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DWUMIESIĘCZNIK SZKOŁY GŁÓWNEJ HANDLOWEJ W WARSZAWIE
WSPÓŁWYDAWCA: FUNDACJA PROMOCJI I AKREDYTACJ KIERUNKÓW EKONOMICZNYCH

2024, nr 4 (106)

Dimitrios, S. (2024). Guidelines for preparing a successful Erasmus+ proposal. *e-mentor, 4*(106), 41–51. https://doi.org/10.15219/em106.1672

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Guidelines for preparing a successful Erasmus+ proposal

Abstract

The aim of this article is to provide a comprehensive guide to writing a successful European Erasmus+ project proposal, which, in order to be accepted and receive funding, should meet several key criteria, including project design, progress monitoring, deliverable development, result dissemination and sustainability. Each aspect should be meticulously detailed, with clearly defined and attainable goals, a distinct methodology and strategic planning for implementation. The proposal should also be original, addressing contemporary issues relevant to the European community and beyond, as well as practical and feasible, and without exaggeration. This article offers insights and guidelines on these critical aspects, drawing from European Commission directives, the outcomes of previous Erasmus+ projects and extensive prior experience.

Keywords: European project, Erasmus+, project dissemination, Erasmus guidelines, project sustainability, project evaluation, project monitoring, project life cycle

Introduction

Before planning and managing a project, it is essential to define what constitutes a project itself. A project is a series of activities and tasks aimed at resolving a specific issue by achieving clearly defined objectives within a set timeline and budget, and should involve clearly identified stakeholders, well-defined coordination, management and financial arrangements, as well as a monitoring and evaluation system. Importantly, the benefits of the project should outweigh the costs. Project development can vary significantly in terms of objectives, scope and scale, but effective project cycle management systems adhere to standard working modalities and rules. Effective project management ensures that objectives are met efficiently, risks are mitigated, and stakeholders' expectations are fulfilled, leading to successful project completion (European Commission, 2005).

Writing a comprehensive Erasmus+ proposal is a complex process requiring careful planning, methodology and strategy to achieve the desired results, and it is crucial to closely follow the instructions of the European Commission and National Agencies (e.g. the Foundation for the Development of the Education System (FRSE), https://www.frse.org.pl, Poland, and The State Scholarship Foundation (IKY), https://www.iky.gr, Greece), paying careful attention to the annual changes in the online application guidelines. Familiarity with key concepts and tools is essential for crafting an attractive proposal, including understanding the project life cycle, conducting a needs analysis and ensuring effective monitoring, evaluation and sustainability of the project. The above steps are all very important and should be fully understood by the funding applicant in order to increase the chances of project approval. This article explores these concepts in detail and provides specific examples to help organise and enhance the project proposal.

Erasmus+ project Key Actions

As a starting point, it is important to have thoroughly studied the relevant grant proposal guides, terms, deadlines and proposal eligibility, and to have defined the aims and objectives in order to decide which programme meet the needs of the applicant organisation (https://erasmus-plus.ec.europa.eu/programme-guide/part-b). The Erasmus+ programme essentially offers three key actions, i.e. Key Action 1: Learning Mobility of

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Individuals, Key Action 2: Cooperation among organisations and institutions, and Key Action 3: Support to policy development and cooperation. Each action serves specific purposes and aims at strictly defined results. As stated on the European Commission's website, the three basic actions support:

Key Action 1 of the Erasmus+ programme centres on the Learning Mobility of Individuals, aiming to achieve profound impacts on participants, organisations and educational policies. For learners, including students and youth, the initiative enhances learning outcomes, employability and intercultural competences, fostering a deeper engagement with European values and encouraging continued education. Educators and professionals benefit from enhanced competences, international perspectives and improved capacity to innovate within their institutions. Participating organisations experience increased international operational capabilities, improved project management, and enhanced community engagement through innovative educational practices. Overall, Key Action 1 is poised to catalyse systemic changes in education and training across Europe, driving policy reforms and enhancing mobility opportunities amidst current socio-economic challenges, such as supporting individuals affected by conflicts, such as the Ukrainian crisis (https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/key-action-1-learning-mobility-of-individuals).

Key Action 2 of the Erasmus+ Programme focuses on promoting cooperation among organisations and institutions through various partnerships and capacity-building projects, which aim to foster innovation and enhance practices in education, training, youth and sport sectors at local, regional, national and European levels. By supporting partnerships for cooperation, excellence and innovation, as well as capacity-building projects, this Key Action seeks to modernise education systems, improve internationalisation strategies, and strengthen organisational capacities. Projects under Key Action 2 are expected to yield outcomes such as enhanced employability, increased digital competences and greater social inclusion, as well as align education and training systems with the needs of the labour market, promote diversity and inclusion, and advance civic and intercultural competences. Ultimately, Key Action 2 aims to contribute to the overall quality and accessibility of education and training across Europe, fostering a more integrated and responsive approach to addressing contemporary societal challenges (https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-2).

