



Erasmus+

***Application Form***

**Call: EACEA/41/2016**

**Forward-Looking Cooperation Projects**

**Deadline: 14 March 2017 - 12.00 noon CET**

## **DETAILED PROJECT DESCRIPTION**

**(To be attached to the eForm)**

**EN-Version 1**

**Please note that each comment box in the DETAILED PROJECT DESCRIPTION should contain maximum 1000 words, except if stated otherwise above the comment box.**

# PART 1. Applicants' presentation, role and operational capacity

Please describe each partner organisation in the project below:

## Coordinator and Partners

***This part must be completed separately by each applicant in the project (coordinator and partners).***

### Partner number - 1

*(please ensure that the numbering follows the same numbering as in Part A. of the eForm and the partner numbering of the Detailed budget table)*

Organisation name	Country code
Erasmus Student Network (ESN)	BE

#### 1.1 Aims and activities of the organisation

*Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project.*

The Erasmus Student Network (ESN) is the biggest European student organization acting in the field of student mobility and internalization of higher education. ESN is a non-profit organization of 520 local sections in 40 countries in 975 Higher Education Institutions, gathering 14 000 volunteers. ESN provides support services to over 170 000 international students and works for their needs by facilitating their mobility period, ensuring social cohesion, reintegration and by enhancing intercultural awareness and active citizenship. ESN ensures student participation in education and training policy by providing to its members trainings, seminars and non-formal education opportunities. ESN contributes to the creation of a more mobile and flexible education environment by supporting student exchanges from different levels and providing the “internalisation at home”. ESN contributes to the further development of European mobility, active citizenship and volunteering.

ESN further works in the interest of international students by improving the conditions of student learning mobility (integration, advocacy on vertical levels, provision of information, evaluation of mobility programmes, promotion, motivation and preparation) and by enhancing internationalisation, intercultural understanding and active participation in Europe. The main activities of the organisation at the international level are research projects in different mobility and higher education related issues.

ESN has a professional secretariat of 8 employees, 2 interns and 5 full-time volunteers working in Brussels and other 300 active volunteers working part time in supporting bodies of the organisation such as committees, working groups or project teams. The international Headquarters has a professional team of experienced employees with extensive knowledge of European Projects and general management.

#### 1.2 Role of the partner organisation in the project

*Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project.*

ESN will be the project leader; it will lead the operational, financial and coordinating management of the project. Concretely, a full-time coordinator will have the overall responsibility for moving the project forward and coordinate the activities with the other partner organisations.

More importantly, the SocialErasmus activities will be carried out by exchange students in sections where ESN is present. There will thus be a huge involvement not only from ESN's office in Brussels but also through its vast network of volunteers and exchange students.

ESN will also be heavily involved in WP5, where it will send volunteers to the trainings. It will assist EUF with WP6 and have minor responsibilities within the other WPs.

### **Project management**

ESN will centrally coordinate the project by planning of the work programme in close collaboration with partners and ensuring that the work packages are effectively and efficiently completed by the partners responsible in addition to the following functions:

- **Financial management:** ESN will ensure that project funds are utilised efficiently to advance the project objectives, in line with the financial rules and regulations of the funding agency.
- **Communication:** ESN will be the focal point for communications with the EC and will promote strong communications and collaboration amongst all partners.
- **Marketing:** ESN will also spearhead promotion of the project to local, regional and international stakeholders.
- **Dissemination:** ESN will ensure that the project's outcomes gain visibility in national, regional and international audiences. It will equip all partners with information to disseminate to their audiences as well, to maximise the reach of the project. This will be done in close cooperation with WP6 leader EUF.
- **Sustainability:** ESN will ensure the sustainability of not only the project outcomes but also the linkages built with the European partner institutions as well as ESN regular associated partners.

## **1.3 Operational capacity: Skills and expertise of key staff involved in the project**

*(Please add lines as necessary)*

<b>Name of staff member</b>	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Rasmus Åberg	Rasmus Åberg is the Director of ESN and he has a thorough experience in project management of European-level projects and a deep understanding of the educational landscape in Europe. He co-founded ESN's International Committee on Education in 2009, he has been a Steering Committee member of EUCIS-LLL (which since that has changed name to Lifelong Learning Platform) and he has also been Secretary General of the Organising Bureau of European School Student Union (OBESSU). In these roles he has coordinated many EU-funded projects, ranging from small-scale youth exchanges to large-scale KA3 projects. Rasmus has a Bachelor in Political Science and a Master in International and European Relations from Linköping University, with exchange studies in both Malaysia and Czech Republic. He has also worked as International Coordinator at the Royal Institute of Technology (KTH) in Stockholm.
Safi Sabuni	Safi Sabuni is the President of the Erasmus Student Network AISBL, one of Europe's biggest network of student associations. As President Safi is in charge of representation, research and advocacy related activities and EU funded projects in collaboration with external organisations and institutions. Safi comes from a Social Science background, having graduated from the Linneaus University in Sweden with a degree in Communication and Development Studies. Her studies has taken her to India, Uganda and Belgium. Safi has prior experience working with topics related to social inclusion and youth rights, latest as Youth Engagement Officer at Plan International Sweden.
Gorka Guerrero	Gorka is ESN's web developer. He finished his studies in Computer Engineering at Universidad de Zaragoza, Spain, in 2012 and since that he has been part of several NGO's both in his home country and in Brussels. He held important positions, including IT Senior Project Manager in JADE and IT Consultant at AEGEE, before joining the Erasmus Student Network (ESN) in 2016. Because of his studies, he now possesses deep technical knowledge and is competent on working on a large numbers of web platforms, notably Drupal, which will be used for the web forms of the Erasmus+ Impact Study. He is also responsible for the management of the highly successful IT platform erasmusintern.org.

## Partner number - P 2

*(please ensure that the numbering follows the same numbering as in Part A. of the eForm and the partner numbering of the Detailed budget table)*

Organisation name	Country code
European University Foundation – Campus Europae (EUF)	LU

### 1.1 Aims and activities of the organisation

*Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project.*

The European University Foundation - Campus Europae, more commonly called European University Foundation (EUF) is a network of 22 universities established in 16 countries. It stands for diversity and social fairness in Higher Education (HE) and aims to accelerate the modernisation of the European Higher Education Area. The network deploys intensive cooperation and policy experimentation under five key pillars: (1) Digital Higher Education both for governance and provision of education, (2) entrepreneurship and employability skills of graduates, (3) policy innovation at national and European level, (4) active citizenship of students and (5) quality mobility for all. The network's key activities are designed to build capacity and expertise among administrative and academic staff members, to raise awareness of EU policy goals and actions and to enable policy dialogs between practitioners, policy-makers and stakeholders.

The activities are underpinned by the organisation of high quality student mobility, since this is considered to be an excellent driver to implement reforms within HE. The network activities aim at reflecting the needs and challenges of its members in a comprehensive way and have successfully contributed in the past two years to establish two strategic partnerships in the field of entrepreneurship and employability, nurtured one strategic partnership and a forward-looking cooperation project aimed at tackling the governance and management of learning mobility activities through novel IT solutions.

To maximise the impact of outcomes the EUF is affiliated with the the European Student Union, the Erasmus Student Network, the Groningen Declaration Network, and the Lifelong Learning Platform. The network is supported by the Erasmus+ grant in Civil Society Cooperation in the field of Education and Training.

### 1.2 Role of the partner organisation in the project

*Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project.*

EUF, with its long experience in managing various EU-funded projects and its excellent connection to high-level policy-makers, will use its expertise project management and policy work to lead the activities related to the dissemination and communication, and to closely support the coordinator at all stages of the project. EUF will also contribute to the implementation in WP1 by being part of the Steering Committee, participating in all Steering Committee meetings and in the final conference. It will spread all the project's outcome, in particular those related to academic support and recognition, through its network of universities. EUF will also support the other university partners in their work.

### 1.3 Operational capacity: Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Joao Bacelar	The policy officer of the EUF, João Bacelar has been coordinating the academic cooperation projects within the network since 2004. This experience provides him a great expertise in the field of the Bologna Process and the transformation the academia has undergone in the past ten years. Besides this, the quality assurance of academic recognition procedures of studies abroad is a field where he gained great insights, which can be transferred to other projects dealing with the recognition of formal, non-formal and informal learning experiences outside of the home university. As a policy officer he has in

	the recent years successfully coordinated the efforts to mainstream the results obtained within the network in the Erasmus+ programme. João will have an advisory position towards the project execution, quality assurance and sustainability activities.
Joachim Wyssling	Project manager of the EUF, Joachim Wyssling has been in charge of network and project management activities since 2011. His main mission was to identify the needs and challenges of member universities and students and to find European solutions by following the EU policy developments and monitoring the available/appropriate funding channels. In his capacity of project manager of EUF he has therefore successfully developed and supported project proposals and is currently supervising them. His experience and skills in managing European project proposals are highly relevant since he is used to perform with multicultural and geographically wide-spread teams and has successfully applied agile project management methods. He holds a Master degree in European regional development and is therefore well equipped with competences and knowledge required to contribute to European-wide projects.
Stefan Jahnke	Project coordinator of the EUF, Stefan Jahnke has elaborate experience in the field of Higher Education policy and related EU funded projects. As President of the Erasmus Student Network from 2013-2015 he has managed a range of research projects and worked closely together with the European Commission on the implementation and promotion of the new Erasmus+ programme. Additionally, he has an academic background in Information Technology. He has been appointed by the European Commissioner for Education, Culture, Youth and Sport as a youth ambassador for the New Narrative of Europe initiative.
Isabel Catarino	Office manager of the EUF, Isabel Catarino has a background in English, French, Portuguese and Spanish translation, as well as in clerical work, and has been in charge of all the administrative procedures at the EUF since September 2013. In particular, she supervises office and project expenses, and completes financial reports, namely for the Civil Society Cooperation grant (Erasmus+ KA3), #europelife (E+ KA2), #empl-oi (E+ KA2), Online Learning Agreement (E+ KA2) and Erasmus Without Paper projects (E+ KA3). She plays an important role in the overall organisation of the EUF's Secretariat and ensures the qualitative review of the internal and external communication tools.

## Partner number – P 3

*(please ensure that the numbering follows the same numbering as in Part A. of the eForm and the partner numbering of the Detailed budget table)*

Organisation name	Country code
<b>Youth for Exchange and Understanding (YEU)</b>	PT

### 1.1 Aims and activities of the organisation

*Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project.*

Youth for Exchange and Understanding (YEU) was founded in Strasbourg in 1986 by a group of 120 young people from 11 different countries. It has young people from over 30 countries from across Europe and Africa involved in its activities. As an international network, it is the representative body of its members in contacts with the institutions and partners in the youth field.

YEU is run by young people for young people by means of a democratic structure and its members are mainly working on a voluntary base. The limit age to participate in its activities is 30 years but the majority of participants are under the age of 25. It is young people who decide about activities of the organisation, define the strategies and implement the action plans, run the organization and ultimately evaluate it. It is important to note that most young people in YEU are actively involved in other aspects of civil society, frequently establishing links between the Member Organizations

and the local, regional and national institutions, other youth organisations and the community in general, extending the participation in the international organisation to the local dimension.

YEU's main goals are:

- To promote peace, understanding and co-operation between the young people of the world, in a spirit of respect for human rights;
- To realize youth activities to foster closer co-operation and better understanding among the young people of the world, both between and within continents, particularly by encouraging the exchange of information, ideas and opinions;
- To promote co-operation and mutual aid in the developed and the developing countries for cultural, educational and social purposes;
- To work towards resolving conflicts and promotion of peaceful societies through recognition and respect for others;
- To improve the relationships and promote tolerance among young people of different cultural or political realities;
- To work together on issues related to protection of the environment and sustainability;
- To support and promote the health and well being of young people in order to improve quality of life;
- To encourage the active involvement of all young people in society without distinction because of race, social status, educational levels or any other disadvantage.

## 1.2 Role of the partner organisation in the project

*Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project.*

YEU will be the WP leader of WP5 and have the overall responsibility for planning, developing, implementing and evaluating the multiplier trainings. Having vast experience in intercultural learning, training courses and developing training material/workshops, YEU is a natural leader in this WP.

YEU will also contribute to the implementation in WP1 by being part of the Steering Committee, participating in all SC meetings and in the final conference, and by hosting one of the Steering Committee meetings in Faro, Portugal. It will also contribute to the dissemination and exploitation of the project results.

## 1.3 Operational capacity: Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Tamara Gojkovic	Project management, fundraising (EU and Council of Europe donors), public relations, administration of two offices (Belgium/Portugal), coordination of staff, taking care of strategic development of YEU network, providing support and guidance, advocacy and communication with stakeholders, networking at the European and international level. Experiences as secretary general, project manager, director of cultural organizations and journalist.
Giulia Annibaletti	Preparation and implementation of project proposals for different donors and funding programs; implementation and organization of youth projects and events; co-funding and fundraising; coordination and management of project documentation; capacity building; regular contacts and development of relations with external partners and stakeholders; administrative tasks and reporting. Experiences as project coordinator, project manager and youth worker. Specific expertise in migration and refugees issues due to working experience with young migrants in Italy
Panagiotis Chatzimichail	Organization, coordination and general custody of Office's events (input into the design/ planning and preparation of events and related materials); communication with external/internal partners; designing, printing and sharing events' advertising material; administrative tasks and translations/preparation of reports, letters, press releases, announcements, etc.; fundraising experience (also for grants from external sources); management of websites and social media. Member of YEU pool of trainers (PET). Experience as junior trainer, project assistant and policy watcher.

## Partner number - P 4

(please ensure that the numbering follows the same numbering as in Part A. of the eForm and the partner numbering of the Detailed budget table)

Organisation name	Country code
Erasmus Student Network Besançon	FR

### 1.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project.

ESN Besançon is one of ESN's 520 local organisations. Its main goals are to welcome international students in the city to allow them to make the most of their time abroad and to promote mobility toward the local population and especially high school pupils. All our activities are organised in the interest of the international students in order to facilitate and improve their social integration.

To meet these goals the association has about 30 volunteers organizing different activities in between three different committees (festive committee, intercultural committee and promotion of the French heritage committee) and a project manager (Manon Suchet) mainly in charge of Social Erasmus activities and international students commitment thanks to an additional educational unit. In July 2016, the University of Franche-Comté approved an Additional Educational Unit for 20 international students, carried out by the ESN Besançon and Center of Applied linguistics. This course is the first of its kind in France. The aim for the students is to take part in an average of 25 hours of Social Erasmus activities during one semester allowing their social integration and commitment in the city. Thanks to these activities they will develop many different skills but they will also discover other cultures, countries and languages, as well as promote their own countries. The experience allows them to be in contact with the locals (children, elderly people, disabled people...), to be committed and most of all be actor of their stay In Besançon.

### 1.2 Role of the partner organisation in the project

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project.

ESN Besancon is one of the 520 local sections within ESN, but the only one which is an official partner in the project. All other ESN sections will be involved indirectly through the SocialErasmus+ activities, but since ESN Besancon's activities include connection to its previous project, as well as the time-consuming research and production of the SocialErasmus+ framework, they need to have professional staff working on this (unlike the volunteers in the other ESN sections). This is the reason why they are an official partner in the project.

ESN Besancon will lead WP2 and produce the SocialErasmus+ Framework, drawing largely on the experiences from its own project with Additional Educational Units at the University of Franche-Comté. It will stay in close contact with the university partners during this work.

ESN Besancon will therefore host the validation workshop where the Toolkit will be produced, in July 2018.

ESN Besancon will also contribute to the implementation in WP1 by being part of the Steering Committee, participating in all SC meetings and in the final conference. It will also contribute to the dissemination and exploitation of the project results.

### 1.3 Operational capacity: Skills and expertise of key staff involved in the project

(Please add lines as necessary)

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Manon Suchet	Manon is ESN Besancon's Commitment Project Manager. This means that he is in charge of the SocialErasmus activities. He is responsible for: <ul style="list-style-type: none"><li>• Project management</li><li>• Partnership relationships</li></ul>

	<ul style="list-style-type: none"> <li>• Reports redaction</li> <li>• Activities leader</li> <li>• International students follow-up</li> </ul>
Léa Tirole	<p>Lea is ESN Besancon's President. This means that she is responsible for:</p> <ul style="list-style-type: none"> <li>• Institutional partnership relationships</li> <li>• Board administration and supervision</li> <li>• Project manager follow-up</li> <li>• Reflection on the project strategy</li> </ul>

## Partner number - P 5

*(please ensure that the numbering follows the same numbering as in Part A. of the eForm and the partner numbering of the Detailed budget table)*

Organisation name	Country code
Universidade de Vigo	ES

### 1.1 Aims and activities of the organisation

*Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project.*

The Universidade de Vigo is a young public academic institution officially founded in 1990 that has managed to consolidate itself in time as a reference of modernity and innovation in Galicia. It has three main objectives: to provide higher education services with high quality rates and oriented to promote work placements among its students, giving priority to internationalization; to promote a basic and applied research through competitive research groups at an international level; and to transfer its knowledge and scientific advances to the society in order to foster an intelligent, sustainable and integrating growth of all its surrounding territory.

The Universidade de Vigo is organized in three Campuses, placed in three different cities, Vigo, Pontevedra and Ourense- all of them in the South of Galicia, Northwest of the Iberian Peninsula. It has around 21,000 students in 39 degrees, 74 postgraduates and 42 PhD programs. Our institution leads a Campus of International Excellence, awarded by the Spanish Ministry of Education in 2010, a Campus of the Sea that gathers the teaching and researching efforts of seven public universities in Galicia and North of Portugal, as well as those of two national research organisms. As regards its scientific production, the Universidade de Vigo has been ranked 15th on the list of Spanish universities. On the Shanghai Ranking it was on the top 500, ranking between the 400th and 500th. Its internationalization aim makes the Universidade de Vigo the Galician university offering more student exchanges, and receiving and sending the greatest number of students with Erasmus, Erasmus Mundus, ISEP (USA) and bilateral programs with third country institutions. Courses regarding the European Integration process at the UVIGO are present at all educative levels of the institution, thanks to the support over the years of the different Government teams and its professors, with 17 Jean Monnet actions, including one Jean Monnet Chair, one Ad Personam Jean Monnet Chair) and one Jean Monnet Centre of Excellence, whose aim is to train staff specialized in territorial cooperation, to contribute to the European construction through territorial cohesion and to spread the history of the European construction.

We have ended with success the Jean Monnet Project: We are European Citizens, a Jean Monnet project also coordinated by the Universidade de Vigo that was selected in 2016 as a success story by the panel of experts from the Directorate General for Culture and Education of the European Commission and marked as such in the Erasmus+ project results platform. "Success stories" are finalised projects that have distinguished themselves by their impact, contribution to policy-making, innovative results and/or creative approach and can be a source of inspiration for others. The choice of our finished project as a success story was made on the basis of a selection process according to rigorous criteria regarding the quality, relevance and results of our project.

It promotes and facilitates student mobility, having achieved number one status in Galicia with respect to number of incoming foreign students and number of outgoing students to foreign universities. The Universidade de Vigo is actively participating in student mobility programmes since its establishment in 1990, both at European and international level. During the last year our university sent abroad more than 700 students and received more than 500. With respect to staff mobility, the UVIGO sent more than 80 administrative and faculty staff members abroad, and received an equivalent number of international staff members. Our university organises every year an International



Staff and Teaching Training Week that gathers together around 50 international staff members from all around Europe. Last editions were devoted to Internationalisation (2012), Sports (2013) Languages (2014) and Entrepreneurship (2016). The Universidade de Vigo has active more than 400 cooperation agreements with higher education institutions all over the world.

Our university actively participates in the Erasmus Mundus and Tempus programmes. The Uvigo coordinates an Erasmus Mundus Partnership project with the North of Africa: Erasmus Mundus Green IT (in force till 2016) with Morocco, Algeria, Libya, Tunisia and Egypt, and an Erasmus Mundus Partnership project Green TECH, with Western Balkans since September 2014. We are partners in another EMundus project with the same region, Tunisia: E-gov-tn coordinated by the Université de Nantes, a project approved in 2013 and also the project Euroinkanet with Latin America coordinated by Manchester Metropolitan University. We have been full partners of two Erasmus Mundus External Cooperation Window projects lot 15 with Brasil and lot 17 with Brasil, Paraguay and Uruguay starting in 2009. We are also associated members of three Erasmus Mundus Partnerships coordinated by the Universidad do Porto (the most recent one, the project Erasmus Mundus Dream with the ACP region). The Uvigo has participated in the last 15 years in more than 60 EU education funded projects.

## 1.2 Role of the partner organisation in the project

*Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project.*

University of Vigo will, together with the other university partners, be highly involved in everything relating to the academic side of support to SocialErasmus+ activities, validating competences and academic recognition of credits.

University of Vigo will also be leader of WP7, and therefore have a crucial role in the evaluation and quality assurance of the project. In this role, University of Vigo will stay in close contact with the project manager and the Advisory Board, and also liaise with the external evaluator.

University of Vigo will also contribute to the implementation in WP1 by being part of the Steering Committee, participating in all SC meetings and in the final conference, and by hosting one of the Steering Committee meetings in Vigo. It will also contribute to the dissemination and exploitation of the project results.

## 1.3 Operational capacity: Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Manuel Fernández Iglesias	Dr. Manuel José Fernández Iglesias is the Vicerector for University Extension and International Relations at the Universidade de Vigo and has a PhD in telecommunication engineering (1997) from Universidade de Vigo (Spain). Since 1990 he is involved in lecturing and research at the School of Telecommunication Engineering at Universidade de Vigo. Manuel J. Fernández Iglesias has published more than one hundred papers in international refereed journals and conference proceedings in the field of Information Technologies, and regularly participates in international projects in that field with universities and companies around the world. His research interests include protocol engineering, multimedia applications and e-services.
Eva Garea Oya	Eva Garea Oya is the Senior Technician for International Relations at the Universidade de Vigo since 2000 and EU projects technical coordinator. Skills: international mobility expert, technical and financial management of programs and international cooperation projects with external and EU funding (advertising, elaboration of proposals, management of approved projects, contracting and implementation, following up, elaboration of activities and financial reports, dissemination). Expertise in EU programs: Lifelong Learning Programme, Erasmus, Erasmus Mundus, Jean Monnet, Tempus, Leonardo, Bilateral Cooperation: EU-Canadá, EU-ICI ECP: Australia, Vulcanus proposals, Asia-Link, Alfa, Alban, Erasmus + KA1 and KA2. She is responsible for foreign staff, international agreements and the technical management of Jean Monnet actions at the Uvigo (Centre of Excellence, Ad personam Chair, Chair and 11 Jean Monnet Modules). PhD program in Translation (2000: "Diploma de Suficiencia Investigadora"). Degree in Translation and Interpreting (English, French, Optional German). Since 1999, sworn

	<p>translator of English language. Since 1996, professional activity as a translator and interpreter in court and for companies (English and French).</p> <p>Technical Responsible for Erasmus Mundus actions at the Uvigo (Erasmus Mundus Green IT, E-GOV-TN, Euroinkanet, Dreams, ACP II (action 2 Erasmus Mundus) and Tempus projects (Bihtek with the Western Balkans, Momate, Go-Univ with the North of Africa), Strategic Partnerships (MappED, Kipam, ILPA). She has expertise at the Uvigo in the management of more than 60 EU funded projects.</p>
María Isabel Doval Ruiz	<p>Senior lecturer at the Faculty of Educational Sciences.</p> <p>Deputy director of the Department of Didactics, Scholar Organisation and Research Methods</p> <p>Expert evaluator and rapporteur from FP6, FP7 to the current HORIZON2020 (EU): ICT, e-Inclusion; e-accessibility; PEOPLE: Erasmus and Marie Skłodowska-Curie Actions.</p> <p>Evaluator for the German DAAD (German Service for Academic Exchange), for the period 2015-2020.</p> <p>Research topics: a) participatory research, b) inclusion, c) mobile-learning, d) citizenship, urbanism and participation, e) Curriculum innovation, f) Sound maps, education and cultural heritage, g) gender and education.</p> <p>She is very interested in the democratization of research, fully convinced that any kind of research must allow the voices of people previously excluded from research. Researchers must change their practices around inclusivity and participation.</p> <p>Relevant expertise in Cooperation and Development, University Government and Quality (e.g.: she was deputy director of the Galician University System, formed by 3 public Universities; the Secretary of the Executive and Technical Board of ACSUG, Agency for the Quality of the Galician University System, which belongs to ENQA; she was a Member of CONGACODE -Galician Board of Cooperation and Development-, and Member of the University Senate).</p> <p>Member of the Faculty board – Faculty of Educational Sciences, Universidade de Vigo, since 24-9-97.</p> <p>Board member of "Asociación Iberoamericana de Educación Infantil".</p> <p>Advisor and facilitator in several Galician Elementary and Secondary Schools (inclusion, e-inclusion and participatory research).</p> <p>Teacher at the Master's Degree for Teaching at Secondary School.</p> <p>She was a visiting teacher and researcher in several universities (America, Europe and Central Asia).</p> <p>Collaborations with the Spanish National Institute of Educational Evaluation (Instituto Nacional de Evaluación Educativa (INEE)</p> <p>Reviewer of "Revista de Educación" (Minister of Education, Spain).</p>

## Partner number - P 6

*(please ensure that the numbering follows the same numbering as in Part A. of the eForm and the partner numbering of the Detailed budget table)*

Organisation name	Country code
Vrije Universiteit Brussel (VUB)	BE

### 1.1 Aims and activities of the organisation

*Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project.*

The Vrije Universiteit Brussel (VUB) (or “Free University of Brussels”) was founded in 1970. It provides education for almost 15.000 students in 8 faculties. Situated in the capital of Europe, it is part of VUB's mission to be an international university. Therefore, in addition to the regular programs for Dutch speaking students, VUB also provides English programs for its nearly 21% foreign students.

