ERASMUS+ ALLIANZEN FÜR INNOVATION

Informationsseminar zur Antragstellung 2025

virtuell, 15.01.2025

Philip Müller, NA DAAD, Ref. EU 03

Yvonne Schnocks, NA DAAD, Ref. EU 03

Dominik Gisa, FH Münster

Erasmus+
Enriching lives, opening minds.

Hochschulsektor

Kofinanziert von der
Europäischen Union

NA | DAAD
Nationale Agentur für
Erasmus+ Hochschulzusammenarbeit
Deutscher Akademischer Austauschdienst
German Academic Exchange Service

GEFÖRDERT VOM
Bundesministerium
für Bildung
und Forschung

Ablauf

14:00 – 14:05	Begrüßung	Yvonne Schnocks, NA DAAD Philip Müller, NA DAAD
14:05 - 14:20	Vorstellung Allianzen für Innovation	Philip Müller, NA DAAD
14:20 – 15:00	Auswahlstatistik 2024 Eckdaten zur Antragstellung 2025 Auswahlkriterien	Philip Müller, NA DAAD Yvonne Schnocks, NA DAAD
15:00 – 15:10	Pause	
15:10 – 15:40	Projektvorstellung „Responsible Dynamic Digital Change Agents for Food And Beverage SMEs"	Dominik Gisa, FH Münster
15:40 – 16:00	Fragen und Antworten	Philip Müller, NA DAAD Yvonne Schnocks, NA DAAD

Allianzen für Innovation
Rolle NA
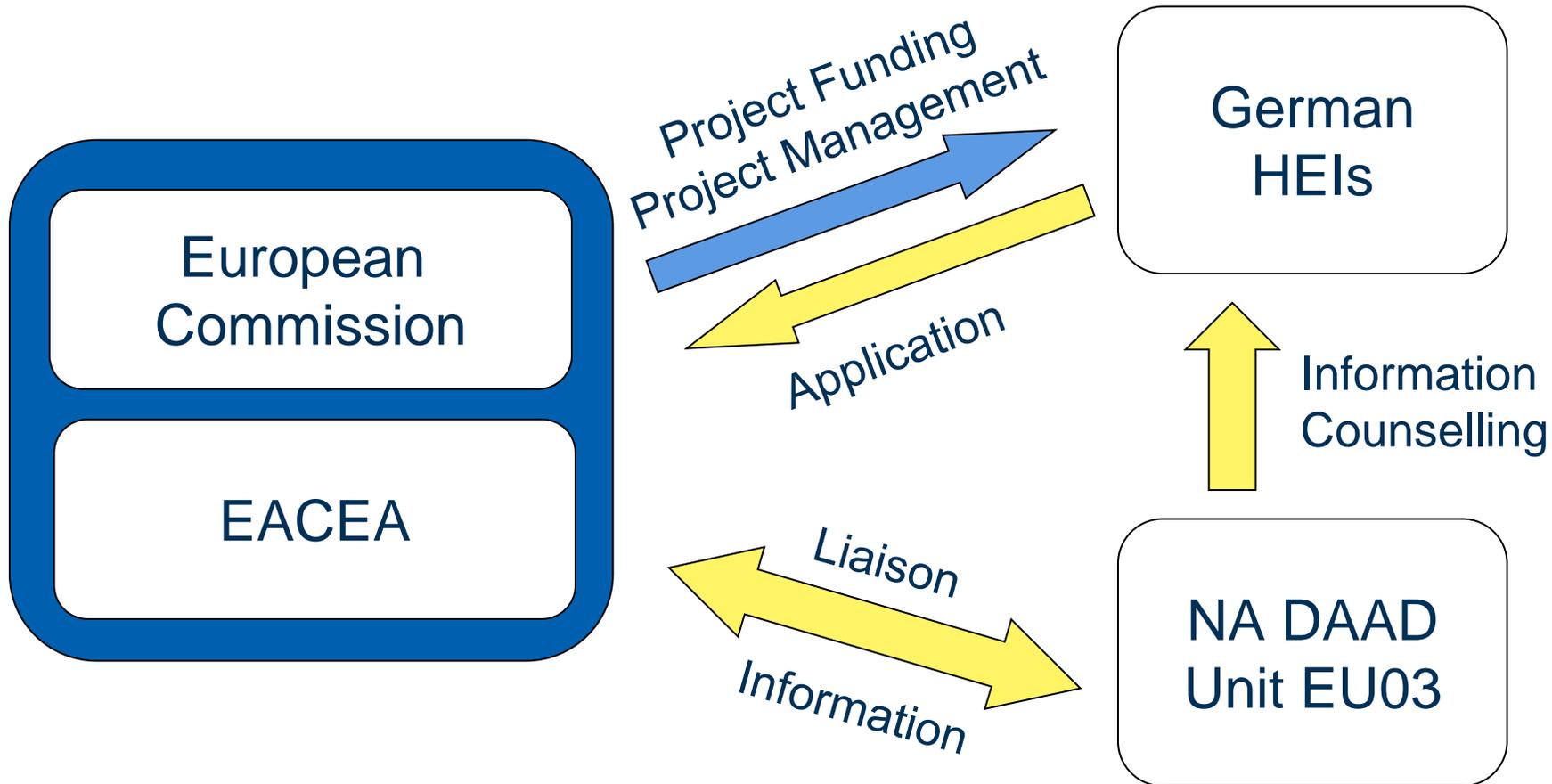
Eckdaten zur Förderlinie

Allianzen für Innovation

Was sind die Allianzen für Innovation?

- Seit 2021 ausgeschrieben

- Förderung von Innovation in Bildung, Forschung und Wirtschaft

- Neue Skills entwickeln

- Austausch von Wissen

- Unternehmergeist unterstützen

- Skill Mismatches ausgleichen

Aufteilung in 2 Lose

Allianzen für Innovation

Los 1: Allianzen für Bildung und Unternehmen

Los 2: Allianzen für die branchenspezifische Zusammenarbeit zur Kompetenzförderung

Los 1: Allianzen für Bildung und Unternehmen Eigenschaften

- Partnerschaft zwischen Unternehmen sowie Anbietern von Hochschul- und Berufsbildung

- Verbund von Arbeitsmarkt und Bildung

- Möglichkeit zur sektorenübergreifenden Kooperation

- nachhaltige Kooperation zwischen den beteiligten Institutionen

- Förderung von Skills aber auch Unternehmertum und sozialer Teilhabe

Los 1: Allianzen für Bildung und Unternehmen
Ziele

- Neue Ansätze für Lehre und Lernen

- Corporate Social responsibility

- Aufbau von akademischer Bildung und Berufsbildung, die im Einklang arbeiten und zu Innovation beitragen

- Einbindung neuer Skills und neuer Berufsfelder

- Co-Kreation von Wissen

Los 1: Allianzen für Bildung und Unternehmen

Im **deutschen** Programmleitfaden heißt es:

Mit Allianzen für Innovation sollen folgende Ziele erreicht werden:

Im **englischen** Programmleitfaden heißt es:

They intend to achieve one or more of the following aims:

Im Zweifelsfall hat immer die englische Version Vorrang. Es muss demnach also nur **mindestens eines** der Ziele adressiert werden, nicht alle.

