



Erasmus+

EUMOSS

**ERASMUS+ programme**  
THE UNION PROGRAMME FOR EDUCATION AND TRAINING, YOUTH AND SPORT  
AGREEMENT n° 2021-2-DE02-KA210-VET-000048344

**CONTRACT BETWEEN THE CONTRACTOR AND THE PARTNER <sup>1</sup>**

This contract, drawn up under the Community programme ERASMUS (Council Decision 1999/382/EC of 26/4/99, OJ L146/EC of 11/06/1999), shall govern relations between:  
**European Union Programme ERASMUS+**

**Regulation (EU) 2021/817 of the European Parliament and of the Council of 20 May 2021**

Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung  
Düsseldorf (GEB)  
Am Bonnhof 35  
40474 Düsseldorf  
Germany

hereafter named "the Contractor", represented by

**Martina Hornung**, Head of department Dezernat 45

on the one hand

and

City of Tampere/Tampere Vocational College Tredu  
Aleksis Kiven Katu 14-16  
33101 Tampere  
Finland

hereafter named "the Partner", represented by

**Tuula Hoivala**, Head of Development

on the other hand,

Which have agreed as follows:

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<sup>1</sup> The **Contractor** shall be entitled to add other clauses to those indicated here

## Article 1/Subject

1. Having regard to the provisions of Council Directive 1999/382/EC of 26 April 1999 establishing the second phase of the Community vocational training action programme "ERASMUS+", the **Contractor** and the Partner commit themselves to carrying out the work programme covered by this contract.
2. This work programme comes under the Agreement n° **2021-2-DE02-KA210-VET-000048344** concluded between the **Contractor** and the **National Agency**.
3. The total cost of the project for the contractual period referred to by the Agreement n° **2021-2-DE02-KA210-VET-000048344**, all financing combined, is estimated at **60,000 EUR** (including all taxes and duties).
4. The maximum ERASMUS+ contribution to cover exceeding expenditure incurred by the members of the Partnership participating in the programme shall be **0 EUR**.
5. The final financial contribution shall depend on the evaluation of the quality of the results of the project n° **2021-2-DE02-KA210-VET-000048344** pursuant to the rules laid down at Community level, particularly in the Administrative and Financial Handbook, but shall, under no circumstances, give rise to a profit.
6. This contract shall regulate relations between the parties, and their respective rights and obligations with regard to their participation in the project n° **2021-2-DE02-KA210-VET-000048344** between the **National Agency** and the **Contractor**.
7. The subject matter of this contract and the related work programme are detailed in the annexes, which form an integral part of this contract and that each party declares to have read and approved.

## Article 2/Duration

1. The project referred to in Article 1 has a duration of **24** months. It starts **01.03.2022** and ends on **01.03.2024**.
2. This contract enters into force on the date of signature by the last of both participating parties to the contract and terminates at the moment of payment of the balance of the contract, as mentioned in Article 7.1.
3. The period of eligibility of the costs starts on **01.03.2022** and finishes on **01.03.2024**.

## Article 3/Obligations of the Contractor

The Contractor shall undertake:

1. to take all the steps necessary to prepare for, perform and correctly manage the work programme set out in this contract and in its annexes, in accordance with the objectives of the project as set out in the Agreement concluded between the **National Agency** and the **Contractor**;

2. to send to the Partner a copy of the Agreement n° **2021-2-DE02-KA210-VET-000048344** and its annexes, concluded with the National Agency, of the Administrative and Financial handbook, of the various reports and of any other official document concerning the project;
3. to notify and provide the Partner with any amendment made to the Agreement n° **2021-2-DE02-KA210-VET-000048344** concluded with the National Agency;
4. to define in conjunction with the Partner the role and rights and obligations of the two parties, including those concerning the attribution of the intellectual property rights;
5. to comply with all the provisions of Agreement n° **2021-2-DE02-KA210-VET-000048344** binding the **Contractor** to the **National Agency**.

#### **Article 4/Obligations of the Partner**

The Partner shall undertake:

1. to take all the steps necessary to prepare for, perform and correctly manage the work programme set out in this contract and in its annexes, in accordance with the objectives of the project as set out in the Agreement n° **2021-2-DE02-KA210-VET-000048344** concluded between the **National Agency** and the **Contractor**;
2. to comply with all the provisions of Agreement n° **2021-2-DE02-KA210-VET-000048344** binding the **Contractor** to the **National Agency**;
3. to communicate to the **Contractor** any information or document required by the latter that is necessary for the management of the project;
4. to accept responsibility for all information communicated to the Contractor, including details of costs claimed and, where appropriate, ineligible expenses;
5. to define in conjunction with the **Contractor** the role and rights and obligations of the two parties, including those concerning the attribution of the intellectual property rights.

#### **Article 5/Financing**

1. The ERASMUS+ contribution for the Partner shall be a maximum amount of **9677 €**.
2. Additional costs for the production of project results as agreed with all Partners in this project will be transferred to the Partner on the basis supporting documents/invoices submitted.
3. Expenditure exceeding the project budget of 60000€ will be covered by the **Contractor** up to an amount of 5203€.

## Article 6/Payments

1. The Contractor commits himself to carrying out payments relating to the subject matter of this contract to the Partner according to the achievement of the tasks and according to the following schedule:
2.

|              |               |
|--------------|---------------|
| 1st payment: | <b>5787 €</b> |
| 2nd payment: | <b>3890 €</b> |
3. All payments shall be regarded as advances pending explicit approval by the **National Agency** of the final report, the corresponding cost statement and the quality of the results of the project.
4. Any revenue generated by the project and received by the Partner shall be declared in the financial statement and shall limit the ERASMUS+ financial contribution to the amount required to balance revenue and expenditure. Any revenue shall be declared and communicated to the **Contractor** in order for the **Contractor** to be able to fill out the annex X to the Agreement n° **2021-2-DE02-KA210-VET-000048344** concluded with the **National Agency**.
5. The final payment as mentioned in Article 7.1 can be adapted to take into account the revenues generated by the project and shall constitute the payment of the amount necessary to balance revenue and expenditure.

## Article 7/Bank account of the partner

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## Article 8/Reports

1. The Partner shall provide the **Contractor** with any information and document required for the preparation of the interim report and, where appropriate, with copies of all the necessary supporting documents *completed and signed by the legal representative* by **28.02.2023** at the latest.
2. The Partner shall provide the **Contractor** with any information and document required for the preparation of the final report and, where appropriate, with copies of all the necessary supporting documents *completed and signed by the legal representative* by **28.02.2024** at the latest.

## **Article 9/ Monitoring and supervision**

1. The Partner shall provide without delay the **Contractor** with any information that the latter may request from him concerning the carrying out of the work programme covered by this contract.
2. The Partner shall make available to the **Contractor** any document making it possible to check that the afore mentioned work programme is being or has been carried out.
3. The obligations described in Article XIX of the agreement n° **2021-2-DE02-KA210-VET-000048344** apply *mutatis mutandis* to the contractor and partner.

## **Article 10/ Liability**

1. Each contracting party shall release the other from any civil liability in respect of damages resulting from the performance of this Agreement, suffered by itself or by its personnel, to the extent that these damages are not due to the serious or intentional negligence of the other party or its personnel.
2. The Partner shall protect the **National Agency**, the **Contractor** and their personnel against any action for damages suffered by third parties, including project personnel, as a result of the performance of this contract, to the extent that these damages are not due to the serious or intentional negligence of the **National Agency**, the **Contractor** or their personnel.

## **Article 11/Termination of the contract**

1. The **Contractor** may terminate the contract if the Partner has inadequately discharged or failed to discharge any of the contractual obligations, insofar as this is not due to *force majeure*, after notification of the Partner by registered letter has remained without effect for one month.
2. The Partner shall immediately notify the **Contractor**, supplying all relevant information, of any event likely to prejudice the performance of this contract.

## **Article 12/ Jurisdiction clause**

1. Failing amicable settlement, the Courts of **Düsseldorf** shall have sole competence to rule on any dispute between the contracting parties in respect of this contract.
2. The law applicable to this contract shall be the law of **Germany**.

## **Article 13/ Amendments or additions to the contract**

Amendments to this contract shall be made only by a supplementary Agreement signed on behalf of each of the parties by the signatories to this contract.

The agreement will not be binding on the City of Tampere until the relevant decision has become enforceable.

## Annexes

ANNEX A: Estimated eligible budget of the action for EUMOSS and detailed budget relating to the activities of the Partners (costs associated with the activities and sources of financing).

ANNEX B: List of partners

ANNEX C: description of the Partner's tasks and breakdown of the ERASMUS+ allocation (see project application).

ANNEX D: Description of the action (as approved from the project application form)

Done at Düsseldorf, in two copies.

For the **Contractor**,

The legal representative

**Martina Hornung**,  
Head of department Dez. 45

[ signature ]

[ date ]

For the **Partner**,

The legal representative

**Tuula Hoivala**  
Head of Development

[ signature ]

[ date ]

