

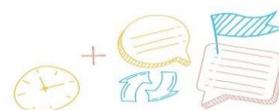


# Methodological Guide to Learning with bEUjo+



## Inhalt

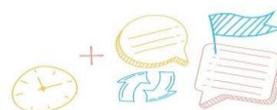
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## Introduction to Guidelines

This methodological guide has been created for ERASMUS+ project coordinators and aids to guide them and give them the key to effective and complete training of their colleagues, even if there is a distance between them. The following pages focus on the methodology of peer learning, a process which has been around for decades. The innovative factor in the next pages is bringing forward a concept which now also focuses not only on peer learning but more specifically how to transfer knowledge from experienced project coordinators to their colleagues. Sections will focus on best practices in peer learning followed by looking closely at the bEUjo+ app and see how this can also be used for peer learning. Additionally, a section looks at the toolbox with templates from different aspects of the ERASMUS+ project coordination and identifies existing online digital tools which can be used to accompany the peer learning process. For example which online tool could project managers use to draft a Quality Assurance plan. It goes beyond sharing a word document back and forth via email, this will focus on how to not only create a plan but also explore how to facilitate the transfer of skills and knowledge in the process. Finally, these guidelines examine the digital skills a project coordinator should possess. Thus, the final section of the document builds on the DIGCOMPEDU framework for trainers and has created additional criteria of what it is that an ERASMUS+ project coordinator should be able to do. It is with the hope that these pages can be useful throughout different moments of peer training to impact the quality of ERASMUS+ project outcomes and management skill levels throughout Europe.





## Peer Learning

### Introduction to peer learning

Peer learning is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace (Robbins, 1991). As seen from the definition, peer learning, also referred to as peer teaching, learning or education, was originally meant for the persons engaged in the same (professional) activity, but it can be used in a much wider variety of settings. For bEUjo+ methodology peer learning and support are an important part as experienced project managers are to pass on their knowledge acquired with making use of the app to other colleagues and peers. The value and advantages of peer learning are renowned: improved competences and experience are easily transferable when a peer-to-peer methodology is used. The innovation in peer learning lies in the fact that the learning contents do not come “from above outside sources”, but are somehow “inside” within a team.

Peer learning offers considerable advantages, such as:

- improvement of learning;
- activation of trust and collaboration mechanisms;
- development of self-esteem;
- enhancement of relational and communication skills.

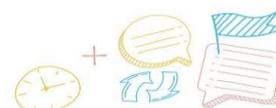
The bEUjo+ training materials were designed to focus on all major aspects of European project management and should be motivating to project managers who are just starting out their careers or new to the ERASMUS+. It should help engage them in developing their own project management materials. While trainees are developing materials, trainers will be encouraged to support others to enhance the outcomes.

These guidelines will cover the topic of peer-learning taking into special consideration digital learning, which will include techniques, tips and suggestions for practicing peer learning for trainers and trainees who would like to pass over their knowledge and skills to their peers

### Understanding the role of a peer trainer

There are some skills and competencies that a good peer trainer must possess to perform her/his job in the best way possible. Generally, a peer trainer must have (Skills You Need):

- high emotional intelligence: he/she must be good at understanding and relating to people, and be interested in people;
- empathy and be good at building relationships;
- strong communication skills;
- good at gathering information and then clarifying it for the person being coached. A peer coach generally has strong listening skills, including active listening;
- a peer coach doesn't jump in straight away with the answer but rather makes sure that they've fully understood the issue by reflecting and clarifying;
- usually take time to develop strong questioning skills;
- the patience to give space and time for people to try things out. A peer trainer does not get overexcited or angry about mistakes, instead he/she concentrates on how to recover the situation calmly and with the





involvement of the person who made the mistake. They are skilled at providing feedback using tact and diplomacy.

These are some of the skills and competences that can be practiced during the bEUjo+ training and applied further on when transferring own knowledge and experience to other peer trainers.

## The principles of peer learning

Facilitators/trainers and participants/trainees who have already participated in training programmes, in this sense have experience in ERASMUS+ projects, and are willing to pass their increased competences and experience to their peers can follow some guidelines and tips. Shana Montesol Johnson (2011), an expert on peer learning, lists some of the following principles on how to be a good peer trainer:

1. Identify a partner you trust.
2. Invite them to partner with you as your peer trainer.
3. Schedule a time to meet personally or online.
4. During your learning session, take equal time as the trainer and as the trainee.
5. When you are the peer trainer, give your trainee your full attention while he/she thinks aloud about whatever they choose to focus on.
6. Focus on the positive, and what action you can take in the future.
7. Two questions can help bring closure and forward momentum to each session: at the end of learning conversations, the facilitator can ask, "What is your main insight or take-away from this learning session?" and "What action will you take next?"
8. At the end of each peer learning session, schedule the next one.

Meier (2014) also adds 5 useful tips how to make peer learning more efficient:

- Feedback should be given in a way that opens up new possibilities to explore.
- The experienced partner should believe in the trainee, endorsing strengths and not only weaknesses.
- One should try to engage the peer's curiosity, imagination and inspiration.
- Peer trainer should remain confidential and non-judgmental.
- A peer trainer sets open questions that create space for a substantial conversation.

People involved in peer learning shall be empowered to design their own future exploiting their own potential and capacity, while at the same time community capacity for managing European projects.

## Experiential learning as a basis of peer learning

As Brandon Carson (2015) stated, "learning as an adult is different from how you learned as a child. As an adult, you accumulate life experiences and form certain mindsets over time. You also tend to learn more effectively and efficiently when you experience something relevant to the context in which you're in while acquiring new knowledge, or building on past knowledge. To design effective learning experiences for busy adults, it's best to rely on what is referred to as experiential learning – learning that engages people with purposefully direct experiences and offers focused reflection in order to increase knowledge, develop skills and clarify values".

The 10 principles of experiential learning include:



1. Experiences should be supported by reflection, critical analysis and synthesis while using functions online like video-chats to make eye contact and build relationships;
2. Experiences have to be structured to enable the trainee to take initiative, make decisions and be held accountable for results, for example while using the bEUjo+ App or other project management tools;
3. Experiences should encourage the trainee to be actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning. This is possible while using online tools like padlet, Blogs, Forums or Google Teams which can also promote creativity;
4. Experiences using video chat, online project management tools have to engage trainees intellectually, emotionally, socially, and/or physically. This involvement produces a perception that the learning task is authentic. Heightening emotions, specifically, drives deeper engagement and can be perceived as more authentic;
5. Experiences should show the results of the learning are personal and form the basis for future experience and learning. Using online questionnaires (e.g. Slido, Kahoot, Mentimeter) to collect feedback promotes self-reflection;
6. Experiences should lead to relationships being developed and nurtured in a proper digital environment: learner to self, learner to others, and learner to the world at large;
7. Experiences should enable both the trainer and trainee to experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of experience cannot always be predicted. These opportunities should allow them to explore and examine their own values while using web applications, e.g. Miro, Mentimeter or Slido;
8. Experiences should create environment where the facilitator's primary role includes establishing relevant situations, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, and facilitating the whole learning process while ensuring physical, digital and emotional cybersecurity;
9. Experiences should include debriefing to highlight lessons learned and relate them to the working context, which can include collecting feedback using online questionnaires.

Keeping in mind these suggestions and tips, trainers could use tools for training that are based on peer-to-peer learning, and experiential learning. When organising a peer learning session or conducting training based on peer support, the following steps should be observed:

- analysis of the needs of the learners;
- analysis of the available resources;
- purposes and objectives to respond to the needs of the learners;
- definition of the working group;
- identification of peer educators (according to criteria established on the basis of the objectives set);
- training of peer educators;
- planning and implementation of planned interventions;
- implementation of interventions between peers;
- evaluation.

Once the trainer has been selected, the group is formed, using interactive methods, such as brainstorming, role-playing games, cooperative games that help the peer





educators to broaden their knowledge related to various behaviours and to increase affective, relational and communicative skills needed to reach their peers in the project. Supported by the peer group, the learners feel understood and confident and can experience their own self-efficacy, share experiences and emotions.

