



**A. General Information**

This application form consists of the following main sections:

- Context: this section asks for general information about the type of project proposal you want to submit;
- Participating organisation(s): this section asks for information about the applicant organisation and about other participating organisations involved as partners in the project;
- Description of the project: this section asks for information about the stages of the project which should include: preparation, implementation and follow-up;
- Budget: in this section you will be asked to give information about the amount of the EU grant you request;
- Project Summary: In this section you should describe in a compact way your project's rational, objectives and how you intend to achieve these.
- Check List/Data Protection Notice/Declaration of Honour: in these sections, the applicant organisation is made aware of important conditions linked to the submission of the grant request;
- Annexes: in this section, the applicant needs to attach additional documents that are mandatory for the completion of the application;
- Submission: in this section, the applicant will be able to confirm the information provided and to submit the form electronically.

By using this electronic form you are applying for a Strategic Partnership in school education that will be contracted through a multi-beneficiary Grant Agreement if selected for funding.

For information about the alternative contracting model for partnerships between schools only (through a mono-beneficiary Grant Agreement), please consult Part C of the Programme Guide or contact your National Agency.

You can also find information on how to fill in this application form by reading the e-Forms Guidelines.


**B. Context**

Programme	Erasmus+
Key Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Which field is the most impacted?	Strategic Partnerships for school education
Partnership between regions	No
Main objective of the project	Development of Innovation
Call	2016
Round	Round 1
Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time)	31-03-2016 12:00:00
Language used to fill in the form	English

**B.1. Project Identification**

Project Title	Development of an integrated innovative approach - consisting of a right mixture of prevention, intervention and compensation measures - to fill the gap between low-level secondary or vocational education and the labour market.
Project Acronym	HanDS (Holland, Duitsland & Sicilië)



Project Start Date (dd-mm-yyyy)	01-09-2016
Project Total Duration (Months)	36 months
Project End Date (dd-mm-yyyy)	31-08-2019
Applicant Organisation Full Legal Name (Latin characters)	Stichting Surplus
Form hash code	 CFFD8708C28777DB

### B.2. National Agency of the Applicant Organisation

Identification	NL01 (NEDERLAND)
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For further details about the available Erasmus+ National Agencies, please consult the following page:

[http://ec.europa.eu/education/erasmus-plus/national-agencies\\_en.htm](http://ec.europa.eu/education/erasmus-plus/national-agencies_en.htm)



**C. Priorities**

Please select the most relevant horizontal or sectoral priority according to the objectives of your project.

SCHOOL EDUCATION: Supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students from

Please select other relevant horizontal or sectoral priorities according to the objectives of your project.

VET: Promoting work-based learning in all its forms, with special attention to apprenticeship-type training

Please comment on your choice of priorities.

The current economic climate in Europe contributes that youth unemployment in recent years has increased. In Sicily the rate of youth unemployment is over 50% and for pupils out of the practical education the numbers are even higher. Also a change is taking place in the labour market where unskilled work in particular (east) Netherlands and Sicily decreases and is being replaced by automation, which reduces the chance of a match between school and (low graded) jobs. Teachers have the impression that they are now educating their pupils for long-term unemployment. This is for the pupils and for the teachers very frustrating.

Mismatches between education curricula and labour market needs can increase the risk of educational failure as pupils lack prospects within their chosen educational pathway. Linked to this, another phenomenon that is a risk factor for unemployment is early school leaving. High early school leaving rates not only have long-term effects on the societal developments and on economic growth; at individual level early school leavers also have an increased individual risk of unemployment, poverty and social exclusion.

The aim of the HanDS project partners is to develop an integrated innovative approach to prevent current pupils to be unemployed and get stuck at home, and to reengage people in education and training who have had their education interrupted due to various reasons. Therefore the results of this project are a right mixture of prevention, intervention and compensation measures:

- The development of an integrated innovative approach will be achieved through comparing and exchanging the teaching and trainings methods (experiences and know-how) used in Italy, Germany and the Netherlands. Comparing the Northern European approach with the Southern European approach is expected to be an eye opener for all parties. Best practises will be analysed and compared with each other in order to be able to learn from the differences. Based on the analysis and the experiences, a joint product in which the strengths of the different approaches/methods are exploited from one another and applied, will be developed: a suitable employment/internship programme as well as a connection between the (warm) school and the (cold) labour market through the development of two new (school) environments (a labour-based training centre and a labour-based evening school). Through the exchanges of pupils and teachers the approaches/methods developed will be proved and adjusted. Focus on strengths, not just weaknesses is the keyfactor for success. Linking organisations in the field of employment to schools will lead to a good synergy.
- To realize a connection between education and the labour market, a new and innovative measurement system will be developed based on Social (employee perspective), Technical, Economic and Social (employer perspective) fields. In order to be able to realize a better connection between the pupils/job seekers and the labour market, web based guidelines to strip the jobs in tasks which are suitable for the practical education will be developed.



**D. Participating organisation(s)**

**D.1. Applicant Organisation**

PIC	942568304
Full legal name (National Language)	Stichting Surplus
Full legal name (Latin characters)	Stichting Surplus
Acronym	SURPLUS
National ID (if applicable)	08097641
Department (if applicable)	
Address	Lasondersingel 133
Country	Netherlands
Region	NL21 - Overijssel
P.O. Box	
Post Code	7514 BP
CEDEX	
City	Enschede
Website	www.st-surplus.nl
Email	
Telephone 1	+31532068200
Telephone 2	
Fax	

**D.1.1. Profile**

Type of Organisation	Non-governmental organisation/association/social enterprise
Is your organisation a public body?	No
Is your organisation a non-profit?	Yes

**D.1.2. Background and Experience**

Please briefly present your organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Stichting Surplus (hereafter: SURPLUS) is a regional oriented, innovative and solution focused organisation that offers and develops



work opportunities for (long-term) unemployed individuals. Our mission goes to the heart of matching the supply of (long-term) unemployed individuals with the demand for labour, skills and capacity amongst employers. Businesses need employees and (long-term) unemployed individuals need a fresh start at the labour market. SURPLUS is convinced that there is a job match for everyone because we have the positive vision that everyone is able to contribute to labour and/or society with their own specific skills, personalities and experience. We believe that every individual counts and has something to offer! Therefore SURPLUS is focusing on the individual. Success is achieved when we've placed an individual in the best suitable workplace. We give highly qualitative and positive support to unemployed individuals in every step on their way to reach their full potential.

SURPLUS is not just another classic reintegration organisation; we also manage our own work-projects. We combine unemployment with social entrepreneurship and offer a variety of work placements. This means that we are always able to offer a trajectory that suits the skills, personality and experience of the to be placed individual. We are constantly safeguarding the quality of our projects and shaving our methods in order to create perfect work opportunities.

SURPLUS developed a variety of work programs and methods in which personal coaching and support is advocated. We offer the possibility to combine different trajectories in order to meet the individual needs.

Some facts:

- SURPLUS is a not for profit organization that was founded in 1996.
- Our foundation has 29 professional employees: administrative and financial staff, trajectory counsellors, work supervisors and project developers.
- Currently we have 358 clients (trajectories) in Twente (620.000 inhabitants).
- Our foundation is unique because we combine social entrepreneurship and our own work-projects connected/adapted to the target group.
- We have 7 businesses (work-projects) where clients (participants) can work in.
- We are continuous working on new projects and innovations for our target group.
- We are developing our own methodologies to improve and to measure the skills of our clients.
- We are (inter)national recognized and are often asked for know-how and sharing information.

What are the activities and experience of your organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Within the HanDS project, SURPLUS not only has an important role in the development of the connection between education and the labour market through its involvement in the different Work Packages, SURPLUS is also the Project Coordinator.

SURPLUS has a lot of experience in matching the supply of (long-term) unemployed individuals with the demand for labour, skills and capacity amongst employers. We offer a variety of work placements which means that we are always able to offer a trajectory that suits the skills, personality and experience of the to be placed individual. In order to be able to determine, guide and improve the skills of our participants, we have been developing our own methodology "Mikken Op Werk". The aim of this methodology is to, in the shortest amount of time, "upright" the position of (long-term) unemployed people and make them suitable for transfer to either a different trajectory (wage dispensation, temporally regular job, regular job), voluntary work or work in our own work-projects. By measuring every three months we are able to see and fine-tune the improvements made by the participant. We also want to measure work: how can we make a match between people and work?

The key persons involved in the HanDS project are:

- Jack ten Haaf, Director at SURPLUS. Mr. ten Haaf is involved because of this broad knowledge, especially from a strategic point of view. He also has an extensive business network and many contacts at local and regional governmental agencies.
- Theo Verkuijlen, Developer at SURPLUS. Mr. Verkuijlen is responsible for the development of all new methods and principles used within SURPLUS. He has developed the "Kettingreactie-method" (financed through a LEADER subsidy) as well as the basics of the "STEM-principle" and the "Mikken Op Werk-method".

As mentioned, SURPLUS is also the Project Coordinator within the HanDS project. Since its founding, SURPLUS has been involved in several international programs such as ESF, ESF/Equal, Leonardo, Grundtvig, Life Long Learning, Erasmus+, Leader and INTERREG. Because of our involvement in these programs we have worked and are still working with several international partners in Germany, Sweden, Belgium, United Kingdom, France, Spain, Italy, Portugal, Romania, Greece and Poland.

The key persons responsible for the activities related to the coordination of the project are:



- Manouk Hondeborg, Senior Projectcoordinator at SURPLUS. Mrs. Hondeborg has as a lot of experience in the monitoring and execution of the work-projects SURPLUS owns as well as all the development projects that SURPLUS is involved in.
- Kelly Walraven, Projectcoordinator at SURPLUS. Mrs. Walraven has a lot of experience regarding the coordination and monitoring of innovative projects, financed by means of public funding. Besides, she has knowledge on the use of quality systems since she worked as a quality officer at a research company.
- Bern Bomers, Financially responsible at SURPLUS (boekhouder). Mr. Bomers will be, as a result of his financial expertise, responsible for the financial coordination of the HanDS project and the set up of cost statements.

Have you participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
ESF / Germany State of Brandenburg	2016	Mac Me 85004004	EEPL
ESF / Germany State of Brandenburg	2014	Move-Jugendolympiade 1316261	WEQUA
ESF / Germany State of Brandenburg	2013	WEGE / Ways 1152498	EEPL
ERASMUS/Education for all	2012	2012-1-DE2-GRU06-11409-2	Diakonie Munster

### D.1.3. Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

If the address is different from the one of the organisation, please tick this box

### D.1.4. Contact Person

Title

Gender

First Name



Family Name	Walraven
Department	
Position	Projectcoordinator
Email	k.walraven@st-surplus.nl
Telephone 1	0031532068200

If the address is different from the one of the organisation, please tick this box

**D.1.5. Contact Person**

Title	
Gender	Female
First Name	Manouk
Family Name	Hondeborg
Department	
Position	Senior projectcoordinator
Email	m.hondeborg@st-surplus.nl
Telephone 1	0031532068200

If the address is different from the one of the organisation, please tick this box



**D.2. Partner Organisation**

PIC	939214141
Full legal name (National Language)	Het Stedelijk Lyceum
Full legal name (Latin characters)	Het Stedelijk Lyceum locatie De Wissel
Acronym	DE WISSEL
National ID (if applicable)	08102946
Department (if applicable)	
Address	Wethouder Nijhuisstraat 70
Country	Netherlands
Region	NL21 - Overijssel
P.O. Box	
Post Code	7545NK
CEDEX	
City	Enschede
Website	www.hetstedelijk.nl
Email	
Telephone 1	+31534821501
Telephone 2	+31534821523
Fax	

**D.2.1. Profile**

Type of Organisation	School/Institute/Educational centre – General education (secondary level)
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	Yes

**D.2.2. Background and Experience**

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

The urban school "Het Stedelijk Lyceum" is a public school community with 3,500 students for high school, grammar school, secondary school, vocational school and practical ISK ('Internationale Schakelklassen'). Public education means to us not only that everyone is welcome, but also that everyone gets as many opportunities and is treated in a similar manner. The core values of Het





Stedelijk Lyceum are:

1. Create opportunities and develop talents.
2. Be responsible to society and to each other.
3. Communicate transparent and be accountable.
4. Interact positively.

One of the locations of Het Stedelijk Lyceum is De Wissel (hereafter: DE WISSEL). DE WISSEL is a practical school for secondary education with 150 pupils. The pupils join school when they are 12 years old and leave school when they are 18 years old. What these pupils have in common is the fact that they have general learning disabilities compared to their regular peers; pupils in "practical training" are placed at DE WISSEL. The purpose of DE WISSEL, and the type of education it offers, is participation and direct focus on the labour market.

To prepare these pupils for the labour market, DE WISSEL offers them an individual program through practical classes, internships and theory that is supportive. The pupils are trained for a supporting function or activities that are repetitive from nature. Supervision is required for the pupils/future employees who need this within their function and duties. The degree of supervision is determined by capacity, learning capacity and independence of the pupil. When the pupils leave DE WISSEL, the school commits at least two years after-care.

At DE WISSEL, working on quality is part of everyday practice. We want to get the best out of students, both in and out of school, now and in the future. This concerns in our view above all the quality of teaching, professional staff and the organization of education. Every year we create a site plan in which we describe what we want to improve. Since not everyone has the same definition of quality, we also ask students and parents each year what they think of the teachers, the atmosphere in the school and the way we communicate. This way, we can continue to improve the education we offer. Besides, quality is ensured through our annual report, examination results, the website [www.scholenopdekaart.nl](http://www.scholenopdekaart.nl) (to gain insight in our educational achievements), school inspections and our complaint system.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Within the HanDS project, DE WISSEL has - as a result of its expertise and experience - an important role in the development of an integrated innovative approach consisting of the development of a suitable employment/internship programme as well as a connection between the (warm) school and the (cold) labour market through the development of two new labour-based (school) environments (a training centre and an evening school). This will be achieved through comparing and exchanging the teaching and trainings methods (experiences and know-how) used in Italy, Germany and the Netherlands. Best practises will be analysed and compared with each other in order to be able to learn from the differences. Based on the analysis and the experiences, a joint product in which the strengths of the different approaches/methods are exploited, will be developed. Through the exchange of pupils and teachers, the approaches/methods developed will be proved and adjusted.

Learning by doing!

A unique feature of DE WISSEL is that the teaching staff knows the pupils and their social environment very well. They are aware of the job opportunities and know what is needed guide the student to participate in the labour market.

DE WISSEL provides industry-related courses and different kinds of internships such as BES (begeleid externe stages) and MAS (maatschappelijke stages). Pupils from DE WISSEL are being prepared for the labour market by different internships. They start in 3rd grade with an internship in a group with a teacher. At different companies they experience labour in several skills. After that pupils go alone to a company for an internship, 2 days a week. Aim is to develop the fundamental skills for work. The last phase is a 3 till 5 days per week internship which induces a contract at the company where the internship is followed. Aim is a job for the pupils at the age of 18. With the certificates and personal learning goals, the students get the opportunity to prepare themselves optimally for a place on the job market.

The key persons involved in the HanDS project are:

- Sander Blokhuis. Mr. Blokhuis is a mentor, AVO (algemeen vormend onderwijs) teacher and a specialist teacher construction - wood at DE WISSEL. His is involved because of this broad knowledge on the practical education system (also from an operational point of view), different kinds of internships and involvement in the development of the pilot training centre.
- Mabel Lengton. Mrs. Lengton is working as a mentor, AVO teacher and supervisor at DE WISSEL. She is involved because of her substantive knowledge on the education system (also from a more strategic point of view).
- Besides, the staff department of Het Stedelijk Lyceum will provide the support needed for the management of the project.



Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
ESF/Jongerenoffensief Twente	2014	2014ESFN19	HSL
ESF/Stedelijk in de Praktijk	2012	2014ESFN119	HSL

D.2.3. Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

If the address is different from the one of the organisation, please tick this box

D.2.4. Contact Person

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

If the address is different from the one of the organisation, please tick this box



**D.3. Partner Organisation**

PIC	944727427
Full legal name (National Language)	Istituto Superiore Majorana
Full legal name (Latin characters)	Istituto d'Istruzione Superiore Majorana
Acronym	MAJORANA
National ID (if applicable)	9785
Department (if applicable)	
Address	Via Labriola 1
Country	Italy
Region	ITG1 - Sicilia
P.O. Box	
Post Code	96012
CEDEX	
City	Avola
Website	www.istitutomajoranaavola.it
Email	sris02300a@istruzione.it
Telephone 1	+393333161247
Telephone 2	
Fax	+390931831970

**D.3.1. Profile**

Type of Organisation	School/Institute/Educational centre – General education (secondary level)
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	Yes

**D.3.2. Background and Experience**

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

The Secondary High School "Majorana" (hereafter: MAJORANA) is located in Avola, a lovely town in the South East coast of Sicily near Syracuse and Noto, the famous Human Heritage Sites of UNESCO. MAJORANA has about 1.500 students, aged 14-20. It is formed by different types of schools: Lyceum (Gymnasium and Scientific Studies), Technical on Tourism and Business Administration,



Vocational School in the fields of Food and Enogastronomy, Agriculture and Rural Development. It has also got evening courses for adults in the field of business administration and professional courses in the field of preparation of food for school/hospital canteen and the transformation of agricultural products. The school is very well inserted in the territory of which represents the only educational system provided, and offers different opportunities for the young to study and develop their skills. The school promotes lifelong learning with the training of and education to those (adults and NEET- Not in Education, Employment or Training) who are outside the school circuit.