Key Action 3 of the Erasmus+ Programme aims to support policy development and cooperation across the European Union in education, training, youth and sport, facilitating the implementation of EU policies and fostering the creation of new reforms and modernisation initiatives at both national and EU system levels. Key activities include promoting policy experimentation, gathering evidence on education and training systems, enhancing transparency in skills recognition and qualification transfer, and fostering dialogue with stakeholders through conferences and events. Additionally, it aims to improve programme implementation by facilitating knowledge transfer among National Agencies and supporting the scaling-up of successful projects. Key Action 3 plays a crucial role in promoting the Erasmus+ programme and EU policies, aiming to raise awareness and disseminate best practices at local, national and European levels (https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-3).

Project Life Cycle Management Approach

To outline the process through which projects are developed, designed and managed, it is essential to introduce the concept of Project Cycle Management (PCM). PCM is a systematic and structured approach used to plan, implement, monitor and evaluate projects, serving as a guiding framework that ensures projects are effectively managed from start to finish, leading to improved efficiency, enhanced outcomes and increased chances of success. PCM encompasses a series of interrelated phases enabling organisations and project managers to navigate the complexities of project development and execution (Dalla, 2020).

PCM can also be viewed as a set of tools for managing community-funded initiatives, including volunteer-funded programmes, by overseeing the life cycle of a project. Introduced by the European Commission in the 1990s, PCM aimed to address the negative evaluations by the Development Cooperation Directorate of projects implemented in the 1980s (European Commission, 2005). The applicant organisation's project team should definitely start using the Project Life Cycle Management Approach in order to capture the design, implementation, evaluation and sustainability of the project. Project Cycle Management is divided into six phases: Programming, Identification, Formulation, Funding, Implementation and Evaluation (ITAD, 1999).

Phase 1: Programming – The PCM begins with the Programming phase, where the primary goal is to identify and agree on the main objectives of cooperation and the relevant sectoral priorities. This phase also aims to establish a feasible programming framework in which specific projects can be identified and prepared, with strategies for each priority formulated, taking into account lessons from past experiences.

Phase 2: Identification – In the Identification phase, specific actions are identified and analysed through consultations with the target group, involving a detailed problem analysis. Decisions are then made on the relevance of each project idea concerning the target groups and the established programming framework, with project ideas deemed relevant then selected for further development in the Formulation phase.

Phase 3: Formulation – During the Formulation phase, relevant project ideas are elaborated into detailed operational plans, with beneficiary groups

Figure 1
Project Cycle Management operations

Source: author's own work.

and other stakeholders participating in specifying the project details. Each project is assessed for feasibility (likelihood of success) and sustainability (potential for long-lasting benefits), and based on this assessment, a formal funding proposal is prepared and the search for funding begins. During the formulation and planning phase of the project it is also important to define the communication channels of the project team, calculating and predicting risk (risk management), defining the project evaluation indicators (quality management) and also the strategy of disseminating the results.

Phase 4: Funding – In the Funding phase, proposals are reviewed by the competent authorities, who decide on the project's financing. The funding body and the partner country agree on the implementation modalities, formalising them in a legal document outlining the financing and implementation arrangements.

Phase 5: Implementation – The Implementation phase involves executing the project, where all necessary material and immaterial resources are mobilised according to the Financing Plan. This phase includes tendering and awarding contracts for technical assistance, supplies and tasks. The project manager monitors progress in consultation with beneficiary groups and other stakeholders in order to ensure alignment with the project's objectives.

Phase 6: Evaluation – The Evaluation phase involves assessing the project's achievements and identifying lessons learned to improve the design of future projects. Typically following Implementation, evaluations can also be conducted during the project through Interim Evaluations to apply lessons learned to the remaining project phases. The quality assessment indicators that were determined at the project planning stage are also checked.

Needs analysis

Needs analysis involves a comprehensive examination of the requirements, expectations and concerns of all stakeholders involved in a project, and includes identifying key beneficiaries, understanding their socio-economic conditions, and analysing their specific needs. Regardless of whether the project is a community development initiative, an infrastructure project or a healthcare intervention, stakeholders' needs must be central to project planning (Stevens & Gilliam, 1998).

To conduct an effective needs analysis, it is crucial to consider the various entities and individuals who can be involved. This includes:

- The target group, primarily young people who frequently engage with the organisation's activities, to ensure their active involvement in the creation process.
- Partner organisations, to ensure they have a voice in decision-making.
- Local organisations that could become stakeholders.
- The organisation's staff and volunteers.
- Relevant bodies and agencies for statistical data.