## Peer Learning techniques

There are many tools for experiential learning-based peer-to-peer activities. Some are described by Brookfield (2013): Circle of Voices, Chalk Talk, Questioning, Snowballing, Conversational Roles and many others. In this case, the facilitation is focused on favoring connections, exchange, relationships and on the management and respect of rules that allow the active participation of all the actors involved. Group work is a method in itself, a modality through which learning processes are promoted in different educational contexts through the use of methods and techniques that facilitate the processes of animation, collaboration and cooperative learning. Among the activities that contribute to generating interaction and involvement we can include some such as: One minute paper, Think, pair and share, Formative quiz, Computer-based interaction systems and Concept maps (Coryell, 2016). Below you will find some more traditional tools and techniques to organise peer-to-peer experiential online learning:

### CIRCLE TIME

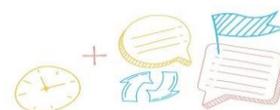
The participants are online with a conductor who has the role of soliciting and coordinating the debate within a set time limit. The succession of interventions according to the order of the circle must be strictly respected which can be done by using an online count-down clock which can be used while sharing a screen. The conductor assumes the role of privileged interlocutor in asking questions or providing answers. Circle time facilitates and develops circular communication, favours self-knowledge, promotes the free and active expression of ideas, opinions, feelings and personal experiences and, finally, creates a climate of serenity and sharing facilitating the establishment of any new working group or preliminary to any subsequent activity. The facilitator could also make use of a “random selection wheel” to select the next person or ask listeners to respond using Emojis while others talk.

### ROLE-PLAYING

Role-playing consists in the simulation of behaviours and attitudes generally adopted in real life. Participants must assume the roles assigned by the trainer and behave as they think they would actually behave in the given situation. This technique therefore has the objective of acquiring the ability to play a role and to understand in depth what the role requires. Role-playing is a real subject play. It looks at the behaviours of individuals in interpersonal relationships in specific operational situations to find out how people react in those circumstances. An online version of this allows for the participants or the trainer to make use of music, images and videos to enhance or make the experience more authentic. The trainer is required to respect learners in their choices and reactions without judging. Like any awareness raising technique used for training purposes, role-playing must also be used as such (for training purposes), must have structured sequences and must end with a verification of learning. In some cases, it may be helpful to prepare an email for the learners to allow for them to prepare for their role. It is important that the participants all have working online tools, i.e. microphone, camera and solid internet.

### FLIPPED CLASSROOM

The training approach of the “inverted learning” type is to ensure that learners can study before taking lessons in class, also through videos. It may seem trivial, but this





approach, by flexibly assigning the knowledge transmission phase to other times and spaces, allows you to “free” an incredible amount of time in the training room and, therefore, to be able to take greater care of the moment of real, meaningful learning with the support of a trainer-facilitator. The flipped classroom (or inverted learning) consists, in fact, in inverting the place where you train (at home instead of a classroom) with the place where you study (in the classroom and not at home). The basic idea is that the training becomes “homework” while the time face-to-face is used for collaborative activities, experiences, debates and workshops. In this context, the trainer/facilitator becomes a guide, a kind of “mentor”, the director of the training action. This type of learning activity could be particularly useful for self-reflection and reversing the roles between the project manager and junior manager.

### Incorporating Peer Learning in training activities

bEUjo+ builds on mutual peer support as an underlying structure. Peer support, defined as a confidential process of cooperation between colleagues or equals, shall help the empowerment and building of networking structures in between participants. Peer support is more than forming pairs to change the learning process from a top-down process to a mutual exchange. It should go far beyond the classroom and create a supportive community amongst participants.

Important pre-conditions for a successful process are:

- Active listening skills and an interest towards the other participants.
- Communication skills to efficiently practice exchange between each other.
- Mutual trust and confidence to cooperate on common or individual goals.





## Digital Skills

Digitalisation has, for some time now, found its way into learning and training. In this day in time it is unthinkable to consider a working day without the use of digital devices and online resources especially for project managers in ERASMUS+. Learning platforms, online networks, clouds and online podcasts now are common parts of digital learning that also are part of the peer learning experience.

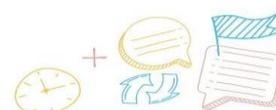
Peer learning online, hybrid and/or integrating digital tools and interactive content in face-to face training represents a new challenge in the training context, as it requires a different pedagogical approach and set of skills compared to those used in traditional trainings. To be a successful peer coach, it is important to possess new skills. Some of these include: managing technological devices and handling learning applications and platforms, interacting and exchanging with colleagues in online environments, selecting and evaluating digital resources for learning, learners' needs, interests and digital skills, as well as, applying innovative assessment strategies to provide timely feedback to learners, dealing with new methods of communication and managing learners' interactions in online environments, raising awareness for responsible use of digital technologies and facilitating learners' digital competence. Moreover, the use of online tools for training purposes can bring more fun, interaction and interactivity to the training process. Mastering digital competences and the development of confidence when using technology-based learning tools requires an investment of time and patience to ensure that practice makes perfect.

The bEUjo+ application and the peer training process has been developed with taking into consideration the DigCompEdu proficiency levels. This includes six areas with a total of 22 competences which trainers digital competences typically develop.



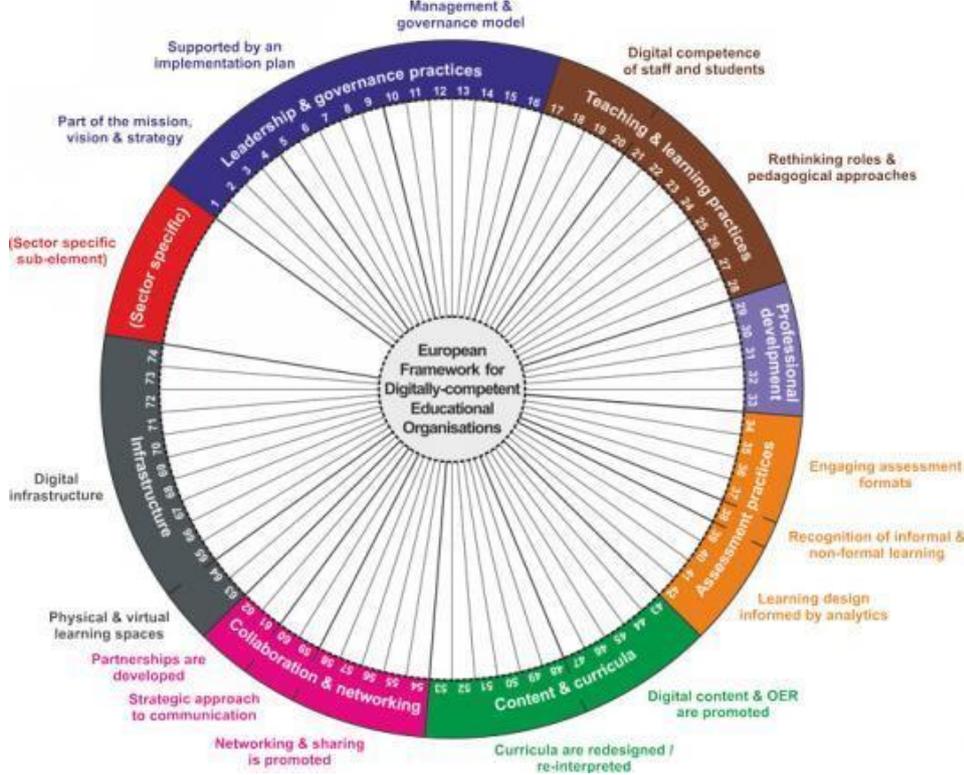
The foundation for the development of the digital framework bEUjo+ is also European Framework for *Digitally Competent Educational Organisations (DigCompOrg)*. DigCompOrg provides a common understanding of what digital competence is while also serving as a basis for framing digital skills policy. DigCompOrg framework has seven key elements and 15 sub-elements that are

<sup>1</sup> [https://joint-research-centre.ec.europa.eu/digcompedu/digcompedu-framework\\_en](https://joint-research-centre.ec.europa.eu/digcompedu/digcompedu-framework_en)





common to all education sectors. There is also scope for the addition of sector-specific elements and sub-elements.



