



Support document for the Erasmus+ Application by Primera Group Ltd.

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1. 4 Basic steps of KA1 application process

Source: Erasmus+ Programme Guide for 2019 (p. 251-263).

#1 Register for PIC number. (If your organisation does not have a PIC number yet).

Create an ECAS account. You can do that at:

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

After you create the ECAS account, access the Participant Portal at:

<http://ec.europa.eu/education/participants/portal/desktop/en/organisations/register.html> and register on behalf of the organisation/group. Guidance and Frequently Asked Questions are available on the Participant Portal.

#2 Download your application from your National Agency. You can find it from the list of National agencies [here](#).

#3 Download the [Erasmus+ Programme Guide for 2019](#) for additional help and information.

#4 Fill and submit the application form. Applicants have to submit their grant application by **5 February at 12:00 (midday Brussels time)** for projects starting between 1 June and 31 December of the same year.

2. Overview of KA1 chapters

Convincing **Erasmus+ application form** is the only thing that separates you from participating in your chosen mobility. However, filling all fields in honest, coherent and logical manner takes some time. Since your answers in the application form will be an object of the evaluation, we prepared a short introduction to the most important chapters. But first let's take a look at the criteria on which the applications will be assessed:

Relevance of the project (max 30 points)	The relevance of the proposal to: <ul style="list-style-type: none"> - the objectives of the Action (see section "What are the aims of a mobility project"); - the needs and objectives of the participating organisations and of the individual participants as specified in the European Development Plan. The extent to which the proposal is suitable for: <ul style="list-style-type: none"> - producing high-quality learning outcomes for participants; - reinforcing the capacities and international scope of the participating organisations.
Quality of the project design and implementation (max 40 points)	<ul style="list-style-type: none"> -the clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of mobility activities and follow-up); - the consistency between project objectives and proposed activities; - the quality of the European Development Plan of the applicant organisation; - the appropriateness of measures for selecting and/or involving participants in the mobility activities; - the quality of the practical arrangements, management and support modalities; - the quality of the preparation provided to participants; - the quality of arrangements for the recognition and validation of participants' learning outcomes, as well as the consistent use of European transparency and recognition tools
Impact and dissemination (max 30 points)	<ul style="list-style-type: none"> - the quality of measures for evaluating the outcomes of the project; -the potential impact of the project: <ol style="list-style-type: none"> a) on individual participants and on the participating organisations during and after the project lifetime; b) outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels. - the appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations

To be considered for funding, proposals must score at least 60 points. Source: [Erasmus+ Programme Guide for 2019](#). (p. 65, 66.)

European development plan (section D. in the application form) is probably the most important part of the application. Here you need to show clear link between needs of your organization, course objectives and implemented activities after your mobility is already finished. To make things easier for you, we dedicated a whole chapter to this topic (read more on page 7).

In the year 2019 particular attention in the Mobility projects for school education staff will be given to the projects that support teachers in such areas as training refugee children, intercultural classrooms, teaching pupils in their second language, classroom tolerance and diversity.

In the field of Mobility projects for the adult education staff particular attention will be also given to the projects that train staff of adult education organisations in such areas as training refugee adult learners, intercultural classrooms, teaching adult learners in their second language, classroom tolerance and diversity.

Description of the project (section E.) includes more than just presentation of your training. You should focus on the objectives that are accomplished during the whole project: preparation of mobility, participating in the course, dissemination of the material, integration of new knowledge and newly developed outputs in your organization. We recommend you to show that partnership with course provider is strong and serious. You may want to mention intensive adjustments via e-mails, Skype calls, meetings at contact seminars or previous cooperation in KA2 projects.

Participant profile (section F.) is dedicated to participants of KA1 mobilities. If you already know the names of persons who will go abroad, present their expertise and training needs. Some national agencies prefer that people from the same organization visit different courses, so they can bring back complementary knowledge. This is not mandatory though.