However MAJORANA still suffers from problems linked to early leaving and drop out of students; above all in the first three years of Secondary school when students are about 14-17 years old. There are many causes the school has analysed in the years: difficult family relationships, demotivation towards any kind of study, economic problems and difficult relations between peers. But the main reason of early school leaving is that the students are disillusioned about finding a job after the learning period because in Sicily. Unfortunately, there is a very high rate of unemployment: 50% of the 15-29 year olds is unemployed. This is not only due to the world wide crisis but, above all, to a lack of entrepreneur way of thinking of the young.

MAJORANA's doesn't have its own quality system. The quality system used at MAJORANA is based on the national one approved by the Italian government.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The students at risk of early school leaving are involved in laboratories about the importance of legality and the respect of rules in civil society. Indeed, they are involved in school job-alternation activities both in Sicily and in North Italy; in that way, the students learn how to cope with work experiences and how to face the everyday problems of work. There are afternoon courses on food and enogastronomy to involve the students at risk of drop out. In our curricula, we give great importance to laboratorial method of teaching, based on the Learning by doing method, because we think they are more interesting for students and also because we prepare them for the world outside. The Learning by doing method is based on handmade activities linked to lessons about different topics - such as the preparation of particular dishes or the growing of particular plants - in which the students are involved in Laboratory activities instead of traditional lessons. Last year, the students of the Agricultural and Rural Development Course realized in the school laboratory papyrus papers with the plant taken during a school trip in the Nature Reserve "Ciane and Saline" in Syracuse: this activity was inserted in a curricular project intended to make them know the reality of our territory and the opportunities it gives for work. Another teaching method used by MAJORANA to involve the pupils is Flipped classroom. In this method, the pupils are given at home some tasks and they have to develop them according to their own learning competence. Our school will give to the project the long experience of learning by doing and the will of finding a possible solution to the problem of unemployment among the young learners.

Within the HanDS project MAJORANA has - as a result of the expertise and experience mentioned above - an important role in the development of an integrated innovative approach consisting of the development of a suitable employment/internship programme as well as a connection between the (warm) school and the (cold) labour market through the development of two new labour-based (school) environments: a training centre and an evening school. This will be achieved through comparing and exchanging the teaching and trainings methods (experiences and know-how) used in Italy, Germany and the Netherlands. Best practises will be analysed and compared with each other in order to be able to learn from the differences. Based on the analysis and the experiences, a joint product in which the strengths of the different approaches/methods are exploited, will be developed. Through the exchange of pupils and teachers the approaches/methods developed will be proved and adjusted.

The teachers of MAJORANA are groups of motivated persons who like to explore different issues to make students motivate their learning. They also love to improve their personal skills to achieve the need of a school system that is continuously changing. They teach various subjects: languages (English, French), History, Civil Citizenship, Maths, Science and Biology, vocational subjects such as food and enogastronomy science, agriculture and botany, rural development, Chemistry. They also do teaching courses to develop their teaching competences and methods.

The key staff involved in the HanDS project:

- Teachers of the Enogastronomy section involved in the Cooking Laboratories and in the Hospitality Laboratory.
- Teachers of English who are very well prepared to involve students with problems.
- Teachers of the Rural and Agriculture section who do practical lessons on transformation of products.



Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
ERASMUS+	2015	2015-1-ES01-KA219-015852	IES Alonso Sánchez (Huelva, Spain)

**D.3.3. Legal Representative**

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

If the address is different from the one of the organisation, please tick this box

**D.3.4. Contact Person**

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

If the address is different from the one of the organisation, please tick this box



**D.4. Partner Organisation**

PIC	941181689
Full legal name (National Language)	EEPL GmbH
Full legal name (Latin characters)	Entwicklungsgesellschaft Energiepark Lausitz GmbH
Acronym	EEPL
National ID (if applicable)	HRB 4851
Department (if applicable)	
Address	Grenzstraße 62
Country	Germany
Region	DE4 - BRANDENBURG
P.O. Box	
Post Code	03238
CEDEX	
City	Finsterwalde
Website	www.eepl.de
Email	
Telephone 1	+493531717980
Telephone 2	
Fax	

**D.4.1. Profile**

Type of Organisation	Civil Society Organisation
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	No

**D.4.2. Background and Experience**

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Entwicklungsgesellschaft Energiepark Lausitz GmbH (hereafter: EEPL) is a project development company with an emphasis in the metal and electrical industries of southern Brandenburg, Germany. With over 90 companies and more than 5,500 employees, the metal and electrical industry in South Brandenburg is an important economic pillar, dominated by medium-sized businesses and



diverse value chains. Since 1999, EEPL aims to link these business to create more cooperation, jobs and economic power in the region. EEPL supports customers in growth and improving their business processes and in their personnel management. Here we are a competent partner and service provider for companies, institutions, municipalities, schools, associations and citizens in the fields of economy, labor and social indicators and education & environment.

In the field of employment promotion, EEPL completed numerous European projects as well as federal, state and regional development tasks. These include complex, local and regional development projects that affect economic growth and employment as well as on the skills development of people. Together with municipalities and companies from different regions of Europe – such as Sweden, Turkey, Kosovo - EEPL controls the exchanges of experience and know-how. The objective is the development and realization of projects for the integration of the regions with their human and economic actors.

EEPL also has his own training centres. In these training centres job seekers have the opportunity to complete special qualifications, training and internships. The aim is to enable participants to improve the integration prospects in the training or job market. From a number of topics, an individual training plan is drawn up after an analysis of the skills of a participant. In the training centers these technical skills are being improved. Thus, the participants will receive a high-quality basic knowledge both in theory and in practice, and are also actively advised in their application process and supports.

The EEPL GmbH has worked since 2007 with a Quality Management System according to DIN ISO 9001: 2008. The quality of products and services is the result of compliance with clear rules regarding planning, development and implementation. The certification gives EEPL and our customers the appropriate security. In addition, EEPL is certificated according to the right of working support and motivation in Germany (AZAV). This is a basis and supports the conversion appropriate for quality of the services for the development of skills in the direction of job market.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

EEPL works with the target group of the pupils on the crossing school in apprenticeship or in the job market. For enterprises EEPL is the service provider for education in the group in the metal occupations. For achievement-weak and social-weak pupils EEPL has developed a modular apprenticeship in the entrance in the branch which can lead step by step to an approved occupational end. In the early-professional orientation, narrow cooperations take place between schools and the competence centre within EEPL. Pupils from class 7 until 10 can orientate themselves in different crafts. The competence statement oriented to strength is integrated into the orientation phase. This is a part of the comprehensive care at schools.

Within the HanDS project EEPL has - as a result of the expertise and experience mentioned above - an important role in the development of the labour-based training centre/evening school concept as well as the guidelines for job carving. Knowledge on the organisation of early-professional orientation of pupils in class 7-10 in practical trainings close to regional companies, the development of integration chains for disadvantaged people from school about internship till work as well as competence balance oriented to strength (My future), will be used in the development of the labour-based training centre/evening school concept. The knowledge gained in the project Industrial Worker 2.0 (the development of a modular vocational training concept) on 'decomposing' will be used in the development of the guidelines for job carving. Instead of decomposing a training into a certain amount of modules, aim within HanDS is to develop guidelines to decompose a function into a set of tasks.

Next to the specific knowledge EEPL has, EEPL will also use her warm relationship with the ministry of state Brandenburg, the network in the metall processing industrie in Southbrandenburg and her cooperation partner the Oscar-Kjellberg-Oberschule in Finsterwalde.

The key persons involved in the HanDS project are:

- Gabriele Witschorke: mrs. Witschorke supports the development of modular apprenticeship in the competence centre to the entrance of people with a support need. She cooperates closely together with the chamber of commerce in the German dual education system for apprenticeship.
- Katrin Jäser: mrs. Jäser works in projects with our regional enterprises in case of personal development. She is also very active in networking.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:



EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
ESF / Germany State of Brandenburg	2016	Mac Me 85004004	EEPL
ESF / Germany State of Brandenburg	2016	Nachwuchsführungskräfte Training 85004075	EEPL
ESF / Germany State of Brandenburg	2014	EDUCATED 1403544 (Transnationale Guideline)	EEPL
ESF / Germany State of Brandenburg	2014	Integrationsbegleiter 13661742013	EEPL
ESF / Germany State of Brandenburg	2014	Move- Jugendolympiade 13116261	WEQUA
ESF / Germany State of Brandenburg	2014	Initiative Oberschule / Kompetenzwerkstatt IOS-CB-4046	EEPL
ESF / Germany State of Brandenburg	2014	BIWAQ IIB1-E013-BB-001	EEPL
ESF / Germany State of Brandenburg	2014	Ausbildungslotse 1305784	EEPL
ESF / Germany State of Brandenburg	2013	Beteiligungsorientierte Personalentwicklung (BOP) 1438296	EEPL
ESF / Germany State of Brandenburg	2013	WEGE / Ways 1152498	EEPL

**D.4.3. Legal Representative**

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

If the address is different from the one of the organisation, please tick this box

**D.4.4. Contact Person**

Title





Gender	Female
First Name	Gabriele
Family Name	Witschorke
Department	
Position	Leader of the competence centre, Authorised Attorney
Email	g.witschorke@eepl.de
Telephone 1	+4935317179822

If the address is different from the one of the organisation, please tick this box



**E. Description of the Project**

What is the rationale of this project, in terms of objectives pursued and needs and target groups to be addressed? Why should this project be carried out transnationally?

**Background of the project:**  
 The current economic climate in Europe contributes that youth unemployment in recent years has increased. In Sicily the rate of youth unemployment is over 50% and for pupils out of the practical education the numbers are even higher. Also a change is taking place in the labour market where unskilled work in particular (east) Netherlands and Sicily decreases and is being replaced by automation, which reduces the chance of a match between school and (low graded) jobs. Teachers have the impression that they are now educating their pupils for long-term unemployment. This is for the pupils and for the teachers very frustrating.

Mismatches between education curricula and labour market needs can increase the risk of educational failure as pupils lack prospects within their chosen educational pathway. Linked to this, another phenomenon that is a risk factor for unemployment is early school leaving. High early school leaving rates not only have long-term effects on the societal developments and on economic growth; at individual level early school leavers also have an increased individual risk of unemployment, poverty and social exclusion.

**Objectives and target groups:**  
 The aim of the HanDS project partners is to develop an integrated innovative approach to prevent current pupils to be unemployed and get stuck at home, and to reengage people in education and training who have had their education interrupted due to various reasons. Therefore the results of this project are a right mixture of prevention, intervention and compensation measures:

- The development of an integrated innovative approach will be achieved through comparing and exchanging the teaching and trainings methods used in Italy, Germany and the Netherlands. Based on the analysis and the experiences, a joint product in which the strengths of the different approaches are exploited from one another and applied, will be developed: a suitable employment/ internship programme and a connection between the (warm) school and the (cold) labour market through the development of two new labour-based school environments. Through the exchange of pupils and teachers the concepts developed will be proved and adjusted. Focus on strengths, not just weaknesses is the keyfactor for success. Linking organisations in the field of employment to schools will lead to a good synergy.
- To realize a connection between education and the labour market, a new and innovative measurement system will be developed based on Social (employee perspective), Technical, Economic and Social (employer perspective) fields. In order to be able to realize a better connection between the (qualities of the) pupils and the labour market, web based guidelines to strip the jobs in tasks which are suitable for the practical education will be developed.

**Transnational cooperation:**  
 Long-term unemployment and early school leaving are multi-faceted and complex problems with a European dimension that need comprehensive approaches. For both the school in the Netherlands and in Italy, comparing the Northern European with the Southern European approach is expected to be an eye opener. The most important difference is the curricula of the National Education Systems of the two countries involved. The Italian one is more concerned in the didactic aspect of education than the practical one. More specific, the differences are:

- DE WISSEL is a school that only offers practical training/education. MAJORANA on the other hand is formed by different types of schools such as Lyceum (Gymnasium and Scientific studies), Technical on Tourism and Business Administration, Vocational School in the fields of Food and Enogastronomy.
- The students attending the vocational school MAJORANA obtain a degree evaluated in the 3 or 4 Level of the European Qualification Framework (EQF). The pupils at DE WISSEL can only obtain certificates instead of a degree; the aim is to enlarge the opportunities at the labour market. As a result of both, MAJORANA is more professionalized.

Although schools play an important role in addressing these problems they cannot and should not work in isolation. These problems need an integrated approach that should consist of a right mixture of prevention, intervention and compensation measures. Therefore two organisations with a direct link to the labour market were added to the consortium: SURPLUS, an innovative and solution focused organisation that offers and develops work opportunities for unemployed individuals, and EEPL, a project development company that aims to link the business to create more cooperation, jobs and economic power.

All project partners are convinced that the transnational cooperation between them will enhance the quality of the partners' activities, develop an innovative way of thinking and build new networks. More concrete: will lead to improved work methodologies, transfer of good practices and a new perspective on problems, solutions and methods.



In what way is the project innovative and/or complementary to other projects already carried out?

The HanDS project is innovative and complementary because it focuses on the shift from implementing individual measures to developing and introducing a comprehensive, integrated approach. Research has shown that "old-school", single approaches don't work to avoid early school leaving and long term unemployment of pupils in the practical education anymore. A new, integrated way of thinking will be essential for approaching this problem (EC Thematic Working Group (2013), Reducing early school leaving: Key messages and policy support).

The HanDS project partners aim at improving the transition from education to employment through the development of a new integrated "transition-concept" that suits the current economic system. The labour market needs are the starting point of all developments foreseen; a sustainable labour market match the aim. The new concept will consist of a measuring system (to map the qualities of pupils and job seekers at all stages), an internship carousel (to gain a lot of work experience in a short amount of time), two new labour-based school environments (to realize connections between the warm school and labour market) as well as web based guidelines for job carving (to realize more job possibilities for the low-skilled). The connection between these developments is visualized in the figure attached to this application.

Transition means building bridges; integration of "labour market specialists" in the school concept is therefore essential. Within HanDS, a bridge will be developed between school and the labour market, where specific low-skilled jobs are integrated and brought outwards as a new concept to fill in the gap between the (warm) school and the (cold) labour market; a gap created by the loss of several (incentive- earmarked) funds not only at a local but also at European level.

Partners are aware that lesser resources request new, creative and inventive solutions. Main goal is to prevent unemployment in a much earlier stadium than usual. Their experience is that pupils who get unemployed often stay this for a long time; as a consequence - after a while (many years) - several tools must be put in place to get them (back) to work. Partners are convinced that if the intervention is already done at school than a lot of frustration and cost will be avoided. Another aspect is that in current society the aim is to educate children higher and higher. For our target group that is impossible because of the disadvantage they have. Recognition of disadvantaged learners is in our opinion essential. Also given the fact that simple labour (by hands) will always exist. Our mission is to see and embrace this!

How did you choose the project partners and what experiences and competences will they bring to the project? How was the partnership established and does it involve organisations that have never previously been involved in a similar project? How will the tasks and responsibilities be distributed among the partners?

As described, long-term unemployment and early school leaving are multi-faceted and complex problems with an European dimension that need comprehensive approaches. Although schools, such as MAJORANA and DE WISSEL, play an important role in addressing these problems they cannot and should not work in isolation. These problems need an integrated approach that should consist of a right mixture of prevention, intervention and compensation measures. Therefore two organisations with a direct link to the labour market were added to the consortium: SURPLUS and EEPL.

Partners are carefully chosen from the point of view of the problem area and the planned project objectives. They complement each other and benefit from each other as project partners through the unique experiences and competences they bring to the project. These are a.o. as follows:

- SURPLUS and DE WISSEL will contribute to the development of a measuring system through their knowledge and experience on the STEM principle and 'Mikken Op Werk' method (SURPLUS) and Presentis-method (DE WISSEL). Aim is to develop a new system, based on a combination of these methods, that can be applied on pupils as well as job seekers to make the connection with the working environment not only more easily, but also at an early stage.
- DE WISSEL, MAJORANA and EEPL have experience with and knowledge on different kind of internships: from Begeleid Externe Stages and Maatschappelijke Stages used at DE WISSEL, a wide range of internships at MAJORANA to 'Early professional orientation and the Strength-oriented competence balance method' developed and used by EEPL.
- With regard to the development of the new labour-based school environments, DE WISSEL will bring in experience with the concept of a training centre through the execution of a small scale project. MAJORANA has experience with the evening school concept through the evening courses they offer as well as the laborational method of teaching. Additional knowledge on the training centre concept, from an employment point of view, and integration chains for disadvantaged people from school about internship till work will be brought in by EEPL.
- EEPL has gained extensive knowledge on 'decomposing' in the European project EDUCATED/Industrial Worker 2.0. Based on its experience with the development of a modular vocational training concept (by decomposing a training into a certain amount of modules) EEPL will take the lead in the development of the web based guidelines for job carving to decompose a function into a set



of tasks.