Similar to the DigCompEdu framework, the bEUjo+ digital framework includes also six competency areas with progression levels, in the development of the bEUjo+ digital framework mainly two intermediate progression levels of DigCompEdu: Integrator and Expert were taken in into account.

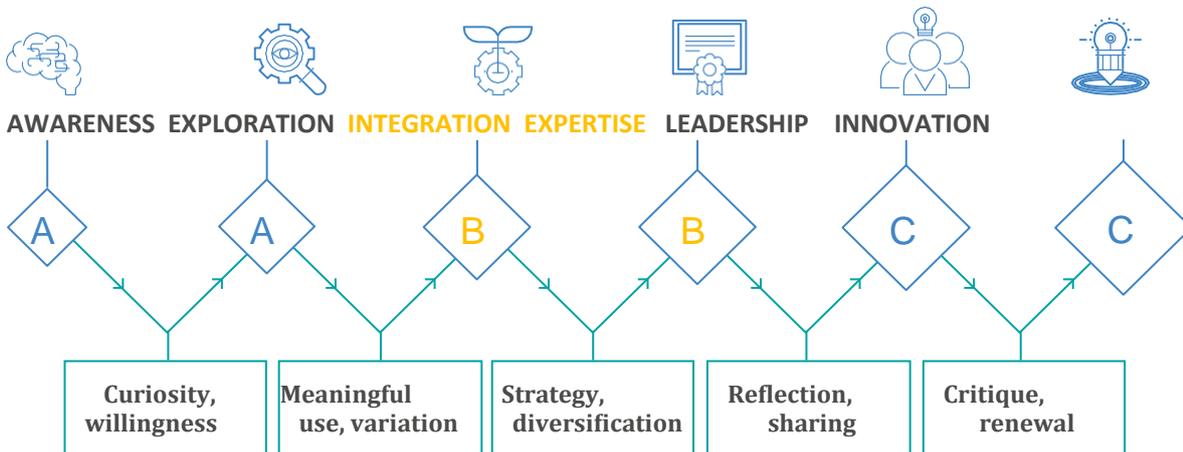


FIGURE 5: DIGCOMPEDU PROGRESSION MODEL

In the case of project managers who are now slipping into the role of trainers, the bEUjo+ App and these peer learning guidelines have been developed for the level of:

- Integrator (B1) Integrators experiment with digital technologies in a variety of contexts and for a range of purposes, integrating them into many of their

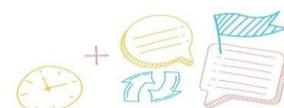




practices. They creatively use them to enhance diverse aspects of their professional engagement. They are eager to expand their repertoire of practices. They are, however, still working on understanding which tools work best in which situations and on fitting digital technologies to pedagogic strategies and methods. Integrators just need some more time for experimentation and reflection, complemented by collaborative encouragement and knowledge exchange to become Experts.

- Expert (B2) Experts use a range of digital technologies confidently, creatively and critically to enhance their professional activities. They purposefully select digital technologies for particular situations and try to understand the benefits and drawbacks of different digital strategies. They are curious and open to new ideas, knowing that there are many things they have not tried out yet. They use experimentation as a mean of expanding, structuring and consolidating their tank of strategies. Experts are the backbone of any educational organisation when it comes to innovating practice.

This level has been consciously selected since the peer trainers have a solid basis of digital skills and programs from their experience in ERASMUS+ project management. They can effectively experiment either when it comes to expanding their strategies or are prepared to do this with the support of others. The bEUjo+ digital framework shall encourage self-reflection and self-assessment within educational organisations and enable project managers to design, implement and appraise projects for the integration of digital learning technologies.

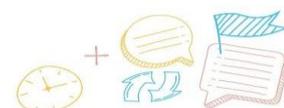


## Area 1: Professional Engagement

1.1 Organisational communication		
<b>Integrator (B1)</b>	Using digital technologies for communication in an effective and responsible way in daily communication with staff within own organisation and with staff from partner organisations	I use different digital communication channels and tools depending on the communication purpose and context of project activities
		I communicate responsibly and ethically with digital technologies respecting the tools and procedures defined by the partnerships
<b>Expert (B2)</b>	Using digital technologies for communication in a structured and responsive way while leading projects' activities and results	I select the most appropriate channel, format and style of communication according to the specificities of a project activity or result
		I adapt my communication strategies to the profile of each partner organisation, target group or stakeholder
1.2 Professional Collaboration		
<b>Integrator (B1)</b>	Using digital technologies to share and exchange practice related to the different projects' areas of development	I use digital communities to explore new training approaches or methods and to get fresh ideas from partner organisations
		I use digital technologies to share and exchange the resources I develop within a project with colleagues within and beyond my organisation.
<b>Expert (B2)</b>	Using digital technologies for collaborative knowledge construction while leading and developing project activities and results	I actively use digital learning platforms to exchange good practices and collaboratively develop digital resources in partnership
1.3 Reflective Practice		
<b>Integrator (B1)</b>	Using experimentation and peer learning as a source for development regarding project management	I seek to improve and update my digital pedagogical competence through experimentation and peer-learning with colleagues from my organisation
		I creatively experiment with and reflect on new pedagogical approaches, enabled by



		digital technologies for the management of training projects
<b>Expert (B2)</b>	Using a range of project management and online learning resources to develop one's individual digital and pedagogic practices through bEUjo+ web app	I actively seek out best practices, courses or other advice to improve my own digital pedagogies and wider digital competences by consulting colleagues from my organisation and from partners' organisations
		I evaluate, reflect on and discuss with peers how to use bEUjo+ to innovate and improve project management practice
<b>1.4 Digital Continuous Professional Development</b>		
<b>Integrator (B1)</b>	Using the internet to identify opportunities for CPD on project management	I use the internet to identify suitable training courses and other opportunities for professional development regarding projects' management
<b>Expert (B2)</b>	Exploring online CPD opportunities on project management	I use the internet to develop competences as project manager, e.g. by participating in online courses, webinars, or consulting digital training materials and video tutorials.
		I use formal and informal exchanges in professional online communities, such as EPALe, as a source for my professional development.



2.1 Selecting digital resources		
<b>Integrator (B1)</b>	Identifying and assessing suitable resources using basic criteria, for example selecting a tool for synchronous writing when collaborating on a concept note or development of the specific output.	I adapt my search strategies based on the results I obtain when preparing a project application budget for external costs.
		I filter results to find suitable resources, using appropriate criteria to find quality resources for researching when creating a concept note or carrying out data research
		I evaluate the quality of digital resources based on basic criteria, such as e.g. place of publication, authorship, other users' feedback when preparing press releases on project activities.
		I select resources that users, beneficiaries of the project may find appealing, e.g. videos for example when engaging with the target group.
<b>Expert (B2)</b>	Identifying and assessing suitable resources using complex criteria, for example using online libraries and bookmarks to organise data and statistics for creating a concept note or developing outputs.	I adapt my search strategies to identify resources which I can modify and adapt, e.g. searching and filtering by license, filename extension, date, user feedback etc for example when developing outputs.
		I locate apps and/or games for my other colleagues to use to enhance the peer learning experience.
		I evaluate the reliability of digital resources and their suitability for my team and partners and specific learning objectives when it comes to different milestones of an ERASMUS+ project.
		I give feedback and recommendations on the resources I use to enhance the quality of feedback on outputs or for quality assurance evaluation.
2.2 Creating and modifying digital content		
<b>Integrator (B1)</b>	Creating and modifying resources using some advanced features for outputs and engaging target groups.	When I create digital resources engaging target groups and stakeholders (e.g. presentations, guides and dissemination materials), I integrate some animations, links, multimedia or interactive elements.