Learning outcomes (section F.1.) chapter is about development of competencies during the mobility. This output should be provided by course organizer. Every course is unique, so we wrote 13 special sections for 13 special courses. You can find some very useful contents below the title "Which competencies will you acquire...?" near the bottom of each course page on our [webpage](#). European Union likes to hear that you'll present certificate as a proof of newly acquired knowledge. Please keep in mind that Primera Courses can assist you in filling up the **Europass certificate** documents.

Preparation (section G.) for your mobility includes description of your travel plans, accommodation, insurance, safety, visa (for Turkish citizens), mentoring and preparatory meetings. We're happy to live in one of the safest European countries that lies in the middle of important transport corridors. Your agency would also like to hear something about preparatory Skype calls, assigned mentor of the group and booklets with detailed information about the country.

Project management (G.2.) should describe practical arrangements between course provider and course participants. We recommend you to sign special agreement with course provider before you visit the course. This can help you to avoid unpleasant situations with not getting what you paid for. Normally similar document contains learning agreement between coordinator and course participants. Here you can specify course schedule, payment details, dissemination obligations and activities for implementation.

Preparation of participants (G.3.) is mostly done by coordinator of the mobilities. You can think about quick language courses or buying special books that are connected with the course topics. If you visit us, you should mention rich preparatory material and additional information gathered via our Facebook page (<https://www.facebook.com/erasmuspluscourses>).

Main activities (section H.) chapter contains description of all planned mobilities. There are also other fields to fill, where you should mention Skype meetings with course providers, frequent contacts between coordinators from hosting and sending organization and regular updates about your mobility with apps like WhatsApp. You should look for the courses that dedicate enough time to transfer of learning contents to your workplace. At **Primera courses** we organize something like short team coaching session, where you talk about development of competencies and implementation of findings into practice.

Impact and dissemination (section I.1. and I.2.) are two very important chapters. You should dedicate a lot of time to present everything you can do and everything you want to do. Some additional hints can be read in another chapter Role of Impact (page 11) and Dissemination (page 19). One very important media to consider is our [Facebook page](#). During your mobility we regularly publish interesting and highly visible posts that you can use for your dissemination needs as well.

Evaluation (section I.3.) chapter comes the last, although not the least in importance. Here you can focus on the evaluation of the course. As we are curious about the quality of our courses, we always dedicate a lot of time to qualitative and quantitative feedback at the end of the course. If you wish, you can receive the results of our evaluation questionnaire. You should also consider wider measurements that are resulting from the project. Among the things to consider is number of students that enter new curricula, number of newly initiated projects, level of satisfaction with new teaching methods and numbers of people you reached with your dissemination activities. You can also write about more distant criteria like competency assessment or special peer appraisal.

3. D. European development plan

Teachers often ask us for tips in preparing European Development Plan in their KA1 applications within the Erasmus+ Programme. Here we expose six most important characteristics of a good European Development Plan.

Advice # 1: Think about the internationalization of your school. The European Development Plan is about your future. How would you like to be integrated in the international projects? Is there a common agreement among your teachers to participate in international projects? What will internationalization bring to your students, to your teachers, to parents, and to the local community? How will international cooperation improve the quality of your school? Do you have a support from your management? It is not enough to state your wish for internationalization. You really need a productive discussion within your school in order to look on the possibility of the internationalization from different perspectives. The quality of your European Development Plan will be higher if you prepare it based on the findings of different discussions, workshops or interviews with the key stakeholders.

Advice # 2: Be realistic. If your school does not have any experience with international mobility or other international projects yet, then it would be unwise to write that you will establish cooperation with 25 schools from other countries in 1 year. Go gradually. Start with one mobility project and tell the evaluators how your first mobility project will help you to get new contacts for one additional project. It is important to be aware how much can you do with your current competencies and experience. Otherwise, evaluators will give lower points to your European Development Plan with the argument that it is unlikely that you will be able to fulfill the plan.

