Template for Transnational Co-operation Agreement (TCA)

Notes:

This template is optional. Where TCAs have already been drawn up in existing formats, a summary should be pasted in and the original appended. MAs using non-standard TCA formats should ensure that partner MAs accept this.

Identical copies of this TCA should be agreed and signed by all partners in a transnational partnership. Each partner should then append the TCA to their ESF funding application in their own country.

This TCA describes the joint transnational element to which the partners will contribute; it does not necessarily include any other activities which partners may carry out under their national funding agreements.

1. Description of transnational project

1.1 Name of transnational project: EFFECTIVE MENTORING (EM)

1.2 Rationale and objectives:

- problem addressed, common interests, methodology;

The project is a response to the lack of an effective practices and model supporting pupils and students aged 15+, the lack of effective methods for training teachers, guidance counsellors and specialists in the field of effective prevention from falling out of the education system. This project will effectively prevent pupils and students from falling out of the education system or the shift from education to work.

According to the EC publication under, 9.3 % (2013) of the age group in Finland, are falling out from the education system or the shift from education to work. Reason for this according to Statistical Centre of Finland SCF are e.g. alcohol and drugs use in the family, poverty, lack of dwelling as well as reasons related to health of the family members. Other reasons are feeling of externality and loneliness, which can be affected by this project. The EU average has been 12.0 % (2013). At European level, the need for new supporting activities, especially for young people seeking jobs, has been pointed out e.g. in "Working together for Europe’s young people: A call to action on youth employment" (2013). Also the following EC publication points out the needs for the project: European Commission/EACEA/Eurydice/Cedefop, 2014. "Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures". Eurydice and Cedefop Report. Luxembourg: Publications Office of the European Union. HAMK University has been working with projects like Youth Guarantee and related regional projects. But The EM project does not copy or duplicate any projects completed within Youth Guarantee. The needs for effective mentoring in Kanta-Häme (Hamburg) have been obvious in the former activities. The problem was diagnosed by the transnational project partners. Especially the need for developing the mentoring system of pupils and students was pointed out by CKZIU No. 1 (transnational project coordinator) in Warsaw, which is an institution of Polish education system. This school provides education in different forms such as secondary technical school of construction, secondary technical school of landscape architecture, middle school and secondary school for adults. In CKZIU no 1 in Warsaw the rate of dropping out students in school year 2015/2016 was very high, in vocational forms about 30%, in general education forms, middle school and secondary school for adults 60%, which is far higher than the Polish rates on the national level in 2015 -5.3 %. The average indicator in the Baltic Sea Region (BSR) was 8.25% which is a lower indicator that the one of the EU-28 average; EU-28: 11% of young people (aged 18-24) in the EU-28 were early leavers from education and training in 2015.
According to the Finnish National Board of Education (FNBE), the pupils and students falling out from the education system (or the path from education to work) do not form a coherent group. For example, there are negative and positive reasons for suspending. That is why, we need a mentoring system for individual mentoring of pupils and students. This would be used by teachers, counsellors, educators, psychologists, educators and professionals. The leader and the partners of EM project have used the following sources in the topic area.


Transnational cooperation in this project has defined goals, the achievement of which is not possible without foreign partners. The general description of the project idea (created by CKZiU) can be found from the European Social Fund (ESF) page http://ec.europa.eu/esf/transnationality/TP1-115

The students in the project are people with social, psychological, health, welfare barriers, which require substantial and in-depth support for personal counselling and vocational training, psycho-pedagogical, teaching and coaching. In some of the project participating institutes educational barriers have been diagnosed by educators and teachers. Psychological and pedagogical analysis has been done. Students have low self-esteem and lack of motivation to learn, they do not find the benefits and future prospects of improving knowledge, are not aware of their strengths and weaknesses. The results of the diagnosed problem is low level of key competences and arrears from the previous stages of education. This causes difficulties in the implementation of school requirements. The target group of the project includes also educators and teachers, who have confronted the various difficulties with students and listeners. Young people do not treat their teachers-educators as an authority. It turns out that the system of psycho-pedagogical support is insufficient due to the time limitations of specialists and professional counsellors. Therefore, the use of piloting, examples, good practices and solutions from other countries is useful. We will accomplish monitoring, testing and evaluation of the mentoring program in order to create mentoring models, which are suitable regionally. Apart make the transfer of Hamburg Mentoring Model, we want to use the best practices and experience of our partners from the other participating countries.