		<p>I make some basic modifications to the digital learning resources I use to fit them to the learning context of ERASMUS+ project target groups, e.g. editing or deleting parts, adapting the general settings.</p>
		<p>I address a specific learning objective when selecting, modifying, combining and creating digital learning resources to create guidelines on how to implement specific outputs.</p>
<b>Expert (B2)</b>	Adapting advanced digital resources when developing outputs.	<p>I integrate a range of interactive elements and games into my self-created instructional resources, for example when developing learning platforms.</p>
		<p>I modify and combine existing resources to create learning activities that are tailored to a concrete learning context and objective or target group, and to the characteristics of the direct and indirect beneficiaries of the project results.</p>
		<p>I understand different licenses attributed to digital resources and know the permissions granted to me as regards modifying resources and publishing outputs within an ERASMUS+ project.</p>
<b>2.3 Managing, protecting and sharing digital resources</b>		
<b>Integrator (B1)</b>	Effectively sharing and protecting resources using basic strategies to reach target group, stakeholders and trainer(ees)	<p>I share project management content on virtual learning environments or by uploading, linking or embedding it e.g. on a project management websites or platforms.</p>
		<p>I effectively protect sensitive content, e.g. collecting data for research, publishing reports and creating publications for journals and scholarly work.</p>
		<p>I understand the copyright rules that apply to the digital resources I use for project purposes (images, text, audio and film) when adapting content for outputs and when sharing / creating dissemination materials.</p>



<b>Expert (B2)</b>	Professionally sharing resources when developing resources for ERASMUS+ project outputs, management tasks or engaging target groups.	I share resources embedding them into digital environments for example to collect data for reports or when collecting partner information.
		I effectively protect personal and sensitive data and restrict access to resources as appropriate when storing materials using cloud storage for collecting information for reporting.
		I correctly reference resources affected by copyright in published research and when creating outputs to share with target groups.



## Area 3: Teaching and Learning

3.1 Teaching		
<b>Integrator (B1)</b>	Integrating available digital technologies meaningfully into the learning process of EU project managers through bEUjo+ project results.	I organize and manage the integration of digital tools (e.g. cooperation platforms, digital graphics) into the teaching and learning process.
		I manage the integration of digital content, e.g. photos, screenshots, Google spreadsheets etc. into the learning process.
<b>Expert (B2)</b>	Using digital technologies purposefully to enhance new staff competencies in EU project management.	I consider appropriate tasks and level of proficiency when integrating digital technologies into the learning process.
		I use digital technologies in teaching to increase efficiency and cooperation level, especially with colleagues and external partners in projects.
		I set up mentoring sessions or other interactions in a digital environment (such as group chats in MS Teams or monthly calls).
3.2 Guidance		
<b>Integrator (B1)</b>	Using digital technologies to enhance interaction and feedback with new EU project managers	I use a common digital communication channel with my new EU project manager colleagues to respond to their questions and doubts.
		I am frequently in contact with my new EU project manager colleagues and listen to their problems and questions.
<b>Expert (B2)</b>	Using digital technologies to enhance monitoring of progresses and guidance for new EU project managers	I interact with my colleagues in the collaborative digital environments I use, monitoring their progresses and providing individual guidance and support as needed.
		I experiment with new platforms and techniques for offering guidance and support, using digital technologies.
3.3 Collaborative learning		
		I design and implement collaborative activities, in which digital technologies are

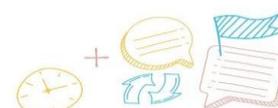




<b>Integrator (B1)</b>	Implementing digital technologies into the design of collaborative activities, such as dissemination plans.	used by EU project managers for their collaborative knowledge generation, e.g. for gathering dissemination activities planned and carried out by partners in the context of a project.
		I require contact persons and other EU project managers to document their collaborative efforts using digital technologies, e.g. Google spreadsheets, reporting and Google forms.
<b>Expert (B2)</b>	Using digital environments to support collaborative learning and cooperation: group chats, Google drive spaces and video calls are some examples to enhance the competencies of EU project managers.	I set up collaborative activities in a digital environment, e.g. replying to a feedback questionnaire, providing input and comments on a common Google Document, fill in entries for travel arrangements on a Google spreadsheet.
		I monitor and coordinate EU project managers' collaborative interaction in digital environments.
		I use digital technologies to enable EU project managers to share opinions with others and receive peer-feedback, also on individual tasks - for example the Quality Assurance or Dissemination Reports.

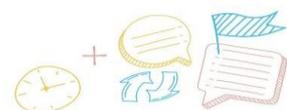
### 3.4 Self-regulated learning

<b>Integrator (B1)</b>	Implementing digital technologies into the design of competencies-building tasks for less experienced EU project managers, for example creating a presentation with Canva instead of PowerPoint.	I encourage learners to use digital technologies to collect evidence and record progress, e.g. to report on dissemination activities, monitor the implementation of a task or a checklist for the documents needed to submit a proposal.
		I use digital technologies (e.g. Zoom, MS Teams) to allow EU project managers to record and showcase their work.
		I use digital technologies for managers' self-assessment, such as checklists for dissemination or other deliverables.
<b>Expert (B2)</b>	Using digital environments to comprehensively support the autonomous growth of EU project managers	I use digital technologies or environments (e.g. cooperation platforms, emails and instant messaging) to allow EU project managers to manage and document all stages of their projects, e.g. for planning





		tasks, feedback and input retrieval, formal deliverables, final comments and assessment.
		I help EU project managers in developing, applying and revising criteria for assessment and monitoring, with the support of digital technologies such as Google forms for evaluation questionnaires.



4.1 Assessment strategies		
<b>Integrator (B1)</b>	Employing and modifying existing digital management tools and formats to assess my collaborator's learning process	I use some existing digital technologies for formative or summative assessment, e.g. digital quizzes, and online management tools.
		I adapt digital assessment tools to support my specific assessment goal, e.g. creating an online activity chart or to-do list.
<b>Expert (B2)</b>	Strategically using a range of digital assessment formats	I use a range of e-assessment software, tools and approaches, for formative assessment, both in telework and in the office.
		I select between different assessment formats the one that most adequately captures the nature of the learning outcome to be assessed.
		I design digital assessments which are valid and reliable.
4.2 Analysing evidence		
<b>Integrator (B1)</b>	Evaluating a range of digital data to improve my teaching practices	I evaluate the data resulting from digital assessments to improve the peer learning experience.
		I am aware that the data on my project managers' activity, as it is recorded in the digital environments which I use with them, can help me monitor their progress and provide them with timely feedback and assistance.
<b>Expert (B2)</b>	Strategically employing digital tool for data generation on the new EU project manager's learning progress.	I use digital technologies (e.g. quizzes, templates, proper digital managing tools) within the teaching process to provide me with timely feedback on learners' progress.
		I use the data analysis tools provided by the digital environments I use to monitor and visualise activity, e.g. Gantt chart, interactive timeline...
		I interpret the data and evidence available in order to better understand individual project managers' needs for support.

4.3 Feedback and Planning		
<b>Integrator (B1)</b>	Using digital technologies to provide feedback on EU project managers' work and competences.	I use digital technology to give feedback on EU project managers electronically work and exercise, for example using common documents that can be annotated or commented on (Google doc, sheet...).
		I give EU project managers access to their information on performance, using digital technologies.
<b>Expert (B2)</b>	Using digital data to enhance the effectiveness of feedback and support in peer learning.	I adapt my teaching and assessment practices, based on the data generated by the digital technologies suitable for peer learning.
		I provide personal feedback and offer differentiated support to EU project managers, based on the data generated by the digital technologies used.
		I use digital technologies to enable EU project managers to remain updated on progress and make informed choices on future learning priorities, and the learning tools needed.