The VUB has and is participating in the Erasmus Programme since the start of the program in 1988. The university and its International Relations and Mobility Office have obtained extensive experience in managing and participating in

large international cooperation projects, e.g. Life Long Learning program (Comenius, Erasmus, Grundtvig, Leonardo da Vinci, Jean Monnet), Erasmus Mundus Action 1 and 2, Framework and Horizon 2020. It is now actively participating in all actions in Erasmus+ (KA103, KA107, KA2 CBHE, Strategic Partnerships, Knowledge Alliance, KA3, Sports and Jean Monnet).

As parts of its basic philosophy, its location and urban student population, the VUB furthermore has extensive expertise in university-wide social inclusion services and policy. For example, the VUB 'Welcome Student-refugee program' was developed in the wake of the emerging refugee crisis in Europe in 2015-2016. The program was developed to focus on the potential students with a refugee background to give them a fair chance to continue their studies so they can build a better future for themselves. This specific project reaches out to disadvantaged learners, strongly supports access to higher education and facilitates the integration of youth (students with a refugee background) into the local communities in Brussel.

## 1.2 Role of the partner organisation in the project

*Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project.*

VUB will, together with the other university partners, be highly involved in everything relating to the academic side of support to SocialErasmus+ activities, validating competences and academic recognition of credits.

VUB will further have the main responsibilities of developing the one-stop-shop in WP3, in close cooperation with the project coordinator.

University of Vigo will also contribute to the implementation in WP1 by being part of the Steering Committee, participating in all SC meetings and in the final conference. It will also contribute to the dissemination and exploitation of the project results.

## 1.3 Operational capacity: Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Wim Gabriels	<p>Wim Gabriels started working at the International Relations &amp; Mobility office in July 2015, managing the incoming and outgoing credit mobility and communication and Public Relations.</p> <p>As a student, Wim was President of ESN Belgium and represented international student rights and the mobility right of Belgian students towards Universities and Education Councils in Flanders. In this role he also acquired extensive international experience. One of his most important mandate is being ESN's Liaison Officer towards the Erasmus+ Student and Alumni Association (ESAA) ESAA for the mandate of July 2016 - July 2018.</p>

## Partner number - P 7

*(please ensure that the numbering follows the same numbering as in Part A. of the eForm and the partner numbering of the Detailed budget table)*

Organisation name	Country code
Scholengroep Vlaamse Ardennen	BE

## 1.1 Aims and activities of the organisation

*Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project.*

Scholengroep Vlaamse Ardennen is one of 28 “school groups” of the Flemish Community Education. This school group is coordinating school life (infrastructure, human resources, ...) of 13 schools in a well-defined area. The general director and his team want to invest more in international projects because of the added values (for schools, teachers and students) of working together with schools abroad. One of the challenges is how to integrate as much as possible disadvantaged children in daily school life. The board of governors hopes that the project will make a contribution to a better integration.

## 1.2 Role of the partner organisation in the project

*Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project.*

Scholengroep Vlaamse Ardennen will have a lot of responsibilities regarding the testing phase in the spring 2018. It will also be involved in the later large-scale implementation during fall 2018 and spring 2019. The testing phase will be carefully done in collaboration with the project coordinator.

Scholengroep Vlaamse Ardennen will also contribute to the implementation in WP1 by being part of the Steering Committee, participating in all SC meetings and in the final conference. It will also contribute to the dissemination and exploitation of the project results.

## 1.3 Operational capacity: Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Eddy Raepsaet	Eddy is Coordinator of International Projects. He has experience in EU-funded projects and experience in coaching schools towards KA1 and KA2 projects, etwinning projects and other international programs.

## Partner number - P 8

*(please ensure that the numbering follows the same numbering as in Part A. of the eForm and the partner numbering of the Detailed budget table)*

Organisation name	Country code
University of Vienna	AT

## 1.1 Aims and activities of the organisation

*Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project.*

The University of Vienna, which was founded in 1365, is an internationally orientated university with long term experiences in research and teaching. Currently, about 91.000 students are enrolled at the University, in more than 188 courses, of which 56 are Bachelor Programmes, 117 Master Programmes, 4 Diploma Programmes and 11 PhD Programmes. With staff of close to 9.400 employees, 6.700 of which are academic, the University of Vienna is the largest teaching and research institution in Austria. The main task and goal of this University are creating and sustaining top-quality research and teaching. Research and teaching are regarded as one inseparable entity. A strong focus on research, combining fundamental with application-oriented research, makes this University highly attractive for the sharpest minds. The University of Vienna has been taking part in the SOKRATES/Erasmus programmes since 1992. Since then it has been taking an active role in different actions and programmes such as Lifelong Learning Programme, Erasmus Mundus, EU-China Higher Education Cooperation Programme, Alfan, ALFA and Tempus. As a coordinator and partner of numerous European projects within diverse programmes the University has gained substantial experiences in the management of international research projects and co-operations. The Postgraduate Centre of the University of Vienna currently conducts the “UNIBILITY-project” (“university meets social responsibility”) which

aims at strengthening the relationships of universities with their local communities through USR-activities. The specific aims of the project are:

- Enhance the commitment of universities in local communities
- Develop strategies how universities can increase their social responsibility actively on student and researcher level
- Develop practical service learning projects impacting the social environment
- Develop training material and train university management and students in USR
- Create learning networks between HE and local business, the environmental sector and the social sector

## 1.2 Role of the partner organisation in the project

*Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project.*

University of Vienna will, together with the other university partners, be highly involved in everything relating to the academic side of support to SocialErasmus+ activities, validating competences and academic recognition of credits.

University of Vienna will also contribute to the implementation in WP1 by being part of the Steering Committee, participating in all SC meetings and in the final conference. It will also contribute to the dissemination and exploitation of the project results.

## 1.3 Operational capacity: Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Ilona Elisabeth Fink	<p>Ilona Elisabeth Fink has worked at the Centre for teacher education for several years (project “FAME- Facilitating autonomy and motivation through using e-tandems in foreign language teaching at school”): <a href="http://fame.univie.ac.at/">http://fame.univie.ac.at/</a></p> <p>She also worked in the project “Austrian Standard German as a language of instruction and education”. Within the framework of this project, surveys among teachers and pupils of various schools were carried out throughout Austria (<a href="http://oesterreichisches-deutsch.bildungssprache.univie.ac.at/en/home/">http://oesterreichisches-deutsch.bildungssprache.univie.ac.at/en/home/</a>).</p> <p>Publications:</p> <p>Fink, Ilona Elisabeth (2016): Plurizentrik im E-Tandem. In: Renner, Julia; Fink, Ilona Elisabeth; Volgger, Marie-Luise: E-Tandems im schulischen Fremdsprachenunterricht. Wien: Löcker Verlag.</p> <p>Renner, Julia; Fink, Ilona Elisabeth; Volgger, Marie-Luise (2016): E-Tandems im schulischen Fremdsprachenunterricht. Wien: Löcker Verlag.</p>
Eva Vetter	<p>Eva Vetter is Deputy head of the Centre for teacher education and professor for Language Teaching and Learning. She is responsible for school cooperation and mentoring in teacher education.</p> <p><a href="https://lehrerinnenbildung.univie.ac.at/home/">https://lehrerinnenbildung.univie.ac.at/home/</a>  <a href="http://homepage.univie.ac.at/eva.vetter/php/wordpress/">http://homepage.univie.ac.at/eva.vetter/php/wordpress/</a></p> <p>Publications:</p> <p>Kronsteiner, Janine/Vetter, Eva (2016): “is peindre ‘DRAWing?’- eine Konversationsanalyse aufgenommener Tandemgespräche. In: Renner, Julia; Fink, Ilona Elisabeth; Volgger, Marie-Luise: E-Tandems im schulischen Fremdsprachenunterricht. Wien: Löcker Verlag.</p> <p>Vetter, Eva/Volgger, Marie-Luise (2016): Was die SchülerInnen wirklich aus dem Projekt gemacht haben. In: Renner, Julia; Fink, Ilona Elisabeth; Volgger, Marie-Luise: E-Tandems im schulischen Fremdsprachenunterricht. Wien: Löcker Verlag.</p>
Ingrid Osterhaus	<p>Referee at the Centre for Teacher Education, Ingrid Osterhaus is responsible for student credit mobility as well as the internationalisation strategy of the Centre. She is responsible for setting up new school cooperation and contact person for all cooperation schools. She is experienced in conducting international projects (e.g. Initial and further training for teachers and education managers with regards to diversity, 2013-16, Tempus); her background is in education and social economy.</p>

## Associate Partners

(Please add lines as necessary)

Organisation name	Country code	Expected contribution to the project
<b>OBESSU</b>	NL	<p>The Organising Bureau of European School Student Unions (OBESSU) is the platform for cooperation between the national school student unions active in general secondary and secondary vocational education in Europe. It was founded in April 1975 in Dublin, Ireland and brings together Member, Candidate and Affiliate Organisations from all over Europe. All Member Organisations are independent, national, representative and democratic school student organisations.</p> <p><b>Seeds for Integration</b>          "Seeds for Integration" was launched in July 2016 with a very simple idea that is to provide funding to secondary school students active on local, regional or national level so that they first identify the issues their migrant and refugee peers might face within the school environment or the education system, and after that come up with a durable solution to solve it. Seeds for Integration is empowering students to design and implement initiatives enhancing the educational inclusion of refugee youth or those with migration background.</p> <p><b>Coloured Glasses</b>          In partnership with EEE-YFU (European Educational Exchanges - Youth for Understanding) and 7 of its Member Organisations, OBESSU is taking part in a two-year-long project (2017 - 2018) called "Coloured Glasses: Expanding Intercultural Education". The core idea is to organise workshops on intercultural learning for secondary school students using interactive non-formal education methods. Some of the main topics covered during the activities include: preventing violent radicalisation and promoting democratic values, fundamental rights, intercultural understanding and active citizenship.</p> <p>Drawing on these experiences, OBESSU will join the Advisory Board, giving input from school students' perspectives, making sure that these perspectives of the young people who are in the classrooms where SocialErasmus+ activities are carried out, are present at all times.</p>
<b>University of Franche-Comté</b>	FR	<p>University of Franche-Comté is the university where a very innovative and very successful project about Additional Educational Units were done. In this project, the university experimented with how to give institutional support to activities that were very similar to the SocialErasmus+ activities of this project. The project was done in close collaboration with ESN Besancon. In this project, University of Franche-Comté will support ESN Besancon with their drafting of the SocialErasmus+ Framework.</p>

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## PART 2. Priorities and topics of the call

### **2.1 Call priorities**

Proposals submitted under the present call must **select one** of the listed priorities. Please identify which priority this application addresses:

- ☐ Priority 1 – Acquisition of basic skills by low-skilled adults
- ☐ Priority 2 – Promoting performance based approaches in VET
- ☐ Priority 3 – Promoting innovative technology in the field of providing career guidance
- ☐ Priority 4 – Professionalisation of staff (school education, including early childhood education and care)
- ☒ Priority 5 – Achieving the aims of the renewed EU strategy for higher education

Describe briefly how your project addresses the selected priority (max. 1000 characters):

A key point of the renewed EU strategy for higher education is the breaking down of barriers between HEIs and the outside world. This project will promote volunteering in local communities for exchange students in Europe, mainly those on an Erasmus exchange. During the course of the project, universities will be encouraged to experiment with how the competences acquired by the volunteering activities can be validated and recognised. The project will thus contribute to two expected outcomes:

- Promoting and extending best practices in the recognition of non-formal or informal learning in line with the guidelines of the ECTS Users' Guide, e.g. by promoting the awarding of ECTS credits for volunteering;
- Building synergies among existing local activities facilitating the integration of Erasmus+ and other incoming students in the receiving country's local community, such as engagement in social activities, to foster further cooperation and impact.

### **2.2 The field(s) of education that will benefit from the activities /outcomes**

- ☐ Adult education
- ☒ Higher education
- ☐ School education
- ☐ Vocational training
- ☐ Youth

### **2.3 Horizontal priorities**

Please indicate below the horizontal priorities that are addressed by this application (maximum 2 choices for each type of priority).

- ☐ Fostering the assessment of transversal skills
- ☐ Promoting the professional development of staff and youth workers in ICT methodologies
- ☐ Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
- ☐ Supporting the production and adoption of Open Educational Resources in diverse European languages
- ☒ Facilitating the validation of non-formal and informal learning and its permeability with formal



education pathways

## **2.4 Sectoral priorities**

*Please indicate below the sectoral priorities that are addressed by this application (maximum 2 choices for each type of priority).*

- ☐ Developing partnerships between education and employment
- ☐ Developing short-cycle post-secondary or tertiary qualifications in accordance with the European Qualifications Framework
- ☐ Improving the attainment of young people, particularly those at risk of early school leaving
- ☐ Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
- ☐ Stimulating active participation of young people in democratic life
- ☐ Improving the attainment of young people with low basic skills
- ☐ Developing high quality and accessible Early Childhood Education and Care services
- ☐ Promoting young people's social inclusion and well-being
- ☐ Promoting healthy lifestyles (incl. participating in outdoor activities and grassroots sports)
- ☒ Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
- ☐ Revising and strengthening the professional profile of the teaching professions
- ☐ Aligning VET policies with national, regional or local economic development strategies

*Describe briefly how your project addresses these horizontal and sectoral priorities (max 1000 characters)*

Volunteering is a form of active citizenship which is much appreciated and widely recognized to have many advantages. However, it is rarely validated or recognised. Meanwhile, many universities all over Europe are seen as rather distant from the local communities in which they are placed. In this project, exchange students in European universities will break down these barriers by volunteering in local communities.

This project will work on validating the competences of these exchange students during their volunteering in local communities (horizontal priority) as well as improving the Modernisation Agenda (sectoral priority) by providing "Support for HEIs to develop and implement institutional strategies for inclusion and study success. Encouragement for the award of ECTS points to students for voluntary and community activities, based on existing positive examples" (see the outcome of the public consultation of the Agenda).

## **2. Topics**

*Please indicate below the topics that are addressed by this application (maximum 3 choices)*

- ☐ Agriculture, forestry and fisheries
- ☒ EU Citizenship, EU awareness and Democracy
- ☐ ICT - new technologies - digital competences
- ☐ Creativity and culture
- ☐ Disabilities - special needs

- ☐ Access for disadvantaged
- ☐ Early School Leaving / combating failure in education
- ☐ Economic and financial affairs (incl. funding issues)
- ☐ Social dialogue
- ☐ Labour market issues incl. career guidance / youth unemployment
- ☐ Energy and resources
- ☐ Enterprise, industry and SMEs (incl. entrepreneurship)
- ☐ Environment and climate change
- ☐ Ethics, religion and philosophy (incl. Inter-religious dialogue)
- ☐ Gender equality / equal opportunities
- ☐ Health and wellbeing
- ☐ Home and justice affairs (human rights & rule of law)
- ☐ Inclusion - equity
- ☐ Intercultural/intergenerational education and (lifelong) learning
- ☐ International cooperation, international relations, development cooperation
- ☐ Key Competences (incl. mathematics and literacy) - basic skills
- ☐ Natural sciences
- ☐ New innovative curricula/educational methods/development of training courses
- ☐ Overcoming skills mismatches (basic/transversal)
- ☐ Pedagogy and didactics
- ☐ Quality and Relevance of Higher Education in Partner Countries
- ☐ Quality Assurance
- ☐ Quality Improvement Institutions and/or methods (incl. school development)
- ☐ Reaching the policy level/dialogue with decision makers
- ☒ Recognition (non-formal and informal learning/credits)
- ☐ Regional dimension and cooperation
- ☐ Research and innovation
- ☐ Roma and/or other minorities
- ☐ Rural development and urbanisation
- ☐ Teaching and learning of foreign languages
- ☐ Recognition, transparency, certification
- ☐ Transport and mobility
- ☐ Youth (Participation, Youth Work, Youth Policy)
- ☐ Open and distance learning
- ☐ Post-conflict/post-disaster rehabilitation
- ☐ Entrepreneurial learning - entrepreneurship education
- ☐ Fighting discrimination and intolerance, usage of drugs/doping, match fixing, violence in sports
- ☐ Healthy lifestyle, active ageing
- ☐ Sustainable financing in sports, dual careers involving sports, good governance
- ☐ Grassroots sports
- ☐ Enhance social inclusion, equal opportunities and participation in sports
- ☐ Fight against doping at grassroots level
- ☐ Fight against match-fixing
- ☐ Approaches to contain violence and tackle racism and intolerance in sport
- ☐ EU principles on good governance in sport

- ☐ EU guidelines on dual careers of athletes
- ☐ EU physical activity guidelines
- ☐ European week of sport

*Describe briefly how your project addresses those topics (max. 500 characters):*

**Recognition (non-formal and informal learning/credits)**

The exchange students that do volunteering in this project will have academic support. Their respective HEIs will work on validation/recognition, and the results of these will be up-scaled and mainstreamed.

**EU Citizenship, EU awareness and Democracy**

By connecting the Erasmus+ higher education exchanges to volunteering, we will promote EU citizenship and increase interests in EU affairs among the young people that are part of the activities.

## PART 3. Award criteria

### 3.1 Relevance of the project

*Under this criterion, applicants need to state the relevance of their proposal in relation with the call objectives and priority, project approach and its innovation elements as well how the expected results will be mainstreamed and have the potential to be transferred to European policy development.*

#### 3.1.1 Project objectives

*Please define the specific aims and objectives of the project. Explain in which way the project addresses the call objectives and the selected call priority(see section 2.1).*

##### **Background, aim and objectives**

The higher education landscape in Europe is improving in many aspects: the Erasmus Programme is a success story celebrating its 30<sup>th</sup> anniversary this year, the attainment rate of tertiary education is rising and slowly approaching the ET2020 objective of 40 %, and public expenditure on education has started growing again, after a few years of contraction following the financial crisis (Education and Training Monitor 2016). At the same time, there are a number of problems out there, one of them being that many HEIs are seen as ivory towers that are disconnected from the wider community. While problems of social exclusion, unemployment etc. do not stop at the gates of a campus, a better connection between HEIs and their surroundings is desperately needed.

In order to overcome this problem, eight partner organisations and two associate partners have teamed up to build on and improve an existing project, the highly successful SocialErasmus, in which exchange students at European HEIs do voluntary work in their local communities. The partners represent exchange students, HEIs and schools and by joining forces they will be able to improve the existing activities, spread them to more HEIs and schools all over Europe and eventually include them in important policy tools related to the Erasmus Programme. The project will propose both macro solutions (changing practices of HEIs) and micro solutions (tools for students, schools, associations).

The aim of the project is:

- To increase the number of exchange students at European HEIs taking part in voluntary work in their local communities, in particular in schools.

The objectives are:

- To develop guidelines and frameworks for exchange students, student associations, HEIs and schools who want to encourage voluntary work in local communities;
- To develop a platform for cooperation between exchange students, HEIs and schools who want to encourage voluntary work in local communities;
- To provide formal recognition of volunteering activities by defining learning outcomes achieved by means of volunteering in local communities of exchange students;
- To further spread the practices of exchange students volunteering in local communities by influencing important policy tools related to the current and future Erasmus+ Programme.

##### **Call priorities**

This project addresses Priority 5 - Achieving the aims of the renewed EU strategy for higher education. As described in the application guidelines, “Universities need to be able to engage more with their local communities” (p.11) and this is precisely what this project will work on. There is a great untapped potential “out there” which is rarely used: in many HEIs in many cities there are plenty of exchange students who are more than willing to engage in local volunteer projects and get closer to the community in which they live. The exchange students have lots of valuable experiences and knowledge which they are more than willing to share. There are also many universities – not the least VUB, University of Vigo and University of Vienna which are part of this project – which want to take a bigger social responsibility in the community around them. The project thus addresses the priority area for change identified in the public consultation on the EU's modernisation agenda: “breaking down the barriers between higher education and the ‘outside world’ in local communities”.

By having concrete and committed academic support for the project from three HEIs as partner organisations, and a network of universities (EUF) willing to spread it further, the project will also experiment with various ways that HEIs can encourage and support exchange students in their voluntary work, including awarding ECTS credits for volunteering activities.

The project will thus contribute to two of the “Expected outcomes” of the call:

- Building synergies among existing local activities facilitating the integration of Erasmus+ and other incoming students in the receiving country's local community, such as engagement in social activities, to foster further cooperation and impact;
- Promoting and extending best practices in the recognition of non-formal or informal learning in line with the guidelines of the ECTS Users’ Guide, e.g. by promoting the awarding of ECTS credits for volunteering.

Finally, the project will contribute to what in the *Roadmap for An agenda for the modernisation of higher education* (Ares(2017)1062784) described in the following words: “Support for HEIs to develop and implement institutional strategies for inclusion and study success. Encouragement for the award of ECTS points to students for voluntary and community activities, based on existing positive examples”.

### **Call objectives**

The project includes some highly innovative features (described under “3.1.3 Innovation”); it includes key stakeholders in the field of exchange students, HEIs and schools; and the project partners are in an exceptionally good position to reach – and influence – the policy level of the European higher education landscape, especially the part relating to Erasmus higher education exchanges. The project therefore addresses the following two call objectives:

- to promote innovation in education and training fields through European cooperation at both policy and practice levels (general objective);
- to support trans-national cooperation and mutual learning on forward-looking issues among key stakeholders (specific objective).

## **3.1.2 Project approach**

*Please explain that the project concept is sound and credible.*

The project concept builds on an existing project, which is highly successful and with proven results; it involves key stakeholders with an operational capacity to carry out the proposed activities and a genuine interest in the topic, plus and a proven experience in delivering results; and the approach is evidence-based, starting with small-scale testing and then building on the best-practices that have proven to work.

### **The success of the existing project**

SocialErasmus is a project that has been running in ESN since 2011. It is organised into eight different strands in which exchange students volunteer in the local community. The project has been widely promoted both within ESN and externally. In several countries, some of the actions, notably those called *Erasmus in Schools*, have received some institutional support.

These activities are notable for their civic engagements. By volunteering in the local communities, the exchange students exercise a great form of active citizenship, of which follows a whole range of other benefits: the school students get interested in European affairs, they get motivated to pursue an ambitious study path, they improve their language skills, they get curious in other culture, they learn about intercultural topics, and so on. Also, as will be clear later in this text, the competences that the exchange students gain are considerable: they get equipped with soft skills like communication, project management and intercultural competences; they get better transversal skills; it reinforces the sense of active citizenship among exchange students; it reinforces the interest and the ideals of European values among exchange students; it improves their level in the local language, they acquire social skills and self-confidence, increasing their interaction and understanding of the local communities, and so on.

SocialErasmus is massive in its reach. In 2016, during the two different *SocialErasmus Weeks*, where many (but not all) of these events took place, we had 1,992 different projects (994 spring semester, 998 autumn semester). This means that thousands of exchange students volunteered in the local community during the year and this is the biggest number ever for SocialErasmus. The project also has support from the policy level. In June 2016 ESN organised a

SocialErasmus conference in Brussels and at this meeting there were two representatives from DG EAC visiting us, one of them the Head of the Erasmus+ Unit.

The project is not only massive, it is also popular among the volunteers and exchange students that arrange it. It is noticeable that in latest edition of ESN's annual "Section Questionnaire", sent out to all ESN's 520 member organisations (with a 100 % response rate), SocialErasmus was rated as the most popular of all the projects going on in the network. Indeed, more than 86 % of the sections rated the project favourably.

The two points above are important. Promising to deliver thousands of activities throughout two years is very ambitious but these points show that this is still realistic.