Engaging these parties helps create a project with a tangible impact on both the local and partner communities, and including diverse perspectives provides a broader view of the needs at hand and helps to more effectively formulate the problems to be addressed. Various tools and methods can be employed, such as questionnaires with specific and open questions, observations, feedback from the target group, input from local organisations, statistical data and focus groups.

Needs analysis enables project managers to anticipate potential risks and challenges early in the project cycle (Cooper et al., 2005). By thoroughly understanding stakeholders' needs, organisations can develop strategies to mitigate risks and address obstacles that may hinder progress. Additionally, needs analysis helps identify opportunities for maximising project impact by focusing resources on areas of greatest need, ensuring that interventions are relevant, timely and impactful, by allowing for a targeted and tailored approach.

In conclusion, while needs assessment provides a broad understanding of needs at the macro level, needs analysis delves deeper into the specific competencies and skills required to achieve desired outcomes. Both processes are complementary and contribute to informed decision-making, resource allocation and the design of tailored interventions.

Monitoring a project

A very important part of a successful European Erasmus+ project proposal is monitoring the progress of the project, which is often ignored, or not given the necessary importance, resulting in an incomplete proposal that is ultimately rejected. Therefore, special attention should be paid to this factor in order to ensure a complete proposal with a higher chance of success. Below are some useful ideas and practices concerning the monitoring of the project, though they may not necessarily guarantee a successful outcome of the proposal.

Communication between the partners and monitoring the project's progress are directly related and should be given special importance. More specifically, when writing the application, the communication channels between the consortium, the roles to be undertaken by each member, the delivery dates of the deliverables, and the methods for monitoring them should be clearly defined.

The key to success for effective communication in the consortium is the equal participation of all members in decisions concerning the course of the project, but also the prospects of its continuation after its end and its further development. Readiness to share experiences should be fostered and inspired, while boasting expertise in specific subjects should be avoided, as the sharing of knowledge and experiences allows for the acquisition of new ideas, the application of new practices, and increased effectiveness through the experiences gained.

It is essential to bear in mind that the management of the plan, along with the methods and practices followed to control its progress, are crucial elements when writing the application and will be checked by the National Agency (European Commission, 2023). Whatever is written for implementation in the application should be effectively tracked throughout the project, with measurable indicators set to facilitate this process.

A very useful tool for tracking a plan is the Gantt chart, which is likely where project tracking should begin. The Gantt chart, a project management tool, is used for planning, scheduling and monitoring a project. Planning and scheduling, collaboration, resource allocation and task delegation can be improved through the use of a Gantt chart. Information is visually represented through a horizontal bar graph, allowing task schedules, dependencies and progress to be viewed at a glance by project managers and team members, enabling advance planning for all tasks and making them visible in one place, thereby empowering teams to deliver on time. The Gantt chart, displaying the start date and duration of each task that makes up a project, remains one of the most popular project management tools, enabling project progress to be viewed at a glance (Shweta & Bottorff, 2022).

The tasks in a project are represented on the Y axis of the Gantt chart, with their duration, for example per month, on the X axis. Each task is depicted by a bar, the length of which represents its duration. When two bars overlap on the X axis, it can be concluded that these tasks occur simultaneously. A Gantt chart proves useful in keeping a project on track, especially when multiple dependencies exist and many tasks take place concurrently.