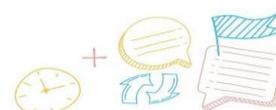
5.1 Accessibility and inclusion		
<b>Integrator (B1)</b>	Addressing accessibility and inclusion	I understand how access to digital technology creates divides and how learners' social and economic conditions have an impact on the way technology is used.
		I ensure that all project managers have access to the digital technologies I use.
		I am aware that compensatory digital technologies can be used for project managers' in need of special support (e.g. project managers in remote area, with connection problems)
<b>Expert (B2)</b>	Enabling accessibility and inclusion	I select digital pedagogical strategies that adapt to learners' digital contexts, e.g. limited internet connection, type of software to be available
		I consider and respond to potential accessibility issues when selecting, modifying or creating digital resources and provide alternative or compensatory tools or approaches for project managers with special needs.
		I employ digital technologies and strategies, e.g. assistive technologies, to remediate individual project managers' accessibility problems, e.g. internet connections issues, remote work.
5.2 Differentiation and personalisation		
<b>Integrator (B1)</b>	Employing digital technologies for differentiation and personalisation	I select and use some learning activities, e.g. quizzes or games, that allow project managers to proceed at different speeds, select different levels of difficulty and/or repeat activities previously not solved adequately.
<b>Expert (B2)</b>	Strategically using a range of digital technologies for differentiation and personalisation	When designing learning and assessment activities, I use a range of different digital technologies, which I adapt and adjust to account for different needs, levels, speeds and preferences.

		When sequencing and implementing learning activities, I allow for different learning pathways, levels and speeds and flexibly adapt my strategies to changing circumstances or needs.
<b>5.3 Actively engaging learners</b>		
<b>Integrator (B1)</b>	Fostering EU project managers' active use of digital technologies	I put project managers' active use of digital technologies at the centre of the future results/impacts of their projects.
		I choose the most appropriate tool for fostering project managers active engagement in a given learning context or for a specific learning objective.
<b>Expert (B2)</b>	Using digital technologies for EU project managers' active engagement with the subject matter	I use a range of digital technologies to create a relevant, rich and effective digital learning environment, e.g. by addressing different sensory channels, learning styles and strategies, by methodologically varying activity types and group compositions.
		I reflect on how effective the teaching strategies employed are in increasing EU project managers engagement and active learning.



## Area 6: Facilitating Learners' Digital Competence

6.1 Information and media literacy		
<b>Integrator (B1)</b>	Implementing activities fostering EU managers' information and media literacy, especially for the project's management team and target users	I implement learning activities in which EU managers use digital technologies for information retrieval, for example, for preparing an online training course.
		I teach EU managers how to find information, how to assess its reliability, how to compare and combine information from different sources; which can be used for a wide range of uses: from preparing the project justification to creating MOOCs.
<b>Expert (B2)</b>	Strategically using a range of pedagogic strategies to foster EU managers' information and media literacy, which might be introduced transversally in technological project outputs.	I use a range of different pedagogic strategies to enable EU managers to critically compare and meaningfully combine information from different sources. Those strategies must be adapted to the needs of different target users.
		I teach EU managers how to quote sources appropriately, avoiding plagiarism in any part of the project elaboration or output development.
6.2 Digital communication and collaboration		
<b>Integrator (B1)</b>	Implementing activities fostering EU managers' digital communication and collaboration, which are very useful in international projects where face-to-face work is limited.	I implement learning activities in which EU managers use digital technologies for communication, for example regarding international projects management
		I guide EU managers in respecting behavioural norms, appropriately selecting communication strategies and channels, and being aware of cultural and social diversity in digital environments, specially in Erasmus+ projects where people from many countries are participants.
<b>Expert (B2)</b>	Strategically using a range of pedagogic strategies to foster EU managers and other users' digital communication and collaboration in all aspects of Erasmus+ projects	I use a range of different pedagogic strategies in which EU managers use digital technologies for communication and collaboration both in the management of Erasmus+ projects and on the respective thematics
		I support and encourage EU managers to use digital technologies to participate in



		public discourses and to use digital technologies actively and consciously for civic participation fostered by Erasmus+ projects.
<b>6.3 Digital content creation</b>		
<b>Integrator (B1)</b>	Implementing activities fostering digital content creation by EU managers, in Erasmus+ related projects.	I implement learning activities in which new EU managers use digital technologies to produce digital content, e.g. in the form of text, photos, other images, videos, etc. in Erasmus+ related projects.
		I encourage EU managers to publish and share their digital productions, related to Erasmus+ projects thematics.
<b>Expert (B2)</b>	Strategically using a range of pedagogic strategies to foster digital content creation by EU managers in all areas of Erasmus+ project thematic and project management	I use a range of different pedagogic strategies to enable new EU managers and target users to express themselves digitally, e.g. by contributing to wikis or blogs, by using ePortfolios for their digital creations in all areas of Erasmus+ project thematic and project management
		I enable EU managers to understand the concept of copyright and licenses and how to re-use digital content appropriately in all areas of Erasmus+ project thematic and project management
<b>6.4 Responsible use</b>		
<b>Integrator (B1)</b>	Implementing measures to ensure EU managers' wellbeing in all areas of Erasmus+ project thematic and project management	I give practical and experience-based advice on how to protect privacy and data, e.g. using passwords, adjusting the settings of social media in Erasmus+ project management as well as project implementation with target users.
		I assist new EU managers in protecting their digital identity and managing their digital footprint in Erasmus+ project management as well as project implementation with target users.
		I advise EU managers on effective measures to confine or counter the impact of inappropriate behaviour (of their own or their peers) in Erasmus+ project

		management as well as project implementation with target users.
<b>Expert (B2)</b>	Pedagogically supporting EU managers' use of digital technologies to ensure their wellbeing in all areas of Erasmus+ project thematic and project management	I develop strategies to prevent, identify and respond to digital behaviour that negatively affects EU managers' health and wellbeing (e.g. cyberbullying) in Erasmus+ project management as well as project implementation with target users.
		I encourage new EU managers to assume a positive attitude towards digital technologies in Erasmus+ project implementation, being aware of possible risks and limits, but also being confident that they can manage these in order to reap the benefits
<b>6.5 Digital problem solving</b>		
<b>Integrator (B1)</b>	Implementing activities fostering new EU managers' digital problem solving, especially for the project's management team and target users	I implement learning activities in which new EU managers use digital technologies creatively in Erasmus+ project implementation, expanding their technical repertoire.
		I encourage EU managers and partners to help each other in developing their digital competence in Erasmus+ project management as well as project implementation with target users.
<b>Expert (B2)</b>	Strategically using a range of pedagogic strategies to foster new EU managers' digital problem solving in all areas of Erasmus+ project thematic and project management	I use a range of different pedagogic strategies to enable new EU managers to apply their digital competence to new situations or in new contexts in all areas of Erasmus+ project thematic and project management
		I encourage new EU managers to reflect on the limits of their digital competence and help them identify suitable strategies for further developing it in Erasmus+ project management as well as project implementation with target users.

