In the case of conflicting meanings between language versions, the English version prevails.
PART A – GENERAL INFORMATION ABOUT THE ERASMUS+ PROGRAMME .... 5
What are the objectives and important features of the Erasmus+ Programme? ........................................ 7
General Objective ...................................................................................................................... 7
Important features of the Erasmus+ Programme .................................................................. 7
What is the structure of the Erasmus+ Programme? .................................................. 11
Key Action 1 – Mobility of individuals ............................................................................... 11
Key Action 2 – Cooperation for innovation and the exchange of good practices .......... 11
Key Action 3 – Support for policy reform .......................................................................... 11
Jean Monnet Activities ........................................................................................................ 12
Sport ...................................................................................................................................... 12
What is the budget? ............................................................................................................... 13
Who implements the Erasmus+ Programme? ............................................................. 14
The European Commission ......................................................................................... 14
The National Agencies ............................................................................................... 14
What other bodies are involved in the implementation of the Programme? ........... 15
Who can participate in the Erasmus+ Programme? .................................................. 21
Participants ....................................................................................................................... 21
Participating organisations .......................................................................................... 21
Eligible Countries ........................................................................................................ 22

PART B – INFORMATION ABOUT THE ACTIONS COVERED BY THIS GUIDE .... 25
Education and Training ................................................................................................. 26
Which Actions are supported? ...................................................................................... 26
What are the aims of these Actions? ............................................................................ 26
Youth ............................................................................................................................... 27
Which Actions are supported? ...................................................................................... 27
What are the aims of these Actions? ............................................................................ 27
Three Key Actions ........................................................................................................ 28
Key Action 1: Learning Mobility of Individuals .............................................................. 29
  Mobility project for higher education students and staff ........................................ 33
  Mobility project for VET learners and staff .......................................................... 52
  Mobility project for school education staff ........................................................... 64
  Mobility project for adult education staff .............................................................. 71
  Mobility project for young people and youth workers ......................................... 78
  Erasmus Mundus Joint Master Degrees ................................................................. 89
  Erasmus+ Master Loans ......................................................................................... 97
Key Action 2: Cooperation for innovation and the exchange of good practices ....... 98
  Strategic Partnerships in the field of education, training and youth .................. 100
  European Universities .............................................................................................. 125
  Knowledge Alliances ............................................................................................... 133
  Sector Skills Alliances ............................................................................................. 142
  Capacity Building in the field of higher education ............................................. 160
  Capacity Building in the field of youth ................................................................. 175
Key Action 3: Support for policy reform .................................................................... 191
  Youth Dialogue projects ......................................................................................... 193
Jean Monnet Activities ............................................................................................... 200
What are the aims of the Jean Monnet Activities? ................................................... 200
What Actions are supported? ...................................................................................... 200
Jean Monnet Modules ................................................................................................. 202
Jean Monnet Chairs .............................................................................................. 206
Jean Monnet Centres of Excellence ......................................................................... 210
Jean Monnet support to associations ....................................................................... 214
Jean Monnet Networks (policy debate with the academic world) ......................... 218
ABBREVIATIONS

- **DG EAC**: Directorate General for Education, Youth, Sport and Culture
- **EACEA**: Educational, Audiovisual & Culture Executive Agency
- **ECHE**: Erasmus Charter for Higher Education
- **ECTS**: European Credit Transfer and Accumulation System
- **ECVET**: European Credit System for Vocational Education and Training
- **EHEA**: European Higher Education Area
- **EIB**: European Investment Bank
- **ELL**: European Language Label
- **EP**: European Parliament
- **EPALE**: Electronic Platform for Adult Learning in Europe
- **EQAR**: European Quality Assurance Register
- **EQAVET**: European Quality Assurance in Vocational Education and Training
- **EQF**: European Qualifications Framework
- **ESCO**: European Skills, Competences, Qualifications & Occupations
- **EU**: European Union
- **FR**: Financial Regulation
- **HEI**: Higher education institution
- **HERE**: Higher Education Reform Experts
- **ICT**: Information and Communication Technology
- **ISP**: Intensive Study Programme
- **EMJMD**: Erasmus Mundus Joint Master Degree
- **NA**: National Agency
- **NARIC**: National Academic Recognition Information Centre
- **NEO**: National Erasmus+ Office
- **NQF**: National Qualifications Framework
- **OECD**: Organisation of Economic Cooperation and Development
- **OER**: Open Educational Resources
- **OMC**: Open Method of Coordination
- **PIC**: Participant Identification Code
- **URF**: Unique Registration Facility
- **VET**: Vocational Education and Training
INTRODUCTION

This Programme Guide is a tool for anybody who would like to have a thorough knowledge of what the Erasmus+ Programme is about. This document is mainly addressed to those who wish to be:

- participating organisations: meaning those organisations, institutions, bodies organising activities supported by the Programme;
- participants: meaning those individuals (students, trainees, apprentices, pupils, adult learners, young people, volunteers, or professors, teachers, trainers, youth workers, professionals in the field of education, training, youth and sport, etc.) involved in activities organised by the participating organisations.

Every year, thousands of projects are submitted by organisations across Europe in order to receive financial support from the Erasmus+ Programme; for this reason, the Commission has set up a transparent evaluation process that aims at providing grants for the best projects:

- for most Actions, all the rules and conditions for receiving a grant from the Programme are specified in this Programme Guide;
- for some other Actions, which are only mentioned in this Programme Guide, the rules and conditions for receiving a grant are described in specific calls for proposals published by or on behalf of the European Commission.

When planning an application, potential participating organisations can also be inspired and informed by other reference documents; some of these documents are listed in Annex IV of this Guide.

HOW TO READ THE PROGRAMME GUIDE

The Programme Guide has three main parts:

- Part A offers a general overview of the Programme. It gives information about the objectives, priorities and main features of the Programme, the Programme Countries, the implementing structures and the overall budget available. This section is addressed to those who wish to have a general overview of the scope and the structure of the Programme.

- Part B provides specific information about the Actions of the Programme that are covered by this Guide. This section is mainly addressed to those who are interested in knowing more in detail which types of projects are supported by the Programme. The information provided in this section is further detailed in Annex I of this Guide.

- Part C gives detailed information on procedures for grant application and selection of projects, as well as the financial and administrative provisions linked to the award of an Erasmus+ grant. This section is addressed to all those who intend to submit a project proposal under the framework of the Erasmus+ Programme.

Furthermore, this Guide includes the following Annexes:

- Annex I: Additional rules and information relating to the Actions covered by the Programme Guide
- Annex II: Dissemination Guidelines for beneficiaries
- Annex III: Glossary of the key terms used in this Guide
- Annex IV: Useful references and contact details
PART A – GENERAL INFORMATION ABOUT THE ERASMUS+ PROGRAMME

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion.

Fighting high levels of unemployment - particularly among young people - is one of the most urgent tasks for European governments. Too many young people leave school prematurely running a high risk of being unemployed and socially marginalised. The same risk threatens many adults with low skills. Technologies are changing the way in which society operates, and there is a need to ensure the best use is made of them. EU businesses need to become more competitive through talent and innovation.

Europe needs more cohesive and inclusive societies which allow citizens to play an active role in democratic life. Education, training, youth work and sport are key to promote common European values, foster social integration, enhance intercultural understanding and a sense of belonging to a community, and to prevent violent radicalisation. Erasmus+ is an effective instrument to promote the inclusion of people with disadvantaged backgrounds, including newly arrived migrants.

Another challenge relates to the development of social capital among young people, the empowerment of young people and their ability to participate actively in society, in line with the provisions of the Lisbon Treaty to "encourage the participation of young people in democratic life in Europe". This issue can also be targeted through non-formal learning activities, which aim at enhancing the skills and competences of young people as well as their active citizenship. Moreover, there is a need to provide youth organisations and youth workers with training and cooperation opportunities, to develop their professionalism and the European dimension of youth work.

Well-performing education and training systems and youth policies provide people with the skills required by the labour market and the economy, while allowing them to play an active role in society and achieve personal fulfilment. Reforms in education, training and youth can strengthen progress towards these goals, on the basis of a shared vision between policy makers and stakeholders, sound evidence and cooperation across different fields and levels.

The Erasmus+ Programme is designed to support Programme Countries' efforts to efficiently use the potential of Europe’s talent and social assets in a lifelong learning perspective, linking support to formal, non-formal and informal learning throughout the education, training and youth fields. The Programme also enhances the opportunities for cooperation and mobility with Partner Countries, notably in the fields of higher education and youth.

In accordance with one of the new elements introduced in the Lisbon Treaty, Erasmus+ also supports activities aiming at developing the European dimension in sport, by promoting cooperation between bodies responsible for sport. The Programme promotes the creation and development of European networks, providing opportunities for cooperation among stakeholders and the exchange and transfer of knowledge and know-how in different areas relating to sport and physical activity. This reinforced cooperation will notably have positive effects in developing the potential of Europe’s human capital by helping reduce the social and economic costs of physical inactivity.

The Programme supports actions, cooperation and tools consistent with the objectives of the Europe 2020 Strategy and its flagship initiatives, such as Youth on the Move and the Agenda for new skills and jobs. The Programme also contributes to achieve the objectives of the Education and Training Strategic Framework for European cooperation in Education and Training and of the European Youth Strategy through the Open Methods of Coordination.

This investment in knowledge, skills and competences will benefit individuals, institutions, organisations and society as a whole by contributing to growth and ensuring equity, prosperity and social inclusion in Europe and beyond.
The Erasmus+ Programme Guide is drafted in accordance with the Erasmus+ annual Work Programme adopted by the European Commission, and therefore may be revised to reflect the priorities and lines of action defined in the Work Programmes adopted in the following years. The implementation of this Guide is also subject to the availability of the appropriations provided for in the draft budget after the adoption of the budget for the year by the Budgetary Authority or as provided for in the system of provisional twelfths.

BUILDING ON PAST EXPERIENCE, LOOKING TOWARDS THE FUTURE

The Erasmus+ Programme builds on the achievements of more than 25 years of European programmes in the fields of education, training and youth, covering both an intra-European as well as an international cooperation dimension. Erasmus+ is the result of the integration of the following European programmes implemented by the Commission during the period 2007-2013:

- The Lifelong Learning Programme
- The Youth in Action Programme
- The Erasmus Mundus Programme
- Tempus
- Alfa
- Edulink
- Programmes of cooperation with industrialised countries in the field of higher education

These programmes have been supporting Actions in the fields of higher education (including its international dimension), vocational education and training, school education, adult education and youth (including its international dimension).

Erasmus+ aims at going beyond these programmes, by promoting synergies and cross-fertilisation throughout the different fields of education, training and youth, removing artificial boundaries between the various Actions and project formats, fostering new ideas, attracting new actors from the world of work and civil society and stimulating new forms of cooperation.

It is therefore crucial that the Programme is associated with a strong brand name that is widely recognised. For this reason, all the Actions and activities supported under the Programme will have to be communicated first and foremost by using the "Erasmus+" brand name. However, to help participants and beneficiaries of former programmes to find their way into Erasmus+, for the purpose of communication and dissemination, the following names may be used for those Actions targeting a specific sector, in addition to the common "Erasmus+" brand name, as follows:

- "Erasmus+: Comenius", in relation to the activities of the Programme exclusively related to the field of school education;
- "Erasmus+: Erasmus", in relation to the activities of the Programme exclusively related to the field of higher education and targeting Programme Countries;
- "Erasmus+: Erasmus Mundus", in relation to the Erasmus Mundus Joint Masters Degrees;
- "Erasmus+: Leonardo da Vinci", in relation to the activities of the Programme exclusively related to the field of vocational education and training;
- "Erasmus+: Grundtvig", in relation to the activities of the Programme exclusively related to the field of adult learning;
- "Erasmus+: Youth in Action", in relation to the activities of the Programme exclusively related to the field of youth non-formal and informal learning;
- "Erasmus+: Jean Monnet", in relation to the activities of the Programme exclusively associated with the field of European Union studies;
- "Erasmus+: Sport", in relation to the activities of the Programme exclusively related to the field of sport.
WHAT ARE THE OBJECTIVES AND IMPORTANT FEATURES OF THE ERASMUS+ PROGRAMME?

GENERAL OBJECTIVE

- The Erasmus+ Programme shall contribute to the achievement of:
  - the objectives of the Europe 2020 Strategy, including the headline education target\(^2\);
  - the objectives of the strategic framework for European cooperation in education and training (ET 2020), including the corresponding benchmarks;
  - the sustainable development of Partner Countries in the field of higher education;
  - the overall objectives of the EU Youth Strategy (framework for European cooperation in the youth field);
  - the objective of developing the European dimension in sport, in particular grassroots sport, in line with the EU work plan for sport;
  - the promotion of European values in accordance with Article 2 of the Treaty on the European Union\(^3\).

IMPORTANT FEATURES OF THE ERASMUS+ PROGRAMME

The following features of the Programme deserve special attention. Some of them are presented in more detail on the Commission website.

RECOGNITION AND VALIDATION OF SKILLS AND QUALIFICATIONS

Erasmus+ supports EU transparency and recognition tools for skills and qualifications – in particular Europass, Youthpass, the European Qualifications Framework (EQF), the European Credit Transfer and Accumulation System (ECTS), the European Credit System for Vocational Education and Training (ECVET), the European Quality Assurance Reference Framework (EQAVET), the European Quality Assurance Register (EQAR), the European Association for Quality Assurance in Higher Education (ENQA) – as well as EU-wide networks in the field of education and training supporting these tools, in particular the National Academic Recognition Information Centre (NARIC), Euroguidance networks, the National Europass Centres and the EQF National Coordination Points.

A common purpose of these tools is to ensure that skills and qualifications can be more easily recognised and are better understood, within and across national borders, in all sub-systems of education and training as well as in the labour market, no matter whether these were acquired through formal education and training or through other learning experiences (e.g. work experience; volunteering, online learning). The tools also aim to ensure that education, training and youth policies further contribute to achieve the Europe 2020 objectives of smart, sustainable and inclusive growth and its education and employment headline targets through better labour market integration and mobility.

In order to fulfil these objectives, the tools available should be able to cater for new phenomena such as internationalisation of education and growing use of digital learning, and support the creation of flexible learning pathways in line with learners’ needs and objectives. The tools may also need to evolve in the future, leading to enhanced coherence and simplification that allow learners and workers to move freely for learning or working.


DISSEMINATION AND EXPLOITATION OF PROJECT RESULTS

Dissemination and exploitation of results are crucial areas of the Erasmus+ project lifecycle. They give participating organisations the opportunity to communicate and share outcomes and deliverables, thus extending the impact of their projects, improving their sustainability and justifying the European added value of Erasmus+. In order to successfully disseminate and exploit project results, organisations involved in Erasmus+ projects are asked to give the necessary thought to dissemination and exploitation activities when designing and implementing their project. The level and intensity of such activities should be proportional to the objectives, the scope and the targets of the different Actions of Erasmus+. Results achieved in a particular project may be highly relevant and interesting also in fields not covered by the project and it is up to

\(^2\) The headline education target is to reduce early school leaving to less than 10% and increase attainment in tertiary education to at least 40% by 2020.

\(^3\) The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.
the individual projects to develop strategies and methods ensuring that others can easily access what has been developed and produced. Specific guidelines in this respect can be found in Annex II to this Programme Guide.

**ERASMUS+ OPEN ACCESS REQUIREMENT FOR EDUCATIONAL MATERIALS**

Erasmus+ promotes the open access of project outputs to support learning, teaching, training, and youth work. In particular, Erasmus+ beneficiaries are committed to make any educational resources and tools which are produced in the context of projects supported by the Programme - documents, media, software or other materials freely available for the public under an open license. The materials should be easily accessible and retrievable without cost or limitations, and the open licence must allow the public to use, reuse, adapt and share the resource. Such materials are known as ‘Open Educational Resources’ (OER). To achieve this aim, the resources should be uploaded in an editable digital form, on a suitable and openly accessible platform. While Erasmus+ encourages beneficiaries to apply the most open licenses, beneficiaries may choose licenses that impose some limitations, e.g. restrict commercial use by others, or commit others to apply the same license on derivative works, if this is appropriate to the nature of the project and to the type of material, and if it still allows the public to use, reuse, adapt and share the resource. The open access requirement is obligatory and is without prejudice to the intellectual property rights of the grant beneficiaries.

**ERASMUS+ OPEN ACCESS FOR RESEARCH AND DATA**

Erasmus+ encourages beneficiaries to publish research output through open access pathways, i.e. in ways which are free of cost or other access restrictions. Beneficiaries are also encouraged to apply open licenses to this research output. Whenever possible, data collected by projects should be published as 'open data', i.e. with an open license, in a suitable format and on a suitable open data platform.

**INTERNATIONAL DIMENSION**

Erasmus+ includes a strong international dimension (i.e. cooperation with Partner Countries) notably in the fields of higher education and youth.

In the field of higher education, Erasmus+ supports the following main Actions targeting cooperation with Partner Countries:

- **International credit mobility of individuals and Erasmus Mundus Joint Master Degrees** (under Key Action 1) promoting the mobility of learners and staff from and to Partner Countries;
- **Capacity-building** projects in higher education (under Key Action 2) promoting cooperation and partnerships that have an impact on the modernisation and internationalisation of higher education institutions and systems in Partner Countries, with a special focus on Partner Countries neighbouring the EU;
- **Support to policy dialogue** (under Key Action 3) through the network of Higher Education Reform Experts in Partner Countries neighbouring the EU, the international alumni association, policy dialogue with Partner Countries and international attractiveness and promotion events;
- **Jean Monnet** activities with the aim of stimulating teaching, research and reflection in the field of European Union studies worldwide.

In the field of youth, Erasmus+ supports the following main Actions:

- **Mobility for young people and youth workers** (under Key Action 1) promoting Youth Exchanges and mobility of youth workers in cooperation with Partner Countries neighbouring the EU;
- **Capacity-building** projects in the field of youth (under Key Action 2) promoting cooperation and mobility activities that have a positive impact on the qualitative development of youth work, youth policies and youth systems as well as on the recognition of non-formal education in Partner Countries, notably in African, Caribbean and Pacific (ACP), Asian and Latin American countries;

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4 E.g. the widely used Creative Commons Attribution or Creative Commons Attribution-Share Alike licenses for creative works, the GNU Public License and GNU Lesser Public License for software, or the Open Database License for databases.
Involvement of young people and youth organisations from Partner Countries neighbouring the EU in Youth Dialogue Projects (under Key Action 3) through their participation in international meetings, conferences and events that promote dialogue between young people and decision-makers.

In addition, other Actions of the Programme (Strategic Partnerships, Knowledge Alliances, Sectors Skills Alliances, Collaborative Partnerships) are also open to organisations from Partner Countries in so far as their participation brings an added value to the project (for more information, please consult Part B of this Guide).

**MULTILINGUALISM**

Multilingualism is one of the cornerstones of the European project and a powerful symbol of the EU’s aspiration to be united in diversity. Foreign languages have a prominent role among the skills that will help equip people better for the labour market and make the most of available opportunities. The EU has set the goal that every citizen should have the opportunity to acquire at least two foreign languages, from an early age.

The participation of Erasmus+ National Agencies and beneficiary institutions/organisations is fully voluntary. Under this Call, the beneficiaries of the Erasmus+ programme that wish to take part receive a number of additional OLS licences to be allocated specifically to refugees who intend to learn one of the languages available in the OLS. The beneficiary institutions/organisations will be responsible for allocating the licences to the refugees and for reporting on the use of these licences.

Linguistic support is available for the language used by participants for studying or carrying out a traineeship abroad in the framework of long-term mobility activities supported under Key Action 1. Linguistic support will mainly be offered via the Erasmus+ Online Linguistic Support, as e-learning offers advantages for language learning in terms of access and flexibility. The Erasmus+ Online Linguistic Support ([http://erasmusplusols.eu](http://erasmusplusols.eu)) includes a mandatory assessment of language competences and voluntary language courses. Language assessment is a crucial aspect of the initiative in order to provide the right preparation for each participant and collect evidence on language skills of EU mobility participants. Therefore, a language assessment will be undertaken by participants before mobility and another assessment will be carried out at the end of the mobility period to monitor progress in language competences. The results of the language assessment test carried out by participants before their departure will not preclude them from taking part in the mobility activity, whatever the result is. The online language assessment shall thus not be used to select Erasmus+ mobility participants, but to provide them with an opportunity to boost their level where needed. The provision of linguistic support shall be based on mutual trust between sending and receiving institutions: it is the responsibility of the sending institution to provide participants with the most appropriate linguistic support, to ensure that they reach the recommended level agreed with the receiving institution by the start of the mobility.

Before the capacity of the online tools can be developed to cover all languages, funding will be provided to beneficiaries of mobility projects with a view to provide linguistic support in the languages not available through the online service offered by the Commission.

Under Key Action 2, Strategic Partnerships in the area of language teaching and learning will be encouraged. Innovation and good practices aiming to promote language skills can include for example teaching and assessment methods, development of pedagogical material, research, computer assisted language learning and entrepreneurial ventures using foreign languages. Furthermore, funding for linguistic support can be provided when necessary to beneficiaries of Strategic Partnerships who organise long-term training and teaching activities for staff, youth workers and learners.

As regards the European Language Label (ELL) awards, National Agencies are encouraged to organise - on a voluntary basis - regular (annual or biennial) national competitions in the Programme Countries. The ELL award should function as a stimulus to exploit and disseminate the results of excellence in multilingualism, and promote public interest in language learning.

Under Key Action 3, and to support Member States’ efforts to integrate refugees in Europe’s education and training systems, the Erasmus+ Online Linguistic Support (OLS) provided to Erasmus+ participants is extended to the benefit of around 100,000 refugees under the 2016, 2017, 2018 and 2019 Calls and until the available budget has been spent, free of charge for them.

The participation of Erasmus+ National Agencies and beneficiary institutions/organisations is fully voluntary. Under this Call, the beneficiaries of the Erasmus+ programme that wish to take part receive a number of additional OLS licences to be allocated specifically to refugees who intend to learn one of the languages available in the OLS. The beneficiary institutions/organisations will be responsible for allocating the licences to the refugees and for reporting on the use of these licences.
EQUITY AND INCLUSION

The Erasmus+ Programme aims at promoting equity and inclusion by facilitating the access to participants with disadvantaged backgrounds and fewer opportunities compared to their peers whenever disadvantage limits or prevents participation in transnational activities for reasons such as:

- disability (i.e. participants with special needs): people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities;
- educational difficulties: young people with learning difficulties; early school-leavers; low qualified adults; young people with poor school performance;
- economic obstacles: people with a low standard of living, low income, dependence on social welfare system or homeless; young people in long-term unemployment or poverty; people in debt or with financial problems;
- cultural differences: immigrants or refugees or descendants from immigrant or refugee families; people belonging to a national or ethnic minority; people with linguistic adaptation and cultural inclusion difficulties;
- health problems: people with chronic health problems, severe illnesses or psychiatric conditions;
- social obstacles: people facing discrimination because of gender, age, ethnicity, religion, sexual orientation, disability, etc.; people with limited social skills or anti-social or risky behaviours; people in a precarious situation; (ex-)offenders, (ex-)drug or alcohol abusers; young and/or single parents; orphans;
- geographical obstacles: people from remote or rural areas; people living in small islands or in peripheral regions; people from urban problem zones; people from less serviced areas (limited public transport, poor facilities).

In the field of youth, an Inclusion and Diversity Strategy has been designed as a common framework to support the participation and inclusion of young people with fewer opportunities in Erasmus+. The Strategy is available on the website of the European Commission.

PROTECTION AND SAFETY OF PARTICIPANTS

Protection and safety of participants involved in the Erasmus+ projects are important principles of the Programme. All persons participating in the Erasmus+ Programme should have the opportunity to take full advantage of the possibilities for personal and professional development and learning. This should be assured in a safe environment which respects and protects the rights of all persons.

To this end each organisation participating in the Erasmus+ Programme must have in place effective procedures and arrangements to promote and guarantee the safety and protection of the participants in their activity. With this regard, all students, trainees, apprentices, pupils, adult learners, young people, staff and volunteers, involved in a mobility activity under all Key Actions of the Erasmus+ Programme, must be insured against the risks linked to their participation in these activities. Apart from the volunteering activities which foresee a specific insurance policy, the Erasmus+ Programme does not define a unique format of insurance, nor does it recommend specific insurance companies. The Programme leaves it up to project organisers to seek the most suitable insurance policy according to the type of project carried out and to the insurance formats available at national level. Furthermore, it is not necessary to subscribe to a project-specific insurance, if the participants are already covered by existing insurance policies of the project organisers.

In either case, the following areas must be covered:

- wherever relevant, travel insurance (including damage or loss of luggage);
- third party liability (including, wherever appropriate, professional indemnity or insurance for responsibility);
- accident and serious illness (including permanent or temporary incapacity);
- death (including repatriation in case of projects carried out abroad).

If applicable, it is strongly recommended that participants in transnational activities are in possession of a European Health Insurance Card. This is a free card that gives access to medically necessary, state-provided healthcare during a temporary stay in any of the 28 EU countries, Iceland, Liechtenstein and Norway, under the same conditions and at the same cost (free in some countries) as people insured in that country. More information on the card and on how to obtain it is available at http://ec.europa.eu/social/main.jsp?catId=559.

Finally, if projects involve young people under 18, participating organisations are required to obtain the prior authorisation of participation from their parents or those acting on their behalf.

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WHAT IS THE STRUCTURE OF THE ERASMUS+ PROGRAMME?

In order to achieve its objectives, the Erasmus+ Programme implements the following Actions:

KEY ACTION 1 – MOBILITY OF INDIVIDUALS

This Key Action supports:

- **Mobility of learners and staff**: opportunities for students, trainees and young people, as well as for professors, teachers, trainers, youth workers, staff of education institutions and civil society organisations to undertake a learning and/or professional experience in another country;

- **Erasmus Mundus Joint Master Degrees**: high-level integrated international study programmes delivered by consortia of higher education institutions that award full degree scholarships to the best master students worldwide;

- **Erasmus+ Master Loans**: higher education students from Programme Countries can apply for a loan backed up by the Programme to go abroad for a full Master Degree. Students should address themselves to national banks or student loan agencies participating in the scheme.

KEY ACTION 2 – COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES

This Key Action supports:

- **Transnational Strategic Partnerships** aimed to develop initiatives addressing one or more fields of education training and youth and promote innovation, exchange of experience and know-how between different types of organisations involved in education, training and youth or in other relevant fields. Certain mobility activities are supported in so far as they contribute to the objectives of the project;

- **Knowledge Alliances** between higher education institutions and enterprises which aim to foster innovation, entrepreneurship, employability, knowledge exchange and/or multidisciplinary teaching and learning;

- **Sector Skills Alliances** supporting the design and delivery of joint vocational training curricula, programmes and teaching and training methodologies, drawing on evidence of trends in a specific economic sector and skills needed in order to perform in one or more professional fields;

- **Capacity-building** projects supporting cooperation with Partner Countries in the fields of higher education and youth. Capacity-building projects aim to support organisations/institutions and systems in their modernisation and internationalisation process. Certain types of capacity-building projects support mobility activities in so far as they contribute to the objectives of the project;

- **IT support platforms**, such as eTwinning, the School Education Gateway, the European Platform for Adult Learning (EPALE) and the European Youth Portal, offering virtual collaboration spaces, databases of opportunities, communities of practice and other online services for teachers, trainers and practitioners in the field of school and adult education as well as for young people, volunteers and youth workers across Europe and beyond. In addition, since 2018, the Erasmus+ Virtual Exchange initiative offers intercultural learning experiences between young people in Europe and the Southern Mediterranean countries.

KEY ACTION 3 – SUPPORT FOR POLICY REFORM

This Key Action supports:

- **Knowledge in the fields of education, training and youth** for evidence-based policy making and monitoring, in particular:
  - country-specific and thematic analysis, including through cooperation with academic networks;
  - peer learning and peer reviews through the Open Method of Coordination in education, training and youth.

- **Initiatives for policy innovation** to stimulate innovative policy development among stakeholders and to enable public authorities to test the effectiveness of innovative policies through field trials based on sound evaluation methodologies;
- **Support to European policy tools** to facilitate transparency and recognition of skills and qualifications, as well as the transfer of credits, to foster quality assurance, support validation of non-formal and informal learning, skills management and guidance. This Action also includes the support to networks that facilitate cross-European exchanges, the learning and working mobility of citizens as well as the development of flexible learning pathways between different fields of education, training and youth;

- **Cooperation with international organisations** with highly recognised expertise and analytical capacity (such as the OECD and the Council of Europe), to strengthen the impact and added value of policies in the fields of education, training and youth;

- **Stakeholder dialogue, policy and Programme promotion** involving public authorities, providers and stakeholders in the fields of education, training and youth for raising awareness about the European policy agendas, in particular Europe 2020, Education and Training 2020, the EU Youth Strategy, as well as the external dimension of European education, training and youth policies. These activities are essential to develop the capacity of stakeholders to actively support the implementation of policies by stimulating the exploitation of the Programme results and generating tangible impact.

### JEAN MONNET ACTIVITIES

The Jean Monnet Activities will support:

- **Academic Modules, Chairs, Centres of Excellence** in order to deepen teaching in European integration studies embodied in an official curriculum of a higher education institution, as well as to conduct, monitor and supervise research on EU content, also for other educational levels such as teacher training and compulsory education. These Actions are also intended to provide in-depth teaching on European integration matters for future professionals in fields which are in increasing demand on the labour market, and at the same time aim at encouraging, advising and mentoring the young generation of teachers and researchers in European integration subject areas;

- **Policy debate with academic world**, supported through: a) **Networks** to enhance cooperation between different universities throughout Europe and around the world, foster cooperation and create a high knowledge exchange platform with public actors and the Commission services on highly relevant EU subjects; b) **Projects** for innovation and cross-fertilisation and spread of EU content aimed to promote discussion, reflection on EU issues and to enhance knowledge about the EU and its processes;

- **Support to associations**, to organise and carry out statutory activities of associations dealing with EU studies and EU issues, and to publicize EU facts among a wider public enhancing active European citizenship.

The Jean Monnet Activities also provide operating grants to **designated institutions** which pursue an aim of European interest and organises **Studies and conferences** with the purpose of providing policy-makers with new insights and concrete suggestions.

### SPORT

Actions in the field of sport will support:

- **Collaborative Partnerships**, aimed at promoting the integrity of Sport (anti-doping, fight against match fixing, protection of minors), supporting innovative approaches to implement EU principles on good governance in sport, EU strategies in the area of social inclusion and equal opportunities, encouraging participation in sport and physical activity (supporting the implementation of EU Physical Activity Guidelines, volunteering, employment in sport as well as education and training in sport), and supporting the implementation of the EU guidelines on dual careers of athletes. These partnerships include also **Small Collaborative Partnerships**, aimed at encouraging social inclusion and equal opportunities in sport, promoting European traditional sports and games, supporting the mobility of volunteers, coaches, managers and staff of non-profit sport organisations and protecting athletes, especially the youngest, from health and safety hazards by improving training and competition conditions;

- **Not-for-profit European sport events**, granting individual organisations in charge of the preparation, organisation and follow-up to a given event. The activities involved will include the organisation of training activities for athletes and volunteers in the run-up to the event, opening and closing ceremonies, competitions, side-activities to the sporting event (conferences, seminars), as well as the implementation of legacy activities, such as evaluations or follow-up activities;
Part A – What is the structure of the Erasmus+ Programme

- **Strengthening of the evidence base for policy making** through studies; data gathering, surveys; networks; conferences and seminars which spread good practices from Programme Countries and sport organisations and reinforce networks at EU level so that national members of those networks benefit from synergies and exchanges with their partners;

- **Dialogue with relevant European stakeholders**, being mainly the annual EU Sport Forum and support to Sport Presidency events organised by the EU Member States holding the Presidency of the EU. Other ad hoc meetings and seminars relevant to ensure optimal dialogue with the sport stakeholders may also be organised as appropriate.

**WHAT IS THE BUDGET?**

The Programme has an overall indicative financial envelope of 14.774 billion EUR under Heading 1 and of 1.680 billion EUR under Heading 4 of the EU Budget for the seven years (2014-2020). The annual budget is adopted by the Budgetary Authority. The different steps for the adoption of the EU budget can be followed at: [http://ec.europa.eu/budget/explained/management/deciding/deciding_detail/decide_detail_en.cfm](http://ec.europa.eu/budget/explained/management/deciding/deciding_detail/decide_detail_en.cfm)


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*Actions in the field of higher education targeting mobility and cooperation with Partner Countries are also supported with Heading 4 funds allocated by the 2019 Annual Work Programme* [https://ec.europa.eu/dgs/education_culture/more_info/awp/index_en.htm](https://ec.europa.eu/dgs/education_culture/more_info/awp/index_en.htm)
WHO IMPLEMENTS THE ERASMUS+ PROGRAMME?

THE EUROPEAN COMMISSION

The European Commission is ultimately responsible for the running of the Erasmus+ Programme. It manages the budget and sets priorities, targets and criteria for the Programme on an on-going basis. Furthermore, it guides and monitors the general implementation, follow-up and evaluation of the Programme at European level. The European Commission also bears the overall responsibility for the supervision and coordination of the structures in charge of implementing the Programme at national level.

At European level, the European Commission’s Education, Audiovisual and Culture Executive Agency (Executive Agency) is responsible for the implementation of the centralised Actions of the Erasmus+ Programme. The Executive Agency is in charge of the complete life-cycle management of these projects, from the promotion of the Programme, the analysis of the grant requests, the monitoring of projects on the spot, up to the dissemination of the project and Programme results. It is also responsible for launching specific calls for proposals relating to some Actions of the Programme which are not covered through this Guide.

The European Commission, notably through the Executive Agency, is also responsible for:

- carrying out studies in the fields supported by the Programme;
- carrying out research and evidence-based activities through the Eurydice network;
- improving the visibility and the systemic impact of the Programme through dissemination and exploitation activities of the Programme’s results;
- ensuring the contractual management and financing of bodies and networks supported by the Erasmus+ Programme;
- managing calls for tenders to provide services within the framework of the Programme.

THE NATIONAL AGENCIES

The implementation of the Erasmus+ Programme is mainly implemented as Indirect Management, meaning that the European Commission entrusts budget implementation tasks to National Agencies; the rationale of this approach is to bring Erasmus+ as close as possible to its beneficiaries and to adapt to the diversity of national education, training and youth systems. For this purpose, each Programme Country has appointed one or more National Agencies (for the contact details, please consult Annex IV of this Guide). These National Agencies promote and implement the Programme at national level and act as the link between the European Commission and participating organisations at local, regional and national level. It is their task to:

- provide appropriate information on the Erasmus+ Programme;
- administer a fair and transparent selection process for project applications to be funded in their country;
- monitor and evaluate the implementation of the Programme in their country;
- provide support to project applicants and participating organisations throughout the project life-cycle;
- collaborate effectively with the network of all National Agencies and the European Commission;
- ensure the visibility of the Programme;
- promote the dissemination and exploitation of the results of the Programme at local and national level.

In addition, National Agencies play an important role as intermediate structures for the qualitative development of the Erasmus+ Programme by:

- carrying out activities - outside the tasks of project life-cycle management - that support the qualitative implementation of the Programme and/or trigger policy developments in the fields supported by the Programme;
- providing a supportive approach to newcomers and less advantaged target groups in order to remove the obstacles to full participation in the Programme;
- seeking cooperation with external bodies in order to increase the impact of the Programme in their country.

The supportive approach of National Agencies aims at guiding the users of the Programme through all phases, from the first contact with the Programme through the application process to the realisation of the project and the final evaluation. This principle is not in contradiction with the fairness and the transparency of selection procedures. Rather, it is based on the idea that in order to guarantee equal opportunities for everybody, it is necessary to give more assistance to some Programme target groups through advising, counselling, monitoring, and coaching systems tailored to their needs.
WHAT OTHER BODIES ARE INVOLVED IN THE IMPLEMENTATION OF THE PROGRAMME?

Apart from the bodies mentioned above, the following structures provide complementary expertise to the implementation of the Erasmus+ Programme:

EURYDICE NETWORK

The Eurydice network primarily focuses on the way education in Europe is structured and organised at all levels and aims at contributing towards a better mutual understanding of systems in Europe. It provides those responsible for education systems and policies in Europe with European-level comparative analyses and national specific information in the fields of education and youth, which will assist them in their decision-making.

The Eurydice Network produces a vast source of information, including detailed descriptions and overviews of national education systems (National Education systems and Policies), comparative thematic reports devoted to specific topics of Community interest (Thematic Reports), indicators and statistics (Key Data Series), and a series of facts and figures related to education, such as national education structures, school calendars, comparison of teacher salaries and of required taught time for countries and education levels (Facts and Figures).

It consists of a central coordinating unit located at the Executive Agency and national units based in all Erasmus+ Programme Countries plus Albania, Bosnia and Herzegovina and Montenegro.

More information is available on the website of the Executive Agency: https://eacea.ec.europa.eu/homepage

YOUTH WIKI NATIONAL CORRESPONDENTS NETWORK

In line with the EU Youth Strategy and the objective of improving the knowledge on youth issues in Europe, financial support is provided to National Structures contributing to the Youth Wiki, an interactive tool providing information on the situation of young people in Europe and on national youth policies in a coherent, updated and exploitable way.

Financial support is given to the bodies designated by the national authorities, located in a Programme Country, for actions carried out by these bodies for the production of country specific information, comparable country descriptions and indicators which contribute towards a better mutual understanding of youth systems and policies in Europe.

ETWINNING SUPPORT SERVICES

eTwinning is a community of teachers from pre-primary to upper secondary schools, hosted on a secure platform accessible only to teachers vetted by national authorities. Participants can involve themselves in many activities: carrying out projects with other schools and classrooms; discussions with colleagues and development of professional networking; involvement in a variety of professional development opportunities (online and face-to-face); etc. eTwinning is funded under Key Action 2 of the Erasmus+ Programme. Since its launch in 2005, more than 570,000 teachers in over 190,000 schools have registered and nearly 75,000 projects have taken place in the programme countries.