### **Key stakeholders and partners**

The partnership consists of very relevant and important partner organisations that have a history of successful collaboration stretching back several years. They have also proven to be able to have concrete impact both on grassroots level and on policy level; ESN has, as mentioned in the introduction, 14 000 active volunteers and reaches out to 180 000 exchange students all over Europe. They also have a track-record of keeping this impact in a long-term perspective. For example, a key feature of this project is the development of the one-stop-shop and ESN is currently managing the ErasmusIntern platform ([erasmusintern.org](http://erasmusintern.org)) which is very successful, running and improving several years after its funding stopped.

The project is further made more credible thanks to the fact that all partner organisations have a genuine and deep interest in topics relating to volunteering, social outreach and breaking down barriers between academia and the wider world. This is described further under "Strategies and values of the partner organisations", under question "3.3.1 Rationale for setting-up the partnership".

### **Evidence-based approach**

Realising that there are many factors that can affect the success of the project, the project will start in a small scale and test their way forward. What works well? What does not work? What needs to be improved? These questions will be looked into during the testing phase, and the answers will be gathered in the Toolkit, which will be later promoted extensively. The massive rolling out of activities will be based on the evidence gathered in the small-scale testing.

### **Pre-planning**

Some final words should be mentioned about the fact that a lot of the factors affecting the project's success have been secured already now, even before the application deadline. Indeed, normally one would find difficulties in 1) finding professors taking on the role of giving *academic support* to volunteering activities and 2) finding *political support* from the leadership of schools and the regional authorities governing them. Both professors and school leaderships can sometimes be reluctant to experimenting with new ideas, but the support from them has already been secured. This makes the project concept even more credible.

(Before proceeding to the next question, here are a few words on the terminology used in this document.

Exchange student: a higher education student who is studying a part of his/her programme abroad, usually for one or two semesters. In this project, it is expected that a clear majority of the exchange students involved will be Erasmus students, but the wider term exchange students is more suitable here; if an exchange student from for example China or Canada wants to get involved in the activities he/she will of course be very welcome to do so, contributing to a higher impact and further dissemination of the project objectives.

Local volunteer: the whole nature of SocialErasmus+ is built on volunteering and the exchange students will of course also be volunteers. However, local volunteers are those who are enrolled at the host universities where the exchange students arrive. They will have a great responsibility in involving the exchange students in this project. Most of the local volunteers will be active in local ESN sections.)

### **3.1.3 Innovation**

*Please describe the project's innovation potential and what are the main innovative elements of the project (e.g. ground-breaking objectives, novel concepts and approaches).*

### **The + in SocialErasmus+**

So if the project is already so successful, why the need for changing anything? Why not just keep doing it as usual? Well, this is where the innovation comes in. Within the frame of this project we want to change the original project in several ways, notably through the *focus*, the *partners* and the *connection to policy level*.

#### **1) Changed focus**

In this project, we will focus on the parts of SocialErasmus which are about school visits and classroom activities. SocialErasmus is a very diverse project with many parts that, nice as they may be, are less about interaction with the local community and more about something else (for example environment). With SocialErasmus+ we will take out the (arguably) most important and (arguably again) most successful parts and completely focus on these. A hugely important part of the project will be to elaborate the classroom parts and to develop proper workshops that can be suitable in various types of classrooms. The workshops will be about intercultural learning, active citizenship, European values and similar topics, and developed in close collaboration with the school partners. These classroom workshops have a huge potential to have a real impact on both the school students (who will learn about Europe and about intercultural learning, become curious about other cultures and get motivated to pursue their educational paths) and the exchange students (who will develop competences related to active citizenship).

#### **2) Partners**

The original SocialErasmus project was “only” done by ESN, without any partner organisations. The impact was therefore rather limited; after all, in order to get a really wide outreach one needs to go beyond the ESN sections. With the present partnership, with both school organisations and HEIs fully committed to engage in the project, we have a chance to have a truly big impact.

The best-practices developed will thus spread to many different HEIs and many different schools all over Europe, not only those which are directly reached by current ESN activities.

#### **3) Connection to policy level**

As can be seen in the questions below about connection to the policy below, with the up-scaling strategy that we have in place, we will produce policy recommendations on how to support similar initiatives at an institutional level; this way we can have an impact also on the Erasmus+ Programme, the new post-2020 Programme, the Erasmus Charter for Higher Education, the ECTS Users' Guide, etc. By influencing the policy level in several different ways, the long-term influence of this project will be massive and the SocialErasmus+ activities will be spread all over Europe.

The partnership part is indeed very innovative. The project partners will encourage SocialErasmus+ activities by bringing together exchange students, HEIs and schools in three different countries in order to test their way through the project, paving way for a later massive up-scaling of the activities all over Europe.

The policy part is also innovative in that it will link existing volunteering activities to ongoing policy processes, and influence key features of the Erasmus Programme, including – but not limited to - Erasmus Charter for Higher Education, the Erasmus student charter, the ECTS Users' Guide and Learning Agreements (explained further in the next question). It will also have connections to other policy agendas like ET2020, the Skills Agenda, Invest in Europe's Youth and the Paris Declaration (see 3.4.3 Project outcomes and policy).

Apart from that, the one-stop-shop is a very innovative idea. This does not exist anywhere in Europe and with this it will be possible for anyone interested in taking part in SocialErasmus activities – exchange students, HEIs and schools – to set up partnerships with other interested parties, to find concrete tools to be used during the activities, to find inspiration from students/professors/school staff who have carried out activities previously, and many other features.

### **3.1.4 Transferability to European policy development**

*Please outline how the project demonstrates its potential for transferring results to European policy development.*

With this project, we want to *link SocialErasmus+ to the Erasmus+ Programme*, and by *influencing several of the main stakeholders in the Programme*, we can spread the concept to a very wide audience. As of right now (March 2017), SocialErasmus exists in many places but it is limited in scope to the ESN community and the volunteers (exchange students and ESN volunteers) who happen to be in a HEIs where one of ESN's 520 local sections is present at the moment. With this project we hope to spread the activities to universities which are also beyond the ESN outreach. Setting out *to influence the whole Erasmus+ Programme* might sound very ambitious, but with the project consortium we do have the capacity to do it.

In the second half of the project in particular, we will launch a campaign in which we advocating for spreading the SocialErasmus concept to an institutional and policy level. This will first be spread within the EUF network of universities, but in a second step it will be spread also externally. A few of the links that we see are:

- Erasmus Charter for Higher Education. We want SocialErasmus+ to be mentioned as a good example in the annotated guidelines to the Erasmus Charter for Higher Education (ECHE). Both ESN and EUF are members of the Commission Working Group on the ECHE Compliance and is thus in an extremely good position to influence this. The Charter itself urges the universities to "Integrate incoming mobile participants into the Institution's everyday life" and we want this to be interpreted in a very wide sense also to include integration with the local community and not only the institutions.
- Erasmus student charter. In the current version of the Student Charter, it says "You could benefit from networks of mentors and buddies where available at your receiving institution / enterprise". We want to add a sentence along the lines of "You are also encouraged to take part in volunteering activities in your local community".
- ECTS Users' Guide. The European Credit Transfer and Accumulation System (ECTS) is a tool for making studies and courses more transparent and its main document is the Users' Guide. The most recent edition acknowledges that educational components "may also include social and community activities (for example, tutoring and mentoring) provided they fit the programme learning outcomes and carry credits" (ECTS Guide 2015, p. 24). This is a vague formulation and we would like to see a stronger statement that local community work should be encouraged.
- Organisational support. The organisational support that universities receive for taking part in the Erasmus+ Programme can be used in a number of ways. Universities often have tight budgets (and many of them even tighter since the financial crisis) so we realise that is rather unlikely that they will use a large part of the organisational support to support SocialErasmus+ activities. Having said that, we would like to encourage a best-practice where some of the organisational support is used for volunteer activities with a social cause.
- Learning Agreements. Starting in the fall of 2017, the participants' reports will have a question about whether the student did any volunteering in his/her host country, and whether he/she got any ECTS credits for it. We want to spread this even further, by introducing this question already in the Learning Agreements. Whether or not a student actually gets the recognition in a certain HEI, by including the question in the Learning Agreement, we send a very strong signal about its importance.
- Post-2020 programme. The current Erasmus+ programme will go on until 2020. In 2018/2019, when the policy part of this project will take place, the discussions on the next programme will be up and running fully. We want to influence these discussions in a direction where the social aspect of volunteering and social responsibility of HEIs is taken up in the new programme. It is, of course, difficult to say already now exactly how this should be included in the programme, since we do not know how the discussions are going.

Two of the project partners, ESN and EUF, are in a great position to advocate for changes within the Erasmus+ Programme and to push for future changes. ESN is already seen as a very serious and representative stakeholder in the programme, due to its unique position gathering 14 000 active local volunteers and having contacts to 180 000 exchange students, and therefore having excellent relations to both the European Commission and other key players. EUF, meanwhile, have great contacts through its network to National Agencies and National Ministries, and when ESN and EUF join forces we can be sure that the changes we push for will actually be taken up and not "only" end up as proposal on a paper.

Apart from this, we can mention the following:

- ESN and EUF are both key partners in the ongoing Erasmus Without Paper project. This project will revolutionize the mobility landscape in Europe by dramatically reducing the bureaucracy of Erasmus exchanges.
- EUF is the lead partner in the consortium currently developing online learning agreements (learning-agreement.eu). ESN is another key partner.



- ESN was a key partner in the Erasmus Impact Study (2013-2014) together with CHE Consulting and is a sub-contractor to the ongoing Erasmus+ Impact Study, also with CHE Consulting. The original study was extremely widespread and had great impact on subsequent developments.
- ESN carried out the PRIME project (2010-2011), with the objective was to analyse and monitor the process of recognition of studies abroad, including various procedures and rules used at different Higher Education Institutions around Europe. National Agencies, 503 Higher Education Institutions and 8910 students from all LLP countries participated in the research.

The examples above are not chosen randomly. The topics that they concern: recognition, transfer of credits, innovative online tools and reaching out to students are all parts of this project.

### 3.1.5 Mainstreaming

*Please explain why this project it needs a transnational cooperation for achieving its results. Please describe the project potential for transferring results to countries not involved in the project or to other sectors.*

This project is about the Erasmus+ Programme and thus already from the start has a truly transnational character. The activities that will be carried out in the frame of the project (and to some extent have been carried out already) involve *international* students doing activities in their host communities. The project partners come from six different countries, with the key implementation phases taking place in Western Europe (Belgium), Southern Europe (Spain) and Central Europe (Austria), with the key multiplier trainings taking place in Eastern Europe (Poland and Slovakia).

More importantly, the actual SocialErasmus+ activities will take place all over Europe *in literary every Programme Country* (and also without funding in some non-Programme Countries). This point cannot be overstated; in the course of the two years that this project will run, we will organise activities in every Programme Country in Europe, ensuring a very wide geographical spread.

#### Transferring of results

The whole idea of this project (see aim and objectives) is to *substantially increase* the number SocialErasmus activities and to spread the activities all over Europe, in particular to those HEIs where our project partners are not already present. This up-scaling will be done mainly in three ways: through multiplier trainings, through the “one-stop-shop” and through the policy developments.

The spreading will be done in two steps. First to a selected number of HEIs, namely those that belong to the EUF network. The EUF HEIs are by their nature interested in driving the Modernisation Agenda forward and they have a history of taking up new ideas and enthusiastically getting involved in large-scale projects. In a second step, the transfer will be done through the policy level.

#### Multiplier trainings

With regards to the exchange students, the results will be spread through two rounds of multiplier trainings. 25 participants (students, school staff and HEI staff) will join two trainings in each round, first in September 2018 and then in February 2019 (in other words, shortly before the large-scale implementation). At the trainings, they will learn how to train other volunteers who are interested in doing SocialErasmus+ activities. When the participants return home to their home country, they will deliver further trainings to other participants (outside of the budget of this project) and therefore it is expected that the results will spread further than to those who are taking part in activities directly.

#### Policy developments

The activities described above are all very good and indeed they have a potential to get very widely spread all over Europe. However, the biggest reason why the activities of this project have the potential to get widely spread is through the policy developments. The Erasmus Charter for Higher Education, the Erasmus students’ charter, the ECTS Users’ Guide and other things described under “3.1.4 Transferability to European policy development”, are all used all over Europe in all the Programme Country and once these are improved, the results will be massively spread.

## **3.2 Quality of the project design and implementation**

*Under this criterion applicants need to explain project design, analysis of needs and target groups, management plan, monitoring strategy and tools, and measures adopted to ensure that the proposed objectives and results will be of high quality and achieved in the most economical way and on time.*

### **3.2.1 Project Design**

*Please describe schematically and chronologically the main phases of the project highlighting the major milestones and deliverables/outputs/results.*

The project is divided into 7 Work Packages, of which the first and the last are about management and evaluation & quality assurance, respectively. The other 5 are about creating a framework for SocialErasmus+ (WP2), developing a one-stop-shop for SocialErasmus+ (WP3), testing and implementing SocialErasmus+ activities (WP4), multiplier trainings (WP5) and dissemination and interaction with policy-makers (WP6).

#### **SocialErasmus+ Framework**

In the very beginning of the project, we will develop a framework for SocialErasmus+ activities, focusing on the competence of the students, academic guidelines and practical guidelines. All these three concepts must work well in order for the project to be successful. As explained more in detail under WP2, ESN Besançon has been running a similar project in Besançon during the last year, together with University of Franche-Comté. ESN Besançon will therefore produce draft guidelines based on the existing practices. These will then be used during the small-scale testing of SocialErasmus+ activities in schools during spring 2018. During the summer between the spring and fall semester, they will rewrite the guidelines based on the input that they got during the testing phase. This will be concluded by a workshop where they will produce a Toolkit which can be used for anyone doing SocialErasmus+ activities in the future. The Toolkit will then be used by participants at SocialErasmus+ activities and spread to the academic side of HEIs through the EUF network, after which it will be heavily promoted also to the policy level.

#### **One-stop-shop**

One of the main concrete outcomes of this project will be the online platform which we now call the one-stop-shop. This will be the main place for spreading the best-practices. The idea is that anyone – students, HEIs, schools and others – who are interested in the SocialErasmus+ activities will go to this place to find both inspiration and concrete tools for getting involved. Notably, the one-stop-shop will include the following:

- Student videos. These will be inspirational promotion videos where videos of some activities are shown. Any visitor will get inspired and encouraged to get more information.
- Academic videos. This project is not only about encouraging students to do SocialErasmus+ activities; it is equally, or even more, about encouraging the HEIs and those academically responsible there, to promote it. Here we will have professors who explain why it is important that students do volunteering in the local community, perhaps along the lines of “I can see that my students learn a lot about xxx when volunteering, and strengthening the ties between University of xxx and the local community is very important to us. Therefore, I decided to integrate the volunteering in my course called xxx and give the students 2 ECTS credits for their activities”. These statements will also be there in written form, but the videos will make it more lively and interesting.
- Database of exchange students, HEIs and schools. A group of exchange students who wish to get in contact with a local school will be able to click on “Find partners in your area” and then immediately get contacts to all the schools that have signed up. Similarly, a school that is interested will be able to quickly get contacts to group of exchange students and academics who are willing to support the project, and so on.
- Framework and guidelines. These will have been developed during WP2, but later integrated in the one-stop-shop. Practical, easy-to-use tips on how to get involved, how to contact schools, how to get support from the academic level, how to do classroom sessions and how to do things in a cost-efficient way, will all be part of this.
- SocialErasmus+ Charter. Any student organisation, HEI or school can sign a Charter meaning that they believe in the ideas of SocialErasmus+ and that they are willing to promote these.

The one-stop-shop will be ready in February 2019. By then, we will have something very concrete to spread and after this the project will focus more on the policy aspects.

Major milestones will be the following. Note that not all deliverables are listed here; for a complete list of deliverables see “Part 4. Work plan and work packages”.

WP1: Kick-off meeting in Brussels (December 2017)

WP1: SC meeting in Faro (September 2018) and Vigo (March 2019)

WP2: Drafting the competence framework, academic guidelines and practical guidelines (January 2018)

WP2: Finalising the competence framework, academic guidelines and practical guidelines (July 2018)

WP2: Validation workshop and Toolkit production (July 2018)

WP3: Online platform development (January 2018)

WP3: SocialErasmus+ database of HEIs and schools (August 2018)

WP3: Integration of WP2 results into the one-stop-shop (August 2018)

WP3: SocialErasmus+ Charter (promoted throughout the second half of the project)

WP3: Final one-stop-shop (January 2019)

WP4: Small-scale testing of SocialErasmus+ activities in Belgium, Spain and Austria (Spring 2018)

WP4: Large-scale SocialErasmus+ activities carried out all over Europe (fall 2018 and spring 2019)

WP5: First round of multiplier trainings in Poland, two trainings for 25 participants each (September 2018)

WP5: Second round of multiplier trainings in Slovakia, two trainings for 25 participants each (February 2019)

WP6: Campaigning for improving Erasmus+ Charter for Higher Education, the ECTS Users' Guide and other key documents from the Erasmus+ Programme (second half of the project)

WP6: Internal and external conferences (second half of the project)

WP6: Final conference in Brussels (October 2019)

WP7: Evaluation and quality assurance plan (December 2017)

WP7: Advisory Board meeting in Faro (September 2018) and Vigo (March 2019)

WP7: External evaluation report (October 2019)

For a visual overview, see gannt chart below.

	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
Kick-off meeting																								
Physical SC meetings																								
Final report																								
Online SC meetings																								
Competence framework																								
Academic guidelines																								
Practical guidelines																								
Toolkit production																								
Online platform development																								
Student videos																								
Academic videos																								
SocialErasmus+ database																								
Integration of results																								
SE Charter																								
Final one-stop-shop																								
Small-scale testing																								
Large-scale implementation																								
Multiplier trainings																								
Communication package																								
E+ Charter for HE																								
ECTS users' guide																								
E+ student charter																								
Internal and external conferences																								
Final conference																								

### 3.2.2 Needs and target groups

Please define the needs and target groups identified and describe how the project is going to produce effective results in relation to this.

The projects follows the basic but proven concept of 1) identifying challenges and needs; 2) suggest solutions to the challenges; 3) test and evaluate the evidence; 4) come up with policy recommendations based on the evidence.

#### Needs of the target groups

The problem of HEIs being too distant from the wider world has been pointed out in numerous studies, notably the following.

- The Roadmap for An agenda for the modernisation of higher education (Ares(2017)1062784), responding to the public consultation of the Modernisation Agenda, identified “academics and graduates are too often perceived as detached from the rest of society and the communities where they are located” as one of the key challenges in European higher education.
- “supporting the social engagement of higher education institutions” is, listed under the broader topic of Inclusion, one of the concrete issues addressed by the 2016-2018 ET2020 *Working Group on the Modernisation of Higher Education*.
- The 2016-2018 ET2020 *Working Group on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education*, similarly concluded in its “Policies to promote social and civic competences – from the Paris Declaration to global citizenship education” that “Learning institutions should not be viewed as an island but as an integral part of the local community, including civil society and the business sector. Authorities at various levels need to promote the development of sustainable mechanisms that ensure that a spectrum of stakeholders actively engage with educational institutions”<sup>1</sup>.

#### Possible solutions

While not pretending that SocialErasmus+ activities can solve all problems overnight, there is a great potential out there. In the Commission Communication Improving and Modernising Education (COM(2016) 941) from December 2016, the following is mentioned:

“A close link between schools and their environment allows them to better adapt to specific local circumstances. It enables schools to strengthen their cooperation with local community and to offer more meaningful learning experiences for young people beyond school and formal learning structures.” In the same way as the barriers between HEIs and the outside world needs to be broken down, this should also be encouraged in schools. This project clearly contributes to that as well and can thus influence this aspect of European education policy agenda as well.

The link between learners and other cultures is also mentioned positively by the Paris Declaration, in which two goals are “Promoting intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders” and “Ensuring that children and young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship”.

Apart from recommendations from the European Commission, one can also note that the activities conducted by ESN, notably the ones called Erasmus in Schools, have proven to work well so far. This is most clearly seen in 1) the number of activities (1,992 different activities in 2016) and 2) the popularity in the network (SocialErasmus was the most popular of all projects in 2016 according to the annual “Section Questionnaire”).

#### Testing and evaluating

The activities in SocialErasmus+ will be tested on the grass-root level, discussed and developed by the partner organisations and then transformed to the policy level. During WP4, there will be a testing phase in Belgium, Spain and Austria. Working with exchange students in schools need careful planning and testing. The activities they will do will not be random but rather worked out and tested in close collaboration with school teachers, staff and representatives from the either the schools directly or from regional authority within Scholengroep Vlaamse Ardennen. The exchange

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<sup>1</sup> Available at

[https://ec.europa.eu/education/sites/education/files/social-civic-competences-report-2017\\_en.pdf](https://ec.europa.eu/education/sites/education/files/social-civic-competences-report-2017_en.pdf)

students can take part in formal classes which are already in the curricula; they can lead topic-specific workshops on topics of intercultural learning and democracy; they can have structured discussions and presentations of importance, like global citizenship; or they can do another activity which comes up in the discussions between the key partners.

The activities in the testing phase will be carefully tested, discussed and evaluated. Drawing on the evidence gathered during this testing phase, the SocialErasmus+ framework will be developed and later incorporated into the Toolkit. Then, by the massive roll-out of activities on a larger scale, we will have concrete and proven-to-work methods to use.

### 3.2.3 Management plan & monitoring strategy

*Please provide a description of the management plan, including how resources are allocated to tasks, how cooperation and exchange of know-how and information will be ensured, as well as how the decision-making process is organised.*

#### Overview of tasks

The management plan has been carefully drafted taking into account the abilities, strengths and weaknesses and wishes of all partner organisations. In order for everyone to feel ownership of the project, the tasks are well spread out and all partners except two are Work Package leaders. Furthermore, all partners will be involved in the management, communication and evaluation.

An overview of the allocation of partners and Work Packages looks like this. WP involvement is marked by an X and WP leader is highlighted in yellow.

		WP1	WP2	WP3	WP4	WP5	WP6	WP7
P1	ESN	X		X	X	X	X	X
P2	EUF	X	X	X	X		X	X
P3	YEU	X		X	X	X		X
P4	ESN Besancon	X	X	X	X		X	X
P5	University of Vigo	X	X	X	X		X	X
P6	Vrije Universiteit Brussel	X	X	X	X		X	X
P7	Scholengroep Vlaamse Ardennen	X		X	X		X	X
P8	University of Vienna	X	X	X	X		X	X

In order to make all partners feel ownership of the project, the WPs are spread out so that every partner each has a lot of responsibilities; most partners are involved in almost all of the WPs and almost each partner is WP leader, having an overall responsibility in coordinating that particular work. The leadership of the WPs are allocated based on experience, expertise and interest of each partner organisation and being WP leader means having the responsibility to deliver the main objectives of this particular WP. Furthermore, no partner organisation is leader of more than one WP, with the only exception of ESN (which is also the overall coordinator of the project).

#### Management and decisions

The Steering Committee will be collectively responsible for the management and the project coordinator will lead the process. By having all partners in the Steering Committee there is yet another aspect of feeling ownership of the project. This way we can be sure that everyone is committed and dedicated to follow through and deliver what has been agreed on. It will also reduce the risk of misunderstandings along the way.

The Steering Committee will meet regularly, online and offline, and have intense communication in between the meetings. Each partner organisation is highly interested in the topic and has the full support of the whole organisation behind it, ensuring that the commitment to join the Steering Committee is not limited to only the contact persons of this project, but to the whole organisations.

### Overall responsibility

ESN is the applicant organisation and as such overall responsible for the management. ESN has invented and worked on the original SocialErasmus project and also has plenty of experience in running large-scale EU-funded projects (and also projects with other funding for that matter). It should also be noted that ESN has successfully cooperated with almost all of the main partner organisations in the past and that due to these already-well-established partnerships we can expect that the cooperation will run smoothly.

*Please explain how the monitoring strategy is organised. In particular, explain how the risk identification and a mitigating actions plan is envisaged within the monitoring strategy.*

The partners have a history of successful cooperation in the past, which increases the chances of a successful project. Having said that, we do realise the importance of having a proper strategy in case of unforeseen things happening. The following measures will be implemented to ensure a proper monitoring.

### Monitoring strategy

In connection to the kick-off meeting, there will also be the first Advisory Board meeting. The Advisory Board will consist of the same partners as the Steering Committee, with the addition of the secondary school student organisation OBESSU (associate partner) and the external evaluator. At this first meeting, the Advisory Board will adopt an Evaluation and quality assurance plan which will be closely followed throughout the course of the project. University of Vigo, being leader of WP7, will be responsible of coordinating this work, making sure that the whole Advisory Board is up-to-date with what is going on within the project.