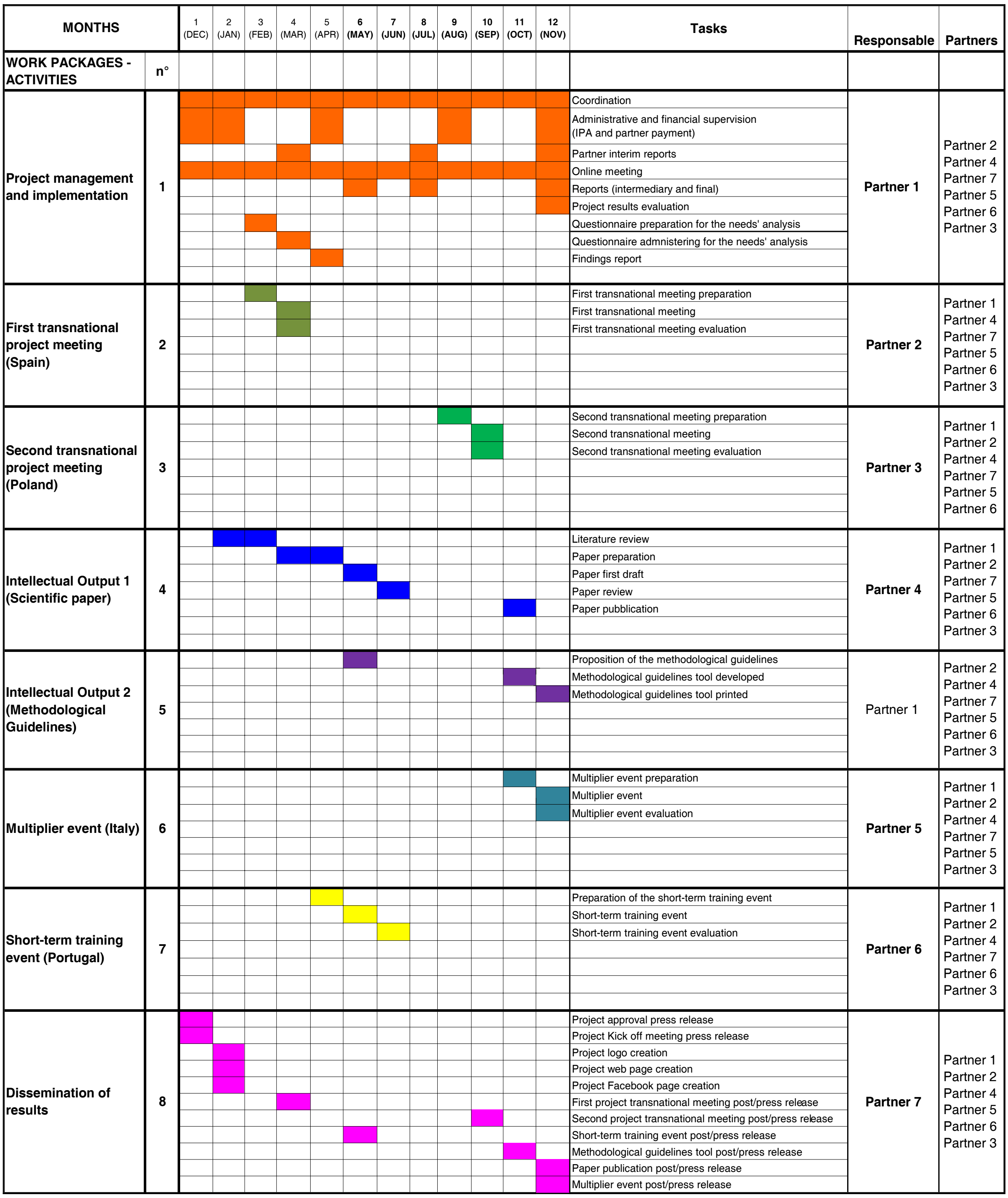
Before a Gantt chart is created, the following information must be gathered: a list of tasks, start and end dates for each task, task dependencies, task owners, and team members allocated to each task. Initially, the creation of a list of tasks comprising the project should be done with the team, followed by estimating the duration, required resources and dependencies for each task, aiding in proper resource allocation. However, it is essential to be prepared for replanning and reallocating resources as the project progresses.

The Gant chart example (Figure 2) below provides a quick glance at all the processes that are included in a project.

An Erasmus+ project encompasses various activities, implemented not only during face-to-face meetings of the consortium members but also in between these meetings. Regular communication between partners throughout the duration of the project is of utmost importance; therefore, it is necessary for online meetings to be scheduled at least monthly. During these meetings, a clear agenda should be set to facilitate discussions on the project's progress, existing problems, solutions, schedule changes and other relevant issues concerning consortium members. This approach is essential for better control over the programme's development and to adequately prepare all partners for the face-to-face meetings.

The use of online video conferencing software, such as Microsoft Teams, Zoom and Webex, is considered highly effective in achieving this goal. Additionally, extraordinary communication among consortium members should not be neglected and should be maintained through other electronic communication channels such as Viber, WhatsApp, email, etc., which will significantly contribute to effective communication among consortium members, facilitating the exchange of ideas and experiences, as well as the swift resolution of extraordinary procedural issues.

Figure 2
Gantt chart example



Source: author's own work.

After each planned online communication, it is also deemed useful to have a follow-up document, where the project coordinator records all discussed topics, decisions made, the member responsible for the implementation of planned actions, and the time limits set for each action.

A very useful tool, and at the same time necessary for monitoring the development of a project, as well as its evaluation and control by the National Agency, is the Mobility Tool. This tool is provided by the European Commission and is mandatory to be used in order to monitor, complete and evaluate each approved project.