Teachers and schools participating in eTwinning receive support from their National Support Services (NSS). These are organisations appointed by the competent national authorities. They assist schools during the process of registration, partner finding and project activity, promote the Action, deliver prizes and quality labels and organise professional development activities for teachers.

The National Support Services are coordinated by a Central Support Service (CSS), which is also responsible for the development of the eTwinning Internet platform and the organisation of teacher professional development activities at European level.

The list of all services and more information available at: http://www.etwinning.net/en/pub/get_support/contact.htm

THE SCHOOL EDUCATION GATEWAY (SEG)

The School Education Gateway is Europe’s online platform for school education, currently available in 23 EU languages, intended to provide everything that teachers need in terms of information, learning and professional development, peer support and networking, collaborative project and mobility opportunities, policy insights etc. Apart from the teacher community, the target user base of the SEG includes all parties participating in activities under the Erasmus+ Programme
such as: schools and other educational actors and organizations; policy makers and national authorities; NGOs; enterprises; etc. As it is a public website, it can be accessed by anyone on Internet (i.e. also from countries outside the EU). This wide reach is expected to improve the links between policy and practice in European school education, as well as help promote policy based on the reality of what is happening at schools and what is needed by the job market.

The SEG offers a wide range of content, such as good practices from European projects; monthly blog contributions and video interviews of European school education experts; online courses for teachers to help tackle topical classroom challenges; resources such as teaching materials, tutorials and the European Toolkit for Schools; information on school education policies; topical news and events; etc. It offers special tools to support teachers and school staff in finding training and mobility opportunities for professional development (on-site courses, job shadowing, teaching assignments etc), which can be funded under Erasmus+ Key Action 1:

- Erasmus+ tool "Course Catalogue" (for face-to-face training opportunities);
- Erasmus+ tool "Mobility Opportunities" (for teacher mobility under KA1);

http://schooleducationgateway.eu

**EPALE**

The Electronic Platform for Adult Learning in Europe - known as EPALE - is an initiative of the European Commission funded by the Erasmus+ programme. It is open to teachers, trainers and volunteers, as well as policy-makers, researchers, media and academics involved in adult learning.

The site offers interactive networks, enabling users to link with others all around Europe, engage in discussions and exchange good practice. Amongst many tools and content, EPALE offers instruments of specific interest for Erasmus+ (potential) beneficiaries. Some examples include:

- A Calendar of courses and events, which can be used
  - to find mobility opportunities to beneficiaries of KA1 projects
  - to promote courses and events organised by KA2 projects
- A Partner-search tool, useful to find partners to prepare an EU-funded project or to find or offer a job-shadowing opportunity.
- Communities of practice offer an additional facility to liaise with people and organisations with similar interest
- Collaborative spaces, where project partners can work in a safe environment to develop their project
- A Resource centre, where project beneficiaries can reference articles, reports, manuals, and any other material produced by their project or their organisation, hence offering an additional dissemination opportunity
- A Blog, where participants in projects can share their experience or upload videos presenting their results in an informal and dynamic way.

Projects that receive EU funding are encouraged to share information on their activities and results on the platform through blog posts, news, events and other kinds of activities.

EPALE is implemented by a Central Support Service and a network of National Support Services in Erasmus+ Programme countries, which are in charge of identifying interesting information and encourage stakeholders to use and contribute to the platform. EPALE can be accessed at: http://ec.europa.eu/epale.

**ERASMUS+ VIRTUAL EXCHANGE**

Erasmus+ Virtual Exchange allows young people coming from both sides of the Mediterranean to engage in intercultural dialogue and to improve their skills through online learning tools. It expands the reach and scope of Erasmus+, complementing the traditional physical mobility. Erasmus+ Virtual Exchange works closely with universities and youth organisations to reach young people, youth workers, students and academics from the 34 Programme Countries and the 10 Partner Countries of the Southern Mediterranean region (Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Tunisia).

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7 This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue.
Virtual exchanges are online dialogues that take place usually as part of formal or non-formal education programmes and are recognised everywhere. All debates are moderated by trained facilitators who follow an agreed code of conduct. Logging into a safe video-conferencing platform, young people meet in small groups to discuss social, global or personal topics. The goal is to engage in self-reflection, active listening, respect and critical thinking. Dialogues also improve employability skills, as they demand effective communication, practice of other languages and collaboration across differences.

Erasmus+ Virtual Exchange also trains youth workers and university professors to develop virtual exchange projects with partners of other countries, putting in contact young people from different cultures. Moreover, the project helps the leaders of Massive Open Online Courses (MOOCs) to develop a virtual exchange component to be inserted in their programmes.

All information can be found at: [https://europa.eu/youth/erasmusvirtual](https://europa.eu/youth/erasmusvirtual)

**NATIONAL ERASMUS+ OFFICES**

In the Partner Countries concerned (Western Balkans, Eastern and Southern Mediterranean countries, Russia and Central Asia) the National Erasmus+ Offices (NEOs) assist the Commission, the Executive Agency and the local authorities in the implementation of the Erasmus+ Programme. They are the focal point in these countries for their stakeholders involved in the Erasmus+ Programme in the area of higher education. They contribute to improving awareness, visibility, relevance, effectiveness and impact of the international dimension of Erasmus+.

The National Erasmus+ Offices are responsible for:

- providing information about Erasmus+ activities that are open to the participation of their countries in the field of higher education;
- advising and assisting potential applicants;
- monitoring Erasmus+ projects;
- coordinating the local team of Higher Education Reform Experts (HEREs);
- monitoring the legacy of the Tempus IV Programme (2007-2013);
- contributing to studies and events;
- providing support to policy dialogue;
- maintaining contacts with the local authorities and EU delegations;
- following policy developments in the field of higher education in their country.

**ACP SECRETARIAT**

In the Partner Countries concerned (ACP countries), implementation of certain actions will be done in close cooperation with the Committee of Ambassadors of the Group of African, Caribbean and Pacific States represented by the ACP Secretariat which is involved in the programming and implementation of these actions.

**NETWORK OF HIGHER EDUCATION REFORM EXPERTS (HEREs)**

In the Partner Countries concerned (Western Balkans, Eastern and Southern Mediterranean countries, Russia and Central Asia), the National Teams of Higher Education Reform Experts provide a pool of expertise to local authorities and stakeholders to promote reform and enhance progress in higher education. They participate in the development of policies in higher education in their respective country. HERE activities are based on "peer to peer" contacts. Each national team consists of five to fifteen members. The HEREs are experts in the field of higher education (Rectors, Vice-Rectors, Deans, senior academics, international relations officers, students etc.).

The mission of the HEREs involves supporting:

- policy development in their respective countries, by supporting modernisation, reform processes and strategies in higher education, in close contact with the local authorities concerned;
- policy dialogue with the EU in the field of higher education;
- training and counselling activities targeted at local stakeholders, in particular higher education institutions and their staff;
- Erasmus+ projects (in particular those implemented under the Capacity-building Action) by disseminating their results and outcomes, notably good practices and innovative initiatives and exploiting these for training purposes.
EUROGUIDANCE NETWORK

Euroguidance is a European network of national resource and information centres. All Euroguidance centres share two common goals:

- to promote the European dimension in guidance for education and vocational training;
- to provide quality information on lifelong guidance and mobility for learning purposes.

The main target group of Euroguidance is guidance practitioners and policy makers from both the educational and employment sectors in all European countries.

More information available at: http://euroguidance.eu/

EUROPASS NATIONAL CENTRES

Europass aims to help individuals to present and document their skills and qualifications in a clear and transparent way throughout Europe. Communication between job-seekers and employers, as well as mobility for working or learning purposes, are facilitated by this initiative.

In every country (European Union and European Economic Area plus the Republic of North Macedonia, Serbia and Turkey), a National Europass Centre coordinates all activities related to the Europass documents. It is the first point of contact for any person or organisation interested in using or learning more about Europass.


EUROPEAN QUALIFICATIONS FRAMEWORK (EQF) NATIONAL COORDINATION POINTS (NCP)

The EQF NCPs support national authorities in establishing national qualifications frameworks. The activities of the EQF NCPs are geared towards the following:

- Referencing of national qualifications systems to the European reference levels;
- Referencing to the appropriate EQF level on qualifications certificates, diplomas and Europass documents issued by the competent authorities.

More information available at: http://ec.europa.eu/ploteus

NETWORK OF EQAVET NATIONAL REFERENCE POINTS

The EQAVET National Reference Points (NRPs) are established by national authorities and bring together existing relevant bodies involving the social partners and all stakeholders concerned at national and regional levels, to contribute to the implementation of the European framework for quality assurance in VET. The EQAVET NRPs aim to 1) provide active support for the implementation of the EQAVET work programme, 2) take concrete initiatives to promote further development of the EQAVET framework in the national context, 3) support self-evaluation as a complementary and effective means of quality assurance allowing the measurement of success and the identification of areas for improvement and 4) ensure that information is disseminated to stakeholders effectively.

More information available at: http://www.eqavet.eu/

NATIONAL ACADEMIC RECOGNITION INFORMATION CENTRES (NARIC)

The NARIC network provides information concerning the recognition of diplomas and periods of study undertaken in other European countries as well as advice on foreign academic diplomas in the country where the NARIC is established. The NARIC network provides authoritative advice to anyone travelling abroad for the purposes of work or further education, but also to institutions, students, advisers, parents, teachers and prospective employers.

The European Commission supports the activities of the NARIC network through the exchange of information and experience between countries, the identification of good practices, the comparative analysis of systems and policies in this field, and the discussion and analysis of matters of common educational policy interest.

More information available at: www.enic-naric.net
**NETWORK OF NATIONAL TEAMS OF ECVET EXPERTS**

The National Teams of ECVET Experts provide a pool of expertise to support the implementation of a European Credit System for Vocational Education and Training (ECVET). They promote the adoption, the application and the use of ECVET in the Programme Countries and provide counselling to VET relevant competent bodies and institutions.


**SALTO RESOURCE CENTRES**

The aim of the SALTO Resource Centres is to help improve the quality and impact of projects funded by the Erasmus+ programme.

**YOUTH**

In the field of youth, the SALTO centres provide expertise, resources, information and training in specific areas for National Agencies and other actors involved in youth work, and foster the recognition of non-formal and informal learning. They either have a thematic (participation and information, inclusion and diversity, training and cooperation) or geographical (Eastern Partnership Countries and Russia, Southern Mediterranean, Western Balkans) focus.

The work of the Youth SALTO centres involves:

- organising training courses, study visits, forums, cooperation and partnership-building activities;
- developing and documenting training and youth work methods and tools;
- giving an overview of European training activities that are available to youth workers through the European Training Calendar;
- issuing practical publications and guidance;
- providing up-to-date information about European youth work;
- providing a database of trainers and resource persons in the field of youth work and training;
- monitoring of Erasmus+ Volunteering accreditations in Partner Countries neighbouring the EU;
- coordinating the implementation of Youthpass, the instrument to support validation of non-formal and informal learning outcomes in youth mobility and youth work activities.

**EDUCATION AND TRAINING**

In the fields of Education and Training, the SALTO centre offers a platform for European training activities aiming to improve the quality and impact of the Erasmus+ programme at a systemic level. These activities, such as workshops, training courses, seminars and partnership building activities on Erasmus+ priority themes, enable stakeholders to, inter alia, develop their organizations’ capacities to fully seize Erasmus+ opportunities, share best practices across European countries, find partners, or increase their projects’ impact at European level. The Education and Training SALTO centre provides expertise, resources and information on these training opportunities for stakeholders and National Agencies in the Education & Training fields.

More information available at: [www.salto-youth.net](http://www.salto-youth.net) and [www.salto-et.net](http://www.salto-net.net)

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**Otlas – the partner finding tool**

One of the tools developed and hosted by the SALTO-Youth Resource Centres is Otlas, a central online partner finding tool for organisations in the youth field. Organisations can register their contact details and areas of interest in Otlas, and also create partner requests for project ideas.

More information available at: [www.salto-youth.net/otlas](http://www.salto-youth.net/otlas) or [www.otlas.eu](http://www.otlas.eu)

**EURODESK NETWORK**

The Eurodesk network offers information services to young people and those who work with them on European opportunities in the education, training and youth fields, and the involvement of young people in European activities.
Present in all Programme Countries, and coordinated at European level by the Eurodesk Brussels-link Office, the Eurodesk network offers enquiry answering services, funding information, events and publications. It also contributes to the animation of the European Youth Portal.

The European Youth Portal offers European and national information and opportunities that are of interest to young people who are living, learning and working in Europe. It gives information around eight main themes, covers 33 countries and is available in 27 languages.

To access the European Youth Portal, go to: http://europa.eu/youth/splash_en. For more information on Eurodesk, go to: http://www.eurodesk.eu.
WHO CAN PARTICIPATE IN THE ERASMUS+ PROGRAMME?

Individuals - students, trainees, apprentices, pupils, adult learners, young people, volunteers, professors, teachers, trainers, youth workers, professionals of organisations active in the fields of education, training and youth constitute the main target population of the Programme. However, the Programme reaches these individuals through organisations, institutions, bodies or groups that organise such activities. The conditions of access to the Programme therefore relate to these two actors: the “participants” (individuals participating in the Programme) and the “participating organisations” (including groups of at least four young people active in youth work but not necessarily in the context of youth organisations, also referred to as informal groups of young people). For both participants and participating organisations, the conditions for participation depend on the country in which they are based.

PARTICIPANTS

As a general rule, participants in Erasmus+ projects must be established in a Programme Country. Some Actions, notably in the fields of higher education and youth, are also open to participants from Partner Countries.

The specific conditions for participating in an Erasmus+ project depend on the type of Action concerned.

In general terms:

- For projects relevant for the field of higher education, the main targets are: higher education students (short cycle, first, second or third cycle), higher education teachers and professors, staff of higher education institutions, trainers and professionals in enterprises;
- For projects relevant for the field of vocational education and training, the main targets are: apprentices and students in vocational education, professionals and trainers in vocational training, staff of initial vocational education organisations, trainers and professionals in enterprises;
- For projects relevant for the field of school education, the main targets are: school leaders, school teachers and school staff, pupils in pre-primary, primary and secondary education;
- For projects relevant for the field of adult education, the main targets are: members of non-vocational adult education organisations, trainers, staff and learners in non-vocational adult education;
- For projects relevant for the youth field the main targets are: young people from 13 to 30\(^8\), youth workers, staff and members of organisations active in the youth field;
- For projects relevant to the field of sport, the main targets are: professionals and volunteers in the field of sport, athletes and coaches.

For more details on the conditions for participation in each specific Action, please consult Part B and Annex I of this Guide.

PARTICIPATING ORGANISATIONS

Erasmus+ projects are submitted and managed by participating organisations representing the participants. If a project is selected, the applicant organisation becomes a beneficiary of an Erasmus+ grant. Beneficiaries sign a grant agreement or are notified of a grant decision which entitles them to receive financial support for the realisation of their project (grant agreements are not signed with individual participants). Some Actions of the Programme are also open to informal groups of young people.

As a general rule, organisations participating in Erasmus+ projects must be established in a Programme Country. Some Actions are also open to participating organisations from Partner Countries, notably in the field of higher education and youth.

The specific conditions for participating in an Erasmus+ project depend on the type of Action supported by the Programme. In general terms, the Programme is open to any organisation active in the fields of education, training, youth or sport. Several Actions are also open to the participation of other players in the labour market.

For more details, please consult Part B and Annex I of this Guide.

\(^8\) Different age limits apply depending on the different types of activities. For more information please consult Part B and Annex I of this Guide. Please also consider the following:

lower age limits - participants must have reached the minimum age at the start date of the activity.

upper age limits - participants must not be older than the indicated maximum age at the application deadline.
**ELIGIBLE COUNTRIES**

The Erasmus+ Programme is open to the following countries:

**PROGRAMME COUNTRIES**

The following countries can fully take part in all the Actions of the Erasmus+ Programme:

<table>
<thead>
<tr>
<th>Member States of the European Union (EU)</th>
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<tr>
<td>Belgium</td>
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<td>Bulgaria</td>
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<td>Czech Republic</td>
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<td>Denmark</td>
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<td>Germany</td>
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<td>Estonia</td>
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<td>Ireland</td>
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<th>Non EU Programme Countries</th>
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<tr>
<td>Republic of North Macedonia</td>
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<td>Liechtenstein</td>
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**PARTNER COUNTRIES**

The following countries can take part in certain Actions of the Programme, subject to specific criteria or conditions (for more information, please consult Part B of this Guide). Funding will be allocated to organisations in the countries within their territories as recognised by international law. Applicants and participants must respect any restrictions placed on EU external assistance imposed by the European Council. Applications have to be in line with the overall EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities as foreseen in art 2 of the Treaty of the European Union.

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*According to Article 33.3 of the Council Decision 2013/755/EU* on the Association of the OCTs with the European Union adopted on 25 November 2013 ([http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:344:0001:0118:EN:PDF](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:344:0001:0118:EN:PDF)), the Union shall ensure that individuals and organisations from or to Overseas Countries and Territories (OCT) shall be eligible for the Erasmus+, subject to the rules of the Programme and the arrangements applicable to the Member State with which these OCTs they are connected. This means that individuals and organisations from the OCTs are participating in the programme on a 'Programme country' status, the 'Programme country' being the Member State with which they are connected. The list of OCTs can be found at: [https://ec.europa.eu/europeaid/regions/overseas-countries-and-territories-octs/oct-eu-association_en](https://ec.europa.eu/europeaid/regions/overseas-countries-and-territories-octs/oct-eu-association_en)

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**FOR BRITISH APPLICANTS:** Please be aware that eligibility criteria must be complied with for the entire duration of the grant. If the United Kingdom withdraws from the European Union during the grant period without concluding an agreement with the European Union ensuring in particular that British applicants continue to be eligible, you will cease to receive EU funding (while continuing, where possible, to participate) or be required to leave the project on the basis of the relevant provisions of the grant agreement on termination.
**PARTNER COUNTRIES NEIGHBOURING THE EU**

<table>
<thead>
<tr>
<th>Western Balkans (Region 1)</th>
<th>Eastern Partnership countries (Region 2)</th>
<th>South-Mediterranean countries (Region 3)</th>
<th>Russian Federation (Region 4)</th>
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<tr>
<td>Albania</td>
<td>Armenia</td>
<td>Algeria</td>
<td>Territory of Russia as recognised by international law</td>
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<td>Bosnia and Herzegovina</td>
<td>Azerbaijan</td>
<td>Egypt</td>
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<td>Kosovo(^{13})</td>
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<td>Montenegro</td>
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<td>Tunisia</td>
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**OTHER PARTNER COUNTRIES**

Some Actions of the Programme are open to any Partner Country of the world listed below. For some other Actions the geographical scope is less broad.

The Partner Countries below are regrouped according to the financial instruments of the EU external action.

<table>
<thead>
<tr>
<th>Region 5</th>
<th>Andorra, Monaco, San Marino, Vatican City State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region 6(^{14}) Asia</td>
<td>Afghanistan, Bangladesh, Bhutan, Cambodia, China, DPR Korea, India, Indonesia, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Vietnam</td>
</tr>
<tr>
<td>Region 7(^{15}) Central Asia</td>
<td>Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan</td>
</tr>
<tr>
<td>Region 8(^{16}) Latin America</td>
<td>Argentina, Bolivia, Brazil, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Venezuela</td>
</tr>
<tr>
<td>Region 9(^{17})</td>
<td>Iran, Iraq, Yemen</td>
</tr>
<tr>
<td>Region 10(^{18})</td>
<td>South Africa</td>
</tr>
<tr>
<td>Region 12(^{19}) Industrialised: Gulf Cooperation</td>
<td>Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates</td>
</tr>
</tbody>
</table>

\(^{11}\) The eligibility criteria formulated in commission notice Nr.2013/C-205/05 (OJEU C-205 of 19/07/2013, pp. 9-11) shall apply for all actions implemented through this Programme Guide, including with respect to third parties receiving financial support in the cases where the respective action involves financial support to third parties by grant beneficiaries in accordance with article 204 of the EU’s Financial Regulation.

\(^{12}\) This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence.

\(^{13}\) This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue.

\(^{14}\) Classification used in the framework of the Development and Cooperation Instrument (DCI).

\(^{15}\) As above.

\(^{16}\) As above.

\(^{17}\) As above.

\(^{18}\) As above.

\(^{19}\) Classification used in the framework of the Partnership Instrument (PI).
<table>
<thead>
<tr>
<th>countries</th>
<th>Region 13&lt;sup&gt;20&lt;/sup&gt; Other Industrialised countries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Australia, Brunei, Canada, Chile, Hong Kong, Japan, (Republic of) Korea, Macao, New Zealand, Singapore, Taiwan, United States of America, Uruguay.</td>
</tr>
<tr>
<td>Region 14</td>
<td>Faroe Islands, Switzerland</td>
</tr>
</tbody>
</table>

For more information, please consult the detailed description of the Actions of the Programme in the Part B of this Guide.

**Requirements regarding visa and residence permits**

Participants in Erasmus+ projects may need to obtain a visa for staying abroad in the Programme or Partner Country hosting the activity. It is a responsibility of all the participating organisations to ensure that the authorisations required (short or long-term stay visas or residence permits) are in order before the planned activity takes place. It is strongly recommended that the authorisations are requested from the competent authorities well in advance, since the process may take several weeks. National Agencies and the Executive Agency may give further advice and support concerning visas, residence permits, social security, etc. The EU Immigration Portal contains general information on visa and residence permits, for both short-term and long-term stays: [https://ec.europa.eu/immigration/](https://ec.europa.eu/immigration/)

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<sup>20</sup> Classification used in the framework of the Partnership Instrument (PI).
PART B – INFORMATION ABOUT THE ACTIONS COVERED BY THIS GUIDE

In this Part readers will find, for all of the Actions and activities covered by the Erasmus+ Programme Guide, the following information:

- a description of their objectives and expected impact;
- a description of the supported activities;
- tables presenting the criteria which are used to assess project proposals;
- additional information useful in order to have a good understanding of the type of projects supported;
- a description of the funding rules.

Before submitting an application, applicants are advised to read carefully the entire section concerning the Action under which you wish to apply. Applicants are also advised to read carefully the complementary information provided in Annex I of this Guide.
EDUCATION AND TRAINING

Opportunities in higher education, vocational education and training, school education and adult education.

WHICH ACTIONS ARE SUPPORTED?

The following sections "Key Action 1", "Key Action 2" and "Key Action 3" present concrete Actions that are designed to achieve the Programme objectives in the field of education and training. Among these Actions, the ones mainly - but not exclusively - connected with the field of education and training are:

- Mobility projects for learners and staff in higher education and vocational education and training (VET);
- Mobility projects for staff in school education and adult education;
- Erasmus Mundus Joint Master Degrees;
- Erasmus+ Master Loans;
- Strategic Partnerships;
- Knowledge Alliances-European Universities;
- Sector Skills Alliances;
- Capacity Building in the field of higher education.

The Key Action 3 section also provides information about Erasmus+ activities in support to education and training policies, involving policy analysis and peer learning, initiatives for policy innovation, tools and networks, cooperation with international organisations and dialogue with policy makers, and stakeholder organisations. These activities are implemented through specific calls for proposals managed directly by the European Commission or by its Executive Agency. For more information, please visit the websites of the Commission and of the Executive Agency.

WHAT ARE THE AIMS OF THESE ACTIONS?

SPECIFIC OBJECTIVES

The specific objectives pursued by the Erasmus+ Programme in the field of education and training are to:

- improve the level of key competences and skills, with particular regard to their relevance for the labour market and their contribution to a cohesive society, in particular through increased opportunities for learning mobility and through strengthened cooperation between the world of education and training and the world of work;
- foster quality improvements, innovation excellence and internationalisation at the level of education and training institutions, in particular through enhanced transnational cooperation between education and training providers and other stakeholders;
- promote the emergence and raise awareness of a European lifelong learning area designed to complement policy reforms at national level and to support the modernisation of education and training systems, in particular through enhanced policy cooperation, better use of EU transparency and recognition tools and the dissemination of good practices;
- enhance the international dimension of education and training, in particular through cooperation between Programme and Partner-Country institutions in the field of VET and in higher education, by increasing the attractiveness of European higher education institutions and supporting the EU's external action, including its development objectives, through the promotion of mobility and cooperation between Programme and Partner-Country higher education institutions and targeted capacity building in Partner Countries;
- improve the teaching and learning of languages and promote the EU's broad linguistic diversity and intercultural awareness.
YOUTH

Non-formal and informal learning opportunities in the youth field.

WHICH ACTIONS ARE SUPPORTED?

The following sections "Key Action 1", Key Action 2" and "Key Action 3" present concrete Actions that are designed to achieve the Programme objectives in the field of youth. Among these Actions, the ones mainly - but not exclusively - connected with the field of youth (non-formal and informal learning) are:

- Mobility projects for young people (Youth Exchanges) and youth workers;
- Strategic Partnerships;
- Capacity Building in the field of youth;
- Youth Dialogue projects.

The Key Action 3 section also provides information about Erasmus+ Actions in support of youth policies, involving policy analysis and mutual learning, prospective initiatives, tools and networks, cooperation with international organisations, dialogue with stakeholder organisations, which will be promoted under Erasmus+ in support of youth systems. These Actions are implemented through specific calls for proposals managed by the European Commission's Executive Agency or directly by the European Commission. For more information, visit the websites of the Commission and of the Executive Agency.

WHAT ARE THE AIMS OF THESE ACTIONS?

SPECIFIC OBJECTIVES

The specific objectives pursued by the Erasmus+ Programme in the field of youth are to:

- improve the level of key competences and skills of young people, including those with fewer opportunities, as well as to promote participation in democratic life in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and solidarity, in particular through increased learning mobility opportunities for young people, those active in youth work or youth organisations and youth leaders, and through strengthened links between the youth field and the labour market;
- foster quality improvements in youth work, in particular through enhanced cooperation between organisations in the youth field and/or other stakeholders;
- complement policy reforms at local, regional and national level and to support the development of knowledge and evidence-based youth policy as well as the recognition of non-formal and informal learning, in particular through enhanced policy cooperation, better use of EU transparency and recognition tools and the dissemination of good practices;
- enhance the international dimension of youth activities and enhance the capacity of youth workers and organisations in their support for young people in complementarity with the European Union's external action, in particular through the promotion of mobility and cooperation between stakeholders from Programme and Partner Countries and international organisations.

Over the 2014-2020 period, 8.6% of the budget will be allocated in support of non-formal and informal learning opportunities in the youth field.
THREE KEY ACTIONS

The Actions in the fields of education and training and youth will be presented together in the following sections, considering that:

- these Actions are all organised in a framework based on three Key Actions;
- several Actions are instruments to support the objectives in both the education and training and in the youth fields;
- the Erasmus+ Programme aims to promote synergies, cooperation and cross-fertilisation between the different fields.

This approach will also avoid unnecessary repetitions in this Guide.
Part B – Learning mobility of individuals

KEY ACTION 1: LEARNING MOBILITY OF INDIVIDUALS

WHICH ACTIONS ARE SUPPORTED?

This Key Action supports:

- Mobility projects in the field of education, training and youth;
- Erasmus Mundus Joint Master Degrees;
- Erasmus+ Master Loans.

The Actions supported under this Key Action are expected to bring positive and long-lasting effects on the participants and participating organisations involved, as well as on the policy systems in which such activities are framed.

As regards students, trainees, apprentices and young people, the mobility activities supported under this Key Action are meant to produce the following outcomes:

- improved learning performance;
- enhanced employability and improved career prospects;
- increased sense of initiative and entrepreneurship;
- increased self-empowerment and self-esteem;
- improved foreign language competences;
- enhanced intercultural awareness;
- more active participation in society;
- better awareness of the European project and the EU values;
- increased motivation for taking part in future (formal/non-formal) education or training after the mobility period abroad.

As regards staff, youth workers and professionals involved in education, training and youth, the mobility activities are expected to produce the following outcomes:

- improved competences, linked to their professional profiles (teaching, training, youth work, etc.);
- broader understanding of practices, policies and systems in education, training or youth work across countries;
- increased capacity to trigger changes in terms of modernisation and international opening within their educational organisations;
- greater understanding of interconnections between formal and non-formal education, vocational training and the labour market respectively;
- better quality of their work and activities in favour of students, trainees, apprentices, pupils, adult learners, young people and volunteers;
- greater understanding and responsiveness to social, linguistic and cultural diversity;
- increased ability to address the needs of the disadvantaged;
- increased support for and promotion of mobility activities for learners;
- increased opportunities for professional and career development;
- improved foreign language competences;
- increased motivation and satisfaction in their daily work.

Activities supported under this Action are also expected to produce the following outcomes on participating organisations:

- increased capacity to operate at EU/international level: improved management skills and internationalisation strategies; reinforced cooperation with partners from other countries; increased allocation of financial resources (other than EU funds) to organise EU/international projects; increased quality in the preparation, implementation, monitoring and follow up of EU/international projects;

- innovative and improved way of operating towards their target groups, by providing for example: more attractive programmes for students, trainees, apprentices, young people and volunteers in line with their needs and expectations; improved qualifications of teaching and training staff; improved processes of recognition and validation of competences gained during learning periods abroad; more effective activities for the benefit of local communities, improved youth work methods and practices to actively involve young people and/or to address disadvantaged groups, etc.;
more modern, dynamic, committed and professional environment inside the organisation: ready to integrate good practices and new methods into daily activities; open to synergies with organisations active in different social, educational and employment fields; planning strategically the professional development of their staff in relation to individual needs and organisational objectives; if relevant, capable of attracting excellent students and academic staff from all over the world.

In the long run, the combined effect of the several thousands of projects supported under this Key Action is expected to have an impact on the systems of education, training and youth in the participating countries, thus stimulating policy reforms and attracting new resources for mobility opportunities in Europe and beyond.
**WHAT ARE THE AIMS OF A MOBILITY PROJECT?**

Education, training and youth activities play a key role in providing people of all ages with the necessary means to participate actively in the labour market and in society at large. Projects under this Action promote transnational mobility activities targeting learners (students, trainees, apprentices, young people), and staff (professors, teachers, trainers, youth workers, and people working in organisations active in the education, training and youth fields) and aiming to:

- support learners in the acquisition of learning outcomes (knowledge, skills and competences) with a view to improving their personal development, their involvement as considerate and active citizens in society and their employability in the European labour market and beyond;
- support the professional development of those who work in education, training and youth with a view to innovating and improving the quality of teaching, training and youth work across Europe;
- enhance notably the participants' foreign languages competence;
- raise participants' awareness and understanding of other cultures and countries, offering them the opportunity to build networks of international contacts, to actively participate in society and develop a sense of European citizenship and identity;
- increase the capacities, attractiveness and international dimension of organisations active in the education, training and youth fields so that they are able to offer activities and programmes that better respond to the needs of individuals, within and outside Europe;
- reinforce synergies and transitions between formal, non-formal education, vocational training, employment and entrepreneurship;
- ensure a better recognition of competences gained through the learning periods abroad.

This Action also supports international mobility activities from or to Partner Countries in the fields of higher education and youth. This action also contributes to cooperation between the EU and eligible Partner Countries and reflects the EU external action objectives, priorities and principles:

- enhance the attractiveness of higher education in Europe and support European higher education institutions in competing on the higher education market worldwide;
- support the priorities identified in the “New European Consensus on Development”\(^{21}\) and the “European Higher Education in the World” Communication\(^{22}\);
- support the internationalisation, attractiveness quality, equity of access and modernisation of higher education institutions outside Europe in view of promoting the development of Partner Countries;
- promote the development and external policy objectives and principles including national ownership, social cohesion, equity, proper geographical balance and diversity. Special attention will be given to the least developed countries as well as to disadvantaged students from poor socio-economic backgrounds and to students who will special needs;
- promote non-formal learning and cooperation in the field of youth with Partner Countries.

**WHAT IS A MOBILITY PROJECT?**

Organisations active in the fields of education, training and youth will receive support from the Erasmus+ Programme to carry out projects promoting different types of mobility. A mobility project will consist of the following stages:

- **Preparation** (including practical arrangements, selection of participants, set up of agreements with partners and participants, linguistic/intercultural/learning- and task-related preparation of participants before departure);

- **Implementation of the mobility activities**;

- **Follow-up** (including the evaluation of the activities, the validation and formal recognition - where applicable - of the learning outcomes of participants during the activity, as well as the dissemination and use of the project's outcomes).

An important innovation introduced in Erasmus+ compared to many actions of mobility supported under past European programmes is that Erasmus+ reinforces the support offered to the participants of mobility activities in improving their foreign language competences before and during their stay abroad. A European online linguistic support service was gradually introduced by the European Commission starting from the year 2014. The service provides the participants in long-term mobility activities with the opportunity to assess their knowledge of the language they will use to study or work.

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abroad as well as to follow an online language course to improve their competences. Participants with a level of at least B2 in the main language of instruction or work may choose to follow an OLS course in the language of the receiving country, if available (more details on the support to language learning can be found in Annex I).

Furthermore, Erasmus+, more than in the past programmes, offers space for developing mobility activities that involve partner organisations with different backgrounds and active in different fields or socio-economic sectors (e.g. traineeships of university students or VET learners in enterprises, NGOs, public bodies; teachers in schools following professional development courses in companies or training centres; business experts giving lectures or training in higher education institutions, etc.).

A third important element of innovation and quality of mobility activities is that Erasmus+ participating organisations have the possibility to organise mobility activities within a broader strategic framework and in the medium term. Through a single grant application, covering a period of up to two years, the coordinator of a mobility project will be able to organise several mobility activities, allowing many individuals to go abroad to different countries. As a consequence, under Erasmus+ the applicant organisations will be able to conceive their project in line with the needs of participants, but also according to their internal plans for internationalisation, capacity building and modernisation.

Depending on the profile of participants involved, the following types of mobility projects are supported under Key Action 1 of the Erasmus+ Programme:

- in the field of Education and Training:
  - mobility project for higher education students and staff;
  - mobility project for VET learners and staff;
  - mobility project for school staff;
  - mobility project for adult education staff.

- in the field of Youth
  - mobility project for young people and youth workers.

Long-term mobility of staff, the short and long-term mobility of pupils as well as the blended mobility of adult learners can be supported under Key Action 2 Strategic Partnerships.

The sections below provide the detailed information about the criteria and conditions applying to each typology of mobility project.
MOBILITY PROJECT FOR VET LEARNERS AND STAFF

Organisations may apply for a VET learners and staff mobility projects in two ways:

- Any eligible organisation may apply for funding for Mobility projects for VET learners and staff without the Erasmus+ VET Mobility Charter
- Organisation with a proven track record holding a valid Erasmus+ VET Mobility Charter may use a fast-track procedure to apply for funding for Mobility projects for VET learners and staff with the Erasmus+ VET Mobility Charter

The eligibility and award criteria for these two application modalities are described in the relevant sections of this Action.

ERASMUSPRO: SUPPORT FOR LONG-TERM MOBILITY OF VET LEARNERS OR RECENT GRADUATES

In December 2016, the Communication "Investing in Europe's Youth" launched "ErasmusPro", a policy initiative aimed at increasing long-term mobility abroad, for Vocational Education and Training learners, including apprentices or recent graduates. ErasmusPro responds to calls by the European Parliament, as well as companies, and other VET stakeholders, to increase the quality, the attractiveness, and the employability of VET learners through long-term workplacements abroad.

VET mobility has a clear value in helping young people open up their minds, widen their social, professional and transversal skills, develop a taste for innovation and initiative and a sense of European citizenship. It is a means to improve the overall performance of the organisations (both VET providers and companies) involved in such practices, by developing sustained internationalisation strategies, while also helping business find the right skills they need to increase their competitiveness. Long-term placements abroad have a higher added value for learners in terms of developing job specific skills and an even better acquaintance with the foreign language, culture and work environment, thus boosting their employability.

A VET mobility project can comprise one or more of the following activities:

<table>
<thead>
<tr>
<th>Learners' mobility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mobility in VET providers and/or companies abroad, from 2 weeks to less than 3 months;</td>
</tr>
<tr>
<td>• Long-term mobility in VET providers and/or companies abroad (ErasmusPro), from 3 to 12 months.</td>
</tr>
</tbody>
</table>

These activities are open to VET learners (including apprentices) in vocational training organisations (VET providers). To strengthen the employability of VET learners and to facilitate their transition to the labour market, recent graduates (less than 12 months after graduation), can also participate in these activities. Activities can take the form of full work placements with learners hosted in a company or other relevant organisation, or at a VET provider (a school, institute or other organisation providing vocational education and training) offering a combination of school based learning and a strong work-based component (work placements). In the case of long-term mobilities (ErasmusPro), while the host body can be a VET provider, the activity should have a clear work-based learning component – usually in the form of a work placement in a company.

Each mobility activity is set within a quality framework previously agreed upon by the sending and receiving organisations to ensure a high level of quality for the activity, including a "Learning Agreement".

The learning outcomes are formally recognised and validated at an institutional level, course contents are adapted as necessary to ensure that the mobility period abroad is well fitted to the course in which the apprentice/VET learner is enrolled.

In the framework of ErasmusPro activities, short "Advance Planning Visits" (APV) of staff from sending to hosting organisations (VET providers and/or companies) may be funded in order to facilitate interinstitutional cooperation, better prepare the mobilities and ensure their high quality.

<table>
<thead>
<tr>
<th>Staff mobility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teaching/training assignments: this activity allows staff of VET providers to teach at a partner VET provider abroad. It also allows staff of companies to provide training at a VET provider abroad.</td>
</tr>
<tr>
<td>• Staff training: this activity supports the professional development of VET staff in the form of a work placement or a job shadowing/observation period abroad in a company or any other VET provider.</td>
</tr>
</tbody>
</table>

Erasmus+ supports learning mobility of staff that:
- is framed into a strategic approach of the participating organisations (aimed at modernising and internationalising their mission);
- responds to clearly identified staff development needs and is accompanied by appropriate selection, preparation and follow-up measures;
- ensures that the learning outcomes of participating staff are properly recognised and ensures that the learning outcomes are disseminated and widely used within the organisation.