Eckdaten Los 1

- Laufzeit von 2 bis 3 Jahren

- Budget zwischen maximal

  1 bis 1,5 Millionen Euro pro Projekt

- 80% der Gesamtkosten sind
  förderfähig (Pauschalbetrag)

- Gesamtbudget Call 2025: 62 Mio. €
  auf beide Lose

Each Alliance should involve…

Alliances for Education and Enterprises

Lot 1

at least **8 full partners**:

≥ **3** labour market actors* and

≥ **3** education and training providers (VET and HEIs)

at least covering **4 EU Member States and third countries associated to the Programme**

Los 2: Allianzen für die branchenspezifische Zusammenarbeit zur Kompetenzförderung

- Zusammenarbeit im Bereich der Kompetenzentwicklung und -förderung

- Fortbildung und Umschulung von Arbeitskräften

- Anpassungen an den modernen Arbeitsmarkt

- Fokus auf „industrielle Ökosysteme"

- Verbindung zum Pact for Skills: https://pact-for-skills.ec.europa.eu/index_en

Proposals must focus on one of the **14 industrial ecosystems**:

Lot 2	Tourism	Creative & Cultural Industries
Aerospace & Defence	Textile	Electronics
Mobility - Transport - Automotive	Low-carbon energy - intensive industries	
Renewable Energy	Agri-Food	Health	Digital
Construction	Retail	Proximity & Social Economy

* At equal quality, a proposal covering an ecosystem that is not at all covered by an ongoing Blueprint Alliance will be assessed as more relevant. You can find the previous Blueprints in the Erasmus+ project results platform.

Who can join the Pact?

National, regional and local authorities; companies; social partners; cross-industry and sectoral organisations; chambers of commerce; education and training providers; employment services – they can all become members of the Pact for Skills.
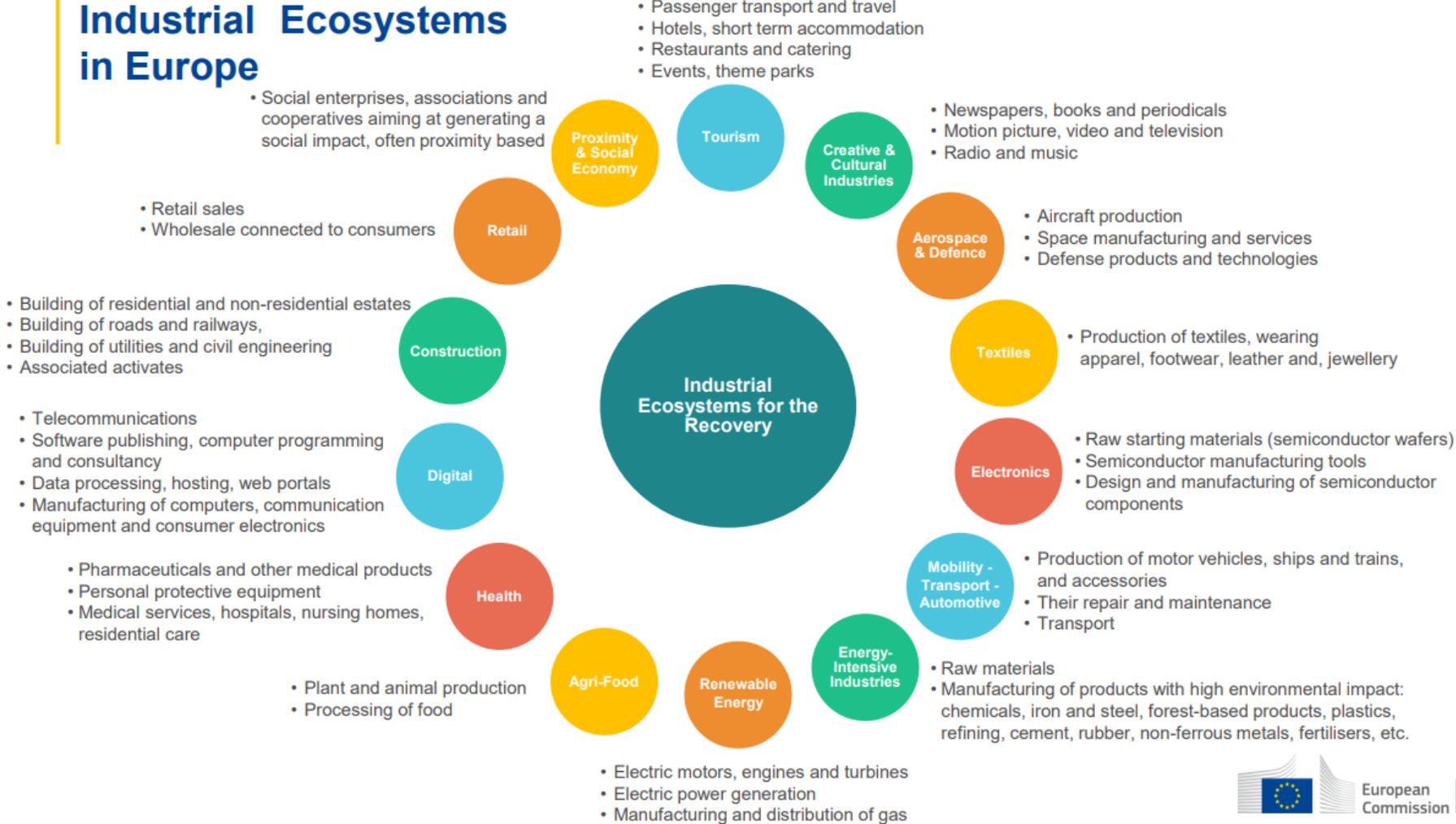
Los 2: Allianzen für die branchenspezifische Zusammenarbeit zur Kompetenzförderung

Eckdaten Los 2

- Laufzeit von 4 Jahren

- Budget von maximal

  4 Millionen Euro pro Projekt

- 80% der Gesamtkosten sind förderfähig (Pauschalbetrag)

- Gesamtbudget Call 2025: 62 Mio. € auf beide Lose

Each Alliance should involve...

Alliances for Sectorial Cooperation on Skills (implementing the "Blueprint")

Lot 2

at least **12 full partners**:

≥ 5 labour market actors* and

≥ 5 education and training providers (VET and HEIs)

at least **8 EU Member States and third countries associated to the Programme**

Labour market actors are enterprises or companies or representative intermediary organisations, such as chambers, trade unions or trade associations.

Who can apply/participate?

| APPLICANT	PARTICIPANT
EU MEMBER STATES AND THIRD COUNTRIES ASSOCIATED TO THE PROGRAMME: EU Member states (27) + Iceland Liechtenstein Norway Republic of North Macedonia Republic of Serbia Republic of Türkiye	**EU MEMBER STATES AND THIRD COUNTRIES ASSOCIATED TO THE PROGRAMME** **+** **THIRD COUNTRIES NOT ASSOCIATED TO THE PROGRAMME (see page 293 of the E+PG):** **Organisations from third countries not associated to the Programme in Regions 1 to 3 may also participate as beneficiaries, affiliated entities or associated partners, but not as coordinator.** **Organisations from other third countries not associated to the Programme can only participate as associated partners.** (**List of Regions is available at page 33 of the E+PG**) *Exception: organisations from Belarus (Region 2) are not eligible to participate in this action.*

Zeit für Ihre Fragen!

?
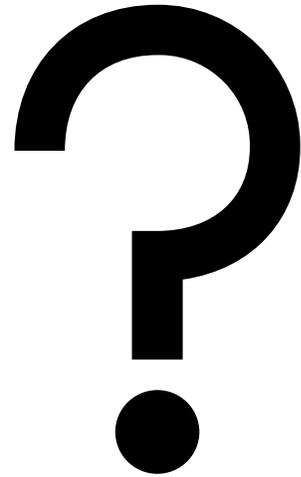
Eckdaten zur Antragsstellung 2025

Fokus auf Los 1: Allianzen für Bildung und Unternehmen

Aufruf 2025

- Ca. **62 Millionen Euro** für Lot 1 und 2 insgesamt

- Ca. 30 Projektvorschläge können gefördert werden

- Finanzierungsmodell: Lump sum type 2

- 80% Ko-Finanzierung der EU, 20% Eigenanteil

- Seitenlimit Part B: 120

- Antragsfrist: **6. März 2025** (17:00:00 Uhr Brüsseler Zeit)

Quelle: PowerPoint Designer

Was ist neu?