The target of the transnational project is to pilot and develop the Hamburg Mentoring Model. The target groups in the participating countries/regional are different, in order to understand the features of the Model and to pilot the model widely. These target groups are different compared to those, which have been tested already in Hamburg. Transnationally targets groups for individual mentoring of the EM project are:
- Poland: Polish pre-secondary and secondary level students at high risks of becoming ELET or NEET
- Sweden: Immigrants into the labour markets in Sweden
- Finland: Second and third order pupils and students in Finland, which are changing their school or moving to working life.

In the transnational context, the project will:
- pilot the individual mentoring methods themselves with different target groups and different countries, and to - learn from each other within the transnational "ring" of the project.

• common transnational objectives of the partners:
  The aim of the project is to develop and implement transnational cooperation in building up a new model of mentoring, which would more effectively support pupils and students 15+ endangered by falling out of the education system. The project encompasses also
ESL teachers, educators and professionals and peer mentors who work with target group, in terms of guidance and counselling in Poland, Sweden, Finland. The innovative idea will be used in educational institutions in the countries of the Baltic Sea in the period 01.09.2017-30.09.2019
(Sweden Eskilstuna Municipality 01.01.2017-30.09.2019)
The specific objectives are as follows:

- The analysis of Mentoring Ring Model from Hamburg and the use and adaptation of its components by all transnational partners.
- Exchange of good practices between transnational partners with regard to existing forms of supporting tools for ELET group.
- Creating new innovative approaches to support ELET groups in transnational cooperation.
- Examination of effectiveness of the new solution based on pilot groups for each of the transnational partners.
- The creation of an effective model of mentoring ready to implement into practice by transnational partners.

The product of transnational cooperation will be establishing the Model of Effective Mentoring which will support young people 15+ at risk of ELET and NEET and methodical guide for counsellors, teachers and specialists and peer mentors

Mentoring model consists of the following products;

- Mentoring training programs addressed to pupils and students and guidance counsellors, specialists, teachers and peer mentors in forms of teaching formal, informal and non-formal skills in the area of mentoring, supporting disadvantaged groups relevant for each of the partners of national and supranational
- new tools and methods of counselling (mentoring) relevant for each of the partners of national and supranational
- publications, studies and reports relevant for each of the partners of national and supranational
- research and analysis relevant to each of the partners of national and supranational

Each product project of international cooperation has two dimensions: the idea (a new form of support) and the material form (e.g mentoring model with the training programs).
- The product is available and ready to be implemented after finishing work on it. The product is new or modified approach with required description of the content of actions. The description will rely on the proposed model and contain conditions, which must be met for its proper functioning, e.g. The product of the project is a model of supporting people 15+, which will take the form of a set of training programs targeted for young people 15+ with guidance for counsellors, teachers, specialists, peer mentors in the form of a ready to use in practice.

The description should also take into account the indicators of result and product which can be achieved only in transnational cooperation.

The project assumes the following:
- A key indicator of a product - number of institutions (including the beneficiary and national partners who have established transnational cooperation which must be counted separately), which cooperated with a foreign partner in the program, along with the source of measurement (agreement on transnational cooperation): 3
- The moment of measurement, the signing of a partnership between the transnational partners and signing the grant agreement
- A key indicator of a direct result - the number of institutions that have implemented a new solution - a model of mentoring in cooperation with a foreign partner with the source of measurement (e.g. The resolution of institutions that will implement the solution) 3
- Indicator measures the number of institutions which in cooperation with foreign partners in the program have implemented new solutions. The implementation of the
new solution is understood as a ready to use in practice new instrument / tool / approach which is the subject of the project, in accordance with the objectives of the project specified in the grant application. Form of implementation is dependent on the specific nature of the institution and the solution and must be specified in the project application - Number of institutions - the beneficiary and national partners who have established transnational cooperation counted separately.

- Moment of measurement – taking a decision by the authority in the form of a resolution regarding the inclusion of new solutions in practice for other institutions. The form of decisions is dependent on the specific nature of the institution and the same solution should be specified in the project application.

The specific indicator products - the number of developed materials and solutions containing instructions and recommendations for entities which shall implement and develop a new solution. Instructions and recommendations constitute one common material, which includes practical guidelines for the implementation of solutions (manual) and conditions necessary for long-term use of the product – recommendations.

The specific indicator result will be picked adequately to the scope and purpose of the project.