| EUMOSS Budget Summary   |                   |                               |                                |   |                |                                 |                           |
|---|-------------------|-------------------------------|--------------------------------|---|----------------|---------------------------------|---------------------------|
| <b>Transnational Project Meetings (TPM) - activity 1</b>  |                   |                               |                                |   |                |                                 |                           |
| Partner   | units (traveller) | travel costs (per traveller)* | travel costs (per institution) | daily budget for stay (per traveller/night)** | days of travel | budget for stay per institution | sum TPM activity 1 in EUR |
| Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf                       | 2                 | 23                            | 46                             | 60  | 3              | 360                             |                           |
| Albeda College  | 3                 | 210                           | 630                            | 128   | 3              | 1.152                           |                           |
| Tampere College   | 3                 | 275                           | 825                            | 128   | 3              | 1.152                           |                           |
| Spzsch  | 3                 | 275                           | 825                            | 128   | 3              | 1.152                           |                           |
| <b>Berufskolleg West - hosting institution</b>  | 3                 | 23                            | 69                             | 60  | 3              | 360                             |                           |
| <b>Total</b>  | 14                | 806                           | 2.395                          |   |                | 4.176                           | <b>6.571</b>              |
| *green travel NL  |                   |                               |                                |   |                |                                 |                           |
| **set daily costs for lunch and dinner for hosting organisation   |                   |                               |                                |   |                |                                 |                           |
| <b>Transnational Project Meetings (TPM) - activity 2</b>  |                   |                               |                                |   |                |                                 |                           |
| Partner   | units (traveller) | travel costs (per traveller)  | travel costs (per institution) | daily budget for stay (per traveller/night)** | days of travel | budget for stay per institution | sum TPM activity 2 in EUR |
| Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf                       | 2                 | 275                           | 550                            | 112   | 3              | 672                             |                           |
| Albeda College  | 3                 | 275                           | 825                            | 112   | 3              | 1.008                           |                           |
| Tampere College   | 3                 | 275                           | 825                            | 112   | 3              | 1.008                           |                           |
| <b>Spzsch - hosting institution</b>   | 3                 | 23                            | 69                             | 60  | 3              | 540                             |                           |
| Berufskolleg West   | 3                 | 275                           | 825                            | 112   | 3              | 1.008                           |                           |
| <b>Total</b>  | 14                | 1123                          | 3.094                          |   |                | 4.236                           | <b>7.330</b>              |
| **set daily costs for lunch and dinner for hosting organisation   |                   |                               |                                |   |                |                                 |                           |
| <b>Transnational Project Meetings (TPM) - activity 3</b>  |                   |                               |                                |   |                |                                 |                           |
| Partner   | units (traveller) | travel costs (per traveller)* | travel costs (per institution) | daily budget for stay (per traveller/night)** | days of travel | budget for stay per institution | sum TPM activity 3 in EUR |
| Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf                       | 2                 | 210                           | 420                            | 128   | 3              | 768                             |                           |
| <b>Albeda College - hosting institution</b>   | 3                 | 23                            | 69                             | 60  | 3              | 540                             |                           |
| Tampere College   | 3                 | 275                           | 825                            | 128   | 3              | 1.152                           |                           |
| Spzsch  | 3                 | 275                           | 825                            | 128   | 3              | 1.152                           |                           |
| Berufskolleg West   | 3                 | 210                           | 630                            | 128   | 3              | 1.152                           |                           |
| <b>Total</b>  | 14                | 993                           | 2.769                          |   |                | 4.764                           | <b>7.533</b>              |
| *green travel D   |                   |                               |                                |   |                |                                 |                           |
| **set daily costs for lunch and dinner for hosting organisation   |                   |                               |                                |   |                |                                 |                           |
| <b>Transnational Project Meetings (TPM) - activity 4</b>  |                   |                               |                                |   |                |                                 |                           |
| Partner   | units (traveller) | travel costs (per traveller)  | travel costs (per institution) | daily budget for stay (per traveller/night)** | days of travel | budget for stay per institution | sum TPM activity 4 in EUR |
| Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf                       | 2                 | 275                           | 550                            | 144   | 3              | 864                             |                           |
| Albeda College  | 3                 | 275                           | 825                            | 144   | 3              | 1.296                           |                           |
| <b>Tampere College - hosting institution</b>  | 3                 | 23                            | 69                             | 60  | 3              | 540                             |                           |
| Spzsch  | 3                 | 275                           | 825                            | 144   | 3              | 1.296                           |                           |
| Berufskolleg West   | 3                 | 275                           | 825                            | 144   | 3              | 1.296                           |                           |
| <b>Total</b>  | 14                | 1123                          | 3.094                          |   |                | 5.292                           | <b>8.386</b>              |
| **set daily costs for lunch and dinner for hosting organisation   |                   |                               |                                |   |                |                                 |                           |
| <b>Transnational Project Meetings (TPM) - activity 5</b>  |                   |                               |                                |   |                |                                 |                           |
| Partner   | units (traveller) | travel costs (per traveller)* | travel costs (per institution) | daily budget for stay (per traveller/night)** | days of travel | budget for stay per institution | sum TPM activity 5 in EUR |
| Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf - hosting institution | 2                 | 23                            | 46                             | 60  | 3              | 360                             |                           |
| Albeda College  | 3                 | 210                           | 630                            | 128   | 3              | 1.152                           |                           |
| Tampere College   | 3                 | 275                           | 825                            | 128   | 3              | 1.152                           |                           |
| Spzsch  | 3                 | 275                           | 825                            | 128   | 3              | 1.152                           |                           |
| Berufskolleg West   | 3                 | 23                            | 69                             | 60  | 3              | 540                             |                           |
| <b>Total</b>  | 14                | 806                           | 2.395                          |   |                | 4.356                           | <b>6.751</b>              |
| *green travel NL  |                   |                               |                                |   |                |                                 |                           |
| **set daily costs for lunch and dinner for hosting organisation   |                   |                               |                                |   |                |                                 |                           |

| <b>Production of project results (PPR)***</b>  |                             |                    |                      |                           |  |  |  |
|--|-----------------------------|--------------------|----------------------|---------------------------|--|--|--|
| Partner  | unit costs (EUR)            | number of teachers | units (working days) | total costs in EUR****    |  |  |  |
| Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf - project management   | 214                         | 2                  | 14                   | 5.992                     |  |  |  |
| Albeda College   | 241                         | 2                  | 10                   | 4.820                     |  |  |  |
| Tampere College  | 214                         | 2                  | 10                   | 4.280                     |  |  |  |
| Spzsch   | 137                         | 2                  | 10                   | 2.740                     |  |  |  |
| Berufskolleg West  | 214                         | 2                  | 10                   | 4.280                     |  |  |  |
| <b>Total</b>   |                             | 10                 | 54                   | <b>22.112</b>             |  |  |  |
| ***organization and documentation before, during and after activities; results /tangible deliverables of the project (such as curricula, pedagogical and youth work materials, open educational resources (OER), IT tools, analyses, studies, etc.).   |                             |                    |                      |                           |  |  |  |
| ****The sum of 5203 € for the production of project results by GEB will be provided by own resources of the NRW state and therefore no project resources from EUMOSS will be needed.   |                             |                    |                      |                           |  |  |  |
| <b>Project Management / Implementation (PMI)*****</b>  |                             |                    |                      |                           |  |  |  |
| Partner  | 2% per partner in EUR ***** |                    |                      |                           |  |  |  |
| Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf  | 1.304                       |                    |                      |                           |  |  |  |
| Albeda College   | 1.304                       |                    |                      |                           |  |  |  |
| Tampere College  | 1.304                       |                    |                      |                           |  |  |  |
| Spzsch   | 1.304                       |                    |                      |                           |  |  |  |
| Berufskolleg West  | 1.304                       |                    |                      |                           |  |  |  |
| <b>Total</b>   | <b>6.520</b>                |                    |                      |                           |  |  |  |
| ***** Project management costs are set as 10% of the project total sum for activities and production of results - 2% for each institution e.g. planning finances, coordination and communication between partners, etc., small scale teaching/training materials, tools, approaches etc., virtual cooperation and local project activities (e.g. organisation and mentoring of embedded learning/ training activities, etc.); information, promotion and sharing of project results (e.g. brochures, leaflets, web information, etc.). |                             |                    |                      |                           |  |  |  |
| <b>Budget Overview</b>   |                             |                    |                      |                           |  |  |  |
|  | in EUR                      |                    |                      | in EUR (application form) |  |  |  |
| Activity 1   | 6.571                       |                    |                      | 12155                     |  |  |  |
| Activity 2   | 7.330                       |                    |                      | 11374                     |  |  |  |
| Activity 3   | 7.533                       |                    |                      | 13657                     |  |  |  |
| Activity 4   | 8.386                       |                    |                      | 13970                     |  |  |  |
| Activity 5   | 6.751                       |                    |                      | 8844                      |  |  |  |
| Production of project results (PPR)  | 22.112                      |                    |                      |                           |  |  |  |
| Project Management/Implementation (PMI)  | 6.520                       |                    |                      |                           |  |  |  |
| <b>Total sum:</b>  | <b>65203,33</b>             |                    |                      | <b>60000</b>              |  |  |  |



| College   | Legal Representat | Street             | Postcode | Town          | Country        | EU-representat   | Phone EU-representat | Mailadress | OID | Costs Activity1<br>DE / Essen | Costs Activity2<br>CZ / Pardubice | Costs Activity3<br>NL / Rotterdam | 1.payment in € | Costs Activity4<br>FI / Tampere | Costs Activity5<br>DE / Dusseldorf | Project Management | 2.payment in € | Total  |       |
|---|-------------------|--------------------|----------|---------------|----------------|------------------|----------------------|------------|-----|-------------------------------|-----------------------------------|-----------------------------------|----------------|---------------------------------|------------------------------------|--------------------|----------------|--|-------|
| Berufskolleg West der Stadt Essen   | Mechthild Hils    | Am Westbahnhof 3-5 | 45144    | Essen         | Germany        | Andrea Metschke  |                      |            |     | 429                           | 1833                              | 1782                              | 4044           | 2121                            | 609                                | 1304               | 4034           | 8078   |       |
| Geschäftsstelle für EU-Projekte<br>und berufliche Qualifizierung der<br>Bezirksregierung Düsseldorf | Marlina Hornung   | Am Bonnehof 35     | 40474    | Düsseldorf    | Germany        | Nils Cleve       |                      |            |     | 406                           | 1222                              | 1188                              | 2816           | 1414                            | 406                                | 1304               | 3124           | 5940   |       |
| SPSCH   | Jan Pátek         | Podebradská 94     | 530 09   | Pardubice-Pol | Czech Republic | Lucie Berková    |                      |            |     | 1977                          | 609                               | 1977                              | 4563           | 2121                            | 1977                               | 1304               | 5402           | 9965   |       |
| Stichting Albeda (Albeda College)   | Simone Fredriksz  | Rosestraat 1101    | 3071 AL  | Rotterdam     | Netherlands    | Ellen Quirki     |                      |            |     | 1782                          | 1833                              | 609                               | 4224           | 2121                            | 1782                               | 1304               | 5207           | 9431   |       |
| Tampere Vocational College Tredu  | Tuula Hoivala     | Hepolimminkatu 10  | 33220    | Tampere       | Finland        | Anna-Majja Sirén |                      |            |     | 1977                          | 1833                              | 1977                              | 5787           | 609                             | 1977                               | 1304               | 3890           | 9677   |       |
|   |                   |                    |          |               |                |                  |                      |            |     |                               |                                   |                                   |                |                                 |                                    |                    |                |  |       |
|   |                   |                    |          |               |                |                  |                      |            |     |                               |                                   |                                   |                |                                 |                                    |                    |                | project<br>results                                 | 22112 |
|   |                   |                    |          |               |                |                  |                      |            |     |                               |                                   |                                   |                |                                 |                                    |                    |                | Sum budget as<br>applied at the<br>National Agency | 65203 |
|   |                   |                    |          |               |                |                  |                      |            |     |                               |                                   |                                   |                |                                 |                                    |                    |                | Sum budget as<br>granted at the<br>National Agency | 60000 |
|   |                   |                    |          |               |                |                  |                      |            |     |                               |                                   |                                   |                |                                 |                                    |                    |                | Provided by own<br>resources of the<br>GEB         | 5203  |

## Application

|                    |   |    |
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| Call               | 2021  |    |
| Round              | Round 2   |    |

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## Context

| Field                           | Vocational Education and Training                       |                               |   |                                   |
|---------------------------------|---|-------------------------------|---|-----------------------------------|
| Project Title                   | EUMOSS - EUropean MOdules in the Security Sector in VET |                               |   |                                   |
| Project Acronym                 | EUMOSS  |                               |   |                                   |
| Project Start Date (dd/mm/yyyy) | Project total Duration (Months)                         | Project End Date (dd/mm/yyyy) | National Agency of the Applicant Organisation                                     | Language used to fill in the form |
| 01-03-2022                      | 24  | 01-03-2024                    | DE02 - Nationale Agentur Bildung für Europa beim Bundesinstitut für Berufsbildung | English                           |
| Project Lump sum                | 60000   |                               |   |                                   |

For further details about the available Erasmus+ National Agencies, please consult the following page: [We are here to help](#)

## Priorities and Topics

All project proposals under the Erasmus+ Programme should contribute to one or more of the programme's policy priorities.

Please select the most relevant priority according to the objectives of your project.