The Mobility Tool+ system is utilised by Erasmus+ and European Solidarity Corps beneficiary organisations to access and manage project informa-

Figure 3
Follow up document example

Action/decision	Who	Deadline	Results
To check how Europass is working	All, especially Partner 3 who has better expertise on the topic	ASAP	Having checked the procedure for Europass issue
To check names of authors of the publication	All	By mid of March 2023	Having sent the names of authors of the publication
Check the final publication version	All	ASAP	Having checked the final publication version
To send official logo and disclaimer	Partner 1	ASAP	Having sent the official logo and disclaimer
Prepare the meeting Agenda for next TPM	Partner 1	ASAP	Having sent the meeting agenda
Scheduling of the next monthly online meeting	All	Now	The next monthly meeting is scheduled for the 23/03/2023 10:30 CET

Source: author's own work.

tion, including encoding activities and participants, requesting individual participants' reports, and submitting final reports to their National Agencies (https://shorturl.at/vABH9). National Agencies also employ Mobility Tool+ to monitor and validate information entered by beneficiary organisations at any time from any location, as outlined in the quick guide (https://shorturl.at/cilCF).

Designed, developed and maintained by the European Commission, Mobility Tool+ is used by beneficiary organisations and National Agencies involved in decentralised projects. Comprehensive information and answers to frequently asked questions about using the Mobility Tool are available in the official guide or on the official wiki of the European Commission (https://wikis.ec.europa.eu/display/NAITDOC/Mobility+Tool+Guide+for+Beneficiaries). This guide explains how to use the Mobility Tool for Erasmus+ and European Solidarity Corps programmes to manage project information, such as encoding activities and participants, requesting individual participants' reports, and submitting final reports to National Agencies.

The Mobility Tool can be accessed directly at https://webgate.ec.europa.eu/eac/mobility; however, an account is required to view and manage approved projects. The Mobility Tool offers a variety of management and monitoring tabs, as illustrated in the accompanying image: Organisation Details, Contacts, Management and Implementation, Learning and Training Activities, Special Costs, Project Events, Budget and Reports.

Dissemination of a project

The project should be conceptualised as a brand that requires promotion and recognition. Similar to a well-designed website with competitive prices and unique products, a project with original ideas and important discussions may remain unnoticed without effective promotion. To enhance visibility and impact, the project's outcomes should be communicated dynamically and effectively, aligning with the objectives of European programmes.

The primary aim of dissemination is to increase awareness of the project's goals, activities and results through diverse online and offline channels, materials and conferences. Effective dissemination can elevate the organisation's profile, create opportunities for project extension, and foster future partnerships. Detailed dissemination activities are also required for reporting purposes and should be considered throughout the project's lifecycle.

All communication and dissemination activities should adhere to the project's Dissemination and Sustainability Plan, ensuring that promotional materials reflect the visual identity of both the project and the Erasmus+ Programme. Dissemination of project results continues the supervision and monitoring process, aligned with the programme's objectives and deliverables. A table (Figure 4) can be organised to outline the project's goals and deliverables, identifying key elements to share globally for increased recognition. Each consortium member should actively disseminate partnership results to expand the network of message recipients.

Effective communication of projects and their results is crucial to ensuring impact at various levels, with applicants for Erasmus+ funding required to plan communication activities aimed at disseminating information about their projects and outcomes during and beyond the project lifecycle. Project applications are evaluated based on specific criteria to ensure comprehensive coverage of these aspects, and the level and intensity of communication and dissemination activities should be proportional to the objectives, scope and targets of the different Erasmus+ actions (European Commission, 2021a).

Once the strategy is in place, break it into a communication plan. The strategy should be accompanied by a plan that is specific, time-based and developed at the beginning of each year. While the strategy tells you "what to do", the plan focuses on "how to

Figure 4
Example of a project Dissemination Tasks table

Project Dissemination Tasks

All partners should disseminate the project according to the following table. When a task is considered done, a tick should be placed to the appropriate box.
Also, all partners should take images from the tasks done and upload them to the shared folder. For example task1a.jpg, taks1b.jpg, task2a.jpg, etc. (contact person -aaaa@gmail.com)

Tasks	Partner 1	Partner 2	Partner 3	Partner 3	Partner 4	Partner 5	Partner 6
Task 1: Publish - Announce at isntitution website and Social Media the approval of project and that it is funded by the EU Erasmus		√					√
Task 2: Publish at isntitution website and Social Media the objectives and the summary of the project							√
Task 3: Publish at institution website and social media the logo of the project and the webpage xxx-project.eu				√			√
Task 4: Publish at institution website and social media the need analysis performed		√					
Task 5: Publish at institution website and social media all the transnational meeting press release that are published at official website at your own language					√		
Task 6: Publish at institution website and social media the scientific paper performed by the project			√				
Task 7: Publish at institution website and social media the IO results		√			√		
Task 8: Re-post from official FB page at least 5 posts to your institution social media page	√						
Task 9: Re-post from the official website (news category) at least 5 posts to your institution social media		√		√			
Task 10: All partners should follow the official FB page of the project and send traffic (Likes, post replies) and invite at least 20 people to like the page			√				√

Source: author's own work.

do it". A dissemination plan is a roadmap to organise the dissemination work according to time, needs and resources. It is important to invest time on it in order to take effective decisions and reach objectives (European Commission, 2021b).