- Part C des Antrags: Key Performance Indicators (KPI)
- Erasmus+ Programmleitfaden Part C „Originalinhalte und Urheberschaft": Hinweise auf KI- Nutzung und Plagiate
- Hochschuleinrichtungen werden ermutigt, das [HEInnovate self-assessment tool](#) zu nutzen
- Partner aus nicht-assoziierten Drittländern sind auf die Regionen 1 bis 3 limitiert

Westbalkan (Region 1)	Albanien, Bosnien und Herzegowina, Kosovo[30], Montenegro
Östliche Nachbarschaft (Region 2)	Armenien, Aserbaidschan, Belarus[31], Georgien, Moldau, völkerrechtlich anerkanntes Hoheitsgebiet der Ukraine
Länder des südlichen Mittelmeerraums (Region 3)	Ägypten, Algerien, Israel[32], Jordanien, Libanon, Libyen, Marokko, Palästina[33], Syrien[34], Tunesien

- Organisationen aus weiteren nicht-assoziierten Drittländern können nur als assoziierte Partner teilnehmen

Antragsstatistik Vorjahre

	2024		2023		2022		2021	
	Los 1	Los 2	Los 1	Los 2	Los 1	Los 2	Los 1	Los 2
Anträge	303	17	337	14	372	34	301	16
Above Threshhold	140	10	155	5	149	10	117	7
Budget Requested	201 Mio. €	27 Mio. €	205 Mio. €	20 Mio. €	195 Mio. €	39 Mio. €	150 Mio. €	26 Mio. €
Approved Budget	42 Mio. €	20 Mio. €	42 Mio. €	20 Mio. €	34 Mio. €	27 Mio. €	34 Mio. €	26 Mio. €
Selected Projects	20	8	32	5	25	7	25	7

Aufruf 2025

Antragspaket

Antragsrunde 2025

Antragsfrist ist der 06 März 2025 17:00:00 Brüsseler Zeit

Reichen Sie den Antrag am besten <u>48h vor der Deadline</u> hoch, um eventuellen Last-Minute Problemen zuvorzukommen!

Wichtige Links

Erasmus+ Programme Guide:
https://erasmus-plus.ec.europa.eu/programme-guide/erasmusplus-programme-guide

Alliances for Innovation: Seiten 291 – 310 (EN-Version)

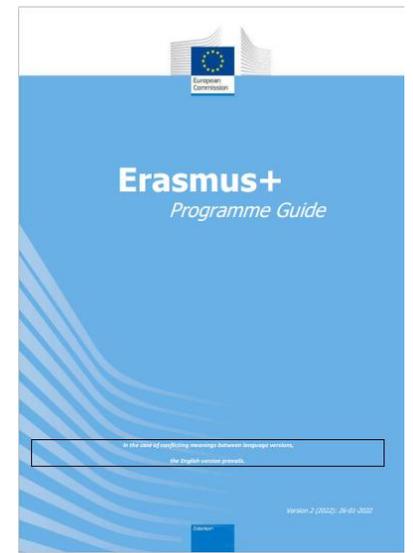Allianzen für Innovation: Seiten 339 – 364 (DE-Version)

Antragsformulare im
Funding and Tender Opportunities Portal (FTOP):
https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home
https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/programmes/erasmus2027

Info-Blätter der EACEA mit wichtigen detailierten Einblicken in alle Formulare:
https://www.eacea.ec.europa.eu/news-events/news/erasmus-alliances-innovation-2025-how-apply-2025-01-13_en)

Wichtige Links

Erasmus+ Project Results Platform

https://erasmus-plus.ec.europa.eu/projects

Wichtige Links

Projects & Results im

Funding & Tender Opportunities Portal

https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/projects-results;programCode=ERASMUS2027

Filters

Quick search

Select... 🔍

☑ Match whole words only

Programming period ⌄

Erasmus+ (ERASMUS+) ⌄

ERASMUS-EDU-2024-PI-AL… ⌄

All filters

19 item(s) found

Title ⌄ ↓

Programme (Erasmus+ (ERASMUS+) ⊗)

collAboration for imPlemEnting gReen Technologies in the bUildings and pRoperty sEctor

101186902 | Acronym: **APERTURE** | Contributors: **8**
Programme: **Erasmus+ (ERASMUS+)** | Topic: **ERASMUS-EDU-2024-PI-ALL-INNO-EDU-ENTERP**
Coordinating organisation in ⊞ Finland

🕐 Ongoing

Lack of collaboration between industry and educational institutions in the field of construction and Proptech results in a…

The European Alliance for Advancing Circular Economy via Industrial Digital Symbiosis

101186405 | Acronym: **SymbioTech** | Contributors: **11**
Programme: **Erasmus+ (ERASMUS+)** | Topic: **ERASMUS-EDU-2024-PI-ALL-INNO-EDU-ENTERP**

🕐 Ongoing

Funding & Tender Opportunities Portal

[Alliances for Education and Enterprises](#)
TOPIC ID: ERASMUS-EDU-2025-PI-ALL-INNO-EDU-ENTERP

[Alliances for Sectoral Cooperation on Skills](#)
TOPIC ID: ERASMUS-EDU-2025-PI-ALL-INNO-BLUEPRINT

Funding & Tender Opportunities Portal

Partnersuche

https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/how-to-participate/partner-search

Part A

In der online Maske im Portal

- Erforderlich sind die PICs von Koordinatoren, vollen Partnern und assoziierten Partnern.

- Die **Validierung der PIC** ist erst vor der Vertragsunterzeichnung verpflichtend. Achtung: zeitaufwändig! Rechtzeitig alle Dokumente, die für die Validierung notwendig sind, vorbereiten / zusammenstellen!

Part B

TECHNICAL DESCRIPTION (PART B)

COVER PAGE

Part B of the Application Form must be downloaded from the Portal Submission System, completed and then assembled and re-uploaded as PDF in the system. Page 1 with the grey IMPORTANT NOTICE box should be deleted before uploading.

Note: *Please read carefully the conditions set out in the Call document/Programme Guide (for open calls: published on the Portal).Pay particular attention to the award criteria; they explain how the application will be evaluated.*

PROJECT	
Project name:	[project title]
Project acronym:	[acronym]
Coordinator contact:	[name NAME], [organisation name]

TABLE OF CONTENTS

2

ANNEXES

LIST OF ANNEXES

Standard
Detailed budget table/Calculator (annex 1 to Part B) — *mandatory for certain Lump Sum Grants (see Portal Reference Documents)*
CVs (annex 2 to Part B) — *mandatory, if required in the Call document/Programme Guide*
Annual activity reports (annex 3 to Part B) — *not applicable*
List of previous projects (annex 4 to Part B) — *mandatory, if required in the Call document/Programme Guide*

Special
Other annexes — *mandatory, if required in the Call document/Programme Guide*

- Formular muss vom Antragsteller im FTOP heruntergeladen werden (Word-Dok.)
- Die ausgefüllte Form wird am Schluss als PDF hochgeladen.
- Formular ist generisch und wird für zahlreiche Förderlinien verwendet.
- Die Allianzen sind „Lump Sump Grants" und **keine** „prefixed Lump Sum Grants"
- CVs und Other Annexes nicht relevant für Allianzen
- List of previous Projects am Ende des Dokuments – nicht als Anhang!

Projektbudget - Lump sum (Pauschalfinanzierung)

Was sind die Vorteile?

- Vereinfachungspotential

- Fokus auf Ergebnisse und ihre Qualität

Was bedeutet das in der Praxis?

- Erstellung einer detaillierten Kostenschätzung (100%) aufgeteilt auf Arbeitspakete und Partner (Beneficiaries)

- EU-Zuschuss 80% der geschätzten Kosten (bis zum max. EU-Zuschuss)

- keine finanziellen Audits, weder für EU-Zuschuss 80% noch Eigenanteil 20%

Auszahlung der Förderung funktionierte in den Vorjahren folgendermaßen:

Bei Projektbeginn: 1. Vorfinanzierung 40%; 2. Vorfinanzierung 40% (auf Anfrage, wenn 70% der ersten Vorfinanzierung verausgabt sind), 3. Rate: Die Auszahlung der letzten Rate (Ausgleichszahlung nach Abgabe des Abschlussberichts) erfolgt auf der Basis der Lieferung und vollständigem Abschluss der Arbeitspakete. Die Bewertung von WPs erfolgt erst nach Abschluss des Projekts.