HORIZONTAL: Addressing digital transformation through development of digital readiness, resilience and capacity

If relevant, please select up to two additional priorities according to the objectives of your project.

VET: Adapting vocational education and training to labour market needs

Please select up to three topics addressed by your project.

Digital skills and competences

Quality assurance

Development of training courses

## Project description

### Description

What are the concrete objectives you would like to achieve and outcomes or results you would like to realise? How are these objectives linked to the priorities you have selected?

EUMOSS – European Modules in the Security Sector in VET is a project carried out by four vocational colleges that work in VET of students in the security services industry plus the applicant institution that belongs to the education authority and is responsible for the coordination and successful outcome of the project.

In the past years the security sector has become more and more important in Europe. There is a wide range of tasks of security officers: event security, border control, protecting property and premises of companies and public bodies, security check at airports, stations and in courts. Also statutory tasks that belonged to the remit of the police, customs or other state institutions are transferred to security services. In addition the companies receive contracts at plus across borders. The private security job market is expanding and is reflected in the growing number of students at colleges that work in this sector.

Though there are country-based differences the security sector faces a number of immediate and future employment challenges e.g. accelerating the integration of traditional on-site guarding with remote and mobile guarding (<https://www.coess.org/projects-and-standards.php?page=anticipating-employment-change>).

Previous co-operation in other contexts has envisioned that also security VET in the EU countries differs in various ways: qualification of and professionalization measures for the teachers, on-site teaching facilities, standard of digital equipment of the students, Curricula, didactical and methodical approach in teaching and duration of lessons and training. Moreover there are differences on behalf of students age, entry qualification and background. Eventually, the COVID pandemic has shown the importance of digital teaching and challenges for both teachers and students.

Thus EUMOSS focusses on the corporate work of professional teachers experienced in security VET to exchange expertise, by sharing good practise and developing an innovative digital training module that can be used locally but also in cooperation transnationally. It will be implemented into the existing curricula of the participants and shall cover the constantly growing needs and challenges of the European labour market for employees in security services. The module is seen as an exemplary milestone to in the long run get to a 'European curriculum for security VET'. To make this objective available to third parties, especially other European colleges working in this field of VET, the second objective of EUMOSS is to document the results of the activities/meetings plus digital learning module by publishing a reader at the end. It can be used as a guideline for future initiatives of similar interest.

The two objectives described cover the selected priorities 'digital transformation through development of digital readiness, ...' as well as 'adapting vocational training to labour market needs'.

Please outline the target groups of your project

The work in the EUMOSS project addresses teachers of colleges for vocational training in Finland, Germany, the Czech Republic and the Netherlands that are working in the training of students who want to work in security services.

The teachers teach professional subjects according to the country-based curricula and the title of the subjects might differ, but basically they include law, economy based knowledge, business processes, mechanical and electronic security systems, IT systems used in security, 'intervening appropriately', communication, the country-specific language and a foreign language, as a rule English as lingua franca.

As an add on to their regular teaching some of the participating teachers also have other functions within their institution with regard to EU-projects and have experience in education related European projects.

Some of the teachers have vocational experience in the subjects they are teaching due to the fact that some of them have worked in security services or similar sectors, as police officers or attorneys before starting their career at the vocational college.

The participating teachers in the project have at least 2-year experience in teaching security officers and relevant knowledge of didactics and methodical approaches to curriculum based topics. They have at least basic knowledge of digital tools and programmes to be used in face-to-face and online teaching and are involved in the college's implementation of teaching concepts into the curriculum - which has normally to be updated on an annually basis.

The developed outcomes in this project will be strongly linked to the students' needs and qualifications to work on the European labour market.

The age of the students in security officers VET differs from country to country depending on the organization and level of training. In full-time-training programmes on EQF level 2 the students are 16-18 years of age. The training consists of full-time training at school and 4-6 weeks work placements in companies. Level 3 students are at least 18 years old and the training can either be organized as with level 2 students or be an apprenticeship. The latter is common in Germany whereas in Finland, the Netherlands and in the Czech Republic apprenticeships only account for a smaller percentage of students. To get an apprenticeship the student applies at a company and is fully integrated into the business processes getting practical training at work and theoretical training at the vocational college. Also here school organization can differ - 4 weeks in the company and on block release at school or they follow classes only once or twice a week. With all training levels students can also acquire a higher school certification.

Nine out of ten students in security VET are male. A high percentage has migration background and already speaks a

second language. The students come from every section of society and entry qualifications differ a lot.

Please describe the motivation for your project and explain why it should be funded

Previous bilateral work between the Berufskolleg West der Stadt Essen in Germany with the Albeda College in Rotterdam has shown that not only the training organization differs (Dual System versus Full time schooling) but also teaching methods (teacher orientated teaching vs. using digital tools), content (technical subject orientated vs. communication orientated teaching) and duration of the training on all EQF levels. Also there is a striking imbalance regarding the colleges educational facilities. That project called 'Support of cross-border activities between North Rhine-Westphalia and the Netherlands in the school sector' was also coordinated by the GEB and financed by the state chancellery of North Rhine-Westphalia in 2019. The listed differences could also be seen when evaluating progress reports of past mobilities of students and staff (of colleges and companies) to Finland and the Czech Republic.

Though the conditions for teaching in security VET in the partner countries differ a lot, there are common grounds regarding VET teaching objectives: to qualify the target group of students for the European labour market and thereby to meet the challenges of the usage of digitalization in VET by professionalizing and updating one's teaching competencies.

The motivation for this project is therefore to work in a multi-professional team of teachers that are experts in their professional subjects and teaching methods. They can exchange experience and through mutual inspiration enhance teaching competencies methodically plus didactically.

The five on-site project activities will give the opportunity to work in a closed and not distracting learning environment which allows to focus on chances and limitations of the individual teaching approaches and draw conclusions as to their applicability and feasibility for the other partners' education systems.

Working in multi-professional teacher teams with different professional backgrounds is a key factor to professionalize teachers as they profit from each other's expertise and experience and may use their newly-acquired knowledge to critically reflect their own individual situations, assess rooms for improvement and implement desirable changes to their own systems.

Past exchange of students in this field and visits of staff have motivated everybody to work together more intensively.

All partners support the European idea and want to transfer it to students – students who want to work in the security sector should be prepared during their training for the challenges on the European labour market ahead of them.

The partners are sure that the outcomes and results this project are of interest and added value for other institutions in Europe working in security VET.

The GEB as the project's coordinating institution and office for the development of vocational education as part of the school authority therefore supports this initiative as a means to quality improvement in VET with European dimension.

How does the project address the needs and goals of the participating organisations and the identified needs of their target groups?

On the level of the applying institution:

The GEB - Office for European Union Projects and Vocational Qualification of the District Government Düsseldorf is an international oriented department of the VET department and consulting institution for 78 vocational colleges providing all vocational branches with 77000 teachers and 167000 students, 93000 of them in the Dual System. GEB provides also a strong connection to ministries and is involved in the curriculum development. Its objective is to foster cooperation in VET on the local, regional, European and international level. It supports the qualitative development in VET and exchange of good practice. VET including European mobility has a big impact on the economic development in the region. The project objectives contribute to the improvement of the quality in security VET and is an added value for the regional and European labour market.

On the level of the participating colleges:

Taking part in this project is part of the colleges internationalization strategy and supports the professionalization of staff. In particular, it enhances the quality standard of teaching both in the classroom and online. It has a positive and sustainable impact on vocational qualification issues by implementing profession-orientated and digital elements into the colleges curricula.

It also aligns to the Osnabrück Declaration ([https://www.cedefop.europa.eu/files/osnabrueck\\_declaration\\_eu2020.pdf](https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf)). EUMOSS, too, is an image gain with regard to the local and/or regional competition with other colleges regarding the colleges attraction for potential students and fosters cooperation with other educational institutions (i. e. companies, chamber of commerce, associations).

On the level of the target group - teachers in security VET:

EUMOSS enhances in particular the professional and digital competence of security VET staff. By exchanging expertise on the European level on teaching in this sector and by profound analysis of European educational systems, country-

specific curricula plus the institutional and personnel preconditions in the participating countries, the teachers can optimize own lessons and moreover upgrade them by a digital module. Based on the multilateral exchange and assessment regarding EU-competencies that security officers need at work the teachers can adjust their present learning units by the outcomes of this project.

All participants will get the EUROPASS as an official certification instrument on the skills they acquired on the activities.

On the level of the students – resulting from the outcomes of the project:

The students of the partner colleges will benefit from EUMOSS outcomes by getting a profession-orientated and digital learning module that is student-tailored to his/her needs. It is aligned to challenges demanded by the security sector (<https://www.coess.org/projects-and-standards.php?page=anticipating-employment-change>).

#### What will be the benefits of cooperating with transnational partners to achieve the project objectives ?

This project will be a win-win-situation for the participating institutions.

All partners are experts in VET on their systemic level and in close cooperation with regional companies, associations and chambers of commerce. Resulting from this all participants have comprehensive knowledge about the security sector. In addition the GEB is part of the school authority and experienced in the design of curricula plus is in strong contact to ministries, hence the GEB is an experienced partner regarding implementing learning units into curricula.

All partners have long-time experience in the educational work on a European level and are motivated to internationalize their institutions and to contribute to the development of VET in Europe also regarding quality development.

The participating teachers in the project are qualified and professional experts in the security sector they are teaching in and contribute with their expertise to the success of the projects outcomes.

Transnational exchange of expertise is inspiring for the participants and reveals new opportunities in teaching approaches and methods.

Comparing the national systematic, institutional and organizational conditions leads to a better understanding of the country-based differences and/or similarities and reveals the needs and challenges for security VET on the European level and thus new opportunities in teaching future security officers.

The transnational cooperation moreover will motivate the teachers to strengthen their competences, in EUMOSS in particular professional competence, digital competence and European competence. It may open also the eyes for hidden competences.

Past communication among the partners via Teams in preparation of the project has shown that there are differences in topics being taught between the Finnish, Dutch, German and Czech security VET regarding e.g. using VR technology, usage of special locking systems, teaching of predictive profiling and many more. Getting to know curricula from other countries and assessing them as to applicate parts of it in one's own system or even supplement it with a Europe-orientated module contributes to also the profiles of the partner institutions.

Security services are transnational and so should be the training of future security officers. Exchange of expertise on a European level will help to further develop the students' European competences and finally the students-tailored outcomes will contribute to the future of security officers to stay competitive on the European labour market.



## Participating Organisations

To complete this section, you will need your organisation's identification number (OID). Since 2019, the Organisation ID has replaced the Participant Identification Code (PIC) as unique identifier for actions managed by the Erasmus+ National Agencies.

**If your organisation has previously participated in Erasmus+ with a PIC number, an OID has been assigned to it automatically. In that case, you must not register your organisation again.** Follow this link to find the OID that has been assigned to your PIC: [Organisation Registration System](#)

You can also visit the same page to register a new organisation that never had a PIC or an OID, or to update existing information about your organisation.

### Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf (E10092766)

| Applicant organisation<br>OID | Legal name  | Country |
|-------------------------------|---|---------|
| E10092766                     | Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf | Germany |

#### Applicant details

|            |   |
|------------|---|
| Legal name | Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf |
| Country    | Germany   |
| Region     | NORDRHEIN-WESTFALEN   |
| City       | Düsseldorf  |
| Website    | <a href="http://url.nrw/GEB">http://url.nrw/GEB</a>   |

#### Profile

|                                    |                      |
|------------------------------------|----------------------|
| Is the organisation a public body? | Yes                  |
| Is the organisation a non-profit?  | Yes                  |
| Type of Organisation               | Regional Public body |

#### Background and experience

Please briefly present your organisation.

##### What are the organisation's main activities?

The district government in Düsseldorf, North Rhine-Westphalia, is a public authority on NUTS-2 level. The VET department is responsible for 70 vocational educational colleges providing all vocational branches with 7.700 teachers and 160.000 students - 90.000 of them in the Dual System, 32.000 disadvantaged and 1.300 students with special needs. GEB - as an international oriented part of the VET department - has expertise in the coordination of international projects as well as in the financial administration for the accounting of the project. GEB offers consulting for vocational colleges, small and medium enterprises (SME) and other partners in VET. It provides support to teachers to develop concepts of how to respond more flexibly and appropriately to the needs of their target groups and to design flexible, open and participatory training models for increasing quality in VET courses/ learning abroad. GEB provides strong connections both to vocational colleges and ministries.

##### What are the organisation's activities in the field of this application?

Since 1999 the GEB as applicant and partner organization for EU-Projects has gained experience in realization, coordination and evaluation of numerous EU-Projects of different types. The staff (one fulltime and nine parttime members) is well experienced in managing European projects, especially in ERASMUS+ programs as well as in INTERREG and ESF projects (as applicant organization). GEB has experience in managing all financial and organizational aspects and can rely on the administration of the district government. GEB has also experience in monitoring the quality of the project and its results. GEB will foster cooperation and dialogue between the partners. It guides the development processes and will monitor the activities and results of the project. GEB will coordinate and monitor evaluation, dissemination and the publication strategy of the project plus share conclusions with other similar programs. A staff member involved in EUMOSS will be Nils Cleve.

**What profiles and age groups of learners are concerned by the organisation's work?**

GEB primarily co-operates with vocational colleges in North Rhine-Westphalia plus other regional universities, institutions and chambers involved in VET training. GEB provides also strong partnerships with ministries and it works within a European network of partners working in VET. Therefore the target group are teachers and staff working in the field of VET.

Learners addressed are all students in VET trainings from certified technicians and apprentices to students in full-time vocational training and students with special needs in the transition system.

**How many years of experience does the organisation have working in the field of this application?**

22

| Action Type  | Number of project applications | As Applicant               |                            | As Partner or Consortium Member |                            |
|--|--------------------------------|----------------------------|----------------------------|---------------------------------|----------------------------|
|  |                                | Number of granted projects | Number of granted projects | Number of project applications  | Number of granted projects |
| VET learner and staff mobility (KA102)                               | 3                              | 3                          | 0                          | 0                               | 0                          |
| Strategic Partnerships for vocational education and training (KA202) | 2                              | 1                          | 2                          | 0                               | 0                          |
| VET learner and staff mobility with VET mobility charter (KA116)     | 3                              | 3                          | 0                          | 0                               | 0                          |

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

## Partner Organisations

| Partner organisation OID | Legal name                                  | Country        |
|--------------------------|---|----------------|
| E10017836                | Berufskolleg West der Stadt Essen           | Germany        |
| E10121802                | Střední průmyslová škola chemická Pardubice | Czech Republic |
| E10206036                | TAMPEREEN KAUPUNKI                          | Finland        |
| E10016329                | Stichting Albeda                            | Netherlands    |

### Berufskolleg West der Stadt Essen (E10017836)

#### Partner organisation details

|            |                                   |
|------------|-----------------------------------|
| Legal name | Berufskolleg West der Stadt Essen |
| Country    | Germany                           |
| Region     | NORDRHEIN-WESTFALEN               |
| City       | Essen                             |
| Website    | www.berufskolleg-west.de          |

#### Profile

|                                    |   |
|------------------------------------|---|
| Is the organisation a public body? | Yes   |
| Is the organisation a non-profit?  | Yes   |
| Type of Organisation               | School/Institute/Educational centre – Vocational Training (secondary level) |

#### Background and experience

Please briefly present your organisation.

##### What are the organisation's main activities?

The 'Berufskolleg West der Stadt Essen' is a vocational college in Essen, Germany, that offers full-time and part-time courses (Dual System) in the field of Metalwork and Machinery, Chemistry and Plastics Engineering as well as the field of Security Services. Also groups of refugees and students with special needs are being trained since 2015. In addition we offer a full-time (two years training) and part-time in evening classes (three years training) the (Advanced) Specialized School for Engineering in the branch of Machinery and (Advanced) Specialized School for Engineering in the branch Automation – digital production technology.

At the moment there are 73 teachers and 1453 students.

On the local and regional level we cooperate with 496 companies, the chamber of commerce and social institutions.

On the European level we have been working in EU-projects for more than 20 years and are an experienced partner for student and staff mobilities - also active in the development of projects.

##### What are the organisation's activities in the field of this application?

The department of the training for Security Services exists since 2002 and is the biggest at our college. Altogether 15 teachers are teaching either professional or general subjects to 15 classes with 349 students. We offer apprenticeships ('Dual System' -practical training at the company - theoretical at the college) for 'protection and safety specialist' or 'safety and security staff' (in general: security officers) that last either three or two years. In addition we offer full-time classes in the security sector as a means to get the MSA (GCSE) and prepare for the apprenticeship. We co-operate in the security sector with in total 218 companies in two federal states in Germany. On the national level we have regular meetings with colleagues of vocational colleges and representatives of the companies and the chamber of commerce in order to keep the training up-to-date. On the European level we co-operate with one college in Finland, one in the Czech Republic and two in the Netherlands.

##### What profiles and age groups of learners are concerned by the organisation's work?

The Berufskolleg West concentrates on teaching apprentices in the Dual System in the above mentioned sectors. The

age of the target group differs a lot - most of the apprentices are 18-23 years old. In the security sector they are sometimes up to 34 years of age.

The students in full-time vocational classes for Machinery and Metalwork or Security Services are 15-18 years old either gaining the MSA (one year training) or A-level (two-year training). Students in 'Foundation courses in Machinery and Metalwork' as well as students in classes for students with special needs and/or refugees gain secondary school certificates.

Students in classes of the (Advanced) Specialized School for Engineering have already finished an apprenticeship, are already working in companies in technical sectors and do evening classed to get a diploma as a certified technician. There is a huge diversity among the students regarding social, ethnic and migration background and entry educational levels.

How many years of experience does the organisation have working in the field of this application?

20

| Action Type  | As Applicant                   |                            | As Partner or Consortium Member |                            |
|--|--------------------------------|----------------------------|---------------------------------|----------------------------|
|  | Number of project applications | Number of granted projects | Number of project applications  | Number of granted projects |
| School education staff mobility (KA101)                          | 3                              | 3                          | 0                               | 0                          |
| VET learner and staff mobility (KA102)                           | 4                              | 4                          | 0                               | 0                          |
| VET learner and staff mobility with VET mobility charter (KA116) | 2                              | 2                          | 0                               | 0                          |
| School Exchange Partnerships (KA229)                             | 1                              | 1                          | 2                               | 0                          |
| Small-scale partnerships in vocational education and training    | 0                              | 0                          | 1                               | 0                          |
| Cooperation partnerships in school education                     | 0                              | 0                          | 1                               | 0                          |

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

## Střední průmyslová škola chemická Pardubice (E10121802)

### Partner organisation details

|            |   |
|------------|---|
| Legal name | Střední průmyslová škola chemická Pardubice |
| Country    | Czech Republic                              |
| Region     | Pardubický kraj                             |
| City       | Pardubice-Polabiny                          |
| Website    | www.spsch.cz                                |

### Profile

|                                    |   |
|------------------------------------|---|
| Is the organisation a public body? | Yes   |
| Is the organisation a non-profit?  | Yes   |
| Type of Organisation               | School/Institute/Educational centre – Vocational Training (secondary level) |

### Background and experience

Please briefly present your organisation.

#### What are the organisation's main activities?

Upper Secondary School of Chemistry (SPSCH) is a dynamically developing school with a trans-regional overlap with more than 70 years of tradition. The fields studied at the school are unique not only in the Pardubice region, but also in the whole Czech Republic. SPŠCH Pardubice is a state school established in 1953 and situated in the region with a highly developed chemical and electro technical industry. One of its priorities is cooperation with Synthesia a.s., SYNPO a.s., University of Pardubice, Fire Rescue Service of the Czech Republic, Population Protection Institute. The school is a member of several international and national networks. It has long term strategic priorities in digitalisation, introducing innovation in education and greener educational environment. The school is a center of lifelong learning. It has the right to use the logo of Responsible Care and has implemented the quality management system ISO 9001:2008. The school has excellent conditions for teaching.

#### What are the organisation's activities in the field of this application?

Students and staff are active participants in Erasmus+ projects. The school is active in international projects that involve the development of teaching and learning methodologies and has been cooperating with schools and companies in many countries. SPSCH is very much interested in exchanging good practice in teaching security and law students. All teachers prior to being teachers have been professionals in their fields of security and safety. EUMOSS is a unique opportunity to exchange best practices, know-how on teaching in such a field in a much more efficient and consistent way. This would not happen without such projects. We see great potential of implementation of gained knowledge into practice within and after such a project. Our teachers are ready to showcase, contribute to the project outcome development and also learn from foreign colleagues. We are implementing different innovative technologies: tablets, AR, 360 degree videos and would like to exchange ideas to this topic.

#### What profiles and age groups of learners are concerned by the organisation's work?

SPSCH Pardubice offers education in these study programmes:

- Applied Chemistry with specializations in Analytical Chemistry, Chemical-pharmaceutical Production, Pharmaceutical Substances, and Analyses of Chemical and Biological Materials.
- Fire Protection
- Cosmetic Services
- Safety and Legal Studies.

It also offers two vocational programmes: Hairdresser and Chemist.

At present it has 1050 students. There are 158 employees, 122 of them being teachers.

Mainly our learners are between 15-19 years old. We also have requalification courses where employees of some companies are sent for special qualification and their age is not defined.

How many years of experience does the organisation have working in the field of this application?