The monitoring strategy will be followed up on continuously throughout the whole project. WP7 leader University of Vigo will pay particularly close attention to the deliverables given in this application. Potential risks will be identified in the early stages, by having clear deliverables, deadlines, reminders etc. and followed up on quickly by University of Vigo.

### Conflicts, risks and mitigation plan

For small issues, we will be able to solve outside of the Steering Committee; the main partners also have good cooperation with each other and meet frequently in person and online, so there are also plenty of opportunities for short ad hoc discussions which do not need to involve everyone.

In case of conflicts all the project partners have agreed to try to solve it in a friendly manner by open discussions and, as already pointed out, the project partners have plenty of successful cooperation behind us, so the risk of difficult conflicts is rather low. In case this cannot be solved, it will be brought up at the next Steering Committee meeting, or, if it cannot wait, to a short-notice ad hoc meeting. In the unlikely case of a really serious conflict, ESN as the project leader will act as a mediator, or, if ESN is involved in the conflict, the external evaluator will be act as a mediator. The external evaluator is a respected party who will also act as a precaution against serious conflict within the partnership. This process will also be defined in the contract which ESN will sign with all partner organisations once the project is selected for funding.

The communication will further be based on transparency. All important decisions will be recorded in the minutes of the meetings and sent to all project partners for approval shortly thereafter. This way we can make sure that what has been agreed upon is correct, which will reduce the risk of misunderstandings.

All partners have experience in running simultaneous projects at the same time and the risk of someone losing an interest in SocialErasmus+ is very low. Should something unexpected happen to one of the partners which makes it impossible for that partner to deliver what has been agreed upon, other partners can step in and temporarily take over tasks, depending on expertise, overlap with other work and availability. For small issues this can be done without reallocation of staff days, but in case of a serious reorganisation it will be the responsibility of the project coordinator to communicate to EACEA and ask for a budget amendment with staff days reallocation.

The following risk and contingency plan will be used.

Risk	What is done in order to avoid this?	What will be done in case it still happens?
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Minor conflict among partners.	Cooperation based on transparency; all decisions available for all partners.	First step bilateral discussions. Second step Steering Committee discussions.
Major conflict among partners.	Cooperation based on transparency; all decisions available for all partners.	External evaluator mediates.
Partner loses interest in project or fails to deliver what is promised (minor case).	This application has been preceded by serious discussions and every partner is fully committed to project.	Partner organisation takes over tasks temporarily.
Partner loses interest in project or fails to deliver what is promised (major case).	This application has been preceded by serious discussions and every partner is fully committed to project.	Project coordinator considers budget allocation of staff days, if possible.
Uncertainty of exactly what is expected from each partner.	Quality assurance plan adopted in early stages of project; thorough discussions on responsibilities at first Steering Committee meeting.	Project coordinator steps in and interprets situation with regards to responsibilities. In a second step, external evaluator steps in.
Uncertainty of progress measurement.	Clearly defined and measurable indicators, explained in this application and further elaborated on at the first Steering Committee and Advisory Board meeting; external evaluator in place.	External evaluator interprets situation.
Lower interest than expected from the outside world (i.e. outside of the consortium).	SocialErasmus activities have proven to raise interest in local communities in the past;  HEIs and school partners in this application represent a great variety in geography, size, focus, interest etc. and should be, very broadly speaking, a reflection of society as a whole.	Partner organisations will use their networks and contacts to other HEIs, schools and regional authorities to push the interest further;

#### **Advisory Board**

The Advisory Board will be the same partners as the SC, plus a representative of OBESSU and the external evaluator (see below). OBESSU is included because it is an organisation with great outreach and grass-root contacts to secondary schools and secondary school students. In order to not let the project lean too much towards way from the school students' perspectives, OBESSU has an important place to fill here.

The Advisory Board will meet in connection to the Steering Committee meetings and evaluate how things have been going and, more importantly, what needs to be changed in order to make things better. In a first step, the Advisory Board will develop a Quality assurance and evaluation plan, which will be adopted by all the partner organisations together. This will be based on the indicators given in this application, with possible additions.

### **3.2.4 Implementation & quality assurance**

*Please describe how the evidence base built can be transferred into concrete policy actions*



The evidence will be transferred mainly to various tools in the Erasmus+ Programme. This has been described under “3.1.4 Transferability to European policy development” and will be elaborated on further under “3.3.4 Translation of results to policy making” below.

*Please define the specific quality measures to be put in place, as well as indicators foreseen to measure the outcomes of the project. Explain which mechanisms you intend to use to ensure the monitoring and evaluation of the project, its deliverables, results and outcomes.*

With regards to indicators, the ones below are the ones that we are planning to use at this point. These will be further elaborated on and extended at the first Advisory Board meeting, (in close collaboration with the external evaluator. They can be split up into sub-categories: main indicator, other indicators (implementation phase) and other indicators (policy phase). The two latter ones are further split into quantitative and qualitative ones.

#### **Main indicator**

Evaluating impact is always difficult, but for the main aim of the project we have an extremely suitable and concrete indicator. In the 2017 participants reports for Erasmus students, there will be, for the first time, a question about volunteering. It will look like this:

“Did you take part in any volunteering activity while studying abroad with the Erasmus+ Programme?”

1. Yes, and I received ECTS credits for it
2. Yes, but I received no ECTS credits for it
3. No”

DG EAC has agreed to share the results with us in ESN, including the country-by-country breakdown. This will give ESN a very easy overview of the volunteering of Erasmus students all over Europe. Therefore, through this indicator it will be possible to evaluate the key aspect of this project during the project lifetime and beyond.

#### **Other indicators – implementation phase**

Apart from the main indicator mentioned above, we will put other indicators in place.

##### Quantitative indicators

- How many SocialErasmus activities have we had per semester?
- In how many schools and classes have activities taken place?
- How many school students have been reached through these activities?
- How many exchange students have joined these activities?
- How many other young people have joined these activities?
- How many hours have been dedicated to these activities in total?
- What is the country background of the exchange students involved in the activities?
- What is the gender distribution with regards to the exchange students and school students?
- How many universities have given institutional support to the SocialErasmus+ activities?
- How many page view does the project website have?
- How many people have been reached by Facebook posts, Twitter mentions etc.?
- How many external articles have been written about the project?
- How many times have other media mentioned the project?

##### Qualitative indicators

- How were the activities evaluated by the school students?
- How were the activities evaluated by the school teachers and staff?
- How were the activities evaluated by local stakeholders?
- How were the activities evaluated by the exchange students?
- How were the activities evaluated by the ESN volunteers?

These qualitative indicators will be possible to use since the Toolkit will use evaluation forms for everyone involved in SocialErasmus+ activities to use.

## Other indicators – policy phase

### Quantitative indicators

- At how many external events (conferences, meetings, panel discussions...) have the project partners presented SocialErasmus+?
- How many decision-makers (exact definition to be defined by the Advisory Board) have been present at these external events?
- How many of the decision-makers referred to above have been “high-level” ones (exact definition to be defined by the Advisory Board)?
- How many other stakeholders have been present at these external events?

### Qualitative indicators

- To what extent did we achieve the goal of influence the Erasmus Charter for Higher Education?
- To what extent did we achieve the goal of influence Erasmus student charter?
- To what extent did we achieve the goal of influence ECTS Users’ Guide?
- To what extent did we achieve the goal of influence the organisational support?
- To what extent did we achieve the goal of influence Erasmus+ Learning Agreements?
- To what extent did we achieve the goal of influence various other parts of the Post-2020 Programme?

## Quality measures and indicators

So how will the indicators above be measured? The report of the external evaluator will include these indicators and all others that will be identified in the quality assurance plan. He will keep track on all of them throughout the project and coordinate how the various WP leaders report them to him.

In particular during the implementation phase in WP4, there will be a big focus on counting, measuring, evaluating etc. This is something which has not really been a part of the original SocialErasmus but which will be a highly important feature in SocialErasmus+.

## External evaluator

In order to make sure that we will get a 100 % impartial and transparent evaluation, we will sub-contract an external evaluator who is an expert in evaluations of European-level projects in the field of education. His name is Rafael de Paz Urueña, he is the Head of the Projects Office of Universidad de León, Spain, and he has agreed to be the evaluator of this project. Rafael is very experienced and has very relevant expertise for the task. He is presented further under WP7 – 5.

Rafael will join the Advisory Board meeting in December 2017 and the final meeting which is attached to the final conference. He will further be in close contact with the project coordinator throughout the project and make sure that he is updated on what is going on throughout the two years. He will produce an evaluation report which will comprise a methodological report that will evaluate the quality indicators resulting from the application and the specific Quality assurance and evaluation plan which will be developed in the beginning of the project.

## 3.2.5 Budget and cost effectiveness

*Please describe the measures adopted to ensure that the proposed objectives and results will be achieved in the most economical way and on time. Please argue how your proposal can be considered value for money. Explain the principles of budget allocation amongst the partners. How are the financial management arrangements organised and in which way are they appropriate to your consortium and project design?*

### **Cost-effectiveness and value for money**

ESN is very good at achieving great results for a small cost, which has been proven several times in the past in other projects. A few of the cost-saving features are the following.

- Implementing activities. The most important phase of the project is the implementation phase (WP4), in which a huge number of grass-root activities will be done by exchange students all over Europe. This phase will be extremely cost-efficient since the activities will be done on grass-root level by exchange students already in place; *no travel costs or subsistence costs* needs to be allocated here. Our volunteers – the ones that will do the grass-root work – are dedicated and motivated students believing in the social aspects of education and all the thousands of hours of work they will do will be completely unpaid.

- Training costs. We have counted on subsistence costs of 120 EUR including accommodation, food, coffee breaks etc. and this is considerably less than one could expect from other organisations setting up a large-scale projects like this. The trainers' fee will also be 150 EUR per day, which is very reasonable.
- Regional cooperation. The various “triangles” where the pilot activities (WP4) will take place have partners very close to each other and hence very low travel costs. Travels will be within a region (for example within Vigo) rather than between regions, which reduces the costs of this WP considerably.
- Indirect costs. ESN, YEU and EUF, who together represent a large proportion of the overall budget, are not claiming any “indirect costs” since they already get an operating grant from DG EAC (Erasmus+ Civil Society Cooperation).
- Equipment. In this project we will not have any equipment costs at all. Instead we will rely solely on existing equipment that the partner organisations already have.

### **Budget allocation among partners**

The budget allocation is based on careful considerations from all partners and thorough discussions prior to the submission of the project application. We have counted the following way.

- All partners (except ESN) have 30 staff days for the management. These days are for attending Steering Committee meetings (physical and online), staying in contact with the project coordinator, handling reports and finances, reading minutes, having ad hoc Skype calls, update their respective websites, writing articles etc. These 30 days are in addition to the days given below, except in the case of ESN. YEU and University of Vigo have additional 10 days in the “administration” category for hosting, preparing and following up on a Steering Committee meeting each
- ESN will have one full-time project coordinator for the two years, 440 days in total. These are spread out to 240 days for management (WP1), 20 for supporting WP2 with the SocialErasmus+ framework, 30 for supporting WP3 with the one-stop-shop, 30 for the implementation (WP4), 20 for the multiplier trainings (WP5), 80 for dissemination and interaction with policy-makers (WP6) and 20 for the evaluation and quality assurance (WP7). Only 30 days for the implementation sounds like very little considering the importance of that WP, but this will be overwhelmingly done by volunteers without staff costs, and the 30 days are mostly to support the other partner organisations in this.
- In addition, ESN's Director will work 5 % of the time (22 days) on this project by overseeing the project, reporting to the Commission, representation to external partners etc. ESN will have further 10 days for its accountant, for handling the financial reporting and reimbursement claims.
- EUF will have 60 days for the work on WP6. They will also have 10 days for supporting WP3 with the one-stop-shop and the last 10 days are spread out over all the other WPs.
- YEU will have 70 days for the work on the multiplier trainings in WP5, including preparing the sessions, having contacts with participants, delivering the trainings, evaluating them and following up with participants, organise the logistics for the trainings etc. Note that these staff costs do not include the trainers fees; these are instead listed under “B.3 Subcontracting”.
- All three university partners have 30 days each for WP2 and WP3, plus 10 days for WP6, so 70 in total. In addition, University of Vigo has 60 days for leading WP7 and VUB has 30 days for leading WP3. The latter number is rather low, since they will be assisted by other partners in this WP.
- The school partners all have 50 days each for their involvement in WP4.

In all the situations above we have counted a full year as 220 days.

With regards to staff costs, the budget is drafted based on up-to-date costs and on accurate estimations of staff costs. The costs are relatively low due to the nature of the organisations involved and the project has a very favourable cost-benefit ratio also in this regard.

We have calculated with subsistence costs of reasonable per-diems in the respective countries, and ½ day of subsistence cost before and ½ after each meeting. Thus, if the meeting is 2 full days, there will be 3 days of subsistence cost for that meeting.

For the final conference, many of the participants will be based in Brussels. Therefore the average travel costs is considerably less for participants (150 EUR).

The final conference is part of WP6 but the finances will be handled by ESN which has experience in handling reimbursements for large-scale events such as this one. Therefore the money for this (listed under “B.4 Other” in the budget) is allocated to ESN.

The associate partner organisation OBESSU will send a participant to 3 meetings and be reimbursed for these costs later.

A final note should be made about the budget division. At a first glance, it looks like ESN and YEU have a disproportionally large part of the budget. However, this is largely because they handle the reimbursements of participants to the final conference and the multiplier trainings, which account for a large part of the overall budget. This money will go to reimburse participants and without that the budget is much more balanced.

### **3.3 Quality of the partnership and the cooperation arrangements**

*Under this criterion the applicants need to focus on the expertise of the partnership proposed to achieve the project's objectives, cooperation arrangements and on the partnership's capacity to translate results into policy actions and transfer these to policy makers as well as the ability to potentially influence the European policy Agenda.*

#### **3.3.1 Rationale for setting-up the partnership**

*In which way are the organisations in this application capable of ensuring full achievement of the call objectives, in particular with due regard to the selected call priority? Describe expertise within the partnership directly related to the planned project activities.*

The partnership has been carefully elaborated on during the months running up to the submission of this project application, in order to be able to deliver the ambitious goals that we want to achieve.

As pointed out under “3.1.1 Project objectives” above, this project addresses Priority 5 - Achieving the aims of the renewed EU strategy for higher education and in particular “breaking down the barriers between higher education and the ‘outside world’ in local communities”. This will be done through activities involving exchange students at European HEIs doing activities in schools. Therefore, the core partnership consists of exchange students (ESN), universities (EUF, University of Vigo, VUB and Vienna) and schools (represented by both Scholengroep Vlaamse Ardennen and some schools which will join the project without being formal partners).

Apart from this, Youth for Exchange and Understanding can bring in certain expertise and experience in intercultural trainings, which is difficult to find elsewhere in Europe.

##### **Key stakeholders in the field**

The project applicant ESN is really one of the main stakeholders in higher education mobility in Europe – and the stakeholder among exchange students. Indeed, representing 520 local associations (“sections”) in 975 HEIs in 40 countries in Europe, ESN has direct contact with 14 000 local volunteers and 180 000 exchange students and work together with them on a daily basis. ESN is also driving the policy developments forward on the European level through its frequent contact with DG EAC, through its membership in key platforms and through some large-scale projects with a policy focus.

The other key partner in this project when it comes to the policy aspect is EUF. Similarly to ESN, EUF is nowadays considered one of the key drivers for change on European level. EUF is currently developing the Erasmus+ smartphone app together with ESN; it has a key role in the Erasmus Without Paper project and is itself coordinating the work of the Online Learning Agreements – key projects which will revolutionize the higher education mobility landscape in Europe.

##### **Strategies and values of the partner organisations**

Furthermore, the partners are all *committed to the values and ideas* of the project in their own strategies. For example:

- VUB. It is part of the VUB main strategy to “co-create the future of the society in which we live by providing education, research and social services” (strategic plan, February 2017), which includes outreach activities to the bigger community, outside of the university. Through several funding schemes (structural and/or external), the VUB has implemented outreach projects (volunteering days, Arabic classes in secondary schools, Brussels diplomatic academy, etc.) aimed at linking the VUB community (students and staff) to its surroundings in Brussels and in Flanders.
- ESN. In ESN’s current three-year strategy (2016-2018) the aspect of volunteering in social projects is mentioned as two concrete goals: “Increase awareness of the role of mobility as a means to improve social inclusion and tolerance through involvement of international students in social projects and initiatives” and “Offering a framework for social activities and initiatives such as the SocialErasmus and ExchangeAbility projects”.
- Scholengroep Vlaamse Ardennen. The Scholengroep and its schools are involved in several European-wide projects in order to internationalize their classrooms. They cover a region of Flanders which is only 1.5 hours away from Brussels but which is nevertheless not very used to international influences in the classrooms and their leadership is therefore explicitly working on getting more international vibes into their classrooms.

- **EUF.** One of the five pillars of EUF is “active citizenship of students” and this is project is a great example of active citizenship.
- **YUE.** According to its Statutes, YEU should “Undertake activities with young people to foster closer cooperation and greater understanding between young people in the world, both between continents and within them, particularly by encouraging the exchange of information, ideas and opinions.” This is in other words a typical project in lines with the values and activities of YEU.
- **OBESSU.** The two biggest current projects of OBESSU are *Seeds for Integration* and *Coloured Glasses*, both of which deal with the topic of intercultural learning in classrooms. *Seeds for Integration* was launched in July 2016 with a very simple idea that is to provide funding to secondary school students active on local, regional or national level so that they first identify the issues their migrant and refugee peers might face within the school environment or the education system, and after that come up with a durable solution to solve it. The project is empowering school students to design and implement initiatives enhancing the educational inclusion of refugee youth or those with migration background. *Coloured Glasses* has the core idea of organising workshops on intercultural learning for secondary school students using interactive non-formal education methods. Some of the main topics covered during the activities include: preventing violent radicalisation and promoting democratic values, fundamental rights, intercultural understanding and active citizenship.

In sum: gathering the most important groups in the field of this project (exchange students, HEIs and schools); consisting of key stakeholders in the field with a proven track-record to influence change in the policy landscape; and involving only organisations which themselves are fully committed to the ideas and the values of the project, it is safe to say that the partnership is perfect for the activities proposed in this project.

### 3.3.2 Partnership composition

*Please describe how the partnership composition and organisation bridges analysis, practice and policy making? Explain the complementarity of partners in this respect.*

The basic idea of this project is to improve and spread SocialErasmus. In order to do this, three bodies are needed: *exchange students, HEIs and schools*. These three bodies are all represented in the partnership in three countries:

	<b>Exchange students</b>	<b>University</b>	<b>Schools</b>
<b>Belgium</b>	ESN Belgium	VUB	Scholengroep Vlaamse Ardennen
<b>Spain</b>	ESN Spain	University of Vigo	Schools which have established partnerships with University of Vigo
<b>Austria</b>	ESN France	University of Vienna	Schools which have established partnerships with University of Vienna

The university partners are full partners of the project. The three ESN countries are part of the network of the coordinating organisation ESN and as such not partners in their own right. Regarding the schools, we have the Scholengroep Vlaamse Ardennen, a regional authority in school questions in Flanders as a full partner. The schools in Vigo and Vienna have already established partnerships with the universities and have cooperated in various. They will work together with the other partners in the project, but not be formal partners. The reason why Scholengroep Vlaamse Ardennen is a full partner is that they will be heavily involved in the testing phase during Work Package 4 and also be more involved in shaping the SocialErasmus+ Framework, thereby taking on quite a lot of more responsibilities. They are also in the SC, ensuring that the school perspective is heard there too.

#### **Exchange students**

The exchange students in this project are represented by ESN, the biggest interdisciplinary European student organisation acting in the field of student mobility and internationalization of higher education. ESN has over 520 local sections in 40 countries (including every Erasmus+ Programme Country) and over 14 000 active volunteers. ESN is therefore the perfect organisation for getting exchange students together for this cause and certainly the only organisation in Europe that could mobilize such a huge amount of exchange students for being directly involved in a project like this.

#### **Universities**

VUB, University of Vigo and University of Vienna are selected because of their interest and expertise in different complementing areas. VUB has expressed a willingness to engage more with the wider community in Brussels

(expressed in its strategy to to “co-create the future of the society in which we live by providing education, research and social services”. Vigo already has community-outreach projects going on in its region. Vienna is already involved in a project about enhancing the commitment of universities in local communities and developing strategies for how universities can increase their social responsibility actively on student and researcher level (UNIBILITY-project, explained further in the partner description). All three university partners are also very experienced in international cooperation and participating in Europe-wide project.

Apart from the three universities directly involved, the university network EUF is a key partner. Their involvement is important for two reasons: first, because the best-practices developed from the academic side will be spread throughout the EUF network in a first step. Second, because of the policy aspect. Also, EUF a history of successful policy work and with then on board for the project we have very high chances of reaching the desired policy impact as well.

### **Schools**

The regional school authority and schools are in the project in order to provide political support for the project. Through their involvement we have guaranteed that there is a willingness to participate for the schools; indeed, during the discussions running up to this project proposal we have guaranteed the involvement of a number of schools already, which is crucial for the project’s success:

- da Vinci school. This is a school in the Flemish countryside, in Ronse. In this school 60 % of the school students are from a disadvantaged background.
- Lernwerkstatt Donaustadt. One of the “cooperation school Plus” of the Centre for Teacher Education at University of Vienna.
- Handelsschule/HAK Aufbaulehrgang Friesgasse. One of the “cooperation school Plus” of the Centre for Teacher Education at University of Vienna.
- Gymnasium und Realgymnasium Friesgasse. One of the “cooperation school Plus” of the Centre for Teacher Education at University of Vienna.
- BG/BRG 14 Linzer Straße. One of the “cooperation school Plus” of the Centre for Teacher Education at University of Vienna.
- Hertha Firnberg Schulen für Wirtschaft und Tourismus. One of the “cooperation school Plus” of the Centre for Teacher Education at University of Vienna.

These schools represent a very wide variety of schools in terms of social background, academic focus, geography and other indicators. This is important since what works well in one setting might not necessarily work equally well in another.

### **Other partner**

The final full partner in the project YEU represents neither of the three target groups mentioned above. Instead, it will be included in the project due to its extensive knowledge and experience in *training and developing workshops in intercultural learning*. This will be immeasurably helpful for the project during the development of workshops in WP5.

### **Associate partners**

As an associate partner we also have OBESSU, which represents 27 secondary school student unions from all over Europe. With this vast network, its representatives will have a very good connection to the local realities in the school world.

Finally, another associate partner is University of Franche-comté, the university where ESN Besancon is active and which has already carried out a project about Additional Education Units together with ESN Besancon. University of Franche-comté will support the work on the academic guidelines and draw on their own experiences from this project.

### **Bridge between practice and policy**

Just as the core of this project is bridging the gap between HEIs and the wider community, this partnership is perfect from the perspective of bridging the gap between grass-root practice and European-level policy agendas. The partnership represents thousands of exchange students who voluntarily go out to classrooms and work, schools in three different parts of Europe and HEIs from various parts of Europe as well. The partnership can thus mobilise lots of very concrete work on the grass-root level, while it at the same time has excellent connections to the very top of European-level decision-making in higher education mobility through ESN and EUF.

### 3.3.3 Cooperation arrangements across the partnership

*Please describe the cooperation arrangements across the partnership, the responsibilities for decision making, conflict resolution, reporting, monitoring, communication and other relevant issues. How does the attribution of roles to each partner guarantee a good balance between analysis work and exploitable outputs for policy making?*

#### **Decision-making processes**

The project will be led by a Steering Committee (SC), in which all project partners (but not associate partners) are members. The work of the SC will be coordinated by the project coordinator in ESN, but all organisations will be considered equal partners and take joint decisions in order to move the project forward. It is important to note that all three groups of stakeholders – exchange students, HEIs and schools – are part of the SC which will contribute to the likeliness of taking appropriate decisions throughout the course of the project. By having every partner on the SC, we are also making sure that each partner has a feeling of ownership of the project and feeling responsible for taking good decisions.

The SC will have regular Skype meetings approximately every 5-6 weeks, depending on the overall progress of the project. These meetings will be coordinated by the project coordinator, who will send out a doodle in advance, agree on a time and day, host the meetings on Skype, take minutes, send out minutes after the meetings for approval, etc. It should be emphasised that the role of the project coordinator here is *coordinating*; he/she will an approach of “Who is interested in taking up this task?” rather than “Now you should do this and you should do that”.