Ko-Finanzierung von 20% muss nicht nachgewiesen werden

AWARD CRITERIA (for LOT 1)
1.Relevance

PART B (Technical Description of the project)

1. RELEVANCE

1.1 Background and general objectives

Background and general objectives

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Relevance'.

Describe the background and rationale of the project.

How is the project relevant to the scope of the call? How does the project address the general objectives of the call? What is the project's contribution to the priorities of the call (if applicable)?

Insert text

These Award Criteria are applicable for LOT 1, for LOT 2 see Award Criteria under LOT 2

ERASMUS+ PROGRAMME GUIDE

Background and general objectives

- **Link to EU policy and initiatives**: the proposal takes into account and contributes to achieving the European objectives in the fields of VET and higher education; the proposal takes into account and contributes to giving visibility to existing EU tools and initiatives for skills development;
- **Purpose**: the proposal is relevant to the objectives and activities of the Action.

Needs analysis and specific objectives

- **Consistency**: the objectives are based on a sound needs analysis; they are clearly defined, realistic and address issues relevant to the participating organisations and to the Action;
- **Digital skills**: the extent to which the proposal integrates digital skills in the training content for one, or several related occupational profiles and, if applicable, the extent to which the proposal integrates skills linked to the needs of the deep-tech domains in the training content;
- **Green skills**: the extent to which the proposal integrates skills linked to the transition to a circular and greener economy in the training content for one, or several related occupational profiles;
- **Resilience skills**: extent to which the proposal integrates skills linked to the capacity to adapt, manage change, and care for each other as a community.

Complementarity with other actions and innovation – European added value

- **Innovation**: the proposal considers state-of-the-art methods and techniques, such as the setting up of incubators within education and training institutions, and leads to project-specific innovative results and solutions;
- **European added value**: the proposal demonstrates clearly the added value generated through its trans-nationality and potential transferability;
- **Education & training representation**: the Alliance includes partners that adequately represent education & training providers, and clearly shows benefits/relevance for both higher education and VET.

Relevance of the project

(maximum score 25 points)

European Commission

Weitere Details finden Sie im Toolkit der EACEA unter: https://www.eacea.ec.europa.eu/news-events/news/erasmus-alliances-innovation-2025-how-apply-2025-01-13_en

Annex I zu Part B

Budgettabelle
gemäß Vorlage aus dem FTOP

Berechnung Personalkosten über Personenmonate – Beispiel unter
https://ec.europa.eu/newsroom/just/items/643967/en

Für Reise, Verpflegungs- und Unterbringungskosten im Annotated Grant Agreement nachschauen.

		BE 001		BE 001	BE 001
		UNITS	COST PER UNIT	BENEFICIARY TOTAL COSTS	BE+AE TOTAL COSTS
	Total WORK PACKAGES:			-	-
	A. DIRECT PERSONNEL COSTS			-	-
	A.1. Employees (or equivalent) person months			-	-
	Type 1			-	-
	Type 2			-	-
	Type 3			-	-
	Type 4			-	-
	Other			-	-
	A.2 Natural persons under direct contract			-	-
	A.3 Seconded persons			-	-
	A.4 SME Owners without salary			-	-
	A.5 Volunteers			-	-
	B. Subcontracting costs			-	-
	C. Purchase costs			-	-
	C.1 Travel and subsistence per travel or day			-	-
	Travel			-	-
	Accommodation			-	-
	Subsistence			-	-
	C.2 Equipment (please refer to the Depreciation Cost sheet)			-	-
	C.3 Other goods, works and services			-	-
	Consumables			-	-
	Services for Meetings, Seminars			-	-
	Services for communication/promotion/dissemination			-	-
	Website			-	-
	Artistic Fees			-	-
	Other (please specify details under worksheet "Comments")			-	-
	D. Other cost categories			-	-
	D.1 Financial support to third parties			-	-
	TOTAL DIRECT COSTS INCLUDING SUBCONTRACTING (A+B+C+D)			-	-
				-	
	E. Indirect costs 7% (rounded to zero decimals)			-	-
				-	
	TOTAL COSTS (A+B+C+D+E) -			-	-

(WP 001)

Part C

In der online Maske im Portal

Daten zur Einordnung und Statistik

In diesem Jahr <u>sehr</u> ausführlich!

(Industrielle Ökosysteme sind nur für Los 2 relevant)

KPIs (Key Performance Indicators)

Please fill in the data for your project. At submission and grant preparation stage, the data will be on your planned indicators ; at reporting stage it should be the real indicators achieved (since the project start).

Erasmus+ Programme (ERASMUS) - Education (EDU)

Location

⊖ Please add at least one country

Country	NUTS1	NUTS2

Type of project, thematic areas and types of activities

Types of activities: *

- ☐ EU Citizenship, EU awareness and Democracy
- ☐ Access for disadvantaged
- ☐ Gender equality / equal opportunities
- ☐ Quality and Relevance of Higher Education in Partner Countries
- ☐ Research and innovation
- ☐ Open and distance learning
- ☐ Combat violence and tackle racism, discrimination and intolerance in sport
- ☐ Community development
- ☐ Digital and green skills
- ☐ Early school leaving / Combating failure in education
- ☐ Energy and resources
- ☐ Grassroots sports
- ☐ Home and justice affairs (human rights and rule of law)
- ☐ Intercultural/intergenerational education and (lifelong) learning
- ☐ Key competencies (including mathematics and literacy) - basic skills

- ☐ Creativity and culture
- ☐ Social dialogue
- ☐ New innovative curricula/educational methods/development of training courses
- ☐ Quality Assurance
- ☐ Teaching and learning of foreign languages
- ☐ Post-conflict/post-disaster rehabilitation
- ☐ Migrant issues
- ☐ Cooperation with least developed countries
- ☐ Digital safety
- ☐ Economic and financial affairs (including funding)
- ☐ Enterprise, industry, SMEs and entrepreneurship
- ☐ Health and wellbeing
- ☐ ICT - new technologies - digital competencies
- ☐ International cooperation, international relations, development cooperation
- ☐ Labour market issues (including career guidance and youth unemployment)

Output, result and impact indicators

Policy impact

Impact on the higher education (HE) sector:

- ☐ Active participation of students in governance and reform of HE system
- ☐ Development of schemes that facilitate the employability of graduates
- ☐ Project not related to higher education sector

⊖ Please add more items.

- ☐ Contribution to creation of regional HE area (facilitate national and of teachers, learners and workers)
- ☐ New national policies or legislative framework
- ☐ Strengthening of links between education, research and innovation

Cooperation agreements with stakeholders:

- ☐ Education institutions not involved in the project
- ☐ Local authorities
- ☐ Research institutions

- ☐ Associations, civil society organisations and NGOs
- ☐ Private sector
- ☐ Other

Number of third countries introducing new national policies or legislative frameworks in higher education (HE) via the project (only for CB-HE actions):

#,###,###,###,###,###.

FAQs

Q: **Müssen alle Konsortialpartner denselben Beitrag zu den 20% Eigenanteil erbringen?**
    A: Das Konsortium kann die Verteilung der Eigenmittel intern bestimmen

Q: **Wie werden die 20% nachgewiesen?**
    A: Antragsteller müssen weder Angaben zu anderen Finanzierungsquellen als der EU-Förderung machen, noch müssen sie die durch das Projekt entstandenen Kosten rechtfertigen

Q: **Wie werden die Personalkosten für die Budgettabelle berechnet?**
    A: Die Schätzung der Personalkosten sollte den Kosten (in Brutto!) gemäß der in Ihrer Organisation geltenden Personalkostenpolitik entsprechen

Q: **Wird am Ende des Projekts ein Audit Bericht notwendig?**
    A: Nein, da eine Pauschalförderung gezahlt wird, wird kein Audit Zertifikat im Abschlussbericht benötigt.