Advice # 3: Be concrete. Can you tell the difference between the following two sentences? First, we will increase our international cooperation and bring a lot of good practices to our school. Second, we will increase our capability for teaching entrepreneurship by introducing 3 innovative teaching methods for entrepreneurship which we will learn in 3 different countries with 3 different international partners.

The first statement allows different interpretations and you will never know how the evaluator will understand your plan. In contrast, the second statement is much more concrete with exact data. Your evaluator gets a clear picture what would you like to achieve.

Advice # 4: Mind the European dimension of your plan. You go to another country because you want experience which you cannot get at your home country. Remember to write in your application what exactly will you get with mobility project that you cannot get at your home country. If you write that you will go on Erasmus+ course about developing soft skills, your evaluators might give you lower points with the argument that you can get such a course in your home country. So you need a strong argumentation what can you get with the international course. For instance, new contacts for further international projects, study visit of different institutions in another country, best practice exchange with other participants, etc.

Advice # 5: Is it really necessary to send the whole team to one Erasmus+ course? One of the goals of Erasmus+ courses is to establish good networks among participants as a basis for future projects. If you send a group of 18 teachers to one course you will not be able to increase your network. In this

case, you can negotiate a tailor-made course with your course provider. However, write strong arguments why you need a tailor-made course. For instance, maybe your school wants to develop a specific interdisciplinary project about green innovations for the students and your whole team needs additional competencies in order to implement such a project.

Advice # 6: Be ambitious with your dissemination. Mobility project is not just for you. It is also for your local community and for the whole school. Thus, plan some serious dissemination actions in order to spread the knowledge as much as possible. A workshop with your fellow colleagues, with parents or with students might add value to your mobility project. Write a few articles about your mobility project, record a video, and most important, implement the knowledge to your practice.

4. G.3. Preparation of participants

Success does not just happen. It is planned for. And it is the same with Erasmus+ mobility projects. Preparation of participants is one such key to success. In the application process your task is to convince evaluators that you will take care for your participants and not just leave things to go with the flow. Here are a few ideas for a systematic preparation that you can offer to your participants. Preparation covers several areas and is **task-related, intercultural, linguistic, and risk-prevention**.

Task-related preparation refers to activities of mobilities. Ask your course provider to send you in advance any **material related to the course content** and any guidelines the participants need to do in order to follow the course appropriately. Course providers might send you some questionnaires in advance, articles about the topic, have an interview with participants. On your side prepare one or several **meetings** with the participants in which you present all the activities they will have to do in the project, i.e. Erasmus+ rules, documentation, evaluation, certification etc.

Intercultural preparation. Since the in-service trainings are intercultural, the course provider will most likely ask the participants to prepare a **presentation about their country, organisation and their work**. Empower your participant to do the presentation in a high-quality manner so that other participants will be able to learn about your organisation and country. Participants may bring to the course some typical food or promotional material to show country specifics' try. **Share some relevant information** about the culture of your host country. If you send more participants to the same country, you might want to organize **cultural workshop** with a trainer specialised in intercultural topics. The trainer can offer you an experiential workshop about cultural topics such as national values, typical customs, specific ways of behaviours, and habits.

Linguistic preparation. Participants will have to use another language. Ensure that all of them are capable of following it. If some of them have only basic skill of communicating in another language, plan the mobilities in such a way that you **mix participants with good language skills with others** so they will get a proper support. For additional ideas also read our blog "[Does low level of foreign language skills prevent your colleagues from participating in mobility projects? Think again!](#)" Since linguistic preparation is very important, Erasmus+ offers **free language courses**. Check [Online Linguistic Support](#) platform in which you will find assessment and courses for 12 European languages.

However, it never hurts to speak few words in the language of the host country. The abovementioned platform is perfect for that.

