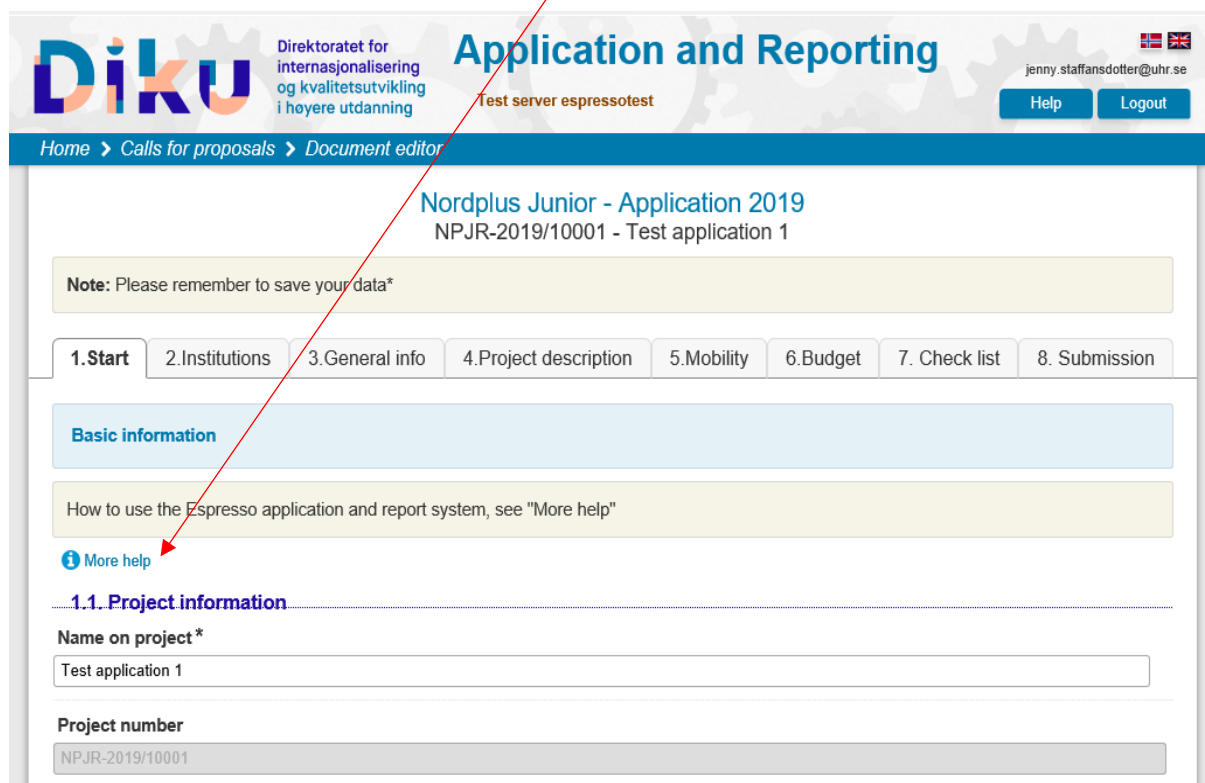


Nordplus Junior - User and help guide when applying

A good idea is to have the Handbook for the Nordplus programmes at hand when applying. It is available on www.nordplusonline.org/How-to-apply/HANDBOOK and it can be downloaded easily. Chapter 2 is about Nordplus Junior. There is also a step-by-step guide on the general Nordplus homepage, and the link to the application system Espresso is also found there.

Start by setting up a user account and then chose Nordplus Junior. Please, only use your work e-mail addresses. Once you have begun an application, it is possible to save it and then return to it later in order to finish it, and submit it. If you have forgotten to fill in a mandatory field, the system will signal this, so there is a chance to go back and complete your application before you submit it.

On the start page in the system there is a More help-button where you can get more information.



Tag 1. Start

In Project access, it is a good idea to give all the partners reading access in order to follow the project's process, as well as to get access to important information. However, it is only the main coordinator who can have editor access.

1.2. Project access

Here you can choose who shall have access to the application. The person that shall have access to the application needs to register/create an account in Espresso. Then you can choose the person from the list of registered users.

Project read access

Read only access means that the person that you give access can read everything in the application, but not make changes.