The change of pupils, students, teachers, counsellors and specialists’ situation In Eskilstuna, Sweden it is planned to measure their successes by comparing them to other groups of refugee students, in terms of attendance and grades.

- The number of students and pupils N (both domestic Ni and total in the project N) who have been involved in the pupil exchange process during the project.

- The number days spent abroad (students and pupils both domestic and totally in the project) within the project exchange procedure, \( \Sigma(dNi) \).

- target group;

  Poland: The target group consists of 30 people divided into two groups. The first one are students and pupils aged 15+ at risk of falling out of the education system. These young people come from socially neglected backgrounds. They have learning difficulties and a great number of barriers: economic and social. The second category consists of 10 people such as: teachers, counsellors, educators, psychologists, educators and professionals.

  Sweden: The target group consists of 30 people divided into two groups. The first one are newly arrived refugee students age 19, some of them having arrived with family and some without. Several lack the experience of attending school. The second category will consist of peer mentors -previous students of the same immigrant background, who have succeeded in their education and in becoming more integrated in Swedish society. There will also be the support of teachers and guidance counsellors.

  Finland: The target group of HAMK university - 10 people of experts (teachers, counsellors, educators, psychologists, educators and professionals), which will pilot and develop the Hamburg mentoring Model in Kanta-Häme. - Accomplishing 20 individual mentoring processes (on second and third level of education) during the project lifetime, by piloting the Hamburg mentoring model.

- products, outputs and deliverables;

  The product of transnational cooperation will be establishing the Model of Effective Mentoring which will support young people 15+ at risk of ELET and NEET and methodical guide for counselors, teachers and specialists and peer mentors

  Mentoring model consists of the following products;

  - Mentoring training programs addressed to pupils and students and guidance counselors, specialists, teachers and peer mentors in forms of teaching formal, informal and non-formal skills in the area of mentoring, supporting disadvantaged groups relevant for each of the partners of national and supranational
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research and analysis relevant to each of the partners of national and supranational

Each project product of international cooperation has two dimensions: the idea (a new form of support) and the material form (eg mentoring model with the training programs).

The product is available and ready to be implemented after finishing work on it. The product is new or modified approach with required description of the content of actions. The description will rely on the proposed model and contain conditions, which must be met for its proper functioning, eg. The product of the project is a model of supporting people 15+, which will take the form of a set of training programs targeted for young people 15+ with guidance for counselors, teachers, specialists, peer mentors in the form of a ready to use in practice. The description should also take into account the indicators of result and product which can be achieved only in transnational cooperation.

added value of the activities and planned results for each partner.

The aim of the project is to develop and implement transnational cooperation in building up a new model of mentoring, which would more effectively support pupils and students 15+ endangered by falling out of the education system. The project encompasses also ESL teachers, educators and professionals and peer mentors who work with target group, in terms of guidance and counseling in Poland, Sweden, Finland. The innovative idea will be used in educational institutions in the countries of the Baltic Sea in the period 01.09.2017-30.09.2019

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The specific objectives are as follows:

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The project assumes the following:

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- A key indicator of a direct result: the number of institutions that have implemented a new solution - a model of mentoring in cooperation with a foreign partner with the source of measurement (eg. The resolution of institutions that will implement the solution) 3

- Indicator measures the number of institutions which in cooperation with foreign partners in the program have implemented new solutions. The implementation of the new solution is understood as a ready to use in practice new instrument / tool / approach which is the subject of the project, in accordance with the objectives of the project specified in the grant application. Form of implementation is dependent on the specific nature of the institution and the solution and must be specified in the project application

- Number of institutions - the beneficiary and national partners who have established transnational cooperation counted separately.

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- The number of students and pupils N (both domestic Ni and total in the project N) who have been involved in the pupil exchange process during the project.

- The number days spent abroad (students and pupils both domestic and totally in the project) within the project exchange procedure, \( \Sigma (d_{t} N_i) \).