FAQs

Q: **Muss der Antrag auf Englisch eingereicht werden?**

A: Es ist nicht zwingend erforderlich, den Antrag auf Englisch einzureichen, jedoch muss die Zusammenfassung in Part B des Antragsformulars auf Englisch sein. Der Antrag sollte in einer Sprache verfasst sein, die von allen teilnehmenden Konsortialpartnern verstanden wird.

Q: **Müssen Mandates oder Declarations of Honour von allen Partnern vor der Antragsstellung unterzeichnet werden?**

A: Erst mit der Annahme des Grant Agreements nach der Auswahl wird eine Declaration of Honour benötigt. Mandates sind bei der Antragsstellung nicht erforderlich.

Q: **Wie wird ein VET Provider definiert?**

A: VET Provider sind nach nationalem Recht definiert. Normalerweise geht der Umfang der Berufsbildung über die Sekundarstufe II hinaus und umfasst die postsekundäre Stufe. Auch Unternehmen in Ländern mit dualem Berufsbildungssystem können die Rolle der Berufsbildungsanbieter in übernehmen. In Deutschland fallen also Berufsschulen, Unternehmen oder auch Fachhochschulen mit Berufsbildungsangebot in die VET Provider Kategorie.

Q: **Können Listen vorheriger Projekte als eigenes Dokument angehangen werden?**

A: Vorherige Projekte werden am Ende des Part B (Antragsformular) eingefügt und können nicht individuell hochgeladen werden.

FAQs

Q: **Beträgt das Seitenlimit im Antragsformular 120, 70 oder 40 Seiten?**

A: Die Unklarheit kommt oft durch die folgenden Passagen im Antragsformular und Programmleitfaden zustande:

Character and page limits:

- page limit normally 40 pages for calls for low value grants (60 000 or below); 120 pages for all other calls (unless otherwise provided for in the Call document/Programme Guide)

Anträge zu Aufforderungen zur Einreichung von Vorschlägen für Finanzhilfen von geringem Wert (60 000 EUR oder weniger) dürfen höchstens 40 Seiten umfassen; 120 Seiten bei Aufforderungen für Finanzhilfen mit hohem Wert (4 000 000 EUR) und 70 Seiten für alle anderen Aufforderungen. Darüber hinausgehende Seiten werden bei der Bewertung nicht berücksichtigt.

Die Exekutivagentur hat dennoch kommuniziert, dass das **Limit für sowohl Los 1 als auch Los 2 bei 120 Seiten** liegt.

https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/support/faq/15872?topicIdentifier=erasmus-edu-2024-pi-all-inno-edu-enterp&topicIdentifierId=ERASMUS-EDU-2024-PI-ALL-INNO-EDU-ENTERP&isQA=true (FAQ 2024!)

Aufruf 2025

Bewertungskriterien

Award Criteria

Criteria	Maximum points	Minimum points
Relevance of the project	25	13
Quality of project design and implementation	30	16
Quality of partnership and cooperation arrangements	25	13
Impact	20	11
Minimum total score 70 points (out of 100 points in total)		

Relevance

❖ <u>Hintergrund und allgemeine Ziele</u>

➢ Purpose

➢ Link to EU policy and initiatives

➢ EU Values

❖ <u>Bedarfsanalyse und spezifische Ziele</u>

➢ Consistency

➢ Digital skills & Deep tech skills

➢ Green skills

➢ Resilience skills

❖ <u>Komplementarität mit anderen Aktionen - Innovation – europäischer Mehrwert</u>

➢ Innovation

➢ European added value

➢ Education & training representation

Project design and implementation

❖ <u>Konzept und Methodik</u>

➢ Coherence

➢ Structure

➢ Methodology

❖ <u>Projektmanagement, Qualitätssicherungs-, Überwachungs- und Bewertungsstrategie</u>

➢ Management

➢ Work plan

➢ Quality of arrangements for the recognition and validation of qualifications

❖ <u>Kosteneffizienz und Finanzmanagement</u>

➢ Budget

➢ Financial and quality control

Partnership and cooperation arrangements

❖ <u>Aufbau des Konsortiums</u>

   ➢ Configuration

   ➢ Commitment

   ➢ Involvement of third countries not associated to the Programme (if applicable)

❖ <u>Verwaltung und Entscheidungsfindung des Konsortiums</u>

   ➢ Tasks

   ➢ Collaboration / Team spirit

   ➢ Reward

Impact

❖ <u>Wirkung und Ambition</u>

➢ Exploitation

➢ Impact

❖ <u>Kommunikation, Verbreitung und Sichtbarkeit</u>

➢ Dissemination

❖ <u>Nachhaltigkeit und Fortsetzung</u>

➢ Open access

➢ Sustainability

Zeit für Ihre Fragen!

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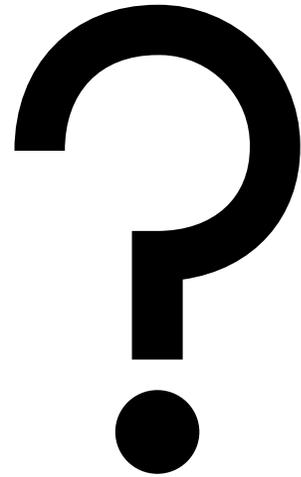
Pause

PRAXISBEISPIEL: DIGIFABS

DAAD Informationsseminar Antragstellung Erasmus+ Allianzen für Innovation
15.01.2025

ABOUT OUR PROJECT

Dominik Gisa

Research Associate &
PhD Candidate

Project Coordinator of the DIGIFABS project

Dominik is interested in research on digital technology adoption and how universities can empower SMEs in this process, which fits perfectly to the DIGIFABS project goals.

An EU-funded initiative, with partners from both education and industry, who are passionate about supporting SMEs in the Food and Beverage(F&B) sector as they adapt to digital transformation.

Our ambition is to empower SMEs in the F&B sector to develop the knowledge and skills they need to respond to rapid digital advancement in their industry.

DIE IDEE (1/2)

Responsible Dynamic Digital Change Agents (RDDCA) for **Food and Beverage (F&B) SMEs** – DigiFABS aims to foster digital, resilience, and innovation skills to optimize the management of digital transformation in small and middle-sized Enterprises (SMEs) in the F&B processing sector.

The consortium of 14 partners from **HEIs, VETs, businesses, and network organisations** represents 7 European regions of diverse digitalisation levels and regions with high involvement in the F&B sector.

In addition, the HEIs will engage 100 students from three disciplines and 10+ scientists from Engineering / IT, Agriculture / Nutrition and Business fields and the business network organisations will engage 15+ SMEs from the sector to pilot the course programme including (1) a multidisciplinary action learning SUMMER SCHOOL and CHALLENGE for STUDENTS to acquire the digital, green and resilience skills of a RDDCA theoretically and practically and (2) piloting of BOOTCAMPS for EDUCATORS and F&B SMEs to facilitate a RDDCA challenge in their region. The final materials will be made publicly available including introductory MOOCs.