Safety of participants is becoming more and more important. Learning should be assured in a safe environment which respects and protects the rights of all persons. Plan your safety measures in advance. Provide a suitable insurance for participants, i.e. **travel and health insurance**. If applicable, it is strongly recommended that participants get a [European Health Insurance Card](#). Consider to prepare a short **safety handbook** for your participants. In the safety handbook you can write all the relevant information about the country, partner, contacts and links in case of emergency, and risk-prevention guidelines.

Careful preparation is important for both, already experienced and new participants in mobility projects. It is better to plan in advance than be in panic if something goes wrong.

5. I.1. Role of the impact

Impact and dissemination bring you almost one third of scores in assessing the quality of your mobility project. Therefore it is worth to put an effort to this part of your project.

The impact of the projects is related to the learning outcomes. Concrete learning outcomes lead to impact and this logical link has to be clearly demonstrated in the application form. But not just that. It is equally important to consider, how your mobility project will affect stakeholders outside your organisation. Different levels are important: institutional, local, regional, national and/or international levels. By tips below we aim to provide some ideas for effective arguments in the impact part of the application form for KA1 mobility projects.

Show concrete competencies. Ask your course provider to prepare a list of competencies that you will acquire during the mobility project. With a list of competencies your task will be easy, because you will be able to show that the training programme addresses the proposed competencies, learning outcomes are reflected in the higher levels of those competencies and the project will improve the quality of participant's teaching activity. If your course provider can give you some information on how you can integrate competencies into your work, you can use those arguments and connect them with your specific subject. In our case we prepared a list of competencies and ideas for integrating competencies into work for every single course. You can find them under the [course descriptions](#).

Think about the **impact on your students**. Even if the participants of the mobility are teachers only, the project will have an impact on students as well. You can write how many new activities for students you aim to implement upon your return from the mobility. Be clear, how those new activities will increase their skills, strengths, or knowledge. For instance, after the creativity course I aim to organise creativity circles for students as a structured course consisted of 30 pedagogical hours. With this new course students will increase their level of constructive and creative thinking skills resulting in more new ideas, considering different perspective in decision making and providing high quality arguments in expressing their thoughts.

Also, provide an answer for how long will you exploit the results of the project. From the sustainability perspective it is better to structure your mobility project in a way that you will be able to exploit the results **even after the project is already concluded**. Your project documentation will have a higher quality if you are able to deliver some ideas on how to exploit the results after the formal end of the project.

Show, how your mobility **project will contribute to the European dimension of your organisation**. How many new contacts will you establish during the mobility? How will you use new contacts? How will you promote your institution during the mobility? Present concrete numbers. Will your students get more information about Europe based on your mobility project? Will the project results be incorporated into the management of your organisation?

What about **regional, national and international level**? This is a little bit more tricky, but not impossible. Remember, that **sustainability** is also a part of the impact of the project. Maybe you can organize some new activities with your parents, based on the competencies that you acquired during

your mobility period. If you are able that, this can potentially strengthen your local community. Also, some activities with other schools may add some additional quality to your mobility project.

On the national and international level you may focus on creating **new projects** from the topic of your mobility. Remember, it is important to be concrete. It is better to list one project idea and justify it properly than to enumerate ten different ideas without any clear logic. For instance, you can say that you would like to create a multicultural project, but currently you need to increase your competencies in multiculturalism. So based on your acquired competencies from multicultural training abroad you plan to create a new international (with schools from different countries) or national (with other schools from your country) project addressing the multicultural challenges in your organisation.

Note the **difference between dissemination and impact**. Dissemination is for instance if you prepare a brochure and send it to teachers from other schools in your community. By a brochure you spread around the word about your project. So dissemination is all about spreading information about your project. Impact on the other hand comprises activities which aim to increase competencies of the people. For instance, impact activity is if you go to entrepreneurship course and upon your return you organize a workshop for teachers from other school in which you share pedagogical material and show them how they can use it with students. You may write this activity under the impact because you help teachers to increase their competencies based on your learning outcomes from Erasmus+ course.