Erasmus+ generates a wealth of powerful, personal stories that are ready to be shared and likely to create excitement. Applicants need to choose the channels and activities to reach the target audience that are the most effective and appropriate to meet the needs of their chosen targets, such as social media, events and publications. The project should result (outputs and outcomes) in a good practice guide, a practical tool or product, research report of studies, knowledge and skills gained and so on, and the results should be shared or promoted via the Erasmus+ Project Result Platform (European Commission, 2021c).

Questions considered by the project team during the planning phase can also be utilised during the dissemination phase of the project results to effectively target the recipients. The first question that needs to be addressed is the desired achievements of the project and its results, and the primary and secondary target groups should be identified, including their interests, needs, characteristics, and attitudes, to determine the focus of activities and messages. The methods to reach the audiences should be brainstormed with partners to identify the best and most cost-efficient communication activities and channels (European Commission, 2021b). A list of good practices that can be used to disseminate the project is provided below:

- A website serves as the main repository for project content, showcasing information, stories and results, and is considered the most comprehensive channel. For medium-small projects, a landing page or a section on the project partners' websites can be used instead. An example of an effective Erasmus+ project webpage is https://way-project.eu.

- The Project Result Platforms function as databases containing descriptions, results and contact information for all projects funded under the Erasmus+, Creative Europe and European Solidarity Corps programmes.
- Events offer an ideal opportunity to showcase project results, and can range from small gatherings organised by project partners to larger events jointly organised by multiple stakeholders or in collaboration with EU Institutions. Events can be organised during and after the project cycle, and participation in events organised by other beneficiaries and institutions can also be considered.
- Social media channels such as Facebook, Instagram, TikTok, Twitter or LinkedIn can be utilised to disseminate project information. The appropriate platforms should be selected based on the project's purpose and resources, considering the unique features, advantages and disadvantages of each platform.
- Media outreach involves sharing stories and results with journalists to reach a wider audience and maximise outreach. Local online newspapers can be used to announce project results and deliverables.
- Special occasions, such as anniversaries or recognised international days, provide an opportunity to increase project promotion and publicity efforts, serving as hooks to attract traffic to project posts.
- Newsletters can be used for dissemination by collecting journalists' contact information and creating a distribution list. Contact information can be gathered through Google's "News" section or subscription databases that provide media lists. A subscription form on the website or at organised events can also help gather interested individuals.
- Creating a logo and using flyers, stickers and posters to disseminate ideas and project information is recommended, and can be shared with potential stakeholders in schools and organisations.

The above-mentioned practices for disseminating the results of a project are not a panacea. They are indicative ways that can be used, and which, based on the experience and the guidelines of the European Commission, are good practices to make a project more competitive, but other methods can certainly be employed as well in order to achieve the maximum possible dissemination of a programme's results.

Evaluation of a project

The final step in successful strategic dissemination involves evaluating project activities and understanding their effectiveness, with simple indicators established to measure the success of dissemination efforts. Surveys, website click counts and social media analytics can be used to assess performance. Performance indicators serve as quantitative or qualitative criteria that gauge the success of dissemination activities by measuring "how much," "how many," "to what extent," or "what size."

In addition to evaluating the programme, possible risks that may necessitate changes to the original plan should always be considered. Risk management involves the identification, assessment, and prioritisation of risks to minimise, monitor and control the probability and/or impact of adverse events, also known as threats. Since not all risks can be eliminated, mitigation strategies and contingency plans should be developed to lessen their impact, should they occur. Effective risk management requires an informed understanding of relevant risks, an assessment of their relative priority, and a rigorous approach to monitoring and controlling them. The responsibility of managing project risks lies with the Coordinator (DIMPS, 2022). Possible risks, such as the suspension of mobilities during the Covid period, a partner's inability to participate in the project, a partner's failure to fulfill project requirements, or miscalculated budgets requiring additional resources, should be considered.

Performance indicators, defined during the formulation phase, serve as valuable management tools for monitoring progress and allowing for adjustments if needed during the implementation of communication and dissemination activities. These indicators also help evaluate the degree of success in achieving objectives. For example, metrics such as the number of participants who attended the event both physically and online, the number of likes or comments on related social media posts, the number of livestream followers, the number of unique visits to the website's article about the event, and the results of the post-event satisfaction survey can be utilised.

