



User and helpguide when applying in Nordplus Junior

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Introduction

A good idea is to have the Handbook for the Nordplus programmes at hand when applying. It is available on <https://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 nordplusonline.org, and the link to the application system Espresso is also found there.

Start by setting up a user account and then choose Nordplus Junior. Please, only use your work e-mail address. 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.

The last pages of this guide contain specific information for project/network- and preparatory visit applications.

The screenshot shows the Espresso Application and Reporting interface. At the top left is the Diku logo and the text 'Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education'. To the right is the Espresso logo and 'Application and Reporting'. Further right, it says 'Test server espressotest' and shows a user profile for 'jenny.staffansdotter@uhr.se' with 'Help' and 'Logout' buttons. Below the header is a navigation bar with 'Home > Calls for proposals > Document editor'. The main content area is titled 'Nordplus Junior - Application 2020' and 'NPJR-2020/10001 - test Junior 2020 SUS'. A progress bar shows steps: 1. Start (selected), 2. Institutions, 3. General info, 4. Project description, 5. Mobility PV, 6. Budget, 7. Check list, 8. Submission. Below the progress bar is a section for 'Basic information' with a sub-section '1.1. Project information'. It contains two input fields: 'Name on project*' with the value 'test Junior 2020 SUS' and 'Project number' with the value 'NPJR-2020/10001'.

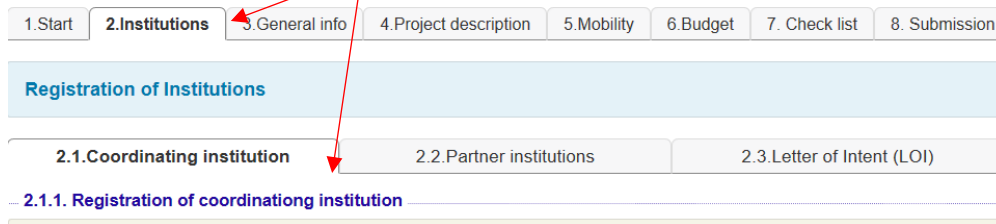
Tag 1. Start

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.

The screenshot shows the '1.2. Project access' section of the Espresso interface. It contains a text box explaining that users need to register/create an account in Espresso to have access. Below this are two sections: 'Project read access' and 'Project editor access'. Each section has a text box explaining the access level and a search bar labeled 'Search among registered users' with a 'Search' button. The 'Project read access' section explains that read-only access allows users to view everything but not make changes. The 'Project editor access' section explains that editor access allows users to alter the application.

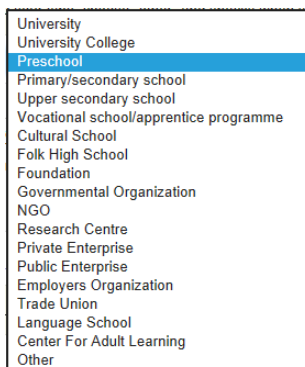
Tag 2. Institutions

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 for projects lasting more than 18 months). 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.



In some places 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 where each partner agrees to the participation in the collaboration and to the consequences this entails. These letters are required from each institution in order for the application to be eligible. The person writing the application, most often the project coordinator, sends e-mails with enclosed Letters of Intent to the partners asking them to print and sign *their specific* Letter of Intent. After printing and signing them, the partners must then return the letters to the coordinator who then uploads them in the application. The Letters of Intent must be uploaded from *all* the partners and the coordinating institution; furthermore, they must be signed by both 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 signed 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 signed 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 – mobility projects

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. The application questions for a preparatory visit are fewer and less extensive; these questions are available in the end of this guide. 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. 12.

Now you choose 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. 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 all the other types of activities, combinations are possible. Application questions for a preparatory visit are available in the end of this guide.

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 must fit into the institutions' ordinary work.

For *Preparatory visits* (autumn round) the project period is 1 November – 31 January. In order to apply in the upcoming 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.

1. Start	2. Institutions	3. General info	4. Project description	5. Mobility	6. Budget	7. Check list	8. Submission
Information of the project/cooperation							
4.1. Relevance	4.2. Project objectives and content	4.3. Organisation and implementation	4.4. Dissemination of results				

The questions below try to develop the areas of content further and gives 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 programme 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. Explain in which ways the project corresponds with:

- the overall objectives of Nordplus.
- Nordplus Junior's target groups and type of activities.

Which school years/age group/type of school programme does the project involve?

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 how all the participants (institutions and individuals) will benefit from the project, and how 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?

In what way does the management of each institution support the project?

Explain and clarify the value of cooperating internationally. What do you gain in this international collaboration?

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.

Define the expected outcomes of the project and impacts on the participating institutions and 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 consists of unit cost categories and 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 Nordplus budget model 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 Junior grant template and it is also found on nordplus.org under Documents.