These activities are also an opportunity for VET staff to gain competences in addressing the needs of learners with disadvantaged backgrounds. Given the current context concerning young migrants, refugees and asylum seekers, particular attention will be also given to support projects that train VET staff in such areas as training refugee children, intercultural classrooms, teaching youngsters in their second language, classroom tolerance and diversity.

**WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN THIS PROJECT?**

Participating organisations involved in the mobility project assume the following roles and tasks:

- **Applicant organisation**: in charge of applying for the mobility project, signing and managing the grant agreement and reporting. The applicant can be a consortium coordinator: leading a national mobility consortium of partner organisations of the same country aimed at sending VET learners and staff to activities abroad. The national mobility consortium coordinator can also – but not necessarily – act as sending organisation.
- **Sending organisation**: in charge of selecting VET learners/staff and sending them abroad.
- **Receiving organisation**: in charge of receiving foreign VET learners/staff and offering them a programme of activities, or benefiting from a training activity provided by VET staff.
- **Intermediary organisation**: this is an organisation active in the labour market or in the fields of education, training and youth which is not a sending organisation, but whose expertise allows it to assist the sending VET providers with administrative procedures, practical arrangements, matching apprentice/learner profiles with the needs of companies in case of traineeships, and preparing the participants. If the intermediary organisation is a partner in a national mobility consortium, its contribution must be clearly described as part of the project application. In case the intermediary organisation is not a part of a national mobility consortium, applicant organisations are strongly advised to formally define a set of rights and obligations when cooperating with such intermediary organisations.

The sending and receiving organisations, together with the learners/staff, must have agreed on the activities to be undertaken by the learners - in a 'Learning Agreement' - or by staff members - in a 'Mobility Agreement' - prior to the start of the mobility period. These agreements define the target learning outcomes for the learning period abroad, specify the formal recognition provisions and list the rights and obligations of each party.

VET learners going on mobility for 19 days or longer are eligible to receive a linguistic support. Online linguistic support is being gradually implemented in the course of the Programme. It is made available by the European Commission to eligible participants to assess their foreign language competences and to offer, where necessary, the most appropriate language learning before and/or during mobility (for more details, see Annex I of this Guide).

**MOBILITY PROJECT FOR VET LEARNERS AND STAFF WITHOUT THE ERASMUS+ VET MOBILITY CHARTER**

**WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?**

Here below are listed the formal criteria that a VET mobility project must respect in order to be eligible for an Erasmus+ grant:

**GENERAL ELIGIBILITY CRITERIA**

<table>
<thead>
<tr>
<th>Eligible activities</th>
<th>A VET mobility project must comprise one or more of the following activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mobility in VET providers and/or companies abroad, from 2 weeks to less than 3 months;</td>
</tr>
<tr>
<td></td>
<td>Long-term mobility in VET providers and/or companies abroad (ErasmusPro), from 3 to 12 months.</td>
</tr>
<tr>
<td></td>
<td>Teaching/training assignments abroad;</td>
</tr>
<tr>
<td></td>
<td>Staff training abroad.</td>
</tr>
<tr>
<td>Eligible participating organisations</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>A participating organisation can be:</td>
<td></td>
</tr>
<tr>
<td>• any public or private organisation (or its subsidiary/branch) active in the field of vocational education and training (referred to as a VET provider); or</td>
<td></td>
</tr>
<tr>
<td>• any public or private organisation active in the labour market (referred to as a company)</td>
<td></td>
</tr>
<tr>
<td>For example, such organisations can be:</td>
<td></td>
</tr>
<tr>
<td>– a vocational education school/institute/centre;</td>
<td></td>
</tr>
<tr>
<td>– a public or private, a small, medium or large enterprise (including social enterprises);</td>
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</tr>
<tr>
<td>– a social partner or other representative of working life, including chambers of commerce, craft/professional associations and trade unions;</td>
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<tr>
<td>– a public body at local, regional or national level;</td>
<td></td>
</tr>
<tr>
<td>– a research institute;</td>
<td></td>
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<tr>
<td>– a foundation;</td>
<td></td>
</tr>
<tr>
<td>– a school/institute/educational centre (at any level, from pre-school to upper secondary education, and including adult education);</td>
<td></td>
</tr>
<tr>
<td>– a non-profit organisation, association, NGO;</td>
<td></td>
</tr>
<tr>
<td>– a body providing career guidance, professional counselling and information services;</td>
<td></td>
</tr>
<tr>
<td>– a body responsible for policies in the field of vocational education and training.</td>
<td></td>
</tr>
</tbody>
</table>

Each organisation must be established in a Programme Country.

<table>
<thead>
<tr>
<th>Who can apply?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A VET provider (or its subsidiary/branch) sending learners and staff abroad;</td>
</tr>
<tr>
<td>The coordinator of a national mobility consortium.</td>
</tr>
<tr>
<td>Individuals cannot apply directly for a grant.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of participating organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A mobility activity is transnational and involves minimum two participating organisations (at least one sending and at least one receiving organisation) from different Programme Countries.</td>
</tr>
<tr>
<td>In the case of projects presented by a national mobility consortium, all members of the consortium must be from the same Programme Country and need to be identified at the time of applying for a grant. A consortium must comprise at least 3 VET providers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration of project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 2 years. The applicant must choose the duration at application stage, based on the objective of the project and on the type of activities planned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where to apply?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To the National Agency of the country in which the applicant organisation is established.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When to apply?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants have to submit their grant application by 5 February at 12:00 (midday Brussels time) for projects starting between 1 June and 31 December of the same year.</td>
</tr>
<tr>
<td>Possible additional deadline:</td>
</tr>
<tr>
<td>National Agencies may organise a second round of applications if funds remain unused, for which the rules set out in this Guide will also apply. National Agencies will inform of this possibility via their website.</td>
</tr>
<tr>
<td>If a second round is organised, applicants have to submit their grant application by 1 October at 12:00 (midday Brussels time) for projects starting between 1 January and 31 May of the following year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How to apply?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please see Part C of this Guide for details on how to apply.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A VET provider (or its subsidiary/branch) or national mobility consortium can apply only once per selection round. However, a VET provider may be part of or coordinate several different national mobility consortia applying at the same time.</td>
</tr>
</tbody>
</table>
**ADDITIONAL ELIGIBILITY CRITERIA FOR LEARNERS MOBILITY**

<table>
<thead>
<tr>
<th>Duration of activity</th>
<th>Mobility in VET providers and/or companies abroad, from 2 weeks (i.e. ten working days) to less than 3 months, excluding travel time; Long-term mobility in VET providers and/or companies abroad (ErasmusPro), from 3 to 12 months, excluding travel time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venue(s) of the activity</td>
<td>Participants must carry out their mobility activity abroad, in another Programme Country.</td>
</tr>
<tr>
<td>Eligible participants</td>
<td>VET learners (including apprentices) whose studies typically include work-based learning, resident in the country of the sending organisation. Persons accompanying VET learners abroad. Recent graduates of a VET provider (including former apprentices) may also participate in the activity. Recent graduates must undertake their training placement abroad within 12 months after their graduation. For those countries where recent graduates must enrol in obligatory military or civil service after graduation, the period of eligibility for recent graduates will be extended by the duration of that service.</td>
</tr>
</tbody>
</table>
| Other criteria | Advance Planning Visit (APV) For projects including ErasmusPro activities, the applicant may request Advance Planning Visits (APV) carried out by staff involved in the organisation of the ErasmusPro activities and in a working relation with the sending organisation or consortium member (such as teachers, trainers, international mobility officers, etc.). Within the framework of an APV, the following eligibility criteria must be respected:  
  - duration: maximum 3 working days, excluding travel time;  
  - each APV is limited to one participant;  
  - only one APV may be carried out per hosting organisation |

**ADDITIONAL ELIGIBILITY CRITERIA FOR STAFF MOBILITY**

<table>
<thead>
<tr>
<th>Duration of activity</th>
<th>From 2 days to 2 months, excluding travel time. The minimum 2 days must be consecutive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venue(s) of the activity</td>
<td>Participants must carry out their mobility activity abroad, in another Programme Country.</td>
</tr>
<tr>
<td>Eligible participants</td>
<td>Staff in charge of VET (such as teachers, trainers, international mobility officers, staff with administrative or guidance functions, etc.) in a working relation with the sending organisation(s), as well as other staff involved in the strategic development of the organisation. In case of teaching/training assignments, the Action is also open to persons from companies, public sector and/or civil society organisations. In addition, for teacher/training assignments, the action is open to trainers from companies in another Programme Country who have been invited to teach at the applicant VET providers and/or in the organisations of the consortium where relevant.</td>
</tr>
</tbody>
</table>

Applicant organisations will be assessed against the relevant exclusion and selection criteria. For more information please consult Part C of this Guide.

**AWARD CRITERIA**

Projects will be assessed against the following criteria:
### Relevance of the project (maximum 30 points)

- The relevance of the proposal to:
  - the objectives of the Action (see section "What are the aims of a mobility project");
  - the needs and objectives of the participating organisations and of the individual participants, particularly taking into account what is specified in the European Development Plan.
- The extent to which the proposal integrates long-term mobility (ErasmusPro).
- The extent to which the proposal is suitable to:
  - producing high-quality learning outcomes for participants;
  - reinforcing the capacities and international scope of the participating organisations.
- The extent to which the proposal is:
  - reaching out to target groups with fewer opportunities\(^\text{27}\);
  - involving organisations who are newcomers to the Action;

### Quality of the project design and implementation (maximum 40 points)

- The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of mobility activities, and follow-up);
- The clarity of planning and feasibility of implementation of long-term mobility (ErasmusPro), if applicable
- The consistency between project objectives and activities proposed;
- The Quality of the European Development Plan of the applicant organisation;
- The quality of the practical arrangements, management and support modalities;
- The quality of the preparation provided to participants;
- The quality of arrangements for the recognition and validation of participants' learning outcomes as well as the consistent use of European transparency and recognition tools;
- The appropriateness of measures for selecting and/or involving participants in the mobility activities;
- If applicable, the quality of cooperation and communication between the participating organisations, as well as with other relevant stakeholders.

### Impact and dissemination (maximum 30 points)

- The quality of measures for evaluating the outcomes of the project;
- The potential impact of the project:
  - on participants and participating organisations during and after the project lifetime;
  - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels.
- The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations.
- The extent to which the project promotes long-term mobility (ErasmusPro) by developing sustainable cross-border cooperation and recognition structures, if applicable.

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the categories of award criteria mentioned above (i.e. minimum 15 points for the categories "relevance of the project" and "impact and dissemination"; 20 points for the category "quality of the project design and implementation").

**GRANT AWARD**

The maximum grant amount awarded for selected projects will depend on a number of elements:

\(^{27}\) For a more detailed definition of people with fewer opportunities see Part A of this Guide, section "Equity and inclusion"
Part B – Mobility project for VET learners and staff

- the number and duration of mobility periods applied for;
- the extent to which the proposal integrates long-term mobility from 3 to 12 months duration (ErasmusPro);
- the past performance of the applicant in terms of number of mobility periods, good quality in the implementation of activities and sound financial management, in case the applicant has received a similar grant in previous years;
- the total national budget allocated for the mobility Action.

**WHAT ELSE YOU SHOULD KNOW ABOUT THIS ACTION?**

**EXCEPTIONAL COSTS FOR EXPENSIVE TRAVEL**

Applicants for mobility projects will be allowed to claim financial support for expensive travel costs of participants under the budget heading "exceptional costs" (up to a maximum of 80% of total eligible costs: see "What are the funding rules?"), including cases where the participants opt for cleaner, lower carbon emission means of transport (e.g. train), which result in expensive travel costs. This will be allowed provided that applicants can justify that the standard funding rules (based on unit costs per travel distance band) do not cover at least 70% of the travel costs of participants. If awarded, the exceptional costs for expensive travel replace the standard travel grant.

**OTHER INFORMATION**

More compulsory criteria and additional useful information relating to this Action can be found in Annex I of this Guide. Interested organisations are invited to read carefully the relevant sections of this Annex before applying for financial support.

**MOBILITY PROJECT FOR VET LEARNERS AND STAFF WITH THE ERASMUS+ VET MOBILITY CHARTER**

**WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?**

Here below are listed the formal criteria that a VET mobility project with an Erasmus+ VET Mobility Charter must respect in order to be eligible for an Erasmus+ grant:

**GENERAL ELIGIBILITY CRITERIA**

<table>
<thead>
<tr>
<th>Who can apply?</th>
<th>Individual organisations or consortia, established in a Programme Country, that are holders of the Erasmus+ VET Mobility Charter38.</th>
</tr>
</thead>
</table>
| Eligible activities | A VET mobility project must comprise one or more of the following activities:  
  - Mobility in VET providers and companies abroad, from 2 weeks to less than 3 months;  
  - Long-term mobility in VET providers and companies abroad, from 3 to 12 months (ErasmusPro).  
  - Teaching/training assignments abroad;  
  - Staff training abroad. |
| Number of participating organisations | A mobility activity is transnational and involves a minimum of two participating organisations (at least one sending and one receiving organisation) from different Programme Countries.  
In case of projects from national mobility consortia holding an Erasmus+ VET Mobility Charter, the sending and receiving organisations must be from different Programme Countries. |
| Duration of project | 1 to 2 years. The applicant must choose the duration at application stage. |
| Where to apply? | To the National Agency of the country in which the applicant organisation is established. |

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38 For more information on the Charter, see the section "The Erasmus+ VET Mobility Charter" and the Annex I of this Guide.
### When to apply?

Applicants have to submit their grant application by 5 February at 12:00 (midday Brussels time) for projects starting between 1 June and 31 December of the same year.

Possible additional deadline:
National Agencies may organise a second round of applications if funds remain unused, for which the rules set out in this Guide will also apply. National Agencies will inform of this possibility via their website.
If a second round is organised, applicants have to submit their grant application by **1 October at 12:00 (midday Brussels time)** for projects starting between 1 January and 31 May of the following year.

### How to apply?

Please see part C of this Guide for details on how to apply.

### Other criteria

A VET provider or national mobility consortium can apply only once per selection round. However, a VET provider may be part of or coordinate several different national mobility consortia applying at the same time.

### ADDITIONAL ELIGIBILITY CRITERIA FOR LEARNERS MOBILITY

| **Duration of activity** | Mobility in VET providers and/or companies abroad, from 2 weeks (i.e. ten working days) to less than 3 months, excluding travel time;  
| | Long term mobility in VET providers and/or companies abroad (ErasmusPro), from 3 to 12 months, excluding travel time. |
| **Venue(s) of the activity** | Participants must carry out their mobility activity abroad, in another Programme Country. |
| **Eligible participants** | VET learners (including apprentices) whose studies typically include work-based learning, resident in the country of the sending organisation. Persons accompanying VET learners abroad.  
| | Recent graduates of a VET provider (including former apprentices) may also participate in the activity. Recent graduates must undertake their training placement abroad within 12 months after their graduation. For those countries where recent graduates must enrol in obligatory military or civil service after graduation, the period of eligibility for recent graduates will be extended by the duration of that service. |
| **Advance Planning Visit (APV)** | For projects including ErasmusPro activities, the applicant may request Advance Planning Visits (APV) carried out by staff involved in the organisation of the ErasmusPro activities and in a working relation with the sending organisation or consortium member (such as teachers, trainers, international mobility officers, etc.).  
| | Within the framework of an APV, the following eligibility criteria must be respected:  
| | duration: maximum 3 working days, excluding travel time;  
| | each APV is limited to one participant;  
| | only one APV may be carried out per hosting organisation |

### ADDITIONAL ELIGIBILITY CRITERIA FOR STAFF MOBILITY

| **Duration of activity** | From 2 days to 2 months, excluding travel time.  
| | The minimum 2 days must be consecutive. |
| **Venue(s) of the activity** | Participants must carry out their mobility activity abroad, in another Programme Country. |
# Part B – Mobility project for VET learners and staff

<table>
<thead>
<tr>
<th>Eligible participants</th>
<th>Staff in charge of VET (such as teachers, trainers, international mobility officers, staff with administrative or guidance functions, etc.) in a working relation with the sending organisation(s), as well as other staff involved in the strategic development of the organisation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In case of teaching/training assignments, the Action is also open to persons from companies, public sector and/or civil society organisations.</td>
</tr>
<tr>
<td></td>
<td>In addition, for teacher/training assignments, the action is open to trainers from companies in another Programme Country who have been invited to teach at the applicant VET providers and/or in the organisations of the consortium where relevant.</td>
</tr>
</tbody>
</table>

Applicant organisations will be assessed against the relevant **exclusion and selection criteria**. For more information please consult **Part C of this Guide**.

**Award criteria for applications from VET Mobility Charter holders**

There is no qualitative assessment (the quality has been assessed at the stage of the application for the VET Mobility Charter itself) and therefore there are no award criteria.

Any eligible grant application (after having passed the eligibility check) will get funding.

The maximum grant amount awarded will depend on a number of elements:

- the number of mobility periods and months/days applied for;
- the extent to which the proposal integrates long-term mobility from 3 to 12 months duration (ErasmusPro);
- the past performance of the applicant in terms of number of mobility periods, good quality in the implementation of activities and sound financial management, in case the applicant has received a similar grant in previous years;
- the total national budget allocated for the mobility Action.

**What accreditation do applicants need for this Mobility project?**

**The Erasmus+ VET Mobility Charter**

The Erasmus+ VET Mobility Charter aims to improve European internationalisation strategies in the field of VET and to make them more sustainable, thus enhancing the quality and quantity of transnational VET mobility. Calls for awarding the VET Mobility Charter are published annually on National Agencies’ websites.

The acquirement of a VET Mobility Charter gives the VET Mobility Charter holders the possibility to apply in a simplified way under the Erasmus+ Key Action 1 mobility for VET learners and staff.

**What else you should know about this Action?**

**Exceptional costs for expensive travel**

Applicants for mobility projects will be allowed to claim financial support for expensive travel costs of participants under the budget heading "exceptional costs" (up to a maximum of 80% of total eligible costs: see "What are the funding rules?"). including cases where the participants opt for cleaner, lower carbon emission means of transport (e.g. train), which result in expensive travel costs. This will be allowed provided that applicants can justify that the standard funding rules (based on unit costs per travel distance band) do not cover at least 70% of the travel costs of participants. If awarded, the exceptional costs for expensive travel replace the standard travel grant.

**Other Information**

More compulsory criteria and additional useful information relating to this Action can be found in Annex I of this Guide. Interested organisations are invited to read carefully the relevant sections of this Annex before applying for financial support.
The budget of the mobility project must be drafted according to the following funding rules (in euro):

### A) Funding rules applying to all mobility activities

<table>
<thead>
<tr>
<th>Eligible costs</th>
<th>Financing mechanism</th>
<th>Amount</th>
<th>Rule of allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>Contribution to unit costs</td>
<td>For travel distances between 10 and 99KM:</td>
<td>Based on the travel distance per participant. Travel distances must be calculated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 EUR per participant</td>
<td>using the distance calculator supported by the European Commission. The applicant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances between 100 and 499 KM:</td>
<td>must indicate the distance of a one-way travel to calculate the amount of the EU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>180 EUR per participant</td>
<td>grant that will support the round trip.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances between 500 and 1999 KM:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>275 EUR per participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances between 2000 and 2999 KM:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>360 EUR per participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances between 3000 and 3999 KM:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>530 EUR per participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances between 4000 and 7999 KM:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>820 EUR per participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances of 8000 KM or more:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1500 EUR per participant</td>
<td></td>
</tr>
<tr>
<td>Organisational Support</td>
<td>Contribution to unit costs</td>
<td>up to the 100th participant: 350 EUR per participant +</td>
<td>Based on the number of participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>beyond the 100th participant: 200 EUR per additional participant</td>
<td></td>
</tr>
<tr>
<td>Special needs support</td>
<td>Real costs</td>
<td>Up to 100% of eligible costs</td>
<td>Conditional: the request for financial support to cover special needs support must</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>be motivated in the application form</td>
</tr>
</tbody>
</table>


40 For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will: a) calculate the distance from Madrid to Rome (1365.28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM); and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return (275 EUR).
### Exceptional costs

| Costs for financial guarantee: 75% of eligible costs |
| Costs for providing a financial guarantee, if the National Agency asks for it. |
| Expensive travel costs of participants, including the use of cleaner, lower carbon emission means of transport (for details, see section "what else you should know about this action"). |
| Expensive travel costs: maximum up to 80% of eligible costs |
| Conditional: the request for financial support to cover exceptional costs must be motivated in the application form. |

### Real costs

| Costs for financial guarantee: 75% of eligible costs |
| Costs for providing a financial guarantee, if the National Agency asks for it. |
| Expensive travel costs of participants, including the use of cleaner, lower carbon emission means of transport (for details, see section "what else you should know about this action"). |
| Expensive travel costs: maximum up to 80% of eligible costs |
| Conditional: the request for financial support to cover exceptional costs must be motivated in the application form. |

---

### B) ADDITIONAL FUNDING APPLYING TO MOBILITY OF VET LEARNERS

<table>
<thead>
<tr>
<th>Eligible costs</th>
<th>Financing mechanism</th>
<th>Amount</th>
<th>Rule of allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual support</td>
<td>Costs directly linked to the subsistence of participants, including accompanying persons (if applicable)</td>
<td>Contribution to unit costs</td>
<td>up to the 14th day of activity: [A2.1] per day per participant + between the 15th day of activity and up to 12 months: 70% of [A2.1] per day per participant</td>
</tr>
</tbody>
</table>

In the framework of ErasmusPro activities, costs connected to the subsistence of staff participating in an Advance Planning Visit, if applicable.

41 In case of accompanying persons, the rates for VET staff apply. See budget heading "Individual support" in the section C) Additional funding applying to mobility of VET staff. In exceptional cases, where the accompanying person needs to stay abroad for more than 60 days, extra subsistence costs beyond the 60th day will be supported under the budget heading "Special needs support".
**Linguistic support**

Costs linked to the support offered to participants - prior to departure or during the activity – in order to improve the knowledge of the language they will use to study or receive training during their activity.

**Contribution to unit costs**

Only for activities lasting between 19 days and 12 months: 150 EUR per participant needing linguistic support.

Conditional: applicants must request the support in the instruction language of the activity, on the basis of participants' needs for languages not offered by the Erasmus+ Online Linguistic Support.

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**C) ADDITIONAL FUNDING APPLYING TO MOBILITY OF VET STAFF**

<table>
<thead>
<tr>
<th>Eligible costs</th>
<th>Financing mechanism</th>
<th>Amount</th>
<th>Rule of allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual support</td>
<td>Costs directly linked to the subsistence of participants, including accompanying persons.</td>
<td>Contribution to unit costs</td>
<td>up to the 14th day of activity: A2.2 per day per participant + between the 15th and 60th day of activity: 70% of A2.2 per day per participant</td>
</tr>
</tbody>
</table>
**Table 1 – Individual Support (Amounts in Euro per Day)**

The amounts depend on the country where the activity takes place. Each National Agency will define - on the basis of objective and transparent criteria - the amounts applicable to projects submitted in their country. These amounts will be set within the minimum and maximum ranges provided in the table below. The exact amounts will be published on the website of each National Agency.

<table>
<thead>
<tr>
<th>Receiving country</th>
<th>Learners mobility</th>
<th>Staff mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Min-Max (per day)</td>
<td>Min-Max (per day)</td>
</tr>
<tr>
<td>Group 1: Norway, Denmark, Luxembourg, United Kingdom, Iceland, Sweden, Ireland, Finland, Liechtenstein</td>
<td>30-120</td>
<td>80-180</td>
</tr>
<tr>
<td>Group 2: Netherlands, Austria, Belgium, France, Germany, Italy, Spain, Cyprus, Greece, Malta, Portugal</td>
<td>26-104</td>
<td>70-160</td>
</tr>
<tr>
<td>Group 3: Slovenia, Estonia, Latvia, Croatia, Slovakia, Czech Republic, Lithuania, Turkey, Hungary, Poland, Romania, Bulgaria, the Republic of North Macedonia, Serbia</td>
<td>22-88</td>
<td>60-140</td>
</tr>
</tbody>
</table>
MOBILITY PROJECT FOR ADULT EDUCATION STAFF

This mobility project can comprise one or more of the following activities:

Staff mobility:

- **teaching/training assignments**: this activity allows staff of adult education organisations to teach or provide training at a partner organisation abroad.
- **structured courses or training events abroad**: support the professional development of adult education staff.
- **Job shadowing**: provides an opportunity for adult education staff to spend a period abroad in any relevant organisation active in the adult education field.

These activities are also an opportunity for staff of adult education organisations to gain competences in addressing the needs of adult learners with disadvantaged backgrounds. Given the current context concerning young migrants, refugees and asylum seekers, particular attention will be also given to support projects that train staff of adult education organisations in such areas as training refugee adult learners, intercultural classrooms, teaching adult learners in their second language, classroom tolerance and diversity.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN THIS PROJECT?

Participating organisations involved in the mobility project assume the following roles and tasks:

- **Applicant organisation**: in charge of applying for the mobility project, signing and managing the grant agreement and reporting. The applicant can be a consortium coordinator: leading a national mobility consortium of partner organisations of the same country aimed at sending adult education staff to activities abroad. The consortium coordinator can also – but not necessarily – act as sending organisation.
- **Sending organisation**: in charge of selecting staff and professionals active in the field of adult education and sending them abroad. The sending organisation is either the applicant organisation or a partner in a national mobility consortium.
- **Receiving organisation**: in charge of receiving foreign adult education staff and offering them a programme of activities, or benefiting from a training activity provided by them.

The specific role of the receiving organisation depends on the type of activity and the relationship with the sending organisation. The receiving organisation may be:

- a course provider (in the case of participation in a structured course or training event);
- a partner or any other relevant organisation active in the adult education field (in the case of e.g. job shadowing or teaching assignments). In this case, the sending organisation, together with the participants, should agree the objectives and activities for the period abroad and specify the rights and obligations of each party before the start of the activity.

Erasmus+ supports learning mobility of staff that:

- is framed within a European Development Plan of the sending organisations (aimed at modernising and internationalising their mission);
- responds to clearly identified staff development needs;
- is accompanied by appropriate selection, preparation and follow-up measures;
- ensures that the learning outcomes of participating staff are properly recognised and
- ensures that the learning outcomes are disseminated and widely used within the organisation.

WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?

Here below are listed the formal criteria that an adult education mobility project must respect in order to be eligible for an Erasmus+ grant:
### Eligibility Criteria

<table>
<thead>
<tr>
<th>Eligible activities</th>
<th>An adult education mobility project must comprise one or more of the following activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ teaching/training assignments;</td>
</tr>
<tr>
<td></td>
<td>▪ structured courses or training events abroad;</td>
</tr>
<tr>
<td></td>
<td>▪ job shadowing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible participating organisations</th>
<th>A participating organisation can be:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ any public or private organisation active in the field of non-vocational adult education (defined as adult education organisation)</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>▪ any public or private organisation active in the labour market or in the fields of education, training and youth.</td>
</tr>
</tbody>
</table>

For example, such organisations can be:
- an adult education school/institute/centre;
- an establishment for adult learners with special needs;
- a higher education institution (including those providing educational opportunities for adults);
- a public or private, a small, medium or large enterprise (including social enterprises);
- a social partner or other representative of working life, including chambers of commerce, craft/professional associations and trade unions;
- a public body at local, regional or national level;
- a research institute;
- a foundation;
- a school/institute/educational centre;
- a non-profit organisation, association, NGO;
- a cultural organisation, library, museum;
- a body providing career guidance, professional counselling and information services.

Each organisation must be established in a Programme Country.

<table>
<thead>
<tr>
<th>Who can apply</th>
<th>▪ A non-vocational adult education organisation sending its staff abroad;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ A non-vocational adult education organisation, acting as coordinator of a national mobility consortium of non-vocational adult education organisations.</td>
</tr>
</tbody>
</table>

Individuals cannot apply directly for a grant.

<table>
<thead>
<tr>
<th>Number of participating organisations</th>
<th>Only the sending organisation needs to be identified at the time of applying for a grant.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>However, in the case of projects presented by a national mobility consortium, all members of the consortium must be from the same Programme Country and need to be identified at the time of applying for a grant. A consortium must comprise at least three adult education organisations.</td>
</tr>
<tr>
<td></td>
<td>During the stage of implementation of the mobility project, minimum two organisations (at least one sending and at least one receiving organisation) from different Programme Countries must be involved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration of project</th>
<th>1 to 2 years. The applicant must choose the duration at application stage, based on the objective of the project and on the type of activities planned over time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration of activity</td>
<td>From 2 days to 2 months, excluding travel time. The minimum 2 days must be consecutive.</td>
</tr>
<tr>
<td>Venue(s) of the activity</td>
<td>Participants must carry out their mobility activity abroad, in another Programme Country.</td>
</tr>
<tr>
<td>Eligible participants</td>
<td>Staff in charge of adult education, in a working relation with the sending adult education organisation(s), as well as the staff involved in the strategical development of the organisation.</td>
</tr>
<tr>
<td>Where to apply?</td>
<td>To the National Agency of the country in which the applicant organisation is established.</td>
</tr>
</tbody>
</table>
The relevance of the proposal to:
- the objectives of the Action (see section "What are the aims of a mobility project");
- the needs and objectives of the participating organisations and of the individual participants.

- The extent to which the proposal is suitable of:
  - producing high-quality learning outcomes for participants;
  - reinforcing the capacities and international scope of the participating organisations.

The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of mobility activities and follow-up);

- The consistency between project objectives and activities proposed;
- The quality of the European Development Plan of the applicant organisation;
- The quality of the practical arrangements, management and support modalities;
- The quality of the preparation provided to participants;
- The quality of arrangements for the recognition and validation of participants’ learning outcomes, as well as the consistent use of European transparency and recognition tools;
- The appropriateness of measures for selecting and/or involving participants in the mobility activities;
- If applicable, the quality of cooperation and communication between the participating organisations, as well as with other relevant stakeholders.

The quality of measures for evaluating the outcomes of the project;

- The potential impact of the project:
  - on participants and participating organisations during and after the project lifetime;
  - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels.

- The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations. (including the use of EPALE, whenever relevant).
To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the categories of award criteria mentioned above (i.e. minimum 15 points for the categories "relevance of the project" and "impact and dissemination"; 20 points for the category "quality of the project design and implementation").

**WHAT ELSE SHOULD YOU KNOW ABOUT THIS ACTION?**

**EXCEPTIONAL COSTS FOR EXPENSIVE TRAVEL**

Applicants for mobility projects will be allowed to claim financial support for expensive travel costs of participants under the budget heading "exceptional costs" (up to a maximum of 80% of total eligible costs: see "What are the funding rules?"), including cases where the participants opt for cleaner, lower carbon emission means of transport (e.g. train), which result in expensive travel costs. This will be allowed provided that applicants can justify that the standard funding rules (based on unit costs per travel distance band) do not cover at least 70% of the travel costs of participants. If awarded, the exceptional costs for expensive travel replace the standard travel grant.

**OTHER INFORMATION**

More compulsory criteria and additional useful information relating to this Action can be found in Annex I of this Guide. Interested organisations are invited to read carefully the relevant sections of this Annex before applying for financial support.
**WHAT ARE THE FUNDING RULES?**

The budget of the mobility project must be drafted according to the following funding rules (in euro):

<table>
<thead>
<tr>
<th>Eligible costs</th>
<th>Financing mechanism</th>
<th>Amount</th>
<th>Rule of allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Travel</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribution to travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return</td>
<td>Contribution to unit costs</td>
<td>For travel distances between 10 and 99KM: 20 EUR per participant</td>
<td>Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances between 100 and 499 KM: 180 EUR per participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances between 500 and 1999 KM: 275 EUR per participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances between 2000 and 2999 KM: 360 EUR per participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances between 3000 and 3999 KM: 530 EUR per participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances between 4000 and 7999 KM: 820 EUR per participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances of 8000 KM or more: 1500 EUR per participant</td>
<td></td>
</tr>
<tr>
<td><strong>Organisational Support</strong></td>
<td>Contribution to unit costs</td>
<td>up to the 100th participant: 350 EUR per participant + beyond the 100th participant: 200 EUR per additional participant</td>
<td>Based on the number of participants</td>
</tr>
</tbody>
</table>

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48 For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return (275 EUR).
<table>
<thead>
<tr>
<th>Individual support</th>
<th>Costs directly linked to the subsistence of participants, including accompanying persons, during the activity</th>
<th>Contribution to unit costs</th>
<th>up to the 14th day of activity: A4.1 per day per participant  +  between the 15th and 60th day of activity: 70% of A4.1 per day per participant</th>
<th>Based on the duration of the stay per participant (if necessary, including also one travel day before the activity and one travel day following the activity.</th>
</tr>
</thead>
</table>
| Course fees        | Costs directly linked to payment of fees for the enrolment in courses                             | Contribution to unit costs | 70 EUR per participant per day  
Maximum of 700 EUR per participant in the mobility project                                                                 | Conditional: the request for financial support to cover course fees, special needs support and exceptional costs must be motivated in the application form |
| Special needs support | Additional costs directly related to participants with disabilities and accompanying persons (including costs related to travel and subsistence, if justified and as long as a grant for these participants is not requested through budget categories “travel” and “individual support”). | Real costs                | 100% of eligible costs                                                                 |                                                                                                                                  |
| Exceptional costs  | Costs for providing a financial guarantee, if the National Agency asks for it.                  | Real costs                | 75% of eligible costs  
Expensive travel costs: maximum up to 80% of eligible costs                                                                 |                                                                                                                                  |
**Table 1 — Individual Support (Amounts in Euro per Day)**

The amounts depend on the country where the activity takes place. Each National Agency will define - on the basis of objective and transparent criteria - the amounts applicable to projects submitted in their country. These amounts will be set within the minimum and maximum ranges provided in the table below. The exact amounts will be published on the website of each National Agency.

<table>
<thead>
<tr>
<th>Receiving country</th>
<th>Staff mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Min-Max (per day)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A4.1</strong></td>
<td></td>
</tr>
<tr>
<td>Group 1:</td>
<td></td>
</tr>
<tr>
<td>Norway, Denmark, Luxembourg, United Kingdom, Iceland, Sweden, Ireland, Finland, Liechtenstein</td>
<td>80-180</td>
</tr>
<tr>
<td>Group 2:</td>
<td></td>
</tr>
<tr>
<td>Netherlands, Austria, Belgium, France, Germany, Italy, Spain, Cyprus, Greece, Malta, Portugal</td>
<td>70-160</td>
</tr>
<tr>
<td>Group 3:</td>
<td></td>
</tr>
<tr>
<td>Slovenia, Estonia, Latvia, Croatia, Slovakia, Czech Republic, Lithuania, Turkey, Hungary, Poland, Romania, Bulgaria, the Republic of North Macedonia, Serbia</td>
<td>60-140</td>
</tr>
</tbody>
</table>
KEY ACTION 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES

WHICH ACTIONS ARE SUPPORTED?

This Key Action supports:

- Strategic Partnerships in the field of education, training and youth;
- Knowledge Alliances – European Universities;
- Sector Skills Alliances;
- Capacity Building in the field of higher education;
- Capacity Building in the field of youth.

The Actions supported under this Key Action are expected to bring positive and long-lasting effects on the participating organisations, on the policy systems in which such Actions are framed as well as on the organisations and persons directly or indirectly involved in the organised activities.

This Key Action is expected to result in the development, transfer and/or implementation of innovative practices at organisational, local, regional, national or European levels.

For the participating organisations, projects supported under this Key Action are intended to produce the following outcomes:

- innovative approaches for addressing their target groups, by providing for example: more attractive education and training programmes, in line with individual needs and expectations; use of participatory approaches and ICT-based methodologies; new or improved processes of recognition and validation of competences; greater effectiveness of activities for the benefit of local communities; new or improved practices to cater for the needs of disadvantaged groups and to deal with differences in learning outcomes linked to the geographical and socio-economic disparities; new approaches to address social, ethnic, linguistic and cultural diversity; new approaches to better support competitiveness and employment in particular at regional and local level; recognition of excellence in language learning or teaching through the European Language Label;

- a more modern, dynamic, committed and professional environment inside the organisation: ready to integrate good practices and new methods into daily activities; open to synergies with organisations active in different fields or in other socio-economic sectors; strategic planning of professional development for staff in line with individual needs and organisational objectives;

- increased capacity and professionalism to work at EU/international level: improved management competences and internationalisation strategies; reinforced cooperation with partners from other countries, other fields of education, training and youth and/or other socio-economic sectors; increased allocation of financial resources (other than EU funds) to organise EU/international projects in the field of education, training and youth; increased quality in the preparation, implementation, monitoring and follow-up of EU/international projects.

Projects funded under this Key Action are also likely to have a positive impact on the persons directly or indirectly involved in the activities, such as:

- increased sense of initiative and entrepreneurship;
- increased competence in foreign languages;
- increased level of digital competence;
- greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity;
- improved levels of skills for employability and new business creation (including social entrepreneurship);
- more active participation in society;
- more positive attitude towards the European project and the EU values;
- better understanding and recognition of skills and qualifications in Europe and beyond;
- improved competences, linked to professional profiles (teaching, training, youth work, etc.);
- better understanding of practices, policies and systems in education, training or youth across countries;
- better understanding of interconnections between formal, non-formal education, vocational training, other forms of learning and labour market respectively;
Part B – Cooperation for innovation and the exchange of good practices

- increased opportunities for professional development;
- increased motivation and satisfaction in daily work.