9



| Action Type   | As Applicant                   |                            | As Partner or Consortium Member |                            |
|---|--------------------------------|----------------------------|---------------------------------|----------------------------|
|   | Number of project applications | Number of granted projects | Number of project applications  | Number of granted projects |
| School education staff mobility (KA101)   | 6                              | 4                          | 0                               | 0                          |
| VET learner and staff mobility (KA102)  | 5                              | 5                          | 2                               | 0                          |
| Youth mobility (KA105)  | 2                              | 0                          | 0                               | 0                          |
| Strategic Partnerships for school education (KA201)   | 0                              | 0                          | 8                               | 1                          |
| Strategic Partnerships for vocational education and training (KA202)                        | 9                              | 6                          | 9                               | 3                          |
| Strategic Partnerships for Schools Only (KA219)   | 1                              | 1                          | 3                               | 1                          |
| VET learner and staff mobility with VET mobility charter (KA116)                            | 2                              | 2                          | 0                               | 0                          |
| School Exchange Partnerships (KA229)  | 5                              | 1                          | 8                               | 4                          |
| Partnerships for Digital Education Readiness (KA226)  | 1                              | 1                          | 0                               | 0                          |
| Accredited projects for mobility of learners and staff in vocational education and training | 1                              | 0                          | 0                               | 0                          |
| Cooperation partnerships in school education  | 0                              | 0                          | 1                               | 0                          |
| Cooperation partnerships in vocational education and training                               | 1                              | 0                          | 1                               | 0                          |
| Cooperation partnerships in youth   | 0                              | 0                          | 1                               | 0                          |

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

## TAMPEREEN KAUPUNKI (E10206036)

### Partner organisation details

|            |                    |
|------------|--------------------|
| Legal name | TAMPEREEN KAUPUNKI |
| Country    | Finland            |
| Region     |                    |
| City       | TAMPERE            |
| Website    | www.tampere.fi     |

### Profile

|                                    |   |
|------------------------------------|---|
| Is the organisation a public body? | Yes   |
| Is the organisation a non-profit?  | No  |
| Type of Organisation               | School/Institute/Educational centre – Vocational Training (secondary level) |

### Background and experience

Please briefly present your organisation.

#### What are the organisation's main activities?

Our OID code and official address refers to the city of Tampere. Tampere is the 3rd largest city in Finland and a centre of 2nd largest regional in Finland. Tampere Vocational College Tredu is a large regional VET provider and owned totally by the city of Tampere. Tredu has 18 000 students and 1200 staff members on 14 campus areas in Tampere region. This makes Tredu the second largest VET provider in Finland. There are various VET study possibilities for youngsters (15+), adults and apprentices on work-based learning. All VET studies are realized as competence-based in real working life situations and environments. Also learning outcomes are evaluated by skills demonstrations. Tredu also provides further study modules for companies and individuals. Tredu has license to provide education in Finnish and English languages, has expertise on special needs students, migrants and other individualization needs.

#### What are the organisation's activities in the field of this application?

Safety and security VET is important part of vocational qualifications Tampere Vocational College. Most students continue their working life on the private security sector companies, but students may also continue studies on the university level. Tampere is also the only location of Finnish police officer education (University level). In Tredu there are plans to develop also further and specialist VET qualifications in the security sector. In this sector private employment needs of skilled labor are on constant increase and security VET development and security matters are considered one of Tredu's strategic priorities. Also new technologies and digitalization of work environments are on constant change and reflect study modules development. Tredu has received and sent abroad security VET students to Germany (Essen) for Erasmus+ periods for many years. Now with EUMOSS modules we are planning to further develop studies, international mobilities and cooperation with EUMOSS partners.

#### What profiles and age groups of learners are concerned by the organisation's work?

Tredu educates VET students of all ages. The youngest students start studies at the age of 15-16.

#### How many years of experience does the organisation have working in the field of this application?

12

| Action Type   | As Applicant                   |                            | As Partner or Consortium Member |                            |
|---|--------------------------------|----------------------------|---------------------------------|----------------------------|
|   | Number of project applications | Number of granted projects | Number of project applications  | Number of granted projects |
| VET learner and staff mobility (KA102)  | 2                              | 2                          | 0                               | 0                          |
| Adult education staff mobility (KA104)  | 1                              | 1                          | 0                               | 0                          |
| Youth mobility (KA105)  | 1                              | 0                          | 0                               | 0                          |
| Strategic Partnerships for school education (KA201)   | 0                              | 0                          | 10                              | 4                          |
| Strategic Partnerships for vocational education and training (KA202)                        | 3                              | 3                          | 14                              | 6                          |
| Strategic Partnerships for adult education (KA204)  | 0                              | 0                          | 5                               | 2                          |
| Strategic Partnerships for youth (KA205)  | 0                              | 0                          | 2                               | 0                          |
| Strategic Partnerships for Schools Only (KA219)   | 0                              | 0                          | 4                               | 2                          |
| VET learner and staff mobility with VET mobility charter (KA116)                            | 4                              | 4                          | 5                               | 5                          |
| School Exchange Partnerships (KA229)  | 0                              | 0                          | 1                               | 1                          |
| Partnerships for Digital Education Readiness (KA226)  | 0                              | 0                          | 2                               | 2                          |
| Partnerships for Creativity (KA227)   | 0                              | 0                          | 1                               | 1                          |
| Accredited projects for mobility of learners and staff in vocational education and training | 1                              | 0                          | 0                               | 0                          |
| Cooperation partnerships in vocational education and training                               | 0                              | 0                          | 1                               | 0                          |

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

## Stichting Albeda (E10016329)

### Partner organisation details

|            |                  |
|------------|------------------|
| Legal name | Stichting Albeda |
| Country    | Netherlands      |
| Region     | Zuid-Holland     |
| City       | Rotterdam        |
| Website    | www.albeda.nl    |

### Profile

|                                    |   |
|------------------------------------|---|
| Is the organisation a public body? | No  |
| Is the organisation a non-profit?  | Yes   |
| Type of Organisation               | School/Institute/Educational centre – Vocational Training (secondary level) |

### Background and experience

Please briefly present your organisation.

#### What are the organisation's main activities?

Albeda is a comprehensive school for intermediate VET and adult education in Rotterdam. Approximately 20,000 students follow an education under the supervision of about 2,000 employees. It offers over 350 qualification possibilities on 40 locations in 13 colleges. It works in the area of Healthcare, Welfare, Service Provisioning, Food, Technology and Economics.

Our mission is to educate the Rijnmond citizens to become professionals with sustainable employability. In this way we strengthen the economy and vitalization of society in the city and Region. Albeda cooperates in various manners. The objective of this cooperation is to improve the connection between the types of education within a learning programme, but also to optimize the connection between education, government and the business community. Albeda included internationalisation in the strategic policy plan as well as in the educational vision and prepares students and employees for the international and multicultural society.

#### What are the organisation's activities in the field of this application?

Our security education is a part of the Albeda Facility and Safety college. There are locations in Rotterdam- South, Rotterdam Airport and Maassluis where students can apply for a Security education. The basic level starts with a level we call 'level 2'. This level gives a student the ability to fulfil a general position in the security branches. You could think of a mall-guard, mobile security guard, guarding public and private places like a museum, an event, a cinema and company buildings etc.

The level three Security Guard (Level 3) contains the basic level two with an extra dimension of managing and administration capacities. It also contains a deeper approach of the material that primarily is handed to the level 2 students. You can find these student almost at the same positions as a level two student, but they have more responsibilities during their profession.

We have added two specialisations within our Security curriculum: Detention Security Guard and Aviation Security Guard.

#### What profiles and age groups of learners are concerned by the organisation's work?

We employ a diversity of experienced teachers/counsellors who teach/guide in the following subjects:

- Law
- Security knowledge (security-theories)
- Predictive Profiling
- Prison law
- Aviation Security
- X-Ray handling/screening

- Communication to deescalate during aggression
- Physical exercise / Primary self-defence

Teachers/counsellors in the average aging of 35-45 years.

How many years of experience does the organisation have working in the field of this application?

20

| Action Type   | As Applicant                   |                            | As Partner or Consortium Member |                            |
|---|--------------------------------|----------------------------|---------------------------------|----------------------------|
|   | Number of project applications | Number of granted projects | Number of project applications  | Number of granted projects |
| VET learner and staff mobility (KA102)  | 3                              | 3                          | 0                               | 0                          |
| Adult education staff mobility (KA104)  | 2                              | 2                          | 0                               | 0                          |
| Strategic Partnerships for vocational education and training (KA202)                        | 1                              | 0                          | 8                               | 5                          |
| Strategic Partnerships for adult education (KA204)  | 0                              | 0                          | 1                               | 0                          |
| Higher education student and staff mobility within programme countries (KA103)              | 1                              | 0                          | 0                               | 0                          |
| VET learner and staff mobility with VET mobility charter (KA116)                            | 4                              | 4                          | 0                               | 0                          |
| Partnerships for Digital Education Readiness (KA226)  | 0                              | 0                          | 1                               | 1                          |
| Accredited projects for mobility of learners and staff in vocational education and training | 1                              | 0                          | 0                               | 0                          |

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.



## Cooperation arrangements

How was the partnership formed? What are the strengths that each partner will bring to the project?

The initiative to work on EUMOSS within this network of partners was taken by colleagues from the security department at the Berufskolleg West in early 2020. The idea had come up after concluding successfully a bilateral project between the Berufskolleg West der Stadt Essen and the Albeda College in Rotterdam. The project then - financed by the Ministry of Education in North Rhine-Westphalia - dealt with the 'promotion of cross-border co-operation in education between North Rhine-Westphalia and the Netherlands and Belgium'. The project work revealed that though in both countries challenges on the European labor market for security officers were quite the same, whereas the organization of the training, training methods, lessons and the organization of the final degree was completely different.

In addition, the colleagues had co-operated with the institutions in the Netherlands and Finland in another contexts, e.g. KA1-Erasmus+-programme - exchanging students and staff. The contact to the institution in the Czech Republic was initiated by the head of the European Office of the district government of Düsseldorf (GEB) who had worked with this college in another context and was addressed by the Czech partner whether he had contacts to colleges working in the field of security services. This resulted in the visit of Spzsch staff in late 2019, just before the lockdown due to the COVID pandemic.

After sending a first draft on the idea of EUMOSS and despite of the pandemic intense exchange continued via e-mail and in a video conference. This period to a certain extent also contributed to the project idea as it rose the awareness of the importance of digitalization in the classroom on the teacher level.

Each participating institution in EUMOSS can contribute to a successful outcome since all colleges have long-time experience in working within European programmes and projects even if not experience in former KA2 projects. Some are even an accredited institution and/or had a VET Mobility Charter in the first ERASMUS+ phase.

They have a team of teachers/staff experienced within bi- or multilateral projects though the organization of the internationalization team in the institutions differ. The institutions have the commitment of the institutions management to enhance the EU-work on the security sector.

Except for the GEB the colleges have professional teachers who are experts in the subjects they teach in the security department. Some teachers even have worked in the security industry and gained expertise in the field they are teaching in (law, technical security, fire-prevention, IT, profiling, communication,...) Strengths of the partners can also be found in the different conditions of school organization and standards on the colleges premises regarding school equipment or ancillary facilities thus enabling opportunities for the partners to examine and assess different approaches to teaching.

How will you ensure sound management of the project and good cooperation and communication between partners during project implementation?

The aim of the project management is to

- complete the project objectives
- ensure an adequate execution of the project with regard to schedule and calculation
- be aware of quality assurance and matching of parameters

The GEB as the applying institution takes over the coordination of all accruing matters as billing as part of the project. GEBs finance department (Dezernat 48) and GEB staff (in particular Nils Cleve) will support the coordinator. The cooperation is to be ensured by the overall project concept. In this context the underlying coordination meeting structure is judged as fundamental for the whole project.

Apart from this, various communication patterns are used in order to ensure a respectable basis for communication. Between the activities the internal communication is maintained by the use of email. A mutual project plan will ensure that all necessary controls are incorporated into the project (time-cost-scope = quality).

The Finnish partner has already organized access for all participants in EUMOSS to the Tampere College's Microsoft Teams account as a tool for video conferences and sending messages as well as local storage of important documents/files.