4.2.2. Activity plan

Present a clear activity plan in a chronological order, containing the activities you will undertake over the entire project period. What will you do, when and where? Describe the planned activities in detail (e.g. workshops, discussions, seminars, study visits, other elements or methods of learning, etc.).

Explain as clearly as possible how the planned activities realize and mirror the aims and objectives of the project.

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? Describe the specific links 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

Which results will you focus on disseminating and for which reasons?

In what way do you intend to disseminate results to the participants in the project (how, where, when and by whom)?

4.4.2. External dissemination of results

Which results will you focus on disseminating; for which reasons and to whom (individuals, groups and institutions)?

In which ways do you intend to disseminate the results to other relevant target groups outside the project?

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 fixed rate for this mobility will *automatically* be generated.

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. 22 – 23 in the Handbook).

Class exchange

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.

– 6.1. Budget

EUR - Euro	Nordplus contribution
Mobility	
Klasseutveksling	19 240
SUM - Mobility	19 240
Total	19 240

Update sums

Comments to the budget

If you want to apply for grants for participants with special needs, you need to explain and motivate different costs in section “comments to budget”. Costs involving participants with special needs may be met by a grant of up to 100%. If support for special needs is required, coordinators may apply both in the ordinary round, and if the project is funded after the application deadline.

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.


[Nordplus budgetmodel](#)

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.

– 6.1. Budget

EUR - Euro	Nordplus contribution
Project support	
Project management, implementation and dissemination	<input type="text" value="0"/>
Transnational meetings	<input type="text" value="0"/>
Special needs	<input type="text" value="0"/>
SUM - Project support	0
Total	0
<input type="button" value="Update sums"/>	

Comments to the budget

The funding for project/network is based on fixed unit cost rates for the following categories:

- Project management, implementation and dissemination
- Transnational meetings (including domestic travels)

You must register these in a separate budget templet (use link below) and then transfer the total cost per category in section 6.1

For the category “special needs” you apply for the estimated costs, these must be specified and motivated in “Comments to the budget”. Use the same section to specify trips if you apply for domestic travels in the budget templet. For more information about grants for “special needs” and domestic travel, read more in the Nordplus handbook.

In 6.2. Attachment,

You upload the Letters of Intent and separate budget files here. Project/networks requires a separate budget file, which is available on the link below,

[Nordplus budgetmodel](#)

The Letters of Intent 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.


... 6.2. Attachment

If you are applying for a project/network attach a grant templet for Nordplus Junior. (not required for your mobility activities)



You have to use the Nordplus Junior grant templet, which can be downloaded here: [Nordplus budget model](#)
Separate budgets are not required for your mobility activities.

Signed Letter(s) of Intent from all participant institutions must be uploaded here.

File upload

Choose a file to upload 

Current files on document:

 (53327) Kvitto 4.pdf 

Tags 7. Check list

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

Tag 8. Submission

Submit the application once you are sure that you are satisfied with it, and that:

- all the LOI:s are attached.
- A budget is attached

User and help guide: Applications for Preparatory visits

The applications questions below are only valid for preparatory visits. You can apply for two teachers (or other pedagogical staff) from each participating country, except for the host country since this partner hosts the meeting. Pupils cannot participate. Preparatory visits can last for five days, including travel days. For the following steps in the application process, continue this guide from Tag 5 onwards.

Preparatory visit (PV)	
4.1.Relevance, purpose and target group	4.2.Description of preparatory visit

Give a short outline of the future project you wish to prepare for*

- Which development needs underlie this application and the future project?
- What will be the subject and target group(s) of the future project and which type of project activity do you intend to apply for in the upcoming spring round?
- Shortly describe each institution and with what capacity it will participate in the project – i.e. its particular expertise, role and contribution to the project.

Preparatory visit (PV)	
4.1.Relevance, purpose and target group	4.2.Description of preparatory visit

Description of preparatory visit*

- Present an agenda, day by day, for the preparatory visit meeting and indicate date and place. Describe the planned activities and their content. Explain why you chose these activities and how they will benefit the future project.

What constitutes a good application and further advice:

-The Nordplus Junior project can with advantage be a part of the strategic quality work of the participating organisations. It is important that the project is based on needs and priorities within each organisation and is integrated in the ordinary activities of the organisation.

-Applications should target one or more of the specific aims of the Nordplus program. Carefully and concretely describe how the planned actions within the project address the chosen Nordplus program aim(s).

- Each partner should gain from the cooperation and results from the project in a way to achieve positive changes in terms of development. This development should be in accordance with curricula as well as with the aims of the Nordplus program.

- The project should involve as many as possibly in each organisation and have the support of the managements.

-The tasks of the participating organisations should be clearly defined in advance and thereby show how each partner contributes to reaching the aims of the project in an adequate way

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.

Good luck! /The Junior Administration