## Area 1: Drafting a proposal

### Tool: Concept Note

Learning: Self or Peer-learning

<b>Name of digital tool</b>	MURAL
<b>Brief description</b>	MURAL is a tool centred around a digital whiteboard collaboration space that enables teams to work together in real-time or asynchronously. It offers several collaboration features designed to inspire better collaboration leading to business-driving outcomes. A MURAL App for phone and tablet is available to facilitate team communication and enable capture and share inspiration on the go. To develop a concept note, the project manager can create a template inside MURAL and invite colleagues to brainstorm collating pictures, concepts and writing collaboratively.
<b>Who prepares it</b>	A staff member (e.g., project manager) of the organisation coordinating the project, ideally the main person responsible for writing the proposal, creates the mural and invites other team members to contribute with ideas for the concept note.
<b>When is it used</b>	Mural can be used to brainstorm and develop the concept note in advance, so it can be sent to the potential partners of the project soon after the call is open as an invitation to integrate the project consortium.
<b>Level of digital skills needed</b>	Integrator B1
<b>Cost</b>	Free for personal use / professional plans from 9.99\$ USD/user/month
<b>Link</b>	<a href="https://www.mural.co">https://www.mural.co</a>

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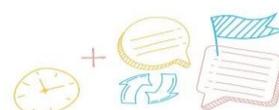


## Tool: Gantt Chart

Learning: Self or Peer-learning

<b>Name of digital tool</b>	teamgantt
<b>Brief description</b>	TeamGantt is a cloud-based project management software that makes planning easier, by allowing to build and adjust timelines fast with drag and drop and scheduling and updating tasks with a single click. It provides a total oversight of the project tasks, timelines and assignments in an easy-to-read Gantt chart. Teamgantt can enhance project's internal communication and collaboration, as all team members are able to follow the status of a particular task and of the whole project anytime.
<b>Who prepares it</b>	A staff member (e.g., project manager) of the organisation coordinating the project, ideally the main person responsible for writing the proposal.
<b>When is it used</b>	A Gantt chart is usually prepared while writing the proposal as it helps to visualise the tasks to perform and their period of implementation. The Gantt chart from teamgantt can be exported and upload as an annex in the application phase. teamgantt can be used during the entire project life span to easily track and update the status of the project activities and tasks.
<b>Level of digital skills needed</b>	Integrator B1
<b>Cost</b>	Free for personal use / professional plans from 19.00\$USD/manager/month
<b>Link</b>	<a href="https://www.teamgantt.com">https://www.teamgantt.com</a>

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## Tool: PIF

### Learning: Self or Peer-learning

<b>Name of digital tool</b>	forms.app
<b>Brief description</b>	forms.app is a survey creator application, available for Android and iOS. It is designed with a mobile-first approach, which means it is very easy to use on smartphones. Users do not need a registration to start using it and while building a form it is saved automatically. Among several characteristics that make it bring out from similar apps, it allows the customization of URLs, adding notes to responses and download submissions as CSV, XLS or PDF files. When collecting partners information, this tool can make the process more agile.
<b>Who prepares it</b>	A staff member of the organisation coordinating the project prepares the form and sends it to the partner organisations, for a staff member to fill in (e.g., project manager).
<b>When is it used</b>	The collection of the partner's information is done after they accept to enter the project consortium.
<b>Level of digital skills needed</b>	Integrator B1
<b>Cost</b>	Free for personal use / professional plans from 5.20€/user/month
<b>Link</b>	<a href="https://forms.app/en">https://forms.app/en</a>



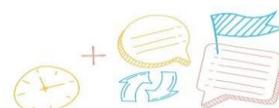


## Area 2: Managing and reporting

### Tool: Timesheet

Learning: Self or Peer-learning

<b>Name of digital tool</b>	Monday.com
<b>Brief description</b>	Monday.com is an online project management tool. It brings together in a single tool the management and monitoring of tasks, time management and the exchange of content and feedback. Monday.com is interesting because it also enables you to link most digital work tools (asana, google drive, etc.) to your session. For peer-to-peer learning, this tool is interesting to follow and accompany the progress of a colleague on a project. More precisely, Monday.com makes it possible to collect all the time spent on a task. Thus it will allow you to collect, measure and adapt the working time according to the needs of the possibilities. This interactive tool is ideal for easily identifying the time spent on projects in order to complete the necessary timesheets later on.
<b>Who prepares it</b>	The project manager (experienced) and the trainee (new comer)
<b>When is it used</b>	From the beginning of the project to follow the different activities and progress of the project.
<b>Level of digital skills needed</b>	Integrator B1
<b>Cost</b>	Between 8 and 16€ per month per user depending on the needs and the number of projects.
<b>Link</b>	<a href="https://monday.com/">https://monday.com/</a>





## Tool: Bilateral agreement

Learning: Self or Peer-learning

<b>Name of digital tool</b>	Google doc
<b>Brief description</b>	Google doc is an online word processing tool created in the Google suite. This tool allows you to create texts in collaboration with other colleagues. Google doc is interesting in peer learning because it allows the trainee to create bilateral agreement-type documents. The trainer (experienced project manager) then can comment and modify the document in order to make the necessary changes to make the agreement viable and usable. Alternatively, the trainer can create a sample document which the trainee will then have to modify and complete according to the information and specificities of the project.
<b>Who prepares it</b>	Trainee or trainer
<b>When is it used</b>	Google doc can be used at any time during the project. In this case, it will be used at the beginning of the project when the bilateral contracts are drawn up, which provide the framework for the cooperation of the partnership.
<b>Level of digital skills needed</b>	Explorer A2
<b>Cost</b>	Free or 9,36€ per month for a business use
<b>Link</b>	<a href="https://www.google.fr/intl/en-GB/docs/about/">https://www.google.fr/intl/en-GB/docs/about/</a>

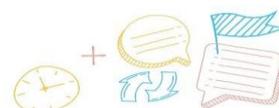




## Tool: Interim report

Learning: Self or Peer-learning

<b>Name of digital tool</b>	Lucanet
<b>Brief description</b>	Lucanet is a management reporting software. It allows the collection of project data to create the necessary and useful tools for project reporting (graphs, analysis, comparison, etc.). In self-learning, Lucanet allows the learner to have a global vision of the project and its indicators. The tool will provide the learner with a compendium of practical and useful information that will enable the student to easily produce a financial and technical report on the mobility tool.
<b>Who prepares it</b>	Trainee
<b>When is it used</b>	Throughout the project and mainly during the reporting phases (interim report and final report).
<b>Level of digital skills needed</b>	Expert B2
<b>Cost</b>	Not free to use
<b>Link</b>	<a href="https://www.lucanet.com/">https://www.lucanet.com/</a>



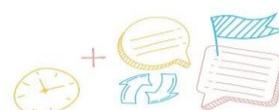


## Area 3: Developing Outputs

### Tool: Work plan implementation

Learning: Self or Peer-learning

<b>Name of digital tool</b>	Asana
<b>Brief description</b>	Asana is a "work management" tool for teams that is available on the web and mobile devices. It allows to plan projects, tasks, activity log, storage, comment and message people among the team members. It allows project views (list, board, and calendar views). It allows reporting (from basics to advanced reporting with dashboards, workloads and integration with other tools).
<b>Who prepares it</b>	Team members, coordinator
<b>When is it used</b>	Asana can be used during the whole implementation of the output, even for its planning before it starts to have a bird view of the tasks and workload required.
<b>Level of digital skills needed</b>	Integrator B1
<b>Cost</b>	Free for basic features Premium plan for US\$ 10.99/month Business plan for US\$ 24.99/month
<b>Link</b>	<a href="http://www.asana.com">www.asana.com</a>





## Tool: Guidelines for output development and templates

Learning: Self or Peer-learning

<b>Name of digital tool</b>	Doodle
<b>Brief description</b>	An online scheduling tool is Doodle. Even choosing a time and day for a small group gathering might be challenging, and even more for a huge crowds of people. Doodle allows to build up polls and surveys in Doodle in a variety of ways to quickly and effectively plan upcoming meetings or events.
<b>Who prepares it</b>	Team members, Coordinator.
<b>When is it used</b>	Doodle can be used for agreeing on detailed deadlines that are part of the guidelines for the implementation of the output.
<b>Level of digital skills needed</b>	Newcomer A1
<b>Cost</b>	Free of cost. Pro version costs US\$ 6.95
<b>Link</b>	<a href="http://www.doodle.com">www.doodle.com</a>





## Tool: Output feedback

Learning: Self or Peer-learning

<b>Name of digital tool</b>	Zoom
<b>Brief description</b>	It provides videotelephony and online chat services through a cloud-based peer-to-peer software platform used for video communications (Meetings), messaging (Chat), voice calls (Phone), conference rooms for video meetings (Rooms), virtual events (Events) and contact centers (Contact Center), and offers an open platform allowing third-party developers to build custom applications on its unified communications platform (Developer Platform)
<b>Who prepares it</b>	Team members, Coordinator.
<b>When is it used</b>	It can be used in specific moments of output implementation when feedback and open discussion is needed from the consortium or the local experts group.
<b>Level of digital skills needed</b>	Explorer A2
<b>Cost</b>	It is for free for a 40 minutes meeting. The Premium version costs 139.90 Euros/year/user, and the Business plan costs 189.90 Euros/year/user.
<b>Link</b>	