The coordinator will ensure a regular and sustained basis, time management and budget monitoring the project through the Teams account bringing together three types of data required for monitoring and assessment of the successful project coordinator:

- Forecast data:

Forecast data include the re-planning (project plan) made at the application stage and refined during the preparation phase for each of the partners and detailed financial tables based on the application. These documents form the basis of the project and the cornerstone of the contractual relationship between the coordinator and the National Agency as well as between coordinator and partners. They serve as reference to the coordinator and allow comparing the estimated costs with actual expenditures at all times.



-three-monthly budget expenditure update by the partners

During the preparation phase, the coordinator will set up the leaves for financial declaration. This especially includes the financial processing of all costs which arise from project meetings (coordination meetings etc.) as well as the management of time resources for the development of the sheets. The coordinator is able to provide an overview about expenditures and remaining budget after the data collection. This information will be shared between partners and the coordinator. It allows transparency. Furthermore the budget and timetable follow-up will be done constantly by uploading it in Teams.

- Data on results and intermediate outcomes

The coordinator will upload on Teams all data, resources, reports, intermediate or final productions on all activities. It allows the coordinator to validate data reported based on tangible results and to assess the relative cost-effectiveness.

Have you used or do you plan to use Erasmus+ platforms for preparation, implementation or follow-up of your project? If yes, please describe how.

The GEB always used Erasmus+ platforms for looking for partners, for sharing expertise, for getting an overview about other EU activities in VET and for dissemination purposes.

For dissemination purposes we will use EPRP - the Erasmus+ Project Results Platform. This platform is a means for other institutions - possibly also other ones working in the field of security services - to provide detailed information on the outcomes of EUMOSS.

Next to the content of our project EPRP also provides information about our network which could motivate other organisations either to use our project results for their own purposes or to contact the participating organizations in EUMOSS for possible future initiatives in Erasmus+ or in general for collaborative activities in the field of security VET.

Secondly, the eTwinning platform is an option for the project with regard to communication purposes and sharing information and documents on the progress of EUMOSS. However, in the preparatory phase we have worked successfully with Microsoft Teams.

It will be discussed in the course of the project whether eTwinning might also be part of the planned digital learning module for future transnational lessons with students in security services.

Please describe the tasks and responsibilities of each partner organisation in the project.

All partners have experience in working on European projects, Each partner organization in EUMOSS will prepare a presentation regarding the country-specific educational system and curriculum for security officers. In addition, as a base for the first meeting, the partners have to be prepared to comment on the national security VET qualifications, needs for the security officers on the labour market and country-based possibilities and/or restrictions regarding teaching with digital means.

For the on-site-project meetings the hosting partner institutions are responsible for the preparation (local transport and transport to/from airport or main station, organization of accommodation, programme for the meeting, planning of visits and activities, booking conference locations,..) and support during the activity. The hosting organization will also be responsible for the assessment of the activity and be in charge of writing minutes and of recording the activities (programme, topics discussed, results). The have to be delivered to the project coordinator in a timely manner.

All participating institutions will select competent participants for the meetings and eventually will have to actively contribute to the final report.

The GEB as the applying institution will be responsible for the realization, coordination and evaluation of the project. The responsible staff members are well experienced in managing all financial, administrative and organizational aspects. GEB will monitor the quality of the project and guide the development processes of the project. It will monitor the activities and results of the project. Finally, GEB will coordinate and monitor evaluation, dissemination and the publication strategy of the project. The responsibility for meetings and the timetable of the project etc. also lies with the GEB.

As a special responsibility Tampere College has agreed to assume the technical support of the project and installed access for the participants to Tampere College's Microsoft Teams account.

## Activities

All the activities of a Small-scale Partnership must take place in the countries of the organisations participating in the project. In addition, if duly justified in relation to the objectives or implementation of the project, activities can also take place at the seat of an Institution of the European Union, even if in the project there are no participating organisations from the country that hosts the Institution.

In the following sections, you are asked to provide details about each project activity.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please include in the section below all planned activities and indicate the grant amount allocated to each one. Keep in mind that the total amount should be equal to the project lump sum requested.

| Activity Title   | Activity duration (in days) | Grant amount allocated to the activity (EUR) |
|--|-----------------------------|--|
| Kick-off meeting; getting acquainted with colleagues; exchanging experience in teaching security officers and analyzing target group | 4                           | 12 155                                       |
| Comparing Curricula and the European dimension of the training of security officers  | 4                           | 11 374                                       |
| Challenges for teachers in VET training for security officers coping with digitalization in the classroom                            | 4                           | 13 657                                       |
| Exchanging teaching expertise to enhance the quality of training security officers by transnationally used digital learning units    | 4                           | 13 970                                       |
| Evaluating EUMOSS and documentation  | 4                           | 8 844  |
|  | 20                          | 60 000                                       |

**Activity Details (Kick-off meeting; getting acquainted with colleagues; exchanging experience in teaching security officers and analyzing target group)**

Please complete the following table

|   |  |   |                    |                  |
|---|--|---|--------------------|------------------|
| Activity Title  | Kick-off meeting; getting acquainted with colleagues; exchanging experience in teaching security officers and analyzing target group |   |                    |                  |
| Venue   | Berufskolleg West der Stadt Essen, Germany   |   |                    |                  |
| Estimated start date,   | 22/05/2022   |   |                    |                  |
| Estimated end date,   | 25/05/2022   |   |                    |                  |
| Leading Organisation,   | Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf  |   |                    |                  |
| Participating Organisations   | Berufskolleg West der Stadt Essen  | Střední průmyslová škola chemická Pardubice | TAMPEREEN KAUPUNKI | Stichting Albeda |
| Estimated cost of the activity<br><u>Grant amount allocated to the activity (EUR)</u> | 12 155   |   |                    |                  |

**Describe the content of the proposed activity.**

The first activity will give the chance to get to know each other 'in flesh'. It will comprise the mutual exchange of the organizations regarding teaching students and apprentices in general and in particular training of security officers at the colleges in the four countries. In addition one will exchange information of the general tasks of teachers at the colleges next to teaching and get an idea of the school organization.

The meeting will also be used to discuss teaching objectives in the field of security VET and challenges for teachers on behalf of the target group - the diversity in the target classes in general (age, entry qualifications, migration and cultural background, ...)

A visit of a security company in Germany will contribute to show the foreign participants how the training of security officers in Germany - apprenticeships - works. It will give an insight into the tasks of a security company in Germany and show the boundary conditions that are related to offer apprenticeships from the point of view of a company. It will in addition illustrate the working areas and thus importance of security services not only in Germany but also pan-European.

**Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?**

There will take part three teachers from each of the four participating colleges teaching professional subjects. The subject might be either law, technical security, IT, communication, business processes and organisation, politics, business science or English.

The selection of the travelling teacher will depend on availability regarding resources at the colleges at that time. Since dissemination of results and exchange of experience will take place after each mobility among the teams in the security departments not only the participant but also colleagues will profit from the results. Two colleagues of the GEB staff will participate as representatives of the project management.

**Explain how is this activity going to help to reach the project objectives.**

The activity will give the participants a first opportunity to get to know each other personally.

It is the basis to get an overview over the working conditions for teachers in the participating countries not only for teaching in the field of security services but also in general. This applies for working hours, school schedule, school organization, function of teachers within the school system, target group (apprentices/students), standard of equipment and digitalization, co-operation with external partners (companies, chamber of commerce, ...).

Comparing the conditions and standards of the four participating countries based on the meeting in Essen the teachers will adhere the importance of the training of security officers plus the importance within the system both in the countries concerned and Europe-wide.

**Describe the expected results of the activity.**

The result of the activity on the personal level for the teachers is the benefit with regard to knowledge of the school organization in the countries in general plus the training in the security departments.

Relating to the training of security officers the information given will be documented:

- school organization and tasks/function of teachers (systemic differences/similarities)
- different models of training/apprenticeships
- boundary conditions regarding the 'dual partners' - companies that offer apprenticeships in Germany
- importance of security services in the countries

**Please provide a breakdown of the estimated costs for the activity.****Activity 1:**

The detailed budget planning you will find uploaded in an annex of this application among 'other documents'.

The calculated travel costs are based on the funding rules for KA1 projects.

The calculated costs for the production of project results are based on the funding rules for KA2 projects (coordination partnerships).

Project managements/Implementation costs are set as 10% of the project total sum for all partner institutions for activities and production of results. Divided by 5 each participating partner gets 2% for the production of project results.

The budgets for the production of project results and project management is assigned in the breakdown when the partner is the activity host.

**German BK West team:**

Travel costs: 69 €

Local costs: 360 €

Production of project results: 4280 €

Project Management: 1304 €

**Finnish team:**

Travel costs: 825 €

Accommodation/local costs: 1152 €

**Dutch team:**

Travel costs: 630 €

Accommodation/local costs: 1152 €

**Czech team:**

Travel costs: 825 €

Accommodation/local costs: 1152 €

**German GEB team:**

Travel costs: 46 €

Accommodation/local costs: 360 €

**In Total:**

Activity costs: 6571 €

Production of project results: 4280 €

Project Management: 1304 €

**Grant amount allocated to the activity (EUR)**

12 155

## Activity Details (Comparing Curricula and the European dimension of the training of security officers)

Please complete the following table

|  |   |                                   |                    |                  |
|--|---|-----------------------------------|--------------------|------------------|
| Activity Title   | Comparing Curricula and the European dimension of the training of security officers           |                                   |                    |                  |
| Venue  | SPSCH, Pardubice, Szech Republic  |                                   |                    |                  |
| Estimated start date,  | 11/09/2022  |                                   |                    |                  |
| Estimated end date,  | 14/09/2022  |                                   |                    |                  |
| Leading Organisation,  | Střední průmyslová škola chemická Pardubice   |                                   |                    |                  |
| Participating Organisations  | Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf | Berufskolleg West der Stadt Essen | TAMPEREEN KAUPUNKI | Stichting Albeda |
| Estimated cost of the activity<br>Grant amount allocated to the activity (EUR) | 11 374  |                                   |                    |                  |

Describe the content of the proposed activity.

The meeting will be used to analyse the similarities and/or differences of the curricula for security VET in the participating countries. Also an exchange of expertise regarding didactical and methodical realization to realize the curricula will be part of the activity. The participants teaching professional subjects will use the analysis to identify corporate teaching objectives with a European dimension with regard to students' tasks as security officers on the European labour market and changing employment challenges.

The visit of a fire prevention training centre both at the college and co-operating institution will give an insight into the standard of such a centre, demonstrate what can be taught to students regarding fire fighting measures and the necessary facilities.

The visit contributes to check whether this topic as part of the curricula can be chosen for the development of a digital learning unit used transnationally, how it then must be structured and whether it could be implemented in the four curricula.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

There will take part three teachers from each of the four participating colleges teaching professional subjects. The subject might be either law, technical security, IT, communication, business processes and organisation, politics, business science or English.

The selection of the travelling teacher will depend on availability regarding resources at the colleges at that time. Since dissemination of results and exchange of experience will take place after each mobility among the teams in the security departments not only the participant but also colleagues will profit from the results. Two colleagues of the GEB staff will participate as representatives of the project management.

Explain how is this activity going to help to reach the project objectives.