The HanDS project partners all have experience in similar (EU-)projects as described in Part D of the application form. They have also worked together in the past through different types of collaborations. SURPLUS and DE WISSEL know each other through the involvement of pupils in SURPLUS' work-projects (internship). A few years ago the director of SURPLUS came in contact with the mayor and alderman of Avola (Sicily) and he shared his experiences with the practical school DE WISSEL and his ideas to set up a collaboration project to reduce the gap between education and the labour market. This contact not only led to an extensive contact between the director of SURPLUS and the director of MAJORANA, a similar kind of practical school in Avola. SURPLUS also served as a linking pin between DE WISSEL and MAJORANA resulting in a meeting between the pupils of DE WISSEL and the pupils of MAJORANA in Sicily, to share experiences and learn about the cultural differences. There is also a strong connection between EEPL and SURPLUS: EEPL and SURPLUS have been working successfully together in the WAYS project, funded by the Ministry of Labour, Social Affairs, Women and Family from the European Social Fund and Brandenburg region. In 2016 a new project starts in which these partners collaborate: Mac Me.

Within HanDS the project partners share equal parts with regard to tasks and responsibilities. HanDS is structured into a number of Work Packages. Every individual WP contains essential steps involved in completion of the WP along with a deadline by which each of the steps must be completed in order for project management to stay on track. WP's allow for simultaneous work on many different components of the project at the same time by the project partners involved. Completion of a WP is overseen by a Work Package Leader (WPL); within the HanDS project every project partner will be responsible for the coordination and successful execution of one or more WP's.

The HanDS Work Packages are:

- WP1 Aim at Work (WPL: SURPLUS)
- WP2 Hands at Work (WPL: DE WISSEL)
- WP3 Get Linked (WPL: MAJORANA)
- WP4 Carf the Carving (WPL: EEPL)
- WP5 Project management (WPL: SURPLUS)
- WP6 Dissemination and exploitation (WPL: EEPL). Although EEPL will take the responsibility for dissemination and exploitation coordination for the whole project, the responsibility for implementation will be shared among all partners.

How will cooperation and communication happen among all project partners and with other relevant stakeholders? What will be the purpose and frequency of the transnational project meetings and who will participate in them?

Cooperation and communication:

A cooperation based on mutual trust as well as open and honest communication is crucial according to all HanDS project partners. It is therefore very important that from the very initial meetings the partners decide more in detail on the way they would like to communicate with each other and with relevant stakeholders (detailed specification of rules of communication).

The system of communication for HanDS will at least include the following:

- The official working language used amongst all project partners is English; this language will be used both in the project documentation as well as in direct communication (meetings, visits etc).
- At the start of the project, the project partners will compile a glossary of terms to reduce the risk of misunderstandings.
- Electronic mail will be the preferred form of everyday communication.
- Important verbal agreements will be recorded in project documentation or confirmed in emails.
- A HanDS project website will be set up that can be used for the purposes of information exchanges and uploading of documents and materials. This website/online platform will also be used as a system for archiving all documents developed.
- Partners will inform one another about external events, projects, documents, publications and studies relevant for the scope of the HanDS project.
- The project partners will organise project meetings in which the staff responsible for transnational cooperation will participate.

A detailed communication and dissemination plan will be set up in the first six months of the project. This plan will also describe in detail the communication with the different stakeholders; the communication strategy will be dependent on the kind of stakeholder and its requirements and expectations from the project outcomes.

Transnational project meetings:

The HanDS project partners are of opinion that the transnational project meetings (TPM) that will be organised, in addition to virtual



cooperation, are the fundament of a good and effective cooperation. Within the project period four times a Transnational Project Meeting will be organised, where the project partners can discuss the strategy, tasks and organisational details, have discussions on results and analysis and can have a common decision on important questions. Since this kind of intensive direct communication takes time and effort, a good preparation will be essential; it requires that a date should be found that suits everyone as well as a venue for the meeting that is not too difficult to access.

The HanDS project partners foresee the organisation of four Transnational Project Meetings in which all Work Package Leaders participate:

- TPM 1 (Kick-off meeting) - Hosting partner: SURPLUS - Venue for the meeting: Enschede, the Netherlands (M1)
- TPM 2 - Hosting partner: EEPL - Venue for the meeting: Finsterwalde, Germany (M12)
- TPM 3 - Hosting partner: MAJORANA - Venue for the meeting: Avola, Sicily (M24)
- TPM 4 (Final meeting) - Hosting partner: DE WISSEL - Venue for the meeting: Enschede, the Netherlands (M35)

The Transnational Project Meetings will be used for coordination and implementation purposes. The main topics to be discussed are a.o.:

- The dissemination and exploitation plan
- The progress, interim and final report
- The progress of the Work Packages including details of all activities completed and spend against the project budget
- The results so far and possible bottlenecks
- The intellectual outputs
- Sustainability plan and dissemination activities
- Final evaluation

The hosting partner:

- shares relevant information about travel and accommodation;
- prepares a draft agenda (together with the Project Coordinator) which circulates among the Work Package Leaders in advance of the meeting for comments and suggestions;
- evaluates the meeting and;
- writes, after the meeting, the minutes (meeting report) and a news item to be placed on the project website. Draft minutes will be circulated shortly after the meeting for comments and modifications by all.

What are the most relevant topics addressed by your project?

New innovative curricula/educational methods/development of training courses

Early School Leaving / combating failure in education

Labour market issues incl. career guidance / youth unemployment

What results are expected during the project and on its completion? Please provide a detailed description of the expected results (if they are not listed in intellectual outputs, multiplier events or learning, training, teaching activities).

The HanDS project will result in various types of results. These results consist of both concrete (tangible) results as well as of skills and personal experiences (intangible results) that project partners and participants to the activities have acquired.

As described, HandS is structured into a number of Work Packages, units of work with clearly defined goals and deliverables. Every individual Work Package contains essential steps involved in completion of the Work Package along with a deadline by which each of the steps must be completed. The expected results during the project and on its completion are:

WP1 Aim at Work:

- Tangible results:
  - o A research report on 'Mikken op Werk' and 'Presentis' measurement methods as well as 'STEM principle'
  - o Technical and functional specifications
  - o Concept measurement method
  - o Concept measuring system, according to the STEM principle, to categorize pupils and job seekers in order to offer them the



rightful attention and guidance

- o Test results
- o Final measuring system
- Intangible results:
  - o Detailed knowledge on 'Mikken op Werk' and 'Presentis' measurement method as well as the 'STEM principle'
  - o Knowledge and experience gained by participants and learners on how to use the measuring system and interpret the results

WP2 Hands at Work:

- Tangible results:
  - o Needs assessment on what businesses can offer and need regarding internships
  - o Research (literature study) and analysis of current internships (or similar programs) as well as supporting methods used by the project partners
  - o Specifications and requirements
  - o Concept internship programme
  - o Test results
  - o Final internship carousel: internship programme for pupils to gain practical work experience, as much as possible within a short time period.
- Intangible results:
  - o Detailed knowledge on different types of internships and their impact/effect.
  - o Knowledge and experience gained by participants and learners on the internship carousel

WP3 Get Linked:

- Tangible results:
  - o Needs assessment on target group and labour market
  - o Inventory and analysis of existing knowledge on different kinds of training centres and evening schools concepts
  - o Specifications and requirements
  - o Training centre pilot (training programme including facilities) and evening school pilot, both on demonstration scale
  - o Test results
  - o Final training centre and evening school concept
- Intangible results:
  - o Detailed knowledge on different types of training centre and evening school concepts
  - o Knowledge and experience gained by participants and learners on the training centre and evening school

WP4 Carf the Carving:

- Tangible results:
  - o Market research to gain insight in market demand and analysis of needs as well as the capacities of the target group
  - o Research on the job carving method and analysis of good practices
  - o Requirements and functional and technical specifications
  - o Concept web based guidelines based on the job carving principle
  - o Test results
  - o Web based guidelines based on the job carving principle
- Intangible results:
  - o Detailed knowledge on the job carving method and similar principles (such as 'Industrial Worker 2.0) and good practices
  - o Knowledge and experience gained by participants and learners on the use of the web based guidelines

WP5 Project management:

- Minutes of project meetings
- Quality assurance plan
- Risk mitigation plan
- Progress report(s), interim report and final report (including cost statements)
- Final evaluation report

WP6 Dissemination and exploitation:

- Project logo
- Dissemination and exploitation plan



- Sustainability plan
- Newsletters/Flyers/Presentations
- Project website/Social media

**E.1. Participants**

Approximately, how many persons will benefit indirectly from or will be target of the activities organised by the project? (i.e. participants for whom a specific grant is not foreseen, such as local participants in multiplier events, or other types of events, etc.)

1000

Please describe briefly how and in which activities these persons will be involved

The targets and participants directly involved The HanDS project are:

- Teaching staff active in education
- School pupils (learners)
- Early school leavers
- Professionals working in (project development) organisations that offer and develop work opportunities for (long-term) unemployed individuals
- NEETs (people Not in Employment, Education or Training)

Next to the targets and participants directly involved in the HanDS project, there are also participants that will benefit indirectly from the project. Within this project, the following participants are foreseen:

- Pupils’ parents: the parents will be involved through the project website, social media, newsletters and presentations.
- Entire school staff: the entire school staff at both schools will be informed through internal meetings and presentations about the (progress and results) of the HanDS project.
- School inspection: the school inspection will be informed about the results through an update in the outflow (uitstroom) monitor and the monitor that follows former pupils for two years.
- Educational community: similar regional schools will be informed (and benefit) through the exchange of good practices (presentations, visits).
- Local (education) authorities (Enschede, Avola and Finsterwalde): local authorities, such as the Work & Income and the Education department of the municipality of Enschede, will be involved closely. Partners have the intention to invite decision makers of these departments to important meetings (e.g. the kick-off meeting) or an on-site visit to EEPL and/or MAJORANA.
- (Local) network partners (businesses): all project partners participate in one or more (local) network meetings. These meetings are a perfect opportunity to share project results and distribute knowledge (presentations). Partners with a direct link to the project will be informed directly through e.g. an on-site visit.
- Participants in the multiplier event: project partners will organise a final multiplier event (a convention in the Netherlands) to share and disseminate all the intellectual outputs realised by the HanDS project.
- Erasmus+ agency: the Erasmus+ agency will receive progress reports, an interim report and a final report in which the progress of the project and the results will be described. Besides they will receive the final project results and an update of the project on the Erasmus+ Project Results Platform.

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?

Yes

How many participants (out of the total number) would fall into this category?

250

Which types of situations are these participants facing?

Cultural differences

Disability

Economic obstacles



Educational difficulties

How will you support these participants so that they will fully engage in the planned activities?

Project partners have experienced that most of the participants with fewer opportunities face more types of situations (as mentioned above); the disadvantages are cumulative. For example: participants with lower socio-economic status and level of education often deal with higher incidences of mental and physical health problems.

In order to be able to fully engage these participants in the planned activities, project partners will a.o.:

- organise blended mobility activities in which a short period of physical mobility will be combined with virtual mobility;
- focus on building up a close relationship with them (partnership through dialogue);
- involve these participants in the entire (execution of the) project and provide them with understandable information about what they can expect from their participation;
- assign skilled mentors to these participants who can help (and guide) them to acquire the necessary skills;
- develop modular concepts that can be adjusted to the individual needs (strengths).





**F. Preparation**

Please describe what will be done in preparation by your organisation and by your partners before the actual project activities take place, e.g. administrative arrangements, etc.

What has been done so far?  
 The HanDS project partners have known each other for a couple of years. They have met several times and frequently communicated by using email and telephone. These different contacts (and analysis of existing knowledge, know-how and practice) showed that they have communal needs: realize an integrated approach regarding the common target groups that are missing a connection with the labour market. This was the starting point of this transnational collaboration project.

During the application process, the partners have been in close contact with each other to exactly define the common objectives, Work Packages and underlying activities and to make further arrangements. The contact consisted of amongst others:

- weekly contact through email and by phone;
- online conference call;
- the realization of a pre-application (project idea);
- various meetings between SURPLUS and DE WISSEL and on-site visits.

What will be done before the actual start of the project?  
 A solid foundation is necessary to ensure a proper execution of the project. This means a good preparation starting by organising a kick-off meeting with all project partners. The kick-off meeting will be used by the partners to amongst others:

- make practical arrangements such as a detailed specification of rules of communication in which partners decide more in detail on the way they would like to communicate with each other and with relevant stakeholders;
- set up a glossary of terms, an unique definition of concepts pertaining to the project in order to avoid confusion and miscommunication;
- prepare a detailed project schedule based on a list of main tasks including starting time and duration. These tasks will be divided into stages (short-term objectives);
- further discuss the outline of the dissemination and exploitation plan;
- make a selection of participants (pupils and teachers);
- make detailed arrangements about the preparation of the participants before departure. This means that the sending school will ensure good preparation of the project implementation in cooperation with the receiving organisation and with the participants (e.g. guarantee the safety and protection of these participants and obtain prior authorisation of participation from the parents of the pupils involved);
- discuss all necessary agreements that need to be made.

**F.1. Project Management**

How will you ensure proper budget control and time management in your project?

The organisational structure of the HanDS project specifies the mutual relationships between the partners as well as the responsibilities for the activities pursued by the project. Within HanDS the following project management structure is foreseen:

- National Agency (NA): during the HanDS project the partners will keep up to date records regarding the project and its implementation, including details of all activities completed and spend against the project budget. This information will be send to and assessed by the NA. The NA will be in contact with the Project Coordinator of the HanDS project, SURPLUS.
- Project Coordinator: the Project Coordinator SURPLUS will be responsible for the overall project management and will report on the project activities and results to the NA. Besides, SURPLUS will be the intermediary for all communications between the beneficiaries and the NA.
- Project Coordination Committee: the Project Coordination Committee is composed of the Work Package Leaders and is chaired by the Project Coordinator. Its main activities are the overall management, coordination and exchange between Work Packages, progress reviews and proposing and approving major changes on project plans in response to unexpected problems or conflicting situations.
- Work Package Leaders (WPL): each Work Package will be managed by a Work Package Leader who will be responsible for the follow-up of work. The WPL is in charge of the management of the tasks associated to that work package. Each WPL will be



responsible for submitting the progress reports to the Project Coordinator.

Within SURPLUS, as being the Project Coordinator, a project manager together with the administrative and financial control department will oversee the project as a whole. This project manager will monitor that work is progressing according to the project plan and the detailed project schedule that will be prepared at the start of the project and will be based on a list of main tasks (and stages) including starting time and duration. The project manager will also be responsible for the management and the reports: progress report(s), interim report and final report. The basis of these reports are regular reports and cost statements (reports on expenditure) made by the partners individually based on templates agreed amongst the partners.

More specific, SURPLUS will be responsible for the time-management and process monitoring. The administration and all related administrative work within SURPLUS is currently done by using the program of EXACT (software). Within this system it is convenient and easy to determine the cost and budget systems for this specific project. Mutual agreements regarding invoices are the underlying foundation of this budget control system. Within HandS the exact timescales for payments and conditions to be met by all partners, before payments are released, will be decided upon before the project starts. The establishment of EXACT in the foundation SURPLUS is a good budget control for all projects. SURPLUS has plenty of experience related to these responsibilities to guarantee the success, not only through her involvement in various (trans)national collaboration projects but also as a result of her day-to-day activities like for instance her work-projects. Experiences from other European projects such as LEADER and Equal have taught SURPLUS that their administrative system is very effective and convenient regarding these projects.

Within SURPLUS there is enough knowledge and know-how present. At all times the project administration is up to date. A yearly audit regarding the financial statements is required and obliged by law in their organization. Since the founding of the organisation there has been an every year approval (unqualified opinion on the financial statements) by a leading accountants office.

How will the quality of the project's activities and results be monitored and evaluated? Please mention the involved staff profiles and frequency of such quality checks.

The monitoring of the HandS project will be one of the main tasks of the Project Coordinator. The Project Coordinator examines whether the project is implemented according to the original plan and detailed schedule. In opinion of the HandS project partners, a rational and well prepared schedule is of great importance for effective project management.

Quality checks will be based on frequent, effective and quality monitoring of the process and progress. The execution of these checks will be a periodic activity (once a month) and will consist of checking if the project is being executed as per the adopted schedule (tasks and stages). This will allow the project to take any necessary corrective measures in time. The Project Coordinator will set up and use a tool that shows what tasks must be completed within what time-frame/week (according to the initial plan) as well as the effective realisation. This way the Project Coordinator can immediately see clearly which tasks are proceeding according to the schedule and which are not.

The monitoring of the project's financial progress will consist of checking if the amounts paid for the execution of the tasks are in line with the initial project budget. This check will be executed by the Project Coordinator in close cooperation with the financial department. The Project Coordinator will set up and use a tool that will show all the tasks as well as the planned value of each task (according to the initial budget) per month consisting of the expenses planned for in a given month and the actual expenses incurred in this month.

In order to be able to ensure that an integrated quality approach is built into all project elements and activities, a quality assurance plan will be created at the start of the project. This quality plan will describe the evaluation requirements which will cover both the evaluation of the project itself as well as the evaluation of the results and the processes of the HandS project. The aim of the quality plan is to set out the quality criteria and requirements for the activities under each Work Package. This will make clear indications about which activities are considered important to the success and quality of the project outcomes. The quality plan will be made available for every partner on the project website.