5.a Ideas for better impact of the project

Impact is usually the weakest point of applications. Even in cases when evaluators recognize good project idea applicants struggle to show the impact with concrete examples. The main idea of the impact chapter is to **show changes** you expect to occur as a result of the project. French national agency suggests to be systematic in showing impact of the project on **students, teachers** and **school**.

Desired impact for students:

- self-confidence,
- knowledge of the European Union,
- knowledge of lifestyle and education in partner countries,
- knowledge of native culture
- strong bonds with students from partner schools,
- digital skills development,
- foreign language skills development,
- team work development,
- social skills development,
- interest in other countries and their cultures,
- motivation in all subjects and studies,
- motivation to study foreign languages,
- tolerance with regard to different cultures.

Desired impact for teachers:

- experience of different teaching methods,
- experience of new subjects/knowledge,
- knowledge of the European Union,
- knowledge and understanding of partner countries' educational system (content and assessment),
- knowledge of own subject field,
- creation of strong bonds with partner country teachers,
- project management skills development,
- digital skills development,
- English language skills development,
- language skills development in a language other than English,
- social skills development,
- motivation to work in a multi-disciplinary team,
- motivation for professional training and skills development,
- motivation for the job.

Desired impact for the school:

- improvement of school climate,
- development of interdisciplinary approaches,

- development of openness and cooperation with schools from other countries,
- development of work placements abroad, stronger relationships between students and teachers,
- better team work between teaching, administration and management departments,
- better team work among teachers,
- financial impact,
- introduction of new teaching systems,
- new content,
- strengthening of the European dimension and its development,
- increased support and involvement of family members in school life,
- increased support and involvement of other stakeholders: local and regional authorities, companies, parents' associations.

Don't be scarce with **measurement**. Results indicators help recognise to what degree the project objectives have been achieved. Include different concrete indicators of your results such as: Number of information sessions for school staff to learn about skills gained by students during project activities, Number of delivered Europass Mobility, Number of training sessions by peers, Number of students/teachers involved in mobility activities, Number and type of organisations involved in a project other than schools e.g. any local/national businesses involved, Absenteeism rate, Number of new contacts established, Average satisfaction of the participants.

The specific objectives pursued by the Erasmus+ Programme in the field of education and training in the 2019 call are to:

- improve the level of key competences and skills, with particular regard to their relevance for the labour market and their contribution to a cohesive society, in particular through increased opportunities for learning mobility and through strengthened cooperation between the world of education and training and the world of work;
- foster quality improvements, innovation excellence and internationalisation at the level of education and training institutions, in particular through enhanced transnational cooperation between education and training providers and other stakeholders;
- promote the emergence and raise awareness of a European lifelong learning area designed to complement policy reforms at national level and to support the modernisation of education and training systems, in particular through enhanced policy cooperation, better use of EU transparency and recognition tools and the dissemination of good practices;
- enhance the international dimension of education and training, in particular through cooperation between Programme and Partner-Country institutions in the field of VET and in higher education, by increasing the attractiveness of European higher education institutions and supporting the EU's external action, including its development objectives, through the promotion of mobility and cooperation between Programme and PartnerCountry higher education institutions and targeted capacity building in Partner Countries;
- improve the teaching and learning of languages and promote the EU's broad linguistic diversity and intercultural awareness.

Source: [Erasmus+ Programme Guide 2019 \(p. 27\)](#).

6. I.3. Evaluation

It is almost the last part of the application form but it does not mean it is less important. Far from it. The evaluation demonstrates to what **extent the objectives** and desired outcomes were **achieved** at the different stages of your Erasmus+ mobility project's lifecycle. Here is a guideline on how to prepare effective evaluation of your project.