By comparing the curricula of the four countries the second activity within this project helps the participants to find similarities/differences in teaching security officers in the four countries - possibly even identifying missing topics that are of value for the work of security officers on a European level.

The exchange of expertise regarding teaching professional subjects in e.g. fire prevention, technical security measures, law, IT, communication etc. is the basis for finding a topic for the digital learning module.

The Final Report on 'Anticipating, Preparing and Managing Employment Change in the Private Security Industry' will be used as a source for the activity (<https://www.coess.org/projects-and-standards.php?page=anticipating-employment-change>) as well as the Osnabrück Declaration ([https://www.cedefop.europa.eu/files/osnabrueck\\_declaration\\_eu2020.pdf](https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf)).

Describe the expected results of the activity.

This activity will summarize the similarities/differences of the curricula for security officers in the four participating countries and shall help to identify a corporate teaching objective with a European dimension for the target group of

students working in the field of security services.

From a bunch of topics from the curricula the topic fire prevention will be chosen exemplary as a stimula to find a topic for a digital learning unit. Pardubice has well equipped facilities to demonstrate fire fighting measures. Didactics and methods regarding fire prevention methods shall be discussed and be used as foundation for the implementation of a digitally updated learning module.

Please provide a breakdown of the estimated costs for the activity.

Activity 2:

The detailed budget planning you will find uploaded in an annex of this application among 'other documents'.

The calculated travel costs are based on the funding rules for KA1 projects.

The calculated costs for the production of project results are based on the funding rules for KA2 projects (coordination partnerships).

Project managements/Implementation costs are set as 10% of the project total sum for all partner institutions for activities and production of results. Divided by 5 each participating partner gets 2% for the production of project results.

The budgets for the production of project results and project management is assigned in the breakdown when the partner is the activity host.

German BK West team:

Travel costs: 825 €

Accommodation/local costs: 1008 €

Finnish team:

Travel costs: 825 €

Accommodation/local costs: 1008 €

Dutch team:

Travel costs: 825 €

Accommodation/local costs: 1008 €

Czech team:

Travel costs: 69 €

Local costs: 540 €

Production of project results: 2740 €

Project Management: 1304 €

German GEB team:

Travel costs: 550 €

Accommodation/local costs: 672 €

In Total:

Activity costs: 7330€

Production of project results: 2740 €

Project Management: 1304 €

Grant amount allocated to the activity (EUR)

11 374

**Activity Details (Challenges for teachers in VET training for security officers coping with digitalization in the classroom)**

Please complete the following table

|   |   |   |                                   |                  |
|---|---|---|-----------------------------------|------------------|
| Activity Title  | Challenges for teachers in VET training for security officers coping with digitalization in the classroom |   |                                   |                  |
| Venue   | Albeda College, Rotterdam , Netherlands   |   |                                   |                  |
| Estimated start date,   | 12/02/2023  |   |                                   |                  |
| Estimated end date,   | 15/02/2023  |   |                                   |                  |
| Leading Organisation,   | TAMPEREEN KAUPUNKI  |   |                                   |                  |
| Participating Organisations   | Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf             | Střední průmyslová škola chemická Pardubice | Berufskolleg West der Stadt Essen | Stichting Albeda |
| Estimated cost of the activity<br><u>Grant amount allocated to the activity (EUR)</u> | 13 657  |   |                                   |                  |

**Describe the content of the proposed activity.**

Based on identified topics from last meetings this activity will cover two aspects:

Firstly the Dutch partner will demonstrate challenges in working digitally in lessons and exchange expertise with the other participants in the project. The colleagues will exchange their knowledge regarding digital tools or programmes that can be used in the various subjects, their standards, their function in the lesson and as a methodic or didactic means, their availability, the problems of teachers working with them, the support of the college's management or local institutions regarding the schooling of teachers, the problems regarding safety standards and regulations in the countries and/or related expenses....

The second aspect will deal with the challenges on the side of the target group since equipment and digital skills of the students can vary a lot and have consequences for the usage of digital tools in the classroom.

A visit in the field of harbour security in Rotterdam will give an insight in the digitalization already used in companies to secure objects and events, performing border control and to carry out security checks etc. and will demonstrate the importance of digital skills of security officers at work.

In addition, again the teachers can compare the demands and standards in security service in the participating countries as well as their pan-European value in this sector.

**Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?**

There will take part three teachers from each of the four participating colleges teaching professional subjects. The subject might be either law, technical security, IT, communication, business processes and organisation, politics, business science or English.

The selection of the travelling teacher will depend on availability regarding resources at the colleges at that time.

Since dissemination of results and exchange of experience will take place after each mobility among the teams in the security departments not only the participant but also colleagues will profit from the results.

Two colleagues of the GEB staff will participate as representatives of the project management.

**Explain how is this activity going to help to reach the project objectives.**

This activity will help to identify a tool to implement a digital learning module.

The participants will exchange expertise regarding already used programmes, tools and equipment plus do research and look for possible modern alternatives.

They will document their findings and decide on a common digital tool which in the next step will be used as a basis for the digital learning unit.

**Describe the expected results of the activity.**

This activity will combine the result of the last activity - finding a topic for a digital learning module - and the final consensus on a digital tool to be used.

The insight into digitalization being used at the workplace of a security officer in different contexts will contribute to the development of this unit.

The following activity can be used by the participants to already work out the digital learning module.

Please provide a breakdown of the estimated costs for the activity.

Activity 3:

The detailed budget planning you will find uploaded in an annex of this application among 'other documents'.

The calculated travel costs are based on the funding rules for KA1 projects.

The calculated costs for the production of project results are based on the funding rules for KA2 projects (coordination partnerships).

Project managements/Implementation costs are set as 10% of the project total sum for all partner institutions for activities and production of results. Divided by 5 each participating partner gets 2% for the production of project results.

The budgets for the production of project results and project management is assigned in the breakdown when the partner is the activity host.

German BK West team:

Travel costs: 630 €

Accommodation/local costs: 1152 €

Finnish team:

Travel costs: 825 €

Accommodation/local costs: 1152 €

Dutch team:

Travel costs: 69 €

Local costs: 540 €

Production of project results: 4820 €

Project Management: 1304 €

Czech team:

Travel costs: 825 €

Accommodation/local costs: 1152 €

German GEB team:

Travel costs: 420 €

Accommodation/local costs: 768 €

In Total:

Activity costs: 7533€

Production of project results: 4820 €

Project Management: 1304 €

Grant amount allocated to the activity (EUR)

13 657



**Activity Details (Exchanging teaching expertise to enhance the quality of training security officers by transnationally used digital learning units)**

Please complete the following table

|   |   |                                   |   |                  |
|---|---|-----------------------------------|---|------------------|
| Activity Title  | Exchanging teaching expertise to enhance the quality of training security officers by transnationally used digital learning units |                                   |   |                  |
| Venue   | Berufskolleg West der Stadt Essen, Essen, Germany<br>Tampere College, Tampere, Finland  |                                   |   |                  |
| Estimated start date,   | 21/05/2023  |                                   |   |                  |
| Estimated end date,   | 24/05/2023  |                                   |   |                  |
| Leading Organisation,   | TAMPEREEN KAUPUNKI  |                                   |   |                  |
| Participating Organisations   | Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf                                     | Berufskolleg West der Stadt Essen | Střední průmyslová škola chemická Pardubice | Stichting Albeda |
| Estimated cost of the activity<br><u>Grant amount allocated to the activity (EUR)</u> | 13 970  |                                   |   |                  |

Describe the content of the proposed activity.

Based on the results of past activities the team of teachers will work on a digital learning module that will deal with a topic of the curricula in VET training of security officers. A topic will be chosen that is of importance for the work of security officers on the European labour market plus it will be of importance for all colleges participating in the project.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

There will take part three teachers from each of the four participating colleges teaching professional subjects. The subject might be either law, technical security, IT, communication, business processes and organisation, politics, business science or English.

The selection of the travelling teacher will depend on availability regarding resources at the colleges at that time. Since dissemination of results and exchange of experience will take place after each mobility among the teams in the security departments not only the participant but also colleagues will profit from the results. Two colleagues of the GEB staff will participate as representatives of the project management.

Explain how is this activity going to help to reach the project objectives.

With this meeting the participating teachers will develop a corporate digital learning module/unit. They will discuss the design of the module so that it can be used either locally or transnationally, i. e. via e-twinning when two colleges work together bilaterally. Aspects discussed in past activities regarding content/topic, dimension of the module, digital tools to used etc. will be included in the consultation.

Describe the expected results of the activity.

The activity will generate a digital learning module for the training of security officers. It will comprise a topic of relevance for the work of this target group on the European labour market.

Please provide a breakdown of the estimated costs for the activity.

Activity 4:

The detailed budget planning you will find uploaded in an annex of this application among 'other documents'.

The calculated travel costs are based on the funding rules for KA1 projects.

The calculated costs for the production of project results are based on the funding rules for KA2 projects (coordination partnerships).

Project managements/Implementation costs are set as 10% of the project total sum for all partner institutions for activities and production of results. Divided by 5 each participating partner gets 2% for the production of project results.

The budgets for the production of project results and project management is assigned in the breakdown when the partner is the activity host.

German BK West team:

Travel costs: 825 €

Accommodation/local costs: 1296 €

Finnish team:

Travel costs: 69 €

Local costs: 540 €

Production of project results: 4280 €

Project Management: 1304 €

Dutch team:

Travel costs: 825 €

Accommodation/local costs: 1296 €

Czech team:

Travel costs: 825 €

Accommodation/local costs: 1296 €

German GEB team:

Travel costs: 550 €

Accommodation/local costs: 864 €

In Total:

Activity costs: 8386€

Production of project results: 4280 €

Project Management: 1304 €

Grant amount allocated to the activity (EUR)

13 970

## Activity Details (Evaluating EUMOSS and documentation)

Please complete the following table

|  |   |                    |   |                  |
|--|---|--------------------|---|------------------|
| Activity Title   | Evaluating EUMOSS and documentation   |                    |   |                  |
| Venue  | Berufskolleg West der Stadt Essen, Essen, Germany   |                    |   |                  |
| Estimated start date,  | 24/09/2023  |                    |   |                  |
| Estimated end date,  | 27/09/2023  |                    |   |                  |
| Leading Organisation,  | Berufskolleg West der Stadt Essen   |                    |   |                  |
| Participating Organisations  | Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf | TAMPEREEN KAUPUNKI | Střední průmyslová škola chemická Pardubice | Stichting Albeda |
| Estimated cost of the activity<br>Grant amount allocated to the activity (EUR) | 8 844   |                    |   |                  |

Describe the content of the proposed activity.

In the final meeting the participants will work on the documentation of the results of each activity and discuss the design and the layout of the reader/handout that will be published with the results of the project.

A professional graphic design expert team might consult the team of teachers regarding how to publish the results on social media (youtube, instagram...) and ways of disseminating the digital learning module.

The activity will be completed by a visit of EU office at the district government in Düsseldorf (GEB) which will inform the participants about other EU projects in the district carried out by vocational colleges in the region. In addition standards and concepts set up by the ministry of North-Rhine Westphalia will be presented regarding digitalization in VET.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

There will take part three teachers from each of the four participating colleges teaching professional subjects. The subject might be either law, technical security, IT, communication, business processes and organisation, politics, business science or English.