DIE IDEE (2/2)

Outline of the DigiFABS Course Programme
Enabling the future responsible dynamic digital change agents for the food and beverage sector

● Timeline and Key Facts

M1	M2	M3	M4	M5	M6

Bootcamps | **Summer School** | **Challenge**

- ACADEMICS Bootcamp
- SME Bootcamp
- STUDENTS RDDCA Online and Offline Summer School
- SMEgoesDigital Challenge with academics, SMEs, and students
- International Pitch Event

ACADEMICS Bootcamp
- 1-2 weeks
- Online
- 90 academics
- Combination of knowledge delivery and interactive / development sessions

STUDENTS RDDCA Summer School
- Min. 5 days of ONLINE Summer School
- 7 days of OFFLine Summer School in Slovakia
- 100 students from engineering/IT, nutrition, and business administration
- Mainly in workshop style including excursions

SME Bootcamp
- 1-2 weeks
- Online
- 60 representatives of SMEs
- Combination of knowledge delivery and interactive sessions

SMEgoesDigital Challenge + International Pitch Event
- At least 3 months (one semester)
- Offline in each participating region
- Min. 4 challenges per region
- Per challenge: 1 SME (where the challenge takes place); undertaken by 5 students and 1 academic facilitator

● Detailed Contents
*Please consider the following outline as a suggestion which might have to be slightly adapted during the execution of the project on the basis of the research results and situational circumstances

ACADEMICS Bootcamp

Goals:
- Introducing the participants to the concept of responsible dynamic digital change agents
- Giving insights into industry as well as technology trends
- Introducing participants to university-business collaboration concepts and discussing their ideas with regard to the upcoming SME challenge
- Preparing academics for their role as facilitators in the 'SMEgoesDigital Challenge'

Structure and Modules:
- Short sessions spread in 1-2 weeks
- Rather evening sessions to fit to the work schedule of participants

| 1 - Challenges of F&B sector | 3 - Best practices in F&B | 5 - RDDCA concept |
| 2 - Emerging technologies | 4 - Deep dive: Green trends | 6 - Deep dive: Resilience for RDDCAs |

7 - Preparation for the SMEgoesDigital Challenge (incl. UBC)

SME Bootcamp

Goals:
- Introducing the participants to the concept of responsible dynamic digital change agents
- Giving insights into industry as well as technology trends
- Introducing participants to university-business collaboration concepts and discussing their ideas with regard to the upcoming SME challenge
- Preparing SMEs for the upcoming 'SMEgoesDigital Challenge' by defining their status quo

Structure and Modules:
- Short sessions spread in 1-2 weeks
- Rather evening sessions to fit to the work schedule of participants

| 1 - Challenges of F&B sector | 3 - Best practices in F&B | 5 - RDDCA concept |
| 2 - Emerging technologies | 4 - Deep dive: Green trends | 6 - Deep dive: Resilience for RDDCAs |

7 - Preparation for the SMEgoesDigital Challenge (incl. UBC and expectation workshop)

Legend with regards to the outlined modules:
- ■ = module with experts providing knowledge, concepts, and methods; incl. smaller interactive parts
- ■ = mostly discussion-based interactive modules
- ■ = interactive modules focussed on developing materials needed for the challenge
- ✴ = Intros into the finalised sessions will be recorded and made available as MOOCs

Outline of the DigiFABS Course Programme
Enabling the future responsible dynamic digital change agents for the food and beverage sector
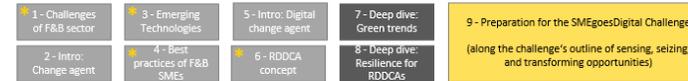
● Detailed Contents (continued)

STUDENTS RDDCA Summer School

Goals:
- Introducing definitions, concepts, and methods based on the idea of responsible dynamic digital change agents
- Training students in their role as esponsible dynamic digital change agents for SMEs
- Giving insights into the F&B sector as well as technology trends
- Introducing students to the upcoming SME challenge and their role in it

Structure and Modules:
- Min. 5 days of upfront online summer school (mainly introductory MOOCs)
- Followed by 7 full days of offline summer School in Slovakia (mainly interactive sessions to be realised in person)

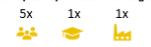| 1 - Challenges of F&B sector | 3 - Emerging Technologies | 5 - Intro: Digital change agent | 7 - Deep dive: Green trends | 9 - Preparation for the SMEgoesDigital Challenge (along the challenge's outline of sensing, seizing, and transforming opportunities) |
| 2 - Intro: Change agent | 4 - Best practices of F&B SMEs | 6 - RDDCA concept | 8 - Deep dive: Resilience for RDDCAs | |

SMEgoesDigital Challenge

Goals:
- Collecting best practice insights from the regional factory tours
- Executing a challenge in F&B SMEs in the regions along the steps of sensing, seizing, and transforming
- Taking the concept of RDDCA into practice and giving students opportunities to learn the required skills in practice

Structure and Modules:
- 3 months with open working sessions and regular coaching with the facilitators
- Clear linkages to the summer school content
- 4 challenges with 4 F&B SMEs taking place in each participating country

Group set-up for each challenge:
5x 1x 1x

Challenges executed in the regions:
4x 🇩🇪 4x 🇷🇺
4x 🇮🇪 4x 🇸🇰 4x 🇵🇱

| 1 – Factory visit | 3 – 1st Step: Sensing Opportunities | 4 – Coaching session | 6 – 2nd Step: Seizing Opportunities | 7 – Coaching session | 9 – 3rd Step: Transforming Opportunities | 10 – Wrap-up meeting |
| 2 – Challenge kick-off and intro to step 1 | | 5 – Intro to step 2 | | 8 – Intro to step 3 | | 11 – Pitch preparation |

International Pitch Event

Goals:
- Pitching the solution of the challenge to the other teams
- Gaining insights and inspiration from other pitches
- Connecting students, academics, and SMEs beyond regions
- Disseminating and sharing the outputs of the programme

Structure:
- International online event for all participants of the course programme elements
- 1 day event
- Some sessions will be shared with public

1 – Online event with pitches and Q&As

Legend with regards to the outlined modules:
- ■ = module with experts providing knowledge, concepts, and methods; incl. smaller interactive parts
- ■ = mostly discussion-based interactive modules
- ■ = interactive modules focussed on developing materials needed for the challenge
- ✴ = Intros into the finalised sessions will be recorded and made available as MOOCs
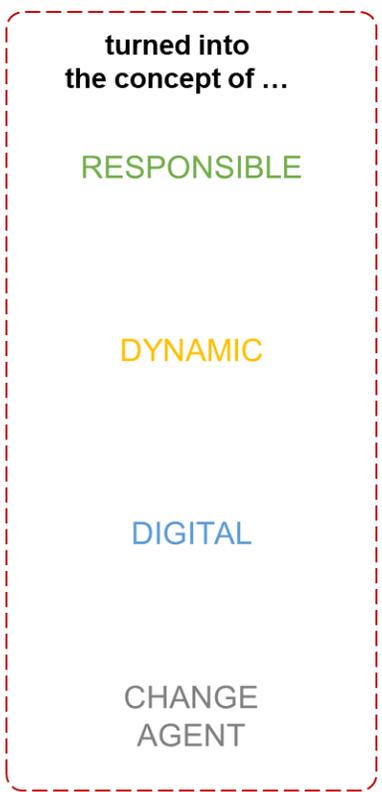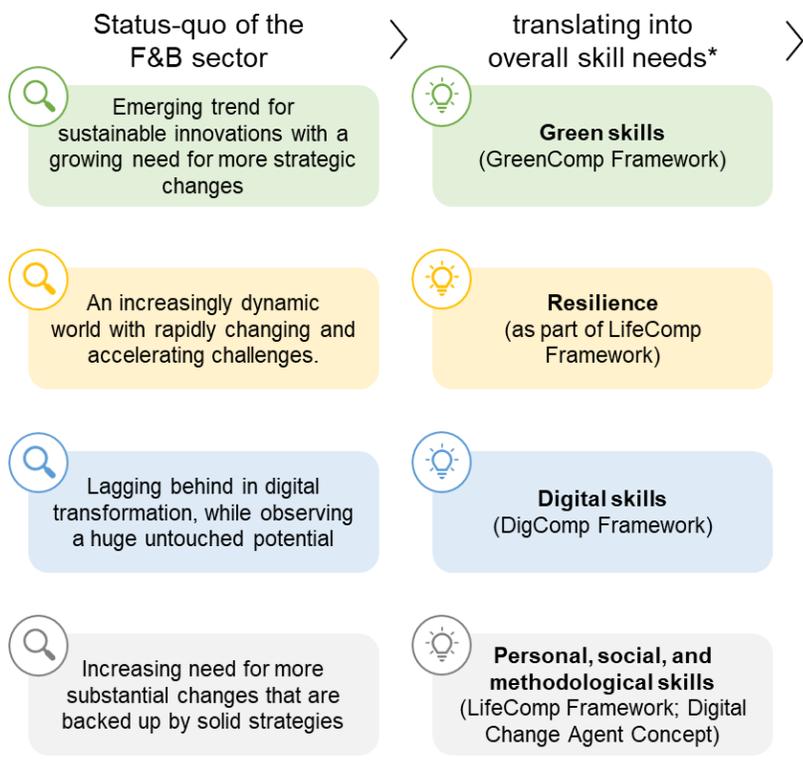
DIE NEEDS ANALYSIS
(17 Seiten unseres Proposals + Anhang)

We base our needs analysis on (1) findings from literature on digital change agents, digital transformation and the F&B sector. Moreover, (2) we undertook a desk research on current offerings by higher education institutions in that area. In addition, (3) we conducted a preliminary qualitative study through interviews with experts from local F&B manufacturing SMEs of various digital readiness levels. This led to the identification of specific digitalization drivers and barriers in their companies and industry.