The SC will also meet physically at the kick-off meeting, at two SC meetings and at the short meeting before the final conference:

- The kick-off meeting will take place in December 2017 in Brussels. Here, the main roles and responsibilities, deadlines, working rules, outcomes, deliverables etc. will be discussed and agreed upon. The application will be discussed and looked through again, with a particular focus on the deliverables and their respective deadlines, and the project coordinator will go through the financial rules.
- The first SC meeting will take place in September 2018 in Faro (Portugal). This will be after the small-scale testing and after the main parts of the SocialErasmus+ frameworks are done. It will be approximately at the same time as the first multiplier trainings and shortly before the first of the large-scale implementation will start. This will also be shortly before the interim report, so any questions relating to that can be discussed too.
- The second SC meeting will take place in March 2019 in Vigo (Spain). By this time the one-shop-stop will be finalised; the multiplier trainings will be done and the last large-scale implementation will be in full swing. The focus of this meeting will be to plan the dissemination and interaction with policy-makers. This part of the project will have started already before, but it is with the final one-stop-shop ready that we can really intensify this work.
- The last SC meeting will be attached to the final conference, taking place the day before. All main parts of the project will have been finished by this point so the main points to discuss will be the fine-tuning of the last details of next day's final conference and the final report which be submitted by the very end of the project.

#### **Reporting**

As the project coordinator, ESN will be responsible for the reporting to EACEA, both the textual report and the financial report. However, all project partners will be responsible for making sure that they have all their documents (staff time sheets, receipts, boarding passes, etc.) in order. The project coordinator will gather all these documents throughout the project and make sure everything is done correctly, in particular for the interim and final report. The exact procedure for this will be discussed at the kick-off meeting. With regards to the textual reporting, ESN will coordinate the work and of course be the one to finally submitting it, but all WP leaders will be asked to contribute to the text in a joint online document for their own WPs.

#### **Internal communication**

Due to budget restrictions, as much as possible of the internal communication will be done online rather than at physical meetings. Apart from the SC communication described above, the following tools will be set up and coordinated by the project coordinator.



- Email lists. ESN will set up email lists which will facilitate the communication between the partners. These can be for example [sc@socialerasmus.org](mailto:sc@socialerasmus.org) for the Steering Committee, [coordinator@socialerasmus.org](mailto:coordinator@socialerasmus.org) for the project coordinator and so on.
- Collaborative online documents. With a big project like this, there will be countless documents which have to be worked on by several partners, for example the draft interim/final report, the SC meeting minutes, the training session outlines for the multiplier trainings, practical information for the SC meetings and many others. All of this will be stored in online documents in a shared folder (presumably GDrive or Dropbox) which all the project partners will have access to. This will also be coordinated by ESN.
- Skype. As mentioned above, there will be SC meetings on Skype, but there will also be plenty of ad hoc bilateral or trilateral Skype calls between project partners with various not-yet-identified agenda topics.
- Ad hoc meetings in Brussels. We have not budgeted for any “extra” meetings, but two of the project partners have their offices in Brussels (ESN and VUB), one has offices nearby (Scholengroep Vlaamse Ardennen) and two have staff members who are frequently in Brussels for other business (EUF and YEU). There will thus be room for small ad hoc meetings outside of the budget, if needed.
- Slack channel. Subject to the approval of all project partners at the kick-off meeting, ESN will also set up a Slack channel for regular day-to-day instant communication between project partners.

*External communication is explained under “3.4.2 Dissemination and communication strategy”.*

### 3.3.4 Translation of results to policy making

*Please outline the partnership's capacity to translate results into policy actions and transfer these to policy makers.*

The main reasons why the partnership, and in particular ESN and EUF, has a great capacity to translate results into policy actions, are the following.

#### **Erasmus+ NA Working Group on ECHE Compliance**

ESN and EUF are both part in the Erasmus+ NA Working Group on ECHE Compliance. This group consists of representatives of National Agencies and the Commission, and ESN and EUF is always there to speak on behalf of international students and HEIs, respectively. Given the topic of the concrete policy tools that we want to influence, the membership of two members of the consortium in this Working Group is extremely important.

#### **Regular meeting with DG EAC**

ESN is seen as a trustworthy, reliable and representative partner by DG EAC, in particular at the Erasmus Unit. ESN's President has frequent contact with the key DG EAC representatives, usually even on a monthly basis. The policies that we want to influence are related to the Erasmus+ Programme, so these contacts will prove very valuable during the policy phase of the project. EUF also has excellent contacts to DG EAC due to its involvements in especially Erasmus Without Paper and the Erasmus mobile phone app.

#### **#ErasmusUpgrade**

Throughout 2017 ESN will run a campaign through all the network, focusing on establishing partnerships to improve the post-2020 Erasmus+ Programme. The idea with this campaign is to involve all the levels of the network – local and national level, and not only the office in Brussels – in the advocacy efforts. As an outcome of this campaign, the local/national levels of ESN will have established partnerships with their respective National Agencies, Ministries of Education and other important bodies related to education and mobility. This means that when it is time for mobilising and campaigning during the second half of the project, there will be partnerships and structures in place guaranteeing that the outreach will be massive.

#### **Forward-Looking Cooperation Projects**

An Erasmus+ KA3 Forward-Looking Cooperation Project is a very ambitious thing to be involved in. It is also rather new, keeping in mind that this round is only the second ever. However, ESN is involved in no less than four of the current ongoing projects that are running 2015-2017. ESN is coordinating the project HousErasmus+ and is an important partner in Erasmus Without Paper (coordinated by University of Ghent), SHEILA (coordinated by University of Edinburgh and Brussels Education Services) and DEEPLYOU (coordinated by ECAS). Although the policy outcomes

have still not taken hold at the time of writing (March 2017), having experience in working on similar KA3 projects certainly increases the chances of success.

### **European Youth Forum and Lifelong Learning Platform**

Apart from all the examples mentioned above about direct policy action, ESN also has a great capacity in stakeholder action indirectly, through its involvements in the umbrella organisations European Youth Forum (YFJ) and Lifelong Learning Platform (LLL-P). ESN is very active in both of these highly important platforms in the field of youth and education, respectively. Indeed, ESN is involved in the following ways:

- Represented at all the statutory meetings of the year of both platforms (2016);
- Present at all or almost all of the Brussels-based events organised by them (2016);
- Members of important structures such as the Youth Policy Expert Group (YFJ), the Education Network (YFJ), the Funding Network (YFJ, gathering information about the Erasmus+ Programme and serving as a basis of YFJ's advocacy on the topic) and the Advisory Council of Youth (Council of Europe, but done through the YFJ);
- Always contributes actively to discussions, policy papers, consultations, dialogues etc.

By providing the perspective of international studies and the Erasmus Programme into these two programmes, ESN's message can get spread even further and have a greater impact.

## **3.3.5 European Policy Agenda**

*Please describe the partnership's ability to potentially influence the European policy Agenda.*

This partnership has excellent ability to influence the European policy Agenda, notably through the following.

### **Modernisation of higher education**

The Roadmap for An agenda for the modernisation of higher education (Ares(2017)1062784), outlines the Commission's work to come in the field of the Modernisation during 2017 and beyond. It mentions both "promoting the civic and social responsibility of students and universities" and a key action being "Support for HEIs to develop and implement institutional strategies for inclusion and study success. Encouragement for the award of ECTS points to students for voluntary and community activities, based on existing positive examples". Experimenting with ECTS credits for voluntary activities has already been done in Besancon through the university in close cooperation with the project partner ESN Besancon, and this is one of the aspects which will be encouraged and experimented with during this project.

### **Other policy agendas**

While the Modernisation Agenda and Erasmus+ Programme are clearly the focus in this project, one can note that the topic of students volunteering in schools is wider than that. The following recent policy developments concern the same topic and can therefore also be influenced by SocialErasmus+.

- European Parliament resolution of 12 April 2016 on Learning EU at school (2015/2138(INI)), asks that "the EU should be more visible, and better integrated, in teaching materials and extracurricular activities"; and that "an EU dimension in education should enable learners not only to acquire knowledge and develop a sense of belonging and European citizenship skills, but also to engage in a critical reflection on the EU, including through learning about EU fundamental values". We believe that there is no better way of introducing ideas about EU fundamental values into the classrooms than through the (arguably) biggest success of the EU: the Erasmus students.
- In the European Parliament resolution of 19 January 2016 on the role of intercultural dialogue, cultural diversity and education in promoting EU fundamental values (2015/2139(INI)) specifically highlights "the role and importance of the Erasmus+ programme which fosters a European awareness among young people and creates a sense of common belonging and a culture of intercultural dialogue" and "encourages in particular further measures to facilitate the access and integration of disadvantaged groups and people with special needs in Erasmus+ mobility actions". As pointed out elsewhere in this application, by introducing the Erasmus Programme to young disadvantaged students we believe that they will be more likely to strive towards achieving good study results and, eventually, take part in the Programme themselves.
- The NESET II Report Education policies and practices to foster tolerance, respect for diversity and civic responsibility in children and young people in the EU from March 2016 has several policy recommendations

in the direction of this project. Schools in disadvantaged areas could benefit more from the experience and know-how can greatly improve the learning environment: “Local and international NGOs with specific expertise in the field can enhance the expertise in schools, but are underutilized in both formal and informal education” (p.78). The report further recommends that “Education policy makers in Member States should involve experienced NGO’s in the development of their policies to address the increasing diversity in society and look for collaboration opportunities” (p.82).

### **3.4 Impact on policy development and dissemination**

*This criterion focuses on the measures taken by the partnership to ensure the appropriate dissemination and communication strategy, exploitation of project's results and outcomes, as well as their long term impact.*

#### **3.4.1 Impact at European level**

*Please define the potential impact at European level related to the priority addressed.*

The reason why this project has great potential of a real impact on European level is that it is *clearly targeted at the relevant tools, very concrete and has very clear indicators.*

##### **Targeted approach**

The most important success factor in order to reach the main aim of the project is clearly the Erasmus+ Programme (current and future) and especially the parts of the programme dealing with higher education student mobility. The partnership consortium of this project clearly realises this and has therefore decided to target the tools that are very relevant for this part, namely the Erasmus Charter for Higher Education, the Erasmus student charter, the ECTS Users’ Guide, the Organisational support and the Learning Agreements.

With the further connections to other ongoing and highly relevant policy agendas, including ET2020, the Skills Agenda, Invest in Europe’s Youth and the Paris Declaration, the impact at European level policies will be further highlighted.

Importantly, the wider topics of HEIs connections to the wider world and the recognition of volunteering (which are the priorities of the call) are “hot” topics which currently receive plenty of attention, meaning that there will be many opportunities for getting the message across to policy-makers at European level.

##### **Concrete objectives**

The project does not aim at writing any fluffy recommendations in general. Instead, the objectives listed under “3.1.1 Project objectives” and the activities explained throughout this application are very concrete: implement thousands of grass-root activities all over Europe, develop a platform where all tools related to this are gathered, use gathered evidence to influence the key parts of the Erasmus+ Programme.

##### **Clear indicators**

As has been listed above, under “Please define the specific quality measures to be put in place, as well as indicators foreseen to measure the outcomes...”, we have already identified clear indicators of the project. Most importantly, the main indicator will give us a very good overview of the situation all over Europe when it comes to volunteering for Erasmus students. This means that we can relatively easy identify what parts of the project works well, what does not work well, what should be improve, in which countries do we need to put extra efforts, etc.

#### **3.4.2 Dissemination and communication strategy**

*Please outline the awareness-raising, dissemination and communication strategy put in place that ensures reaching the relevant target group(s) as well as the relevant stakeholders and the general public during the lifetime of the project. Please explain the plans for making any educational materials accessible through open licenses.*

The text in this box focuses on the general awareness-raising of the project, in other words how to get key actors (exchange students, HEIs, schools and others) interested in the project.

### External communication

As a first step we will develop a communication package which will include a visual identity, a project website, a logo, templates for Word + PowerPoint and promo materials like flyers. This will be done during the first months and the communication package will be used throughout the project.

### Reaching exchange students

Although part of the broader WP6, led by EUF, much of the communication in general and reaching out to exchange students in particular, will be done by ESN. With its unique position of having direct contact with 14 000 volunteers and 180 000 exchange students, ESN has a fantastic ability to reach out with the communication messages to a very wide audience.

ESN's dissemination is always wide-spread and getting plenty of attention. Most of ESN's individual projects have their own websites (<http://socialerasmus.esn.org/>, <http://eduk8.esn.org/>, <http://erasmusintern.org/>) and are promoted separately, and, as described elsewhere in this application, this project will get its own website as well. What ESN does is often published in several media and the numbers are truly impressive by any standards. A few examples:

- The website ([www.esn.org](http://www.esn.org)) has almost 1 800 000 page views (16 Nov 2015 – 16 Nov 2016)
- The Facebook page has more than 340 000 “likes”
- The Twitter account has about 14 000 followers
- The newsletter has more than 22 000 subscribers
- ESN has physical events with more than 2500 participants (the overwhelming majority being young volunteers active at their local universities) each year. This number refers to “only” those activities organised by ESN International as the umbrella organisation. The number of local-, regional- and national-level activities is of course hugely higher.

Furthermore, ESN's communication is not static but continuously changing. In 2016 ESN started with the ESNblog (<https://esn.org/blog/>) and ESN will continue improving it during 2017, 2018 and 2019.

Apart from this, all other project partners will promote the project in their respective communication channels (websites, newsletters...).

### Communication to other stakeholders

Although the core of this projects is about exchange students – HEIs – schools, it is also interesting for broader audiences within the fields of both education and youth. The project will be spread also through the following ways.

- Umbrella organisations. ESN is a full member (and a very active one) of the European Youth Forum (YJF) and the Lifelong Learning Platform (LLLP). ESN is frequently mentioned in the two respective newsletters and plays an active role in key events such as the European Youth Event (by YJF) and the Lifelong Learning Week (by LLLP). ESN will make sure to spread awareness of this project through both of these platforms, which will mean that a lot more people in the field of youth and education will see the project and get interested in it.
- Partner organisations. ESN has very good relations to other student organisations such as the European Students Union (ESU), AEGEE and sector-specific organisations like the European Law Students Association (ELSA) and International Federation of Medical Students Associations (IFMSA). Although the focus of this project is of course on exchange students, ESN's excellent contacts with other student organisations will be very beneficial, especially since one of the objectives of this project is to spread the SocialErasmus+ activities to HEIs where ESN is not present.
- EUF network. EUF consists of 22 universities established in 16 countries and will raise awareness of the project to all these universities through its communication channels (like its newsletters) and its physical events, like the annual Open Space. EUF is further indirectly connected to other HEIs by being part of other important structures like the Groningen Declaration and the Erasmus Without Paper consortium.
- Conferences/meetings. Both EUF and ESN are very often invited to take part in various events related to higher education. The annual EAIE and Eracon are mentioned elsewhere in this application, but there are

many other ad hoc meetings in which the two organisations have a great potential to spread the messages and get the message across to key figures in higher education.

- **School network.** The third factor, after exchange students and universities, is the schools. Scholengroep Vlaamse Ardennen is very active introducing “internationalisation” into schools, not only in its own schools but also internationally. Their project coordinator (Eddy Raepsaet, who will also be the contact person for this project) is in charge of informing, encouraging and coaching schools to take part in international projects and possibilities. He participates in several international Erasmus+ and Etwinning seminars all over Europe. The topics of those seminars are for example Inclusion, Early School Leaving, Sustainability, Erasmus+ and VET. This results in a large network of contacts all over Europe (both institutions and personal contacts) and makes it easier to spread the project results and also to start up new projects in other parts of Europe. Participants of the seminars are representatives of schools (principals and teachers), training centers, universities, educational services, local and regional governments and many others.
- **Media.** We are confident that this project also can generate general interest from media all over Europe; in fact, the current project already does. For example, SocialErasmus activities were mentioned in Portuguese media 14 different times and in Polish media 13 times during 2015 (the last year for which we have full information) and several times in other countries as well. Typically this is done in local/regional media with a local/regional focus, rather than focusing on the whole project. A typical article explaining a school activity in Croatia can be found at <https://is.gd/Rr3WWm>. By a more targeted focus on this project during 2018/2019, we have very good chances of getting excellent media coverage all over Europe.

### **Open licenses**

Everything produced by this project, ranging from the workshop session outlines to the various reports in WP6 and the student videos in WP3, will be publicly available online, easy to find and of course with no costs.

### **3.4.3 Project outcomes and policy**

*Please explain how the project outcomes are strengthening the educational landscape by developing innovations which meet the needs of the Education and Training field related to the selected priority and where relevant by delivering such innovations to the practice.*

With the massive numbers of SocialErasmus+ activities which will take place within and beyond this project, there will be enough of an effect on the educational landscapes in Europe even without the policy aspect.

With regards to the policy improvements, the project will strengthen the educational landscape on European level due to its links with ongoing policy processes. Apart from what has already been mentioned (Erasmus Charter for Higher Education, the Erasmus student charter, the ECTS Users’ Guide, the Organisational support and the Learning Agreements), the following should be mentioned.

#### **ET2020**

The strategic framework for European cooperation in education and training (ET2020) is the European overall strategy in the field of education and training. For 2016-2020, one of the six priorities is “inclusive education (i.e. including the increasing diversity of learners), equality, non-discrimination and the promotion of civic competences (e.g. mutual understanding and democratic values)”. The SocialErasmus+ activities have a strong social inclusion component in them. Exchange students who are often (but far from always) from an above-average privileged background will volunteer in schools that are often in socially disadvantaged neighbourhoods. For example, the da Vinci school in Ronse, on the Flemish countryside, is one of the most disadvantaged in all of Flanders (see “3.3.2 Partnership composition” for information on the specific schools).

Even more importantly, “promotion of civic competences” is one of the most important aspects of the volunteering activities that the exchange students will do. Exchange students will learn about civic responsibilities, active citizenship and European citizenship, all of which will be incorporated in the Competence framework (in WP2).

#### **A New Skills Agenda for Europe**

According to the Skills Agenda (COM(2016)381 final), formal education and trainings should equip the students with both social inclusion active citizenship (p.5) and SocialErasmus+ clearly contributes very well to both.

Even more importantly, one of the three key work strands in the Skills Agenda is “Making skills and qualifications more visible and comparable”. One of the key points of the SocialErasmus+ Framework, and later the Toolkit, is the recognition of competences. Right now, we “know” that volunteering and other forms of active citizenship contributes to various competences, but the recognition is not measured in any systematic way, if measured at all. With the backing of key partners with academic responsibilities, we will be able to accurately measure what the exchange student volunteers have learned and how this can be recognized.

By focusing on the competences that the volunteers learn while volunteering, and even experimenting with recognizing these competences formally by HEIs, the project therefore clearly contributes to improving the Skills Agenda too.

### **Paris Declaration**

One of the core messages from the Paris Declaration was “Promoting intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders” and this is very much in line with the SocialErasmus+ activities. Indeed, the intercultural dialogue aspect is one of the most important features of SocialErasmus+ where students from all over Europe, (in a few cases also from all over the world) meet the local school students and teach them about various topics that are not in the normal curriculum.

Another of the statements from the Paris Declaration was “Ensuring that children and young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship”. Just as the exchange students will learn about active citizenship, the young school students in the various schools all over Europe will learn about it through the SocialErasmus+ activities.

### **Investing in Europe’s Youth**

The European Solidarity Corps, presented in December 2016 under “Investing in Europe’s Youth”, is a very ambitious and far-reaching proposal from the European Commission. With the Solidarity Corps being in the early stages of the development, we will be careful to promise too much as we don't know exactly how it is going work. However, we do see potential synergies with the Solidarity Corps as exchange students volunteering in the framework of SocialErasmus could sign up for the European Solidarity Corps to prolong their commitment to the European communities or invite local students/volunteers to volunteer along their side by registering for the European Solidarity Corps.

In sum, when the SocialErasmus+ activities will be up-scaled and take place on a massive scale all over Europe, they will contribute to several very relevant policy agendas within education and training.

## **3.4.4 Exploitation approach**

*Please describe the approach and measures to effectively exploit the project results. Please explain how the results of your project will be up-scaled, mainstreamed and multiplied and how the results could contribute feeding into the Open Method of Coordination in the fields of education and training.*

The up-scaling will be done in several ways. First of all, it will be up-scaled in pure scope. SocialErasmus+ in general and the classroom activities in particular is currently done on an impressive but nevertheless rather limited scale. By focusing the attention on SocialErasmus+ throughout the whole ESN network, it will get a huge boost and increase massively in scale during the lifetime of this project. By spreading it and sharing it with other student organisation, partner organisations, schools, HEIs and by promoting it through various communication channel and various local media, we will raise the interest in the project all over Europe. Thanks to the database which will be developed as part of WP3, a substantial number of new partnerships will be concluded, resulting in even more activities.

However, the up-scaling and mainstreaming is not limited to the actual SocialErasmus+ activities only. The real impact will be done through the mainstreaming of the SocialErasmus+ Framework and the Toolkit, which will consist of a Competence framework, Academic guidelines and Practical guidelines for SocialErasmus+ activities. By establishing a framework for measuring, checking, validating and recognising the competences, the long-term impact of the activities will be secured. More HEIs will use the Academic guidelines for institutional support to the activities, more exchange students will check their competences towards the Competence framework, and so on. This will be the up-scaling and mainstreaming with the biggest impact.

### 3.4.5 Long-term impact

*Please describe what kind of **systemic impact** the proposal is aiming to achieve in strategic, qualitative and quantitative terms. Explain how the results are expected to lead to systemic change and long-term impact on improving, advancing or developing new policy action(s) in the countries involved in this proposal, as well as its potential impact at European level in the education and training fields.*

#### **Impact on European level**

The priorities addressed are “Universities need to be able to engage more with their local communities” and: “breaking down the barriers between higher education and the ‘outside world’ in local communities”. Related to this, through SocialErasmus+ we will have the following impact (quantitative):

- 2 000 different SocialErasmus+ activities will take place
- 500 different schools will be visited
- 8 000 school students will be reached through the activities
- 20 000 exchange students will join the activities
- 15 HEIs will give academic support to students
- 500 000 views on the project website and on SocialErasmus+ articles on ESN’s website (combined)
- 300 000 people reached by Facebook posts, Twitter mentions, etc.
- 100 local media articles about SocialErasmus+ activities
- 100 external events (conferences, meetings, panel discussions...) where project partners present SocialErasmus+

With regards to policy, as has already been explained elsewhere, the expected impact will be on:

- Influencing the Erasmus Charter for Higher Education
- Influencing Erasmus student charter
- Influencing ECTS Users’ Guide
- Influencing the organisational support
- Influencing Erasmus+ Learning Agreements
- Influencing various other parts of the Post-2020 Programme

#### **Long-term impact**

We expect this project to have a truly long-term impact and not “only” during the project duration. The reasons that we are confident that this is achievable is the coordinator track-record, the university-school cooperation, the exchange student side of the project, the project design and the timing of the project.

Coordinator track-record. ESN has proven to have capacity to carry out long-term projects with a great impact a long time after the funding has stopped. Indeed, the original SocialErasmus project was started with EU funding in 2011 (518529-LLP-1-2011-1-BE-ERASMUS-EAM) and it is still up and running. The 2016 two different SocialErasmus Weeks, where many (but not all) of these events took place, had 1,992 different projects (994 spring semester, 998 autumn semester). This is the biggest number ever for SocialErasmus.

Another example is the ErasmusIntern project which received project funding (539969-LLP-1-2013-1-BE-ERASMUS-EAM) in 2013-2014 and which is still being improved with several key features to be added during 2017 without any funding.

Similarly, the other partner organisations are also experienced in keeping projects running after the official end of the project and with the focus on long-term effects and policy impacts, SocialErasmus+ has all the right preconditions for being a truly sustainable project also in the long run.

### **HEI-school cooperation**

Right now the direct cooperation between local schools and HEIs, or between local schools and ESN sections, is undeveloped and very ad hoc. An outcome of this project will be that there will be concrete partnerships between schools, HEIs and ESN sections (or other students). Through the one-stop-shop, and in particular the database, we will have possibilities for individuals or institutions from all three groups to find each other and to develop cooperation with each other. This will be up and running long after the formal end of the project.

### **From the exchange students' side**

From the side of the local volunteers and exchange students, there is absolutely no question that the project will keep going after the end of the project. In SocialErasmus+ there will be opportunities for active volunteers to go to the multiplier trainings and the results of these will later be spread ("multiplied") throughout the network's internal events, which will increase the interest in SocialErasmus+ in the whole network. During the large-scale implementation there will also be positive effects when more and more students get involved, and more and more students hear about SocialErasmus+ and get interested in it.

Europe is also full of other student organisations, many of which are also organised on national or European level. In many universities where ESN is not present, AEGEE, student unions, sector-specific associations for students in law, medicine etc. do a great job in organising volunteer student activities. With SocialErasmus+ we will have a very wide outreach and we expect that the concept will also be spread to the other above-mentioned student organisations, which can pick up the ideas and start doing things in many of the universities where we have no possibility to reach out today.