Quality management, fundamental to the project's success, involves defining the strategy and methods to ensure that deliverables are of acceptable quality before delivery. The project adopts a methodology with two separate processes:

- Quality assurance, which involves executing processes and procedures to ensure the achievement of quality and that the project satisfies its intended purpose.
- Quality control, which verifies and assesses the achievement/product, focusing on operational activities and techniques used to fulfill quality requirements. Inspection and product testing are examples of quality control tools.

Once indicators are set, data collection and thorough analysis should follow. A well-conducted evaluation provides helpful feedback and new ideas for future communication activities. Digital channels, such as social media platforms or website providers, offer free built-in tools to monitor reach and engagement, providing direct and almost "live" feedback on communication activities' performance.

The evaluation of a project's success is directly related to the goals set at the beginning, and whether they have been achieved, which is why it is crucial to define clear goals, intended results, and criteria for evaluating the achieved results from the outset. These criteria can be both quantitative and easily measurable, as well as qualitative. A sample project evaluation is depicted below (Figure 5).

Figure 5
Example of qualitative and quantitative evaluation

Expected Results	Responsible	Organization	Indicators planned		Source of Verification
			Qualitative	Quantitative	
30-pages report resulting from the needs analysis that will be conducted in each country participating in the project	Partner 1	Partner 1 Partner 3 Partner 5 Partner 4 Partner 7 Partner 6	Bibliographical research contents according to the findings of project questionnaire	It will be considered successful, if all the partner organisations drafted the planned organization's strengths and shortcomings description report	6 reports. One from each organization
20-pages scientific paper on the whole-school approach borrowed and adapted from the SHE model and published in the "Health Promotion International" journal by the Oxford University Press	Partner 2	Partner 1 Partner 3 Partner 5 Partner 4 Partner 7 Partner 6	Research analysis and importance of journal that the article published	It will be considered successful if the article will be published in the Journal	Publication of the scientific paper in Journal
30-pages methodological guidelines for the training of teachers, educators, youth workers with regard to whole-school approach to education to students with migrant background	Partner 1	Partner 3 Partner 5 Partner 4 Partner 2 Partner 7 Partner 6	Research and conclusions consistent with the topic	It will be considered successful if 75% of participants of the 60 teachers, educators, youth workers declare, it is useful	Questionnaire evaluation
Short-term training event (Portugal)	Partner 3	Partner 1 Partner 5 Partner 4 Partner 2 Partner 7 Partner 6	Trainees active participation in the training activities	It will be considered successful if 75% of participants of the 60 teachers, educators, youth workers declares that the training has supported them in developing the competences of the whole-school approach	Questionnaire evaluation, Europass
First transnational meeting in Spain	Partner 4	Partner 1 Partner 3 Partner 2 Partner 7 Partner 6	Partners participation and engagement at TPM discussions	All partners will participate with 2 participants	Certificate of Attendance
Second transnational meeting in Poland	Partner 5	Partner 1 Partner 3 Partner 2 Partner 7 Partner 6	Partners participation and engagement at TPM discussions	All partners will participate with 2 participants	Certificate of Attendance

Source: author's own work.

Sustainability of a project

Sustainability is the ability of an organisation to continue its mission or project far into the future. All projects will end eventually, but the project impact should continue. Project sustainability is the goal of creating and successfully launching a project that will continue to generate benefits for an extended period of time.

To ensure the recognition of a project and its sustainability after its end, a series of websites can additionally be utilised. These websites, created precisely for this purpose, are well-known, experience high traffic, and are used by millions of users (Figure 6).

The competitiveness of the project will be gained using the above platforms, which can also serve as a starting point for new collaboration and the future continuation of the project with new ideas and interested partners. In the case of the eTwinning platform in particular, if a school unit is involved in the project, a relevant collaboration space can be created and collaboration with interested educational organisations can be requested, ensuring sustainability of the project. eTwinning, the Community for Schools in Europe, allows educators from all participating countries to register and use its online tools to locate each other, meet virtually, exchange ideas and examples of best practices, form teams, learn together at Learning Events, and undertake online projects.

The prospects of improving or expanding the project should be discussed with the partners in the context of future collaboration. Achievements should be reviewed, future goals set, new ideas explored, and feedback gathered from participants or the audience to whom the results were disseminated. The project website should be maintained after the project ends, with new goals established, and the implemented project can also serve as the foundation for new cooperation, leading to the continuation and expansion of the programme, with multiple benefits for European citizens.