Search among registered users

Search

Project editor access

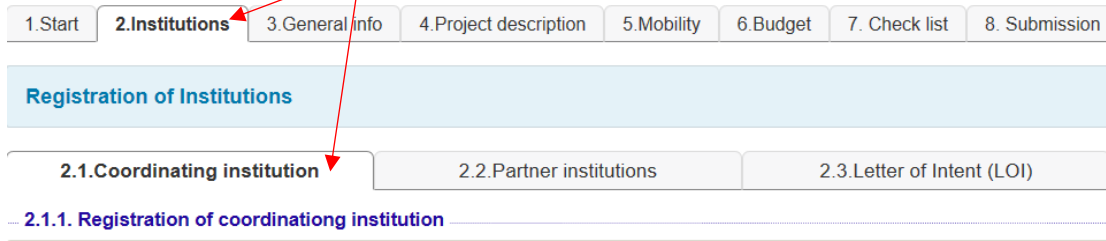
Project editor access means that the person that you give access can alter the application

Search among registered users

Search

Tag 2. Institutions

The system is built up using tags for the different parts of the application.



2.1. Coordinating institution

The coordinating institution is the institution which applies, is responsible for distribution of the grant to all the partner institutions, and responsible for submitting the final report (and the interim report if required). Coordinating institutions can be kindergartens/preschools, primary/secondary schools, upper secondary schools, vocational schools/apprentice programmes, and culture schools with national curricula. When registering your institution, begin by searching if it is already in the system. You can search using only a part of the name. If you do not find it, you register it through the Add institution-button. The same is relevant when stating the partner institutions in section 2.2.

University
University College
Preschool
Primary/secondary school
Upper secondary school
Vocational school/apprentice programme
Cultural School
Folk High School
Foundation
Governmental Organization
NGO
Research Centre
Private Enterprise
Public Enterprise
Employers Organization
Trade Union
Language School
Center For Adult Learning
Other

Once in a while there are pre-set lists of choices. Depending on the choice you make, the system will adapt, e.g. for Type of institution for the coordinator.

2.2 Partner institutions

Partner institutions are the same eligible institutions as the coordinating institutions. However, also organisations which have strong interests in the area of school education can participate in projects as partners.

2.3. Letter of intent (LOI)

A Letter of Intent (often called just LOI) is a written agreement which is required in order for the application to be eligible. After you have registered the participating institutions, Espresso automatically generates Letters of Intent for each institution. The person writing the application can send requests to the partners asking them to upload their Letters of Intent. The Letters of Intent must be uploaded from *all* the partners and the coordinating institution, and signed by the legal representative and contact person of each participating institution.

2.1. Coordinating institution 2.2. Partner institutions 2.3. Letter of Intent (LOI)

Letter of Intent

The Letter of Intent (LOI) shall be sign by all participating institutions in the project. The partner institutions need to print, sign and return the LOI to the coordinating institution, which then upload the sign LOI in the application. The coordinating institution must also print, sign and upload the LOI for its own institution.
The LOIs can be uploaded under the section "Budget"

Sending of Letter of Intent

Tick of for those institutions you want to send the Letter of Intent to. The Letter of Intent will be sent by e-mail to the contact person at the partner institution. (If you want to give individual comments alongside the Letter of Intent, send the Letter of Intent singly to each partner institution).
You can also download the Letter of Intent to your computer by pressing the institution name, and then save it.

Institution	Contact person	
testinst 2018 (SW)	Krohn, Frank (krohn.frank@gmail.com)	<input type="checkbox"/>

Provide a custom message with the Letter of Intent

[Send Letter\(s\) of Intent](#)

Tag 3. General information

We have chosen to comment and guide you on a *mobility project* from now on. Mobility projects are class-, pupil- and teacher exchanges, as well as preparatory visits. If you apply for project/networks the application will look somewhat different from tag 6. Budget. In the end of this user guide there will be an instruction for project/networks, starting on pg. 7.

Now you chose the type of project activity you are applying for. Pupil exchange concern individual student exchanges, for either studies or work placements, from upper secondary schools, vocational schools or apprentice programmes. So for example, if you have a group of six pupils from the same class, who will have the same activity programme and working with the same theme, you should apply for a class exchange.

In 3.2. What shall you apply for:

Choose type of support: *

- PREPERATORY VISITS
- MOBILITY - Class exchange
- MOBILITY - Pupil exchange
- MOBILITY - Teacher exchange
- PROJECT/NETWORK SUPPORT

If you apply for a preparatory visit, you cannot combine your application with other mobility activities. For the other type of activities, combinations are possible.