## PART 4. Work plan and work packages

Please enter the different project activities you intend to carry out in your project.

### 4.1 Workpackage activities

<b>Work package No.</b>	1
<b>Work package/Activity type</b>	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Management <input type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Evaluation <input type="checkbox"/> Dissemination and Exploitation of results
<b>Title</b>	Management
<b>Description</b>	<p>The overall management of this project will be the responsibility of ESN, but all members of the Steering Committee (SC) will be closely involved. ESN will have a project coordinator working full-time on this project and much of his/her time will be dedicated to the coordination/management of all the activities.</p> <p>The WP and activities described here are planned in order to secure a smooth management, in which all project partners feel ownership of the project, where responsibilities and procedures are clearly defined, while at the same time leaving room for some flexibility.</p>
<b>Tasks / Activities</b>	<ul style="list-style-type: none"> <li>• Overall coordination with WP leaders;</li> <li>• Internal communication plan;</li> <li>• Organisation and minute-taking of physical SC meetings;</li> <li>• Organisation and minute-taking of online SC meetings;</li> <li>• Handling reimbursement forms and other financial coordination;</li> <li>• Contact with DE EAC and EACEA;</li> <li>• Setting up and creating common online communication such as shared Dropbox folders, email lists etc.;</li> <li>• Assistance to partner organisations with organising meetings and events.</li> </ul>
<b>Estimated Start Date (mm-yyyy)</b>	11-2017
<b>Estimated End Date (mm-yyyy)</b>	10-2019
<b>Lead Partner</b>	ESN

<b>Contributing partners</b>	European University Foundation Youth for Exchange and Understanding ESN Besancon University of Vigo Vrije Universiteit Brussel Scholengroep Vlaamse Ardennen University of Vienna
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## 4.2 Expected Results

Deliverables, outputs, outcomes	Number	WP1 - 1
	Title	Overall coordination with WP leaders
	Type	Various activities
	Description	<p>This refers to the overall coordination of the activities in the different WPs. The project coordinator will be responsible for coordinating the work, reminding project partners about the deliverables and upcoming deadlines and assist the WP leaders where necessary. While a lot of responsibility lies in the hands of the respective WP leaders, the project coordinator will have the holistic overview, including the crucially important list of deliverables and deadline. He/she will constantly keep track of these and make sure that what has been agreed on in the application, in the partner agreements and at SC meetings, will be followed up on.</p> <p>He/she will organise regular internal meetings and communicate frequently with all project partners to make sure that they are up-to-date on the latest developments. He/she will also make sure that the project website is updated regularly and that all documents related to the project will be archived correctly.</p>
	Due date	10-2019
	Language(s)	English
	Media(s)	Various
Dissemination level		Public

Deliverables, outputs, outcomes	Number	WP1 - 2
	Title	Internal communication plan
	Type	Communication plan
	Description	<p>In the early stages of the project, the project partners will agree on a communication plan for internal communication.</p> <p>This will include technical features like email lists and online tools, but also procedures to be used, like “Each project partner agrees to reply to emails within [time]” and similar. The plan will be drafted by the project coordinator but jointly agreed by all partners at the first SC meeting. It will be used as a guide throughout the project and if partners feel the need to update it throughout the duration of the project, this can be done if agreed by all project partners.</p>

		Note that this refers to internal communication only. External communication is described under WP6.
	Due date	12-2017
	Language(s)	English
	Media(s)	Online document
Dissemination level	Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Deliverables, outputs, outcomes	Number	WP1 - 3
	Title	Organisation of physical Steering Committee meetings
	Type	Meetings
	Description	<p>The Steering Committee will meet four times physically (including the kick-off meeting and right before the final conference). The physical meetings will be:</p> <ul style="list-style-type: none"> <li>• December 2017, kick-off meeting in Brussels, Belgium</li> <li>• September 2018, SC meeting in Faro, Portugal</li> <li>• March 2019, SC meeting in Vigo, Spain</li> <li>• October 2019, meeting right before the final conference, Brussels, Belgium</li> </ul> <p>The project coordinator will be responsible of preparing <i>draft</i> agendas, ask all partners for input and then send out <i>final</i> agendas. He/she will also summarize the minutes, send these out for approval, and then send out final minutes. For these physical meetings, the coordinator will assist the hosts with the logistics, making sure there is a checklist with things to be prepared. He/she will also, together with the hosts of the meetings, send out information packages for the meetings including “How to get to the venue” and similar things.</p>
	Due date	October 2019
	Language(s)	English
	Media(s)	Meeting minutes and reports drafted in English will be available to all partner organisations and EACEA
Dissemination level	Public	

Deliverables, outputs, outcomes	Number	WP1 - 4
	Title	Organisation of online Steering Committee meetings
	Type	Meetings
	Description	<p>The Steering Committee will meet approximately every 5-6 weeks online, presumably through Skype.</p> <p>Similarly to the physical meetings described above (WP1 - 3), the project coordinator will be responsible of preparing <i>draft</i> agendas, ask all partners for</p>

		input and then send out <i>final</i> agendas. He/she will also summarize the minutes, send these out for approval, and then send out final minutes. The coordinator will send out doodles, find times suitable for all project partners, host the Skype meetings and lead the discussions forward.
	Due date	October 2019
	Language(s)	English
	Media(s)	Meeting minutes and reports drafted in English will be available to all partner organisations and EACEA
Dissemination level	Public	

Deliverables, outputs, outcomes	Number	WP1 - 5
	Title	Handling reimbursement forms and financial management
	Type	Documents
	Description	This refers to the contractual and financial management of the project. The project coordinator will draft the partner agreements, which will be approved together at the kick-off meeting with all project partners. When the first installment has been received from EACEA, the funds will be distributed to the rest of the partnership. The project coordinator will make sure that the financial records of the project are continuously updated according to the reporting templates, so that the whole consortium is up-to-date on the spending. Based on this, if needed and if the project partners agree, the project coordinator can then propose financial amendments to the contract. Included in the financial coordination is also the internal control of staff costs documents like timesheets, archiving all the relevant documents, communicating and following up with all project partners throughout the project (but especially before the interim report and the final report).
	Due date	October 2019
	Language(s)	English
	Media(s)	Internal documents
Dissemination level	Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Deliverables, outputs, outcomes	Number	WP1 - 6
	Title	Contact with DG EAC and EACEA
	Type	Various
	Description	The project coordinator will be responsible for the communication with EACEA. He/she will attend the EACEA kick-off meeting in the beginning of the project (together with the ESN Director or Treasurer) and make sure that the communication between ESN and EACEA runs smoothly. If substantial changes are needed in terms of either the work plan or in terms of finances, it will be the project coordinator's task to, after having discussed it within the SC, bring it to the attention of EACEA.

		He/she will also have continuous communication with DG EAC regarding the political developments on the project, making sure that DG EAC knows what is happening during the course of the project.
	Due date	October 2019
	Language(s)	English
	Media(s)	Various
Dissemination level	Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Deliverables, outputs, outcomes	Number	WP1 - 7
	Title	Setting up and creating common online communication tools
	Type	Online communication tools
	Description	<p>In order to make sure that the internal communication runs smoothly during the project, the project coordinator will set up various online tools and explain to the partner organisations how these are to be used. The tools include the following:</p> <ul style="list-style-type: none"> <li>Email lists, for example sc@socialerasmus.org for the Steering Committee, coordinator@socialerasmus.org for the project coordinator and so on;</li> <li>Collaborative online documents like GDrive or Dropbox for storing files;</li> <li>Slack channel.</li> </ul>
	Due date	December 2017
	Language(s)	English
	Media(s)	Various online tools
Dissemination level	Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Deliverables, outputs, outcomes	Number	WP1 - 8
	Title	Assistance to partner organisations with organising meetings and events
	Type	Meetings
	Description	<p>While the SC meetings will be organised by the project coordinator, there will be other meetings and activities organised by other partner organisations during the course of the project. Some of these are small, like the validation workshop (WP2) and some are massive, like the final conference (WP6). There are also the multiplier trainings (WP5) and some activities within the implementation phase (WP4).</p> <p>The responsibility of these are clearly under the respective WP leaders, but as part of the general management the project coordinator will <i>offer assistance</i> related to these activities. He/she will also make sure that these are carried out in a way which is consistent with the other activities and with the overall running of the project. He/she will therefore stay in close contact with the organisers and also</p>

		make sure that the content-wise and financial reporting from these events are consistent with the rules of the project.
	Due date	October 2019
	Language(s)	English
	Media(s)	Various online tools
Dissemination level	Public	

#### 4.3 Explanation of work package expenditures

*Please explain what costs will be associated to each work package.*

As can be seen in the descriptions of the activities, a lot of the work within this WP will be done online, meaning that the costs are very low. The main costs in this WP are therefore staff costs. The coordination organisation has staff costs for the project coordinator (240) who will be responsible for the overall management. All other project partners also have 30 staff days for the overall management. The coordinator also has 10 days for an accountant, to cover the financial coordination and the time-consuming work of handing reimbursement forms.

There are also travel and subsistence cost for the Steering Committee meetings, plus small organisational costs for these meetings.

Finally, the cost for an external auditor is included in this work package.

Work package No.	2
Work package/Activity type	<input checked="" type="checkbox"/> Preparation <input type="checkbox"/> Management <input type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Evaluation <input type="checkbox"/> Dissemination and Exploitation of results
Title	SocialErasmus+ Framework; Mapping existing activities
Description	<p>In order to not reinvent the wheel, we will review the already-existing best-practice that already exist. In Besançon, there is a project running since July 2016 and the name of this project is “Additional Educational Unit - Community involvement of international students of Besançon”.</p> <p>In July 2016, the University of Franche-Comté approved an Additional Educational Unit for 20 international students, carried out by the Center of Applied linguistics together with ESN Besançon (Partner 4 in this project). This</p>

	<p>course is the first of its kind in France. ESN Besançon worked a lot to allow the recognition of the volunteer commitments for international students.</p> <p>During the course of the project, ESN Besançon had a project manager working on the project. The aim for the students is to take part in an average of 25 hours of SocialErasmus activities during one semester allowing their social integration and commitment in the city. Thanks to these activities, they will discover other cultures, countries and languages, as well as promote their countries. In these 25 hours, preparation time of the activity, participation in the activities and evaluation time is all counted in these hours.</p> <p>The experience allows them to be in contact with the locals (children, elderly people, disabled people...), to be committed and most of all be actor of their stay in Besançon. The student will be accompanied all the way by the employee of ESN Besançon and by volunteers from the section. At the end of the semester, they will have to give a spoken presentation about the experience they lived: skills, knowledge, contribution... Their participation in the project will make them gain 3 European credits and an added value to their university diploma provided that they respected their commitment.</p> <p>The activities that are performed by the students vary in nature; not all of them are about the classroom interactions that this project is about. However, one significant part is called Erasmus in Schools and in January and February 2017, this accounted for just under half of the total number of activities. The goal of these interventions inside secondary school classes by international students is to promote mobility and make high school students want to leave in another country to study. These meetings between local and international students are an exchange which opens a cultural sight on both sides. The secondary school students have been very positive to these activities and always asked the international students lots of question.</p> <p>In December 2016, the 20 international students who took part of the Additional Educational Unit focusing on SocialErasmus activities presented their experience concerning their implication on this experiment. All students concluded that this unit has allowed them to discover the locals and the French culture in a deeper way and to talk about their countries. Without this unit, they would not have had the opportunity to meet the inhabitants of Besançon. Among them, some have gained confidence in themselves and now feel more comfortable speaking French. An Algerian student has found an internship at Adapéi for the second semester (an association welcoming and organizing activities for people with a mental disability) and for other students, this experience allowed them to define their specialty for their studies.</p> <p>In this WP, the WP leader ESN Besançon will draw on the experiences that they have from the first project and then produce guidelines which together will form a framework. This framework will be used during the small-scale testing phase (WP4), then be revised and updated between the small-scale testing and the large-scale implementation.</p> <p>In order to have the best outcome of SocialErasmus+ as possible, we need to look holistically at both the students' side of things, at the academic side of things, and finally at the practical side of things. These will all be discussed below.</p> <p>All the outcomes of this WP will later be incorporated in the one-stop-shop (WP3).</p>
<b>Tasks / Activities</b>	<ul style="list-style-type: none"> <li>• Competence framework</li> <li>• Academic guidelines</li> <li>• Practical guidelines</li> <li>• Validation workshop and toolkit production (meeting)</li> <li>• Toolkit</li> </ul>

<b>Estimated Start Date (mm-yyyy)</b>	11-2017
<b>Estimated End Date (mm-yyyy)</b>	07-2018
<b>Lead Partner</b>	ESN Besancon
<b>Contributing partners</b>	VUB University of Vigo University of Vienna EUF ESN University of Franche-Comté (associate partner)

<b>Deliverables, outputs, outcomes</b>	Number	WP2 - 1
	Title	Competence framework
	Type	Competence framework
	Description	<p>By doing SocialErasmus+ volunteer activities, the exchange students acquire a lot of skills, knowledge and attitudes that they would not get without these activities. This is extremely important for the whole project, since it has huge implication for the academic discussions. And since we want to influence the policy level or the Erasmus+ Programme, it is important to show that participants in the Erasmus+ Programme learn something very concrete.</p> <p>For example, it is expected that the students taking part will:</p> <ul style="list-style-type: none"> <li>• Equip students with soft skills like communication, project management and intercultural competences;</li> <li>• Equip students with transversal skills;</li> <li>• Reinforce the sense of active citizenship among exchange students;</li> <li>• Reinforce the interest and the ideals of European values among exchange students;</li> <li>• Improve their level in the local language;</li> <li>• Open their minds to their environmental life, becoming more and more sociable;</li> <li>• Acquire social skills and self confidence increasing their interaction and understanding of the local communities.</li> </ul> <p>ESN Besancon, in close collaboration with University of Franche-Comté (associate partner), will draft the competence framework based on their current project about Additional Educational Unit. This will involve interviews with students, professors and university staff. It will also involve communication with the university partners.</p> <p>A draft framework will be drafted and ready by January 2018 and during the small-scale testing (WP4) the students involved will use this while both self-assessing themselves and staying in contact with their respective university</p>



		partners. They will thus evaluate it and give input during June/July 2018 when the final version will be written.
	Due date	First draft January 2018; final version July 2018
	Language(s)	English
	Media(s)	Online document
<b>Dissemination level</b>	Public	

<b>Deliverables, outputs, outcomes</b>	Number	WP2 - 2
	Title	Academic guidelines
	Type	Academic guidelines
	Description	<p>As pointed out in WP2 - 3, it is expected that students can learn a lot from their volunteering experiences. If this is to be recognised also from an academic perspective, it is very important with input from professors with academic responsibility in the HEI where this has been done already. Future professors who are considering recognising volunteering need to be able to find answers to questions like:</p> <ul style="list-style-type: none"> <li>• How was the decision taken in order to recognise the volunteering? Who was involved?</li> <li>• What does this “volunteering units” bring to the students, in addition to the “formal” courses they already follow ?</li> <li>• What documentation was needed for having the volunteering recognised?</li> <li>• Were the credits transferred to the exchange students’ home universities? How was the communication between home and host universities organised?</li> <li>• Could academics assist students who were volunteering in any other way other than recognising the work with credits?</li> </ul> <p>ESN Besancon, in close collaboration with University of Franche-Comté (associate partner), will draft the academic guidelines based on their current project about Additional Educational Unit. This will involve interviews with students, professors and university staff. It will also involve communication with the university partners.</p> <p>A draft framework will be drafted and ready by January 2018 and during the small-scale testing (WP4) the students involved will use this while both self-assessing themselves and staying in contact with their respective university partners. They will thus evaluate it and give input during June/July 2018 when the final version will be written.</p>
	Due date	First draft January 2018; final version July 2018

	Language(s)	English
	Media(s)	Online document
<b>Dissemination level</b>	Public	

<b>Deliverables, outputs, outcomes</b>	Number	WP2 - 3
	Title	Practical guidelines
	Type	Practical guidelines
	Description	<p>Apart from competences and academic support, there are a number of practical issues that need to be solved before SocialErasmus+ activities can start. Questions to solve include:</p> <ul style="list-style-type: none"> <li>• How should contacts with schools and local organizations be established?</li> <li>• How can activities be arranged in a cost-effective way?</li> <li>• What is the ideal timeline for planning such activities? What are the main milestones?</li> <li>• What material is needed and how can this be used?</li> <li>• How do we organize a SocialErasmus+ activity, from the preparation to the final evaluation?</li> <li>• How can we involve the international students in such activities ? How do we motivate them and reach them ?</li> </ul> <p>ESN Besancon will draft the practical guidelines based on the current project about Additional Educational Unit. Unlike WP2 - 1 and WP2 - 2, this will not involve professors or university partners.</p> <p>A draft framework will be drafted and ready by January 2018 and during the small-scale testing (WP4) the students involved will use this while checking the guidelines and evaluating them. They will thus evaluate it and give input during June/July 2018 when the final version will be written.</p>
	Due date	First draft January 2018; final version July 2018
	Language(s)	English
	Media(s)	Online document
	<b>Dissemination level</b>	Public

<b>Deliverables, outputs, outcomes</b>	Number	WP2 - 4
	Title	Validation workshop and toolkit production (meeting)
	Type	Meeting
	Description	<p>After the drafting and testing of the competence framework, academic guidelines and practical guidelines, there will be a meeting together with the university partners + ESN Besancon + ESN. At this meeting the participants will evaluate the framework + guidelines and how this was used during the small-scale testing.</p> <p>The meeting will be hosted by ESN Besancon and take place in Besancon</p>
	Due date	07-2018
	Language(s)	English
	Media(s)	Meeting minutes to be produced in English. For the actual toolkit, see WP2 - 5
<b>Dissemination level</b>	Public	

<b>Deliverables, outputs, outcomes</b>	Number	WP2 - 5
	Title	Toolkit
	Type	Online toolkit
	Description	<p>The main outcome of WP2 will be the toolkit which will comprise both the competence framework, the academic guidelines and the practical guidelines. It will thus be a very comprehensive document, well-prepared and elaborated on by experts in the field. This toolkit will be prepared by ESN Besancon but agreed on by all the university partners, in order to make sure that there is proper academic support behind it.</p> <p>Shortly after the meeting, ESN will have to toolkit made into a visually nice format and upload it online. Then it will be spread to all 22 HEIs within the EUF network and also distributed through ESN. More importantly, this will be incorporated into the one-stop-shop (WP4) and as such it will be one of the main outcomes of the whole project. Indeed, the idea is that any exchange student or HEI or school taking part in future SocialErasmus+ activities should use the Toolkit.</p> <p>It should be pointed out that the toolkit will not be a one-size-fits-all toolkit. It is likely that things need to be adopted to local realities and with heterogenous education systems in Europe, there probably needs to be certain flexibility within the toolkit.</p>

	Due date	07-2018
	Language(s)	English
	Media(s)	Online documents
<b>Dissemination level</b>	Public	

#### 4.3 Explanation of work package expenditures

*Please explain what costs will be associated to each work package.*

The expenses will largely cover the staff costs of WP leader ESN Besancon, whose main staff involvement will be in this WP.

The university partners will also have staff costs for this.

Finally, there will be a meeting in Besancon where university partners + ESN meet and work on the toolkit. Travel and subsistence costs are allocated, as well as small organisational costs.

Work package No.	3
<b>Work package/Activity type</b>	<input type="checkbox"/> Preparation <input type="checkbox"/> Management <input checked="" type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Evaluation <input type="checkbox"/> Dissemination and Exploitation of results
<b>Title</b>	One-stop-shop
<b>Description</b>	<p>One of the main concrete outcomes of this project will be the online platform, or the “one-stop-shop”. This will be the main place for spreading the best-practices and by visiting this place, anyone – students, HEIs, schools and others – who are interested in the SocialErasmus+ activities will find both inspiration and concrete tools for getting involved.</p> <p>The one-stop-shop will include many different features, listed below under “Tasks/Activities”. The list follows a carefully planned timeline in which one things follows another. A visual explanation can be found in the gannt chart under “3.2.1 Project Design”.</p>

	<p>In a first stage, the technical aspects of the platform will be developed. This will be done in January 2017, after which the student videos and academic videos will be recorded (during the testing phase in WP3) and uploaded.</p> <p>The database will be added after the first testing phase during the summer of 2018.</p> <p>Once the toolkit is ready (August 2018), this will be added to the one-stop-shop. Shortly after this, the SocialErasmus+ charter will be added, so that those who want to sign the charter can do so during the large-scale implementation.</p> <p>All aspects of the one-stop-shop will be ready by January 2019</p>
<b>Tasks / Activities</b>	<ul style="list-style-type: none"> <li>• Online platform development</li> <li>• Student videos</li> <li>• Academic videos</li> <li>• SocialErasmus+ database</li> <li>• Integration of WP2 results (the toolkit) into the one-stop-shop</li> <li>• SocialErasmus+ Charter</li> </ul>
<b>Estimated Start Date (mm-yyyy)</b>	11-2017
<b>Estimated End Date (mm-yyyy)</b>	10-2019
<b>Lead Partner</b>	Vrije Universiteit Brussel
<b>Contributing partners</b>	ESN

<b>Deliverables, outputs, outcomes</b>	Number	WP3 - 1
	Title	Online platform development
	Type	Online platform
	Description	<p>The first step of the one-stop-shop is of course to develop the technical parts, which will later be filled with content. This will be done during the first three months of the project and the work will be coordinated by VUB in close cooperation with ESN.</p> <p>VUB and ESN will meet up regularly, both online and face-to-face (both are based in Brussels so these meetings will happen without any budget from the project) and test their way forward. What types of technical solutions will work for which types of content? Which tools should be highlighted on the first page of the online platform? How can one make sure that the platform is visually nice and professional-looking? How can the platform be made accessible for visitors with visual impairments? These and other questions will be discussed by VUB and ESN during the project's first three months.</p>

	Due date	January 2018
	Language(s)	English
	Media(s)	Online platform
<b>Dissemination level</b>	Public	

<b>Deliverables, outputs, outcomes</b>	Number	WP3 - 2
	Title	Student videos
	Type	Videos
	Description	<p>The videos in the platform will be there for inspiration rather than for practical purposes. Unlike a static text, videos give a more lively impression and are easy to share on Facebook and Twitter, which makes them excellent for inspiration and interest-raising.</p> <p>The videos will be recorded during the small-scale testing in Belgium, Spain and Austria, after which they will be added to the one-stop-shop.</p> <p>All in all there will be six student videos, two per country taking part in the small-scale testing. They will feature exchange students doing volunteering in classrooms in the local community and also include short comments from school staff and school students. The videos will most likely be rather short, but exact length will be decided on later.</p> <p>We will strive for a gender balance in the number of school students, exchanges students and staff speaking during the videos.</p>
	Due date	May 2018
	Language(s)	Mainly English. It is likely that there will also be some comments from the school staff and school students in Dutch/Spanish/German (i.e. the languages spoken in Belgium (Flanders), Spain and Austria) and then there will be subtitles.
	Media(s)	Videos
<b>Dissemination level</b>	Public	

	Number	WP3 - 3
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<b>Deliverables, outputs, outcomes</b>	Title	Academic videos
	Type	Videos
	Description	<p>Similarly to the student videos, the academic videos in the platform will be there mainly for inspiration. From an inspirational point of view, videos are great since they can quickly grab the attention of the audience and easily be shared on Facebook and Twitter.</p> <p>The professors that give academic support to SocialErasmus+ activities will be interviewed and say things like “I decided to support the exchange students’ volunteering activities by xxxx, since I discovered that they learned the following competences during their volunteering...”.</p> <p>The videos will be recorded during the small-scale testing in Belgium, Spain and Austria, after which they will be added to the one-stop-shop.</p> <p>All in all there will be six academic videos, two per country taking part in the small-scale testing. They will feature professors who describe their support for SocialErasmus+ activities and also include short comments from the exchange students’ at VUB, University of Vigo and University of Vienna. The videos will most likely be rather short, but exact length will be decided on later.</p> <p>We will strive for a gender balance in the number of professors speaking during the videos.</p>
	Due date	May 2018
	Language(s)	Mainly English. It is likely that there will also be some comments from the professors in Dutch/Spanish/German (i.e. the languages spoken in Belgium (Flanders), Spain and Austria) and then there will be subtitles.
	Media(s)	Videos
<b>Dissemination level</b>	Public	

<b>Deliverables, outputs, outcomes</b>	Number	WP3 - 4
	Title	SocialErasmus+ database
	Type	Database
	Description	<p>One of the objectives of this project is to “develop a platform for cooperation between exchange students, HEIs and schools who want to encourage voluntary work in local communities”. Anyone interested in SocialErasmus will be able to easily register their interest and thereby add themselves to the database.</p> <p>This means that when a teacher from a school in for example Warsaw hears about SocialErasmus+ and want to get in contact with local exchange students,</p>

		<p>he/she will be able to visit the one-stop-shop and find this easily. The database will read the location of the teacher and direct him/her to a map where it says “Exchange students who are willing to do SocialErasmus+ activities can be found in your area: here, here and here [and then links]” (or a similar text). The contact details to the local student organisations in the database will then be shown.</p> <p>Similarly, if a group of local exchange students from Warsaw, to use the same example, are interested in SocialErasmus+ activities, they will in the database see “University of Warsaw supports SocialErasmus+ activities. To get in contact with Professor XXX, click here [link]”.</p> <p>Finally, both exchange students and HEIs will be able to quickly find schools that are interested in having exchange students coming and doing activities in their schools in this database.</p> <p>The database will be up and running in August 2018 and after that it will be possible for anyone to sign up. We will encourage every HEI, student association and school that take part in the large-scale implementation during the fall 2018 and spring 2019 to sign up, so that a critical number is there relatively quickly before it is launched.</p> <p>The main parts of the one-stop-shop will be in English but the database and search-find function will be available in all other official EU other languages as well, in order to make it possible for non-English-speaking school staff to join.</p>
	Due date	August 2018
	Language(s)	English + local languages
	Media(s)	Online database
<b>Dissemination level</b>	Public	

<b>Deliverables, outputs, outcomes</b>	Number	WP3 - 5
	Title	Integration of WP2 results (the toolkit) into the one-stop-shop
	Type	Online platform
	Description	<p>The SocialErasmus+ framework, including the toolkit, will be finalised by ESN Besancon and the university partners during the summer of 2018. Once this is done, the Framework will be integrated into the one-stop-shop, in order to have everything at the same place.</p> <p>It will be easy to find and promoted already at the starting page, so that anyone visiting the one-stop-shop will be able to quickly find the Framework.</p>
	Due date	08-2018



	Language(s)	English
	Media(s)	Various
<b>Dissemination level</b>	Public	

<b>Deliverables, outputs, outcomes</b>	Number	WP3 - 6
	Title	SocialErasmus+ Charter
	Type	Charter
	Description	<p>While that database described above (WP3 - 4) is a practical tool, the Charter refers to <i>political</i> support of the project's ideals.</p> <p>The Charter will be written and agreed on jointly by all project partners and this work will be coordinated by the project coordinator. It will be short, straight-to-the point and explaining that "By signing this Charter, the undersigned agrees with the following principles".</p> <p>Student organisations, HEIs, schools, policy-makers and even individuals will be able to sign it. It will be promoted from September 2018 and onwards during the rest of the project and beyond. Everyone taking part in activities during the large-scale implementation will be encouraged to sign it. It will also be promoted during the many external meetings and conferences that the project partners will attend in the frame of WP6.</p>
	Due date	October 2019
	Language(s)	English
	Media(s)	Online document
<b>Dissemination level</b>	Public	

#### 4.3 Explanation of work package expenditures

*Please explain what costs will be associated to each work package.*

Much of the expenditure in this WP is staff costs for the WP leader VUB. Other partners also have smaller staff costs. 2000 EUR has also been allocated for the digital infrastructure of the one-stop-shop.