Within the HandS project the continuous monitoring and evaluation of the project and its deliverables will be the responsibility of the Project Coordinator SURPLUS. Within SURPLUS an accountant will be responsible for the financial settlements. The managing director and the senior projectcoordinator will manage the input from the other partners and be responsible for the quality checks. These checks will be executed by the projectcoordinator within SURPLUS since she has a lot of experience with ISO 9001:2008, gained working as a quality officer for a research organisation. Within this organisation she was responsible for a.o. devising and establishing the company's quality procedures, standards and specifications, setting up and maintaining controls and



documentation procedures and making suggestions for changes and improvements and how to implement them.

Overall: working on quality is part of everyday practice for all the HanDS partners. The schools want to get the best out of pupils, both in and out of school, now and in the future. This concerns above all the quality of teaching, professional staff and the organization of education. Quality is ensured through an annual report, examination results, school inspections, complaint system. Also EEPL has worked since 2007 with a Quality Management System according to DIN ISO 9001: 2008. The quality of products and services is the result of compliance with clear rules regarding planning, development and implementation. The certification gives EEPL and their customers the appropriate security. In addition, EEPL is certificated according to the right of working support and motivation in Germany (AZAV). This is a basis and supports the conversion appropriate for quality of the services for the development of skills in the direction of job market.

What are your plans for handling project risks (e.g. conflict resolution processes)?

"The chain is as strong as the weakest shackle". In preparation of the application, the enthusiasm and the supply of material showed that there is a huge passion and commitment. Partners have agreed upon the fact that they are all responsible for risk handling and they all need to be involved within the assessment of risk, both early in the project during planning and continuing during execution to detect new risks as more becomes known.

Managing risks will include risk assessment (risk identification and evaluation) and a mitigation strategy for those risks. Each Work Package Leader will develop a mitigation plan for the identified risks within their WP. For other risks that are more general in nature (such as schedule, scope or cost) the Project Coordinator will be responsible for defining the mitigation plan. The overall management of the risks is a task that belongs to the Project Coordinator since he also has the responsibility for monitoring project progress.

Regarding the risk identification phase partners have already identified some risk factors that could undermine the correct implementation of the HanDS project. Risks can occur as a result of cultural differences between the different countries, but also regarding the functioning of the transnational partnership, the implementation of the project as well as the budget.

Possible risks foreseen by the partners and methods of mitigating those risks are:

- Withdrawal of a project partner during the implementation of the project.

In order to minimise this risk factor, first of all partners are invited to the HanDS project that are already familiar with each other. Besides, all partners have clearly articulated their expectations of the project at the very outset of the cooperation. In case first signs of difficulties become apparent, good conversation among the partners will be of great importance. One way to be able to identify possible difficulties at an early stage is by frequently discussing (e.g. by means of a conference call, project meeting) the partners' satisfaction with the cooperation so far and to what extent its expectations have been met by the project.

- Lack of partner's commitment to the project.

In case a partner shows lack of commitment, it is the responsibility of the Project Coordination Committee to signalize that, point it out and make the subject transparent. Partners have agreed upon the project, its objectives and the activities that need to be carried out and are as a result obliged to fulfil their part. If the Project Coordination Committee doesn't have any success, the Project Coordinator will settle a personal conversation with the relevant partner to set things straight and, if necessary, make further arrangements. In case the Project Coordinator is not successful and there is unreasonable persistence there will be no further payment. All organizations boast a long history and have a lot of experience with European cooperation agreements. Projects and contacts from the past provide a solid foundation for this partnership. Partners share the same vision; this will be the key factor to make this project a success.

Which activities and indicators of achievement (quantitative and qualitative) will you put in place in order to assess whether and to what extent, the project reaches its objectives and results?

Overall aim is to reduce the amount of ESL's from 15% to 5% and increase the amount of sustainable labour market matches with 15% (from 18% to 33%). Partners have defined the activities and indicators they will put in place in order to assess whether and to what extent the project reaches its objectives and results.

WP 1 AIM AT WORK

- Internal "staff" pilot: in the first step of the pilot, the measurement system will be tested by a selection of staff members in the organisation. They will assess themselves and evaluate to what extent the questions are clear and the outcomes are realistic (in line with their own expectations). Based on the initial test results, the system will be fine-tuned.
- Internal "pupil/job seeker" pilot: in the second test phase the measurement system will be tested by the involved teachers and counsellors. They will use the system on a select group of pupils and job seekers to assess their strengths and weaknesses according



to the STEM principle. The test group will consist of 5 pupils and 5 job seekers on which background information is available (such as a diagnostic research report) so the test results can be compared to existing information.

- External "pupil/job seeker" pilot: after the internal "pupil/job seeker" pilot, the same members of the test group will be tested externally. The company that provides the internship/job will execute the measurement and the external results will be compared to the results achieved in the internal pilot. A comparison will be made for each question (and corresponding answer) in the test. Partners will decide on the accepted margin between the measured test results (internally, externally) in advance and will analyse the way the executors of test have interpreted the questions.

### WP2 HANDS AT WORK

- A demonstration pilot will be set up with a duration of 6 months in which two full-scale tests will be executed. One internship carousel programme consists of 4 internships in 3 months (3 weeks within the same company).
- The demonstration period consists of 2 phases:
  - o Within the first (internally oriented) phase, 10 pupils will be placed in 4 different work-projects at SURPLUS for a period of 3 months. The pupils will be guided by a teacher at the school and a counsellor at SURPLUS.
  - o The second phase is externally oriented: 10 pupils will be placed in 4 different companies for a period of 3 months. The selection of companies will be based upon the preferences and competences of the pupil combined with the company needs.
- After the first phase, the carousel will be evaluated by the teachers, counsellors and pupils involved by means of an evaluation survey. Indicators of achievement are a.o. the satisfaction rate of the professionals and positive feedback from pupils. Based on the outcomes, the carousel will be fine-tuned and adjusted, and the second demonstration phase can start. This second phase will be evaluated by teachers, pupils and companies involved.

### WP3 GET LINKED

- The demonstration of the labour-based training centre and evening school will start with a baseline measurement; the baseline will be the standard against which partners will measure all subsequent changes implemented.
- Training centre: a first measurement will take place after 6 months to gain insight in the results achieved on the level of the training centre and on an individual level (aim is to include 10 pupils). A second measurement will take place after one year. Indicators of achievement: competences, labour-technical skills, outflow of pupils.
- Evening school: a first measurement will take place after 6 months (the second after one year). Partners will make use of the labour-related information gathered in the after-care monitor, that follows a student for two years (aim is to include 10 pupils). The social component, that is also a very important part of the evening school, will be evaluated by means of a satisfaction survey.

### WP4 CARF THE CARVING

- Companies in the network of the project partners will be asked to test the web based guidelines developed.
- The participating companies will be asked to register the functions available within their company, in the online environment (website). Aim is to register 25 functions. The web based guidelines will decompose the function in such a way that different profiles at various 'levels' (consisting of one or more tasks) become available. These profiles will be matched with the database in which the job seekers (and their specific competences based upon STEM) are included. The matches found will be discussed with the companies involved and the trial period will start. Every trial executed will be evaluated by means of an evaluation interview.
- Indicators are a.o. the satisfaction rate of the companies (the ease of use, accessibility, quality of match made), the amount of successful matches (min. of 9 matches), the period between registration and trial (max. of 3 months) and positive feedback from the job seekers.



**G. Implementation**

Please elaborate on the methodology you intend to apply in your project. Please also provide detailed information about the project activities that you will carry out with the support of the grant requested under the item "Project Management and Implementation".

What methodology is proposed within HanDS?

For the development activities that will be executed within the HanDS project, the partners intend to apply an iterative (cyclic) development methodology. This is a methodology based on a process of research, (functional/technical) design, prototyping, testing, analysing and refining, and is well suited to the objectives and outputs. This methodology enables user feedback and continuous, iterative testing enables an objective assessment of the project's status. The methodology proposed, in order to be able to produce the expected results, takes into account existing knowledge and practice available at the project partners. The activities that will be executed within each WP, will be described in more detail in the next paragraph.

How will the project management and implementation be organised?

The organisational structure of the HanDS project specifies the mutual relationships between the partners as well as the responsibilities for the activities pursued by the project. A description of the structure is given in Part F of the application form. In general the following project management structure is foreseen:

- National Agency (NA)
- Project Coordinator
- Project Coordination Committee
- Work Package Leaders (WPL)

Regarding the project management: within SURPLUS, as being the Project Coordinator, a project manager together with the administrative and financial control department will oversee the project as a whole. This project manager will monitor that work is progressing according to the project plan and the detailed project schedule that will be prepared at the start of the project and will be based on a list of main tasks (and stages) including starting time and duration. The project manager will also be responsible for the management and the reports: progress report(s), interim report and final report. The basis of these reports are regular reports and cost statements (reports on expenditure) made by the partners individually based on templates agreed amongst the partners.

Regarding the implementation: The HanDS project is structured into a number of Work Packages, units of work with clearly defined goals and deliverables. Every individual Work Package contains essential steps involved in completion of the Work Package along with a deadline by which each of the steps must be completed in order for project management to stay on track. Work Packages allow for simultaneous work on many different components of the project at the same time by the project partners involved. Completion of a Work Package is overseen by a Work Package Leader; within the HanDS project every project partner will, taking into account their individual strengths, be responsible for the coordination and successful execution of one or more Work Packages.

The HanDS Work Packages, Work Package Leaders and WP objectives are:

- WP1 Aim at Work (WPL: SURPLUS): Development of a measuring system, according to the STEM principle, to categorize pupils and job seekers in order to offer them the rightful attention and guidance.
- WP2 Hands at Work (WPL: DE WISSEL): Development of a suitable employment/internship programme for pupils to gain as much as possible practice work experience in a short period as possible (internship carousel).
- WP3 Get Linked (WPL: MAJORANA): Creation of a connection between the (warm) school and the (cold) labour market through the development of two (new) school environments: a labour-based training centre and a labour-based evening school.
- WP4 Carf the Carving (WPL: EEPL): Development of web based "guidelines" based on the job carving principle.
- WP5 Project management (WPL: SURPLUS): SURPLUS will monitor that work is progressing according to the project plan and the detailed project schedule that will be prepared at the start of the project and will be based on a list of main tasks (and stages) including starting time and duration.
- WP6 Dissemination and exploitation (WPL: EEPL): Although EEPL will take the responsibility for dissemination and exploitation coordination for the whole project, the responsibility for implementation will be shared among all partners.



Please provide detailed information about the activities that your project will organise and elaborate on the methods you intend to use.

The activities that will be organised within the HanDS project in general consist of the development, testing and implementation of innovative practices, the exchange of experience and knowledge and the carrying out of joint analysis and research. These activities will be focused on a.o. peer learning, the development of competences, the support of pupils with special needs and the mobility of staff and pupils.

The different Work Packages within HanDS and the activities that will be executed within these Work Packages are all connected to each other. The connection is shown in the figure attached to this application. The starting point of all activities are the labour market needs. These needs will be the fundament on which the methods, tools and environments will be developed. From an education point of view (the left side of the figure), the labour market needs will be translated into the Internship carousel (WP2). In case pupils are not successful in this carousel they have the opportunity to gain additional competences in the Labour-based training centre (WP3). From a labour point of view (the right side of the figure), the labour market needs will be translated into the Web-based guidelines (WP4). In case former pupils/job seekers are missing essential competences, they can be trained in the Labour-based evening school (WP3). The Measurement system (WP1) that will be developed, can be used in all phases of the HanDS project to assess the strengths and weaknesses of pupils and job seekers and monitor the progress made. Ultimate goal is to realize a sustainable labour market match!

Below the foreseen activities within each Work Package are described as well as the method the partners intend to use:

**WP1 AIM AT WORK**

- Partners will start with the execution of research on 'Mikken op Werk' and 'Presentis' measurement methods and My Future (soft skills) as well as the 'STEM principle'. This research will give insight in all existing knowledge available at the partners.
- In the next phase they will set up the technical and functional specifications. Dependent on the desirable specifications and the knowledge available, the know-how that needs to be developed/gained will become clear.
- The specifications will provide the basis on which a concept measurement method and a prototype measuring system will be developed.
- The developed prototype will be tested, the test results will be analyzed and the prototype will be fine-tuned based on the outcome of the test results (iterative testing).
- The last phase consists of the development of a final measuring system.

**WP2 HANDS AT WORK**

- The labour market needs are (in)directly the starting point of all the Work-Packages. Partners will start with the execution of a needs assessment on what businesses can offer and need regarding internships.
- The next step is the execution of a literature study and analysis of current internships (or similar programs) as well as supporting methods (such as strength-oriented competence balance) used by the project partners.
- Set up of specifications and requirements.
- Development of a concept internship programme.
- Testing of concept, analysis of test results and fine-tuning of programme. Partners will set up a demonstration pilot with a duration of 6 months. During this phase partners aim to execute two full-scale tests: demonstrate two internship carousel programmes, each with a duration of 2,5-3 months.
- Development of final internship carousel.

**WP3 GET LINKED**

- Since the new school environments will be labour-based, the execution of a needs assessment on target group and the labour market is essential. What is needed regarding training modules and competences? What is missing at this moment?
- Analyse existing knowledge on different kinds of training centres, evening school concepts, early professional orientation and integration chains.
- Set up of specifications and requirements.
- Development of a labour-based training centre pilot (training programme including facilities) and a labour-based evening school pilot, both on demonstration scale.
- Testing of concept, analysis of test results and fine-tuning of pilot. Partners will execute a demonstration pilot on both concepts with a total duration of 12 months (starting in February so it includes two different school years).
- Development of final labour-based training programme/centre and labour-based evening school pilot.



- WP4: CARF THE CARVING
- Market research to gain insight in market demand and analysis of needs as well as the capacities of the target group.
  - Execution of research on job carving method and similar principles (such as 'Industrial Worker 2.0') and analysis of good practices.
  - Set up requirements and functional and technical specifications.
  - Development of web based guidelines based on the job carving principle.
  - Testing of concept, analysis of test results and fine-tuning guidelines.
  - Development of final web based guidelines.

**G.1. Intellectual Outputs**

Do you plan to include intellectual outputs in your project?

Yes

When filling in the Intellectual outputs section, please specify the leading and the participating organisations under each output that have a significant contribution in terms of potential impact and transferability (e.g. new curricula, pedagogical materials, IT Tools, analysis and studies, etc.). This will allow for specifying the corresponding costs in the specific section of the budget.

Output Identification	O1
Output Title	AIM AT WORK
Output Description	A measuring system, according to the STEM principle, to categorize pupils and job seekers in order to offer them the rightful attention and guidance.
Please describe the tasks leading to the production of the intellectual output and the applied methodology	<p><b>SURPLUS (WPL):</b></p> <ul style="list-style-type: none"> <li>• Current expertise/know-how: SURPLUS has developed the 'STEM principle'. This principle consists of four different sections namely Social (from the perspective of an employee), Technical, Economic and Social (from the perspective of an employer/company). Based on this principle, SURPLUS has developed the first basics of the 'Mikken op Werk' measurement method. This method is focused on the job seeker and the employment process (a.o. employee skills).</li> <li>• Involvement/role within WP: SURPLUS will take the lead in this Work Package. The aim of this WP is the development of an innovative, integrated measuring system based on the STEM principle. Idea is to develop a measuring system that can be applied on both pupils and job seekers individually. The goal of this measuring system is to map the qualities of pupils and job seekers and to find areas that can still be developed. SURPLUS will bring knowledge on the STEM principle as well as the 'Mikken op Werk' method.</li> </ul> <p><b>DE WISSEL:</b></p> <ul style="list-style-type: none"> <li>• Current expertise/know-how: At this moment, DE WISSEL uses the Presentis-method. Where the 'Mikken op Werk' method is strongly focused on the job seeker and the employment process, the Presentis method has an approach focused on the development of the individual pupil in the school environment. Presentis is a digital pupil guidance system of the pupil and for the pupil. A digital database in which the complete development of the pupil can be followed.</li> <li>• Involvement/role within WP: DE WISSEL will bring knowledge on the 'Presentis' method that is currently being used at the school. Aim is the development of an innovative, integrated measuring system based on the STEM principle as well as the methods that are being used: 'Mikken op Werk' and 'Presentis'. The new measuring system will allow the partners to make a connection with the working environment not only more easily, but also at an early stage.</li> </ul> <p><b>MAJORANA:</b></p> <ul style="list-style-type: none"> <li>• Current expertise/know-how: MAJORANA uses and therefore has knowledge on the EQF System which is based on 8 different Levels, and the degree the students obtain in the school is the Level 4. The system allows students to be evaluated on a scale recognised in all the European countries, based on learning outcomes whose learning objectives are divided into knowledge, skills and competences, approved by the European Union since 2005, and that Italian Ministry for Education has joined in 2007. The students who attend the Qualification</li> </ul>



courses obtain the 3 EQF Level.