3.3. Summary

With a maximum of 250 words, you need to present the essence of your project. This is the assessors' first contact with your application, so try to describe your project as clearly as possible.

3.4. Project period

Usually projects start in the beginning of the school term. Therefore, 1 August is preferred as the starting date. Projects also have to begin the same year they are approved. However, once you have received a letter of approval in your e-mail stating that your project is granted funding, you can begin. Be realistic when planning the activities in the project, and the activities have to fit into the institutions' ordinary work.

For *Preparatory visits* the project period is 1 November – 31 January. In order to apply in the spring round, you need to complete the preparatory visit before the opening of this round on 1 February.

Tag 4. Project description

In this section you will describe the core of the project. In section 4, there are four sub-tags to be filled in. This section will be assessed thoroughly, together with the project budget.

The screenshot shows a navigation bar with tabs numbered 1 to 8. Tab 4, 'Project description', is highlighted. Below the navigation bar, a large light blue box contains the text 'Information of the project/cooperation'. Below this box, a sub-navigation bar shows four sub-tabs: '4.1. Relevance and aims', '4.2. Project objectives and content', '4.3. Organisation and implementation', and '4.4. Dissemination of results'.

The questions below try to develop the areas of content further, and give you a bit more input. You can also see which exact questions are asked in Espresso in each section.

It is important to realize the project in close cooperation with the partners, and that the project is of reciprocal benefit. Development needs can be of national or regional importance, but also specific needs for your unit, or department, and the quality assurance you perform and wish to improve.

4.1.1. Relevance and aims

Which of the specific aim(s) of the Nordplus programme does your project target? Describe how the planned actions within the project address the chosen Nordplus program aim(s).

Who is your target group and why is the project suited for this group?

4.1.1. Relevance

Shortly and as clearly as possible describe the aim of the intended project. Does the project conform to the overall objectives of Nordplus? Does the application fit in Junior's framework in terms of target group and activities?

4.1.2. Contribution

Explain how each partner in the project benefits and gains from the cooperation and will achieve positive changes in terms of development. All collaboration projects should be based on a reciprocal attitude and understanding.

Explain what you can gain by cooperating with other Nordic/Baltic countries that you cannot gain on a national level. What is this added value? Why have you chosen each other?

Do you have support in means of extra time and resources by the headmasters/managements? Are your institutions' managements supportive of the project – how?

4.1.2. Contribution

Identify development needs of all participating organisations. Clarify why all the participants (institutions and individuals) will benefit from the project, and why the results of the project will contribute to a positive development in the participating organisations. In what ways will each partner contribute in reaching the objectives of the project? Explain and clarify the value of cooperating internationally. In what way does the management of each institution support the project?

4.2.1. Objectives

All projects should aim to strive for the fulfilment of curricula for the pupils; and/or development of teachers' professionalism. Because of this, it is important to state which objectives in curricula, exams or competence development you are targeting in your project.

Set specific objectives and describe them from a short- and long-term perspective. You do not have to cover several objectives, sometimes it is better to focus on one area to develop, and then limit the scope to this one area instead of trying to cover too much. If the objectives are measurable, it simplifies your future evaluation.

What results are you hoping to obtain – for the organisation, all the involved staff and the pupils (if your project involves pupils)?

4.2.1. Objectives

What are the objectives of the project and what do you hope to achieve? These can be long-term and/or short-term objectives. Describe as clearly and realistically as possible, how the planned activities are consistent and how they meet the aims and objectives of the project.

Define the expected outcomes of the project and impacts on the participating institutions and participation of individuals in relation to the objectives you have set for the project.

4.2.2. Activity plan

Describe the activities from the beginning of the project to the end. How will you prepare for, and carry out the activities?

Why have you chosen these activities and how will these activities contribute to reaching the goals of the project?

The budget will be assessed in relation to the planned activities and scope of the project. If it is realistic, it will be kept. If it is not, we will make cuts. If your application is combined, e.g. you apply both for a teacher exchange and for a project/network, you will need to attach a separate budget template for the project/network. If your application concerns a preparatory visit, teacher-, class- or pupil exchange – you only fill in the budget in Espresso. (The separate budget template for project/networks has a link in Espresso. It is called Nordplus Budget Model and it is also found on nordplus.org under Documents.)

4.2.2. Activity plan

Present a clear activity plan containing the activities you will undertake, over the entire project period. Describe the planned activities chronologically (what you will do, when and where).