At systemic level, they are expected to trigger modernisation and reinforce the response of education and training systems and youth policies to the main challenges of today's world: employment, economic stability and growth, but also the need to promote social, civic and intercultural competences, intercultural dialogue, democratic values and fundamental rights, social inclusion, non-discrimination and active citizenship, critical thinking and media literacy.

Therefore, the impact of this Key Action is intended to be:
- increased quality of education and training and youth work in Europe and beyond: combining higher levels of excellence and attractiveness with increased opportunities for all, including those at disadvantage;
- education, training and youth systems that are better aligned to the needs of and opportunities offered by the labour market, and closer links to business and the community;
- improved provision and assessment of basic and transversal skills, particularly: entrepreneurship, social, civic, intercultural and language competences, critical thinking, digital skills and media literacy;
- increased synergies and links and improved transition between the different sectors of education, training and youth at national level, with improved use of European reference tools for recognition, validation and transparency of competences and qualifications;
- increased use of learning outcomes when describing and defining qualifications, parts of qualifications and curricula, in support to teaching and learning and in assessment;
- new and increased inter-regional and transnational cooperation of public authorities in the fields of education, training and youth;
- more strategic and integrated use of ICTs and open educational resources (OER) in education, training and youth systems;
- increased motivation for language learning through innovative teaching methods or better links to practical use of language skills required by the labour market;
- reinforced interaction between practice, research and policy.
STRATEGIC PARTNERSHIPS IN THE FIELD OF EDUCATION, TRAINING AND YOUTH

WHAT ARE THE AIDS AND PRIORITIES OF A STRATEGIC PARTNERSHIP?

Strategic Partnerships aim to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level.

Depending on the objectives and the composition of the Strategic Partnership, projects may be of two types:

- **Strategic Partnerships supporting innovation:**
  Projects are expected to develop innovative outputs, and/or engage into intensive dissemination and exploitation activities of existing and newly produced products or innovative ideas. Applicants have the possibility to request a dedicated budget for Intellectual Outputs and Multiplier Events in order to directly answer to the innovation aspect of the Action. These types of projects are open to all fields of education, training and youth.

- **Strategic Partnerships supporting exchange of good practices:**
  The primary goal is to allow organisations to develop and reinforce networks, increase their capacity to operate at transnational level, share and confront ideas, practices and methods. Selected projects may also produce tangible outputs and are expected to disseminate the results of their activities, although in a way that is proportional to the aim and scope of the project. These results and activities will be co-financed through the standard budget for project management and implementation. Strategic Partnerships relevant to the field of higher education will not support these types of projects. In addition, some specific Strategic Partnership formats may be realised under this type of partnerships:

  - **School Exchange Partnerships:** Only schools may participate in this type of Strategic Partnerships. The projects can use mobility opportunities for pupils and staff to help the participating schools develop as organisations and increase their ability to work in international projects. In addition, combining mobility and physical exchanges with virtual cooperation through eTwinning is strongly encouraged.

  - **Transnational Youth Initiatives:** These Strategic Partnerships in the field of youth aim to foster social commitment and entrepreneurial spirit of young people. The distinctive feature of this format of Strategic Partnerships is that a Youth Initiative is initiated, set up and carried out by young people themselves.

More information about the characteristics of these specific project formats can be found under the section "Specific Strategic Partnerships Formats".

Irrespective from the field impacted by the project, Strategic Partnerships are open to any type of organisation active in any field of education, training and youth or other socio-economic sectors as well as to organisations carrying out activities that are transversal to different fields (e.g. local and regional authorities, recognition and validation centres, chambers of commerce, trade organisations, guidance centres, cultural organisations). Depending on the priority and the objectives addressed by the project, Strategic Partnerships should involve the most appropriate and diverse range of partners in order to benefit from their different experiences, profiles and specific expertise and to produce relevant and high quality project results.

To be funded, Strategic Partnerships must address either a) at least one horizontal priority or b) at least one specific priority relevant to the field of education, training and youth that is mostly impacted, as described below. Among these priorities, National Agencies may give more consideration to those that are particularly relevant in their national context ("European priorities in the national context"). National Agencies must duly inform potential applicants through their official websites.

HORIZONTAL PRIORITIES

- **Supporting opportunities for all in acquiring and developing key competences, including basic skills:** In order to foster employability, socio-educational and personal development, as well as participation in civic and social life. Priority will be given to projects that support and reinforce the development of key competences for all individuals from early childhood and throughout life. In a fast-changing world, this includes multilingual competences, entrepreneurial mindset, critical thinking and creativity, cooperation in science, technology, engineering, arts and mathematics (STE(A)M)
fields, as well as skills in fields such as climate action, artificial intelligence, but also social and learning-to-learn competences. This would include actions of cooperation with players in the research and innovation sector, civil society as well as in the private and public sector.

- **Social inclusion**: Social inclusion is an overarching priority across all sectors of the programme. Promote – in particular through innovative and integrated approaches – ownership of shared values, equality, social inclusion, diversity and non-discrimination. Priority will be given to projects that support and assess new approaches to reducing disparities in accessing and engaging with formal and non-formal education, as well as projects that tackle discrimination, segregation and racism. The programme will support the integration of people with migrant backgrounds, including gathering and disseminating good practices on the issue. Priority will also be given to projects that encourage the establishment of sustainable links between organisations active in education, training, youth and sport and the society at large, including at local and regional level.

- **Common values, civic engagement and participation**: The Programme will support active citizenship and ethics in lifelong learning; it will foster the development of social and intercultural competences, critical thinking and media literacy. Priority will also be given to projects that offer opportunities for people’s participation in democratic life, social and civic engagement through formal or non-formal learning activities. The focus will also be on raising awareness on and understanding the European Union context, notably as regards the common EU values, the principles of unity and diversity, as well as their social, cultural and historical heritage.

- **Environmental and climate goals**: the programme aims to support, across all sectors, awareness-raising about environmental and climate-change challenges. Priority will be given to projects aimed at developing competences in various sustainability-relevant sectors, developing green sectorial skills strategies and methodologies, as well as future-oriented curricula that better meet the needs of individuals. The programme will also support the testing of innovative practices to prepare learners, staff and youth workers to become true factors of change (e.g. save resources, reduce energy use and waste, compensate carbon footprint emissions, opt for sustainable food and mobility choices, etc.). Priority will also be given to projects that – through education, training, youth and sport activities - enable behavioural changes for individual preferences, consumption habits, and lifestyles.

- **Innovative practices in a digital era**: The Programme will support the taking up of digital technologies and of innovative and open pedagogies in education, training, youth and sport. Particular attention will be given to promoting gender equality and addressing differences in relation to the access and use by underrepresented groups. The Programme will also support the use of the European frameworks on digital competences of educators, citizens and organisations, including the development and use of open educational resources, open textbooks, and free and open source educational software. Priority will be given to actions that promote innovative methods and tools for teaching, training, learning and assessment as drivers of improvements in lifelong learning.

- **Supporting educators, youth workers, educational leaders and support staff**: Priority will be given to actions that strengthen the recruitment and professional development of educators (e.g. teachers, trainers, professors, tutors, mentors, coaches, staff in early childhood education and care), youth workers, educational leaders (e.g. school heads, rectors, department heads) and support staff (e.g. teaching assistants, career counsellors, human resource specialists in companies). Particular attention will be given to actions that allow to better deal with inclusion and diversity, including cultural and linguistic, through the use of more diverse and more adapted teaching, training and youth work styles.

- **Transparency and recognition of skills and qualifications**: Priority will be given to actions that support learning and labour mobility; actions that facilitate transitions between different levels and types of learning, transitions to the world of work as well as transitions between different jobs. The programme will support in particular better services and information or guidance for learners, exploring the potential of digital technologies to facilitate automatic mutual recognition and the validation - at local, regional, national, European or international level - of competences acquired through informal and non-formal learning. The programme will also support the effective launch and implementation of the new Europass framework and the access to tools and services for skills and qualifications.

- **Sustainable investment, quality and efficiency of education, training and youth systems**: Priority will be given to actions that promote sustainable funding models, including exploring innovative approaches, to ensure adequate and sustainable investment in education, training and youth, including performance-based funding and cost-sharing, where appropriate.

- **Social and educational value of European cultural heritage, its contribution to job creation, economic growth and social cohesion**: priority will be given to actions contributing to raising awareness of the importance of Europe’s cultural heritage through education, lifelong learning, informal and non-formal learning, youth as well as sport, including actions to support skills development, social inclusion, critical thinking and youth engagement. New
participatory and intercultural approaches to heritage, as well as educational initiatives aimed at fostering intercultural
dialogue involving teachers and pupils from an early age will be promoted.

**Field-specific priorities**

**In the field of higher education**, priority will be given to actions that are key to achieving the objectives of the European Education Area, notably the new European Universities initiative and the European Student card. This means, inter alia, reinforcing internationalisation and mobility, strengthening links between education, research and innovation where relevant, as well as implementing the Council Recommendation on promoting automatic mutual recognition of qualifications. In line with the challenges identified in the renewed EU Agenda for higher education, initiatives to enhance the performance of Europe’s higher education systems will be supported, including the implementation of the Council Recommendation on tracking graduates and the Digital Education Action Plan. The Programme will also support the implementation of the Ministerial Communiqué of the Bologna Process.

- **Promoting internationalisation**: The programme will aim to strengthen the strategic and structured cooperation between higher education institutions through: a) support for various types of cooperation models, including the most ambitious ones such as the European Universities; b) contributing to removing obstacles to mobility by implementing automatic mutual recognition of qualifications and learning outcomes, and by embedding mobility in curricula; c) support for higher education institutions to implement the Bologna principles and tools to enhance mobility for all and to develop a successful multilingual European Education Area by 2025.

- **Tackling skills gaps and mismatches** through: a) supporting the development of learning-outcomes-oriented curricula that better meet the learning needs of students, while also being relevant for the labour market and for the wider society; b) implementing trans-disciplinary approaches and innovative pedagogies such as student-centred learning, inverted learning and research-based learning which support the acquisition of transferable forward-looking skills; c) developing, testing and implementing flexible and modular course design (part-time, online or blended) and appropriate forms of assessment; d) increasing attractiveness and reforming curricula for STEM with a STEAM approach including real-world applications, inquiry-based and ICT-enriched learning, collaborative practices, including university-business cooperation.

- **Rewarding excellence in learning, teaching and skills development**, through a) developing and implementing strategies and quality culture to reward and incentivise excellence in teaching b) training of academics in new and innovative pedagogies, including trans-disciplinary approaches, new curriculum design, delivery and assessment methods linking education with research and innovation where relevant, c) fostering an entrepreneurial, open and innovative higher education sector, by promoting learning and teaching partnerships with commercial and non-commercial organisations in the private sector; e) developing of new practices based on educational research and creativity.

- **Building inclusive higher education systems** The programme will foster inclusive approaches for the mobility and cooperation activities such as a) increased access, participation and completion rates of underrepresented and disadvantaged groups; b) development and implementation of flexible mobility formats (short, virtual and blended); c) active support to incoming mobile participants throughout the process of finding accommodation, including through collaboration with the relevant stakeholders for the provision of appropriate and affordable housing. Particular attention will be given to achieving appropriate gender balance.

- **Fostering civic engagement**: promotion of civic and social responsibility of students, researchers and universities including through extra-curricular activities and recognition of voluntary and community work in academic results where appropriate.

- **Supporting the implementation of the European Student Card** initiative through secure electronic transfer of students’ data between higher education institutions, in full respect of personal data protection and linking where possible with the new Europass. The objective is to enable students to manage online the entire set of administrative steps of their mobility abroad (from selection up to their ECTS credits recognition), while at the same time facilitating an easier access to a wide range of student services - including libraries, catering and accommodation - when on a campus abroad. The main components of the European Student Card initiative are being developed through Erasmus+ projects funded under Key Action 2: Strategic partnerships and Key Action 3: Forward-looking projects.
Part B – Strategic partnerships in the field of education, training, and youth

- Consolidation and further development of higher education data tools and data sources\(^{26}\) to monitor progress towards reaching the objectives of the European Education Area and the renewed EU agenda for higher education.

- Fostering effective, efficient and sustainable system-level funding and governance models, rewarding excellent teaching, innovation and community-relevance.

In the field of school education, priority will be given to:

- Reinforcing the development of key competences (in line with the Council Recommendation on key competences for lifelong learning) for example by promoting cross-curricular collaboration, creativity and innovative learning approaches and environments, cooperating with stakeholders in local communities and abroad, supporting teachers in delivering competence based teaching and developing assessment and validation of key competences.

- Strengthening the profile of the teaching professions, including teachers, school leaders and teacher educators, for example by: making careers more attractive and diverse; strengthening selection, recruitment and evaluations (models of staff appraisal, assessment and feedback); enhancing teachers’ initial education and continuous professional development and linking its different phases; facilitating and significantly increasing teacher mobility, including by overcoming remaining obstacles; supporting teachers in developing innovative teaching and assessment methods, especially to promote competence-oriented teaching and learning; strengthening leadership in education, including distributed leadership and teacher leadership.

- Promoting a comprehensive approach to language teaching and learning (in line with the Council Recommendation on language teaching and learning), building on the increasing linguistic diversity in schools, for example by: encouraging early language learning and awareness; developing bilingual teaching options, especially for border regions and/or in areas where inhabitants use more than one language; mainstreaming the use of new technologies to support language learning; supporting the integration of the language dimension across the curricula; focusing on reaching adequate competence levels by the end of compulsory education; promoting the creation of language aware schools\(^{27}\).

- Increasing the levels of achievement and interest in science, technology, engineering, and mathematics (STEM). This priority will include, among others: promoting the development of national STEM strategies; developing partnerships between schools, businesses, higher education institutions, research institutions, and wider society; promoting effective and innovative pedagogies and assessment; promoting the STE[AM] approach to education through interdisciplinary teaching of STEM in cultural, environmental, economic, design and other contexts, with the involvement of all academic disciplines.

- Tackling early school leaving and disadvantage, enabling success for all learners, including children with a migrant background, for example by: strengthening collaboration among all actors within schools, as well as with families, and other external stakeholders; improving transitions between different stages of education; fostering preventive and early intervention approaches; supporting networking of schools which promote collaborative and holistic approaches to teaching and learning; improving evaluation and quality assurance.

- Developing high quality early childhood education and care systems (in line with the ECEC Council Recommendation), for example by: supporting initial and continuing professional development of all staff involved in organising, leading and providing early childhood education and care; creating, testing or implementing strategies and practices to foster participation of all children in early childhood education and care, including children in need of special support (e.g. children with disabilities, or children from disadvantaged socio-economic backgrounds, children from a migrant background); promoting the implementation of the EU quality framework for quality early childhood education and care.

- Building capacity for promoting and facilitating recognition of learning periods abroad (including follow-up to the Council Recommendation on automatic mutual recognition), including promoting recognition of formal education and transversal competences developed through non-formal and informal learning, for example by:

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building administrative capacity of schools to support participation of pupils in transnational projects and peer exchanges, including by exploring the potential of intermediary bodies pooling the capacity of several schools; establishing sustainable partnerships between organisations setting cross-border learning exchanges in general education; promoting embedded class exchanges or pupil mobility in school programmes; ensuring appropriate safety standards for pupils participating in transnational mobility; developing and disseminating tools and mechanisms for the preparation, monitoring and recognition of periods abroad; and sharing and promoting good practices.

- **Developing strong quality assurance systems** to achieve high-quality inclusive education and enhance trust among countries in relation to the quality of their respective school education systems, for example by: supporting countries in developing synergies between internal and external evaluations, in engaging stakeholders in quality assurance processes, or in designing their quality assurance strategies in ways to support broad competence development.

In the field of vocational education and training (both initial and continuing), priority will be given to:

- Developing partnerships supporting the setting up and implementation of internationalisation strategies for VET providers\(^{40}\), aimed at putting in place the necessary support mechanisms as well as contractual frameworks to promote quality mobility of VET staff and learners\(^{41}\), including promoting the automatic mutual recognition of qualifications and learning outcomes; developing student support services to foster VET internationalisation and learner mobility, through actions aimed at informing, motivating, preparing and facilitating the social integration of the VET learner in the host country, while enhancing their intercultural awareness and active citizenship;

- Developing partnerships aimed at promoting work-based learning in all its forms, for both young and/or adults and in particular for the implementation of the Council Recommendation on a European Framework for Quality and Effective Apprenticeships\(^{42}\). These partnerships can also aim at developing new training content and joint VET qualifications that integrate periods of work-based learning, opportunities to apply knowledge in practical workplace situations, and embedding international mobility experience whenever possible.

- Increasing the quality in VET through the establishment of feedback loops to adapt VET provision, including by setting-up or testing graduate tracking arrangements as part of quality assurance systems in line with the Council Recommendation on tracking graduates, and the Recommendation on the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)\(^{43}\);

- Enhancing access to training and qualifications for all, with a particular attention to the low-skilled, through continuing VET, notably by increasing quality, supply and accessibility of continuing VET, validation of non-formal and informal learning, promoting work-place learning, providing for efficient and integrated guidance services and flexible and permeable learning pathways; includes developing partnerships between micro, small and medium sized companies and VET providers aimed at promoting joint competences centres, learning networks, support to pooling of resources, and providing initial and/or continuing training to their staff.

- Further strengthening key competences in initial and continuing VET, in particular literacy, numeracy, digital, entrepreneurship, as well as languages, including common methodologies for introducing those competences in curricula, as well as for acquiring, delivering and assessing the learning outcomes of those curricula.

- Supporting the uptake of innovative approaches and digital technologies for teaching and learning, as outlined in the Digital Education Action Plan, including the effective use of the SELFIE self-reflection tool to support a comprehensive approach to innovation, and the use of digital technologies for pedagogical, administrative, technical and organisational change.

- Introducing systematic approaches to, and opportunities for, the initial and continuous professional development of VET teachers, trainers and mentors in both school and work-based settings (including apprenticeships), as well as through the development of effective digital, open and innovative education and pedagogies, as well as practical tools; raising the attractiveness of the professions for VET teachers, trainers, mentors and leaders.

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\(^{41}\) The specific rules and information relating to VET learner mobility activities, as described in Annex I of the Programme guide, should be applied


Part B – Strategic partnerships in the field of education, training, and youth

- Developing sustainable partnerships to establish and/or further develop national, regional and sectoral skills competitions organisations, as a form of raising the attractiveness and excellence in VET. These partnerships could also develop and support the practical arrangements for the preparation, training and participation of VET learners and staff in international, national, regional and sectoral skills competitions, while working closely together with businesses, VET providers, chambers and other relevant stakeholders.

In the field of adult education priority will be given to:

- Improving and extending the supply of high quality learning opportunities for adults by making available flexible learning offers adapted to their learning needs (e.g. blended learning, digital learning applications), and by the validation of skills acquired through informal and non-formal learning.

- Supporting the setting up of and access to upskilling pathways for adults with a low level of skills, knowledge and competences allowing them to enhance their literacy, numeracy and digital competences, as well as other key competences, and to progress towards higher qualifications, including through skills identification and screening or tailored learning offers.

- Increasing learning demand and take-up through effective outreach, guidance and motivation strategies which support the Upskilling Pathways by encouraging and supporting low-skilled and/or low-qualified adults or through developing guidance as a service to ensure that adults have access to relevant learning throughout life.

- Extending and developing the competences of educators and other personnel who support adult learners, in particular in assessing their prior knowledge and skills and in motivating them to learn; improve teaching methods and tools through effective use of innovative solutions and digital technologies.

- Developing mechanisms to monitor the effectiveness and improve quality assurance of adult learning policies and provision, and to track the progress of adult learners.

In the field of youth, in line with the EU Youth strategy, priority will be given to:

- Engaging, connecting and empowering young people: strengthening cross-sectorial cooperation, allowing for greater synergies across different areas of actions that matter for young people. A special focus will be put on participation –including alternative and innovative forms of participation –and active citizenship of young people, notably those that involve youth at risk of social exclusion.

Priority will be given to projects that:

- Enhance the participation of all young people in democratic and civic life in Europe;
- Enable young people to connect with, express their views and be heard by elected policy-makers, public administrations, interest groups, civil society organisations or individuals active in political or social processes affecting their lives;
- Enhance critical thinking and media literacy among young people to strengthen democracy and counter manipulation, propaganda and disinformation;
- Broaden and deepen political, civic and social participation of young people at local, regional, national, European or global level;
- Foster active citizenship and notably volunteering and solidarity among young people;
- Increase social inclusion of all young people, building on European values;
- Promote intercultural dialogue and promote knowledge about and acceptance of diversity and tolerance in society;
- Strengthen young people's sense of initiative, notably in the social field and to support their communities;
- Reinforce links between policy, research and practice and promote better knowledge about the situation of young people and youth policies.

- Contributing to quality and innovation in Youth Work and its recognition

Priority will be given to projects that:

- Support capacity-building of youth workers and youth work practices;
- Support youth workers in developing and sharing effective methods in reaching out to marginalised young people, in preventing racism and intolerance among youth, and in addressing the risks,
opportunities, and implications of digitalisation;

- Foster the inclusion and employability of young people with fewer opportunities (including NEETs), with particular emphasis in young people at risk of marginalisation and those with a migrant background;
- Open up youth work to cross-sectoral cooperation allowing greater synergies across all areas of actions that address the concerns of young people;
- Ease transition of young people from youth to adulthood, including supporting the integration into the labour market by addressing key competences and other organisational support that youth work can bring;
- Promote recognition and validation of youth work and informal and non-formal learning at European, national, regional and local levels.

- promoting entrepreneurship and creative learning and social entrepreneurship among young people

Priority will be given to projects in the form of transnational youth initiatives that allow groups of young people to put ideas into practice, including through social enterprises, tackling challenges and identified problems in their daily lives.

WHAT ARE THE ACTIVITIES SUPPORTED IN A STRATEGIC PARTNERSHIP?

Over the lifetime of a project, and depending on the type of Strategic Partnership, projects may typically realise a broad range of activities, for example:

- activities that strengthen the cooperation and networking between organisations;
- testing and/or implementation of innovative practices in the field of education, training and youth;
- activities that facilitate the recognition and validation of knowledge, skills and competences acquired through formal, non-formal and informal learning;
- activities of cooperation between regional authorities to promote the development of education, training and youth systems and their integration in actions of local and regional development;
- activities to support learners with disabilities/special needs to complete education cycles and facilitate their transition into the labour market, including by combating segregation and discrimination in education for marginalised communities;
- activities to better prepare and deploy the education and training of professionals for equity, diversity and inclusion challenges in the learning environment;
- activities to promote the integration of refugees, asylum seekers and newly arrived migrants and raise awareness about the refugee crisis in Europe;
- transnational initiatives fostering entrepreneurial mind-sets and skills, to encourage active citizenship and entrepreneurship (including social entrepreneurship), jointly carried out by two or more groups of young people from different countries.

Strategic Partnerships may also organise transnational learning, teaching and training activities of individuals, in so far as they bring added value in the achievement of the project’s objectives. Some of these activities are particularly relevant in one or more fields of education, training and youth, as stated in the table below. For a more detailed description of the supported activities, see Annex I.

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>Particularly relevant for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blended mobility of learners</td>
<td>All fields of education, training and youth</td>
</tr>
<tr>
<td>Short-term exchanges of groups of pupils</td>
<td>School education, VET</td>
</tr>
<tr>
<td>Intensive Study Programmes</td>
<td>Higher education</td>
</tr>
<tr>
<td>Long-term study mobility of pupils</td>
<td>School education</td>
</tr>
<tr>
<td>Long-term teaching or training assignments</td>
<td>Higher education, VET, School and Adult education</td>
</tr>
<tr>
<td>Long-term mobility of youth workers</td>
<td>Youth</td>
</tr>
<tr>
<td>Short-term joint staff training events</td>
<td>All fields of education, training and youth</td>
</tr>
</tbody>
</table>
**WHO CAN TAKE PART IN A STRATEGIC PARTNERSHIP?**

As a general rule, Strategic Partnerships target the cooperation between organisations established in Programme Countries. However, organisations from Partner Countries can be involved in a Strategic Partnership, as partners (not as applicants), if their participation brings an essential added value to the project.

In addition to the organisations formally participating in the project and receiving EU funds, Strategic Partnerships may also involve associated partners from the public or private sector who contribute to the implementation of specific project tasks/activities or support the dissemination and sustainability of the project. For contractual management issues, associated partners are not considered as part of the project partners, and they do not receive funding. However, their involvement and role in the project and different activities have to be clearly described.

**WHAT ARE THE CRITERIA USED TO ASSESS A STRATEGIC PARTNERSHIP?**

Here below are listed the formal criteria that a Strategic Partnership must respect in order to be eligible for an Erasmus+ grant:

### General Eligibility Criteria

A participating organisation can be any public or private organisation, established in a Programme Country or in any Partner Country of the world (see section “Eligible Countries” in Part A of this Guide).

For example, such organisation can be:

- a higher education institution;
- a school/institute/educational centre (at any level, from pre-school to upper secondary education, and including vocational education and adult education);
- a non-profit organisation, association, NGO;
- a public or private, a small, medium or large enterprise (including social enterprises);
- a public body at local, regional or national level;
- a social partner or other representative of working life, including chambers of commerce, industry, craft/professional associations and trade unions;
- a research institute;
- a foundation;
- an inter-company training centre;
- enterprises providing shared training (collaborative training);
- a cultural organisation, library, museum;
- a body providing career guidance, professional counselling and information services;
- a body validating knowledge, skills and competences acquired through non-formal and informal learning;
- a European Youth NGO;
- a group of young people active in youth work but not necessarily in the context of a youth organisation (i.e. informal group of young people\(^\text{84}\)).

Higher education institutions (HEIs) established in a Programme Country must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries, but they will have to sign up to its principles.

### Eligible participating organisations

### Who can apply?

Any participating organisation established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.

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\(^{84}\) In case of an informal group, one of the members of the group assumes the role of representative and takes responsibility on behalf of the group.
| **Number and profile of participating organisations** | A Strategic Partnership is transnational and involves minimum three organisations from three different Programme Countries. There is no maximum number of participating organisations. However, the budget for project management and implementation is capped (and equivalent to 10 participating organisations). All participating organisations must be identified at the time of applying for a grant. Exceptionally, different rules apply for the following Strategic Partnerships:  
- **Strategic Partnerships in the youth field** must involve minimum two organisations from two different Programme Countries;  
- **School Exchange Partnerships** must involve a minimum of two and a maximum of six schools from at least two different Programme countries. |  |
| **Venue(s) of the activities** | All the activities of a Strategic Partnership must take place in the countries of the organisations participating in the project. Learning, teaching and training activities for learners and long-term activities for staff can only be organised in Programme Countries 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;  
- Multiplier events can be hosted in the country of any of the associated partners involved in the Strategic Partnership. |  |
| **Duration of project** |  
- **Partnerships in the field of higher education**: between 24 and 36 months;  
- **Partnerships in the field of VET, school education and adult education**: between 12 and 36 months;  
- **Partnerships in the youth field**: between 6 and 36 months. |  |
| **Where to apply?** | The duration has to be chosen at application stage, based on the objective of the project and on the type of activities planned over time. In exceptional cases, the duration of a Strategic Partnership may be extended, upon request by the beneficiary and with the agreement of the National Agency, of up to 6 months and provided that the total duration does not exceed 3 years. In such a case, the total grant will not change. In all cases, projects must end not later than 31 August 2023. | To the National Agency of the country in which the applicant organisation is established. Per deadline, the same consortium of partners can submit only one application and to one National Agency only. |
### Part B – Strategic partnerships in the field of education, training, and youth

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<table>
<thead>
<tr>
<th>When to apply?</th>
<th>Partnerships in the fields of Higher Education, VET, School and Adult education:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- applicants have to submit their grant application by <strong>24 March at 12:00 (midday Brussels time)</strong> for projects starting between 1 September and 31 December of the same year.</td>
</tr>
<tr>
<td></td>
<td><strong>Partnerships in the youth field:</strong> applicants have to submit their grant application by:</td>
</tr>
<tr>
<td></td>
<td>- <strong>5 February at 12:00 (midday Brussels time)</strong> for projects starting between 1 June and 30 September of the same year;</td>
</tr>
<tr>
<td></td>
<td>- <strong>30 April at 12:00 (midday Brussels time)</strong> for projects starting between 1 September of the same year and 31 January of the following year;</td>
</tr>
<tr>
<td></td>
<td>- <strong>1 October at 12:00 (midday Brussels time)</strong> for projects starting between 1 February and 31 May of the following year.</td>
</tr>
<tr>
<td></td>
<td>For Strategic Partnerships in the youth field: for each of the three deadlines, National Agencies may open the deadline to both types of Strategic Partnerships (i.e. supporting innovation and supporting exchanges of good practices) or only to one type of projects. Applicants are invited to check the website of their National Agency for more precise information.</td>
</tr>
</tbody>
</table>

| How to apply? | Please see Part C of this Guide for details on how to apply. |

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### ADDITIONAL ELIGIBILITY CRITERIA

In addition, if the Strategic Partnership foresees any of the following transnational learning, teaching and training activities, the relevant additional eligibility criteria must be respected:

**Short-term joint staff training events.**

<table>
<thead>
<tr>
<th>Eligible participants</th>
<th>Professors, teachers, trainers, educational and administrative staff working in participating organisations in Programme and Partner Countries. Youth workers from Programme and Partner Countries.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration of activity</td>
<td>3 days to 2 months; excluding travel days</td>
</tr>
</tbody>
</table>

**Intensive Study Programmes**

<table>
<thead>
<tr>
<th>Eligible participants</th>
<th>- Learners: Higher education students enrolled in a participating HEI in a Programme Country.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Teaching staff: teaching staff from participating HEIs in Programme or Partner Countries.</td>
</tr>
<tr>
<td></td>
<td>- Invited teachers: teaching staff from non-participating HEIs, and experts/specialists/professionals from enterprises or other organisations in Programme or Partner Countries.</td>
</tr>
<tr>
<td>Duration of activity</td>
<td>- Learners: 5 days to 2 months; excluding travel days</td>
</tr>
<tr>
<td></td>
<td>- Teaching staff (including invited teachers): 1 day to 2 months; excluding travel days</td>
</tr>
</tbody>
</table>

**Blended mobility of pupils, learners and young people (short-term physical mobility combined with virtual mobility)**

<table>
<thead>
<tr>
<th>Eligible participants</th>
<th>Apprentices, VET learners, higher education students, adult learners, and pupils from participating organisations in Programme Countries. Young people from Programme Countries.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration of activity</td>
<td>5 days to 2 months; excluding travel days</td>
</tr>
</tbody>
</table>

**Short-term exchanges of groups of pupils (including VET learners)**

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89 In the school education field, this includes educational staff intervening in schools, such as school inspectors, school counsellors, pedagogical advisors, psychologists, etc.

90 Higher education students must be registered in a participating HEI and enrolled in studies leading to a recognised degree or other recognised tertiary level qualification, up to and including the level of doctorate.
Eligible participants | School pupils and VET learners of any age enrolled in a participating school (including VET organisations) in a Programme Country and accompanied by school staff.
Duration of activity | 3 days to 2 months; excluding travel days

Long-term teaching or training assignments

| Eligible participants | Professors, teachers, trainers, educational and administrative staff working in the participating organisations in Programme Countries.
Duration of activity | 2 to 12 months

Long-term study mobility of pupils

| Eligible participants | Pupils aged 14 or older, enrolled at a participating school in a Programme Country.
Duration of activity | 2 to 12 months

Long-term mobility of youth workers

| Eligible participants | Youth workers from Programme Countries.
Duration of activity | 2 to 12 months

Applicant organisations will be assessed against the relevant exclusion and selection criteria. For more information please consult Part C of this Guide.

**AWARD CRITERIA**

Depending on the objectives of the project, the participating organisations involved, the expected impact, and other elements, Strategic Partnerships can be of different sizes, and adapt their activities accordingly. In simplified terms, this action enables participating organisations to gain experience in international cooperation and to strengthen their capacities, but also to produce high-quality innovative deliverables. The qualitative assessment of the project will be proportional to the objectives of the cooperation and the nature of the organisations involved.

Projects will be assessed against the following criteria:

<table>
<thead>
<tr>
<th>Relevance of the project (maximum 30 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The relevance of the proposal to:</td>
</tr>
<tr>
<td>- the objectives and the priorities of the Action (see section &quot;What are the aims and priorities of a Strategic Partnership&quot;).</td>
</tr>
<tr>
<td>- If the proposal addresses the horizontal priority &quot;social inclusion&quot;, it will be considered as highly relevant.</td>
</tr>
<tr>
<td>- If the proposal addresses one or more &quot;European Priorities in the national context&quot;, as announced by the National Agency, it will be considered as highly relevant.</td>
</tr>
<tr>
<td>- The extent to which:</td>
</tr>
<tr>
<td>- the proposal is based on a genuine and adequate needs analysis;</td>
</tr>
<tr>
<td>- the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups;</td>
</tr>
<tr>
<td>- the proposal is suitable of realising synergies between different fields of education, training and youth;</td>
</tr>
<tr>
<td>- the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations;</td>
</tr>
<tr>
<td>- the proposal brings added value at EU level through results that would not be attained by activities carried out in a single country.</td>
</tr>
</tbody>
</table>
### Quality of the project design and implementation (maximum 20 points)

- The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination;
- The consistency between project objectives and activities proposed;
- The quality and feasibility of the methodology proposed;
- The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget;
- The extent to which the project is cost-effective and allocates appropriate resources to each activity.
- If applicable, the use of Erasmus+ online platforms (i.e. eTwinning; EPALE; School Education Gateway) as tools for preparation, implementation and follow-up of the project activities.

#### For School Exchange Partnerships:
- The extent to which the projects is building on previous or ongoing eTwinning projects;
- The extent to which the project is using eTwinning in combination with physical mobility to create longer, more frequent and richer exchanges between pupils and teachers in different countries (blended mobility).

If the project plans training, teaching or learning activities:
- The quality of practical arrangements, management and support modalities in learning, teaching and training activities;
- The extent to which these activities are appropriate to the project’s aims and involve the appropriate number of participants;
- The quality of arrangements for the recognition and validation of participants’ learning outcomes, in line with European transparency and recognition tools and principles.

### Quality of the project team and the cooperation arrangements (maximum 20 points)

- The extent to which:
  - the project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project;
  - the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations;
  - if relevant for the project type, the project involves participation of organisations from different fields of education, training, youth and other socio-economic sectors\(^\text{91}\).
- The extent to which the project involves newcomers to the Action.
- For School Exchange Partnerships: the extent to which the project involves eTwinning schools and creates opportunities for them to promote best practices in eTwinning and provide mentorship to other schools who are less experienced in using eTwinning.
- The existence of effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders.
- If applicable, the extent to which the involvement of a participating organisation from a Partner Country brings an essential added value to the project (if this condition is not fulfilled, the project will not be considered for selection).

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\(^{91}\) These criteria are not relevant for School Exchange Partnerships.
Impact and dissemination (maximum 30 points)

- The quality of measures for evaluating the outcomes of the project.
- The potential impact of the project:
  - on participants and participating organisations, during and after the project lifetime;
  - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels.
- The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations;
- If relevant, the extent to which the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations;
- The quality of the plans for ensuring the sustainability of the project: its capacity to continue having an impact and producing results after the EU grant has been used up.

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the categories of award criteria mentioned above (i.e. minimum 15 points for the categories “relevance of the project” and “impact and dissemination”; 10 points for the categories “quality of the project design and implementation” and “quality of the project team and the cooperation arrangements”). Proposals that do not address at least one priority of the Action will not be funded.

**SPECIFIC STRATEGIC PARTNERSHIP FORMATS**

Strategic Partnerships support a wide and flexible range of activities in order to implement high-quality projects, promote development and modernisation of organisations, and support policy developments at European, national and regional level.

Depending on the objectives of the project, the participating organisations involved, the expected impact, and other elements, Strategic Partnerships can be of different sizes, and adapt their activities accordingly.

Among the great variety of activities and project formats, the following Strategic Partnerships have specific characteristics.
**SCHOOL EXCHANGE PARTNERSHIPS**

The main goal of School Exchange Partnerships is to strengthen the European dimension in the participating schools, to build up their capacity for cross-border cooperation and their ability to cope with new challenges. By organising mobility activities for pupils, these partnerships will also promote the common values of freedom, inclusion, tolerance and non-discrimination as underlined in the Paris Declaration of March 2015.

School Exchange Partnerships can implement different activities for exchange of staff and pupils:

- **Short-term exchanges of groups of pupils (3 days to 2 months):** pupils from different countries can work together in activities linked to the aims of the partnership. The short-term exchange activities are designed to offer international learning experiences to pupils, to develop their understanding of the diversity of European cultures and languages, and to help them acquire social, civic and intercultural competences necessary for their personal development.

- **Long-term study mobility of pupils (2 to 12 months):** pupils aged at least 14 may spend a period in a receiving school and a host family abroad. The sending and hosting schools are expected to ensure high quality learning outcomes, to provide appropriate recognition for the involved pupils, and to constantly support them during their mobility period. Applicants for School Exchange Partnerships may focus entirely on organisation of long-term pupil mobility as a tool to develop the international cooperation potential of the involved schools.

- **Short-term joint staff training events (3 days to 2 months):** teaching and non-teaching staff can work together to exchange experience and know-how, or receive joint training.

- **Long-term teaching or training assignments (2 to 12 months):** through a longer posting in a partner school, this activity allows staff to develop their knowledge and understanding of other countries’ education and training systems, and helps them share and acquire professional competences, methods and practices.

**ETWINNING IN SCHOOL EXCHANGE PARTNERSHIPS**

Combining mobility and physical exchanges with virtual cooperation can be an important element of School Exchange Partnerships. In particular, projects are strongly encouraged to use **eTwinning** to work together before, during and after the project activities.