- Incorporation of horizontal aspects (gender, CSR, ...)
Horizontal policies are the most important for the European Union directions of social and economic development:
1) sustainable development policy,
2) equal opportunities policy,
3) the policy of the information society.
EM project pursues an equal opportunities policy, which involves:
a) equal opportunities for women and men and
b) equality and non-discrimination, including accessibility for people with disabilities.
The approach to equal opportunities, two approaches to the understanding and application of this principle are available in the project EM:
1. Approach of horizontal assumes that everyone should have the same opportunities no matter what, sex, disability, and focuses primarily on the premises are protected by law.
2. Approach of vertical assumes that group in a particularly difficult position should be further encouraged.
Anti-discrimination is not only the failure.
It is working actively planning solutions, which contribute to reducing the barriers experienced by different social groups in access to goods, services, information, and infrastructure.
Standard minimum (2) An application for project financing EM is an indication of the information necessary to assess whether the conditions were fulfilled equal opportunities for men and women Official data, reports, statistics.
Description of the target group indicate barriers / prevent participation in the project to persons with disabilities.
Indication of how the recruitment will be taken into account the principle of accessibility for people with disabilities.
Tasks and product planning steps to rectify inequalities based on disability.
Actions resulting from the analysis, individualized action.
All products should be consistent with the concept of universal design.
Tasks and products indication of how the project takes into account the forms of support for people with disabilities. Possible implementation of the action in this regard include.
The mechanism of reasonable accommodation.
Ensuring the availability of products design in projects not assuming direct support for the people it is necessary to verify that the intervention products are compatible with the concept of universal design.

1.3 Work programme and working methodology:
• planned transnational activities;
  1) Task 1: Preparation of a solution in cooperation with the transnational partners

  Time: Poland and Finland 01.09.2017-31.12.2017,
  Sweden 01.01.2017-31.03.2017
  Objective: preparation of introduction version of new mentoring model, products: A preliminary model for testing

  Task 1 e.g. should include:
  a) A detailed diagnosis and understanding of the initial situation in Poland and in the partner countries in the area of support for young people at risk of ESL 15+
  b) Adjudication of how to improve actions and practical solutions, comparison of the situation and conditions with actions taken in the area of support groups at risk of ESL
  c) Analysis of mentoring system from Hamburg, and identification of the most effective elements of this system
  d) Using the strengths of each partner while creating common processes and products
  e) Piloting mobile solutions to support individual mentoring processes

  2) Task 2: Testing developed solutions in the target group of the project with the possible support of transnational partner.
  Time: Poland and Finland 01.01.2018-30.06.2018,
Objective: testing the introduction version of new mentoring model, products will be defined by each partner

Task 2 e.g. should include:

a) The exchange of experience involving the search for ways to improve the implemented methods
b) The establishment of pilot groups consisting of pupils and students and teachers, specialists, guidance counsellors and peer mentors
c) The selection of appropriate tools for education collaborates in the partnership (training, mentoring, publications, and implementation of new procedures)
d) Testing the model of mentoring in pilot groups
e) Testing Polish pilot groups abroad in Sweden and Finland (students and teachers, specialists)

3) Analysis of the effects of the tested solutions including expert / s merits and taking into account the support of transnational partners.

Time: Poland and Finland 01.07.2018-31.10.2018,
Sweden: 01.07.2018-31.10.2018,

Objective: analysis of testing process,
Products e.g. feedback from experts, opinions about the tested model

Task 3 e.g. should include:

a) Nominating experts who will examine solutions and work out a new solution in transnational cooperation
b) Elaboration of analysis of tested solutions by experts

4) Development of final version of the product (model, tools or solutions) ready for implementation, taking into account the results of testing and analysis with regard to support transnational partners

Time: Poland and Finland 01.11.2018-28.02.2019,
Sweden: 01.11.2018-28.02.2019
products final version of mentoring model for each partner

Task 4 e.g. should include:

a) Examining possibilities of legal, social and economic implementation of a new solution in Poland and in partner countries.
b) Ensuring the suitability of manufactured products for the target group before final implementation of the product
c) Ensuring the rights to use the developed products (intellectual property rights)

5) The activities related to the implementation of a solution to the practice possibly including the support of transnational partners

Time: Poland and Finland :01.03.2019-30.06.2019
Sweden: 01.03.2019-30.06.2019

Objective: to provide activities supporting the implementation of new effective model of mentoring into practice by each partner, products eg. will be define by each partner

6) Developing recommendations for the institutions (which can also be a beneficiary or domestic partners) in order to ensure the effective application of the sustainability of solutions developed in a transnational cooperation project.
Finland: 16.05.2019-31.08.2019,
Sweden: 01.07.2019-30.09.2019

Objective: elaboration of recommendations for the institutions to implement the EM model as a new solution, products will be defined by each partner

- methodology for sharing information, results and working tools;
  - The leader and the partners will participate in completing all tasks defined in the project (6 tasks) and they will share the responsibilities according to their needs and requirements of the project.