In the flow of this needs analysis, we take into consideration three key target groups for our project:

- SMEs in the F&B sector

- STUDENTS from 3rd / 4th year of BACHELOR programmes and/or MASTER programmes in business administration, engineering/IT, and nutrition

- EDUCATORS from business administration, engineering/IT, and nutrition

AUFGREIFUNG EUROPÄISCHER FRAMEWORKS

Status-quo of the F&B sector 〉 **translating into overall skill needs*** 〉

Emerging trend for sustainable innovations with a growing need for more strategic changes	**Green skills** (GreenComp Framework)
An increasingly dynamic world with rapidly changing and accelerating challenges.	**Resilience** (as part of LifeComp Framework)
Lagging behind in digital transformation, while observing a huge untouched potential	**Digital skills** (DigComp Framework)
Increasing need for more substantial changes that are backed up by solid strategies	**Personal, social, and methodological skills** (LifeComp Framework; Digital Change Agent Concept)

turned into the concept of …

RESPONSIBLE

DYNAMIC

DIGITAL

CHANGE AGENT

DigComp Framework 2.2

Preliminary skill set of the **Responsible Dynamic Digital Change Agent**

Technological | Personal
Methodological | Social

GreenComp Framework

LifeComp Framework

*All outlined skill needs are reflected as important skills in the 21st century skill concept; A more detailed elaboration of specific relevant skills can be found in the needs analysis
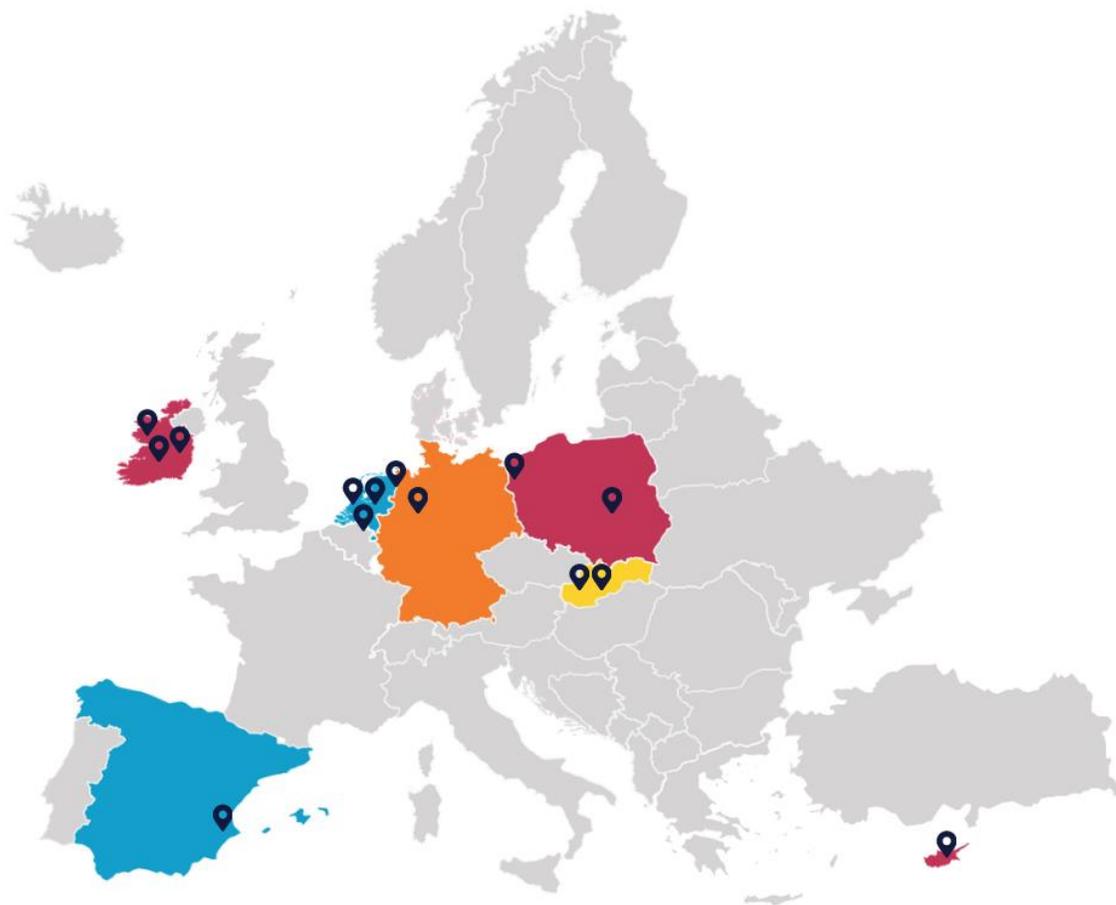
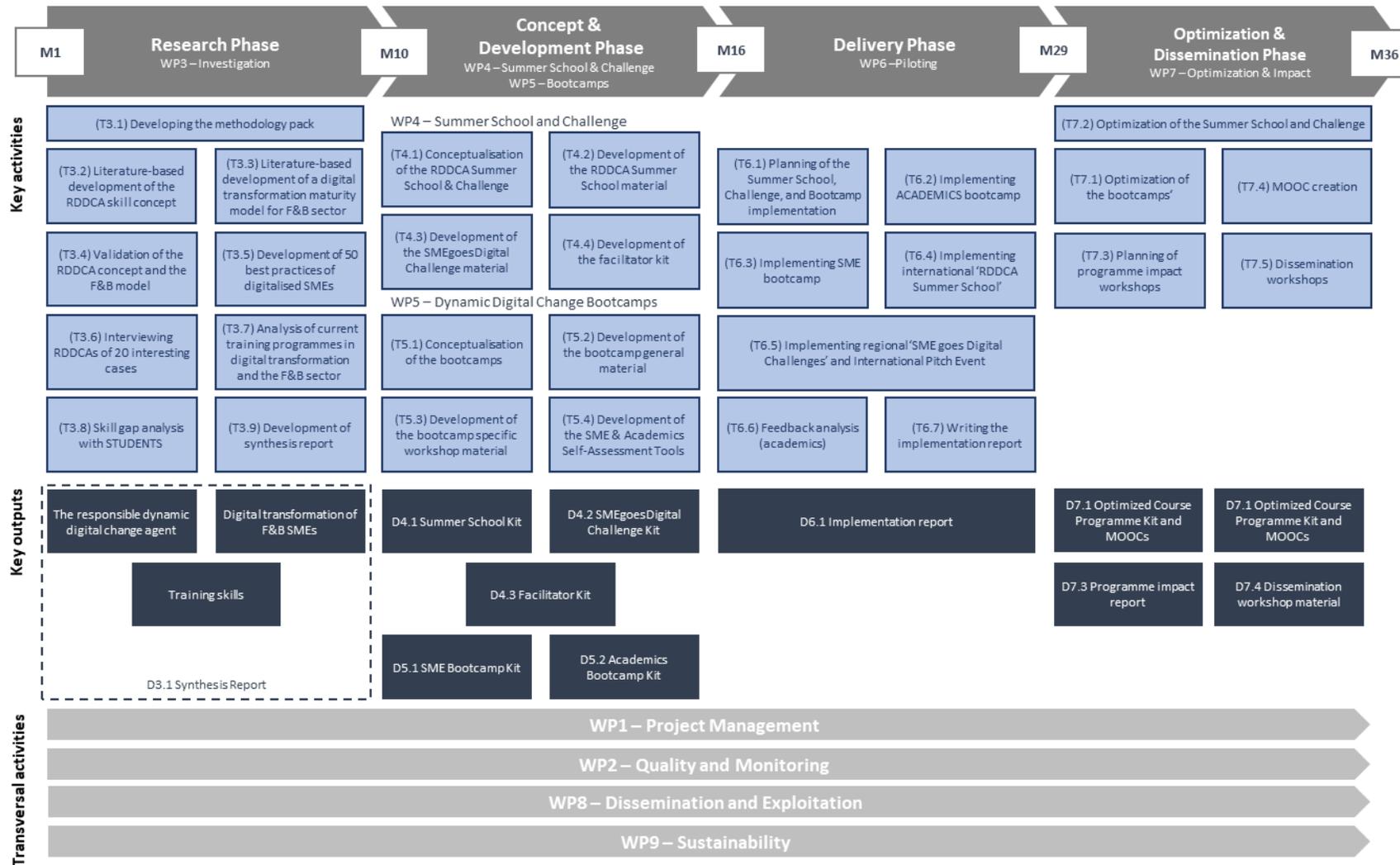Digital Change Agents for Food + Beverage SMEs