Conclusions

Developing and writing a comprehensive proposal for a European project is a complex process that requires meticulous planning and structure from start to finish, and as more schools and organisations gain considerable experience and complete numerous European projects, competition in this field is intensifying, with high-quality proposals often going unfunded due to budget constraints, rather than deficiencies in the proposals themselves, meaning that careful preparation and attention to detail are essential to gain a comparative advantage. If a proposal is not approved despite receiving a high score, it is crucial to thoroughly review the feedback from the evaluator and the National Agency in order to refine and resubmit the proposal. There is no secret recipe guaranteeing the submission of a successful proposal, but this article provides guidelines and techniques for submitting a comprehensive proposal, significantly increasing the chances of success.

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Figure 6
Digital platforms and tools connected to Erasmus+

Digital platforms and tools connected to Erasmus+	
eTwinning https://www.etwinning.net	Encouraging European schools to collaborate and benefit from endless opportunities
School education gateway https://www.schooleducationgateway.eu/	Europe's online platform for school education
EPALE https://epale.ec.europa.eu/en	Electronic Platform for Adult Learning in Europe
Youth portal https://europa.eu/youth/EU_en	Access to youth related European and national information
SELFIE https://ec.europa.eu/education/schools-go-digital_en	Tools meant to help schools assess their digital learning potential, involving the whole school community in the process (leaders, teachers, students)
Europass https://europa.eu/europass/en	Personal tool for learning and working in Europe
Youthpass https://www.youthpass.eu/en/about-youthpass/about/	Tool that documents learning outcomes from youth and solidarity activities

Source: author's own work.

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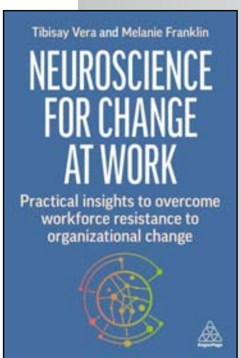
We recommend



Tibisay Vera, Melanie Franklin, *Neuroscience for Change at Work. Practical Insights to Overcome Workforce Resistance to Organizational Change*

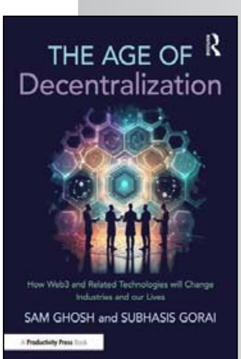
Neuroscience for Change at Work answers these questions and explains how to use insights from neuroscience when designing change and communicating it to employees. It is based on the PEPE model which outlines the four fundamental principles that drive resistance to change in individuals, teams and the wider organization. This book provides specific coverage of how neuroscience can inform change initiatives in remote, hybrid and in-person working environments to ensure successful business transformation in any working model. There is also discussion of how change can impact employee mental health and wellbeing and explains how using insights from neuroscience can help to safeguard this. There is also discussion of how to handle competing priorities from different groups of employees during times of business change.

Every chapter of *Neuroscience for Change at Work* is supported by practical examples, tips, tools and case studies as well as robust, evidence-based insights from neuroscience. Co-authored by a neuroscientist with extensive experience in applying neuroscience to business transformation projects, this book is a practical guide for all change managers and anyone responsible for employee engagement, wellbeing and productivity during times of change.

Date of publication: September, 2024

Publisher: Kogan Page Ltd.

Source of the description: **https://www.koganpage.com/hr-learning-development/neuroscience-for-change-at-work-9781398614406**



Sam Ghosh, Subhasis Gorai, *The Age of Decentralization. How Web3 and Related Technologies will change Industries and our Lives*

The Age of Decentralization talks about various decentralization technologies including Web3, decentralized identity, and decentralized storage, and how they can be incorporated in traditional tech architectures to improve technical and business performance.

In this book, the authors take us on a journey through the tech landscape, exploring how decentralized technologies, including Web3, are on the verge of becoming mainstream and offer a practical roadmap for understanding and embracing this shift. Web2 brought us "the great centralization" by centralizing not only data but also business processes, blurring the industry boundaries. So, payment platforms started offering e-commerce services and ride-hailing services started delivering food. Scale became the most effective moat. But, at the same time, these huge platforms became a magnet for security threats and started violating user privacy rights and consumer rights. The authors argue that the technological, regulatory, and social landscape is ready for the next evolution of technology systems as decentralization technologies get incorporated into traditional architectures.

This book serves as a guide for readers to understand the fundamentals of Web3 along with other decentralized technologies and creates a framework for incorporating them into traditional architectures. At the same time, the authors explore the organization level as well as the macro implications of decentralized technologies.

Date of publication: October, 2024

Publisher: Productivity Press

Source of the description: **https://www.routledge.com/The-Age-of-Decentralization-How-Web3-and-Related-Technologies-will-change-Industries-and-our-Lives/Ghosh-Gorai/p/book/9781032830216**