- Involvement/role within WP: MAJORANA wants to use this method in order to integrate it in its students' evaluation system. Regarding the development, MAJORANA will bring in knowledge on the EQF system and the evaluation component within this system (also with regard to the set up of the specifications).

EEPL:

- Current expertise/know-how: In the training centres that EEPL has, an individual training plan is drawn up after an analysis of the skills of a participant. For specialized skills EEPL uses a system for measuring the skills in context to the tests in their dual vocational apprenticeship system which depends to the chamber of commerce. The chamber of commerce recognizes the apprenticeship (vocational training) in Germany. EEPL developed from this "recognized" system a modular training system. In their modular system EEPL has measurement methods exactly in the fields it teaches. The students can use this test as a first step in direction to the "recognized" apprenticeship. For social skills (soft skills) EEPL uses parts from "My future" to find out strengths. The measuring system for soft skills is based on individual appraisals at the start and at the end. In opinion of the EEPL individual support and accompaniment is the most important thing to be successful and this needs individual time. The measurement system depends on the subjective appraisal of the coach.
- Involvement/role within WP: EEPL is interested and will be involved in the development of a measurement system for soft skills that is able to compare these skills on different levels. How can objective appraisals be reached and how can these be shown understandably for employers? It is important that it has to be useful for the coaches.

Start Date (dd-mm-yyyy)	01-10-2016
End Date (dd-mm-yyyy)	30-06-2019
Languages	Dutch
	English
	German
	Italian
Media(s)	Software
	Database
	Workspace
Activity Leading Organisation	Stichting Surplus
Participating Organisations	Het Stedelijk Lyceum locatie De Wissel
	Entwicklungsgesellschaft Energiepark Lausitz GmbH
	Istituto d'Istruzione Superiore Majorana
Output Identification	O2
Output Title	HANDS AT WORK





Output Description	A suitable employment/internship programme for pupils to gain as much as possible practical work experience in a short period as possible (internship carousel).
Please describe the tasks leading to the production of the intellectual output and the applied methodology	<p><b>SURPLUS:</b></p> <ul style="list-style-type: none"> <li>• Current expertise/know-how: SURPLUS has a broad business network in the region, not only through her own work-projects but also through the placement of participants at other projects and businesses. SURPLUS therefore has extensive knowledge on what businesses can offer (regarding internships) and what they need.</li> <li>• Involvement/role within WP: All partners within the HandS project have experienced that most of the commercial businesses are not looking for short term internships, since this is very time-consuming. Social enterprises could be a solution for this since they are familiar with people with fewer opportunities. The work-projects that SURPLUS offers and the connections that SURPLUS has, will be of great value in the development of the internship carousel. These will be used to gain work experience, e.g. in hospitality, wood, greening.</li> </ul> <p><b>DE WISSEL (WPL):</b></p> <ul style="list-style-type: none"> <li>• Current expertise/know-how: DE WISSEL has a lot of experience with different types of internships. At this moment DE WISSEL offers a.o. 'Begeleid Externe Stages (BES)' and 'Maatschappelijke stages (MAS)'. Within the current BES, groups of pupils (6) gain practical work experience in internships (5) at different companies. Each internship period lasts 6 weeks. A BES teaches the pupils what an internship is about. They find out what they are good at and what they are less good at. It is a very good preparation for the fourth grade.</li> <li>• Involvement/role within WP: DE WISSEL will take the lead in this WP. The aim of this WP is the development of an internship carousel consisting of different internships that will be completed subsequently by the pupils. This carousel should ensure to gain work experience, as much as possible in as short time as possible. For example: four internships in three months (a period of three weeks within the same company). DE WISSEL brings expertise in the field of (several types of) internships.</li> </ul> <p><b>MAJORANA:</b></p> <ul style="list-style-type: none"> <li>• Current expertise/know-how: MAJORANA currently offers a wide range of internships, based on the Italian National System for the School Job Alternation activities. MAJORANA offers to the students stage on national tourism network of different types of companies, according to the specific expertise of the courses, Sale and Service, Enogastronomy, Tourism, Agriculture and Rural Development. MAJORANA is also partner in a project concerning the working market in order to give students better job chance after school. Also this experience and knowledge will be brought in.</li> <li>• Involvement/role within WP: MAJORANA and DE WISSEL will in close cooperation develop the internship carousel together with input from SURPLUS and EEPL, in order to give students more knowledge of the market and also to provide more competences related to the students' abilities. Within this WP the different specialisations of the partners will be combined so partners can benefit from each other's experience.</li> </ul> <p><b>EEPL:</b></p> <ul style="list-style-type: none"> <li>• Current expertise/know-how: EEPL organises early-professional orientation of pupils in class 7-10 (14-16 or 17 years old) in practical trainings close to regional companies through workshops in its own Competence Centre. The regional companies pay for these workshops since the pupils are their future employees. These companies cannot offer these workshops in-house because they simply don't have the time and facilities. Every workshop (duration 1,5 hrs) has room for 5 pupils and they can change the field of interest after 10 weeks. This is part of early professional orientation. Besides, EEPL has developed a method to find 'step by step' an appropriate job: strength-oriented competence balance. This method analyses a pupil's motivation, its strengths and interests, and – based on this analysis – set up and execute a personalised plan (and evaluate it afterwards).</li> <li>• Involvement/role within WP: EEPL will bring in knowledge on practical workshops from a business kind of view. The internship carousel is another way to give meaning to early</li> </ul>

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professional orientation.	
Start Date (dd-mm-yyyy)	01-10-2016
End Date (dd-mm-yyyy)	30-06-2019
Languages	Dutch
	English
	German
	Italian
Media(s)	Database
	Internet
	Network
	Website
Activity Leading Organisation	Het Stedelijk Lyceum locatie De Wissel
Participating Organisations	Stichting Surplus
	Istituto d'Istruzione Superiore Majorana
	Entwicklungsgesellschaft Energiepark Lausitz GmbH
Output Identification	O3
Output Title	GET LINKED
Output Description	A connection between the (warm) school and the (cold) labour market through the development of two (new) school environments: a labour-based training centre and a labour-based evening school.
Please describe the tasks leading to the production of the intellectual output and the applied methodology	<p><b>SURPLUS:</b></p> <ul style="list-style-type: none"> <li>• Current expertise/know-how: SURPLUS has a lot of knowledge on the target group (a.o. early school leavers, NEETs, people with fewer opportunities). SURPLUS understands their background, has knowledge on their needs but also knows their weaknesses and their specific problems.</li> <li>• Involvement/role within WP: The evening school as well as the training centre will not only be interesting for pupils and former pupils, but also for SURPLUS' target group (that is quite similar). SURPLUS' participants will use the labour-based evening school to gain knowledge on specific subjects, needed in the labour market (shared facility). The labour-based evening school will also be an helpful environment for the participants working in for instance a work-project and can only participate in the evening. SURPLUS has extensive knowledge on the need of the labour market through its broad network; DE WISSEL will provide the training needed and realise a connection. Besides SURPLUS will bring in practical assignments, derived from its network partners. In short: aim is to jointly set up a labour-based training centre that offers training modules adjusted to (dependent on) the needs of the labour market (demand-driven).</li> </ul>



DE WISSEL:

- Current expertise/know-how: DE WISSEL has experience with the concept of a training centre through the execution of a small scale pilot. Through this pilot, DE WISSEL gained knowledge on the target group as well as the competences and work-skills required by the labour market. Within this pilot the school used assignments derived from the clothing industry as a tool to train pupils in their employee skills, such as the proper execution of tasks, access and collaboration with "colleagues" and learning to be on time. The know-how gained in this pilot will be brought in and further developed in the HandS project.
- Involvement/role within WP: The aim of this WP is the development of two new labour-based school environments, that will contribute to reducing the gap between school and the labour market. The goal is to develop a labour-based training centre where pupils will be trained three days a week. This training environment is meant for pupils that are 15 years and older and experience difficulties at school. For example pupils that are not ready for an internship yet or pupils whose internships seem to fail every time. Next to the training centre, partners will develop a new labour-based evening school concept for former pupils that are 18 years and older. This evening school will offer additional courses through which former pupils can further broaden/extend their knowledge (e.g. at the request of the employer). Besides, the evening school will also be a place where former pupils can stay in touch with each other, get to know new people, share experiences and ask practical questions. DE WISSEL will bring her expertise in the field of the training centre.

MAJORANA (WPL):

- Current expertise/know-how: MAJORANA has knowledge on and experience with the evening school concept; they offer evening courses on Business and Administration. Besides, MAJORANA will bring into this project its know-how and long time experience as being a training centre in the field of Food and Beverage industry, Agriculture and Business Administration.
- Involvement/role within WP: MAJORANA will take the lead in this WP and will execute this WP in close cooperation with DE WISSEL, SUPRLUS and EEPL. MAJORANA will bring expertise in the field of the evening school concept (evening courses) and combine this knowledge with the labour-market knowledge SUPRLUS and EEPL possess, as well as her experience in the field of the training centre.

EEPL:

- Current expertise/know-how: EEPL also has his own training centres where jobseekers have the opportunity to complete special qualifications, training and internships. EEPL has experience with the training centre concept and can exchange knowledge on this concept with both schools, also from a business point of view. Besides, EEPL has experience with: the organisation of early-professional orientation of pupils in class 7-10 in practical trainings close to regional companies through workshops in Competence Centre. Main idea behind these trainings is to avoid drop outs in the apprenticeship. EEPL also has experience with the development of integration chains (activation modules, modular apprenticeships etc.) for disadvantaged people from school about internship till work.
- Involvement/role within WP: EEPL will bring expertise in the field of the training centre concept, since it has its own Competence Centre. Through the organisation of early-professional orientation of pupils in class 7-10 in practical trainings, knowledge on the supervision/guidance of pupils in their early professional orientation will be brought in (to avoid drop outs).

Start Date (dd-mm-yyyy)	01-10-2016
End Date (dd-mm-yyyy)	30-06-2019



Languages	Dutch
	Italian
	English
Media(s)	Workspace
	Paper Brochures
	Website
Activity Leading Organisation	Istituto d'Istruzione Superiore Majorana
Participating Organisations	Stichting Surplus
	Het Stedelijk Lyceum locatie De Wissel
	Entwicklungsgesellschaft Energiepark Lausitz GmbH

Output Identification	O4
Output Title	CARF THE CARVING
Output Description	Web based "guidelines" based on the job carving principle.
Please describe the tasks leading to the production of the intellectual output and the applied methodology	<p><b>SURPLUS:</b></p> <ul style="list-style-type: none"> <li>• Current expertise/know-how: SURPLUS as well as EEPL have a lot of knowledge on the business markets and their specific needs (market demand): the competences and skills needed for the execution of a function within a company. On the other hand, they exactly know the needs as well as the capacities of the target group, as being a linking-pin. Both partners have experienced that for a lot of the participants they guide, the execution of a complete function (all the tasks) is too much and not feasible. However these participants are capable to execute some of the tasks.</li> <li>• Involvement/role within WP: Partners are of opinion that the strengths of a participant should be taken into account instead of his/her restrictions. Aim is to decompose a function in such a way that a match can be made between the market demand and the strengths of a job seeker. SURPLUS will bring in its knowledge on the needs of the businesses as well as the possibilities of a participant.</li> </ul> <p><b>DE WISSEL:</b></p> <ul style="list-style-type: none"> <li>• Current expertise/know-how: DE WISSEL has knowledge on the modular training concept since pupils can obtain certificates on various subjects (such as a forklift license).</li> <li>• Involvement/role within WP: Based on the market demand, the functions available and the tasks within these functions, DE WISSEL can bring in knowledge on the possibilities/chances from an education point of view. In other words, is it possible to make a match between the individual tasks and training modules, taking the labour market as a startingpoint? Aim is to develop a solid but also flexible (since the business market is a dynamic environment) connection between the market demand and training modules.</li> </ul> <p><b>MAJORANA:</b></p> <ul style="list-style-type: none"> <li>• Current expertise/know-how: MAJORANA has knowledge on the modular training concept</li> </ul>



<p>since pupils can obtain degrees and qualification certificates on various subjects such as expert in Enogastronomy, in Sale and Service Industry, in Hospitality Industry, in Agriculture and in Catering Services.</p> <ul style="list-style-type: none"> <li>Involved/role within this WP: Based on the market demand, the functions available and the tasks within these functions, MAJORANA and DE WISSEL will bring in knowledge on the possibilities/chances from an educational and practical point of view.</li> </ul> <p>EEPL:</p> <ul style="list-style-type: none"> <li>Current expertise/know-how: EEPL has knowledge on the development of modular concepts for recognized apprenticeship in context from the EQF. Within the European EDUCATED project, EEPL has developed a modular vocational training concept: Industrial Worker 2.0 (modular education). In this multi-stage modular system, comprehensive skills and knowledge (based on individual needs/strengths) can be acquired. Besides EEPL and SURPLUS have a lot of knowledge on the business markets and their needs (market demand): the competences and skills needed for the execution of a function within a company. On the other hand, they exactly know the needs as well as the capacities of the target group.</li> <li>Involvement/role within WP: EEPL will take the lead in this WP. The vision behind the work package 'Carf the carving' is that low-skilled work is disappearing from the labour market. Employees must perform the low-skilled work alongside their normal activities. In economic terms it therefore is expensive work. The idea behind job carving is that a function is decomposed in such a way that simple labour is no longer being performed by an expensive employee. Job carving therefore realises more job opportunities for the low-skilled. In this work package, web based guidelines for job carving will be developed. In the EDUCATED project (Industrial Worker 2.0) EEPL has gained knowledge and experience on 'decomposing' a training into a certain amount of modules. This know-how will be used in the development of the web based guidelines on how to decompose a function into a set of tasks. The extensive market knowledge that EEPL has (especially on the metal and electrical industry) will be used to determine the competences and skills needed. In addition EEPL has a lot of knowledge on the capacities of the target group. Aim is to match the market demand (starting point) and these capacities by decomposing a function into tasks.</li> </ul>	
Start Date (dd-mm-yyyy)	01-10-2016
End Date (dd-mm-yyyy)	30-06-2019
Languages	Dutch
	English
	German
Media(s)	Database
	Network
	Website
	Internet
Activity Leading Organisation	Entwicklungsgesellschaft Energiepark Lausitz GmbH
Participating Organisations	Stichting Surplus
	Het Stedelijk Lyceum locatie De Wissel



	Istituto d'Istruzione Superiore Majorana



**G.2. Multiplier Events**

Do you plan to include Multiplier Events in your project?

Yes

Grant support for Multiplier Events can only be asked for if the project intends to produce substantial Intellectual Outputs. Other dissemination activities will be supported via the grant item Project Management and Implementation.

Event Identification	E1
Event Title	HanDS Launch
Country of Venue	Netherlands
Event Description	<p>Partners will organise a convention on the development of an integrated innovative approach - consisting of a right mixture of prevention, intervention and compensation measures - to fill the gap between low-level secondary or vocational education and the labour market.</p> <p>In this convention all project partners would like to present all the Intellectual Outputs produced within the HanDS project. The main goal of the HanDS convention is to spread the output not only to the targets and participants directly involved in the project, but also to a wider audience such as the pupils' parents, the entire school staff, the school inspection, the educational community, the local (education) authorities as well as the local network partners (businesses).</p> <p>The convention will take place at De Forelderij, a unique location owned by SURPLUS where tourism and work-projects are combined. This location allows in total for 120 participants. Idea is to develop a "HanDS innovation lane" that the participants will pass when entering the location. All the products developed within the WP's as well as all the products/assignments made by hands by the pupils and job seekers will be exhibited along the lane, in chronological order.</p> <p>The foreseen content and agenda for the convention:</p> <ul style="list-style-type: none"> <li>• Registration of participants</li> <li>• Keynote: Jack ten Haaf (SURPLUS)</li> <li>• Introduction on background of HanDS project and partners involved: Gabi Witschorke (EEPL), Sander Blokhuis (DE WISSEL) and Dorotea Caldarella (MAJORANA)</li> <li>• Break</li> <li>• Plenary session: Aim at Work – Jack ten Haaf/Theo Verkuijlen (SURPLUS)</li> <li>• Plenary session: Hands at Work – Sander Blokhuis/Mabel Lengton (DE WISSEL)</li> <li>• Lunch</li> <li>• Plenary session: Get Linked – Dorotea Caldarella (MAJORANA)/Sander Blokhuis (DE WISSEL)</li> <li>• Plenary session: Carf the Carving – Gabi Witschorke (EEPL)</li> <li>• Networking/Reception/Closing</li> </ul>
Start Date (dd-mm-yyyy)	01-08-2019
End Date (dd-mm-yyyy)	31-08-2019



Intellectual Outputs Covered	AIM AT WORK
	HANDS AT WORK
	GET LINKED
	CARF THE CARVING
Activity Leading Organisation	Stichting Surplus
Participating Organisations	Het Stedelijk Lyceum locatie De Wissel
	Istituto d'Istruzione Superiore Majorana
	Entwicklungsgesellschaft Energiepark Lausitz GmbH





**G.3. Learning/Teaching/Training Activities**

Do you plan to include transnational learning, teaching or training activities in your project?

Yes

What is the added value of these learning, teaching or training activities (including long-term activities) with regards to the achievement of the project objectives?