To demonstrate the strengths of their proposal in terms of use of eTwinning, the applicants should explain the relevant elements in their project application. Particularly important elements include:

- Involving schools with eTwinning school label\(^2\) in the project and creating opportunities for them to promote best practices in eTwinning and to provide mentorship to other schools who are less experienced in using eTwinning;

- Presenting concrete plans to build on previous or ongoing eTwinning projects;

- Using eTwinning in combination with physical mobility to create longer, more frequent and richer exchanges between pupils and teachers in different countries (blended mobility).

**SPECIFIC ELIGIBILITY CRITERIA APPLYING TO SCHOOL EXCHANGE PARTNERSHIPS**

Compared to other Strategic Partnerships, the following specific rules will apply to this format:

- Partnerships must involve a minimum of two and a maximum of six schools\(^3\);

- Only schools from Programme Countries can participate;

- As a general rule, projects will last between 12 and 24 months. Only projects organising long-term mobility of pupils may last up to 36 months, if justified by their workplan;

- Funds are provided for mobility activities of staff and pupils (including accompanying teachers or other qualified persons), as well as general project management and implementation costs. Dedicated funding is not provided for Intellectual Outputs, Multiplier Events and Transnational Project Meetings. Additional funds for support to

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\(^2\)You can find out more about the eTwinning school label at: [https://www.etwinning.net/en/pub/highlights/the-etwinning-school-label---.htm](https://www.etwinning.net/en/pub/highlights/the-etwinning-school-label---.htm)

\(^3\) Depending on the country where the school is registered, a specific definition of eligible schools applies for this type of partnerships. The definition and/or a list of eligible schools is published on the website of each National Agency. For further details, please refer to Part C of this Guide or contact your National Agency.
participants with special needs, as well as Exceptional costs may be requested, if justified. For details, please consult the section “What are the funding rules?”, below;

- Funding will be limited to a maximum of 16 500 EUR per year and per participating school. This cap will apply at project level. Funds for support to participants with special needs, as well as Exceptional costs for expensive travel will not count towards this cap.

Successful School Exchange Partnerships use a specific contracting model compared to other Strategic Partnerships. At application stage, the applicant school takes the lead of the project and applies on behalf of all the participating schools. However, once the partnership is selected, each participating school will sign a separate grant agreement with the National Agency established in its country. The applicant school remains in a coordinating role for the duration of the project and will be responsible for reporting on the project’s overall results, while the partner schools report only on their specific expenses.

**TRANSMATIONAL YOUTH INITIATIVES**

These Strategic Partnerships in the field of youth aim to foster social commitment and entrepreneurial spirit of young people. For example, these initiatives may concern:

- the establishment of (networks of) social enterprises, associations, clubs, NGOs,
- the development and delivery of courses and trainings on entrepreneurship education (notably social entrepreneurship and use of ICTs);
- information, media literacy, sensitization actions, or actions stimulating civic commitment among young people (e.g. debates, conferences, events, consultations, initiatives around European topics, etc.);
- actions for the benefit of the local communities (e.g. support to vulnerable groups such as elderly people, minorities, migrants, disabled, etc.);
- artistic and cultural initiatives (theatre plays, exhibitions, music performances, discussion fora, etc.).

The distinctive feature of this format of Strategic Partnerships is that a Youth Initiative is initiated, set up and carried out by young people themselves.

**WHAT ELSE SHOULD YOU KNOW ABOUT THIS ACTION?**

**SUPPORTING REGIONAL COOPERATION IN SCHOOL EDUCATION**

Strategic Partnerships in the field of school education have an opportunity to apply for projects based around cross-border cooperation between regions or municipalities from different countries. The distinctive aspect of these partnerships is the strategic involvement of local and/or regional school authorities. To create a successful application, the local or regional authorities should take a lead role in the planning of activities addressing a shared issue through involvement of organisations from the civil and private sectors together with schools in their community.

**EXCEPTIONAL COSTS FOR EXPENSIVE TRAVEL**

Applicants for Strategic Partnerships organising learning, teaching and training activities will be allowed to claim financial support under the budget heading “exceptional costs” (up to a maximum of 80% of total eligible costs: see “What are the funding rules?”), including cases where the participants opt for cleaner, lower carbon emission means of transport (e.g. train), which result in expensive travel costs. This will be allowed provided that applicants can justify that the standard funding rules (based on unit costs per travel distance band) do not cover at least 70% of the travel costs of participants. If awarded, the exceptional costs for expensive travel replace the standard travel grant.

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94 For example, three schools running a partnership for two years may receive a maximum of 99 000 EUR for the whole project. These funds can be divided in any way between the three schools.

95 Project promoters applying for Transnational Youth Initiatives should apply under Strategic Partnerships supporting exchanges of good practices.
OTHER INFORMATION

In addition to the information provided above, more compulsory criteria and additional useful information, as well as project examples relating to this Action can be found in the Annex I of this Guide. Interested organisations are invited to read carefully the relevant sections of this Annex before applying for financial support.

WHAT ARE THE FUNDING RULES?

Strategic Partnerships will range from fairly simple cooperation projects between small scale organisations (like schools or informal groups of young people) to rather sophisticated and large-scale projects focusing on the development and exchange of innovative outputs in all fields of education, training and youth. The expenses incurred by the different types of projects will necessarily vary accordingly.

By consequence, the proposed funding model consists of a menu of cost items from which applicants will choose according to the activities they want to undertake and the results they want to achieve. The first item, “project management and implementation” is a cost item that all types of Strategic Partnerships may apply for, as they are meant to contribute to costs that any project will incur. With the exception of School Exchange Partnerships, Strategic Partnerships may also apply for specific funding to organise “transnational project meetings”. The other cost items can only be chosen by projects that will pursue more substantial objectives in terms of intellectual outputs/products, dissemination or embedded teaching, training and learning activities. Additionally, if justified by the project activities/outputs, exceptional costs and costs for participation of persons with special needs can be covered.

The total project grant is a variable amount, defined by multiplying 12 500 EUR by the duration of the project (in months), and capped at 450 000 EUR for projects with duration of 36 months. Exceptionally, for School Exchange Partnerships a ceiling of 16 500 EUR per year and per participating school will apply at project level. Funds for support to participants with special needs, as well as Exceptional costs covering high travel costs will not count towards the funding cap for School Exchange Partnerships.
The budget of the project must be drafted according to the following funding rules (in euro):

**Maximum grant awarded:**

a variable amount, defined by multiplying \(12\,500\text{ EUR}\) by the duration of the project (in months) and up to \(450\,000\text{ EUR}\) for projects with duration of 36 months;

(Exception: for School Exchange Partnerships: a maximum of \(16\,500\text{ EUR}\) per year and per participating school, applied at project level, and excluding Special Needs Support and Exceptional costs for expensive travel)

Some of the maxima amounts indicated in the tables above are capped per month and are calculated following a pro-rata approach, so that the grant awarded divided by the number of months results in a maximum of 12 500 EUR. However, the beneficiaries can use-up the total EU grant received for the project in the most flexible way, throughout its duration and according to the way the activities need to be implemented chronologically in the work plan.

<table>
<thead>
<tr>
<th>Eligible costs</th>
<th>Financing mechanism</th>
<th>Amount</th>
<th>Rule of allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project management and implementation</strong></td>
<td>Contribution to unit costs</td>
<td>Contribution to the activities of the coordinating organisation:</td>
<td>Based on the duration of the Strategic Partnership and on the number of participating organisations involved</td>
</tr>
<tr>
<td>Project management (e.g. planning, finances, coordination and communication between partners, etc.); small scale learning/teaching/training materials, tools, approaches etc. Virtual cooperation and local project activities (e.g. class-room project work with learners, youth work activities, organisation and mentoring of embedded learning/training activities, etc.); information, promotion and dissemination (e.g. brochures, leaflets, web information, etc.). Costs linked to the implementation of Transnational Youth Initiatives and School Exchange Partnerships.</td>
<td>(500\text{ EUR per month})</td>
<td>Maximum (2750\text{ EUR per month})</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contribution to unit costs</td>
<td>Contribution to the activities of the other participating organisations:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(250\text{ EUR per organisation per month})</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Transnational project meetings

Participation in meetings between project partners for implementation and coordination purposes.

This budget item is not available for School Exchange Partnerships.

### Contribution to unit costs

| For travel distances between 100 and 1999KM: | 575 EUR per participant per meeting |
| For travel distances of 2000 KM or more: | 760 EUR per participant per meeting |

Conditional: applicants must justify the need for the meetings in terms of number of meetings and participants involved. Travel distances must be calculated using the distance calculator supported by the European Commission.

### Eligible costs

<table>
<thead>
<tr>
<th>Exceptional costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to real costs related to subcontracting or purchase of goods and services. Costs for providing a financial guarantee, if the National Agency asks for it.</td>
</tr>
</tbody>
</table>

**Financing mechanism**

Real costs

**Amount**

75% of eligible costs

Maximum of 50,000 EUR per project (excluding costs for providing a financial guarantee)

**Rule of allocation**

Conditional: subcontracting has to be related to services that cannot be provided directly by the participating organisations for duly justified reasons. Equipment cannot concern normal office equipment or equipment normally used by the participating organisations.

<table>
<thead>
<tr>
<th>Special needs support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional costs directly related to participants with disabilities[^96]</td>
</tr>
</tbody>
</table>

**Financing mechanism**

Real costs

**Amount**

100% of eligible costs

**Rule of allocation**

Conditional: the request for these costs must be motivated in the application form.

[^96]: Including costs directly related to participants with special needs and accompanying persons taking part in transnational learning, teaching and training activities. This may include costs related to travel and subsistence, if justified and as long as a grant for these participants is not requested through budget categories “travel” and “individual support”.

---

**Eligible costs**

<table>
<thead>
<tr>
<th>Exceptional costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to real costs related to subcontracting or purchase of goods and services. Costs for providing a financial guarantee, if the National Agency asks for it.</td>
</tr>
</tbody>
</table>

**Financing mechanism**

Real costs

**Amount**

75% of eligible costs

Maximum of 50,000 EUR per project (excluding costs for providing a financial guarantee)

**Rule of allocation**

Conditional: subcontracting has to be related to services that cannot be provided directly by the participating organisations for duly justified reasons. Equipment cannot concern normal office equipment or equipment normally used by the participating organisations.

---

**Special needs support**

| Additional costs directly related to participants with disabilities[^96] |

**Financing mechanism**

Real costs

**Amount**

100% of eligible costs

**Rule of allocation**

Conditional: the request for these costs must be motivated in the application form.

[^96]: Including costs directly related to participants with special needs and accompanying persons taking part in transnational learning, teaching and training activities. This may include costs related to travel and subsistence, if justified and as long as a grant for these participants is not requested through budget categories “travel” and “individual support”.

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[117]
## ADDITIONAL FUNDING FOR STRATEGIC PARTNERSHIPS SUPPORTING INNOVATION IN THE FIELD OF EDUCATION, TRAINING AND YOUTH

<table>
<thead>
<tr>
<th>Intellectual outputs</th>
<th>Contribution to unit costs</th>
<th>Conditional: staff costs for managers and administrative staff are expected to be covered already under &quot;Project management and implementation&quot;. To prevent potential overlap with such item, applicants will have to justify the type and volume of staff costs applied for in relation to each output proposed. The outputs should be substantial in quality and quantity to qualify for this type of grant support. The outputs should prove their potential for wider use and exploitation, as well as for impact.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual outputs/tangible deliverables of the project (such as curricula, pedagogical and youth work materials, open educational resources (OER), IT tools, analyses, studies, peer-learning methods, etc.)</td>
<td>b1.1 per manager per day of work on the project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b1.2 per researcher/ teacher /trainer/youth worker per day of work on the project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b1.3 per technician per day of work on the project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b1.4 per administrative staff per day of work on the project</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multiplier events</th>
<th>Contribution to unit costs</th>
<th>Conditional: support for multiplier events is provided only if in direct relation to the intellectual outputs of the project. A project without grant support for intellectual outputs cannot receive support for organising multiplier events.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to the costs linked to national and transnational conferences, seminars, events sharing and disseminating the intellectual outputs realised by the project (excluding costs for travel and subsistence of representatives of participating organisations involved in the project).</td>
<td>100 EUR per local participant (i.e. participants from the country where the event is taking place)</td>
<td>Maximum 30 000 EUR per project</td>
</tr>
<tr>
<td></td>
<td>200 EUR per international participant (i.e. participants from other countries)</td>
<td></td>
</tr>
</tbody>
</table>
### Funding Rules for Transnational Learning, Teaching and Training Activities Carried Out Within the Strategic Partnership (Optional Funding)

<table>
<thead>
<tr>
<th>Eligible costs</th>
<th>Financing mechanism</th>
<th>Amount</th>
<th>Rule of allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return</td>
<td>For travel distances between 10 and 99KM: 20 EUR per participant</td>
<td>Conditional: applicants will have to justify that mobility activities are necessary to achieve the objectives and results of the project. Travel distances must be calculated using the distance calculator supported by the European Commission[^7]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[^8].</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances between 100 and 499 KM: 180 EUR per participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances between 500 and 1999 KM: 275 EUR per participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances between 2000 and 2999 KM: 360 EUR per participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances between 3000 and 3999 KM: 530 EUR per participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances between 4000 and 7999 KM: 820 EUR per participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For travel distances of 8000 KM or more: 1500 EUR per participant</td>
<td></td>
</tr>
<tr>
<td>Individual support</td>
<td>Unit cost per day covering the subsistence of participants, including accompanying persons, during the activity</td>
<td>Long term teaching or training assignments up to the 14th day of activity: 81.5 per day per participant + between the 15th and 60th day of activity: 81.6 per day per participant + between the 61st day of activity and up to 12 months: 81.7 per day per participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Long term mobility of youth workers</td>
<td></td>
</tr>
</tbody>
</table>


[^8]: For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return (275 EUR).
| Short term joint staff training events,  
Teaching or providing expertise in Intensive Study Programmes  
accompanying persons in all activities[^3] |
|---|---|
| up to the 14th day of activity: **106 EUR** per day per participant  
+ between the 15th and 60th day of activity: **74 EUR** per day per participant |

<table>
<thead>
<tr>
<th>Long term mobility of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>81.8</strong> per month per participant</td>
</tr>
</tbody>
</table>

| Short term activities for learners  
(blended mobility, short term pupils' mobility, intensive study programmes): |
|---|---|
| up to the 14th day of activity: **58 EUR** per day per participant  
+ between the 15th and 60th day of activity: **42 EUR** per day per participant |

<table>
<thead>
<tr>
<th>Linguistic support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs linked to the support offered to participants in order to improve the knowledge of the language of instruction or work</td>
</tr>
<tr>
<td>Contribution to unit costs</td>
</tr>
</tbody>
</table>
| Only for activities lasting between 2 and 12 months:  
**150 EUR** per participant needing linguistic support |

<table>
<thead>
<tr>
<th>Exceptional Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expensive travel costs of participants, including the use of cleaner, lower carbon emission means of transport (for details, see section &quot;what else you should know about this action&quot;).</td>
</tr>
<tr>
<td>Real Costs</td>
</tr>
<tr>
<td>Expensive travel costs: maximum up to 80% of eligible costs</td>
</tr>
</tbody>
</table>

[^3]: Accompanying persons are entitled to receive the same rate, independently from the short or long term activities they take part in. In exceptional cases, where the accompanying person needs to stay abroad for more than 60 days, extra subsistence costs beyond the 60th day will be supported under the budget heading "Special needs support".
### TABLE A – INTELLECTUAL OUTPUTS (AMOUNTS IN EURO PER DAY)

This funding can only be used for staff costs of organisations participating in the project for the production of Intellectual outputs. The amounts depend on: a) profile of staff involved in the project and b) the country of the participating organisation whose staff is involved.

<table>
<thead>
<tr>
<th>Country/Region</th>
<th>Manager</th>
<th>Teacher/Trainer/Researcher/Youth worker</th>
<th>Technician</th>
<th>Administrative staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark, Ireland, Luxembourg, Netherlands, Austria, Sweden, Liechtenstein, Norway</td>
<td>294</td>
<td>241</td>
<td>190</td>
<td>157</td>
</tr>
<tr>
<td>Belgium, Germany, France, Italy, Finland, United Kingdom, Iceland</td>
<td>280</td>
<td>214</td>
<td>162</td>
<td>131</td>
</tr>
<tr>
<td>Czech Republic, Greece, Spain, Cyprus, Malta, Portugal, Slovenia</td>
<td>164</td>
<td>137</td>
<td>102</td>
<td>78</td>
</tr>
<tr>
<td>Bulgaria, Estonia, Croatia, Latvia, Lithuania, Hungary, Poland, Romania, Serbia, Slovakia, the Republic of North Macedonia, Turkey</td>
<td>88</td>
<td>74</td>
<td>55</td>
<td>39</td>
</tr>
</tbody>
</table>

100 In the case of HE, costs for staff employed by faculties of ECHE accredited beneficiary universities are eligible under the cost category 'intellectual outputs'.
**TABLE B – INTELLECTUAL OUTPUTS (AMOUNTS IN EURO PER DAY)**

This funding can only be used for staff costs of organisations participating in the project for the production of Intellectual outputs. The amounts depend on: a) profile of staff involved in the project and b) the country of the participating organisation whose staff is involved.

<table>
<thead>
<tr>
<th>Country/Region</th>
<th>Manager</th>
<th>Teacher/Trainer/Researcher/Youth worker</th>
<th>Technician</th>
<th>Administrative staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia, Canada, Kuwait, Macao, Monaco, Qatar, San Marino, Switzerland, United States of America</td>
<td>294</td>
<td>241</td>
<td>190</td>
<td>157</td>
</tr>
<tr>
<td>Andorra, Brunei, Japan, New Zealand, Singapore, United Arab Emirates, Vatican City State</td>
<td>280</td>
<td>214</td>
<td>162</td>
<td>131</td>
</tr>
<tr>
<td>Bahamas, Bahrain, Hong Kong, Israel, Korea (Republic of), Oman, Saudi Arabia, Taiwan</td>
<td>164</td>
<td>137</td>
<td>102</td>
<td>78</td>
</tr>
<tr>
<td>Afghanistan, Albania, Algeria, Angola, Antigua and Barbuda, Argentina, Armenia, Azerbaijan, Bangladesh, Barbados, Belarus, Belize, Benin, Bhutan, Bolivia, Bosnian and Herzegovina, Botswana, Brazil, Burkina Faso, Burundi, Cambodia, Cameroon, Cape Verde, Central African Republic, Chad, Chile, China, Colombia, Comoros, Congo, Congo – Democratic Republic of the, Cook Islands, Costa Rica, Cuba, Djibouti, Dominica, Dominican Republic, Cuba, Egypt, El Salvador, Equatorial Guinea, Eritrea, Ethiopia, Fiji, Gabon, Gambia, Georgia, Ghana, Grenada, Guatemala, Guinea-Bissau, Guyana, Haiti, Honduras, India, Indonesia, Iran, Iraq, Republic of Côte d’Ivoire, Jamaica, Jordan, Kazakhstan, Kenya, Kiribati, Korea (DPR), Kosovo, Kyrgyzstan, Laos, Lebanon, Lesotho, Liberia, Libya, Madagascar, Malawi, Malaysia, Maldives, Mali, Marshall Islands, Mauritania, Mauritius, Mexico, Micronesia – Federated States of, Moldova, Mongolia, Montenegro, Morocco, Mozambique, Myanmar, Namibia, Nauru, Nepal, Nicaragua, Niger, Nigeria, Niue, Pakistan, Palau, Palestine, Panama, Papua New Guinea, Paraguay, Peru, Philippines, Rwanda, Saint Kitts And Nevis, Saint Lucia, Saint Vincent And The Grenadines, Samoa, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Solomon Islands, Somalia, South Africa, South Sudan, Sri Lanka, Sudan, Suriname, Swaziland, Syria, Tajikistan, Tanzania, Territory of Russia as recognised by international law, Territory of Ukraine as recognised by international law, Thailand, Timor Leste – Democratic Republic of, Tonga, Trinidad and Tobago, Tunisia, Turkmenistan, Tuvalu, Uganda, Uruguay, Uzbekistan, Vanuatu, Venezuela, Vietnam, Yemen, Zambia, Zimbabwe</td>
<td>88</td>
<td>74</td>
<td>55</td>
<td>39</td>
</tr>
</tbody>
</table>

101 In the case of HE, costs for staff employed by faculties of ECHE accredited beneficiary universities are eligible under the cost category ‘intellectual outputs’
TABLE C - SUBSISTENCE OF PARTICIPANTS IN TRANSNATIONAL LEARNING, TEACHING AND TRAINING ACTIVITIES (IN EURO PER DAY/MONTH)

Scales of contribution to unit costs change according to: a) type of mobility and b) the country where the activity takes place:

<table>
<thead>
<tr>
<th>Group 1: Norway, Denmark, Luxembourg, United Kingdom, Iceland, Sweden, Ireland, Finland, Liechtenstein</th>
<th>B1.5</th>
<th>B1.6</th>
<th>B1.7</th>
<th>B1.8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>125</td>
<td>88</td>
<td>63</td>
<td>168</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2: Netherlands, Austria, Belgium, France, Germany, Italy, Spain, Cyprus, Greece, Malta, Portugal</th>
<th>B1.5</th>
<th>B1.6</th>
<th>B1.7</th>
<th>B1.8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>110</td>
<td>77</td>
<td>55</td>
<td>147</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 3: Slovenia, Estonia, Latvia, Croatia, Slovakia, Czech Republic, Lithuania, Turkey, Hungary, Poland, Romania, Bulgaria, the Republic of North Macedonia, Serbia</th>
<th>B1.5</th>
<th>B1.6</th>
<th>B1.7</th>
<th>B1.8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90</td>
<td>63</td>
<td>45</td>
<td>105</td>
</tr>
</tbody>
</table>
**PART C – INFORMATION FOR APPLICANTS**

All those organisations (including informal groups) who intend to submit a project proposal in order to receive financial support from the EU under the Erasmus+ Programme are invited to read carefully this section which is drafted in accordance with the applicable provisions of the Financial Regulation\(^{233}\) applicable to the general budget of the European Union (hereafter defined “EU Financial Regulation”).

Individuals are not entitled to submit project proposals in the framework of the Erasmus+ Programme, except for individuals applying on behalf of a group of (at least four) young people active in youth work but not necessarily in the context of a youth organisation (hereafter defined “informal group of young people”).

**WHAT TO DO IN ORDER TO SUBMIT AN ERASMUS+ APPLICATION?**

To submit an Erasmus+ project, applicants must follow the four steps described below:

- Each organisation involved in the application must be registered:
  - For actions managed by the Executive Agency, organisations must register in the Funding & tender opportunities portal and receive a Participant Identification Code (PIC). Organisations/groups that have already obtained a PIC through their participation in other EU programmes do not need to register again. The PIC obtained from this previous registration is valid also for applying under Erasmus+;
  - For actions managed by National Agencies, organisations must register through the Organisation Registration system for Erasmus+ and European Solidarity Corps and receive an Organisation ID. Organisations that have a PIC and have previously applied for funding in the Erasmus+ or European Solidarity Corps programmes through the National Agencies should not register again – they will be assigned an Organisation ID automatically.

- check the compliance with the Programme criteria for the relevant Action/field;
- check the financial conditions;
- fill in and submit the application form.

**STEP 1: REGISTER THE ORGANISATION**

All organisations involved in the application must be registered if not already done.

**ACTIONS MANAGED BY THE EXECUTIVE AGENCY**

To register in the Funding & tender opportunities portal, the person representing an organisation (or an informal group of young people) must carry out the following steps:

- Create an EU Login account (unless the person representing the organisation/group already has an account). New EU Login accounts can be created via the following website: [https://webgate.ec.europa.eu/cas/](https://webgate.ec.europa.eu/cas/)

- Access the Funding & tender opportunities portal at: [https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home](https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home) and register on behalf of the organisation/group. Guidance and Frequently Asked Questions are available on the portal.

The organisation/group need to register only once. Once the registration is completed, the organisation/group will obtain a Participant Identification Code (PIC). The PIC, which is a unique identifier and is necessary for the submission of applications, enables the organisation/group to fill-in the application forms in a simpler manner (i.e. by inserting the PIC number in the form, all the information provided by the organisation/group at registration stage will be automatically displayed in the form).

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**ACTIONS MANAGED BY NATIONAL AGENCIES**

To register in the Organisation Registration system of Erasmus+ and European Solidarity Corps, the person representing an organisation (or an informal group of young people) must carry out the following steps:

- Create an EU Login account (unless the person representing the organisation/group already has an account). New EU Login accounts can be created via the following website: [https://webgate.ec.europa.eu/cas/eim/external/register.cgi](https://webgate.ec.europa.eu/cas/eim/external/register.cgi);
- Access the Organisation Registration system for Erasmus+ and European Solidarity Corps [https://webgate.ec.europa.eu/erasmus-esc/organisation-registration](https://webgate.ec.europa.eu/erasmus-esc/organisation-registration) and register on behalf of the organisation/group.

The organisation/group need to register only once. Once the registration is completed, the organisation/group will obtain an Organisation ID.

Organisations that have a PIC and have previously applied for funding in the Erasmus+ or European Solidarity Corps programmes through the National Agencies will be assigned an Organisation ID automatically. An organisation can check its Organisation ID or change some of the information linked to it through the Organisation Registration system for Erasmus+ and European Solidarity Corps.

Like the PIC, inserting the Organisation ID in the form will load all the information provided by the organisation/group at registration stage and display it in the form.

**PROOF OF LEGAL STATUS AND FINANCIAL capacity**

As part of the registration process, organisations must also upload the following documents:

- the Legal Entity form (this form can be downloaded from the European Commission’s website at: [http://ec.europa.eu/budget/contracts_grants/info_contracts/legal_entities/legal_entities_en.cfm](http://ec.europa.eu/budget/contracts_grants/info_contracts/legal_entities/legal_entities_en.cfm));
- the Financial Identification form. Please fill in the form relating to the country in which the bank is located, even if the applicant organisation is officially registered in another country (this form can be downloaded at: [http://ec.europa.eu/budget/contracts_grants/info_contracts/financial_id/financial_id_en.cfm](http://ec.europa.eu/budget/contracts_grants/info_contracts/financial_id/financial_id_en.cfm)).

For grants exceeding 60 000 EUR, applicants may need to upload specific documents to give proof of their financial capacity. For more details, see the section “Selection Criteria” below.

The Financial Identification form should be provided only for the applicant organisation, but is not required for the partner organisations.

**STEP 2: CHECK THE COMPLIANCE WITH THE PROGRAMME CRITERIA**

When developing their project and before applying for EU support, participating organisations must verify that the project respects the following criteria: eligibility, exclusion, selection and award.

**Eligibility criteria**

The eligibility criteria mainly relate to the type of project and activities (including, where relevant, duration, participating organisations, etc.), the target group (e.g. status and number of participants involved) and the conditions for submitting a grant request for such a project (e.g. deadlines for submission, completeness of the application form, etc.).

To be eligible, the project must meet all the eligibility criteria relating to the Action under which the proposal is submitted. If the project does not meet these criteria at application stage, it will be rejected without being further evaluated. As an exception, in case of mobility activities and EMJMD Scholarships supported under Key Action 1 or Key Action 2, some eligibility criteria (e.g. duration, profile of participants, etc.) may only be verified during the stage of project implementation or at final report stage (not at application stage). At application stage, the applicants will be asked to declare that these criteria will be met by the project. However, if it appears at implementation or final report stage that these criteria have not been fulfilled, the participants or the activity may be considered ineligible with a consequent reduction/recovery of the EU grant initially awarded to the project.
For British applicants, please be aware that eligibility criteria must be complied with for the entire duration of the grant. If the United Kingdom withdraws from the European Union during the grant period without concluding an agreement with the European Union ensuring in particular that British applicants continue to be eligible, you will cease to receive EU funding (while continuing, where possible, to participate) or be required to leave the project on the basis of the relevant provisions of the grant agreement on termination.

The specific eligibility criteria applying to each of the Actions implemented through the Erasmus+ Programme Guide are described in Part B of the Guide.

EXCLUSION CRITERIA

An applicant will be excluded from participating in calls for proposals under the Erasmus+ Programme or will be rejected from the award procedure if it is found in one of the situations described below, in accordance with articles 136-140 and/or 141 of EU Financial Regulation234:

a) the applicant is bankrupt, subject to insolvency or winding-up procedures, its assets are being administered by a liquidator or by a court, it is in an arrangement with creditors, its business activities are suspended, or it is in any analogous situation arising from a similar procedure provided for under Union or national law;

b) a final judgement or a final administrative decision has established that the applicant is in breach of its obligations relating to the payment of taxes or social security contributions in accordance with the applicable law;

c) a final judgement or a final administrative decision has established that the applicant is guilty of grave professional misconduct by having violated applicable laws or regulations or ethical standards of the profession to which the applicant belongs, or by having engaged in any wrongful conduct which has an impact on its professional credibility where such conduct denotes wrongful intent or gross negligence, including, in particular, any of the following:

(i) fraudulently or negligently misrepresenting information required for the verification of the absence of grounds for exclusion or the fulfilment of eligibility or selection criteria or in the performance of the legal commitment;

(ii) entering into agreement with other persons or entities with the aim of distorting competition;

(iii) violating intellectual property rights;

(iv) attempting to influence the decision-making of the authorising officer responsible during the award procedure;

(v) attempting to obtain confidential information that may confer upon it undue advantages in the award procedure;

d) a final judgement has established that the applicant is guilty of any of the following:


(ii) corruption, as defined in Article 4(2) of Directive (EU) 2017/1371 or active corruption within the meaning of Article 3 of the Convention on the fight against corruption involving officials of the European Communities or officials of Member States of the European Union, drawn up by the Council Act of 26 May 1997237, or conduct referred to in Article 2(1) of Council Framework Decision 2003/568/JHA238, or corruption as defined in other applicable laws;

(iii) conduct related to a criminal organisation as referred to in Article 2 of Council Framework Decision 2008/841/JHA239;

(iv) money laundering or terrorist financing within the meaning of Article 1(3), (4) and (5) of Directive (EU) 2015/849 of the European Parliament and of the Council240;

(v) terrorist offences or offences linked to terrorist activities, as defined in Articles 1 and 3 of Council Framework Decision 2002/475/JHA241, respectively, or inciting, aiding, abetting or attempting to commit such offences, as referred to in Article 4 of that Decision;

(vi) child labour or other offences concerning trafficking in human beings as referred to in Article 2 of


e) the applicant has shown significant deficiencies in complying with main obligations in the performance of a legal commitment financed by the budget which has:

(i) led to the early termination of a legal commitment;
(ii) led to the application of liquidated damages or other contractual penalties; or;
(iii) been discovered by an authorising officer, OLAF or the Court of Auditors following checks, audits or investigations;
f) a final judgment or final administrative decision has established that the applicant has committed an irregularity within the meaning of Article 1(2) of Council Regulation (EC, Euratom) No 2988/95\textsuperscript{243};
g) a final judgment or final administrative decision has established that the applicant has created an entity in a different jurisdiction with the intent to circumvent fiscal, social or any other legal obligations in the jurisdiction of its registered office, central administration or principal place of business;
h) a final judgment or final administrative decision has established that an entity has been created with the intent referred to in point (g);
i) in the absence of a final judgement or where applicable a final administrative decision, the applicant is in one of the cases provided in (c), (d), (f), (g) and (h) above based in particular on:

i. facts established in the context of audits or investigations carried out by EPPO, for those Member States participating in enhanced cooperation pursuant to Regulation (EU) 2017/1939, the Court of Auditors, OLAF or the internal auditor, or any other check, audit or control performed under the responsibility of the authorising officer;

ii. non-final administrative decisions which may include disciplinary measures taken by the competent supervisory body responsible for the verification of the application of standards of professional ethics;

iii. facts referred to in decisions of persons and entities implementing Union funds pursuant to point (c) of the first subparagraph of Article 62(1);

iv. information transmitted in accordance with point (d) of Article 142(2) of EU Financial Regulation by entities implementing Union funds pursuant to point (b) of the first subparagraph of Article 62(1) of EU Financial Regulation.

v. decisions of the Commission relating to the infringement of Union competition law or of a national competent authority relating to the infringement of Union or national competition law.

vi. decisions of exclusion by an authorising officer of an EU institution, of a European office or of an EU agency or body.

j) a applicant referred to in Article 135(2) where:

i. a natural or legal person who is a member of the administrative, management or supervisory body of the applicant referred to in Article 135(2), or who has powers of representation, decision or control with regard to that applicant, is in one or more of the situations referred to in points (c) to (h) above;

ii. a natural or legal person that assumes unlimited liability for the debts of the applicant referred to in Article 135(2) is in one or more of the situations referred to in point (a) or (b) above;

iii. a natural person who is essential for the award or for the implementation of the legal commitment is in one or more of the situations referred to in points (c) to (h) above;

If an applicant is in one of the situations of exclusion listed above, it should indicate the measures it has taken to remedy the exclusion situation, thus demonstrating its reliability. They may include e.g. technical, organisational and personnel measures to prevent further occurrence, compensation of damage or payment of fines. This does not apply for the situations referred in point (d) of this section.

In the cases provided in (c) to (h) above, in the absence of a final judgement or where applicable a final administrative decision, the National or Executive Agency may exclude an applicant provisionally from participating in a call for proposals where their participation would constitute a serious and imminent threat to the Union's financial interests.

If the action for which the applicant has submitted its proposal foresees particular provisions for the participation of affiliated entities, the same exclusion criteria apply to affiliated entities.

Rejection from this procedure and administrative sanctions (exclusion or financial penalty) may be imposed on applicants or affiliated entities where applicable, if any of the declarations or information provided as a condition for participating in this


Part C – What to do in order to submit an Erasmus+ application

The National or Executive Agency may publish on its internet site the following information related to the exclusion and, where applicable, the financial penalty in the cases referred to in points (c) to (h) above:

(a) the name of the applicant concerned;
(b) the exclusion situation;
(c) the duration of the exclusion and/or the amount of the financial penalty.

These exclusion criteria apply to applicants under all Actions of the Erasmus+ Programme. To certify that they are not in one of the situations mentioned above, applicants for an EU grant must provide a declaration on their honour certifying that they are not in any of the situations referred above. This declaration of honour constitutes a specific section or an annex of the application form.

In case of proposals submitted on behalf of a consortium of partners, the criteria described above apply to all participating organisations involved in the project.

In accordance with Articles from 136 to 142 of the EU Financial Regulation, administrative and financial penalties may be imposed on applicants who are guilty of misrepresentation or are found to have seriously failed to meet their contractual obligations under a previous grant award procedure.

Furthermore, the Commission considers that for the implementation of Actions covered by the Programme Guide, the following organisations are or could be in a situation of conflict of interest and therefore are or could be not eligible to participate:

- National Authorities in charge of supervising National Agencies and the implementation of the Erasmus+ Programme in their country cannot apply or participate in any Action managed by National Agencies in any country, but may apply for participation (as applicants or partners) in Actions managed by the Executive Agency or by DG EAC unless that is explicitly excluded for the Action concerned (as indicated in Part B of the Guide);
- National Agencies (sole activity of their legal entity) or National Agencies departments of legal entities dealing with activities outside the remit of National Agencies cannot apply or participate in any Action implemented through this Guide;
- Structures and networks identified or designated in the Erasmus+ Programme or in any Annual Commission Work programme adopted for the implementation of the Erasmus+ Programme or for specifically receiving a financial contribution from the Commission under the implementation of the Erasmus+ Programme, which are hosted by the legal entity that also hosts the National Agency, cannot apply or participate in any Action managed by Erasmus+ National Agencies in any country, but may apply for participation (as applicants or partners) in Actions managed by the Executive Agency or by DG EAC unless that is explicitly excluded for the Action concerned (as indicated in Part B of the Guide); they should be able to demonstrate, before being awarded a grant or a contract, that they are not in a conflict of interest either because precautionary measures are taken by them or because their internal organisation is such that there is a clear separation of interests. Furthermore, costs and revenues of each action or activity for which the EU funds are awarded must be identified. The decision for admitting there is sufficient assurance they are not in an actual conflict of interest is taken by the Executive Agency or by DG EAC, under their own responsibility and accountability, to which they apply;
- Legal entities hosting the Erasmus+ National Agencies but dealing with other activities inside or outside the remit of the Erasmus+ Programme, as well as entities affiliated to these legal entities, cannot apply or participate in any Action managed by National Agencies in any country, but may in principle apply for participation in Actions managed by the Executive Agency or DG EAC unless that is explicitly excluded for the Action concerned (as indicated in Part B of the Guide). However, they have to demonstrate, before being awarded a grant or a contract, they are not in a conflict of interest either because precautionary measures are taken by them or because their internal organisation is such that there is a clear separation of interests (e.g. a minimum separation of accounts, separation of reporting and decision making lines, measures to prevent access to privileged information). Furthermore, costs and revenues of each action or activity for which the EU funds are awarded must be identified. The decision for admitting there is sufficient assurance they are not in an actual conflict of interest is taken by the Institution, under their own responsibility and accountability, to which they apply.

244 Except for actions implemented by National Agencies
**SELECTION CRITERIA**

Through the selection criteria, the National or Executive Agency assesses the applicant's financial and operational capacity to complete the proposed project.

**FINANCIAL CAPACITY**

Financial capacity means that the applicant has stable and sufficient sources of funding to maintain its activity throughout the period during which the project is being carried out or the year for which the grant is awarded and to participate in its funding.

The verification of the financial capacity does not apply to:

- public bodies, including Member States organisations;  
- international organisations.

In case of EU grant requests submitted by other types of organisations (i.e. other than those mentioned above) and not exceeding 60 000 EUR, applicants must provide a declaration on their honour certifying that they have the financial capacity to implement the project. This declaration of honour constitutes a specific section of the application form.