The videos will be recorded by volunteers and edited by ESN. ESN has a lot of in-house competence in video production, so this can be done without any allocation of funding.

<b>Work package No.</b>	4
<b>Work package/Activity type</b>	<input type="checkbox"/> Preparation <input type="checkbox"/> Management <input checked="" type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Evaluation <input type="checkbox"/> Dissemination and Exploitation of results
<b>Title</b>	Implementation phase
<b>Description</b>	<p>This is the most important of all the Work Packages. It is very grass-root oriented and has a very clear focus on the actual SocialErasmus+ activities. The basic structure is that there will be a first small-scale testing in a few already-identified schools in Belgium, Spain and Austria, carried out by exchange students during the spring semester 2018. The activities will be done in close cooperation between the exchange students (ESN), the university partners and the schools themselves. Throughout this testing, the participants will use the SocialErasmus+ Framework developed in the early months of the project in WP2.</p> <p>During the following fall semester (when there are bigger numbers of exchange students anyway), the activities will be carried out on a larger scale all over Europe. In between these there will have been the Validation workshop and toolkit production (part of WP2) and a multiplier training (part of WP5).</p> <p>The large-scale implementation will continue in the fall 2019.</p> <p>Please note that apart from the “Deliverables, outputs, outcomes” mentioned below, there will also be, partly as an outcome of the first small-scale implementation, four other concrete deliverables: the competence framework, the academic guidelines, the practical guidelines and the toolkit. However, these are technically part of WP2 and are therefore described further there.</p>
<b>Tasks / Activities</b>	<ul style="list-style-type: none"> <li>• Communication with volunteers</li> <li>• Small-scale testing (spring 2018)</li> <li>• Large-scale implementation (1) (fall 2018)</li> <li>• Large-scale implementation (2) (spring 2019)</li> </ul>
<b>Estimated Start Date (mm-yyyy)</b>	02-2018
<b>Estimated End Date (mm-yyyy)</b>	05-2019

<b>Lead Partner</b>	Erasmus Student Network
<b>Contributing partners</b>	European University Foundation Youth for Exchange and Understanding ESN Besancon University of Vigo Vrije Universiteit Brussel Scholengroep Vlaamse Ardennen University of Vienna

<b>Deliverables, outputs, outcomes</b>	Number	WP4 - 1
	Title	Communication with local volunteers
	Type	Communication and coordination
	Description	<p>The activities in this WP will largely be done by local volunteers and exchange students (i.e. not by any staff). However, the project coordinator will be responsible to coordinate all these activities. Part of this responsibility includes:</p> <ul style="list-style-type: none"> <li>• Making sure that reporting is done correctly;</li> <li>• Making sure that evaluation is done correctly;</li> <li>• Making sure that any money spent (regional travel and material cost) is done correctly;</li> <li>• Making sure that all communication related to the project's implementation uses the visual identity packages;</li> <li>• Liaising with EUF (leader of WP6) to gather all the media recordings of the project;</li> <li>• Promoting SocialErasmus+ internally to all parts of the ESN network;</li> <li>• Travelling once per semester to one country where SocialErasmus+ activities are done.</li> </ul>
	Due date	February 2018 - May 2018
	Language(s)	English
	Media(s)	Various
	<b>Dissemination level</b>	Public

	Number	WP4 - 2
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<b>Deliverables, outputs, outcomes</b>	Title	Small-scale testing
	Type	Classroom activities with exchange students
	Description	<p>The main idea of this project is to up-scale the SocialErasmus activities, in particular those relating to classroom visits. However, doing this properly is far more difficult than simply walking into the classrooms and start. There are numerous questions which need to be answered before doing it on a larger scale. Questions include:</p> <ul style="list-style-type: none"> <li>• What activities fit where? Workshops? Presentations? Non-formal learning methods?</li> <li>• What should be the role of teachers?</li> <li>• How should contacts between exchange students - schools - school leadership be done?</li> <li>• How can this fit into the curricula of the schools?</li> <li>• What do the school students learn during these activities?</li> <li>• How can the learning of the school students be assessed and documented?</li> <li>• How can language issues be dealt with?</li> <li>• (...)</li> </ul> <p>In order to find answers to these questions, a limited small-scale testing will be done in three selected countries in different regions of Europe, in order to find evidence of success factors which will be used later. During the spring semester of 2018, ESN will coordinate its members to do these activities in close collaboration with the schools and university partners. This will be done in a trial-and-error kind of way and notes will be taken during all activities to see what works well and - maybe even more important - what does not work well.</p> <p>Important to note is that we have already secured the political support from the schools. Indeed, the schools for the testing have already been identified and they are all eager to get started with these activities.</p> <p>The school partner Scholengroep Vlaamse Ardennen has an important role to play during this small-scale testing. The university partners will also be involved, staying in contact with the exchange students and monitoring their learning, in connection to their work on the academic guidelines (WP2).</p>
	Due date	February 2018 - May 2018
	Language(s)	English
	Media(s)	<p>During all the activities within WP4 - 01, the exchange students and other partners will take notes. The notes will be gathered and compiled into one comprehensive document, which will be made publicly available on the project website.</p> <p>Apart from this there will also be the Toolkit, explained further under WP2.</p>
<b>Dissemination level</b>	Public	

<b>Deliverables, outputs, outcomes</b>	Number	WP4 - 3
	Title	Large-scale implementation (1)
	Type	Classroom activities with exchange students
	Description	<p>After the small-scale testing has been done - and after the toolkit (see WP2) and the multiplier events (see WP5) have been held - it is time to up-scale the activities on a truly massive scale. While WP4 - 2 is limited to experimenting in three countries, this will now be done all over Europe. We count of thousands of exchange students taking part and thousands of school students being reached by the activities in their schools.</p> <p>By this time, the toolkit will be ready and therefore used extensively by all exchange students joining the activities.</p>
	Due date	October - December 2018
	Language(s)	English
	Media(s)	<p>During all the activities within WP4 - 01, the exchange students and other partners will take notes. The notes will be gathered and compiled into one comprehensive document, which will be made publicly available on the project website.</p> <p>Apart from this there will also be the toolkit, explained further under WP2.</p>
<b>Dissemination level</b>	<b>Public</b>	

<b>Deliverables, outputs, outcomes</b>	Number	WP4 - 4
	Title	Large-scale implementation (2)
	Type	Classroom activities with exchange students
	Description	<p>After the massive large-scale implementation has been done during one semester, it is time to do it again.</p> <p>Similarly to the first round, we count of thousands of exchange students taking part and thousands of school students being reached by the activities in their schools.</p> <p>By this time, the toolkit will be ready and therefore used extensively by all exchange students joining the activities.</p>
	Due date	March - May 2019

		(Actually, the activities will continue also during the fall 2019, spring 2020... but then not as part of this project.)
	Language(s)	English
	Media(s)	During all the activities within WP4 - 01, the exchange students and other partners will take notes. The notes will be gathered and compiled into one comprehensive document, which will be made publicly available on the project website.  Apart from this there will also be the toolkit, explained further under WP2.
<b>Dissemination level</b>	Public	

#### 4.3 Explanation of work package expenditures

*Please explain what costs will be associated to each work package.*

The costs in this WP is mainly staff costs for all partners (all partners are part of this WP).

Small costs are also allocated for regional travel (between Brussels and Oudenaarde, within the larger Vigo region and within the larger Vienna region) and small costs related to the activities such as material for workshops.

Finally, money has been allocated for one field visit per semester to SocialErasmus+ activities for the project coordinator.

Work package No.	5
<b>Work package/Activity type</b>	<input type="checkbox"/> Preparation <input type="checkbox"/> Management <input checked="" type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Evaluation <input type="checkbox"/> Dissemination and Exploitation of results
<b>Title</b>	Multiplier trainings
<b>Description</b>	<p>The number of exchange students who will take part in WP4 will be rather limited. With the ambitious goal for up-scaling the SocialErasmus activities that we have, it is needed to spread the knowledge as widely as possible. Therefore, we will have multiplier trainings in between the implementation phase (described in WP4).</p> <p>Each training will consist of 25 local volunteers and 4 trainers and during each round of trainings there will be 2 trainings, so 4 trainings in total. (The reason we are planning this way rather than simply 50 participants at the same time is that</p>

	<p>from a learning perspective 25 participants is a more ideal size than 50.) The profile of the volunteers will be participants who are interested to learn both about how to do high-quality SocialErasmus+ activities and about how to spread what they have learned so that more volunteers take part in these activities in the future. Upon return to their home countries, they will organise their own activities with local student volunteers.</p> <p>The aim is to have at least one participant from each Erasmus+ Programme Country at each round of the training and to have an overall good geographic and gender balance among the participants.</p> <p>As can be seen in the gannt chart, the first training is placed after the toolkit developments (WP2) so that the toolkit can be discussed at the trainings, but before the large-scale implementation phases, so that the participants can go back to spread their newly acquired knowledge among the local volunteers.</p> <p>The trainings will be led by YEU, which has lots of experience with intercultural training development. YEU International is standing for an inclusive and participative processes and educational activities and is constantly trying to find creative and innovative ways to ensure the participation of young people and their engagement in non-formal educational activities. Thanks to its activities and its Pool of Educators and Trainers (PET), YEU is one of the biggest providers of quality international non-formal educational activities. Members of YEU PET will support the development and delivery of the educational contents for both trainings: this will ensure the quality and efficacy of the trainings and sessions provided.</p> <p>The trainings will take place in Poland and Slovakia, where the organiser YEU has experience in doing quality trainings, where they have access to high-quality training infrastructure and where the trainings can be held at a relatively low cost.</p>
<b>Tasks / Activities</b>	<ul style="list-style-type: none"> <li>• Open call within YEU PET and selection of trainers</li> <li>• Joint team meetings to ensure quality and coherence of the contents and methodologies of both trainings</li> <li>• Set up of all documents concerning the set-up and management of the training</li> <li>• Preparations of training session outlines (trainers) and final program circulated to all partners for feedback</li> <li>• Logistical arrangements of trainings, including selection of services and providers for the activity</li> <li>• Financial arrangements of trainings</li> <li>• Implementation of trainings</li> <li>• Preparation of the dissemination and follow up plans</li> <li>• Evaluation of trainings</li> <li>• Follow-up of trainings</li> </ul>
<b>Estimated Start Date (mm-yyyy)</b>	09-2018
<b>Estimated End Date (mm-yyyy)</b>	02-2019
<b>Lead Partner</b>	Youth for Exchange and Understanding
<b>Contributing partners</b>	Erasmus Student Network

<b>Deliverables, outputs, outcomes</b>	Number	WP5 - 1
	Title	Open call within YEU PET and selection of trainers
	Type	Training preparation activities
	Description	Following YEU internal quality standards and rules, a call for trainers will be prepared and launched on YEU intranet online system. Trainers for the activities will be selected among YEU Pool of Educators and Trainers and will be therefore able to ensure the quality and efficacy of the trainings educational contents and methodologies. YEU will have 4 staff present per training. Three of them will focus on the content (senior and junior trainers) and one will focus on the logistics (organizer).
	Due date	May 2018
	Language(s)	English
	Media(s)	Online call and applications
<b>Dissemination level</b>	Restricted to other programme participants (including Commission services and project reviewers)	
<b>Deliverables, outputs, outcomes</b>	Number	WP5 - 2
	Title	Joint team meetings to ensure quality and coherence of the contents and methodologies of both trainings
	Type	Training preparation activities
	Description	YEU will set up some online and (if feasible) face-to-face meetings with the trainings team in order to plan and develop all the steps together and to ensure the quality and coherence of the trainings content with the project overall objectives and expected results.
	Due date	June-July 2018
	Language(s)	English
	Media(s)	Online documents (minutes)
<b>Dissemination level</b>	Restricted to other programme participants (including Commission services and project reviewers)	



<b>Deliverables, outputs, outcomes</b>	Number	WP5 - 3
	Title	Set up of all documents concerning the set-up and management of the training
	Type	Training preparation activities
	Description	Together with the trainers team and in collaboration with project partners, YEU will be responsible to develop and share a set of documents, such as trainers' contracts, tasks lists, agreement for the management of the two activities and of the related budget, agreement on trainings procedures, rules and time management, trainings handbook, etc.
	Due date	June-July 2018
	Language(s)	English
	Media(s)	Online documents
<b>Dissemination level</b>	Restricted to other programme participants (including Commission services and project reviewers)	

<b>Deliverables, outputs, outcomes</b>	Number	WP5 - 4
	Title	Preparations of training session outlines (trainers) and final program circulated to all partners for feedback
	Type	Training session outlines
	Description	Trainers will develop schemes (session outlines) with the specific methodologies and contents of the training sessions, as for YEU PET quality standards. Session outlines will be shared with project partners in order to agree and finalise together the trainings content and programme.
	Due date	July 2018
	Language(s)	English
	Media(s)	Online documents
<b>Dissemination level</b>	Restricted to other programme participants (including Commission services and project reviewers)	

<b>Deliverables, outputs, outcomes</b>	Number	WP5 - 5
	Title	Logistical arrangements of trainings, including selection of services and providers for the activity
	Type	Logistics
	Description	<p>YEU will be responsible for finding venues, arranging catering, asking for dietary requirements of participants, set up online registration forms, send information packs (including how to get to/from the venues) to participants, prepare lists of arrival/departure times, prepare meeting rooms etc. In the management of logistics (selection of the venue and working spaces, materials, etc.), YEU will follow its well-established standard procedures for international trainings.</p> <p>The project coordinator from ESN will assist YEU with the logistics.</p>
	Due date	July 2018
	Language(s)	English
	Media(s)	Various
<b>Dissemination level</b>	Public	
<b>Deliverables, outputs, outcomes</b>	Number	WP5 - 6
	Title	Financial arrangements of trainings
	Type	Finances
	Description	<p>YEU will be responsible for establishing very clear financial rules for the participants. The participants will be asked to book their travel by themselves and later send a reimbursement form to YEU, who will then reimburse the costs. YEU will communicate the rules well in advance to all participants so that they know what they need to keep in mind (always look for the cheapest prices, keep all receipts, keep boarding passes, use the correct reimbursement forms and so on).</p> <p>The costs for booking venues, food, coffee breaks, material etc. will be paid directly by YEU.</p> <p>The project coordinator from ESN will assist YEU with the finances.</p>
	Due date	July 2018
	Language(s)	English

	Media(s)	Various
<b>Dissemination level</b>	Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	
<b>Deliverables, outputs, outcomes</b>	Number	WP5 - 7
	Title	Implementation of trainings
	Type	Multiplier trainings
	Description	YEU will be the main responsible for the implementation of the two multiplier trainings and will take care of all the logistic and educational aspects of the activities. YEU office will support the team (4 trainers) in all steps of the trainings implementation, in collaboration with ESN project coordinator. The first round of trainings (two in total) will take place in September 2018 in Poland each training will last 5 days. The second round (also two trainings) will take place in February 2019 in Slovakia (same duration).
	Due date	September 2018 and February 2019
	Language(s)	English
	Media(s)	Training reports will be written in English
<b>Dissemination level</b>	Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	
<b>Deliverables, outputs, outcomes</b>	Number	WP5 - 8
	Title	Preparation of the dissemination and follow up plans
	Type	Multiplier trainings
	Description	Together with the trainers team and ESN project coordinator, YEU will develop a dissemination and follow up plan to be shared with all project partners and trainings participants. The plans will include inputs concerning the visibility and sustainability of the trainings results and will ensure the effective follow up of the two activities, also strengthening the final impact of the project (both at the local and international level).
	Due date	September 2018 and February 2019
	Language(s)	English

	Media(s)	Training reports will be written in English
<b>Dissemination level</b>	Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

<b>Deliverables, outputs, outcomes</b>	Number	WP5 - 9
	Title	Evaluation of trainings
	Type	Evaluation
	Description	<p>At the end of each training, the trainers team will send an online evaluation form to all the participants. Focus will be on the learning aspects and the multiplier effect, or how useful the trainings have been from the perspective of spreading the knowledge in the home countries of the participants. Trainers will also be responsible to develop the final report of each training activity. The results from the first two trainings (September 2018) will of course be used for the planning of the next two trainings (February 2019).</p> <p>The results of the evaluation will be shared with the Advisory Board, including the external evaluator, who will use it as a part of the overall evaluation of the project.</p>
	Due date	October 2018 and March 2019 (in other words one month after the trainings)
	Language(s)	English
	Media(s)	Participants evaluation will be available online (google forms). Training reports will be written and made available approximately one month after each training by the trainers.
<b>Dissemination level</b>	Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

<b>Deliverables, outputs, outcomes</b>	Number	WP5 - 10
	Title	Follow-up of trainings
	Type	Email communication and other online tools
	Description	One month after the trainings, the trainers will follow up with the participants, asking them how the follow-up planning is going. This is very important, since the whole idea of the trainings is the multiplying aspect.

		The final results of the trainings will be disseminated through the local/national/European networks of the participants and partners in order to influence more young people and to generate multiplying effects and positive synergies. The follow-up plan that will be developed (see WP5 - 8) will help to spread the results and to raise awareness about the project topics. Partners will be responsible to follow this plan, which will include information on how, to whom and when the outcomes will be disseminated and the follow-up activities will take place. When the plan will be drafted, YEU will be responsible to share it with all partners, which will be asked to amend it and approve it. Once this is approved, it will be put in practice by all actors involved.
	Due date	October 2018 and March 2019 (in other words one month after the trainings)
	Language(s)	English
	Media(s)	Various
<b>Dissemination level</b>	Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

#### 4.3 Explanation of work package expenditures

*Please explain what costs will be associated to each work package.*

The costs in this WP will be the staff costs for YEU, which is in charge of developing the toolkits and organise the trainings. The YFU staff needs to prepare, coordinate, organise, evaluate and follow-up the activities.

The biggest costs, however, are the actual costs of the two multiplier trainings in September 2018 and March 2019. These are listed as “Other costs” in the budget. The participants (25 per training) will come from all over Europe and take place in Poland and Slovakia. We have budgeted for 5 days per participant and 6 days per trainer, since the trainers will be there one day before and prepare. There is also organisational costs and material for the trainings.

The fees for the trainers are listed under “B.3 Subcontracting” in the budget. Note that the trainers’ fees are very different from the staff costs for YEU.