The activities that will be organised within the HanDS project in general consist of the development, testing and implementation of innovative practices, the exchange of experience and knowledge and the carrying out of joint analysis and research. These activities will be focused on a.o. peer learning, the development of competences, the support of pupils with special needs and the mobility of staff and pupils.

Within HanDS, all partners plan to include transnational learning/teaching/teaching activities since these will bring added value in the achievement of the project objectives. The types of transnational learning/teaching/teaching activities and the added value foreseen are:

**PUPILS:**

- Blended mobility of school pupils (7 days): the schools in the HanDS partnership, DE WISSEL and MAJORANA, will organise four blended mobility activities in order to address to the pupils with special needs and fewer opportunities that are involved within the HanDS project, since these activities combine a short period of physical mobility with virtual mobility. The partners foresee four blended mobility activities so pupils are involved in all of the development stages: two in the Netherlands (in M15 and M29) and two in Sicily (M7 and M21). Taking into account the possibilities of the pupils and the mobility experiences of both schools with these pupils, partners have decided that the duration of the physical mobility must be limited to one week (7 days).

**STAFF IN EDUCATION:**

- Joint staff training events (7 days): within the HanDS project, short training events for education staff linked to the project will be organised. Partners foresee four training events in which small groups of staff from the schools in the The Netherlands and Italy will participate. These joint training events will be linked to and combined with the blended mobility activities organised; the education staff that will join these events will also be accompanying the pupils.

The added value of these activities are:

- Specific added value of the blended mobility possibility is that a short visit can be combined with the use of virtual mobility. This will offer the pupils with special needs and fewer opportunities the chance to take part in the joint project work within the HanDS project.
- By means of the visits of the pupils and teachers, the project activities executed so far within the different Work Packages can be discussed, tested and adjusted if necessary. During the exchanges the pupils and teachers will serve as a framework to see if the chosen path is the right one.
- The exchange activities aim to change the mind-set of the pupils and the education staff. Because of the situations most of the pupils are facing – such as cultural differences, disability, economic obstacles and/or educational difficulties – these pupils have not looked further than their own environment and experiences.
- Another added value is that during the visit, the pupils (but also the education staff) get acquainted with other cultures, another environment and another language. It will broaden their scope.

Please describe each of the learning, teaching or training activities you intend to include in your project:

Activity No.	C1
Fields	School Education
Activity Type	Blended mobility of school learners
Activity Description	The schools in the HanDS partnership, DE WISSEL and MAJORANA, will organise four blended mobility activities in order to address to the pupils with special needs and fewer opportunities that are involved within the HanDS project, since these activities combine a short period of physical mobility with virtual mobility. The partners foresee four blended mobility activities: two in the Netherlands (in M15 and M29) and two in Sicily (M7 and M21).



Taking into account the possibilities of the pupils and their mobility experiences with these pupils, partners have decided that the duration of the physical mobility must be limited to one week (7 days).

During the blended mobility activities in M7 and M21, 17 pupils of DE WISSEL accompanied by four teachers, to ensure their protection and safety, will visit the MAJORANA school in Sicily for one week. These pupils will be hosted at a location that SURPLUS owns in Sicily. In M15 and M29, 17 pupils of MAJORANA, accompanied by four teachers, will visit DE WISSEL in Enschede for one week. These pupils will be hosted in a hostel/summercamp location at for instance the University of Twente. In total this means:

- 4 visits \* 17 pupils = 68 pupils
- 4 visits \* 4 teachers = 16 teachers
- 4 visits \* 7 days = 28 days

The physical mobility will be combined with virtual mobility. Idea is to use social media (e.g. Facebook) and videoconferencing to prepare and follow-up the physical mobility activities. Regarding the preparation: pupils will use ICT tools such as the before mentioned to already meet with the pupils abroad and exchange ideas and expectations on the joint project work and assignments that will be executed during the visit. Besides, they will be asked to gain (and share in a creative way) information about the country, island and school before they go, such as the language, weather or perhaps specific, local habits. Regarding the follow-up: pupils will share the learning outcomes with each other and the way they continue (monitoring) the activities back at their own school.

The pupils and teachers will execute together with the local pupils and teachers joint project work directly linked to the aims of the HanDS project. For example: during the visits in M7 and M15, gain practical knowledge and experience on the evening school concept as well as the laborational method of teaching. The gained know-how will be incorporated in the development of the pilot (WP3). Also pupils will share knowledge on the types of internships they are familiar with and even join each other and/or visit a company that offers internships. The experiences will be used as input for the development of the internship carousel. Besides, the pupils and teachers can acquire and improve their skills on intercultural learning, social relations and even practice foreign language.

Since the HanDS project will be, regarding the visits organised in M21 and M29, in another development stage (compared to the visits in M7 and M15), the focus of the joint project work will then be of a different kind. During these visits, all pupils and teachers will be involved in the actual development and demonstration phases of the concepts. By means of assignments related to these phases, such as small scale experiments and practical workshops, experience and feedback will be gained. Feedback will be used to fine-tune the concepts developed. Besides, the pupils and teachers can acquire and further improve their skills on intercultural learning, social relations and even practice foreign language.

The first visit (M7) will be planned and organised during the first Transnational Project Meeting (M1, Kick-off) by the WPL's. The concept program/agenda set up during this meeting will be discussed with the pupils and teachers involved in this exchange and will be adjusted if necessary. Afterwards, the pupils and teachers involved will evaluate the exchange. Any bottlenecks can be used as input (lessons learnt) for the visits in M15 and M21, that will be planned during the second Transnational Project Meeting in M12. The visit in M29 will be planned and organised during the third Transnational Project Meeting in M24. The pupils and teachers will use eTwinning to support the implementation of the project: to work together before (e.g. in setting up the program) and after the exchange (regarding the evaluation and follow-up).

No. of Participants	84
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Participants with Special Needs (out of total number of Participants)	68
Accompanying Persons (out of total number of Participants)	16
Duration (days)	28
Duration (months)	
Participating Organisations	Het Stedelijk Lyceum locatie De Wissel
	Istituto d'Istruzione Superiore Majorana

Activity No.	C2
Fields	School Education
Activity Type	Short-term joint staff training events
Activity Description	<p>Within the HandS project, short training events for education staff linked to the project will be organised. Partners foresee four training events in which small groups of staff from The Netherlands and Italy will participate. These joint training events will be linked to and combined with the blended mobility activities organised; the education staff that will join these events will also be accompanying the pupils. This means that the 16 teachers mentioned under C1 will be the same staff members that will be participating in the short-term training events (C2), so in total 84 mobilities are foreseen.</p> <p>The first visit is foreseen in M7. During this visit 4 education staff members of DE WISSEL will visit the education staff at MAJORANA for one week. The aim of this visit is to discuss the needs assessment, literature study and research executed in the Work Packages (through presentations and brainstorm-sessions) and to determine the outline regarding the specifications. During this visit, the staff members of DE WISSEL will work together with the staff at MAJORANA to experience what their day-to-day work looks like. Special attention goes to the evening courses (and the teachers involved) as well as the different kinds of internships and the staff responsible. If possible, the group will carry out on-site visits to relevant organisations (such as the local government and the companies offering internships to the pupils). Besides, the staff will exchange knowledge on the more professionalized way of teaching at MAJORANA and the different types of degrees/qualifications in the level of European Qualification Framework MAJORANA awards; this could be of great value for DE WISSEL.</p> <p>The second visit is foreseen in M15. During this visit 4 education staff members of MAJORANA will visit the education staff at DE WISSEL for one week. The aim of this visit is to discuss the progress made so far and to share the first outcomes arriving from the development of the concepts. The MAJORANA staff will gain knowledge on and experience the practical training and individual approach DE WISSEL offers. Besides, all staff involved in this event (from MAJORANA and DE WISSEL) will visit the involved employees from SURPLUS and the different Work Projects SURPLUS offers. One of the Work Projects SURPLUS (De Forelderij) will serve as a location where the education staff can share knowledge through presentations and workshops.</p> <p>The third visit is foreseen in M21. During this visit 4 education staff members of DE WISSEL will visit MAJORANA for one week. Aim of this visit is to discuss the first outcomes of the demonstration phase and the bottlenecks that came across. Teachers will together search for possible solutions and ways to implement them. During the last visit in M29, 4 education staff</p>



members of MAJORANA will visit DE WISSEL for one week. During the final stage of the project, focus will be on the demonstration and development of the final concepts. Learning outcomes will be gathered and shared. Also the dissemination activities that will be executed in the final stage of the project will be discussed.

No. of Participants	16
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	7
Duration (months)	
Participating Organisations	Het Stedelijk Lyceum locatie De Wissel
	Istituto d'Istruzione Superiore Majorana

Please also describe the arrangements for recognition or validation of the learning outcomes of the participants in learning, teaching or training activities. Will your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates?

The schools DE WISSEL and MAJORANA will contact with their Regional/National Academic authorities so that the activities can be recognized and validated professionally. The HanDS project will make use of Europass, a new way of clearly stating people's skills so they are listed whatever experience abroad.

Europass consists of five documents. Two of them, the Curriculum Vitae and the Language Passport, are freely accessible and can be completed by European citizens. In each of the transnational meetings and pupils exchange meetings, partners will dedicate a session to the completion of both documents by teachers and pupils taking part.

The other three documents of Europass are issued by the education and training authorities. These three documents are:

- the Europass Mobility;
- the Certificate Supplement (vocational and training) and;
- the Diploma Supplement (for higher education degrees).

Of these three, the Europass Mobility and the Certificate Supplement are those suitable for the purposes of the HanDS project. Europass Mobility records the knowledge and skills acquired in another European country by the pupils. It is issued by the sending institution and is signed/stamped by both the sending and the receiving institution. At the end of the mobilities partners will issue and stamp/sign all the Europass Mobility certificates for each participant.

In the case of a vocational and training award, the Europass Certificate Supplement provides foreign employers and institutions with unofficial information, such as the skills developed, the level of certificate and the entry requirements to other education opportunities.

All the documents, information and support about it are easily accessible in <https://europass.cedefop.europa.eu/en/about>. In the information about the Work Package activities that we have added to the timeline, we have included the Europass recognition sessions.

To sum up, apart from the local certificates, the HanDS project partners will use Europass Curriculum Vitae, Europass Language Passport, Europass Mobility certificates and the Certificate Supplement as evaluation tools of the project.



**H. Follow-up**

**H.1. Impact**

What is the expected impact on the participants, participating organisations, target groups and other relevant stakeholders?

In order to prevent current pupils to be unemployed and get stuck at home and reengage people in education who have had their education interrupted due to various reasons, the HanDS project partners will develop a(n) measuring system, internship carousel, labour-based training centre and evening school, and web based guidelines based on the job carving principle. The expected impact of the project (outputs) on individuals and organisations involved is described below.

**IMPACT ON DIRECTLY INVOLVED INDIVIDUALS AND ORGANISATIONS:**

• Participating organisations

HanDS enables the project partners to extend their experience in international cooperation, professionalize their organisation, strengthen their capacities, broaden their network and influence the organisations within this network, and develop and implement innovative deliverables that will reduce the current gap between education and the labour market.

• Teaching staff active in education

The HanDS project will broaden the existing knowledge of the teaching staff involved and enhance their competences (personal and professional development). The teaching staff will be able to monitor the development of a pupil at an early stage and adjust its educational path if necessary to ensure a good connection to the labour market. This will also have a positive effect on their motivation.

• School pupils

By means of the output developed the pupils will be educated in such a way that their skills and competences meet the labour market needs. Also pupils who experience difficulties in the internship phase will receive the necessary support at an early stage. Through the exchange, pupils are able to improve their skills on intercultural learning, social relations and even practice foreign language.

• Professionals working in organisations that offer and develop work opportunities for unemployed individuals

The development of the web based guidelines and the measurement method will enable these professionals to match (and monitor) more unemployed individuals to the labour market, since the strengths of the unemployed will be seen as an opportunity and their weaknesses no longer as an obstacle.

• Early school leavers (ESL's)

Former pupils who had their education interrupted can be reengaged in education through the use of the measuring system (to gain insight in strengths and weaknesses) and the labour-based evening school (to train in case of missing competences). If a complete function is not feasible, one can make use of the web based guidelines to create a match between the ESL and the tasks available at the labour market.

**IMPACT ON INDIRECTLY INVOLVED INDIVIDUALS AND ORGANISATIONS:**

• Pupils' parents

HanDS will create a learning environment that focuses on the needs of the individual pupils. The involvement of the pupils' parents plays an important role in determining the needs (taking into account possible difficulties) and discuss the progress made. They will be closely involved in all educational activities.

• Entire school staff

The entire school staff at both schools will benefit through the dissemination of the project results and the presentations/training/workshops that will be organised to secure that the outcomes will be incorporated in the entire school. Aim is to enthuse the entire organisation. As a result HanDS will broaden the existing knowledge of the entire school staff and enhance their competences.

• School inspection

The school inspection assesses the quality of education and stimulates schools to maintain and improve the quality of education they offer. Aim of HanDS is to match education to the labour market by taking the labour market needs as a startingpoint for the educational environment offered and tools used. This will lead to a great improvement of the current school system; this will be assessed by the inspection.

• Educational community and local network partners

The partners in HanDS are part of an extensive educational and business network. Through the active dissemination of the project results (events, open access to materials, virtual collaboration etc.) both networks will be informed about the outputs and results in order to stimulate them to make use of (and/or adjust) the tools and concepts developed.

• Employers/businesses

HanDS will realize a better connection between education and labour market. The needs of the employers will be the startingpoint



of all developments which will result in employees that are better suited for the functions/tasks within these businesses.

• Local authorities

The local authorities are a linking-pin between education and the labour market and responsible for the development and implementation of policies related to these sectors. The strong (existing) collaboration between the local authorities and the partners will not only be used to spread the knowledge gained, but will also support the authorities in achieving the objectives set such as the reduction of unemployment rates and ESL's.

What is the desired impact of the project at the local, regional, national, European and/or international levels?

The HanDS project supports schools to develop a learning environment that focuses on the needs of the individual pupils. Through the individual approach pupils will feel ownership of their education and they will be made aware of different study/training options as well as the related employment prospects available to them. From a business point of view HanDS will encourage companies to recognize the opportunities unemployed people (often disadvantaged learners) can offer, also given the fact that simple labour (done by hands) will always exist. The development of the job carving guidelines and labour-based evening school concept will support this.

Partners are convinced that an integrated approach, that covers the spectrum between education and the labour market, will serve as an example for many more similar organisations and the impact will be strong. The integrated approach will keep young people in school, offer maximum support where the dropout risk is acute and offer new labour market (and learning) opportunities for job seekers!

The overall objective of the measures that will be developed within the HanDS project is a reduction of the unemployment rate and number of ESL's by realising a sustainable labour-market match. The development of the internship carousel and the labour-based training centre will make pupils more business wise and more aware of their own opportunities within the labour market. By means of the development of the job carving guidelines and the labour-based evening school, job seekers will be able to find a job that "fits". As a direct result of a reduction of the unemployment rate and number of ESL's, public and social costs – such as costs related to healthcare, criminal justice and social benefit payments – will also be reduced.

The impact of the HanDS project is expected to be the strongest at the local and regional levels. HanDS supports the cooperation between local authorities, local businesses, work development organisations, schools, parents and pupils through organizing and conducting a dialogue regarding the development of measures to reduce the current gap between education and the labour market. Through the involvement of the stakeholders and decision makers at an early stage, partners aim to obtain strong commitment on a local and regional level. The stakeholders are carefully chosen to ensure that the entire chain is covered in order to maximize the impact.

The foreseen reduction will, as a result of the project, initially be the strongest on a local level. As mentioned all partners have a strong local and regional network and many important stakeholders are part of this network. The network partners already meet frequently to discuss the impact of new policies developed or to set up joint initiatives to improve cross sectoral cooperation. These meetings will be the perfect opportunity to inform the network about the progress made within HanDS and results/outcomes obtained. By means of all the dissemination activities foreseen and the broad network involved in the project, partners aim to enlarge the impact-scope to a regional/national level. Also on a European scale, partners have an extensive network (with similar but also adjoining organisations) through their involvement in several EU financed projects. These EU collaborations will also be used to widen the impact.

The desired (long-term) impact on a local, regional, national or even European level is to provide individuals with improved lifetime opportunities, by obtaining a starting qualification or finding a job that fits. Research has shown that the (financial) poverty rate of (households of) unqualified school leavers in the EU is twice as large as the corresponding rates among qualified school leavers. Besides, there is abundant empirical evidence about the non-financial and social benefits of education, such as better health, active citizenship, an improved social and democratic climate, better quality of education for the next generation etc. All these effects in turn generate feedback effects on the reduction of poverty in the longer run (KU Leuven, Towards a basic qualification for all in the EU; a social, educational and economic agenda).

How will you measure the previously mentioned impacts?

In order to determine if the expected impacts are achieved, partners will use the following means:

On an individual and institutional level:

- the capacities, existing knowledge and motivation of the staff will improve and the organisations will be more professionalized.
- Partners will measure this impact by executing for example a satisfaction survey amongst staff and network partners during and



after the project period.

