea (from previous exercise). - For the next 30' the teams have to search for potential partners and try to design a partnership that will work on the project <ol style="list-style-type: none"> 1) Why does this type of partner fit to the project 2) What will the partner bring to the partnership 3) What responsibilities will the partner be assigned to <p>The above questions must be answered for being able to choose partners, and for that the teams have to collect information using various searches on the sites indicated in the theory/training.</p>
Resources - tools	<ul style="list-style-type: none"> - Project concept templates filled - Partner search sites as indicated in the module theory

Annexes

Word document: File "ERA4SE Module 4 - Networking.docx"

PowerPoint presentation: File "ERA4SE_Module 4.pptx"

Module 5 overview

Structure of the module

Full name	Module 5. Authoring a quality proposal
Module summary	<p>This module aims to explain to learners how to write a successful proposal to obtain EU funding. Submit a proposal is not simple and requires following some steps and advice which we will describe in this module.</p> <p>It is not enough to have a good idea, but also you know how to develop it, which documents to refer to, which partners to involve and how to write a quality proposal. At the end of this module, learners will be able to identify the main steps in writing a project and which advice to put into practice in order to have a successful project. The course content will last about 6 hours in total.</p>
Learning outcomes	
Knowledge	
<ul style="list-style-type: none"> • Understand all the main features of a design process • Know all the main tools to design a successful project proposal • Identify all the aspect to a relevant project proposal 	
Skills	
<ul style="list-style-type: none"> • Select the right tools to design a project proposal • Be able to present a quality project proposal 	
Competences	
<ul style="list-style-type: none"> • Know how to put together all the relevant aspects of a project to design a quality proposal • Apply the knowledge gained to submit a successful proposal. 	
Contents (3 hours)	<p>The content of the module is structured as follows:</p> <ol style="list-style-type: none"> 1 The Project Cycle Management (PCM) 2 The logical framework approach (LFA) <ul style="list-style-type: none"> ➤ Problem Tree ➤ Stakeholder Analysis ➤ Objectives Tree ➤ Analysis of Strategies ➤ Logical Framework Matrix 3 Key elements for a draft project <ul style="list-style-type: none"> ➤ Relevance of the project/context/innovation: ➤ Goal of the project and objectives: ➤ Target group ➤ Project title ➤ Partners 4 The call for proposal <ul style="list-style-type: none"> ➤ Filling in the form ➤ The budget ➤ Evaluation criteria
Resources (2 hours)	<ul style="list-style-type: none"> • The Erasmus + Website: https://ec.europa.eu/programmes/erasmus-plus/node_en • The Section “Resources and tools” of the Erasmus + Website: https://ec.europa.eu/programmes/erasmus-plus/resources_en • Erasmus + Programme guide: https://ec.europa.eu/programmes/erasmus-plus/resources/programme-guide_en • Model application forms: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/forms_en • Project Cycle Management Guidelines:

https://ec.europa.eu/international-partnerships/system/files/methodology-aid-delivery-methods-project-cycle-management-200403_en.pdf

- Guide to the Logical Framework Approach:
<http://www.evropa.gov.rs/Evropa/ShowDocument.aspx?Type=Home&Id=525>

Assignments
(3 hours)

1. When life gives you lemons, make lemonade
2. Word play with the title
3. Fill in the form

Activities/exercises

Title of the activity	When life gives you lemons, make lemonade
Indicative time (duration)	1 hours
Objectives	<p>The learner is expected to achieve the following objectives from this activity:</p> <ul style="list-style-type: none"> -Having a clear understanding of how to intervene when faced with a problem - Linking elements according to a logic of cause and effect. - Define the problem on which we want to intervene and what are the causes that lead to it - Being able to turn problems into objectives
Description of the activity	<p>The title of this activity is taken from a proverbial phrase. The meaning is that even when life presents us with difficulties (symbolised by the lemon) we should try to have an optimistic attitude and make these difficulties positive things. That is why I chose it as the title of the Problem Tree activity.</p> <p>Students have to build a Problem Tree and then transform it into the Objective Tree.</p>
Methodology - steps	<p>After analysing how the Problem Tree and the Objective Tree work, students will try to use these tools to analyse a problem they have identified.</p> <p>The first step is in fact to identify an issue to work on and identify the main problem around which to carry out our exercise (e.g. difficulties in integrating older people into the digital environment).</p> <p>The educator will prepare some large posters and distribute post-its among the students.</p> <p>The post-its will be used to construct our diagram.</p> <p>On each post-it note, learners will write the elements of cause and effect related to the identified problem. This is very useful because we can move them around the sheet whenever we are not convinced of their arrangement.</p> <p>Once the problem tree has been completed, the students will turn the negative elements into positive ones using the post-it on the posters.</p> <p>At the end of the activity, learners will discuss together what their analysis revealed.</p>

Resources - tools	https://ec.europa.eu/international-partnerships/system/files/methodology-aid-delivery-methods-project-cycle-management-200403_en.pdf http://www.evropa.gov.rs/Evropa/ShowDocument.aspx?Type=Home&Id=525
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Title of the activity	Word play with the title
Indicative time (duration)	1 hour
Objectives	<p>The learner is expected to achieve the following objectives from this activity:</p> <ul style="list-style-type: none"> -Be able to give an interesting and relevant title to the project proposal. - Create an acronym that fit with the thematic of the project
Description of the activity	<p>Learners will play with words to produce catchy project titles and acronyms.</p> <p>This is a very simple activity that wants to bring the learner to think about the importance of detail in the context of the design proposal.</p> <p>The title might seem an insignificant element in the whole project design but remember that it is the project's business card. We can consider it such as the brand name in the advertising, it must remain in the evaluator's mind.</p>
Methodology - steps	<p>Learners can make a list of themes from the Erasmus + programme. For each theme elaborate on the aim of the project and try to give it a title and an acronym.</p> <p>At the end of the exercise, they will try to present what they have prepared to the other learners and the others will have to try to guess the theme of the project.</p> <p>Learners can do an internet search for projects already funded under Erasmus+ programme. They can use the platform link to the Erasmus + : https://ec.europa.eu/programmes/erasmus-plus/resources/platforms-networks_it.</p> <p>Look at how the applicants created the project titles and what it refers to. This can serve them as an example for building a successful project title.</p>
Resources - tools	https://ec.europa.eu/programmes/erasmus-plus/resources/programme-guide_en https://ec.europa.eu/programmes/erasmus-plus/resources/platforms-networks_it

Title of the activity	Fill in the form
Indicative time (duration)	1 hours
Objectives	<p>The learner is expected to achieve the following objectives from this activity:</p> <ul style="list-style-type: none"> - Select the correct application form according to the Action of the Erasmus + Programme in which you are interested.

	<ul style="list-style-type: none"> - Understand how a form is made and what its constituent parts are - Being able to place the correct information where it is required
Description of the activity	Learners will try to complete an application form on a project topic of their choice.
Methodology - steps	<p>Learners are invited to search for samples of application forms and download one they want to work on. They could find the samples relating to each Action of the Erasmus + Program here: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/forms_en.</p> <p>It is important that they begin to familiarise themselves with the form and its structure.</p> <p>Once they have read and understood the parts, they should try to formulate a project proposal on a topic of their choice and try to fill in the application form. They can also use the project management tools we have discussed in the theoretical part of the module. The more they understand these tools the easier it will be for them to submit a project.</p>
Resources - tools	<p>https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/forms_en</p> <p>https://ec.europa.eu/programmes/erasmus-plus/resources/documents/2021-call-how-complete-application-form_en</p>

Annexes

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PowerPoint presentation: File “ERA4SE_Module 5.pptx”