#1 Assessment plan. Systematically done evaluation can actually simplify the development of the project, completion of the application form and reporting. But you need an effective plan to simplify it. In the assessment plan define and **prioritise** the project objectives. It is impossible to evaluate everything. Select the areas you want to focus on. Define **who** will manage the evaluation of your project impact and dissemination. It is good to have a responsible person who will monitor project implementation. It might be a project coordinator or some other team member. State what you're assessing and set concrete **indicators** such as examples below. In the next step choose an appropriate assessment **method and tool** for collecting and analysing data. After data collection **analyse** the results and ask yourself the right **questions**, e.g. what does it mean if the participants established contacts but no new partnership occurred out of the network. **Act consequently**, e.g. following this analysis we will organise a brainstorming session on developing new project idea and after encourage participants to write their new contacts and propose project idea to them. Additionally, you will have to present intermediary reports and final report of the project to your national agency. Having good assessment plan will help you to write efficient reports.

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

#3 Examples of the indicators. Ideas for indicators below are adopted from the MICE-T project (www.mice-t.net)

Evidence of impact on students:

- Knowledge: better knowledge about the topics involved, better insight in practical applications of the subject, better insight in the European context of the subject
- Attitude: student takes initiative to know more about the subject, student asks more questions during the lessons, student shows more motivation
- Foreign language skills: better oral performance in foreign language, students speak more often in the foreign language in the classroom

- European citizenship: have knowledge and experience of democratic structures and decision-making at local, national and European level
- Management skills: problem-solving, budget management, negotiating skills, collaborative skills.

Evidence of impact on teachers:

- Project based teaching: increased implementation of active learning methods, comparing teaching methods and approaches with colleagues from the partner schools, use of new technologies
- Subject skills: consultation with partner teachers on subject related matters, ability to put the subject in a European context, integration of genuine material from project partners in the lessons
- Foreign language skills: more fluent use of the language, better performance in writing the foreign language
- Motivation: applies more often for extra in-service training, study visits, conferences, undertakes extra work, starts new initiatives, takes initiatives to disseminate the results of the project, feels an 'ownership' for the project
- European citizenship: facilitate and stimulate contacts with teachers and pupils in different countries, stimulate the introduction of the European dimension at school

Evidence of impact on school:

- School policy: staff meetings related to the project take place, involvement of the senior management and the school principal, appointment of a European school co-ordinator, existence of a strategy plan for the introduction of the European Dimension at school
- Community links: regular contacts with media, contacts with the local authorities, contacts with local societies, dissemination to other schools, participation in activities organized by the community, involvement of the parents where appropriate
- Whole school involvement: number of teachers actively involved, are all teachers informed, number of students involved, discussion of the project at staff meetings
- Project visibility: a leaflet or regular newsletter about the project is disseminated within the school and local community, the resources in the school (ICT, language labs, library) are used in a different way, specific events for teachers and other members of staff has taken place, the students' project-products are displayed and/or available

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

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

7. I.2. Dissemination

Dissemination is an opportunity to promote your work and the knowledge you received in Erasmus+ training abroad. So, do not take it as a pressure to put additional energy to your project but take it as a chance to facilitate lifelong learning in your community. Here are some ideas for different dissemination activities. Feel free to use them in your application.

Not just in the end, start your dissemination already at the beginning of the project. Remember your positive feelings and joy when you receive a confirmation of the project from your national agency. Why not share it with others? Use your media (webpage, blogs, social media, newsletters, bulletin board) to tell your local community what are the aims of the project and how will you share new knowledge with them.

Write about your mobility experience. Written words are more sustainable so having at least one written dissemination activity makes sense. Prepare an article or blog. Article may be published in a professional publication or in local media for a general public. Do not write only about the country. The core content is the knowledge you got in your mobility and this is the most interesting think for your readers. Write what did you learn and what knowledge readers can implement in their work and life.

Written word is good, but do not forget on personal contacts with the local community. Present your mobility in conferences, organize a tea party with parents, create a workshop in professional associations, prepare a seminar for your co-workers, have a special session with your students where you will introduce the topic from your mobility period. In this way you will be able to spread the knowledge among a wide range of different people. Maybe you can even organize a summer school for your students in which you will learn about the topic of your mobility. Teamwork rules apply also in the case of dissemination. If you have a colleague from your school that also went to mobility, try to prepare a dissemination event together. This will encourage broader range of people to join the event and maybe motivate them to apply for mobility.