- for more pupils and job seekers a sustainable labour market match will be reached. By frequently measuring the unemployment rate and the amount of ESL's at an institutional level, partners can determine whether they have achieved the expected impact.
- the educational partners foresee to improve the quality of education they offer by incorporating the labour market needs into the current school system. The school inspection will periodically (dependent on the status of the school) assess the quality offered and will determine if an enhancement is reached.
- the work development organisations as well as the schools will be able to make more and better matches with the labour market. This will result in employees that are better suited for the functions/tasks within the businesses. By executing evaluation surveys (interviewing the businesses) during and after the project period, partners will be able to determine if the expected impact has been reached.
- partners expect to support the local and regional authorities in achieving the (educational and work related) objectives set such as the reduction of unemployment rates and ESL's. Partners will monitor the numbers in their own organisations; overall these numbers will be monitored by the governmental organisations responsible.

The expected impact on a local level will be measured as follows:

- The reduction of the unemployment rate and number of ESL's will be monitored by the partners as well as the local authorities (on a higher level). As a result public and social costs will also be reduced. These costs will be measured by the authorities since they are their responsibility.
- Partners foresee an improved collaboration between the organisations and individuals that are part of the local network, an extension of the current network as well as a strong commitment of all stakeholders on the topic. These aspects will be measured in direct dialogue with the network (individual members).
- Another impact is to create local awareness around the topic in order to stimulate the adaptation and implementation of the integrated approach by similar organisations.

On a regional/national (or even European) level:

- The reduction of the unemployment rate and number of ESL's as well as the related public and social costs will be monitored by the regional/national authorities since it is their responsibility.
- A demand for the integrated approach developed: to spread the results of the project (e.g. by authorities) and/or implement (a part of) the approach by schools or work development organisations, regionally or nationally active.

## H.2. Dissemination and Use of Projects' Results

You are requested to make plans for the dissemination of your project results. Please provide answers to the questions below.

To whom will you disseminate the project results inside and outside your organisation? Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.

At the start of the HanDS project, partners create a dissemination plan in which the goals and objectives of the dissemination effort, the target audiences, the channels and formats as well as the execution (when and who) will be described. The main objectives of the dissemination activities foreseen are to inform, raise awareness and encourage others to use the project results. In order to reach these objectives, partners are of opinion that it is crucial to orient towards the needs of the audience (appropriate language), include various dissemination methods (written text, infographic, electronic/online tools, oral presentations) and leverage existing relationships and networks. Below the target audiences are described.

The HanDS project results will be disseminated inside and outside the organisations involved. The target audiences include:

- (Teaching) staff active in education: not only the teachers but the entire school staff inside the involved school organisations will be informed through internal meetings and presentations about the (progress and results) of the HanDS project. For embedding the results, commitment of the entire organisation is of interest; also for the transfer of knowledge to new colleagues and others.
- Educational community/educational multipliers: similar regional schools will be informed through the exchange of good practices (presentations and on-site visits). By sharing the project results, partners want to raise awareness and encourage others to make use of the deliverables developed. An example are the schools that are working with 'Presentis', a semi open source programme. As a result, the knowledge developed within HanDS will also be available to them. Another group consists of the supervisors that are joining the 'supervisor-meetings', organised three times a year.
- Pupils and pupils' parents: pupils and their parents will be involved through the project website, newsletters, presentations and open days. Objective is to inform and enthuse them (existing and future pupils) about the new labour-based school concept and its benefits.
- School inspection: each pupil has the right to a good education. It forms one of the foundations of our society. Pupils and parents



should therefore be able to rely on the quality and continuity of education. The school board and staff are responsible for this. In addition to the school, the school leaders and teachers, the inspection as independent external supervisor performs a major role in maintaining the public trust. Therefore they will be closely involved.

- Local/regional (education) authorities: local/regional authorities, such as the Work & Income and Education department of the municipality of Enschede, will be involved closely. A close involvement of decision makers within these departments will be used to influence policy makers and enthuse them to inform other authorities and sectors about the benefits and impact of the project results. At this moment meetings take place every six weeks.
- Professionals working in (project development) organisations that offer and develop work opportunities for (long-term) unemployed individuals: all the staff members working at the involved organisations will be informed through internal meetings and presentations about the (progress and results) of the HanDS project. For embedding the results, commitment of the entire organisation is of interest; also for the transfer of knowledge to new colleagues and others.
- Network partners (businesses): all project partners participate in one or more (local) network meetings. These meetings are a perfect opportunity to inform, raise awareness, share project results and distribute knowledge, and to encourage network partners to use the results and spread the word.
- Erasmus+ agency: the Erasmus+ agency will be informed about the progress and results achieved through a.o. the Erasmus+ Project Results Platform. By means of this platform, partners will provide information on the project to the general public and become a source of inspiration for other organisations. The platform gives access to learning outcomes and showcases good practices; besides it can serve as an instrument to source and attract new project partners.
- The press: the press (local newspapers, sector-related magazines) will be informed about the project and the activities executed. Press releases offer one of the most efficient and effective ways to disseminate information. They will inform the general public and relevant stakeholders about the results and impact. By means of press releases, partners also aim to reach new sectors.

Who will be responsible for the dissemination activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your dissemination plans?

The dissemination and exploitation activities are included in the sixth WP. The main objective of this Work Package is to spread and embed the project's results: communicate and share outcomes and deliverables. Partners have appointed EEPL to be the Dissemination and exploitation coordinator within the HanDS project. Although EEPL will take the responsibility for dissemination and exploitation coordination for the whole project, the responsibility for implementation will be shared among all partners.

Within WP6 EEPL will be responsible for the overall coordination of the Work Package. EEPL has a lot of experience in European collaboration projects, not only as being the coordinator/applicant, but also in the dissemination activities related to these projects. As a result they have a broad network across Europe. Also in the direct region, EEPL has different collaboration partners. An example is a cooperation partner named the Oscar-Kjellberg-Oberschule in Finsterwalde, a school with whom EEPL has a good partnership. In order to avoid drop-outs these partners have developed a comprehensive, intensive training (early orientation). This knowledge will be brought in the HanDS project. Besides, EEPL will use its connections to the ministry of state Brandenburg and to the network from the metal processing industry in South Brandenburg in order to broadly disseminate the project results.

SURPLUS will be responsible for the development and technical management of the website and social media and for the development of the project logo. The more complex activities will be executed by the PR officer within SUPRLUS; the more simple activities related to this task will be executed within the work-project 'Presentus' that SURPLUS owns. Within this work-project, people with disabilities (such as autism) work on ICT related projects (and do a very good job!). Regarding the online dissemination activities, SURPLUS will monitor feedback and downloads as well as usage of all materials provided to participants, stakeholders and general public. The PR officer within SURPLUS will be mainly responsible and will be assisted by the Project Coordinator. SURPLUS will also be responsible for the organisation of the multiplier event in M35 as well as the development of the audio visual for commercial use.

DE WISSEL and MAJORANA will take the lead with regard to the interim, progress and final reports that need to be set up. The teachers/educational staff directly involved will be responsible. They will also set up the content of the brochures, flyers as well as the newsletter. The lay-out will be the responsibility of SURPLUS. In addition EEPL and SURPLUS together will take care of the infographic, 100 second videos and press releases.

Although each partner has a certain amount of responsibilities regarding the dissemination and exploitation activities, it must be noticed that all partners will contribute to all of the dissemination and exploitation activities and participate in the multiplier event. A detailed communication and dissemination plan will be set up in the first six months of the project. This plan will also describe in detail the communication with the different stakeholders; the communication strategy will be dependent on the kind of stakeholder





and its requirements and expectations from the project outcomes.

What kind of dissemination activities do you intend to carry out and through which channels?

The HanDS project results will be disseminated inside and outside the organisations involved. The dissemination activities partners intend to carry out and the channels that will be used, are as follows:

- Partners will organise internal meetings and presentations about the progress and results of the HanDS project so the entire organisation is aware of the content, status and impact of the project.
- In the first few months of the project, a project website (including an .eu extension) will be developed on which the project can be showcased, an update of the project activities can be given and results can be shown. The website will consist of a public and private part: the public part will be viewable for everyone visiting the URL, the private part will only be viewable for the partner organisations involved.
- Next to the project website, partners intend to make use of social media channels (such as Facebook and Twitter); these channels will be used to provide a regular update on project activities (such as the arrival of pupils and teachers during mobility) and project highlights.
- The project website as well as the social media channels will be used to inform a wide audience. In order to be attractive for the visitors, partners will not only use written text and photographs, but also make use of Infographic and "100 second videos". In order to ease the spread of the Infographic, partners will ensure that the embed-code is visible and social media buttons will be added. Regarding the "100 second videos", partners will ask individuals/organisations that are directly involved to share their experiences (or for instance make a compilation of the companies visited during the internship carousel) within a short time frame.
- The eTwinning platform will be used to reach the large European network of teachers. This virtual cooperation platform will be used to share experiences, start discussions, involve other teachers/schools and enrich one's professional development.
- By means of presentations and workshops at conferences and network meetings (such as the yearly national meetings organised by 'Presentis'), relevant stakeholders at different levels will be informed through the exchange of good practices and demonstration of tools developed. For demonstration purposes, partners will also create audio visuals for commercial use.
- Brochures, flyers and newsletters will be created by all partners to inform the stakeholders mentioned. In the first instance, these documents will be spread digitally; if desirable, they will be printed and distributed. The brochures and flyers will be set up at the beginning of the project (to summarize the aims, activities foreseen and desired impact) as well as at the end of the project (to inform about the end results, dissemination activities and adaptation/implementation possibilities). The newsletters (once a quarter) will summarize the progress of the project and project highlights.
- Through the organisation of on-site visits (for interested parties) and open days (also available for the general public), the (intermediate) results will be demonstrated. Aim is to involve not only teachers and professionals in these activities, but also pupils and job seekers to share their experiences with a wider audience.
- The school inspection will be informed about the results through an update in the outflow monitor and the monitor that follows former pupils for two years.
- Partners have the intention to invite decision makers of these local and regional government departments to important meetings (e.g. the kick-off meeting) or an on-site visit to EEPL and/or MAJORANA.
- Erasmus+ agency: The Erasmus+ agency will receive progress reports, an interim report and a final report in which the progress of the project and the results will be described. Besides they will receive the final project results and an update of the project on the Erasmus+ Project Results Platform.
- The press: the press - local newspapers, sector-related (on-line) magazines such as plaformpraktijkonderwijs.nl - will be informed about the project and the activities executed by means of press releases (such as an infographic or an article).

The main dissemination deliverables foreseen are included in the Gantt chart attached to the application (a rough timetable).

Foreseen deliverables are a.o.:

- Project logo
- Project website and social media accounts/pages
- Dissemination and exploitation plan
- Progress, interim and final report
- Newsletter, Infographic, 100 second video
- Brochures and flyers
- Press releases
- Audio visual for commercial use

In order to be able to monitor the dissemination activities throughout the project, partners will set up a detailed dissemination and exploitation plan in which the why, what, how, when, to whom and where will be described. The dissemination and exploitation



plan will be a dynamic document, which means that it will be updated periodically (yearly).

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing intellectual outputs/ tangible deliverables, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

The outputs developed within the different Work Packages (measurement system, internship carousel, labour-based training centre and evening school, and carf-the-carving guidelines) can be obtained by the various participating organizations. All products are public and accessible to everyone. Through the organization's own websites as well as the project website that will be developed, this matter will be made known. This also guarantees after termination of the project that the information remains available and accessible. We plan no restrictions of open licenses.

An example: the measurement system that will be developed within WP1 Aim At Work, will be made available at the Presentis website (semi open source product). This website is accessible for all schools in The Netherlands. This way partners ensure open access for all the participating schools to a digital form of the system. During the yearly national meetings organised by Presentis, partners will also have the possibility to demonstrate the system developed to a wide audience; besides, the forum at the Presentis website allows for questions and discussions.

How will you ensure that the project's results will remain available and will be used by others?

The project's results will remain publicly available by embedding them in the websites of the participating organisations. In addition, the methods and developments will actually be used by the organizations involved and therefore remain available and up-to-date.

The HanDS partnership is based on long-standing contacts. This is also the case for the (business) networks the partners participate in. Partners are frequently in contact with relevant stakeholders to discuss for example their experiences with internships (during the regional supervisor meetings) and the progress made within the work-projects (when reporting to the local government). By means of these contacts and meetings, relevant stakeholders will stay informed about the benefits of the products developed and any improvements made. The benefits and results achieved as well as any improvement made will be actively brought to the attention of the stakeholders involved, through newsletters and direct mailing. This way, partners will not only use the results for their daily work in practice (after the project period) but also in distribution.

If relevant, please provide any other information you consider appropriate to give a full understanding of your dissemination plan and its expected impact (e.g. how you have identified which results are most relevant to disseminate; how you will ensure the involvement of all partners; how you see synergies with other stakeholders, etc.)

The new integrated labour-based educational approach is an essential element for both the schools and the project development organisations as for the (local) governments to avoid that pupils get educated for being unemployed.

Partners will spread the outcomes of the project by means of all the dissemination formats and channels mentioned in this application. Every partner has a specific role in the dissemination of the results as well as their own network(meetings). Responsibilities regarding their specific roles will be defined beforehand in the dissemination plan, since partners are of opinion that high commitment requires a sense of shared responsibilities.

The different Work Packages within HanDS and the activities that will be executed within these Work Packages are all connected to each other. The connection is shown in the figure attached to this application. The starting point of all activities are the labour market needs. These needs will be the fundament on which the methods, tools and environments will be developed. All results are of equally importance regarding the dissemination. Nevertheless partners do acknowledge that some of the results are of greater importance from an educational point of view, and others are more important from a labour market point of view:

- From an educational point of view (the left side of the figure), the labour market needs will be translated into the Internship carousel (WP2). In case pupils are not successful in this carousel they have the opportunity to gain additional competences in the Labour-based training centre (WP3). These outputs will be mainly disseminated to the educational stakeholders/community.
- From a labour point of view (the right side of the figure), the labour market needs will be translated into the Web-based guidelines (WP4). In case former pupils/job seekers are missing essential competences, they can be trained in the Labour-based evening school (WP3). These outputs will be mainly disseminated to the companies and labour-related (governmental) organisations involved in this project.
- The Measurement System (WP1) that will be developed, can be used in all phases of the HanDS project to assess the strengths and weaknesses of pupils and job seekers and monitor the progress made. This system can be used by all stakeholders involved and should be seen as the linking-pin in this project. Ultimate goal is to realize a sustainable labour market match by means of the



educational route and/or the labour route.

**H.3. Sustainability**

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

The parties involved are “no mayflies” but have earned their existence in their area of experience. In several economical cyclical changes parties have anticipated, developed, and thus became more professional and experienced. The outcomes of this project will be implemented in existing methodologies and practical work processes. This is the best guarantee that the outputs will be used in the longer-term.

The results are both important for the participating organizations and the target audiences to keep on developing and follow-up. The business management of both work development organizations are requesting to continue to achieve “the connection” to the changing market. Not handling the results will mean that the longer-term problems for this target group will increase which is not desirable for the target group and the participating organizations as well as the government. There is a huge social importance and therefore the pressure for each individual to make the continuance/sequel a success. This project is a solid path and process which is essential to build a foundation for future innovation. For measurement, schools can use their outflow data which are already available.

Partners will set up a sustainability plan to ensure that the project’s activities, outcomes and impact will be continued and used after the Erasmus+ funding has finished. Factors that will be taken into account when setting up this plan are the quality of the project design (assure that the project keeps meeting educational and business needs), involvement of the project partners (create sense of ownership and motivation), effective coordination, active involvement of the target audiences during the entire project and securing adequate resources for continuation (e.g. seeking alternative sources of finance and, if possible, making parts of the project self-sufficient).



**I. Budget**

For further information please consult the Programme Guide for the overview of funding rules. Please note that all amounts must be expressed in Euros.

**I.1. Project Management and Implementation**

PIC of Organisation	Role of Organisation	Name of the Organisation
942568304	Applicant Organisation	Stichting Surplus
939214141	Partner Organisation	Het Stedelijk Lyceum locatie De Wissel
944727427	Partner Organisation	Istituto d'Istruzione Superiore Majorana
941181689	Partner Organisation	Entwicklungsgesellschaft Energiepark Lausitz GmbH
		Total Grant Requested
		45000.00

**I.2. Transnational Project Meetings**

PIC of Sending Organisation	Total No. of Meetings	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
944727427: Istituto d'Istruzione Superiore Majorana	3	12	100 - 1999 km	575.00	6900.00
941181689: Entwicklungsgesellschaft Energiepark Lausitz GmbH	3	12	100 - 1999 km	575.00	6900.00
942568304: Stichting Surplus	1	4	0 - 99 km	0.00	0.00
942568304: Stichting Surplus	2	8	100 - 1999 km	575.00	4600.00
939214141: Het Stedelijk Lyceum locatie De Wissel	1	4	0 - 99 km	0.00	0.00
939214141: Het Stedelijk Lyceum locatie De Wissel	2	8	100 - 1999 km	575.00	4600.00
				Total	23000.00



**1.3. Intellectual Outputs**

Which concrete participating organisations' staff resources are you planning to use in the production of outputs that have a significant contribution in terms of potential impact and transferability (e.g. new curricula, pedagogical materials, IT Tools, analysis and studies, etc.)?