The selection of the travelling teacher will depend on availability regarding resources at the colleges at that time. Since dissemination of results and exchange of experience will take place after each mobility among the teams in the security departments not only the participant but also colleagues will profit from the results. Colleagues of the GEB staff will participate as representatives of the project management.

Explain how is this activity going to help to reach the project objectives.

With this meeting the network finishes the project activities. The participants will work on the documentation of the project. The ways of publishing the outcome of the project both digitally and in hardcopy will probably be supported by a professional team of graphic designers.

The team of teachers will evaluate the process and activities of the project and results with regard to the initial discussed needs in VET training of security officers. The evaluation will include challenges of digitalization in VET of security services (teaching, usage) and EU-compliant teaching of security officers.

Describe the expected results of the activity.

This activity will finish the project. The module worked on in EUMOSS will be documented digitally and in hardcopy. The dissemination will take place via the participating colleges but also other canals to be identified within the project activities will be used.

Please provide a breakdown of the estimated costs for the activity.

Activity 5:

The detailed budget planning you will find uploaded in an annex of this application among 'other documents'.

The calculated travel costs are based on the funding rules for KA1 projects.

The calculated costs for the production of project results are based on the funding rules for KA2 projects (coordination

partnerships).

Project managements/Implementation costs are set as 10% of the project total sum for all partner institutions for activities and production of results. Divided by 5 each participating partner gets 2% for the production of project results.

The budgets for the production of project results and project management is assigned in the breakdown when the partner is the activity host.

The additional costs of 5203€ for the production of project results will be provided by own resources of the NRW state and therefore no project resources from EUMOSS will be needed.

German BK West team:

Travel costs: 69 €

Accommodation/local costs: 540 €

Finnish team:

Travel costs: 825 €

Local costs: 1152 €

Dutch team:

Travel costs: 630 €

Accommodation/local costs: 1152 €

Czech team:

Travel costs: 825 €

Accommodation/local costs: 1152 €

German GEB team:

Travel costs: 46 €

Local costs: 360 €

Production of project results: 5992 €

Project Management: 1304 €

In Total:

Activity costs: 6751€

Production of project results: 789 € (5203€ by GEB equity capital)

Project Management: 1304 €

Grant amount allocated to the activity (EUR)

8 844

## Budget Summary

This section provides a summary of the estimated project budget. The table is automatically completed taking into account the described project activities and their estimated cost.

| Activity Title   | Grant amount allocated to the activity (EUR) |
|--|--|
| Kick-off meeting; getting acquainted with colleagues; exchanging experience in teaching security officers and analyzing target group | 12 155                                       |
| Comparing Curricula and the European dimension of the training of security officers  | 11 374                                       |
| Challenges for teachers in VET training for security officers coping with digitalization in the classroom                            | 13 657                                       |
| Exchanging teaching expertise to enhance the quality of training security officers by transnationally used digital learning units    | 13 970                                       |
| Evaluating EUMOSS and documentation  | 8 844  |
| <b>Total (EUR)</b>   | <b>60 000</b>                                |
| <b>Project Lump sum</b>  | <b>60000</b>                                 |

## Impact and Follow-up

How will you know if the project has achieved its objectives? What tools or methods will you use?

The GEB - European Office for European Union Projects and Vocational Qualification of the District Government Düsseldorf - as applying institution and partner organization for EU projects since 1999 has gained expertise in realization, coordination and evaluation of numerous EU-projects of different types. The staff members are well experienced in managing European projects.

The GEB will work with an elaborated monitoring and evaluation plan. Besides aspects of finance and time management it also contains activities and instruments to ensure the anticipated impact.

In particular, both project documentation as well as surveys with the participating colleges will be realized, gathered and analyzed throughout the entire project. Group discussions during and the activities and questionnaires will be the mainly used instruments not only within the network but also among the national teams.

All intermediate results and final outcomes will be uploaded in Microsoft Teams in a timely manner and be transparent for all participants at all times. Communication and budget and timetable follow-up will be done constantly either by email or telephone calls.

Budget expenditure will be updated on a three-monthly basis. The coordinator will provide an overview about expenditures and remaining budget after the data collection.

Regarding the partners, they will be approached and involved in the project from the planning phase. They will integrate tasks, meeting and project -related events in their time. They will work closely with the coordinator to provide documents and information necessary for the course of the project. They will prepare the activities according to the project plan.

How will the participation in this project contribute to the development of the involved organisations in the long-term? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?

EUMOSS is part of the institutions internationalization strategy and strengthens their activity in a European network. It contributes to the professionalization of the colleges staff teaching in security VET by enhancing the teachers professional, digital and European competences.

Comparing and sharing knowledge about the curricula in the different countries will have a direct impact on the multi-professional team of teachers professionalism regarding the assessment of the students' job-related and personal skills and competences to be gained during their training. In addition, they get a better knowledge of instruments for the development of educational vocational concepts and the implementation of the outcomes into the curricula. The group of teachers hereby profits from the individual professional background as a key factor to achieve increased professionalism.

On the EQR levels 2 and 3 the educational programme in the security sector is enhanced by an additional digital learning module. It will be implemented in the colleges curricula and contributes to the institutions efforts regarding quality development, in particular regarding a successful performance of trained security students on the European labour market mastering the challenges at work.

On the institutional level the institutions will benefit from the projects outcomes since they contribute to the development of the college's security VET department. In addition the project is an added value for the colleges' local and regional reputation both on the stakeholders and students side which will lead to an increased attraction of the colleges security VET. It will therefore also foster the cooperation between the vocational colleges and the companies from the labour market. The students will benefit individually from the student-tailored module and digital-based lesson by enhancing their professional competence.

We expect the project to have an impact also on other colleges in Europe dealing in security VET. Based on the dissemination strategies of the participating partners we will distribute the outcomes to other stakeholders in other European countries that the partners are already working with, i. e. a Spanish, an Estonian and another Dutch partner. The results of EUMOSS can be a door opener for further projects on the security VET level, not necessarily in the present network but also in other constellations with other educational institutions and/or companies.

On the institutional level the gained experience in EUMOSS activities will definitely be continued internally for further development of the security VET involving other teachers and trainers since also in the departments' teams after some years there's a fluctuation of staff and demands the professionalization also of other teachers.

The qualification of students for the labour market within VET is a European goal. EUMOSS can contribute to a small extent to this pathway that holds vocational opportunities.

Please describe your plans for sharing and use of project results.

- How will you make the results of your project known within your partnership, in your local communities and in the

- wider public? Who are the main target groups you would like to share your results with?
- Are there other groups or organisations that will benefit from your project? Please explain how.

The dissemination plan of this project follows the guidelines of the ERASMUS guideline.

All project partners have agreed on a common dissemination strategy which will be discussed and updated on a regular basis.

All participants in the project will disseminate the project and its results to

- all stakeholders in their own institution (e. g. students, teachers, heads of units, headmasters and managers) in order to share project experience and to strengthen competences of staff and students as well as the profiles of the institutions involved.
- the training sector on a regional level (e. g. training companies and providers, school authorities, chamber of commerce,..)
- the economic sector in the partner regions, i. e. companies are future employers or providers for apprenticeships and industrial placements.
- the training sector on a national level (national working groups exchanging expertise regarding security VET)
- multipliers (National Agencies, chamber of commerce, associations in the security sector) in order to share project best practice and to get feedback on project results and further dissemination purpose.

EUMOSS will document all dissemination activities by each partner. One outcome of EUMOSS will be a reader/ handout/ presentation on social media on the projects activities, results and outcomes. It will be distributed to the above mentioned stakeholders though the main target group are teachers and staff from other colleges/institutions that work in the security sector.

The outcomes can be used at other colleges working in security VET in the participating countries but may also be of interest in other EU countries teaching the same target group.

## Project Summary

Please provide a short summary of your project. Please be aware that this section (or part of it) may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

In view of further publication on the Erasmus+ Project Results Platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

**Objectives:** What do you want to achieve by implementing the project?

EUMOSS – European Modules in the Security Sector in VET – focusses on the corporate work of a multilateral team of professional teachers in security VET to exchange expertise and good practise and to develop an innovative digital training module that can be used both locally and transnationally. It will be implemented into the curricula of the participating partners and shall cover the constantly growing needs and challenges of the European labour market for employees in security services.

**Implementation:** What activities are you going to implement?

EUMOSS consists of five activities in four countries that will be used to exchange expertise in security VET, to compare the institutional, organizational and country-specific systemical conditions in teaching the target group, to compare the curricula of the participating countries, to analyse the needs of the future security officers on the European labour market and to develop a student-tailored digital training module to be used locally and/or transnationally.

**Results:** What results do you expect your project to have?

EUMOSS is part of the internationalization strategy of the participating institutions and supports the qualitative educational development of the institution and professionalization of staff working in security VET. It contributes to the institutions reputation regionally and internationally and will foster the cooperation to students and stakeholders working in the field of security services.

The outcomes of the project will be provided and disseminated to third parties working in security VET.



## Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.  
The maximum number of all attachments is 100.

## Declaration on Honour

Please download the Declaration on Honour, print it, have it signed by the legal representative and attach.

| File Name                          | File Size (kB) |
|------------------------------------|----------------|
| DOH -Declaration of honour_GEB.pdf | 2392           |
| <b>Total Size (kB)</b>             | <b>2392</b>    |

## Mandates

Please download the mandates, have them signed by the legal representatives and attach them here. You can add a maximum of 90 documents.

Please ensure that mandates are valid before submitting them to the National Agency. Mandates shall be provided at the latest before the signature of the grant agreement.

| File Name                                  | File Size (kB) |
|--|----------------|
| MAN -mandate_E10016329_NL_signed.pdf       | 706            |
| MAN -mandate_E10017836_BKWest_D_signed.pdf | 630            |
| MAN -mandate_E10121802_CZ_signed.pdf       | 125            |
| MAN -mandate_E1020636_FIN_signed.pdf       | 110            |
| <b>Total Size (kB)</b>                     | <b>1572</b>    |

## Other Documents

Please attach any other relevant documents, maximum 9. Please use clear file names.

If you have any additional questions, please contact your National Agency. You can find their contact details [here](#)

| File Name                       | File Size (kB) |
|---------------------------------|----------------|
| OTH -EUMOSS_budget planning.pdf | 472            |
| <b>Total Size (kB)</b>          | <b>472</b>     |

|                        |             |
|------------------------|-------------|
| <b>Total Size (kB)</b> | <b>4437</b> |
|------------------------|-------------|

## Checklist

Before submitting your application form to the National Agency, please make sure that:

- It fulfills the eligibility criteria listed in the Programme Guide.
- All relevant fields in the application form have been completed.
- You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: DE02 - Nationale Agentur Bildung für Europa beim Bundesinstitut für Berufsbildung

### **PROTECTION OF PERSONAL DATA**

Please read our privacy statement to understand how we process and protect [your personal data](#)

## Submission History

| Version | Submission time (Brussels time) | Submitted by                | Submission ID | Submission status |
|---------|---------------------------------|-----------------------------|---------------|-------------------|
| 1       | 01/11/2021 09:14:11             | HARNISCHMACHER<br>Christoph | 1293915       | Submitted         |