## Area 4: Engaging target audiences & stakeholders

### Tool: Press release

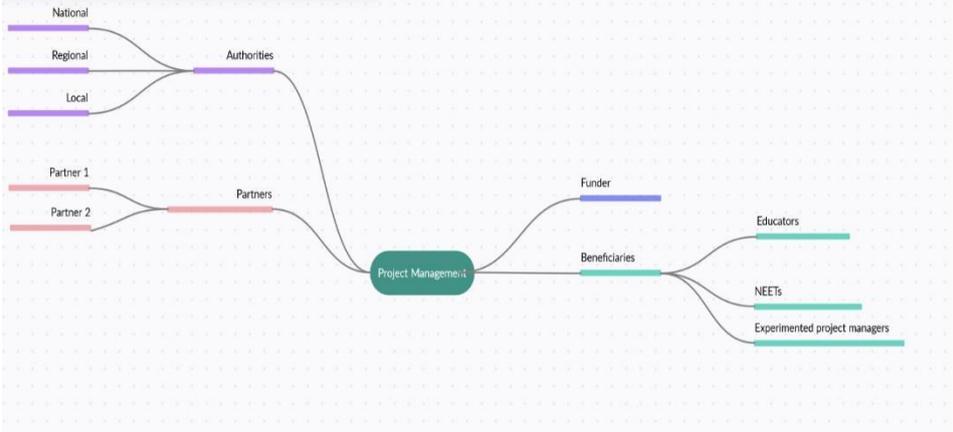
Learning: Self learning

Name of digital tool	Canva
Brief description	Canva is an online graphic design tool that allows you to create any type of content, including your press releases in PDF. It is simple to use and it is free! There are many templates of different types of document available including press releases.
Who prepares it	Project manager trainer or trainee
When is it used	Used to make the design of the press release
Level of digital skills needed	Integrator B1
Cost	Free
Link	<a href="https://www.canva.com/">https://www.canva.com/</a>

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## Tool: Stakeholder engagement plan

Learning: Peer learning

<b>Name of digital tool</b>	Creately
<b>Brief description</b>	<p>Creately is a data-connected visual workspace to brainstorm, plan, execute and capture knowledge. It allows users to organize and manage tasks, resources, assets, and workflows in an easy, visual platform designed for the organization of work. The tool Stakeholder Maps provides a clear view of the stakeholders and who are in the same categories.</p> 
<b>Who prepares it</b>	Project manager trainer or trainee
<b>When is it used</b>	Used to make the design of the press release
<b>Level of digital skills needed</b>	Integrator B1
<b>Cost</b>	Free to 5€ per month
<b>Link</b>	<a href="https://creately.com/">https://creately.com/</a>

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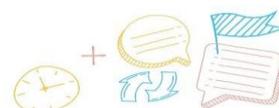


## Tool: Animation of a focus group

Learning: Peer learning

<b>Name of digital tool</b>	Mentimeter
<b>Brief description</b>	<p>Mentimeter is an Audience Engagement Platform (AEP) that makes it easier to listen and to be heard. It helps project manager to transform passive audiences into active contributors. Whether on-site, remote, or hybrid, Mentimeter creates an engaging experience for everyone. During focus group, project manager can use the different available tools in order to make the audience contribute through:</p> <ul style="list-style-type: none"><li>- Word clouds</li></ul> <p>I.e.: Depending on your questions during your focus group, you can ask participants to give words linked with your subject</p> <ul style="list-style-type: none"><li>- Polling</li><li>- Multiple choice questions</li><li>- Survey</li><li>- Quizzes</li></ul> <p>I.e.: Each participant can choose its own answer</p>
<b>Who prepares it</b>	Project manager trainer or trainee
<b>When is it used</b>	Used during the focus group to facilitate the debate.
<b>Level of digital skills needed</b>	Expert B2
<b>Cost</b>	Free
<b>Link</b>	<a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>

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## Tool: Animation of a focus group

Learning: Self or peer learning

<b>Name of digital tool</b>	Padlet
<b>Brief description</b>	<p>Padlet is a "virtual wall" on which project manager can display any kind of document in order to distribute, share: texts, images, audio recordings, videos, web pages.</p> <p>All the participants of the padlet can contribute in sharing any kind of documents.</p> <p>The project manager can also choose the role of each participant: administrator, simple editor...</p> <p>Padlet can allow project manager to use other kind of tools as:</p> <ul style="list-style-type: none"> <li>- Map</li> <li>- Canvas</li> <li>- Flow</li> <li>- Grid</li> <li>- Shelf</li> <li>- Timeline</li> </ul>
<b>Who prepares it</b>	Project manager trainer or trainee
<b>When is it used</b>	Used during the focus group to facilitate the debate.
<b>Level of digital skills needed</b>	Integrator B1
<b>Cost</b>	Free
<b>Link</b>	<a href="https://padlet.com/dashboard">https://padlet.com/dashboard</a>

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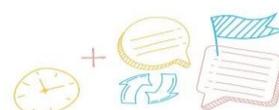


## Area 5: Promoting & disseminating

### Tool: Dissemination Strategy

Learning: Self or Peer-learning

<b>Name of digital tool</b>	Canva
<b>Brief description</b>	Canva is a holistic design tool. It is possible to produce different format and designs according to your promotional and communication designs: leaflets, slides, infographics etc. There are very easy to use templates that are free to use or even other material (like photos) that can be utilized through CanvaPro. Canva is an extremely professional yet friendly tool used for creating promotional material. In general, Canva is a great platform also to create successful presentations when it comes to explaining complex documents such as the Dissemination Strategy. At the same time, with Canva you can create promotional materials very quickly to showcase what is foreseen in the dissemination strategy as well.
<b>Who prepares it</b>	Dissemination leader
<b>When is it used</b>	For dissemination strategy at the beginning of the project; however, Canva can be used to create materials foreseen in the strategy as well during later stages of the project.
<b>Level of digital skills needed</b>	Expert B2
<b>Cost</b>	Free account CanvaPro account (109.00 EUR per year)
<b>Link</b>	<a href="http://www.canva.com">www.canva.com</a>





## Tool: Monitoring Tool

Learning: Self or Peer-learning

<b>Name of digital tool</b>	Hootsuite
<b>Brief description</b>	Hootsuite is an online platform that allows you to schedule promotional activities in social media through a centralized approach. You can prepare the copy of social media posts, schedule them through a holistic calendar and connect your social media accounts for automatic reporting. Usually this platform is very convenient for monitoring and analytics: social media is ever more based on quantitative and qualitative data, and the collection of this data in an automatic way is particularly useful. These numbers can also be important for an insightful report. Hootsuite makes monitoring dissemination activities particularly easy as you can check out the calendar of all social media posts made in one simple platform. You can add more users to the same project pages according to the plan you decide to purchase, if any. It is possible with the free plan as well.
<b>Who prepares it</b>	Dissemination leader, usually
<b>When is it used</b>	It can be used at the beginning of the social media activities of the project
<b>Level of digital skills needed</b>	Explorer A2
<b>Cost</b>	Free account / 2 social media accounts Professional (49 EUR/month) for 1 user and 10 social accounts Team (179 EUR/month) for 3 users and 20 social accounts Business (669 EUR/month) for 5 users and 35 social accounts
<b>Link</b>	<a href="https://www.hootsuite.com/">https://www.hootsuite.com/</a>