In case of EU grant requests submitted by other types of organisations and exceeding 60 000 EUR, the applicant must submit, in addition to the declaration of honour, the following documents through the Participant Portal:

- For Actions managed by the National Agencies: the applicant’s profit and loss account and the balance sheet for the last financial year for which accounts were closed;  
- For Actions managed by the Executive Agency: a Financial Capacity Form filled in with the relevant statutory accounting figures and the financial statements (including the profit and loss account, the balance sheet, and other annexes if relevant) for the last two financial years for which accounts were closed;  
- For entities which cannot provide the above documents because they are newly created, a financial declaration or an insurance declaration stating the applicant’s professional risks may replace the above documents.

Organisations must upload these documents in the Participants Portal either at the time of their registration in the Portal (see section “Step1: Register in the Participants Portal” above) or when contacted by the EU validation services requesting the applicant to provide the necessary supporting documents. In case of centralised actions, this request will be sent via the messaging system embedded in the participant register.

Following a risk-assessment carried out by the National Agency and in case of doubt on the financial capacity of any of the participating organisations involved in a project if the proposal is submitted on behalf of a consortium of partners, the same documents may be requested from the participating organisations by the National Agency or the Executive Agency, even if the granted amount is below the threshold of EUR 60 000 or if the cumulated granted amount to the same organisation exceeds the threshold of EUR 60 000.

Where the application concerns grants for a project for which the amount exceeds 750 000 EUR, in addition to the above, an audit report produced by an approved external auditor may be requested. That report shall certify the accounts for the last financial year available.

If, following the analysis of these documents, the National or Executive Agency concludes that the required financial capacity has not been proved or is not satisfactory, then they may:

- ask for further information;  
- offer a grant agreement or decision with a pre-financing covered by a financial guarantee;  
- offer a grant agreement or grant decision without pre-financing or with a reduced pre-financing;  
- offer a grant agreement or grant decision with pre-financing based on several instalments;  
- reject the application.

**OPERATIONAL CAPACITY**

Operational capacity means that the applicant has the necessary professional competencies and qualifications to carry out...
the proposed project. Applicants must provide a declaration on their honour certifying that they have the operational capacity to implement the project. In addition, if required in the application form and if the grant exceeds 60,000 EUR, applicants may be asked to submit the CVs of the key persons involved in the project to demonstrate their relevant professional experience or other supporting documents such as:

- A list of relevant publications of the main team;
- An exhaustive list of previous projects and activities performed and connected to the policy field or to this specific action.

AWARD CRITERIA

The award criteria allow the National or Executive Agency to evaluate the quality of the project proposals submitted in the framework of the Erasmus+ Programme.

Within the limits of the budget available for each Action, grants will be awarded to those projects which respond to these qualitative criteria in the best way.

The full set of award criteria applying to each of the Actions implemented through the Erasmus+ Programme Guide are described in Part B of the Guide.

STEP 3: CHECK THE FINANCIAL CONDITIONS

TYPES OF GRANT

The grant may be any of the following types:

- reimbursement of a specified proportion of the eligible costs actually incurred: e.g. the amount awarded under the framework of Strategic Partnerships to cover additional costs linked to the participation of persons with special needs;
- reimbursement on the basis of contribution to unit costs: e.g. the amount awarded for the individual support in the framework of mobility projects in the field of education, training and youth;
- lump sums: e.g. the amount awarded to contribute to the implementation of complementary activities under Jean Monnet Projects;
- flat-rate financing: e.g. the amount awarded to cover indirect costs for not-for-profit sport events;
- a combination of the above.

The financing mechanism applied under the Erasmus+ Programme in most cases provides grants based on the reimbursement on the basis of contribution to unit costs. These types of grant help applicants to easily calculate the requested grant amount and facilitate a realistic financial planning of the project.

To know which type of grant is applied to each funding item under each Erasmus+ Action covered by this Guide, please see the column “financing mechanism” in the “funding rules” tables in Part B.

PRINCIPLES APPLYING TO EU GRANTS

NON RETROACTIVITY

No EU grant may be awarded retroactively for projects already completed.

An EU grant may be awarded for a project which has already begun only where the applicant can demonstrate, in the project proposal, the need to start the project before the grant agreement has been signed or the grant decision has been notified. In such cases, the costs eligible for financing must not have been incurred prior to the date of submission of the grant application.

If the applicant starts implementing the project before the grant agreement is signed or the grant decision is notified, this is done at the risk of the applicant.

NON-CUMULATIVE AWARD

Each project financed by the EU is entitled to receive only one grant from the EU budget to any one beneficiary. In no circumstances shall the same costs be financed twice by the Union budget.

To avoid the risk of double-funding, the applicant must indicate in the relevant section of the application form, the sources and the amounts of any other funding received or applied for in the year, whether for the same project or for any other project, including operating grants.

Identical or very similar applications – submitted by the same applicant or by other partners of the same consortium – will be subject to a specific assessment in order to exclude the risk of double-funding and may all be rejected.

MULTIPLE SUBMISSIONS

For decentralised actions managed by the Erasmus+ National Agencies, applications which are submitted twice or more times by the same applicant or consortium, either to the same Agency or to different Agencies will all be rejected. Where the same or very similar applications are submitted by different applicants or consortia, they will be subject to a specific assessment and may all be rejected.

NO-PROFIT AND CO-FINANCING

A grant financed from the Union budget must not have the purpose or effect of producing a profit within the framework of the project carried out by the beneficiary. Profit is defined as surplus calculated at the payment of the balance, of receipts over the eligible costs of the action or work programme, where receipts are limited to the Union grant and the revenue generated by that action or work programme. The no-profit principle does not apply to grants provided in the form of a unit cost, a lump sum or a flat-rate financing, including scholarships, neither to grant requests that do not exceed 60 000 EUR. For the purpose of calculating the profit generated by the grant, co-financing in the form of contributions in kind will not be taken into account.

Furthermore, an EU grant is an incentive to carry out a project which would not be feasible without the EU financial support, and is based on the principle of co-financing. Co-financing implies that the EU grant may not finance the entire costs of the project; the project must be funded by sources of co-financing other than the EU grant (e.g. beneficiary’s own resources, income generated by the action, financial contributions from third parties).

When the EU grant is provided in the form of a unit cost, a lump sum or a flat-rate financing - this is the case for most of the Actions covered by this Guide - the principles of no-profit and co-funding are ensured by the Commission for the Action as a whole in advance when it defines the rates or percentages of such units, lump sums and flat-rates. The respect of the no-profit and co-financing principles is generally assumed and therefore, applicants do not have to provide information about sources of funding other than the EU grant, nor they have to justify the costs incurred by the project.

However, the payment of the grant based on the reimbursement on the basis of contribution to unit costs, lump sums, or flat-rate financing is without prejudice to the right of access to the beneficiaries’ statutory records. Where a check or audit reveals that the generating event has not occurred (e.g. project activities not realised as approved at application stage, participants not taking part in the activities, etc.) and an undue payment has been made to the beneficiary on a grant based on the reimbursement on the basis of contribution to unit costs, lump sums, or flat-rate financing, the National or Executive Agency shall be entitled to recover up to the amount of the grant. Similarly, if the activities undertaken or the outputs produced are of insufficient quality, the grant may be reduced partly or in full even if the activities have taken place and are eligible.

In addition, for statistical and monitoring purposes the European Commission may carry out surveys on samples of beneficiaries aimed at quantifying the actual costs incurred in projects funded based on the reimbursement on the basis of contribution to unit costs, lump sums, or flat-rate financing.

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248 To this aim, the receipts are limited to income generated by the project, as well as financial contributions specifically assigned by donors to the financing of eligible costs. The profit (or the loss) as defined above is then the difference between:
- the provisionally accepted amount of the grant and the income generated by the action and
- the eligible costs incurred by the beneficiary.

In addition, whenever a profit is made, it will be recovered. The National Agency or Executive Agency are entitled to recover the percentage of the profit corresponding to the Union contribution to the eligible costs actually incurred by the beneficiary to carry out the action. Further clarifications on the calculation of the profit will be provided for actions for which grants take the form of reimbursement of a specified proportion of eligible costs.
SPECIFIC PROVISIONS APPLYING TO GRANTS PAID ON THE BASIS OF REIMBURSEMENT OF A SPECIFIED PORTION OF ELIGIBLE COSTS

When the EU grant is provided as a reimbursement of a specified portion of eligible costs, the following provisions apply:

ELIGIBLE COSTS

An EU grant must not exceed an overall amount which is established by the National or Executive Agency at the time of the project selection on the basis of the estimated eligible costs indicated in the application form. Eligible costs are costs actually incurred by the beneficiary of a grant which meet all of the following criteria:

- they are incurred during the lifetime of the project, with the exception of costs relating to final reports and audit certificates;
- they are indicated in the estimated overall budget of the project;
- they are necessary for the implementation of the project which is the subject of the grant;
- they are identifiable and verifiable, in particular being recorded in the accounting records of the beneficiary and determined according to the applicable accounting standards of the country where the beneficiary is established and according to the usual cost accounting practices of the beneficiary;
- they comply with the requirements of applicable tax and social legislation;
- they are reasonable, justified, and comply with the principle of sound financial management, in particular regarding economy and efficiency.
- They are not covered through EU grants in the form of contribution to unit costs, lump sums or flat-rate financing.

The following categories of costs are also considered eligible:

- costs relating to a pre-financing guarantee lodged by the beneficiary of the grant, where that guarantee is required by the National or Executive Agency;
- costs relating to certificates on the financial statements and operational verification reports where such certificates or reports are required in support of the requests for payments by the National or Executive Agency;
- depreciation costs, provided they are actually incurred by the beneficiary.

The beneficiary’s internal accounting and auditing procedures must permit direct reconciliation of the costs and revenue declared in respect of the project with the corresponding accounting statements and supporting documents.

Value Added Tax (VAT)

Value added tax will be considered as an eligible cost only if it is not recoverable under the applicable national VAT legislation. The only exception relates to activities or transactions in which states, regional and local government authorities and other public bodies engage as public authorities. In addition:

- deductible VAT not actually deducted (due to national conditions or to the carelessness of beneficiaries) is not eligible;
- the VAT Directive does not apply to non EU countries. Organisations from Partner Countries can be exempted from taxes (including VAT), duties and charges, if an agreement has been signed between the European Commission and the Partner Country where the organisation is established.

Eligible indirect costs

For certain types of projects (for details of the funding rules for Actions, please consult Part B of this Guide) a flat-rate amount not exceeding 7% of the eligible direct costs of the project is eligible under indirect costs, representing the beneficiary’s general administrative costs which are not already covered by the eligible direct costs (e.g. electricity or Internet bills, cost for premises, etc.) but which can be regarded as chargeable to the project.

Indirect costs may not include costs entered under another budget category. Indirect costs are not eligible where the beneficiary already receives an operating grant from the Union budget (for example in the framework of the call for proposals on Civil Society Cooperation under the Erasmus+ Programme).

INELIGIBLE COSTS

The following costs shall not be considered eligible:

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249 In the Member States the VAT national legislation translates the VAT Directive 2006/112/EC.
250 See article 13(1) of the Directive.
● return on capital;
● debt and debt service charges;
● provisions for losses or debts;
● interest owed;
● doubtful debts;
● exchange losses;
● VAT, when it is considered as recoverable under the applicable national VAT legislation (see above paragraph on Value Added Tax);
● costs declared by the beneficiary and covered by another project or work programme receiving an EU grant (see also above paragraph on eligible indirect costs);
● excessive or reckless expenditure;
● contributions in kind;
● in the case of renting or leasing of equipment, the cost of any buy-out option at the end of the lease or rental period;
● costs of opening and operating bank accounts (including costs of transfers from/to the National or Executive Agency charged by the bank of the beneficiary).

**SOURCES OF FINANCING**

The applicant must indicate in the application form the contribution from sources other than the EU grant. External co-financing may take the form of the beneficiary's own resources, financial contributions from third parties or income generated by the project. If, at the time of the final report and request of payment of the balance, there is evidence that there is a surplus of the income (see section on No-profit and Co-financing) over the eligible costs incurred by the project, the National Agency or Executive Agency is entitled to recover the percentage of the profit corresponding to the Union contribution to the eligible costs actually incurred by the beneficiary to carry out the project. This provision does not apply to projects requesting a grant that does not exceed 60 000 EUR.

Contributions in kind are not considered as a possible source of co-financing.

**STEP 4: FILL IN AND SUBMIT THE APPLICATION FORM**

To request an EU grant under the Erasmus+ Programme, applicants must use the forms specific for each Action and available on the websites of the European Commission, of the National Agencies or of the Executive Agency (for the contact details, see Annex IV of this Guide).

In case of projects submitted on behalf of consortia, the coordinating organisation or group submits a single application for the whole project on behalf of all the participating organisations. The application must be submitted to the appropriate National or Executive Agency (see sections “where to apply” for each Action, in Part B of this Guide).

**APPLICATION PROCEDURE**

**ONLINE E-FORMS**

For most Actions of the Programme, applicants are required to submit their application online to the appropriate National or Executive Agency using the correct electronic form and including all requested annexes. Applications sent by post, courier service, fax or email will not be accepted.

The electronic form must be completed in one of the official languages used in Programme Countries. In case of Actions managed at centralised level by the Executive Agency, applicants must fill in the form in one of the EU official languages.

For more information, consult the guidelines on how to fill in and submit an electronic form. These guidelines also provide information on what to do in case of technical problems; they are available on the websites of the National Agencies (specific for decentralised Actions), Executive Agency (specific for centralised Actions) and European Commission.

In case of multiple submissions of the same application in the same selection round to the same National Agency or the Executive Agency, the National or Executive Agency will always consider valid the last version submitted before the deadline has expired. In case of multiple submissions of the same or very similar applications of the same applicant organisation or consortium to different Agencies, all applications will be automatically rejected (see section on non-cumulative award).
APPLICATION FORMS ON PAPER

Some centralised Actions of the Programme may not be supported by electronic forms. For these Actions, applications must be sent by post (date as per postmark) or courier service (date of receipt by the courier service) to the Executive Agency (see contact details in Annex IV of this Guide). Applications sent by fax or email will not be accepted.

Applicants cannot make any changes to their grant application after the submission deadline.

RESPECT THE DEADLINE

The application must be submitted by the deadline set for each Action. The deadlines for the submission of projects are specified for each Action in the Part B "Eligibility Criteria" of this Guide.

N.B.:

For decentralised actions, irrespective of the day of the deadline, the deadline for submission of electronic forms is always set at 12:00 (midday Brussels time).

For centralised actions covered in this Programme Guide and in line with the requirements of the Commission’s Funding and Tender Opportunities Portal (FTOP), the deadline for submission of proposals to the EACEA is 17:00 (Brussels time).

Applicants established in countries that have a different time zone should carefully consider the time differences to avoid rejections.
WHAT HAPPENS ONCE THE APPLICATION IS SUBMITTED?

All applications received by the National Agencies or by the Executive Agency undergo an evaluation procedure.

THE EVALUATION PROCEDURE

Project proposals are assessed by the National or Executive Agency receiving the application, exclusively on the basis of the criteria described in this Guide. The assessment implies:

- a formal check to verify that the eligibility and exclusion criteria are respected;
- a quality assessment to evaluate the extent to which the participating organisations meet the selection criteria (i.e. operational and financial capacity) and the project meets the award criteria. Such quality assessment is in most cases carried out with the support of independent experts. In their assessment, experts will be supported by guidelines developed by the European Commission; these guidelines will be made available on the websites of the European Commission and of the Agencies responsible for the management of Erasmus+ projects;
- a verification, that the proposal does not present risks of double funding. If necessary, such verification is carried out in cooperation with other Agencies or other stakeholders.

The National or Executive Agency will appoint an evaluation committee to oversee the management of the whole selection process. On the basis of the assessment carried out by experts, the evaluation committee will establish a list of projects proposed for selection.

For all actions covered by this Guide, during the evaluation process, applicants may be asked to provide additional information or to clarify the supporting documents submitted in connection with the application, provided that such information or clarification does not substantially change the proposal. Additional information and clarifications are particularly justified in case of obvious clerical errors made by the applicant, or in those cases where –for projects funded through multi-beneficiary agreements – one or more mandates of the partners are missing (for multi-beneficiary agreements, see section “grant agreement/decision below”).

FINAL DECISION

At the end of the evaluation procedure, the National or Executive Agency decides on the projects to be granted on the basis of:

- the ranking list proposed by the evaluation committee;
- the budget available for any given Action (or any given activity within an Action)

After the completion of the selection procedure, the application files and accompanying material are not sent back to the applicant, irrespective of the outcome of the procedure.

NOTIFICATION OF GRANT AWARD DECISIONS

The indicative calendar for the notification of selection results under each Action is indicated in the section "Project life-cycle deadlines and payment modalities" below.

WHAT HAPPENS WHEN THE APPLICATION IS APPROVED?

GRANT AGREEMENT/DECISION

If the project is selected for an EU grant under Erasmus+:

- a grant decision - taken by the Executive Agency - is notified to the applicant of a selected project. Upon receipt/notification of the decision, the applicant becomes the beneficiary of an EU grant and can start the project251;

251 For exceptions to this rule, see the section "non-retroactivity" in this part of the Guide.
Part C – What happens once the application is submitted

- a grant agreement is signed between the National or Executive Agency selecting the project and the applicant. The applicant will receive the grant agreement, to be signed by its legal representative and returned to the National or Executive Agency; the National or Executive Agency is the last party to sign. When the grant is signed by both parties, the applicant becomes beneficiary of an EU grant and can start the project.

Depending on the type of Action, grant agreements may take the form of mono-beneficiary agreements, with the applicant being the single beneficiary, or multi-beneficiary agreements, where all partners organisations of the consortium become beneficiaries of the agreement. The multi-beneficiary agreement is signed by the coordinator which is the only contact point for the National or Executive Agency. However, all other organisations participating in a project (co-beneficiaries) sign a mandate to confer to the coordinator the responsibility of acting as main beneficiary. As a general rule, the mandates of each partner to the applicant will have to be provided at application stage. If these mandates are provided at a later stage, they must be made available at the latest by the time of the grant agreement signature.

Nota bene: Mandates are not required for partner organisations in countries other than the country of the applicant organisation in the case of Mobility projects for Higher education students and staff, Mobility projects for VET learners and staff, Mobility Projects for School education staff and Mobility Projects for Adult education staff. However, member organisations of national consortia in the fields of higher education, VET, school and adult education are required to provide a mandate to the applicant organisation.

As an exception, in Strategic Partnerships using the “School Exchange Partnerships” format, each participating organisation involved in a selected project will sign a separate (monobeneficiary) grant agreement – specific for its share of the grant - with the National Agency established in its own country.

Models of grant agreements and grant decisions used under the Erasmus+ Programme will be made available in the course of the year on the websites of the European Commission and Executive Agency.

The indicative calendar for the receipt of grant agreements and grant decisions under each Action is indicated in the in the section “Project life-cycle deadlines and payment modalities” below.

**GRANT AMOUNT**

The acceptance of an application does not constitute an undertaking to award funding equal to the amount requested by the applicant. The funding requested may be reduced on the basis of the specific financial rules applying to a given Action.

The award of a grant in a given round of selection does not establish an entitlement for subsequent rounds.

It should be noted that the grant amount foreseen by the agreement is a maximum which cannot be increased, even if the beneficiary requests a higher amount.

Funds transferred by the Executive Agency or the National Agency must be identified within the account or sub-account indicated by the beneficiary for the payment of the grant.

**PAYMENT PROCEDURES**

Depending on the type of Action, duration of the grant agreement/decision and the assessment of financial risk, projects supported under the Erasmus+ Programme are subject to different payment procedures.

Except for the first pre-financing payment, other payments or recoveries will be made on the basis of the analysis of reports or payment requests submitted by the beneficiary (the templates of these documents will be made available in the course of the year on the websites of National Agencies and Executive Agency).

The payment procedures applied under Erasmus+ are described below.

**PRE-FINANCING PAYMENT**

A pre-financing payment will be transferred to the beneficiary within 30 days of the date when the last of the two parties signs the grant agreement or when the grant decision is notified to the beneficiary, and where relevant, any appropriate guarantees are received (see section “financial guarantee” below). Pre-financing is intended to provide the beneficiary with a float. National Agencies or the Executive Agency may decide to split the first pre-financing payment into more instalments. They may also decide to reduce the pre-financing or not pay any pre-financing at all, if the financial capacity of the beneficiary is not deemed satisfactory.

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252 See footnote above.
**FURTHER PRE-FINANCING PAYMENTS**

Under some Actions, a second – and in some cases a third - pre-financing payment will be transferred to the beneficiary within 60 calendar days of the receipt, by the National or Executive Agency, of the further pre-financing payment requests advanced by the beneficiary if the further pre-financing payment request is accompanied by an interim report. These further pre-financing payments may be requested when at least 70% of the previous pre-financing payment has been used up. Where the statement on the use of the previous pre-financing payment(s) shows that less than 70% of the previous pre-financing payment(s) has been used to cover costs of the action, the amount of the new pre-financing to be paid shall be reduced by the unused amounts of the previous pre-financing.

**INTERIM OR PROGRESS/TECHNICAL REPORTS**

Under some Actions, beneficiaries will be asked to submit an interim report accompanying the request for a further pre-financing payment. In other cases, beneficiaries can be as well requested to submit a progress/technical report informing on the state of implementation of the project. Progress/technical reports do not trigger a further pre-financing payment. The interim and the progress/technical reports must be submitted by the deadline indicated in the grant agreement or grant decision.

**PAYMENT OR RECOVERY OF THE BALANCE**

The amount of the final payment to be made to the beneficiary will be established on the basis of a final report to be submitted by the deadline indicated in the grant agreement or grant decision. If a) the events generating the grant are not implemented or are implemented in a different way than planned; or b) the eligible costs actually incurred by the beneficiary are lower than those planned at application stage, or c) the quality of the realised activities/outputs is of insufficient quality, the funding may be reduced proportionally or, where applicable, the beneficiary will be required to repay any excess amounts already received as pre-financing payment.

Under some Actions, the National or Executive Agency transfers 100% of the grant awarded through the pre-financing instalments. In such cases a payment of the balance is not due. However, if - on the basis of a final report to be submitted by the beneficiary by the deadline indicated in the grant agreement - a) the events generating the grant are not implemented or are implemented in a different way than planned; or b) the eligible costs actually incurred by the beneficiary are lower than those planned at application stage, or c) the quality of the realised activities/outputs is of insufficient quality, the beneficiary will be required to repay any excess amounts already received as pre-financing payment.

As a general rule, the final payment or request for recovery of the balance will be issued within 60 calendar days of the receipt of the final report.

For more information, the detailed modalities of payment applying to each Action can be found in the section "Project life-cycle deadlines and payment modalities" below.

**FINANCIAL PENALTIES**

Beneficiaries of centralised actions who have been found in serious breach of their contractual obligations may be subject to financial penalties, in the terms stated in the Grant Agreement.
<table>
<thead>
<tr>
<th>Project life-cycle deadlines</th>
<th>N. of pre-financings</th>
<th>Interim (technical) report</th>
<th>% of grant provided at different stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA1 - Mobility of higher education students and staff</td>
<td>4 months from the submission deadline</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>KA1 - Other types of mobility (VET, school education, adult education and youth)</td>
<td>4 months from the submission deadline</td>
<td>1</td>
<td>No</td>
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<tr>
<td>KA1 – VET (optional)</td>
<td>4 months from the submission deadline</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>KA1 - Erasmus Mundus Joint Master Degrees</td>
<td>5 months from the submission deadline</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>KA2 – Strategic Partnerships lasting up to 2 years</td>
<td>4 months from the submission deadline</td>
<td>1</td>
<td>No</td>
</tr>
<tr>
<td>KA2 – Strategic Partnerships lasting between 2 and 3 years</td>
<td>4 months from the submission deadline</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>KA2 – Strategic Partnerships – School Exchange Partnerships format (optional)</td>
<td>4 months from the submission deadline</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>KA2 - Knowledge Alliances (including European Universities) and Sector Skills Alliances</td>
<td>5 months from the submission deadline</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>KA2 – Capacity Building for Higher Education</td>
<td>6 months from the submission deadline</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>KA2 – Capacity Building in the youth field</td>
<td>5 months from the submission deadline</td>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>KA2 – School Exchange Partnerships format (optional)</td>
<td>6 months from the submission deadline</td>
<td>1</td>
<td>No</td>
</tr>
<tr>
<td>KA3 – Youth Dialogue projects</td>
<td>4 months from the submission deadline</td>
<td>1</td>
<td>No</td>
</tr>
<tr>
<td>Project Type</td>
<td>Indicative Date of Notification of Award Decision</td>
<td>Indicative Date for Signing Grant Agreement</td>
<td>Date of Final Payment/Request for Reimbursement of the Balance</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Jean Monnet activities</td>
<td>5 months from the submission deadline</td>
<td>6 months from the submission deadline</td>
<td>Within 60 days from the receipt of the final report by EACEA</td>
</tr>
<tr>
<td>Sport - Collaborative Partnerships</td>
<td>5 months from the submission deadline</td>
<td>6 months from the submission deadline</td>
<td>Within 60 days from the receipt of the final report by EACEA</td>
</tr>
<tr>
<td>Sport – SMALL COLLABORATIVE PARTNERSHIPS</td>
<td>5 months from the submission deadline</td>
<td>6 months from the submission deadline</td>
<td>Within 60 days from the receipt of the final report by EACEA</td>
</tr>
<tr>
<td>Sport – Not-for-profit European sport events</td>
<td>5 months from the submission deadline</td>
<td>6 months from the submission deadline</td>
<td>Within 60 days from the receipt of the final report by EACEA</td>
</tr>
</tbody>
</table>

For Strategic Partnerships using the School Exchange Partnerships format and Key Action 1 projects in the field of VET, depending on the national legal framework and the legal status of organisations involved in the project, the National Agency may decide to apply a 100% pre-financing model. For Key Action 1 projects in the field of VET, the National Agency may decide to use the 100% pre-financing model only if the applicant is a school according to the national law. In cases where this model is not applied, the other financing models applicable for these actions will be used.

Please note that the indicative dates provided in the table above are given for general information only and do not constitute a legal obligation for the National Agencies and the Executive Agency. Similarly as regards the payment modalities presented above, it should be noted that they will be applied in general, but depending on the individual situation of the applicant organisation or consortium concerned (e.g., depending on the financial capacity), different arrangements may be provided for in the grant agreement or grant decision. In case of a shortage of EU appropriations for a given budget year, the first pre-financing payment levels may be further reduced.
OTHER IMPORTANT CONTRACTUAL PROVISIONS

FINANCIAL GUARANTEE

If the financial capacity is not considered satisfactory, the National or Executive Agency may require any beneficiary which has been awarded a grant exceeding 60 000 EUR to lodge a guarantee in advance in order to limit the financial risks connected with the pre-financing payment. This guarantee can be requested for up to the same amount of the pre-financing payment(s).

The purpose of such guarantee is to make a bank or financial institution stand as irrevocable collateral security or first-call guarantor of the beneficiary’s obligations deriving from the grant agreement or grant decision.

This financial guarantee, in euro, shall be provided by an approved bank or financial institution established in an EU Member State. When the beneficiary is established in a non-EU country, the National or Executive Agency may agree that a bank or financial institution established in such country provides the guarantee, if it considers that the bank or financial institution offers equivalent financial security and characteristics as those offered in an EU Member State.

The guarantee may be replaced by a joint third-party guarantee, or from several third-party guarantees from the participating organisations who are parties to the same grant agreement.

The guarantee will be released after the pre-financing is gradually cleared against an interim payment or payment of the balance to the beneficiary, in accordance with the conditions laid down in the grant agreement or grant decision. In case the payment of the balance takes the form of a recovery, the guarantee will be released after the beneficiary is notified.

SUB-CONTRACTING AND AWARD OF PROCUREMENT CONTRACT

The beneficiary may resort to subcontracting for specific technical services requiring specialised skills (relating to the legal, accounting, tax, human resources fields, IT, etc.) or implementation contracts. The costs incurred by the beneficiary for this type of services may therefore be considered eligible costs provided they meet all the other criteria described in the grant agreement or grant decision.

Where implementation of the project requires the procurement of goods, works or services (implementation contract), beneficiaries must award the contract to the economically most advantageous offer, i.e. the bid offering the best value for money, or, as appropriate to the tender offering the lowest price, ensuring that there is no conflict of interests and that documentation is retained in case of audit.

In the event of implementation contract exceeding a value of 60 000 EUR (or 25.000 EUR for the Capacity Building in higher education action), the National or Executive agency may impose special rules on the beneficiary, in addition to those referred to in the previous paragraph. Those special rules would be published on the websites of the National Agencies and Executive Agency.

INFORMATION ON THE GRANTS AWARDED

In line with the principle of transparency and the requirement for ex-post publicity, information on the recipients of the Union funds must be published on the website of the Commission, the Executive Agency and/or the National Agencies during the first half of the year following the closure of the financial year for which they were awarded.

The information may also be published in any other appropriate medium, including the Official Journal of the European Union.

The National Agencies and the Executive Agency will publish the following information:

- name and locality of the beneficiary;
- amount of grant awarded;
- nature and purpose of the award.

Upon a reasoned and duly substantiated request by the beneficiary, the publication shall be waived if such disclosure risks threatening the rights and freedoms of individuals concerned as protected by the Charter of Fundamental Rights of the European Union or harm the commercial interests of the beneficiaries.
As far as personal data referring to natural persons are concerned, the information published shall be removed two years after the end of the financial year in which the funds were awarded.

The same shall apply to personal data indicated in the official titles of legal persons (e.g. an association or company having as title the names of their founders).

This information shall not be published for scholarships paid to natural persons and other direct support paid to natural persons in most need (refugees and unemployed persons). Also the beneficiary organisations are not authorised to publish this type of information in relation to persons receiving a mobility grant under Erasmus+.

**PUBLICITY**

Apart from the requirements regarding the visibility of the project and for the dissemination and exploitation of its results (which are award criteria), there is an obligation of minimal publicity for each granted project.

Beneficiaries must clearly acknowledge the European Union’s support in all communications or publications, in whatever form or whatever medium, including the Internet, or on the occasion of activities for which the grant is used.

This must be done according to the provisions included in the grant agreement or grant decision. If these provisions are not fully complied with, the beneficiary’s grant may be reduced.

Please refer to the Dissemination Guidelines for beneficiaries in Annex II of this Guide for further requirements regarding the visibility of the project.

**CHECKS AND AUDITS**

The National or Executive Agency and/or the European Commission may carry out technical and financial checks and audits in relation to the use of the grant. They may also check the statutory records of the beneficiary (or co-beneficiary) for the purpose of periodic assessments of lump sum, unit cost or flat-rate financing. The beneficiary (or co-beneficiary) will undertake, with the signature of its legal representative, to provide proof that the grant has been used correctly. The European Commission, the Executive Agency, National Agencies and/or the European Court of Auditors, or a body mandated by them, may check the use made of the grant at any time up to five years, or for up to three years for grants not exceeding 60 000 EUR, starting from the date of payment of the balance or execution of the recovery by the National or Executive Agency. Therefore, beneficiaries shall keep records, original supporting documents, statistical records and other documents connected with the grant during this period.

For projects managed at centralised level by the Executive Agency, different types of audit procedures may be applied according to the type of Action concerned and the size of the grant awarded (if applicable, Audit Type I for grants exceeding 60 000 EUR and lower than 750 000 EUR; Audit Type II for grants of 750 000 EUR or higher). More information is available on the website of the Executive Agency.

The detailed provisions concerning checks and audits are described in the grant agreement or grant decision.

**DATA PROTECTION**

Any personal data included in the application form or in the grant agreement/decision shall be processed by the National or Executive Agency, or by the European Commission in accordance with:

- Regulation (EU) 2018/1725 of the European Parliament and of the Council of 23 October 2018 on the protection of natural persons with regard to the processing of personal data by the Union institutions, bodies, offices and agencies and on the free movement of such data, and repealing Regulation (EC) No 45/2001 and Decision No 1247/2002/EC (Text with EEA relevance.)

- In secondary order and only in so far as Regulation 2018/1725 does not apply – the General Data Protection Regulation (GDPR or EU Regulation 2016/679 of the European Parliament and of the Council of 27 April 2016) or the national data protection legislation in case the GDPR does not apply (non-EU countries).

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254 (OJ L 119, 4.5.2016 p.1)
Unless marked as optional, the applicant’s replies to the questions in the application form are necessary to evaluate and further process the grant application in accordance with the Erasmus+ Programme Guide. Personal data will be processed solely for that purpose by the department or Unit responsible for the Union grant programme concerned (entity acting as data controller). Personal data may be transferred on a need to know basis to third parties involved in the evaluation of applications or in the grant management procedure, without prejudice of transfer to the bodies in charge of monitoring and inspection tasks in accordance with European Union law or to bodies mandated to undertake evaluations of the Programme or any of its Actions. In particular, for the purposes of safeguarding the financial interests of the Union, personal data may be transferred to internal audit services, to the European Court of Auditors, to the Financial Irregularities Panel or to the European Anti-Fraud Office and between authorising officers of the Commission and the executive agencies. The applicant shall have the right of access to his/her personal data and the right to rectify any such data. Should the applicant have any queries concerning the processing of his/her personal data, he/she shall address them to the Agency that has selected the project. In case of conflicts; the applicant also has the right of recourse at any time to the European Data Protection Supervisor. More information regarding the processing of personal data is included in the grant agreement or decision.

Concerning the processing of personal data under the Erasmus+ Programme, a detailed privacy statement, including contact information, is available on the website of the Commission and Executive Agency.

Within the framework of centralised actions managed by the Executive Agency, applicants - and, if they are legal entities, persons who are members of the administrative, management or supervisory body of that applicant or who have powers of representation, decision or control with regard to that applicant, or natural or legal persons that assume unlimited liability for the debts of that applicant - are informed that, their personal data (name, given name if natural person, address, legal form and name and given name of the persons with powers of representation, decision-making or control, if legal person) may be registered in the Early Detection and Exclusion System (EDES) by the Authorising Officer of the Agency, should they be in one of the situations mentioned in the Regulation (EU, Euratom) 2018/1046 of the European Parliament and of the Council of 18 July 2018 on the financial rules applicable to the general budget of the Union.

OPEN ACCESS REQUIREMENT

Erasmus+ promotes the open access of project outputs to support learning, teaching, training, and youth work. This serves both to ensure that publicly funded materials provide value to the general public, to increase the value, visibility and reuse of the insights and work of a project, and to ensure long-term access to the results, even if e.g. a beneficiary consortium ceases to exist.

In particular, Erasmus+ commits beneficiaries to make any educational resources which are produced in the context of projects supported by the programme - documents, media, software or other materials - freely available for the public under an open license (see next section). Such materials are known as Open Educational Resources (OER). In addition, beneficiaries must ensure that these OER are shared in an editable digital form, freely accessible through the internet (without cost, registration or other restriction), and whenever possible shared on a suitable and freely accessible platform, thus not just a project or institution specific website. The open access requirement is obligatory and is without prejudice to the intellectual property rights of the grant beneficiaries.

OPEN LICENCE AND INTELLECTUAL PROPERTY RIGHTS

In general, copyright grants the creator of any original work - e.g. an educational resource - the exclusive rights to use this work. Licenses are a common way for copyright holders to allow others to make use of their work. A license defines terms and conditions under which the rightholder grants specific individuals or organisations to use their work.

An open license is a way for the copyright holder (creator or other rightholder) to grant the general public the legal permission to use their work. The applied open license is usually indicated directly on the work and wherever the work is shared. As in the case of other licenses, open licenses do not imply a transfer of copyright or other intellectual property rights. Someone granting an open license for their work still remains the copyright holder of their materials and can themselves use the materials as they wish, e.g. to commercialise their project outcomes. Specifically, an open license applied to educational resources produced with support of Erasmus+, must allow the public (i.e. any third parties) at the minimum to freely:

- Use the work;
- Adapt the work as needed (e.g. translate, shorten, modify for local contexts, etc.);
- Reproduce and share the original or adapted work with others (e.g. with students in the classroom, online, with peers, etc.).
While Erasmus+ encourages beneficiaries to apply the most open licenses\textsuperscript{255} to ensure the maximum impact of their works, beneficiaries may choose open licenses with specific conditions, in particular:

- That the creator has to be indicated whenever the work or a derivative is used or shared;
- That the work cannot be used commercially (e.g. sold by others, integrated in a commercial textbook, etc.);
- That any derivatives have to be shared under the same license or licensing terms.

While beneficiaries are free to choose any open license or even develop their own open license, to avoid duplication of work, ensure legal certainty, and ensure the possibility to combine several works, Erasmus+ beneficiaries are strongly encouraged to make use of well-known existing licenses suitable for the type of resource. The license cannot contain any conditions which limit the user group, which forces users to register, participate, or otherwise undertake any specific activity, or which specifies that the use has to be requested or reported.

**RULES APPLICABLE**


\textsuperscript{255} E.g. the widely used Creative Commons Attribution or Creative Commons Attribution-Share Alike licenses for creative works, the GNU Public License and GNU Lesser Public License for software, or the Open Database License for databases.
ANNEX I

Specific rules and information relating to mobility activities, Strategic Partnerships and Capacity Building in the field of higher education

This Annex contains additional criteria and important information concerning the preparation, implementation and follow-up of mobility projects and higher education degree mobility, as well as several concrete examples of activities which may be realised within the framework of Strategic Partnerships in the fields of education, training and youth and further details for Capacity Building in the field of higher education projects. Those organisations who intend to develop a project under these Actions are invited to read carefully the relevant parts of this Annex, before submitting their grant request. The Annex is divided in the following sections:

- Mobility project for higher education students and staff ................................................................. 270
- Mobility project for VET learners and staff ......................................................................................... 276
- Mobility project for school education staff .......................................................................................... 281
- Mobility project for adult education staff ............................................................................................ 284
- Mobility Projects for young people and youth workers ........................................................................ 286
- Erasmus Mundus Joint Master Degrees ................................................................................................. 291
- Strategic Partnerships .......................................................................................................................... 294
- Capacity Building in the field of higher education .............................................................................. 306
MOBILITY PROJECT FOR VET LEARNERS AND STAFF

1. ORGANISATIONAL SUPPORT

The organisational support grant is a contribution to any costs incurred by the organisations in relation to activities to support student and staff mobility of high quality. For example:

- providing information and assistance to students and staff;
- selecting students and staff;
- preparing the learning agreements to ensure full recognition of the students’ educational components; preparation and recognition of mobility agreements for staff;
- providing linguistic and intercultural preparation to both students and staff – especially sector-specific language courses for VET;
- general management around setting up and managing mobility project;
- ensuring an efficient mentoring and supervision arrangements of mobile participants;
- specific arrangements to ensure the quality of traineeships in enterprises.