Partners will have the organizational structure of the project management in their countries (Poland, Sweden, Finland). The beneficiary is superior in fulfilling the tasks, goals of EM project.

- The communication system which will be used for sharing information, working tools and results within the transnational partnership (e.g. the intranet, electronic newsletter);
  - Meetings of management team in the Steering Group will be held at least once in 6-months time. There will the project working meetings, seminars, conferences, joint workshops, visits of pilot groups in partnering countries (Poland, Finland, Sweden). There will be contact on a daily basis for exchanging information -by internet, email and electronic, on the website of the project by the technical staff and project managers, Skype, forum.

- time schedule for milestones, outcomes and events.

Preliminary schedule of international meetings:

1) Mid September 2017, place Warsaw, Poland 3 days (First day: arrival in the morning, project work in the afternoon, second day: project work, third day: project work in the morning, afternoon departure to your countries (task 1 Preparation of a solution in cooperation with the transnational partner) all partners + 3 experts from Hamburg.

2) End of January 2018, place Eskilstuna, Sweden, 3 days (task 2 Testing developed solutions in the target group of the project with the possible support of transnational partner, all partners

3) End of August 2018, place Finland, HAMK university, 3 days (task 3 Analysis of the effects of the tested solutions including expert’s merits and taking into account the support of transnational partner, all partners)

4) Beginning of December 2018, place Warsaw in Poland, 3 days (task 4 Development of final version of the product (model, tools or solutions) ready for implementation, taking into account the results of testing and analysis with regard to support transnational partner, all partners

5) March/April 2019, Eskilstuna, Sweden 3 days (task 5 -The activities related to the implementation of a solution to the practice possibly including the support of transnational partner, all partners

6) Conference of the project end of September 2019 Warsaw, Poland, 1 day (International conference summing up the results and dissemination of the project products and its results, all partners)

- dissemination strategy
  - For Polish project promoters that are financed by OP KED dissemination and evaluation is not eligible. This part of the agreement is for text that might be performed by transnational partners, and financed by other sources.

- Eskilstuna, Sweden will organize dissemination activities in collaboration with SKL (SALAR).

Transationally, the project output would include seminars and published documents. Internet and emails will be used as means of exchanging information and documents. Instruments for dissemination domestically and/or transnationally will include:
  - Meetings and workshops
  - Skype meetings
- Benchmarking visits when eligible
- Publications where eligible (recommendations, observations, piloting results etc.)
- Electronic newsletters

- evaluation
  For Polish project promoters that are financed by OP KED dissemination and evaluation is not eligible. This part of the agreement is for text that might be performed by transnational partners, and financed by other sources.

1.4 Organisation and decision-making:

- contribution and responsibilities of each partner;
  The essence of the project Effective Mentoring is a beneficiary cooperation with national and transnational partners and the existence of the added value of this cooperation for the project. The added value of transnational cooperation means that without the cooperation with foreign partners, we cannot solve the identified problem. Transnational cooperation involves mutual learning and the project is based on the implementation of our solution into practice. The approach is coordinated at European level. It helps the beneficiary and partners in the development and implementation of initiatives involving actions within the framework of transnational cooperation. Moreover, coordination at European level stimulates mutual learning of project stakeholders in terms of the supportive area (area: science and skills). Role of Partners
  Each partner has a defined substantive role in the transnational activities. A partner brings specific knowledge, provides access to knowledge about effects of activities and findings about specific target groups. The role of each partner is clearly defined in the transnational cooperation agreement signed by the transnational partners.

- role and tasks relating to the co-ordination of the TCA;
  - Contribution and responsibilities of each partner;
    Members of the project management team: project coordinator, promotion specialist, monitoring specialist, financial specialist, recruitment specialist.
    The experts are responsible for carrying out activities included in the project (trainers, guidance counsellors, educators, teachers, educators, specialists)
    Participants of the project: the target group - people to whom substantive activities (tasks) undertaken in the framework of the project are addressed (students 15+ and students, teachers, counsellors, educators, specialists) and peer mentors.
    Partners from Sweden and from Finland as transnational partners will take an active part in project management. In the partnership there will be a Steering Group, which will consist of representative of leader from Poland and representatives of partners (3 persons, possibly coordinators of the project). The role of the steering group is to analyse the progress of implementation of the project, making decisions of a strategic nature for the implemented project, e.g. making the necessary changes that require the consent from the financing institution. The project has its own schedule prepared in partnership and the strategy how the project is going to be implemented, monitored and evaluated. The beneficiary (CKZIU no 1) is planning periodic meetings with partners according to preliminary meeting schedule. The beneficiary will communicate with partners at least once a week via email or skype. The beneficiary keeps in mind that partners are entities who share responsibility for achieving objectives and results of the project.
    The partnership has been established before the submission of the grant application or before the start of the project.