DER PROJEKTPLAN

BUDGETIERUNG

Personalaufwand in Tagen pro Partner pro Rolle pro Arbeitspaket

- WP Lead
- Contributing role
- Supportive role

Angepasste Tagessätze von der EU

Personalkosten pro Partner pro Arbeitspaket

Reisekosten

- pro Event (TPMs, Multiplier Events) pro Partner
- Für Mobility/Summerschool (Studierende und Lehrkräfte)

Accomodation & Subsistance costs basierend auf EU Richtlinien

Reisekosten pro Partner pro Arbeitspaket

80% Financing → 1.498.370,00 € Fördersumme

1ST, 2ND and 3rd SUBMISSION

1st Submission: 57 / 100

The fact that the objectives make sense only on a very general level is due to the general nature of the needs analysis. The analysis of needs is convincing as to the lack of digital skills in different areas, including the targeted food and beverage industry, and the pressures this has created in light of Covid-19. The target groups are also appropriately identified, albeit generically. However, the needs analysis does not say much in regard to the very specific challenges facing the food and beverage industry it aims to address, nor does it refer to the existing training as a means to illustrate the concrete improvements it aims to bring about. Likewise, the analysis of needs says little about the specific regional and national context or institutional necessities in question.

2nd Submission: 74 / 100

The overall project methodology does not fully meet the necessary requirements. The proposal describes the methodological approaches adopted both for the project design and for the development of the course, but the usage of the relevant tools and EU frameworks for the skills applied for the different occupations of the food and beverage sector is not aptly specified.

Criterion #	Feedback ID	Criterion	Type	Feedback from the Agency	To Do	Chapter in Proposal	Suggested partners	Your input/thoughts
1	R1	Relevance	Negative	However, whether the proposed collaboration will contribute to the existing European initiatives is not adequately addressed in the proposal.	Address the linkage between the proposed collaboration and exiting European initiatives.	1.3	FH Münster	DigComp Framework 2.0 ...

With regard to innovation, the project proposes an action research approach to developing an evidence-based programme and to optimise it according to feedback. The problem-based learning approach is also to be used as a combination of didactics based on up-to-date teaching methods (e.g. action learning and flipped classroom formats). It is not fully specified how they will be employed in the final educational products. However, the basic idea shows a good level of innovation in different terms: methodologically, by building an effective connection between VET and HE sectors enhancing also the digital culture in SMEs; technically, by building a bridge between different existing teaching and training methodologies connected with the three skills families included in the new curriculum.

LESSONS LEARNED

- Detaillierte needs analysis erläutern

- Existierende EU Frameworks einbinden

- Vergleich mit anderen Projekten durchführen

- Stabiles und professionelles Konsortium zusammenstellen

- Feedback gezielt und strukturiert einbauen

- Der Wettbewerb ist groß!

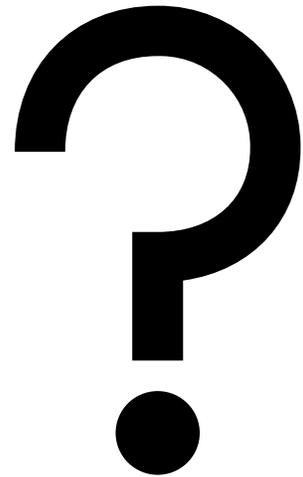Digital Change Agents for Food + Beverage SMEs

DIGIFABS
Digital Change Agents for Food + Beverage SMEs

Follow our journey

www.DIGIFABS.eu

Co-funded by
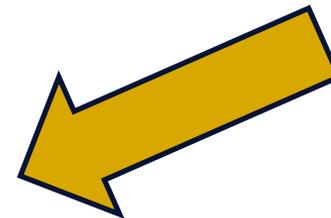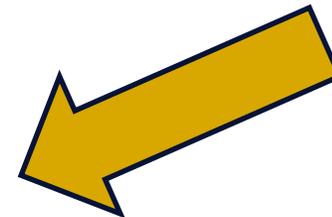the European Union

Zeit für Ihre Fragen!

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NA-DAAD Services - Partnerschaften und Kooperationsprojekte

- **Beratungsansatz**

  ...von der Idee zum Projekt

- **Informations- und Antragstellerseminare**

- **Seminare und Fachtagungen für laufende Projekte**

- **Telefonische sowie Online-Einzelberatung**

- **Projektvorbereitungsreisen: www.eu.daad.de/vorbereitungsreisen**

- **Praxisbeispiele auf NA DAAD-Homepage: www.eu.daad.de**

- **E-Mail-Infoforum Hochschulpartnerschaften:**
  Anmeldung unter **https://www.daad.de/surveys/392615**

- Unterstützung bei **Dissemination**, z.B. Projektbeispiele/gute Ideen,
  Infos an DAAD-Außenstellen und Informationszentren

Sie haben weitere Fragen oder möchten beraten werden?

In unserem neuen Beratungsportal können Sie ab jetzt eine Antragsberatung buchen oder Ihre Fragen zu den zentral verwalteten Erasmus+ Kooperationsprojekten stellen.

https://eu.daad.de/service/beratung/beratungsportal-fuer-kooperationsprojekte/de/81806-beratungsportal-fuer-kooperationsprojekte/

Weiterführende Links

European Education and Culture Executive Agency

EACEA-EPLUS-ALLIANCES@ec.europa.eu

Informationsseite der EACEA zum Antrag: https://www.eacea.ec.europa.eu/news-events/news/erasmus-alliances-innovation-2025-how-apply-2025-01-13_en

(Inklusive Anleitung für die Finanztabelle)

European Centre for the Development of Vocational Training

[CEDEFOP | European Centre for the Development of Vocational Training (europa.eu)](https://www.cedefop.europa.eu)

Kontakte Erasmus+ Zentrale Aktionen im Referat EU03

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                                        Carina Fazius, fazius@daad.de; 0228 – 882 8505

                                        Elisabeth Tauch, tauch@daad.de; 0228 – 882 8651

                                        Philip Müller, p.mueller@daad.de; 0228 – 882 8501

Allianzen für Innovation: Yvonne Schnocks und Philip Müller
                                         https://eu.daad.de/allianzen-fuer-innovation/

Wir würden uns sehr über Ihr Feedback freuen!

https://www.daad.de/surveys/947869

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