The quality of the implementation and follow-up of the project by the institution will be taken into account when the final grant is decided. The quality implementation of the mobility project should follow the guidelines set out in this Annex on the Mobility for VET learners and staff.

2. BEFORE MOBILITY

a. ACCREDITATION OF PARTICIPATING ORGANISATIONS – THE ERASMUS+ VET MOBILITY CHARTER

From 2015 onwards there is the possibility for non-accredited organisations to apply for the Erasmus+ VET Mobility Charter through separate yearly calls launched by the National Agencies, provided that those organisations fulfil the prerequisite selection criteria and demonstrate the quality and sustainability of their internationalisation strategies. Please take good note that if organisations do acquire a new Erasmus+ VET Mobility Charter in a given year, they will only be able to use it for undertaking VET mobility from the following General Call onwards. For example, if organisations apply for a Charter under a specific call and this Charter is awarded in 2016, they will still have to apply at the same time for a VET mobility project without a Charter if they wish to carry out mobility under the 2016 General Call. They would only be able to use the Charter in the following call year (in this example 2017).

More detailed information is made available on the websites of the European Commission and National Agencies.

b. EUROPEAN QUALITY CHARTER FOR MOBILITY

VET organisations that plan to organise mobility activities for VET learners and staff must organise their activities in line with the principles and criteria set out in the European Quality Charter for Mobility.

The European Quality Charter for Mobility constitutes the quality reference document for education and training stays abroad. The Charter provides guidance on mobility arrangements for learning or other purposes, such as professional betterment, to both young learners and staff. The respect of the principles set out in the Charter should help to ensure that mobility participants always have a positive experience both in the host country and in their country of origin on their return, and that the number and depth of education and training exchanges are stepped up. The Charter is available at: http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11085_en.htm

c. ECVET - MEMORANDA OF UNDERSTANDING

VET organisations may decide to apply the European Credit system for Vocational Education and Training (ECVET) in the framework of their mobility activities (for more information, see below). In these cases, a precondition for using ECVET is the setting up of an ECVET partnership. This partnership needs to bring together the competent organisations involved in 1) identifying the suitable learning outcomes during mobility activities; 2) delivering VET programmes that are apt at satisfying these needs; 3) assessing the extent to which learning outcomes have been achieved by learners; and 4) validating and recognising learners’ credits on their return to the home institution.

The partnership for ECVET mobility activities can be formalised through a Memorandum of Understanding (MoU). A MoU is an agreement between competent organisations which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent organisations and institutions involved. It also establishes partnerships’ procedures for cooperation.

MoUs can be developed by networks of competent organisation/institutions from several countries/systems, but they can also be bilateral, depending on the partnership needs and ambitions. For more information and guidance on the establishment of a MoU please refer to the ECVET User’s Guide available on the website of the European Commission or refer to the following links: [http://ec.europa.eu/education/policy/vocational-policy/ecvet_en.htm](http://ec.europa.eu/education/policy/vocational-policy/ecvet_en.htm) and [http://www.ecvet-secretariat.eu](http://www.ecvet-secretariat.eu).

d. **MOBILITY CONSORTIUM**

Besides VET providers applying as a single organisation, a national mobility consortium can also apply for a VET mobility project.

The purpose of mobility consortia is to facilitate the organisation of mobility activities and to offer added value in terms of quality of activities compared to what each individual sending VET institution (e.g. VET school) would be able to deliver alone. The member organisations of a national mobility consortium are expected to pool or share services related to the organisation of mobility and develop their internationalisation together through mutual cooperation and sharing of contacts. Joint activities include typically joint administrative, contractual and financial management of mobility, joint selection and/or preparation and mentoring of participants as well as, where relevant, a centralised point for finding enterprises and for matchmaking enterprises and participants. The national mobility consortium can also act as a facilitator for incoming trainees and staff. This includes finding a receiving organisation in the region where the national mobility consortium partners are located and providing assistance in case of need.

The consortium coordinator, possibly together with other/intermediary organisations, has to play an active role in fostering contacts with enterprises and finding opportunities for traineeships and training places for staff, in promoting these activities and providing information, etc.

Each sending VET organisation remains responsible for the quality, the contents and the recognition of the mobility periods. Each member of the consortium is required to sign an agreement with the consortium coordinator to specify the roles and responsibilities and the administrative and financial arrangements; the modalities of cooperation shall specify matters like the mechanisms for preparation, quality assurance and follow-up of mobility periods.

e. **EUROPEAN DEVELOPMENT PLAN**

The European Development Plan concerns only applications from applicants that do not possess the Erasmus+ VET Mobility Charter. Although non-Charter holders are not expected to be aiming for internationalisation or sustainability to the same degree as those organisations that have been accredited with the Charter, nevertheless they are expected to already be reflecting on the impact of mobility on their respective organisations beyond the mere mobility itself. Before applying, a VET provider or a national mobility consortium coordinator must develop a European Development Plan; this plan is part of the application form. This section indicates how the planned mobility activities are inscribed in a wider and long-term strategy of development and modernisation of the VET providers involved in the project.

This European Development Plan will be an important part of the evaluation of grant applications and should provide information on:

- the needs of the VET providers in terms of quality development and internationalisation (e.g. as regards management competences, staff competences, new teaching methods or tools, European dimension, language competences, curriculum, organisation of teaching, training and learning, reinforcing links with partner institutions) and how the planned activities will contribute to meeting these needs;
- the impact expected on learners, teachers, trainers and other staff, and on the VET provider overall;
- the way VET schools and companies will integrate the competences and experiences acquired by their staff into their curriculum and/or their development plan;
- the way work-based learning can be enhanced sustainably through transnational cooperation.

f. **MOBILITY TOOL+**

At the earliest when the participants are selected, the beneficiary organisation must encode general information regarding the participant and the type of mobility activity s/he will carry out (e.g. participant name, destination, duration of the mobility, etc.) into Mobility Tool+. The beneficiary organisation is also responsible for updating Mobility Tool+ with any
change occurred to participants or activities during the lifetime of the mobility project. Beneficiaries will be able to generate prefilled reports from Mobility Tool+ based on the information they have provided. Mobility Tool+ will also generate reports to be filled in by the participants in mobility activities.

More information about Mobility Tool+ and how to access it will be provided in the grant agreement between the National Agency and the beneficiary.

g. CONDITIONS OF PARTICIPATION OF VET LEARNERS

SELECTION

The sending organisation carries out the selection of participants in the mobility activity. The selection of learners - as well as the procedure for awarding them a grant - must be fair, transparent, coherent and documented and shall be made available to all parties involved in the selection process.

The sending organisation shall take the necessary measures to prevent any conflict of interest with regard to persons who may be invited to take part in the selection bodies or selection process of individual participants.

ACCOMPANYING PERSONS

VET learners with special needs or disadvantaged backgrounds may be accompanied by a person that will support them during the mobility period. The involvement of the accompanying person should be proportional to the number of learners involved (usually one accompanying person per group of learners carrying out a traineeship in the same receiving organisation).

The duration of the stay abroad of accompanying persons should also be proportional to the needs of the learners (usually a stay for the whole duration of the activity is accepted only in cases where the learners are not autonomous or minors).

AGREEMENT WITH THE LEARNER

Prior to their departure, VET learners must sign an agreement with the sending and receiving organisation which includes also the following:

- a "learning agreement" setting out the programme of training to be followed, as agreed by the learner, the sending and the receiving organisation. This agreement defines the target learning outcomes for the learning period abroad, specifies the formal recognition provisions (e.g. ECVET);
- a "Quality Commitment", annexed to the learning agreement, showing the rights and obligations of the trainees, the sending and receiving organisations and, when relevant, intermediary organisations.

When signing the learning agreement, VET learners are entitled to receive a grant to support them during the period of traineeship abroad. Such grant may consist of one or both of the following:

- an EU grant, calculated per day of activity (see the "funding rules" section in Part B of this Guide); and/or
- a local, regional and national grant provided by a public or private donor, or loan scheme.

"Zero-grant VET learners" are allowed, (i.e. learners who carry out traineeships which respect the Erasmus+ VET mobility criteria and benefit from the advantages of being an Erasmus+ learner without receiving an Erasmus+ mobility grant). The rules stated in this Programme Guide, except those relating to the allocation of grants, also apply to such "zero-grant VET learners".

ONLINE LINGUISTIC SUPPORT

VET learners undertaking a mobility activity lasting 19 days or longer are eligible to receive linguistic support prior to departure or during the mobility activity. In this regard, the Commission makes available an online service for selected VET learners, with a view to assess their competence in the language they will use to carry out their traineeships abroad. This service also offers them, where necessary, the possibility to improve the knowledge of the language before and/or during the mobility period. Participants with a level of at least B2 in the main language of work may choose to follow an OLS course in the language of the receiving country, if available. Such an online service will be gradually implemented in the course of the Programme. The linguistic support is provided as follows:
at the time of applying for a VET mobility project, the applicant organisation will estimate the need for linguistic support - in the main language of instruction or work - of the learners undertaking a traineeship in the framework of the mobility project;

- National Agencies allocate online licences to beneficiary organisations according to general criteria specified by the Commission;

- once selected by their sending organisation - and before signing their learning agreement - all learners (except native speakers) benefiting from the online service will carry out an online test to assess their competences in the selected language. The results of this test will be communicated to the learner and, upon request, to the sending organisation. These results will not have any influence on the possibility for the learner to go abroad;

- based on the number of online licences available for language courses, those participants who need linguistic support may be offered the possibility to follow an online language course;

- at the end of their traineeship, VET learners will carry out a second assessment to measure the progress made in the language. The results will be communicated to the student and, upon request, to the sending organisation.

In the initial stages of the Programme, the online assessment and courses will not be provided in all EU languages and language courses may not be available for all participants requesting them. Further details will be made available at the websites of the Commission and National Agencies.

For languages not covered by the Commission’s service, linguistic support must be arranged by the participating organisations in the VET mobility project; a specific grant for "linguistic support" may be provided for that purpose. Furthermore, organisations involved in a VET mobility project can use the "organisational support" grant to address the needs of participants in terms of pedagogical, intercultural or specific linguistic preparation (see the "funding rules" section in Part B of this Guide).

h. CONDITIONS OF PARTICIPATION OF STAFF

SELECTION

The selection of staff shall be carried out by the sending organisation. The selection and grant award procedure must be fair, transparent, coherent and documented and shall be made available to all parties involved in the selection process.

The sending organisation shall take the necessary measures to prevent any conflict of interest with regard to persons who may be invited to take part in the selection bodies or selection process of individual beneficiaries.

The selection criteria (priority given to staff going abroad for the first time, limitation on the possible number of mobility activities per staff member during a given time period, etc.) shall be made public.

MOBILITY AGREEMENT

The selection of the staff will be made by the sending organisation on the basis of a draft mobility programme submitted by the staff member after consultation with the receiving institution or enterprise/organisation. Prior to departure, the final mobility programme shall be formally agreed by both the sending and receiving organisations by exchange of letters or electronic messages.

Both the sending and the receiving organisations shall be responsible for the quality of the mobility period abroad.

3. DURING MOBILITY

INTERUPTION OF LEARNERS’ MOBILITY

For traineeships, the period of mobility abroad may be interrupted by the enterprise holidays if the enterprise is closed during this period. The grant is maintained during this period. The closure period does not count towards the minimum duration of a traineeship period.

PROLONGATION OF LEARNERS’ MOBILITY

A prolongation of an on-going mobility period may be agreed between the sending and the receiving organisations subject to the following:

- before the end of the mobility period initially planned, the grant agreement must be amended and all the arrangements relating to the prolongation of the duration must be completed. Such amendment is particularly
important in those cases where the prolongation also determines a request of extension of the monthly EU grant. In fact, although the duration of the mobility period shall be defined in the student’s Certificate of Attendance (this is the period indicated by the beneficiary organisations in their final reports), the maximum number of months to be covered through the EU grant shall be the one set out in the mobility agreement or its amendment(s). This will be the case, even if the duration indicated in the learning agreement is shorter than the one indicated in the Certificate of Attendance;

- the additional period must follow immediately after the on-going mobility period. There can be no gaps (holidays and VET school/enterprise closures are not considered "gaps") unless duly justified and approved by the National Agency.

4. AFTER MOBILITY

a. RECOGNITION OF LEARNING OUTCOMES

The sending and receiving organisations involved should agree on issuing a Europass Mobility certificate at the end of the mobility. For more information on how to proceed, consult the Europass website: http://europass.cedefop.europa.eu/en/home.

The results of language assessment and online language courses will be reported centrally but will not provide any formal qualification.

ECVET

VET organisations may decide to apply the ECVET system in the framework of their mobility activities. ECVET is a common methodological framework that facilitates the accumulation and transfer of credits for learning outcomes from one qualifications system to another. It aims to promote transnational mobility and access to lifelong learning. It is not intended to replace national qualification systems, but to achieve better comparability and compatibility among them. ECVET applies to all outcomes obtained by an individual from various education and training pathways that are then transferred, recognised and accumulated in view of achieving a qualification. This initiative makes it easier for European citizens to gain recognition of their training, skills and knowledge in another Programme Country. More information about ECVET can be found on the Commission’s website at: http://ec.europa.eu/education/policy/vocational-policy/ecvet_en.htm and http://www.ecvet-secretariat.eu

When ECVET is used, the credits accrued for learning outcomes acquired should be made transparent and should be specified in the Memorandum of Understanding between the participating organisations.

b. REPORTING

At the end of the period abroad, all VET learners and staff who have undertaken a mobility activity are required to complete and submit a final report. For mobility activities lasting 19 days or more, the report also includes a qualitative evaluation of the linguistic support received during the mobility period.

Those students and staff who fail to submit the report may be required to partially or fully reimburse the EU grant received. Reimbursement shall not be requested when a learner or staff member has been prevented from completing her/his planned activities abroad due to a case of force majeure. Such cases shall be reported by the sending organisation and be subject to the written acceptance by the National Agency.
MOBILITY PROJECT FOR ADULT EDUCATION STAFF

Learning mobility for adult education staff aims at raising the key competences and skills of staff in adult education in order to increase the quality of teaching and learning in all forms and to make them relevant to the needs of the labour market and society at large. Particular attention will be given to projects addressing the teaching/learning needs of disadvantaged adult learners (including refugees, asylum seekers and migrants). It is expected that adult education organisations use learning mobility of their staff strategically and in terms of internationalising their organisation and of raising the capacity of it.

1. ORGANISATIONAL SUPPORT

The organisational support grant is a contribution to costs incurred by the organisations in relation to activities of staff mobility. The purpose of the grant is to facilitate the organisation of high quality mobility activities with a view to raising the capacity of the adult education organisations. For example:

- preparation and follow-up of the European Development Plan;
- providing information and assistance to staff;
- selection of staff for mobility activities;
- organisational arrangements with partner institutions (in particular in case of job-shadowing and teaching assignments);
- preparation of mobility agreements to ensure the quality and recognition of mobility activities
- linguistic and intercultural preparation for mobile staff;
- ensuring efficient mentoring and supervision arrangements of mobile staff;
- supporting the reintegration of mobile participants and building on their acquired new competences to improve the quality of teaching and learning provisions of the adult education organisation.

The quality of the implementation and follow-up of the project by the organisation will be taken into account when the final grant is decided. The quality implementation of the mobility project should follow the guidelines set out in this Annex on Mobility for adult education staff.

2. BEFORE MOBILITY

a. EUROPEAN DEVELOPMENT PLAN

Before applying, an adult education organisation must develop a European Development Plan; this plan is part of the application form. This section indicates how the planned mobility activities are inscribed in a wider and long-term strategy of development and modernisation of the organisation.

This European Development Plan will be an important part of the evaluation of grant applications and should provide information on:

- the needs of the organisation in terms of quality development and internationalisation (e.g. as regards management competences, staff competences, new teaching/learning methods or tools, European dimension, language competences, curriculum, organisation of teaching, training and learning, reinforcing links with partner organisations) and how the planned activities will contribute to meeting these needs;
- the impact expected on adult learners, teachers, trainers and other staff, and on the organisation overall;
- the way the organisation will integrate the competences acquired by its staff into their curriculum and/or the organisation’s development plan.

The purpose of the European Development Plan is to ensure that the planned activities are relevant both for the individual participants and for the organisation as a whole, as they will have a higher impact on the quality of teaching and learning if they are well integrated in the organisation’s strategic development.

b. MOBILITY TOOL+

At the earliest when the participants are selected, the beneficiary organisation must encode general information regarding the participant and the type of mobility activity s/he will carry out (e.g. participant name, destination, duration of the mobility, etc.) into the Mobility Tool+. The Mobility Tool+ will support the beneficiary in the management of the Erasmus+ mobility activities. The beneficiary organisation is also responsible for updating the Mobility Tool+ with any change occurred to participants or activities during the lifetime of the mobility project. Beneficiaries will be able to generate prefilled reports from the Mobility Tool+ based on the information they have provided. The Mobility Tool+ will also generate reports to be filled in by the participants in mobility activities.
More information about the Mobility Tool+ and how to access it will be provided in the grant agreement between the National Agency and the beneficiary.

**C. CONDITIONS OF PARTICIPATION OF STAFF**

**SELECTION**

The selection of staff shall be carried out by the sending organisation. The selection and grant award procedure must be fair, transparent, coherent and documented and shall be made available to all parties involved in the selection process.

The sending organisation shall take the necessary measures to prevent any conflict of interest with regard to persons who may be invited to take part in the selection bodies or selection process of individual participants.

**MOBILITY AGREEMENT**

It is recommended that the sending and receiving organisation, together with the participants, agree on the activities undertaken by staff members prior to the start of the mobility period by exchange of letters or electronic messages. This agreement will define the target learning outcomes for the period abroad, specify the recognition provisions and list the rights and obligations of each party.

Both the sending and the receiving organisations shall be responsible for the quality of the mobility period abroad.

**3. AFTER MOBILITY**

a. **RECOGNITION OF LEARNING OUTCOMES**


b. **REPORTING**

At the end of the period abroad, all staff members who have undertaken a mobility activity are required to complete and submit a final participant’s report. Those who fail to submit the report may be required to partially or fully reimburse the EU grant received. Reimbursement shall not be requested when a staff member has been prevented from completing her/his planned activities abroad due to a case of force majeure. Such cases shall be reported by the sending organisation and be subject to the written acceptance by the National Agency.
STRATEGIC PARTNERSHIPS

1. PROJECT FORMATS

Strategic Partnerships support a wide and flexible range of activities in order to implement innovative practices, promote development and modernisation of organisations, and support policy developments at European, national and regional level.

Depending on the objectives of the project, the participating organisations involved, the expected impact, and other elements, Strategic Partnerships can be of different sizes, and adapt their activities accordingly. In simplified terms, this action enables participating organisations to gain experience in international cooperation and to strengthen their capacities, but also to produce high quality innovative deliverables. The quality assessment of the project application will be proportional to the objectives of the cooperation and the nature of the organisations involved.

The section below provides ideas on the types of activities that can be carried out within a Strategic Partnership either promoting a cross-sectoral cooperation or addressing a given field of education, training and youth. This section is purely illustrative and does not prevent participating organisations planning their project in a different way.

ACTIVITIES:

- curricula, courses, joint study programmes, common modules (including e-modules), integration of a greater variety of learning modes (distance, part-time, modular learning);
- learning, teaching, training, youth work materials and methods, pedagogical approaches and tools;
- project-based collaboration, peer-learning, workshops, virtual laboratories, virtual collaboration spaces;
- capacity building and networking activities;
- elaboration and implementation of strategic cooperation plans;
- information, guidance, coaching and counselling activities;
- surveys, comparative analyses, evidence-gathering, studies of real life cases;
- definition of qualitative standards and competence-based/occupational profiles;
- improvement of qualifications frameworks, credit transfer, quality assurance, recognition and validation;
- learning, teaching and training activities (see paragraph 2 below).

Furthermore, all Strategic Partnerships will be expected to undertake a targeted and wide dissemination of their results so as to encourage their wider use and increase their impact beyond the organisations directly participating in the project. The requirements for dissemination will be proportional to the objective and scope of the project.

Organisations, institutions from different fields of education, training and youth, as well as from other socio-economic sectors can jointly cooperate in order to achieve – through their projects – the objectives in one or in several fields of education, training and youth. The following typologies of activities are particularly meaningful in each given field to achieve the policy objectives described in Part B of the Guide, within or across sectorial boundaries.

CROSS-SECTORAL COOPERATION:

Develop, test, adapt and implement innovative practices relating to:

- Strategic cooperation between different educational sectors and local/regional businesses, for example to investigate employability or ease of transition into the workforce or between educational levels;
- Joint research projects carried out through partnerships between higher education institutions and other educational levels, for example on assessment or learning outcomes related to transversal competences;
- Strategic cooperation between formal and non-formal/informal educational providers, for example related to ICT-based teaching or the enhancement of digital integration in learning;
- The investigation and analysis of coherent pedagogical approaches and methodologies especially those delivering transversal competences (such as entrepreneurship) which are developed across educational sectors;
- Project-based transnational cooperation between partners from different education sectors (for example, early years paired with upper secondary) investigating the use of CLIL (Content and language integrated learning) or reciprocal learning to increase language competences among learners of all ages from various fields of education, training and youth including those with migrant background;
- Cooperation and exchange of practice between staff responsible for support services at different educational levels (such as guidance counselling, coaching methods and tools, development of systems that help track student...
progress); or those involved in student support services, to increase quality and coherence across educational sectors;

- Partnerships across educational levels which promote access to and learning through Open Educational Resources (OER) through the sharing of best practice and through development of OER at different levels;

- Joint research projects involving partnerships across education and youth sectors exploring the potential of learning analytics and crowd-assessment to increase the quality of learning;

- Cooperation between schools, VET providers and higher education institutions to investigate activities aimed at promoting stronger coherence between different EU and national transparency and recognition tools;

- Cooperation between youth sector and higher education institutions in order to facilitate the recognition and validation of non-formal and informal learning and its permeability with formal education pathways as well as permeability with different fields.

**Higher Education:**

- Develop, test, adapt and implement innovative practices relating to:
  
  - joint study programmes and joint curricula, intensive programmes and common modules – including e-modules – between partnership members from different countries, disciplines and economic sectors (public/private), ensuring the relevance towards the needs of the labour market;
  
  - project-based transnational collaboration between enterprises and students/staff at higher education institutions to study real life cases;
  
  - pedagogical approaches and methodologies especially those delivering transversal competences, entrepreneurship mindset and creative thinking, including by introducing multi-, trans- and interdisciplinary approaches, building learning mobility more systematically into curricula ('embedded mobility') and through a better exploitation of ICT;
  
  - the integration of a greater variety of study modes (distance, part-time, modular learning), notably through new forms of personalised learning, strategic use of open educational resources and virtual mobility and virtual learning platforms;
  
  - new approaches to facilitate permeability between education sectors (i.e. through validation of prior learning and possibility of flexible learning -modular studies, blended learning etc.);
  
  - professional guidance and counselling and coaching methods and tools;
  
  - the engagement of HEIs with local/regional authorities and other stakeholders based on a collaborative work in an international setting to promote regional development and cross sectoral cooperation to build bridges and share knowledge between the different formal and informal education and training sectors;
  
  - cooperation and exchange of practice between staff responsible for support services, such as guidance counselling, coaching methods and tools, development of systems that help track student progress; or those involved in student support services, to increase quality (i.e. attract and retain non-traditional learners, e.g. adults, and underrepresented groups in higher education);

- Facilitate recognition and certification of skills and competences at national level through effective quality assurance based on learning outcomes and by referencing them to European and national Qualification Frameworks.

- Develop flexible pathways for HE students and graduates, including validation of their prior learning.

**Vocational Education and Training:**

- Develop, test, adapt and adopt/implement innovative practices relating to:
  
  - re-/definition of competence standards according to learning outcomes; adaptation or development of VET curricula and courses accordingly, also of accompanying learning material and tools;
  
  - VET learning and teaching methodologies and pedagogical approaches especially those delivering key competences and basic skills; language skills; focusing on the use of ICT;
  
  - new forms of practical training schemes and study of real life cases in business and industry; development and implementation of project-based transnational collaboration between enterprises and students/staff at VET institutions;
  
  - development and delivery of new VET teaching and training materials and methods, including work based learning, virtual mobility, open educational resources and better exploitation of the ICT potential, e.g. setting up virtual laboratories/workplaces adapted to labour market needs;
  
  - professional guidance and counselling and coaching methods and tools;
  
  - tools and methods for professionalization and professional development of VET teachers, trainers and staff; particular focus on improved initial education and in-service training for VET teachers and trainers;
  
  - management and leadership of VET organisations;
  
  - strategic cooperation between VET providers and local / regional business communities, including economic development agencies;
Programme Guide

- cooperation for developing creativity and innovation between VET providers, HEIs and design, art, research and innovation centres;

- Facilitate recognition and certification of skills and competences at national level by referencing them to European and national Qualification Frameworks and using EU instruments; develop flexible pathways for VET students and graduates, including validation of their prior learning;

- Implement credit transfer (ECVET) and quality assurance (EQAVET) by VET providers.

**SCHOOL EDUCATION:**

- Develop, test, adapt and adopt/implement innovative practices relating to:
  - new curricula, courses, learning materials and tools;
  - learning and teaching methodologies and pedagogical approaches, especially those delivering key competences and basic skills; language skills; and focusing on the use of ICT;
  - new forms of practical training schemes and study of real life cases in business and industry;
  - new forms of learning and providing education and training, notably strategic use of open and flexible learning, virtual mobility, open educational resources and better exploitation of the ICT potential;
  - guidance, counselling and coaching methods and tools;
  - tools and methods for professionalization and professional development of teachers, trainers, and other staff, with particular focus on improved initial education and in-service training for teachers;
  - management and leadership of education and training institutions;
  - outreach activities between organisations in different education, training and youth sectors;
  - strategic cooperation between learning providers on the one hand and local/regional authorities on the other hand;

- Exchange experiences and good practice, carry out peer learning activities and workshops;

- Carry out joint research, surveys, studies and analyses;

- Facilitate recognition and certification of skills and competences at national level by referencing them to European and national Qualification Frameworks and using EU validation instruments.

- Promote cooperation between local and/or regional school authorities from different Programme countries in order to support strategic development through projects involving schools and local private and civil society organisations active in the labour market or in the fields of education, training and youth.

**ADULT EDUCATION:**

- Develop, test, adapt and adopt/implement innovative practices relating to:
  - new curricula, courses, and accompanying learning materials and tools for adult learners;
  - learning and teaching methodologies and pedagogical approaches for adult learners, especially those delivering key competences and basic skills; language skills; and focusing on the use of ICT;
  - new forms of adult learning and providing adult education, notably strategic use of open and flexible learning, virtual mobility, open educational resources and better exploitation of the ICT potential;
  - guidance, counselling and coaching methods and tools for adult learners;
  - tools and methods for professionalization and professional development of adult education teachers and staff; particular focus on improved initial education and in-service training for adult education teachers;
  - management and leadership of adult education organisations;
  - outreach activities between organisations in different education, training and youth sectors;
  - strategic cooperation between adult learning providers on the one hand and local/regional authorities on the other hand;

- Providing flexible pathways for adult learners including validation of their prior learning:
  - comparative analysis of management or implementation models and approaches
  - practical application and testing of methods for valuing knowledge and competencies acquired through informal and non-formal learning

- Improving the accessibility of learning opportunities for adults:
  - promoting the development of multi-purpose learning centres and regional networks of learning providers
  - measures to develop the learning dimension of organisations not primarily concerned with education (e.g. cultural organisations)
  - development of training courses to improve the availability and quality of European training courses available to adult education teachers, managers or other adult education staff

- Facilitate recognition and certification of skills and competences at national level by referencing them to European and national Qualification Frameworks and using EU instruments.
Annex I – Strategic Partnerships

YOUTH:

- Youth work cooperation activities for the development, testing, adaptation and/or implementation of innovative youth work practices. These activities may concern:
  - methods, tools and materials aimed at fostering young people's key-competences and basic skills as well as language and ICT skills;
  - methods, tools and materials for the professionalization and professional development of youth workers (e.g. curricula, training modules, resource materials, good practices, validation instruments etc.);
  - new forms of delivering youth work and providing training and support, notably strategic use of open and flexible learning, virtual mobility, open educational resources and better exploitation of the ICT potential;
  - youth work programmes and tools aimed at combating social exclusion and early school leaving;
  - strategic networking and cooperation among youth organisations and/or with organisations in education and training fields as well as in the job market;
  - strategic cooperation with local/regional public authorities;
- Recognition and certification of skills and competences at national level by referencing them to European and national Qualification Frameworks and using EU validation instruments.
- Trans-national youth initiatives: cooperation activities, fostering social commitment and entrepreneurial spirit, jointly carried out by two or more groups of young people from different countries (see below).

FOCUS ON:

- creativity, innovation and modernisation;
- strategic use of Information and Communication Technologies (ICTs) methodologies and virtual collaboration;
- open educational resources (OER);
- quality of education, training and youth work;
- entrepreneurship education (including social entrepreneurship);
- equity and inclusion;
- basic skills and transversal skills (language skills, digital skills and entrepreneurship);
- recognition and validation of learning outcomes across formal, non-formal and informal learning;
- promotion of flexible learning pathways;
- professionalisation and professional development in education, training and youth work;
- management and leadership skills;
- active participation of young people in society;
- inter-institutional cooperation;
- inter-regional cooperation;
- synergies between policy and practice.

TARGETS AND PARTICIPANTS:

- practitioners;
- staff active in education and training;
- youth workers;
- experts, specialists, professionals;
- students, trainees, apprentices, school pupils, adult learners, young people, volunteers;
- NEETs (people not in employment, education or training);
- young people with fewer opportunities;
- early school leavers;
- decision-makers;
- researchers.

PARTNERS THAT MAY BE INVOLVED IN THE SAME PROJECT

- education, training and youth organisations;
- organisations that work across a range of fields and sectors (e.g. skills centres or chambers of commerce, etc.)
- public sector bodies;
- enterprises, companies, representatives of business and labour market;
- community organisations;
- research and innovation bodies;
- civil society organisations;
- social partners.
2. TRAINING, TEACHING AND LEARNING EMBEDDED IN STRATEGIC PARTNERSHIPS

Strategic Partnerships may also organise training, teaching and learning activities of individuals, in so far as they bring added value in the achievement of the project's objectives. Some of these activities are particularly relevant in one or more fields of education training and youth, and notably

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>Particularly relevant for</th>
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<tbody>
<tr>
<td>Blended mobility of learners</td>
<td>All fields of education, training and youth</td>
</tr>
<tr>
<td>Short-term exchanges of groups of pupils</td>
<td>School education, VET</td>
</tr>
<tr>
<td>Intensive Study Programmes</td>
<td>Higher education</td>
</tr>
<tr>
<td>Long-term study mobility of pupils</td>
<td>School education</td>
</tr>
<tr>
<td>Long-term teaching or training assignments</td>
<td>Higher education, VET, School and Adult education</td>
</tr>
<tr>
<td>Long-term mobility of youth workers</td>
<td>Youth</td>
</tr>
<tr>
<td>Short-term joint staff training events</td>
<td>All fields of education, training and youth</td>
</tr>
</tbody>
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The sections below provide additional descriptions of the activities listed above.

LEARNERS

INTENSIVE STUDY PROGRAMMES (STUDENTS: 5 DAYS TO 2 MONTHS; TEACHING STAFF/INVITED TEACHERS: 1 DAY TO 2 MONTHS)

An Intensive Study Programme (ISP) is a short programme of study which brings together students and teaching staff from participating higher education institutions as well as other relevant invited experts/specialist/professionals in order to:

- encourage efficient and multinational teaching of specialist topics;
- enable students and teachers to work together in multinational and multidisciplinary groups and so benefit from special learning and teaching conditions not available in a single institution, and to gain new perspectives on the topic being studied;
- allow members of the teaching staff to exchange views on teaching content, new curricula approaches, to test innovative teaching methods that could eventually become part of a newly devised joint course or curriculum in an international classroom environment.

Desirable features of an ISP are the following:

- ISPs should provide significantly new learning opportunities, skills development, access to information and to state-of-the art research results and other knowledge, etc. for the participating teachers and students;
- the workload of participating students should be recognised through ECTS credits (or equivalent system);
- ISPs are expected to use ICT tools and services to support the preparation and follow-up of the ISP, thereby contributing to the creation of a sustainable learning community in the subject area concerned;
- the ratio of staff to students should guarantee active classroom participation;
- a balance should be kept between the participation of transnational and national students and staff;
- the ISP should present a strong multidisciplinary approach, fostering the interaction of students from different academic disciplines;
- in addition to the learning outcomes on subject-related competences, ISPs should favour the transfer of transversal competences.

The selection of ISP participants (teaching staff and students) is carried out by the Strategic Partnership consortium.

The number of teaching and training hours must ensure that the majority of time spent abroad is related to education and training and not to research or any other activity.
**BLENDED MOBILITY OF STUDENTS, TRAINEES, ADULT LEARNERS, SCHOOL PUPILS, YOUNG PEOPLE (5 DAYS TO 2 MONTHS OF PHYSICAL MOBILITY)**

Activities that combine one or more short periods of physical mobility (up to 2 months in total) with virtual mobility (i.e. the use of information and communication technologies such as collaborative workspaces, live streaming, videoconferencing, social media, etc. to complement or prolong the learning outcomes of physical mobility). It can be used to prepare, support and follow up physical mobility. It can also be organised to address people with special needs or with fewer opportunities to help them overcome the barriers to long-term physical mobility.

**SHORT-TERM EXCHANGES OF GROUPS OF PUPILS (3 DAYS TO 2 MONTHS)**

Short-term exchanges of groups of pupils (including VET learners) can be organised between schools from different countries participating in the same Strategic Partnership. During such events, pupils work together in one of the partner schools and can be hosted in each other’s families. Joint project work during the visits should be linked to the aims of the Strategic Partnership. Please note that the cooperation between schools in a partnership should not be limited to such events but also include common online and local activities. Schools are encouraged to use eTwinning in order to work together on the project before and after the mobility events.

Pupils undertaking short-term exchanges should always be accompanied by adults to ensure their protection and safety, as well as their effective learning during the mobility experience.

Joint project work events during the visits should give pupils and teachers in different countries an opportunity to work together on one or more topics of mutual interest. They help pupils and teachers to acquire and improve skills not only in the topic or subject area on which the project is focused, but also in terms of teamwork, intercultural learning, social relations, planning and undertaking project activities and using information and communication technologies (ICT). Participating in joint project work with groups of pupils from partner schools from different countries also gives pupils and teachers the opportunity to practice foreign languages and increases their motivation towards language learning.

Project activities should ideally be integrated into the regular activities of the schools and be included in the curriculum of participating pupils. Pupils should be able to be involved in all phases of the project, including the planning, organisation and evaluation of activities.

**LONG-TERM STUDY MOBILITY OF PUPILS (2 TO 12 MONTHS)**

The aim of the activity is to strengthen the cooperation between the schools involved in the same Strategic Partnership. The mobility activities should be linked to the aims of the Strategic Partnership and need to be embedded in the project design. Schools are encouraged to use eTwinning in order to work together on the project before, during and after the mobility activities of pupils. These measures should help in maximising the impact on participating schools. The activity also allows pupils to develop their understanding of the diversity of European cultures and languages, and helps them acquire competences necessary for their personal development. The schools involved in the partnership should work together on developing learning agreements, recognising the studies undertaken at the partner school abroad and strengthening the European dimension in school education. This activity should also be a valuable international pedagogical experience for the teachers involved in the organisation and implementation of the mobility.

Participants are selected by the schools. They need to be pupils aged at least 14 and be enrolled full-time in a school participating in the Strategic Partnership. Selected pupils can spend between 2 and 12 months in a receiving school and a host family abroad.

A reciprocal exchange of pupils between schools/host families is encouraged but is not compulsory.

All actors involved in the study mobility – schools, pupils, their parents and host families – should consult the specific Guide to Study Mobility of Pupils which aims to help them in implementing the activity and ensure the safety and well-being of the pupils involved. The Guide specifies roles and responsibilities, gives guidance and provides the necessary templates and forms for participants. The Guide is available in English at the Europa website and in translation at the website of the relevant National Agency.

**ONLINE LINGUISTIC SUPPORT**

Participants in long-term mobility activities (2 to 12 months) within a Strategic Partnership can benefit from linguistic preparation. In this regard, an online linguistic support will be gradually implemented in the course of the Programme. Such online support is made available by the European Commission to selected pupils, with a
view to assess their competence in the language they will use to study abroad. This tool also offers them, where necessary, the possibility to improve the knowledge of the language before and/or during the mobility period.

When implemented for schools, the online linguistic support will be provided as follows:

- National Agencies allocate online licences to schools according to general criteria specified by the European Commission.
- Once selected all pupils (except native speakers) benefiting from the online service will carry out an online test to assess their competences in the language they will use for studying. The results of this test will be communicated to the pupil and the school.
- Based on the number of online licences available for language courses, schools will distribute licences according to needs.
- At the end of the mobility period, pupils will carry out a second assessment to measure the progress made in the foreign language.

Further details on the online linguistic support are made available on the websites of the European Commission and National Agencies.