PLC of Organisation	Output Identification	Category of Staff	Country	No. of Working Days	Grant per Day	Grant Requested
942568304: Stichting Surplus	O1	Technicians	Netherlands	40	190.00	7600.00
942568304: Stichting Surplus	O1	Administrative support staff	Netherlands	20	157.00	3140.00
942568304: Stichting Surplus	O1	Managers	Netherlands	10	294.00	2940.00
939214141: Het Stedelijk Lyceum locatie De Wissel	O1	Teachers/Trainers/Researchers	Netherlands	40	241.00	9640.00
944727427: Istituto d'Istruzione Superiore Majorana	O1	Teachers/Trainers/Researchers	Italy	10	214.00	2140.00
941181689: Entwicklungsgesellschaft Energiepark Lau	O1	Teachers/Trainers/Researchers	Germany	10	214.00	2140.00
942568304: Stichting Surplus	O1	Teachers/Trainers/Researchers	Netherlands	40	241.00	9640.00
939214141: Het Stedelijk Lyceum locatie De Wissel	O2	Teachers/Trainers/Researchers	Netherlands	60	241.00	14460.00
939214141: Het Stedelijk Lyceum locatie De Wissel	O2	Administrative support staff	Netherlands	15	157.00	2355.00
939214141: Het Stedelijk Lyceum locatie De Wissel	O2	Managers	Netherlands	8	294.00	2352.00
942568304: Stichting Surplus	O2	Teachers/Trainers/Researchers	Netherlands	10	241.00	2410.00
944727427: Istituto d'Istruzione Superiore Majorana	O2	Teachers/Trainers/Researchers	Italy	30	214.00	6420.00
941181689: Entwicklungsgesellschaft Energiepark Lau	O2	Teachers/Trainers/Researchers	Germany	10	214.00	2140.00
944727427: Istituto d'Istruzione Superiore Majorana	O3	Administrative support staff	Italy	20	131.00	2620.00
944727427: Istituto d'Istruzione Superiore Majorana	O3	Managers	Italy	10	280.00	2800.00
			<b>Total</b>	<b>606</b>	<b>Total</b>	<b>132932.00</b>



PIC of Organisation	Output Identification	Category of Staff	Country	No. of Working Days	Grant per Day	Grant Requested
944727427: Istituto d'Istruzione Superiore Majorana	O3	Teachers/Trainers/Researchers	Italy	80	214.00	17120.00
939214141: Het Stedelijk Lyceum locatie De Wissel	O3	Teachers/Trainers/Researchers	Netherlands	40	241.00	9640.00
942568304: Stichting Surplus	O3	Teachers/Trainers/Researchers	Netherlands	10	241.00	2410.00
941181689: Entwicklungsgesellschaft Energiepark Lau	O3	Teachers/Trainers/Researchers	Germany	10	214.00	2140.00
941181689: Entwicklungsgesellschaft Energiepark Lau	O4	Teachers/Trainers/Researchers	Germany	60	214.00	12840.00
941181689: Entwicklungsgesellschaft Energiepark Lau	O4	Administrative support staff	Germany	15	131.00	1965.00
941181689: Entwicklungsgesellschaft Energiepark Lau	O4	Managers	Germany	8	280.00	2240.00
942568304: Stichting Surplus	O4	Teachers/Trainers/Researchers	Netherlands	30	241.00	7230.00
939214141: Het Stedelijk Lyceum locatie De Wissel	O4	Teachers/Trainers/Researchers	Netherlands	10	241.00	2410.00
944727427: Istituto d'Istruzione Superiore Majorana	O4	Teachers/Trainers/Researchers	Italy	10	214.00	2140.00
<b>Total</b>				<b>606</b>	<b>Total</b>	<b>132932.00</b>

**I.4. Multiplier Events**

PIC of Organisation	Event Identification	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	Grant Requested
942568304: Stichting Surplus	E1	Netherlands	20	100.00	0	200.00	2000.00
939214141: Het Stedelijk Lyceum locatie De	E1	Netherlands	20	100.00	0	200.00	2000.00
<b>Total</b>			<b>40</b>	<b>Total</b>	<b>15</b>	<b>Total</b>	<b>7000.00</b>



PIC of Organisation	Event Identification	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	Grant Requested
944727427: Istituto d'Istruzione Superiore M	E1	Netherlands	0	100.00	5	200.00	1000.00
941181689: Entwicklungsgesellschaft Energ	E1	Netherlands	0	100.00	10	200.00	2000.00
Total			40	Total	15	Total	7000.00

**I.5. Learning/Teaching/Training Activities**

**I.5.1. Travel**

PIC of Organisation	Activity No.	Activity Type	No. of Participants (including accompanying persons)	Distance Band	Travel Grant per Participant	Grant Requested
939214141: Het Stedelijk Lyceum locatie De Wissel	C1	Blended mobility of school learners	42	100 - 1999 km	275.00	11550.00
944727427: Istituto d'Istruzione Superiore Majorana	C1	Blended mobility of school learners	42	100 - 1999 km	275.00	11550.00
Total			84		Total	23100.00

**I.5.2. Individual Support**

Short-term Learning/Teaching/Training Activities

Total	14	68	Total	14	16	Total	37380.00
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PIC of Organisation	Activity No.	Activity Type	Duration per Participant (days)	No. of Participants (without accompanying persons)	Grant per Participant	Duration per Accompanying Person (days)	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
939214141: Het Stek	C1	Blended mobility of school learners	7	34	385.00	7	8	700.00	18690.00
94472427: Istituto	C1	Blended mobility of school learners	7	34	385.00	7	8	700.00	18690.00
		Total	14	68	Total	14	16	Total	37380.00

**I.5.3. Exceptional Costs (Overseas Countries and Territories Travel Costs)**

PIC of Organisation	Activity No.	Activity Type	No. of Participants (including accompanying persons)	Purpose and description of Costs	Grant requested (up to 80% of eligible costs)
		Total	Total	Total	Total

**I.6. Special Needs**

PIC of Organisation	No. of Participants With Special Needs	Description	Grant Requested
	Total	Total	Total





## 1.7. Exceptional Costs

PIC of Organisation	Description of Cost Item	Grant Requested (75% of Total)
942568304: Stichting Surplus	Translations costs (website, brochures, press releases etc)	7500.00
	Total	7500.00

Please provide any further comments you may have concerning the above entered budget.

Within the HandS project, short training events for education staff linked to the project will be organised. Partners foresee four training events in which small groups of staff from The Netherlands and Italy will participate. These joint training events will be linked to and combined with the blended mobility activities organised; the education staff that will join these events will also be accompanying the pupils. This means that the 16 teachers mentioned under C1 will be the same staff members that will be participating in the short-term training events (C2), so in total 84 mobilities are foreseen and no additional costs will be made under C2.

Our goal is to reach as much as possible European institutions who can benefit from our results. So it is important to translate the outcomes in a language that is understandable for a wide audience.



**J. Project Summary**

Please provide a short summary of your project. Please recall that this section [or part of it] may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ dissemination platform.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits.

In view of further publication on the Erasmus+ dissemination platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

The current economic climate in Europe contributes that youth unemployment in recent years has increased. In Sicily the rate of youth unemployment is over 50% and for pupils out of the practical education the numbers are even higher. Mismatches between education curricula and labour market needs increase the risk of educational failure and early school leaving as pupils lack prospects within their chosen educational pathway.

Aim of the HanDS project is to develop an integrated innovative approach to prevent current pupils to be unemployed and get stuck at home, and to reengage people in education and training who have had their education interrupted due to various reasons. Objectives are the development of:

- a measuring system to categorize pupils and job seekers in order to offer them the rightful attention and guidance.
- a suitable employment/internship programme for pupils to gain as much as possible practice work experience in a short period as possible (internship carousel).
- a connection between the (warm) school and the (cold) labour market through the development of two new school environments: a labour-based training centre and a labour-based evening school.
- web based "guidelines" based on the job carving principle.

In order to reach this aim secondary schools from The Netherlands (DE WISSEL) and Sicily (MAJORANA) decided to join forces. Although schools play an important role in addressing these problems they cannot and should not work in isolation. These problems need an integrated approach consisting of a right mixture of prevention, intervention and compensation measures. Therefore two work development organisations with a direct link to the labour market were added to the consortium: SURPLUS (The Netherlands) and EEPL (Germany).

The HanDS partners have structured the project into a number of Work Packages that are all connected to each other. The starting point of all activities are the labour market needs. From an education point of view, these needs will be translated into the Internship carousel (WP2). In case pupils are not successful in this carousel they have the opportunity to gain additional competences in the Labour-based training centre (WP3). From a labour point of view, the labour market needs will be translated into the Web-based guidelines (WP4). In case former pupils/job seekers are missing essential competences, they can be trained in the Labour-based evening school (WP3). The Measurement system (WP1) that will be developed, can be used in all phases of the HanDS project to assess the strengths and weaknesses of pupils and job seekers and monitor the progress made.

For the development activities that will be executed, the partners intend to apply an iterative (cyclic) development methodology. This is a methodology based on a process of research, design, prototyping, testing, analysing and refining, and is well suited to the objectives and outputs. This methodology enables user feedback and continuous, iterative testing enables an objective assessment of the project's status. The methodology proposed takes into account existing knowledge and practice available at the project partners.

Within HanDS, four blended mobility activities and four short training events for education staff will be organised since these will bring added value in the achievement of the project objectives. Specific added value of the blended mobility possibility is that a short visit will be combined with the use of virtual mobility. This will offer the pupils with special needs and fewer opportunities the chance to take part in the joint project work within HanDS. By means of the visits of the pupils and teachers, the project activities executed so far can be discussed, tested and adjusted if necessary. During the exchanges the pupils and teachers will serve as a framework to see if the chosen path is the right one.

The overall impact envisaged is a reduction of the unemployment rate and number of ESL's by realising a sustainable labour-market match. As a direct result of a reduction of the unemployment rate and number of ESL's, public and social costs – such as costs related



to healthcare, criminal justice and social benefit payments – will also be reduced. The desired (long-term) impact on a local, regional, national or even European level is to provide individuals with improved lifetime opportunities (such as better health, active citizenship, an improved social and democratic climate, better quality of education for the next generation) by obtaining a starting qualification or finding a job that fits.

Partners are convinced that an integrated approach that covers the spectrum between education and the labour market will serve as an example for many more similar organisations and the impact will be strong. The integrated approach will keep young people in school, offer maximum support where the dropout risk is acute and offer new labour market (and learning) opportunities for job seekers!



**J.1. Summary of participating organisations**

PIC of Organisation	Name of the Organisation	Country of the Organisation
942568304	Stichting Surplus	Netherlands
939214141	Het Stedelijk Lyceum locatie De Wissel	Netherlands
944727427	Istituto d'Istruzione Superiore Majorana	Italy
941181689	Entwicklungsgesellschaft Energiepark Lausitz GmbH	Germany
Total number of participating organisations		4



**J.2. Budget Summary**

PIC of Organisation	Transnational Project Meetings	Intellectual Outputs	Multiplier Events	Learning/Teaching/Training Activities				Exceptional Costs	Total
				Travel	Individual Support	Linguistic Support	Exceptional Costs (Overseas Countries and Territories Travel Costs)		
942568304	4600.00	35370.00	2000.00					7500.00	49470.00
939214141	4600.00	40857.00	2000.00	11550.00	18690.00				77697.00
944727427	6900.00	33240.00	1000.00	11550.00	18690.00				71380.00
941181689	6900.00	23465.00	2000.00						32365.00
<b>Total</b>	<b>23000.00</b>	<b>132932.00</b>	<b>7000.00</b>	<b>23100.00</b>	<b>37380.00</b>			<b>7500.00</b>	<b>230912.00</b>

Project Management and Implementation

45000.00

**J.2.1. Project Total Grant**

Grant Calculated

275912.00



### K. Checklist

Before submitting online your application form to the National Agency, please make sure that it fulfils the eligibility criteria listed in the Programme Guide and check that:

- you have used the official Key Action 2 application form.
- all relevant fields in the application form have been completed.
- you have chosen the correct National Agency of the country in which your organisation is established.
- the application form has been completed using one of the official languages of the Erasmus+ Programme Countries.
- you have annexed all the relevant documents:
  - the Declaration of Honour signed by the legal representative mentioned in the application.
  - the mandates of each partner to the applicant signed by both parties (recommended).
  - the timeline for the project activities and outputs using the template provided.
- all participating organisations have uploaded the documents to give proof of their legal status in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).
- for grants exceeding 60 000 EUR, you have uploaded the documents to give proof of your financial capacity in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide). Not applicable in the case of public bodies or international organisations.
- you are complying with the deadline published in the Programme Guide.
- you have saved or printed the copy of the completed form for yourself.



### L. Data Protection Notice

#### PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc.) will be processed in pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e.:

- In the case of grant application forms: the evaluation of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if selected and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the contact persons, an unambiguous consent will be requested.
- In the case of application for accreditation forms: the evaluation of your application in accordance with the specifications of the call for proposals,
- In the case of report forms: statistical and financial (if applicable) follow-up of the projects.

For the exact description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement (see link below) associated with this form.

[http://ec.europa.eu/programmes/erasmus-plus/documents/epluslink-eforms-privacy\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/documents/epluslink-eforms-privacy_en.htm)



**M. Declaration of Honour**

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant organisation.

I, the undersigned, certify that the information contained in this application form is correct to the best of my knowledge. I put forward a request of an Erasmus+ grant as set out in section BUDGET of this application form.

Declare that:

- All information contained in this application, is correct to the best of my knowledge.
- In the case of projects in the field of youth, the participants involved in the activities fall in the age limits defined by the Programme.
- The organisation I represent has the adequate legal capacity to participate in the call for proposals.

EITHER

The organisation I represent has financial and operational capacity to complete the proposed action or work programme

OR

The organisation I represent is considered to be a "public body" in the terms defined within the Call and can provide proof, if requested of this status, namely:

It provides learning opportunities and

- Either (a) at least 50% of its annual revenues over the last two years have been received from public sources;
- Or (b) it is controlled by public bodies or their representatives

I am authorised by my organisation to sign Community grant agreements on its behalf.

Certify that (in case the grant requested exceeds 60 000€):

The organisation I represent:

- is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning those matters, nor is it in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata';
- has not been guilty of grave professional misconduct proven by any means which the National Agency can justify;
- has fulfilled its obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established or those of the country where the grant agreement is to be performed;
- has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
- it is not currently subject to an administrative penalty referred to in Article 109(1) of the Financial regulations (Council Regulation 966/2012).

Acknowledge that:

The organisation I represent will not be awarded a grant if it finds itself, at the time of the grant award procedure, in contradiction with any of the statements certified above, or in the following situations:

- subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the grant award procedure);
- guilty of misrepresentation in supplying the information required by the National Agency as a condition of participation in the grant award procedure or has failed to supply this information.

In the event of this application being approved, the National Agency has the right to publish the name and address of this organisation, the subject of the grant and the amount awarded and the rate of funding.

Commit:





- my organisation and the other partner organisations herein, to take part upon request in dissemination and exploitation activities conducted by National Agencies, the Executive Agency and/or the European Commission, where the participation of individual participants may also be required.

I acknowledge that administrative and financial penalties may be imposed on the organisation I represent if it is guilty of misrepresentation or is found to have seriously failed to meet its contractual obligations under a previous contract or grant award procedure.

Place: Date (dd-mm-yyyy):

Name of the applicant organisation:

Name of legal representative:

Signature:

National ID number of the signing person (if requested by the National Agency):

Stamp of the applicant organisation (if applicable):



**N. Annexes**

Please note that all documents mentioned in section "Checklist" need to be attached here before you submit your application online.

File Name	File Size (kB)
HanDS_2016 - Declaration of Honour.pdf	1434
HanDS_2016 - Mandates.pdf	4445
HanDS_2016 - Gantt-chart.pdf	357
HanDS_2016 - Overview WPs.pdf	499
Total Size	6735



**O. Submission**

Before submitting the form electronically, please validate it. Please note that only the final version of your form should be submitted electronically.

**O.1. Data Validation**

Validation of compulsory fields and rules

**O.2. Standard Submission Procedure**

Online submission (requires internet connection)

Submitted	YES
Submission ID	1347323
Submission date (Brussels, Belgium Time)	2016-03-29 12:32:26
Hash code	CFFD8708C28777DB

**O.3. Alternative Submission Procedure**

If you cannot submit your form online you can still do it by sending an email to your National Agency within the 2 hours following the official deadline. The email must contain the complete electronic form and any file attachments you wish to send. You must also attach a snapshot of section "Submission Summary" indicating that this electronic form could not be submitted online. Your National Agency will analyse your situation and provide you with further instructions.

**O.4. Submission Summary**

This table provides additional information (log) of all form online submission attempts, particularly useful for the National Agencies in case of multiple form submissions.

Number	Time	Form Hash Code	Submitted	Description
1	2016-03-29 12:32:26 (Brussels, Belgium Time)	CFFD8708C28777DB	YES	Your submission was successful. Submission ID: 1347323

**O.5. Form Printing**

Print the entire form