How do the activities mirror and incorporate the project's overall **objectives** and by which means do you intend to reach them (through workshops, discussions, seminars, study visits, other methods of learning, etc.)?

It is important that the project's budget is realistic in relation to the planned activities. The budget will also be assessed. Only applications for the activity type project/networks need to attach a separate budget template; other mobility activities (preparatory visits, teacher-, class- and pupil exchange) will fill in the budget template in paragraph 5 and 6.

4.2.3 Evaluation

Be concrete. Choose a couple of aspects/results/processes to evaluate. Through built-in monitoring you can more easily detect if you are off track from the project plan.

4.2.3. Evaluation

Describe the evaluation process; continuous evaluation and final evaluation. What you are going to evaluate and measure (how, when, and by whom). How will you ensure that you are following the initial aim and objectives for the project?

4.3.1. Sharing responsibilities and workload

Which are your different roles, and how can you utilize each other's expertise? How will you distribute the different tasks?

4.3.1. Sharing responsibilities and workload

Present how you are going to share the responsibilities and workload amongst all participating institutions? What are the roles of the participating institutions? (Who does what, how, where and when?)

4.3.2. Effective communication

Which channels of communication will you use and how often will you keep in touch? Ongoing communication during the whole project period will strengthen your project's chances of success.

4.3.2. Effective communication

What measures do you plan to ensure effective communication and cooperation between the participating institutions continuously during the project?

4.3.3. Anchorage

By anchorage one can generally mean different things. It *could* refer to how the project is anchored with management (see 4.1.2.), how you implement and exploit the results (see 4.4.3.) or how you integrate project activities in daily work and in curricula. What we refer to as anchoring in this paragraph, is the last example – how you plan to implement the project in daily work, as well as in regulatory documents (if possible). How will the activities be visible in daily teaching and training for the participants? How do you plan to integrate teachers and pupils not participating directly in the project? E.g. even if only a smaller group of pupils take part in the mobilities, the project should

involve a larger group – other classes/groups of students, teacher teams or the whole school/organisation.

The development and activities need to be in accordance with curricula. All projects should aim to fulfill curricula – thus promote pupils’ possibilities to reach the national objectives stated in each country’s curricula, or to promote teachers’ and other pedagogical staffs’ professionalism.

4.3.3. Anchorage

Explain how you plan to anchor the project within the participating institutions. For instance, how will you integrate project activities in daily work, and how will fellow colleagues and non-participating pupils benefit from the project activities? In which ways are the planned activities concretely connected to curricula?

4.4.1. and 4.4.2. Internal and external dissemination of results

How will you spread the project’s outcome, and which systems and methods do you have to use new knowledge and experiences in your organisation? Think about how you can implement changes in the actual teaching, subject contents and methods together with your colleagues.

4.4.1. Internal dissemination of results

In which ways do you intend to disseminate the results to the participants within the project? What results are you focusing on spreading; to whom, how, and for what purpose?

4.4.2. External dissemination of results

In which ways do you intend to disseminate the results to other relevant target groups (individuals, groups and institutions) outside the project? What results are you focusing on spreading; to whom, how, and for what purpose?

4.4.3. Results on a long-term basis

How can you use the results in the future? Describe how you will utilize the results and experiences from the project in your organisations after it has ended? How will the project ensure that the results will be sustainable and come to the benefit of others?

4.4.3. Results on a long-term basis

How do you plan to implement and exploit the results among the participating institutions on a long-term basis?

Tag 5. Mobility

Chose the correct sub-tag for what you intend to do. Click on Add Mobility and a new window will be opened. Once you fill in the information asked for, the grant will *automatically* be generated.

5.1. Class exchange
5.2. Pupil exchange and work experience
5.3. Teacher exchange

Registration of mobility - Class exchange

5.1. Registration of mobility - Class exchange

Register who is travelling, which country there are travelling from and to, number of travellers and the duration of the exchange. The mobility can be registered in several turns.
Choose "Add mobility" to register the mobility

Class exchange

Add mobility

Who	From country	To country	Number of travellers	Duration each traveler	Total grant	Action(s)
Total						

Ev. comments to the mobility

Use the Add mobility-button again to add more mobilities. The example below shows six pupils and one accompanying teacher travelling from Estonia to Norway during one week's stay. For the teacher there is a higher fixed unit rate, since an extra grant for accommodation and board is added (see pgs. 21 – 23 in the Handbook).