## Tool: Dissemination Report

Learning: Self or Peer-learning

<b>Name of digital tool</b>	Google spreadsheet
<b>Brief description</b>	<p>The purpose of a dissemination report is the collection of documentation proving that promotional activities have been carried out by the partnership. However, collect them is not enough. To collect them in a way that they are comparable and homogeneous is necessary to understand the scope, extent, and depth of such activities. For the sake of European projects, the common standard is to use a Google spreadsheet for this objective. Such tool can be quite complex as different operations can be embedded in the structure of the spreadsheet: however, for the sake of the Dissemination Report, what is relevant is the creation of a template document that can make the information comparable among partners and the possibility to calculate easily the total indicators with simple sums operations =SUM(Cell (a1;b1); etc.).</p>
<b>Who prepares it</b>	Dissemination leader prepares the template and usually all partners fill it
<b>When is it used</b>	During the whole duration of the project, in particular during reporting period according to the funding contract
<b>Level of digital skills needed</b>	Expert B2
<b>Cost</b>	Free
<b>Link</b>	<a href="https://docs.google.com/spreadsheets/u/0/">https://docs.google.com/spreadsheets/u/0/</a>



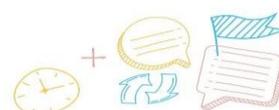


## Area 6: Evaluating & generating impact

### Tool: Evaluation Questionnaire

Learning: Self or Peer-learning

<b>Name of digital tool</b>	Google Forms
<b>Brief description</b>	Google Forms is an easy way to collect feedback from consortium members or target groups on outputs and the developments of the project. For the peer-to-peer learning experience, you can easily share created questionnaires with one another and both can adapt and make changes as needed. When evaluating feedback, you are able to export answers in an easy to read Excel file which can conveniently be saved.
<b>Who prepares it</b>	Project manager trainer or trainee
<b>When is it used</b>	Used following meetings, trainings, pilots or it can be used regularly to accompany reporting for a project.
<b>Level of digital skills needed</b>	Explorer A2
<b>Cost</b>	Free
<b>Link</b>	<a href="https://www.google.com/forms/about/">https://www.google.com/forms/about/</a>



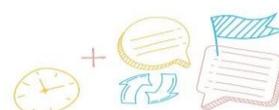


## Tool: Quality Assurance Plan

### Learning: Peer-learning

<b>Name of digital tool</b>	BigBlueButton
<b>Brief description</b>	It is a simple tool which allows trainers to break off and meet with trainees, their peers or their colleagues in other institutions. It can be used to make recordings, design and create together while sharing your screen with others. This is a useful when drafting the assurance plan and collecting immediate feedback in real time.
<b>Who prepares it</b>	Project manager trainer or trainee
<b>When is it used</b>	Used during the collaboration and drafting phase of the Quality Assurance Plan.
<b>Level of digital skills needed</b>	Explorer A2
<b>Cost</b>	Free
<b>Link</b>	<a href="https://demo.bigbluebutton.org/gl/">https://demo.bigbluebutton.org/gl/</a>

*© bEUjo+ tool developed by: VHS Cham, Country*





## Tool: Issue Control Log

Learning: Peer-learning

<b>Name of digital tool</b>	ZumPad
<b>Brief description</b>	<p>ZUMpad is a webpage where you as a project manager can write in real time with others in order to create an issue control log. In order to coordinate the task you can use a chat forum in order to discuss parallel to working on the document. It is a free, straightforward, self-explanatory tool. Each writer can use their own color, so you can follow who wrote what. There is also a timeline saved of the page's developments.</p> <p>If you choose to use ZumPad periodically during the project lifetime, after collecting input from others the content can be exported in different formats (e.g. txt, word, pdf ...), which then can easily be saved. You can adapt the URL in order to duplicate a page to adapt the ongoing project happenings.</p>
<b>Who prepares it</b>	Project manager trainer or trainee
<b>When is it used</b>	Can be used to during the drafting phase of the initial issue control log or periodically be used for feedback.
<b>Level of digital skills needed</b>	Explorer A2
<b>Cost</b>	Free
<b>Link</b>	<a href="#">ZUMPad</a>





## Best Practices in Peer Learning online

These Guidelines present several *Good Practices for online peer learning*. The best practices are from adult education, vocational education or pertain specifically to project management. These methodologies can be applied by the bEUjo+ project. As the main objective of our project is to train newcomers in Erasmus+ projects, Pratico Edu offers a live support that could be easily transferred to our environment. Instant feedback and document sharing is vital for a successful online training.

**Myskillcamp** platform is interesting for our project in terms of creating a space dedicated to each user, enabling monitoring of the user's educational path. Moreover, an interface dedicated to the tutors/peers is available to follow up the professional's training internally and to encourage the exchange between the learner and the tutor. The platform promotes the learner's autonomy and the supervision of his/her peers.

The methodology used by the **Admin project** can be partly transferred to our project. It provides a concrete framework for the management of European projects, projects with specific characteristics. This framework is interesting for our project because it highlights all the aspects necessary for the management of European projects. Our project can use this methodology to provide the target group with a global vision of Erasmus+ projects and to grasp the specific characteristics of this type of project.

Contrary to the BEUJO+ project, the admin project is an effective project management platform. Based on this type of platform, bEUJO+ aims to train the target group in Erasmus+ project management. The project aims to empower them to use platforms such as the admin project to manage their future projects.

**Vhs.cloud**: The idea to be able to see which documents have been downloaded or uploaded as the "trainer" of class, would be helpful to include. The Project Manager could see what documents have been created and what ones need to be still done. Self-learning process, which asked learners to download and then work on their own before uploading to Basecamp. Peer learning was a small training where learners could exchange information with one another and supervised by the trainer. Calendar function was helpful to check and control the tasks at hand and the achievement of milestones.

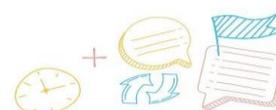
**Future Learn**: MOOCs can be adapted to our project easily since the two share the same goal: train people. MOOCs can cover any type of subject, so it is possible to do project manager training. The forum can be adapted to our project to encourage cooperation between newcomers. They can help each other on different topics and share their understanding of the topics tackled, which is the core of peer learning.

**Think-Pair-Share**: It can be transferred to our project by adapting the question to the topic of the training, it can also be a case study or a simulation exercise to evaluate how each group dealt with the problem. It can be done both online and in person.

**Inspirer**: The methodology for peer mentoring is available in Slovakian, Greek, Hungarian, German, French and English. It will thus very simple to adapt to all organisations based countries speaking such languages.

**Hybrid-Connection**: The combination of online and offline learning has benefits that can be applied in this project. All the materials developed will be published in online format, but during the course of this project, there will also be multiplying events and other training and dissemination activities, in which these ideas will be put into practice.

**42 Madrid**: This methodology can be applied by the bEUjo+ project, the objective of the project is not to evaluate, but to train new project managers. The main objective is to teach newcomers in the world of Erasmus+ projects to be autonomous. All of





this is based, like 42 Madrid, on the creation of free and open content for all those who want to consult it.

**Presidency Peer Learning:** This best practice is easy to adapt to the bEUjo+ project particularly because of the use of free online videoconference and live broadcasting tools. This allowed for interested participants to take part even though they were not able to be physically present at the Peer Learning Activity. The Peer Learning Activity also had the presence of keynote speakers, which discussed the main topics of youth involvement and participation in decision-making through panel discussions during the plenary sessions, which is easy to replicate. For the breakout rooms and working groups, participants were provided the main discussion topics and assigned a rapporteur to present the main conclusions and recommendations. Good Internet connection and access to technological devices, such as computers, smartphones, or tablets, must be assured, which might be a challenge in other contexts.

**LearnGen:** This best practice is easy to adapt to the bEUjo+ project particularly because it is offered as OER, providing a full and open access to all project materials, which can be used and adapted to other national contexts, online or offline. The eLearning platform also addresses specific cultural and linguistic challenges as each project partner adjusted part of it to its own context and language, apart from the English version provided for all learning and training materials. Moreover, the handbook for VET providers and in-service trainers helps managers and HR professionals to identify the skills and requirements needed to implement the LearnGen programme in their organisation, by providing a toolkit with workshop material, policies, best practices and practical tips and activities to better prepare organisations for avoiding age discrimination and deploying training for equity, diversity, and inclusion.