European social media. There are quite a few European options for disseminating your results. For instance [ETwinning](#) is a platform for teachers to connect, develop collaborative projects and share ideas in Europe. You can spread the results of your mobility also in different social media group. For instance, Facebook has a group [Teachers from Europe](#) which has more than 20.000 members; LinkedIn has a [group of elementary teachers](#) with more than 54.000 members. Spread a word about your mobility among the members of those groups and say some words about the quality of the training provider. By this you will help other teacher in making decisions about their future mobilities.

Improve your curriculum. Think what part of the implementing curriculum you can improve using the knowledge and skills from the mobility period. Do not stay only in your class. Share the improvements of the curriculum with your fellow teachers from professional associations who teach the same subject as you.

Mobility as a starting point for KA2 projects. Note that one of the purposes of the mobility is to increase your network in order to apply for future projects. Erasmus+ course therefore is an

opportunity to discuss future projects with your fellow participants. Do not wait till the end of the course. Start a discussion about the projects as early as possible. In this way you will have even additional information for your dissemination activities because you will be able to tell the audience how your project will continue in the future.

Include different stakeholders in your dissemination plan. If you share your new knowledge only with teachers, the knowledge will stay in a very narrow group of people. Think about the ways to include more diverse groups. For instance, parents, students, members of associations, members of local community institutions (libraries, NGOs, volunteering organizations ...), local authorities etc.

8. Information about Primera Group

KA1 application will be more convincing if you show strong connection with the course provider. If you want to add Primera as a project partner here is a detailed description of our company.

SKUPINA PRIMERA (PIC: 949416601)

PIC	949416601
Full legal name (National Language)	Skupina Primera d.o.o.
Full legal name (Latin characters)	Skupina Primera d.o.o.
Acronym	Primera Group
National ID (if applicable)	3837693000
- Fiscal Identification Code (FIC) of Company	SI11960370
Address	Prešernova cesta 5
Country	Slovenia
Post Code	1000
City	Ljubljana
Website	www.erasmuspluscourses.com
Email	info@skupinaprimera.si
Telephone 1	+38651353907
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LEGAL REPRESENTATIVE	
Person title	Ms.
Name and Surnames	Blanka Tacer
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Person title	Ms.
Name and Surnames	Brina Menart
Person position	International courses coordinator
E-mail	Brina.menart@skupinaprimera.si
Telephone number	0038651353907

Skupina Primera is Erasmus+ course provider based in Slovenian capital, Ljubljana. With a team of highly experienced trainers and coaches we support teachers in their personal and professional

development. We offer teacher in-service trainings since 2011. In the year 2018 only we hosted around 300 teachers from different European countries.

Currently we offer 18 different courses. Topics are diverse, but they are focused on development of teachers' problem-solving skills (creativity, entrepreneurship, six thinking hats and science teaching), school capacity (stress management, positive psychology, career development, non-formal participative teaching, violence prevention, multiculturalism, preventing school leaving, inclusive education) and effective relationships (communication, coaching, conflict management),

On national level we work with The National Education Institute Slovenia in the field of peer coaching. We cooperated in developing and implementing a basic and advanced peer coaching programme for teachers. In the last four years we trained more than 200 teachers for using peer coaching method in classrooms, in relationships with parents, and in supporting colleagues in professional dilemmas.

As our second field is also working with private companies we can successfully build bridges between world of business and world of education. Within the private sector we work as human resource management consultancy. Our projects focus on competencies models for different professions, psychometric assessments, soft skills trainings, and leadership development.

We have successfully implemented various projects with private and public institutions. Our experts are also active in European partnerships within the Erasmus+ programme.

More details about our organization are on the following pages:

www.erasmuspluscourses.com

<https://www.facebook.com/erasmuspluscourses/>

www.skupinaprimera.si