Class exchange

Add mobility						
Who	From country	To country	Number of travellers	Duration each traveler	Total grant	Action(s)
Accompanying teacher (class exchange)	Estonia	Norway	1	0m, 1w, 0d	685	Edit Delete
Pupils (class exchange)	Estonia	Norway	6	0m, 1w, 0d	1 980	Edit Delete
Total			7		2 665	

Also note that you can apply for domestic travels if the distance *one way* is more than 250 km within the country. In this case, you state the from-and-to country as the same, and the duration of time for each traveler should be "0".

In Duration for each traveler: m = month, w = week, and d = days.

Tag 6. Budget

When applying for mobility activities there is no need to account for your own contribution to the project's budget, so you can fill in "0".

6.1. Budget

EUR - Euro	Nordplus contribution	Own contribution	Sum
Mobility			
Class exchange	2 665	<input type="text" value="0"/>	2 665
SUM - Mobility	2 665	0	2 665
Total	2 665	0	2 665

[Update sums](#)

6.2. Attachment

You upload the Letters of Intent here. These are juridical agreements where each partner agrees to the participation in the collaboration and the consequences this entails. Each Letter of Intent must be signed by both the contact person and the legal person in order to be valid.

File upload

Choose a file to upload




Current files on document:


An attached budget file is *only* needed for project/network-applications. If your project is a combination of a mobility activity and a project/network, you will need to submit the extra budget file found on the link called *Nordplus budget model*, but only for the project/network ([https://www.nordplonline.org/Documents2/Documents/\(offset\)/12#pdf_frame](https://www.nordplonline.org/Documents2/Documents/(offset)/12#pdf_frame)).

Tag 7. Check list

Here you can print or download the application in order to check your answers.

– 7.1. Preview

 Print preview (opens in new window)

 Download PDF

Use the check list to make sure nothing is forgotten.

Tag 8. Submission

Submit the application once you are sure that you are satisfied with it, and all the LOI:s are attached.

User and help guide: Applications for project/network activities

In tag 3. General info, you have chosen project/network as type of activity. Follow all the steps as described earlier in this guide up till tag 6. Budget.

Here is an example:

– 6.1. Budget

EUR - Euro	Nordplus contribution	Own contribution	Sum
Project support			
Travel expenses	<input type="text" value="9 240"/>	<input type="text" value="0"/>	9 240
Board and lodging	<input type="text" value="13 300"/>	<input type="text" value="0"/>	13 300
Work hours (only own contribution)	<input type="text" value="0"/>	<input type="text" value="8 960"/>	8 960
Other costs (specify below)	<input type="text" value="2 860"/>	<input type="text" value="0"/>	2 860
SUM - Project support	25 400	8 960	34 360
Total	25 400	8 960	34 360

You need to fill in “Own contribution”. In project/networks, grants are possible for up to 75% of the total project budget. Your own contribution must be at least 25 % of the eligible expenses. Working hours directly linked to the project/network can be included in this self-financing contribution.

For mobility in the project, we recommend that you use the fixed travel and accommodation rates presented in the Handbook. In “Other costs” you fill in the estimated amount and then you can specify in the text box below what this amount is comprised of.

In 6.2. Attachment, you upload the separate budget file which is available on the link below, or at [https://www.nordplusonline.org/Documents2/Documents/\(offset\)/12#pdf_frame](https://www.nordplusonline.org/Documents2/Documents/(offset)/12#pdf_frame)

6.2. Attachment

Please attach a detailed budget here. Attached budget is required only for project and network activities (not for your mobility activities). We recommend that you use the Nordplus budget model, which can be downloaded here: [Nordplus budget model](#)

Sign Letter of Intent (LOIs) from all participant institutions shall be uploaded here.

File upload

Choose a file to upload



Current files on document:

No attachments

Tags 7. Check list, and 8. Submission

The instructions are same as in the guide for mobility activities, see previous pages.

Further advice:

-Use the classic questions why, who, what, when and how when you plan the project and when you write the application. They will help you map the project and describe the project clearly for the assessors.

-Try to predict possible obstacles that might show up along the way – what might they be and how can you overcome them?

-Once you have an application draft in Espresso, let it rest a bit. Return later, rewrite and improve, then let somebody else outside the project give feedback focusing on readability and comprehension.

-For information about special needs read pg. 24 in the Handbook.

Good luck! /The Junior Administration