- arrangements for decision-making;
  Partners will have the organizational structure of the project management in their countries (Poland, Sweden, Finland). The beneficiary is superior in fulfilling the tasks, goals of EM project.
  - The communication system which will be used for sharing information, working tools and results within the transnational partnership (e.g. the intranet, electronic newsletter);
Meetings of management team in the Steering Group will be held at least once in 6-months time. There will be project working meetings, seminars, conferences, joint workshops, visits of pilot groups in partnering countries (Poland, Finland, Sweden). There will be contact on a daily basis for exchanging information -by internet, email and electronic, on the website of the project by the technical staff and project managers, Skype, forum.

- The procedure for making changes to the content / terminating a contract for transnational cooperation.

It is planned to create a Steering Group made up of the leader and 2 partners. The role of the Steering Group is to analyse the progress of implementation of the project, making decisions of a strategic nature for the implemented project, e.g. To make the necessary design changes that require the consent of the institution financing the project.

- working language(s).

English

1.5 Budget for transnational work (please analyse the budget by activity and by partner, in €) This is estimation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Partner 1 budget [Barn och Utbildningsförvaltningen, Eskilstuna kommun Eskilstuna, Sweden]</th>
<th>Partner 2 budget [HAMK University in Finland]</th>
<th>[Leader CKZiUno1 in Warsaw, Poland]</th>
<th>Total budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transnational Activities</td>
<td>36000</td>
<td>100 000</td>
<td>68 000</td>
<td>204000</td>
</tr>
<tr>
<td>Total</td>
<td>130000</td>
<td>235 950</td>
<td>114 000</td>
<td>479950</td>
</tr>
</tbody>
</table>

Where the project is working with simplified cost options, this should be explained and appropriate detail given, e.g. the total amount.

2. Signatures of partners

Each partner undertakes to carry out the tasks and fulfil the duties set out above as part of the transnational project, on the condition that they are granted ESF funding set out in 1.6 above.

If for whatever reason any of the partners is not granted this support, this TCA must be amended or cancelled. Subject to the agreement of their respective Managing Authorities, the resulting 'orphan' partners may amend the TCA, optionally including new partners, and explore with their Managing Authorities how the grant contracts can be amended.

Signed by all the partners:

2.1 Partner 1:
Name of organisation: Barn och Utbildningsförvaltningen, Eskilstuna kommun,
Address: 631 86 Eskilstuna, Sweden
Website: www.eskilstuna.se
Signed by legally authorised representative: [signature]
Place and date of signature:
Name of representative: Karin Holmberg Lundin
Position of representative: Head of Upper Secondary Schools, Childcare and Education department, Eskilstuna Municipality
Telephone: +46-16-710 52 31
E-mail: karin.lundin7@eskilstuna.se

2.2 Partner 2:
Name of organisation: HAMK University of Applied Sciences
Address: Visamaentie 35 A, 13100 Hameenlinna, Finland
Website: http://www.hamk.fi/english/Sivut/default.aspx
Signed by legally authorised representative: [signature]
Place and date of signature:
Name of representative: Lauri Tenhunen
Position of representative: Dr.Sc., Adjunct Professor
Telephone: +358-40-5602249,
E-mail: lauri.tenhunen@hamk.fi

2.3 Leader of the project (partner no3)
Name of organisation: Centre of Vocational and Adult Education no. 1 in Warsaw (CKZiU nr 1),
Address: 45/47 Księcia Janusza Street, 01-452 Warsaw, Poland,
Website: www.ckziu1.edu.pl
Signed by legally authorised representative: [signature]
Place and date of signature:
Name of representative: Halina Matuszewska
Position of representative: The head of Centre of Vocational and Adult Education
Telephone: +48 22 6325970
E-mail: sekretariat@ckziu1.edu.pl

DYREKTOR
Centrum Kształcenia Zawodowego
i Ustawicznego nr 1
mgr Halina Matuszewska

20.09.2016