Work package No.	6
Work package/Activity type	<input type="checkbox"/> Preparation <input type="checkbox"/> Management <input type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Evaluation

	<input checked="" type="checkbox"/> Dissemination and Exploitation of results
<b>Title</b>	Communication, exploitation and interaction with policy-makers
<b>Description</b>	<p>This WP seeks to mainstream the project results by building upon a key deliverable from WP3: SocialErasmus+ Charter. The Charter will lay down the basis of developing and expanding the creation of recognized SocialErasmus+ activities by HEIs. It will therefore feed and inform the exploitation and mainstreaming activities of the consortium: Conducting discussion with policy-makers on updating the Erasmus+ Charter for Higher Education (ECHE), updating the ECTS users' guide by introducing a dedicated new section and updating the Erasmus+ student charter.</p> <p>These three key documents are currently at the heart of student mobility in Europe and will therefore be fundamental when aiming at mainstreaming this practice in Europe.</p> <p>In addition, the WP will also make sure the consortium is represented during key stakeholder events: Education, Training and Youth Forum, EAIE conferences, Commission Working Group on the ECHE Compliance, Eracon and many others, to inform stakeholders on the upscaling activities and project results and inform policy-making processes at both European and national level.</p> <p>This WP is closely linked to WP2 as it will look into mainstreaming the guides, WP3 as it will build upon and disseminate the SE+ charter and WP4 since implementation of the activities will further inform and fine tune the exploitation and mainstreaming of project results.</p> <p>In this WP is also general external communication of the project. The WP will be led by EUF, but with all project partners giving input.</p>
<b>Tasks / Activities</b>	<ul style="list-style-type: none"> <li>• Communication package</li> <li>• Report on updating the ECHE</li> <li>• Report on updating ECTS users' guide</li> <li>• Report on updating the Erasmus student charter</li> <li>• Internal and external conferences</li> <li>• Final conference</li> </ul>
<b>Estimated Start Date (mm-yyyy)</b>	11-2017
<b>Estimated End Date (mm-yyyy)</b>	10-2019
<b>Lead Partner</b>	European University Foundation
<b>Contributing partners</b>	Erasmus Student Network Youth for Exchange and Understanding ESN Besancon University of Vigo Vrije Universiteit Brussel Scholengroep Vlaamse Ardennen University of Vienna

<b>Deliverables, outputs, outcomes</b>	Number	WP6 - 1
	Title	Communication package
	Type	Communication
	Description	<p>In the early stages of the project, we will develop a communication package which will include a visual identity, a project website, a logo, templates for Word + PowerPoint and promo materials like flyers. It will also include instructions on how to use Facebook, Twitter and other social media when communicating about this project.</p> <p>The communication package will be developed during the first months, be ready by January 2018 and the communication package will be used throughout the full duration of the project.</p> <p>EUF as the package leader will have the responsibility of this, but ESN and the project coordinator will do a lot of this particular deliverable, since ESN has plenty of experience in creating visually attractive communication packages. The project coordinator will communicate the package to all the project partners and make sure that they use the correct templates, logos, etc., when doing anything related to the project.</p>
	Due date	January 2018
	Language(s)	English
	Media(s)	Various
<b>Dissemination level</b>	Public	

<b>Deliverables, outputs, outcomes</b>	Number	WP6 - 2
	Title	Report on updating the ECHE
	Type	Report
	Description	<p>One of the goals with regard to the policy influence is to improve the ECHE. As part of this WP, EUF will produce a report which will entail details on the activities undertaken to mainstream the project results by updating the ECHE. Based on the results of these activities it will put forward suggestions on further avenues and planning for exploiting project results.</p>

	Due date	October 2019
	Language(s)	English
	Media(s)	PDF
<b>Dissemination level</b>	Public	

<b>Deliverables, outputs, outcomes</b>	Number	WP6 - 3
	Title	Report on updating ECTS users' guide
	Type	Report
	Description	One of the goals with regard to the policy influence is to improve the ECTS users' guide. As part of this WP, EUF will produce a report which will entail details on the activities undertaken to mainstream the project results by updating the ECTS users' guide. Based on the results of these activities it will put forward suggestions on further avenues and planning for exploiting project results.
	Due date	October 2019
	Language(s)	English
	Media(s)	PDF
<b>Dissemination level</b>	Public	

<b>Deliverables, outputs, outcomes</b>	Number	WP6 - 4
	Title	Report on updating the Erasmus student charter
	Type	Report
	Description	One of the goals with regard to the policy influence is to improve the Erasmus student charter. As part of this WP, EUF will produce a report which will entail



		details on the activities undertaken to mainstream the project results by updating the Erasmus student charter and based on the results of these activities it will put forward suggestions on further avenues and planning for exploiting project results.
	Due date	October 2019
	Language(s)	English
	Media(s)	PDF
<b>Dissemination level</b>	Public	

<b>Deliverables, outputs, outcomes</b>	Number	WP6 - 5
	Title	Internal and external conferences
	Type	External representation
	Description	<p>The consortium will be represented during a series of external stakeholders conferences to ensure the results are disseminated and thereafter mainstreamed in European and national policies.</p> <p>This will be done mainly during the second part of the project, but include for example attendance to EAIE during both years (September). Other important events are Eracon and the Education, Training and Youth Forum.</p> <p>Very important in this regard is also the participation of structures like the Commission Working Group on the ECHE Compliance.</p> <p>The title of this deliverable is “Internal and external conferences”, although the focus will be on the external part. The word “internal” is there since a couple of times the project representatives will also disseminate the results at events within their organisations, like ESN’s Annual General Meeting and EUF’s annual Open Space.</p>
	Due date	October 2019
	Language(s)	English
	Media(s)	Various

<b>Dissemination level</b>	Public
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<b>Deliverables, outputs, outcomes</b>	Number	WP6 - 6
	Title	Final conference
	Type	Conference
	Description	<p>The final conference of the project will be held in Brussels during the last month of the project. The main aim of this will be to conclude the project, highlight what has been achieved, give visibility to the project and look further towards the future, keeping in mind that the activities, the one-stop-shop, the database etc. will live on long after the formal end of the project.</p> <p>Invitations will be sent out to policy-makers on EU + national level, HEIs, National Agencies, partner organisations and others. It will be a high-level event with around 80 participants with input from, among others:</p> <ul style="list-style-type: none"> <li>• The European Commission</li> <li>• Other policy-makers, for example an MEP</li> <li>• Staff from HEIs and schools who have taken part in the activities</li> <li>• HEIs who have signed the Charter</li> <li>• Partner organisations</li> <li>• Others, still to be decided</li> </ul> <p>Media will also be invited to cover the conference.</p> <p>The final conference will be organised jointly by ESN and EUF and last for 1.5 days. The day before the final conference there will be a final SC meeting with the project partners.</p>
	Due date	October 2019
	Language(s)	English
	Media(s)	Meeting report will be produced after the meeting.
<b>Dissemination level</b>	Public	

#### 4.3 Explanation of work package expenditures

*Please explain what costs will be associated to each work package.*

The costs are staff costs for WP leader EUF, as well as for ESN. In fact ESN has a rather large proportion of the staff costs in this WP since 1) creating the communication package and keeping it updated throughout the project is

rather time-consuming, and 2) a lot of the policy part regarding external representation will be done by the project coordinator.

There are also costs for taking part in external meetings around Europe, as well as for the final conference. ESN will handle the finances of the final conference so those costs are allocated to ESN in the budget.

Finally, as part of the general communication there is money budgeted for printing and shipping information material.

Work package No.	7
Work package/Activity type	<input type="checkbox"/> Preparation <input type="checkbox"/> Management <input type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input checked="" type="checkbox"/> Evaluation <input checked="" type="checkbox"/> Dissemination and Exploitation of results
Title	Evaluation and quality assurance
Description	<p>This aim of this WP is twofold: to ensure the quality of the project as a whole and of the various activities, as well as to evaluate it. It will be largely based on the Quality assurance and evaluation plan which will be adopted in the early stages of the project.</p> <p>The Evaluation and quality assurance WP will be led by University of Vigo, but with a very important part sub-contracted to an external professional. It will also involve an Advisory Board.</p> <p>Several qualitative and quantitative indicators are listed earlier in this application; these will make it possible to measure the quality and the impact in a very concrete and transparent way.</p> <p>The WP leader will stay in close contact with the project coordinator ESN to ensure that the management and the quality assurance are in sync with each other.</p>
Tasks / Activities	<ul style="list-style-type: none"> <li>• Quality assurance and evaluation plan</li> <li>• Progress plan and monitoring of deliverables</li> <li>• Advisory Board meetings</li> <li>• Liaison with the external evaluator</li> <li>• External evaluation report</li> </ul>
Estimated Start Date (mm-yyyy)	11-2017
Estimated End Date	10-2019

<b>(mm-yyyy)</b>	
<b>Lead Partner</b>	University of Vigo
<b>Contributing partners</b>	Erasmus Student Network European University Foundation Youth for Exchange and Understanding ESN Besancon University of Vigo Vrije Universiteit Brussel Scholengroep Vlaamse Ardennen University of Vienna  OBESSU (associate partner) External evaluator

<b>Deliverables, outputs, outcomes</b>	Number	WP7 - 1
	Title	Evaluation and quality assurance plan
	Type	Evaluation and quality assurance plan
	Description	<p>In the beginning of the project, all contributing partners will discuss and develop an Evaluation and quality assurance plan. University of Vigo, as the WP leader, will coordinate this work. It will be brought up for discussion already at the first meeting in December 2017 and finalized in the months thereafter.</p> <p>The plan will contain deliverables, sub-deliverables, tasks and statistical indicators which will be monitored throughout the project. These will be based on the ones written under “3.2.4 Implementation &amp; quality assurance”, but it is likely that these will be updated according to new ideas arising during the beginning of the project.</p> <p>Note that University of Vigo is WP leader, but a very important part of the quality assurance will be done by an external evaluator. We strongly believe that in order to fully reach the expected (very high) targets with regards to quality, it is needed to have an external eye looking at it. More of that below.</p>
	Due date	02-2018
	Language(s)	English
	Media(s)	Online document, shared only between partners and EACEA

<b>Dissemination level</b>	Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
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<b>Deliverables, outputs, outcomes</b>	Number	WP7 - 2
	Title	Progress plan and monitoring of deliverables
	Type	Monitoring
	Description	<p>In order to follow the plan described above, WP leader University of Vigo will set up a system for monitoring the deliverables and everything else in the plan. This might be done in the online tool Redmine (of which we have very good experience) but the exact tool to be used will be confirmed in the beginning of the project, after discussions within the Advisory Board.</p> <p>University of Vigo will then keep monitoring the progress of the project throughout the two years and report back to the Steering Committee, and especially to the project coordinator from ESN.</p>
	Due date	Throughout the project
	Language(s)	English
	Media(s)	Various
<b>Dissemination level</b>	Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

<b>Deliverables, outputs, outcomes</b>	Number	WP7 - 3
	Title	Advisory Board meetings
	Type	Meetings
	Description	<p>The Advisory Board will monitor the quality of the project and ensure that what is delivered is consistent with the deliverables, indicators, etc. which is mentioned in the Quality assurance and evaluation plan and in the project application.</p> <p>The Advisory Board will consist of the same organisations as the Steering Committee, plus the external evaluator and OBESSU. OBESSU is an umbrella organisation of secondary school student unions active all over Europe. All of its members are independent, national, representative and democratic school student organisations. As such OBESSU has extensive experience of working with</p>

		<p>school organisations in various settings. Other partners in the project represent exchange students, HEIs and school staff - but not secondary school students themselves. In order to not drift too far away from the realities of school students, we believe that OBESSU has a very important role to fill in the Advisory Board.</p> <p>For reasons of budget efficiency, the Advisory Board meetings will be held together with the Steering Committee meetings:</p> <ul style="list-style-type: none"> <li>• December 2017 (together with the kick-off meeting) in Brussels, Belgium</li> <li>• September 2018 in Faro, Portugal</li> <li>• March 2019 in Vigo, Spain</li> </ul> <p>The meetings are planned for two days, so there will probably be one day of SC meeting and one day of Advisory Board meeting, or perhaps 1.5 days of SC meeting and 0.5 days of Advisory Board meetings - exact agenda will be drafted before each meeting.</p> <p>The agenda will be prepared in advance by University of Vigo. Similarly to the SC meetings, minutes will be taken and send out for approval to all meeting participants.</p>
	Due date	Throughout the project
	Language(s)	English
	Media(s)	All meeting minutes will be made available to the consortium and to EACEA shortly after the meetings.
<b>Dissemination level</b>	Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

<b>Deliverables, outputs, outcomes</b>	Number	WP7 - 4
	Title	Liaison with the external evaluator
	Type	External evaluation
	Description	<p>In order to get as neutral and transparent evaluation as possible, an external evaluator will be sub-contracted. The name of the external evaluator is Rafael de Paz Urueña, Head of the Projects Office of Universidad de León, Spain</p> <p>Rafael is:</p> <ul style="list-style-type: none"> <li>• A Law graduate and MsA in European Integration policies and Industrial Property Rights;</li> <li>• Senior Higher Education expert in Erasmus mobility projects (20 years of Erasmus activity), coordinating a team of 42 international mobility responsible persons in 13 university Centers;</li> <li>• Manager of all international exchanges and bilateral agreements participating as institutional coordinator in the ECTS overall</li> </ul>

		<p>institutional extension process and the transparency of educational offer and mobility processes at all study levels;</p> <ul style="list-style-type: none"> <li>• Promoter and current partner of the egracons.eu project in student mobility grade conversion transparency tool;</li> <li>• Technical assessor and legal and financial advisor for COBEREN academic Erasmus Network 2009-12, ISLE academic network 2010-2013, INTENT Erasmus Multilateral Project 2011-2014, several TEMPUS and CBHE projects and two Erasmus Mundus Action 2 projects;</li> <li>• Expert EACEA project evaluator since 2007 and more recently project quality coordinator of the Erasmus Mundus Action 2 Green-IT and Green-Tech-WB projects;</li> <li>• Institutional representative at the International Associations Santander Group, Compostela Group and Nice Network.</li> </ul> <p>In sum, Rafael has vast experience in precisely what is needed for evaluating a project like this.</p> <p>It is the role of University of Vigo, as the WP leader, to liaise with Rafael and provide him with the information needed (list of deliverables, indicators, project application, etc.) for the evaluation.</p> <p>Rafael will be part of the Advisory Board and therefore attend the Advisory Board meetings.</p>
	Due date	October 2019
	Language(s)	English
	Media(s)	Various
<b>Dissemination level</b>	Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

<b>Deliverables, outputs, outcomes</b>	Number	WP7 - 5
	Title	External evaluation report
	Type	Evaluation report
	Description	<p>In order to get a transparent and professional evaluation of the project, we will sub-contract the services of a professional with plenty of experience in European-level project evaluation. The external evaluator will present a methodological report that will evaluate the quality indicators resulting from the application and from the evaluation and quality assurance plan.</p> <p>The report will be worked on throughout the project and presented at the very end of the project.</p>
	Due date	October 2019

	Language(s)	English
	Media(s)	Online document
<b>Dissemination level</b>	Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

### 4.3 Explanation of work package expenditures

*Please explain what costs will be associated to each work package.*

The expenditures in this WP is the following:

- Staff costs for University of Vigo, the lead partner in this WP.
- Smaller staff costs for other partners.
- Sub-contracting for the external evaluator.
- Travel and subsistence to the Advisory Board meetings for the associate partner (OBESSU).



## PART 5. Overview of consortium partners involved and resources required

(Please add lines as necessary according to number of workpackages and partners involved.)

**Indicative input of consortium staff** - The total number of days per staff category should correspond with the information provided in the Detailed budget table.

No of Work package		Partners involved	Country	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
				1	2	3	4		
1	Lead Partner	P1	BE	22	240		10	272	WP leader; overall coordination, management, support to other WPs, organisation of physical and online meetings; contact with DG EAC and EACEA; reporting.
		P2	LU		30			30	General management; being part in Steering Committee.
		P3	PT		30		10	40	General management; being part in Steering Committee, organisation of SC meeting.
		P4	FR		30			30	General management; being part in Steering Committee.
		P5	ES		30		10	40	General management; being part in Steering Committee, organisation of SC meeting.
		P6	BE		30			30	General management; being part in Steering Committee.
		P7	BE		30			30	General management; being part in Steering Committee.
		P8	AT		30			30	General management; being part in Steering Committee.
Subtotal				22	450	0	30	502	
2	Lead Partner	P4	FR		40			40	Overall coordination of WP; research and production of competence framework, academic guidelines and practical guidelines; production of toolkit; hosting validation workshop.
		P1	BE		20			20	Support WP leader.

		P5	ES		30			30	Development of competence framework and academic guidelines.
		P6	BE		30			30	Development of competence framework and academic guidelines.
		P8	AT		30			30	Development of competence framework and academic guidelines.
		P2	LU		10			10	Development of competence framework and academic guidelines.
Subtotal				0	160	0	0	160	
3	Lead Partner	P6	BE		60			60	Coordination of WP; development of technical aspects of one-stop-shop.
		P1	BE		30			30	Support to WP leader; give content to WP leader.
		P2	LU		10			10	Academic support to the one-stop-shop, including academic videos and work on the SocialErasmus+ database and SocialErasmus+ Charter.
		P5	ES		30			30	Academic support to the one-stop-shop, including academic videos and work on the SocialErasmus+ database and SocialErasmus+ Charter.
		P8	AT		30			30	Academic support to the one-stop-shop, including academic videos and work on the SocialErasmus+ database and SocialErasmus+ Charter.
Subtotal				0	160	0	0	160	
4	Lead Partner	P1	BE		30			30	Coordination of WP; communication with volunteers from all over Europe; raise interest in the project; contribute to the toolkit.
		P7	BE		50			50	Organise activities in classrooms; support to school staff and leadership; contribute to the toolkit.
Subtotal				0	80	0	0	80	
5	Lead Partner	P3	PT		70			70	WP leader; planning, organisation, implementation, evaluation and follow-up of multiplier trainings.
		P1	BE		20			20	Support to WP leader; find participants for multiplier trainings; promote trainings and follow-up activities throughout the network.
Subtotal				0	90	0	0	90	

6	Lead Partner	P2	LU		60			60	Coordination of WP; dissemination and promoting of SocialErasmus+ to policy-makers all over Europe; communication.
		P1	BE		80			80	Dissemination and promoting of SocialErasmus+ to policy-makers all over Europe; communication.
		P5	ES		10			10	Support with dissemination and promotional activities.
		P6	BE		10			10	Support with dissemination and promotional activities.
		P8	AT		10			10	Support with dissemination and promotional activities.
Subtotal				0	170	0	0	170	
7	Lead Partner	P5	ES		60			60	Coordination of WP; evaluation and quality assurance.
		P1	BE		20			20	Support to WP leader, liaising with WP1; evaluation and quality assurance.
Subtotal				0	80	0	0	80	
Total				22	1190	0	30	1242	

## PART 6. Overview of project expected results

Please add lines as necessary according to number of work packages and project results (outputs).

No of Work package	Start date	End date	Outputs	Medium that will be used (publication, electronic, online, other (specify))	Languages	Dissemination level (Public, Restricted, Confidential)	Target groups/potential beneficiaries
<b>WP1</b>	11/2017	10/2019	Overall coordination with WP leaders;	<b>Various</b>	<b>English</b>	<b>Public</b>	<b>Project partners</b>
<b>WP1</b>	11/2017	12/2017	Internal communication plan;	<b>Online documents</b>	<b>English</b>	<b>Confidential</b>	<b>Project partners</b>
<b>WP1</b>	11/2017	10/2019	Organisation and minute-taking of physical SC meetings;	<b>Online documents</b>	<b>English</b>	<b>Confidential</b>	<b>Project partners</b>
<b>WP1</b>	11/2017	10/2019	Organisation and minute-taking of online SC meetings;	<b>Online documents</b>	<b>English</b>	<b>Confidential</b>	<b>Project partners</b>

<b>WP1</b>	11/2017	10/2019	Handling reimbursement forms and other financial coordination;	<b>Internal documents</b>	<b>English</b>	<b>Confidential</b>	<b>Project partners</b>
<b>WP1</b>	11/2017	10/2019	Contact with DE EAC and EACEA;	<b>Various</b>	<b>English</b>	<b>Confidential</b>	<b>Project partners</b>
<b>WP1</b>	11/2017	12/2017	Setting up and creating common online communication such as shared Dropbox folders, email lists etc.;	<b>Various online tools</b>	<b>English</b>	<b>Confidential</b>	<b>Project partners</b>
<b>WP1</b>	11/2017	10/2019	Assistance to partner organisations with organising meetings and events;	<b>Various online tools</b>	<b>English</b>	<b>Public</b>	<b>Project partners</b>
<b>WP2</b>	11/2017	07/2018	Competence framework	<b>Online document</b>	<b>English</b>	<b>Public</b>	<b>Exchange students</b>
<b>WP2</b>	11/2017	07/2018	Academic guidelines	<b>Online document</b>	<b>English</b>	<b>Public</b>	<b>Exchange students</b>
<b>WP2</b>	11/2017	07/2018	Practical guidelines	<b>Online document</b>	<b>English</b>	<b>Public</b>	<b>Exchange students</b>
<b>WP2</b>	07/2018	07/2018	Validation workshop and toolkit production (meeting)	<b>Meeting</b>	<b>English</b>	<b>Public</b>	<b>Exchange students</b>
<b>WP2</b>	07/2018	07/2018	Toolkit	<b>Online document</b>	<b>English</b>	<b>Public</b>	<b>Exchange students, HEIs, schools</b>
<b>WP3</b>	11/2017	01/2018	Online platform development	<b>Online platform</b>	<b>English</b>	<b>Public</b>	<b>Exchange students, HEIs, schools</b>
<b>WP3</b>	02/2018	05/2017	Student videos	<b>Videos</b>	<b>English</b>	<b>Public</b>	<b>Exchange students, HEIs, schools</b>
<b>WP3</b>	02/2018	05/2017	Academic videos	<b>Videos</b>	<b>English</b>	<b>Public</b>	<b>Exchange students, HEIs, schools</b>
<b>WP3</b>	06/2017	08/2018	SocialErasmus+ database	<b>Online database</b>	<b>English</b>	<b>Public</b>	<b>Exchange students, HEIs, schools</b>
<b>WP3</b>	08/2018	08/2018	Integration of WP2 results (the toolkit) into the one-stop-shop	<b>Various</b>	<b>English</b>	<b>Public</b>	<b>Exchange students, HEIs, schools</b>
<b>WP3</b>	09/2018	10/2019	SocialErasmus+ Charter	<b>Online database</b>	<b>English</b>	<b>Public</b>	<b>Exchange students, HEIs, schools</b>
<b>WP4</b>	02/2018 10/2018 03/2019	05/2018 12/2018 05/2019	Communication with volunteers	<b>Various</b>	<b>English</b>	<b>Public</b>	<b>Exchange students</b>
<b>WP4</b>	02/2018	05/2018	Small-scale testing (spring 2018)	<b>Various</b>	<b>English</b>	<b>Public</b>	<b>Exchange students, HEIs, schools</b>
<b>WP4</b>	10/2018	12/2018	Large-scale implementation (1) (fall 2018)	<b>Various</b>	<b>English</b>	<b>Public</b>	<b>Exchange students, HEIs, schools</b>
<b>WP4</b>	03/2019	05/2019	Large-scale implementation (2) (spring 2019)	<b>Various</b>	<b>English</b>	<b>Public</b>	<b>Exchange students, HEIs, schools</b>

<b>WP5</b>	05/2018	10/2019	Open call within YEU PET and selection of trainers	<b>Online call and application</b>	<b>English</b>	<b>Restricted</b>	<b>Local volunteers and exchange students taking part in multiplier trainings</b>
<b>WP5</b>	07/2018	12/2018	Joint team meetings to ensure quality and coherence of the contents and methodologies of both trainings	<b>Online documents (minutes)</b>	<b>English</b>	<b>Restricted</b>	<b>Local volunteers and exchange students taking part in multiplier trainings</b>
<b>WP5</b>	07/2018	12/2018	Set up of all documents concerning the set-up and management of the training	<b>Online documents</b>	<b>English</b>	<b>Restricted</b>	<b>Local volunteers and exchange students taking part in multiplier trainings</b>
<b>WP5</b>	07/2018	12/2018	Preparations of training session outlines (trainers) and final program circulated to all partners for feedback	<b>Online documents</b>	<b>English</b>	<b>Restricted</b>	<b>Local volunteers and exchange students taking part in multiplier trainings</b>
<b>WP5</b>	09/2018	02/2019	Logistical arrangements of trainings, including selection of services and providers for the activity	<b>Various</b>	<b>English</b>	<b>Public</b>	<b>Local volunteers and exchange students taking part in multiplier trainings</b>
<b>WP5</b>	07/2018	07/2018	Financial arrangements of trainings	<b>Various</b>	<b>English</b>	<b>Confidential</b>	<b>Local volunteers and exchange students taking part in multiplier trainings</b>
<b>WP5</b>	09/2018	02/2019	Implementation of trainings	<b>Training reports</b>	<b>English</b>	<b>Confidential</b>	<b>Local volunteers and exchange students taking part in multiplier trainings</b>
<b>WP5</b>	09/2018	02/2019	Preparation of the dissemination and follow up plans	<b>Training reports</b>	<b>English</b>	<b>Confidential</b>	<b>Local volunteers and exchange students taking part in multiplier trainings</b>
<b>WP5</b>	10/2018	03/2019	Evaluation of trainings	<b>Online evaluation</b>	<b>English</b>	<b>Confidential</b>	<b>Local volunteers and exchange students taking</b>

							<b>part in multiplier trainings</b>
<b>WP5</b>	10/2018	03/2019	Follow-up of trainings	<b>Online report</b>	<b>English</b>	<b>Confidential</b>	<b>Local volunteers and exchange students taking part in multiplier trainings</b>
<b>WP6</b>	11/2017	01/2018	Communication package	<b>Various</b>	<b>English</b>	<b>Public</b>	<b>Project partners</b>
<b>WP6</b>	09/2018	10/2019	Updating the Erasmus+ Charter for Higher Education	<b>Online report</b>	<b>English</b>	<b>Public</b>	<b>Exchange students, HEIs, schools</b>
<b>WP6</b>	09/2018	10/2019	Updating the ECTS users' guide	<b>Online report</b>	<b>English</b>	<b>Public</b>	<b>Exchange students, HEIs, schools</b>
<b>WP6</b>	09/2018	10/2019	Updating the Erasmus+ student charter	<b>Online report</b>	<b>English</b>	<b>Public</b>	<b>Exchange students, HEIs, schools</b>
<b>WP6</b>	09/2018	10/2019	Internal and external conferences	<b>Various</b>	<b>English</b>	<b>Public</b>	<b>Exchange students, HEIs, schools</b>
<b>WP6</b>	10/2019	10/2019	Final conference	<b>Conference</b>	<b>English</b>	<b>Public</b>	<b>Exchange students, HEIs, schools</b>
<b>WP7</b>	11/2017	02/2018	Quality assurance and evaluation plan	<b>Online document</b>	<b>English</b>	<b>Confidential</b>	<b>Project partners</b>
<b>WP7</b>	11/2017	10/2019	Progress plan and monitoring of deliverables	<b>Online document</b>	<b>English</b>	<b>Confidential</b>	<b>Project partners</b>
<b>WP7</b>	11/2017	10/2019	Advisory Board meetings	<b>Meeting</b>	<b>English</b>	<b>Confidential</b>	<b>Project partners</b>
<b>WP7</b>	11/2017	10/2019	Liaison with the external evaluator	<b>Various</b>	<b>English</b>	<b>Confidential</b>	<b>Project partners</b>
<b>WP7</b>	10/2019	10/2019	External evaluation report	<b>Online Report</b>	<b>English</b>	<b>Confidential</b>	<b>Project partners</b>