For languages not covered by the Commission's service, a specific grant for "linguistic support" may be provided for that purpose.

**STAFF IN EDUCATION AND TRAINING AND YOUTH WORKERS**

**SHORT-TERM JOINT STAFF TRAINING EVENTS (3 DAYS TO 2 MONTHS)**

Joint staff training events allow the participating organisations in the Strategic Partnership to organise short training events for education and training staff or youth workers linked to the topic or scope of the Strategic Partnership. These should be organised for small groups of staff from different countries in order to maximise the impact on each participating organisation.

They can have various formats, i.e. study visits combining on-site visits to relevant organisations, presentations, discussion workshops, training courses, etc. A balance should be kept between the participation of transnational and national participants.

**TEACHING AND TRAINING ASSIGNMENTS (2 TO 12 MONTHS)**

The aim of the activity is to strengthen the cooperation between the organisations involved in the same Strategic Partnership. The activity allows staff to develop their knowledge and understanding of European education and training systems, and helps them share and acquire professional competences, methods and practices.

This activity allows teachers/professors and other educational staff in general school education, higher education, VET or adult education working in an educational institution participating in a Strategic Partnership to undertake an assignment of 2 to 12 months abroad, teaching in a partner institution or engaging in professional activities in another partner organisation related to the field of their expertise. The activity may consist of work in an educational institution/centre or other relevant organisation (e.g. enterprises, NGOs, school authorities, etc.), participation in structured courses or seminars (e.g. in teacher training colleges or research organisations), placements or observation periods in a company or organisation in the field of education, training or youth. The sending institution has to ensure a fair, transparent and open selection process, to develop the content of the activity with the participant and to ensure an internal and as far as possible external recognition of this long-term mobility abroad.

As regards teaching and training assignments in higher education, the following types of sending and receiving organisations are eligible:

- For long-term staff mobility for teaching, the sending organisation can be any participating organisation while the receiving organisation must be a participating HEI.
- For long-term staff mobility for receiving training, the sending organisation must be a participating HEI while the receiving organisation can be any participating organisation.
- The sending and receiving organisations must be located in different countries and the receiving country must be different from the country of residence of the participant.

The organisations involved in the Strategic Partnership work together on developing mobility agreements, recognising the work undertaken at the partner organisation abroad and strengthening the European dimension in
education and training. This activity should also be a valuable international experience for those involved in the organisation and implementation of the mobility activity at both the sending and the receiving organisation.

**Mobility of Youth Workers (2 to 12 months)**

This activity allows youth workers to experience a different working reality than the one in their home countries, increasing their professional, personal and intercultural competences. Youth workers have the possibility to work abroad for a period from 2 to 12 months actively contributing to the daily work of the receiving organisation, at the same time enriching their profile as professionals in the field. These activities also aim at strengthening the capacities of the organisations involved, benefiting from new perspectives and experiences. Mobility activities can be carried out either as individual activities (i.e. one youth worker being sent to a receiving organisation) or in pairs, as a mutual exchange of youth workers (simultaneously or not) between the two partner organisations.

**Online Linguistic Support**

Participants in long-term mobility activities within a Strategic Partnership can benefit from linguistic preparation. In this regard, an online linguistic support will be gradually implemented in the course of the Programme. Such online support is made available by the European Commission to selected staff and youth workers, with a view to assess their competence in the language they will use to study abroad. This tool also offers them, where necessary, the possibility to improve the knowledge of the language before and/or during the mobility period.

When implemented for staff and youth workers, the online linguistic support will be provided as follows:

- National Agencies allocate online licences to organisations according to general criteria specified by the European Commission.
- Once selected all participants (except native speakers) benefiting from the online service will carry out an online test to assess their competences in the language they will use for studying. The results of this test will be communicated to the participant.
- Based on the number of online licences available for language courses, organisations will distribute licences according to needs.
- At the end of the mobility period, participants will carry out a second assessment to measure the progress made in the foreign language.

Further details on the online linguistic support are made available on the websites of the European Commission and National Agencies.

For languages not covered by the Commission’s service, a specific grant for “linguistic support” may be provided for that purpose.

**Transnational Youth Initiatives**

Strategic Partnerships in the field of youth also support the development of transnational youth initiatives fostering social commitment and entrepreneurial spirit, jointly carried out by two or more groups of young people from different countries.

For example, these initiatives may concern:

- the establishment of (networks of) social enterprises, associations, clubs, NGOs;
- the development and delivery of courses and trainings on entrepreneurship education (notably social entrepreneurship and use of ICTs);
- information, media literacy, sensitization actions, or actions stimulating civic commitment among young people (e.g. debates, conferences, events, consultations, initiatives around European topics, etc.);
- actions for the benefit of the local communities (e.g. support to vulnerable groups such as elderly people, minorities, migrants, disabled, etc.);
- artistic and cultural initiatives (theatre plays, exhibitions, music performances, discussion fora, etc.).

A Youth Initiative is a project initiated, set up and carried out by young people themselves. It gives young people the chance to try out ideas through initiatives, which give them an opportunity to be directly and actively involved in planning and carrying out a project. Participation in a Youth Initiative is an important non-formal learning experience. While implementing a Youth Initiative, young people have the opportunity to address specific challenges or problems encountered in their communities. They have the opportunity to discuss and reflect their chosen topic in a European context, to contribute to the construction of Europe.
A Youth Initiative must be transnational: a networking of local activities jointly carried out by two or more groups from different countries. Cooperation with international partners in transnational Youth Initiatives is based on similar needs or interests, in order to share practices and learn from peers.

Youth initiatives enable a large number of young people to become inventive and creative in their daily life and to speak out on their local needs and interests but also on the challenges faced by the communities they live in. Young people can try out ideas by initiating, setting up and carrying out a project affecting various areas of life. Youth Initiatives can also lead to the self-employment or setting up of associations, NGOs or other bodies active in the area of social economy, non-profit and youth fields.

Youth people carrying out transnational Youth Initiatives may be supported by a coach. A coach is a resource person who has youth work and/or Youth Initiatives experience to accompany groups of young people, facilitate the learning process and support their participation. S/he plays different roles depending on the needs of a given group of young people. The coach remains outside the Youth Initiative but supports the group of young people in the preparation, implementation and evaluation of their project based on the needs of the group. Coaches support the quality of the learning process and they provide an on-going partnership designed to help a group or individuals produce fulfilling results in their projects. A coach is not: a project leader; a consultant/adviser; a member of the group carrying out the project; a professional trainer/expert providing only a technical support in a specific field; the legal representative of the project. If the Youth Initiative is carried out by minors, the support of a coach is compulsory.

3. EXAMPLES OF STRATEGIC PARTNERSHIPS

PROMOTION OF FLEXIBLE LEARNING PATHWAYS

Integrating practical and theoretical knowledge in higher education institutions’ curricula can provide opportunities for students to gain the skills needed now and in the future on the labour market, and thus improve their future employability.

A Strategic Partnership will support a project-based collaboration between enterprises and students and staff at HEIs, to develop, test and adapt a joint curriculum between participating HEIs, based on an exhaustive needs analysis and focusing on a “real-life” transnational approach. This will also imply teaching/learning activities, including exchange of personnel between HEIs and enterprises, and integrated (“embedded”) mobility, in which students follow a joint programme, the components of which are taught by different partners and on different locations. The final result is the delivering of the joint curriculum and the dissemination to organisations beyond the partnership. The partnership consists of HEIs and enterprises, including SMEs and social enterprises, to ensure the necessary competence as well as the adequacy of the skills developed within the joint curriculum.

INTEGRATED LOCAL/REGIONAL DEVELOPMENT

The elaboration of integrated local/regional development plans can hugely benefit from the involvement of all the relevant stakeholders. A Strategic Partnership will develop, test and implement innovative course packages enriching each curriculum of the partner HEIs in view of delivering double certificates or double degrees. The project will involve key stakeholders and rely on their continuous supervision in particular via a specific Steering Group to ensure that the needs of local/regional actors are conveniently met. The project will also imply teaching/learning activities, including exchange of personnel between HEIs and student “blended” mobility. The final result is the integration of these course packages into the curriculum and the delivery of a double certificate/degree. The partnership includes higher education institutions, as well as local actors and local level public authorities.

The involvement of less experienced partners in the activities carried out can be gradual, ensuring that, at the latest in the last year of the project, all partners are integrated into the whole package of activities.

CREATIVITY AND INNOVATION

Small and medium-sized enterprises face the challenges of skill development and innovation without necessarily having adequate resources or the strategic vision to cope with fierce market competition. A Strategic Partnership supports the spread of a creative and innovative culture inside small businesses by transferring and implementing methodologies, tools and concepts that facilitate organisational development and product creation. Partners from the creative sectors and higher education institutions help the other partners to learn how to apply creative thinking successfully in their organisations and to develop the capacity for innovation and change.

One tangible outcome is the production of tailor-made action plans for creativity and innovation development based on previous analyses of success cases and methodologies. The partnership includes creative sectors, small-and medium-sized enterprises, employers’ associations, chambers of commerce, industry or craft.
QUALITY OF EDUCATION

Local school authorities in Sweden, Denmark and UK partner up to propose a Strategic Partnership. The local authorities have identified a need to improve the quality of education in science, maths and technology, and have designed a project aiming to develop a joint framework for supporting pupils’ involvement in learning. The objectives of the project are to improve the quality of education in maths and the natural sciences, and to increase the take-up of these subjects in upper secondary and higher education. The project is led by the two local authorities, and involves all primary and lower secondary schools in the respective areas. In addition, the local authorities have involved other partners from their local communities: universities, a media centre as well as several enterprises and business associations in the fields of technology, science and the environment. The project activities involve staff exchange between the participating organisations, with the aim of exchanging experiences and good practice. The partners share materials and resources, and develop units of cross-curricular work in maths, science and technology that are tested/implemented in primary and secondary schools. The business partners invite school classes for study visits to give pupils insight into the various practical applications of the topics they are working on. University students contribute as “study buddies” for pupils, providing additional one-on-one help with the subjects as well as serving as role models, motivating pupils to study science and technology. The project results in university cooperation on initial teacher education as well as further pedagogical cooperation and new projects between the schools involved.

INCREASING EDUCATION ATTAINMENT

Increasing the level of tertiary attainment, widening access and facilitating completion of higher education studies are major challenges in many countries. A Strategic Partnership will support the development of better progression routes into higher education and to graduation, with a specific focus on non-traditional learners, such as students from under-represented groups or with disadvantaged backgrounds, by transferring and testing innovative approaches. The Partnership will test how upper secondary students with specific backgrounds are prepared and guided before entering into higher education via collaboration between HEIs, schools and institutions active in the field of VET. Monitoring and support of this student population will also be tested, in particular via tailor-made services (guidance, counselling, coaching etc.) that aim at preventing drop-out and encouraging graduation within the expected time. The project will involve HEIs as well as upper secondary general and vocational education schools, ensuring that the services offered are adequate and match the identified needs. The project will also imply teaching/learning activities, including "blended" student mobility. The final result is the adaptation of the model, its implementation by participating HEIs and the dissemination to organisations beyond the partnership, aiming in particular at other education providers and key policy-makers.

INNOVATION

A Strategic Partnership will support the development of new pedagogical approaches and in particular e-learning tools and on-line collaborative platforms where pupils, students and teachers will be able to learn, teach and co-create content of courses. The Partnership composed of universities, schools, research organisations and/or enterprises will develop together the tools that schools and higher education institutions will use to teach and learn specific disciplines at different levels. Research organisations and/or enterprises will have a key role either to develop the tools or to make the content more relevant and concrete. In addition, intensive study programmes will be organised to test the tools developed by the partnership with students and teachers. Joint staff training events will also allow training the teachers in using the tools.

LANGUAGE SKILLS

A cross-sectoral Strategic Partnership aiming to support those families where more than one language is spoken, by developing languages resources for children to show them the benefits of having two or more languages, both in terms of its intrinsic value and in view of concrete use they can make of it. This project addresses all stakeholders that work with bilingual families so that they can disseminate the project resources to them. Research is carried out to test the efficiency of the pedagogical approaches used to strengthen the language competences of multilingual children, both in the classroom and through informal learning. Partners include a university, several schools, a small and medium-sized enterprise (SME), an NGO and an association of adult learning institutions.

INFORMATION AND COMMUNICATION TECHNOLOGIES

A cross-sectoral project aiming to develop a shared vision on how ICTs can help making lifelong learning a reality for all based on real-life scenarios and insights. The use of ICT for learning in Europe is gaining ground, but to unleash its potential as a driver of change for our economies and societies, there is a need to move from fragmentation and piloting to articulation and system adoption. Partners include a range of higher education institutions, skills organisations that work across a number of different educational fields.
COOPERATION BETWEEN REGIONS

A Spanish, a Portuguese, an Italian and a Czech local authority partner up to explore the causes of early school leaving in their regions, and to develop new solutions to address it. They involve the secondary schools in their respective regions, as well as two teacher education institutions. Looking at the problem of early school leaving in a wider perspective, they want to address several aspects of young people’s lives. Therefore, local youth organisations and parent associations are also invited to join the Strategic Partnership. The local authorities themselves are involved on a broad, cross-sectoral basis, including education departments, youth and social services.

The aim is to establish a permanent network in each region, bringing different actors and services together to create an effective support mechanism for young people.

The partner institutions work together through regular project meetings as well as an online community. First, they want to establish the extent of early school leaving in their area and explore its causes. Then they aim to find and implement effective ways of supporting young people at risk of exclusion. As part of the project activities they conduct surveys for pupils, teachers and families to investigate the reasons for early school leaving in their local context. They also organise workshops and seminars exploring a range of topics, for example the impact of informal learning opportunities.

As a result, they develop a common methodology which is implemented in the two regions. A guide for teachers, trainers and local authorities is published to support this. All results and materials are shared on the project website, through paper publications, and through a conference in each of the regions. In this way, the methodology and resources developed by the project are introduced to other schools and local authorities.

EQUITY AND INCLUSION

Youth organisations, institutions, schools, VET providers and authorities in the youth field working with NEETs ("Not in Education, Employment, or Training") and drop-outs, come together with the aim of improving a methodology to have more young people back to education or work. In the frame of their Strategic Partnership they organise transnational meetings of staff to exchange practices and design the project, as well as carry out job shadowing and professional development activities of youth workers. At the same time, a research compilation in the field is conducted, and discussed during a transnational meeting where a final handbook is developed and plans the testing and evaluation of the improved methodology. To ensure sustainability and dissemination of project results, the Strategic Partnership foresees conferences al local, national and European level, as well as designs jointly a follow-up strategy.

OPEN EDUCATIONAL RESOURCES (OER)

Fire fighters can be killed or injured when responding to fires inside burning buildings. Practical training tailored to address critical situations inside burning buildings could prevent lethal accidents. A Strategic Partnership creates a learning package based on state-of-the-art methodology and technology. The final result is a blended e-learning programme that provides supplementary training in firefighting strategy and tactics to address the initial phase of an intervention to create capability for early, efficient emergency response. The e-learning is combined with practical exercises. The Strategic Partnership includes fire and rescue services, public authorities responsible for public safety and of course VET providers.

ACTIVE PARTICIPATION OF YOUNG PEOPLE IN SOCIETY

Three upper secondary schools from Finland, Germany and the Netherlands find each other on the eTwinning platform because they are all interested in developing a project on democracy in school. The three schools decide to apply for funding a Strategic Partnership. The aim of the project is to develop school leadership by involving teachers, pupils and also parents in the school decision-making. The project lasts three years and each year the participating schools look at how each of these groups is currently involved in the school decision-making and how their participation could realistically be improved on the basis of what they learn from their partners. The project is supported by and actively involves the school management, teachers and parents. Participating pupils develop their autonomy and critical thinking skills, as well as their understanding of concepts such as freedom, rights and obligations. They also reflect on how they can contribute to make their school more relevant for them. Throughout the project activities, pupils are given the opportunity to express their opinions, to listen to the opinions of others, to discuss using relevant arguments, and to explain decisions using valid reasons. The project activities take place both through the project TwinSpace on the eTwinning site and face to face in two meetings where a group of pupils from each school participate with their teachers. School management and representatives of parents also participate in the meetings. In between project meetings, the partners also use the eTwinning site to collaborate on developing the project activities, discuss and share resources. Pupils write a collaborative blog where they post pictures and updates on project activities, as well as opinions and reflections on the topics they are working on. The blog, the teaching plans and learning materials developed in the project, as well as some of the pupils’ work, are published through eTwinning and made available as a resource for others who want to conduct a similar project.
TRANSVERSAL SKILLS / BASIC SKILLS

With an aim of improving numeracy and financial literacy competences of disadvantaged adult groups (migrants, low-skilled, socio-economically disadvantaged, etc.), adult education organisations, in cooperation with local/regional authorities and social partners develop up-to-date training provisions by using new and adequate training methodologies and resources. Outputs, such as curricula, handbooks for trainers, kits/toolboxes for adult learners are tested by the partner organisations and validated by the relevant stakeholders. A targeted dissemination activity is a prerequisite for an impact not only on adult learners’ competencies but at local/regional level as the project may offer tailored learning opportunities to disadvantaged groups leading to their integration into local society.

RECOGNITION AND VALIDATION OF LEARNING OUTCOMES

Partner organisations may give significant input to the process of validation of non-formal and informal learning. Considering the different situation in the partners, the exchange of ideas and experiences the Strategic Partnership may analyse the current state and propose recommendations for validation in their countries.

PROFESSIONAL DEVELOPMENT AND PROFESSIONALISATION IN YOUTH WORK

Inspired by the priorities of the EU Youth Strategy, a group of experienced youth workers establish a Strategic Partnership with people responsible for youth work at institutional level, youth think tanks, educational institutions specialised in youth work, and researchers, in order to come up with a set of reference documents supporting youth workers in their activities dealing with mental health of young people. In the frame of the project, all partners come together to map and analyse key concepts as base for their research. They organise seminars with experts, meetings and study visits to document their work, as well as bring together young people and youth workers with experiences in the area of mental health in order to exchange good practices and ideas, with the final aim of publishing a book once the project is concluded and disseminating it among practitioners in the field.
ANNEX II – DISSEMINATION AND EXPLOITATION OF RESULTS

A practical guide for beneficiaries

INTRODUCTION

Activities serving the dissemination and exploitation of results are a way to showcase the work that has been done as part of the Erasmus+ project. Sharing results, lessons learned and outcomes and findings beyond the participating organisations will enable a wider community to benefit from a work that has received EU funding, as well as to promote the organisation’s efforts towards the objectives of Erasmus+, which attaches fundamental importance to the link between Programme and policies. Therefore each of the projects supported by the Programme is a step towards achieving the general objectives defined by the Programme to improve and modernise education, training and youth systems.

Dissemination activities will vary between projects, and it is important to consider what kinds of dissemination activities are fitted to each participating organisations. Partners in smaller projects should undertake dissemination and exploitation appropriate to the level of their activity. Dissemination activities for a mobility project will trigger different requirements than those for a partnership project. The extent of dissemination and exploitation activities will increase with the size and strategic importance of the project. When applying, applicants will be asked to explain their intentions/plans for dissemination and exploitation activities, and if successful, required to carry them out.

Section 1 defines some key terms and explains what can be achieved with dissemination and exploitation of results and how these activities will contribute to the overall objectives of the project.

Section 2 outlines the requirements for Erasmus+ beneficiaries in terms of dissemination and exploitation of results.
1. Dissemination and exploitation of project results: what, why, who, when, where and how

**WHAT DO DISSEMINATION AND EXPLOITATION MEAN?**

Dissemination is a planned process of providing information on the results of programmes and initiatives to key actors. It occurs as and when the result of programmes and initiatives become available. In terms of the Erasmus+ Programme this involves spreading the word about the project successes and outcomes as far as possible. Making others aware of the project will impact on other organisations in the future and will contribute to raising the profile of the organisation carrying out the project. To effectively disseminate results, an appropriate process at the beginning of the project needs to be designed. This should cover why, what, how, when, to whom and where disseminating results will take place, both during and after the funding period.

Exploitation is (a) a planned process of transferring the successful results of the programmes and initiatives to appropriate decision-makers in regulated local, regional, national or European systems, on the one hand, and (b) a planned process of convincing individual end-users to adopt and/or apply the results of programmes and initiatives, on the other hand. For Erasmus+ this means maximising the potential of the funded activities, so that the results are used beyond the lifetime of the project. It should be noted that the project is being carried out as part of an international programme working towards lifelong learning and supporting European policies in the field of education, training, youth and sport. Results should be developed in such a way that they can be tailored to the needs of others; transferred to new areas; sustained after the funding period has finished; or used to influence future policy and practice.

Dissemination and exploitation are therefore distinct but closely related to one another.

**WHAT IS INTENDED BY "RESULTS OF THE ACTIVITY"?**

Results are achievements of the project that received EU funding. The type of result will vary depending on the type of project.

A result is a product or output which is produced by a given project and which may be quantified. Please refer to the list in the section "What can be disseminated and exploited?" to find a categorisation of project results.

Some results of projects are difficult to quantify. Increased awareness is an example of such achievement. This type of results should be measured using polls and satisfaction surveys.

**WHAT DO IMPACT AND SUSTAINABILITY MEAN?**

Impact is the effect that the activity carried out and its results have on people, practices, organisations and systems. Dissemination and exploitation of results plans can help to maximize the effect of the activities being developed so that they will impact on the immediate participants and partners for years to come. Benefits to other stakeholders should also be considered in order to make a bigger difference and get the most from the project.

Sustainability is the capacity of the project to continue and use its results beyond the end of the funding period. The project results can then be used and exploited in the longer-term, perhaps via commercialisation, accreditation or mainstreaming. Not all parts of the project or results may be sustainable and it is important to view dissemination and exploitation as a progression that extends beyond the duration of the project, and into the future.

**WHAT ARE THE AIMS AND OBJECTIVES OF DISSEMINATION AND EXPLOITATION?**

The first goal of dissemination and exploitation is to spread projects' results. The second goal is to contribute to the implementation and shaping of national and European policies and systems. Beneficiaries should develop their own way of achieving this goal. Developing ideas for dissemination and exploitation is important for every project funded by the Erasmus+ Programme. However, the type and intensity of dissemination and exploitation activities should be proportional and tailored to particular needs and type of project developed. This includes whether the project is process-oriented or aimed at producing tangible deliverables; if it is stand alone or part of a larger initiative; whether it is developed by large or small-scale participating organisations, etc. Participating organisations should discuss the aims and objectives of the activities/plan and decide on the best activities and approaches as well as share the tasks among partners taking into account the particular specifics of the project.
For structured cooperation projects such as Strategic Partnerships, Knowledge Alliances, Sport, Collaborative Partnerships and Capacity-building projects, a good quality dissemination and exploitation plan should include measurable and realistic objectives, a detailed timetable and provide a resource planning for the activities to be undertaken. Involving target groups in activities will also help to maximise the use of the project’s results. It is important to set the strategy right from the beginning as this is the main way that will foster communication with the target audiences. Such a requirement is not foreseen for mobility projects. However, project organisers are invited to communicate the learning outcomes reached by participants in such activities. They should also encourage participants to share with others what they have gained from taking part in the mobility activity. Finally, the dissemination part of the Programme is also supposed to raise the quality of the Programme by stimulating innovative projects and sharing good practices.

Communication is a broader concept. It includes information and promotion activities to raise awareness and enhance the visibility of the project’s activities in addition to the dissemination and exploitation of the project results. However, very often it is difficult to make a clear distinction between these areas. For this reason, planning an overall strategy framework covering both fields can be a more efficient way to make the most of the available resources. Dissemination and exploitation of results should form a crucial part of any communication activities taking place during the project’s lifetime.

**Why is it important to share project results? What are the wider benefits?**

Taking the time to develop a comprehensive dissemination and exploitation plan will be advantageous for both the beneficiary and its partners. As well as raising the profile of the organisation, dissemination and exploitation activities can often create new opportunities to extend the project and its results or develop new partnerships for the future. Successful dissemination and exploitation may also lead to external recognition of the work carried out adding further credit to it. Sharing the results will enable others to benefit from the activities and experiences of the Erasmus+ Programme. Project results can serve as examples and inspire others by showing what is possible to achieve under the Programme.

Dissemination and exploitation of project results can help to inform future policy and practice. Dissemination and exploitation of results activities carried out by beneficiaries will support the wider aim of improving the European Union’s systems. The impact of the Erasmus+ Programme is measured not only by the quality of project results but also by the extent to which these results are known and used outside the project partnership. By reaching out to as many potential users as possible through effective dissemination, this will help to achieve a return on investment.

The dissemination and exploitation of project results also increases awareness of the opportunities offered by the Programme and highlights the European added value of activities supported by Erasmus+. This can contribute to a positive public perception and encourage wider participation in this new EU Programme. It is fundamental to consider the aims and objectives of the dissemination and exploitation plan. These should link to the project aims to ensure that the methods and approaches used are appropriate for the Erasmus+ project and its results, as well as for the identified target audiences. Dissemination and exploitation goals may be to:

- raise awareness;
- extend the impact;
- engage stakeholders and target groups;
- share solutions and know how;
- influence policy and practice;
- develop new partnerships.

**What can be disseminated and exploited?**

The next step is to identify what to disseminate and exploit. The results of the project may be of diverse nature and consist of both concrete (tangible) results as well as of skills and personal experiences that both project organisers and participants to the activities have acquired (intangible results).

**Tangible results** may include for example:

- an approach or a model to solve a problem;
- a practical tool or product, such as handbooks, curricula, e-learning tools;
- research reports or studies;
- good practice guides or case studies;
- evaluation reports;
- recognition certificates;
- newsletters or information leaflets.

In order to disseminate more widely experiences, strategies, processes, etc., it is recommended to document them.
Intangible results may include for example:

- knowledge and experience gained by participants, learners or staff;
- increased skills or achievements;
- improved cultural awareness;
- better language skills.

Intangible results are often more difficult to measure. The use of interviews, questionnaires, tests, observations or self-assessment mechanisms may help to record this type of result.

**WHO ARE THE TARGET AUDIENCES?**

Identifying target groups, both at different geographical levels (local, regional, national, European) and in the own field of the beneficiary (colleagues, peers, local authorities, other organisations leading the same type of activity, networks, etc.) is essential. Activities and messages have to be tailored appropriately taking into account audiences and target groups, for example:

- end-users of the project activities and deliverables;
- stakeholders, experts or practitioners in the field and other interested parties;
- decision-makers at local, regional, national and European level;
- press and media;
- general public.

The project plans should be flexible enough to allow target groups and other stakeholders to become involved during the different stages of the project. This will help to ensure that the project remains on track in terms of their needs. Their participation will also highlight the potential value of your project as well as help to spread the news to other interested parties throughout Europe.

**HOW TO DISSEMINATE AND EXPLOIT RESULTS?**

In order to reach as many people as possible, it is advisable to translate as many communication materials and project outputs in as many languages as possible. It is recommended to cover all languages of the partnership and English; the cost of these translations could be included in the grant request if necessary.

There are many different ways to disseminate and exploit results. Being creative and thinking of fresh ideas so that the Erasmus+ project and results really stand out will be appreciated. Beneficiaries could use:

- the Erasmus+ Project Results Platform (see below);
- project or organisational websites;
- meetings and visits to key stakeholders;
- dedicated discussion opportunities such as information sessions, workshops, (online) seminars, training courses, exhibitions, demonstrations, or peer reviews;
- targeted written material such as reports, articles in specialised press, newsletters, press releases, leaflets or brochures;
- audiovisual media and products such as radio, TV, YouTube, Flickr, video clips, podcasts or apps;
- social media;
- public events;
- project branding and logos;
- existing contacts and networks.

In terms of exploitation it is important to think about how results can make a difference to the project, end-users, peers or to policy makers. Exploitation mechanisms include:

- positive reputational effects for the participating organisations;
- increased awareness on a theme, target or area of work;
- increased financial support by other supporters or donors;
- increased influencing on policy and practice.
**WHEN SHOULD DISSEMINATION AND EXPLOITATION ACTIVITIES BE CARRIED OUT?**

Dissemination and exploitation of results are an integral part of the Erasmus+ project throughout its lifetime: from the beneficiary’s initial idea, during the project and even after European funding has ended. Setting up a timetable of activities together with the partners involved and allocating appropriate budget and resources is necessary. The plan shall:

- agree realistic targets and deadlines with partners to monitor progress;
- align dissemination and exploitation activities with key stages of the project;
- offer sufficient flexibility to respond to the needs of the target group as well as wider developments in policy and practice.

Examples of activities at different stages of the project cycle are:

**BEFORE the project starts**
- drafting the dissemination and exploitation plan;
- definition of the expected impact and deliverables;
- consideration of how and to whom dissemination and exploitation outcomes will be disseminated.

**DURING the project**
- contacting relevant media e.g. at local or regional level;
- conducting regular activities such as information sessions, training, demonstrations, peer reviews;
- assessing the impact on target groups;
- involving other stakeholders in view of transferring results to end users/ new areas/policies.
- adding a banner with a link to project card within the Erasmus+ Project Platform on the project website

**AT FINAL REPORT STAGE**
- uploading the final project results and an update of the project description on the Erasmus+ Project Results Platform.

**AFTER the project**
- continuing further dissemination (as described above);
- developing ideas for future cooperation;
- evaluating achievements and impact;
- contacting relevant media;
- contacting policy-makers if relevant
- cooperate with the European Commission by providing useful inputs to its dissemination and exploitation efforts.

**HOW TO ASSESS SUCCESS?**

The impact assessment is an essential part of the process. It evaluates achievements and generates recommendations for future improvements. Indicators could be used to measure progress towards goals. These are signs that help to measure performance. Indicators can be both quantitative relating to numbers and percentages as well as qualitative relating to the quality of the participation and experience. Questionnaires, interviews, observations and assessments could also be used to measure the impact. Defining indicators relating to the different project activities should be foreseen at the start of the project and part of the overall dissemination plan.

Some examples:

- Facts and figures related to the website of project organisers (updates, visits, consultation, cross referencing);
- Numbers of meetings with key stakeholders;
- Numbers of participants involved in discussions and information sessions (workshops, seminars, peer reviews);
- follow-up measures;
- Production and circulation of products;
- Media coverage (articles in specialised press newsletters, press releases, interviews, etc.);
- Visibility in the social media and attractiveness of website;
- Participation in public events;
- Links with existing networks and transnational partners; transfer of information and know-how;
- Impact on regional, national, EU policy measures;
- Feedback from end-users, other stakeholders, peers, policy-makers
2. REQUIREMENTS IN TERMS OF DISSEMINATION AND EXPLOITATION

GENERAL QUALITATIVE REQUIREMENTS

Depending on the action, applicants for funding under Erasmus+ are required to consider dissemination and exploitation activities at the application stage, during their activity and after the activity has finished. This section gives an overview of the basic requirements laid down in the official documentation of the Erasmus+ Programme.

Dissemination and exploitation is one of the award criteria on which the application will be assessed. Depending on the project type, it will be given a different weight in the assessment of the application.

- For mobility projects, listing planned dissemination activities and identifying potential target groups will be requested in the application form.
- For cooperation projects, a detailed and comprehensive plan, describing targets, tools and outcomes will be requested and further assessed. Although generally one partner will take the responsibility for dissemination and exploitation coordination for the whole project, the responsibility for implementation should be shared among all partners. Each partner will be involved in these activities according to the needs and roles in the project.

For all project types, reporting on the activities carried out to share the results inside and outside participating organisations will be requested at final stage.

VISIBILITY OF THE EUROPEAN UNION AND OF THE ERASMUS+ PROGRAMME

Beneficiaries shall always use the European emblem (the ‘EU flag’) and the name of the European Union spelled out in full in all communication and promotional material. The preferred option to communicate about EU funding through the Erasmus+ Programme is to write ‘Co-funded by the Erasmus+ Programme of the European Union’ next to the EU emblem.

Examples of acknowledgement of EU funding and translations of the text are available at http://eacea.ec.europa.eu/about-eacea/visual-identity_en

The brand name of ‘Erasmus+’ shall not be translated.

Guidelines for beneficiaries on the use of the EU emblem in the context of EU programmes are available at http://ec.europa.eu/dgs/communication/services/visual_identity/pdf/use-emblem_en.pdf

USE OF THE ERASMUS+ PROJECT RESULTS PLATFORM

An Erasmus+ Project Results Platform was established to offer a comprehensive overview of projects funded under the Programme and to highlight good practice examples and success stories. The platform also makes available products/deliverables/intellectual outputs which are the result of the projects funded.

Good practice examples are the object of an annual selection by each National Agency and by the Executive Agency. Success stories are selected from among the good practice examples at central level by DG EAC.

The Erasmus+ Project Results Platform serves different purposes:

- Transparency, as it provides a comprehensive overview of all projects funded under the programme (including project summaries, funding figures, URL links, etc.);
- Accountability, as it gives access to end-users and practitioners to project results;
- Inspiration, as it showcases good practices and success stories among Erasmus+ beneficiaries selected every year at national and European level.

For most Erasmus+ projects, beneficiaries are required to provide a summary describing their project in English at application stage.

The project summary is of particular importance as it provides a description for the general public. It should therefore be drafted in plain language and clear style so that the actual content of the project can be quickly understood, also by outsiders.

The following elements should be part of the summary: context/background of the project; objectives of the project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged; the potential longer-term benefits.

The Erasmus+ Project Results Platform can be consulted at: http://ec.europa.eu/programmes/erasmus-plus/projects/
### ANNEX III — GLOSSARY OF TERMS

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<tr>
<td>Accompanying person</td>
<td>as a general definition applying to all fields of education training and youth, an accompanying person is the one who accompanies participants – whether learners or staff/youth workers - with special needs (i.e. with disabilities) in a mobility activity, in order to ensure protection, provide support and extra assistance. Additionally, in the case of - VET learners under Key Action 1, - Short or long term pupils' mobility and blended mobility of young people under Key Action 2, - Youth Dialogue Projects, an accompanying person may also be the adult that accompanies one or several VET learners, school pupils or young people (especially minors or youngsters with little experience outside their own country) to ensure their protection and safety as well as their effective learning during the mobility experience.</td>
</tr>
<tr>
<td>Accreditation</td>
<td>process that ensures that the organisations wishing to receive funding under an Action of the Erasmus+ Programme respect a set of qualitative standards or prerequisites defined by the European Commission for that given Action. Depending on the type of Action or on the country where the requesting organisation is located, the accreditation is carried out by the Executive Agency or a National Agency. The accreditation process is in place for organisations wishing to participate in higher education projects (including mobility).</td>
</tr>
<tr>
<td>Action</td>
<td>a strand or measure of the Erasmus+ Programme. Examples of Actions are: Strategic Partnerships in the field of education, training and youth, Erasmus Mundus Joint Master Degrees, Sectors Skills Alliances, etc.</td>
</tr>
<tr>
<td>Activity</td>
<td>a set of tasks carried out as part of a project. An activity can be of different types (mobility activities, cooperation activities, etc.). In the framework of Jean Monnet, an Activity is equivalent to an Action (see definition above).</td>
</tr>
<tr>
<td>Adult education</td>
<td>all forms of non-vocational adult education, whether of a formal, non-formal or informal nature (for continuous vocational training see &quot;VET&quot;).</td>
</tr>
<tr>
<td>Adult education organisation</td>
<td>any public or private organisation active in the field of non-vocational adult learning.</td>
</tr>
<tr>
<td>Adult learner</td>
<td>any person who, having completed or is no longer involved in initial education or training, returns to some forms of continuing learning (formal, non-formal or informal), with the exception of school and VET teachers/trainers.</td>
</tr>
<tr>
<td>Advance Planning Visit (APV)</td>
<td>Planning visit to the country of the receiving organisation(s) ahead of Youth Exchanges in Youth mobility projects and ErasmusPro activities in VET learners mobility projects. The purpose of the APVs is to ensure high quality activities by facilitating and preparing administrative arrangements, building trust and understanding and setting-up a solid partnership between organisations involved. In case of youth mobility projects, young participants can also be involved in the visit to integrate them fully in the project design.</td>
</tr>
<tr>
<td>Affiliated entity</td>
<td>The following can be considered Affiliated Entities (in accordance with Art. 187 of the Financial Regulation): - legal entities having a legal or capital link with beneficiaries; this link is neither limited to the action nor established for the sole purpose of its implementation; - several entities which satisfy the criteria for being awarded a grant and together form one entity which may be treated as the sole beneficiary, including where the entity is specifically established for the purpose of implementing the action. The Affiliated Entities must comply with the eligibility and non-exclusion criteria, and where applicable also with the selection criteria applying to applicants.</td>
</tr>
<tr>
<td>Term</td>
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</tr>
<tr>
<td>Applicant</td>
<td>participating organisation or informal group that submits grant application. Applicants may apply either individually or on behalf of a other organisations involved in the project. In the latter case, the applicant is also defined as coordinator.</td>
</tr>
<tr>
<td>(Application) deadline</td>
<td>final date by when the application form must be submitted to the National or Executive Agency to be considered eligible.</td>
</tr>
<tr>
<td>Apprenticeship (Apprentice)</td>
<td>apprenticeship-type schemes are understood as those forms of Initial Vocational Education and Training (IVET) that formally combine and alternate company based training (periods of practical work experience at a workplace) with school based education (periods of theoretical/practical education followed in a school or training centre), and whose successful completion leads to nationally recognised initial VET qualifications.</td>
</tr>
<tr>
<td>Basic skills</td>
<td>literacy, mathematics, science &amp; technology; these skills are included in the key competences.</td>
</tr>
<tr>
<td>Beneficiary</td>
<td>if the project is selected, the applicant becomes beneficiary of an Erasmus+ grant. The beneficiary signs a grant agreement with – or is notified of a grant decision by – the National or Executive Agency that has selected the project. If the application was made on behalf of other participating organisations, the partners may become co-beneficiaries of the grant.</td>
</tr>
<tr>
<td>Blended learning</td>
<td>study type that involves learning in a combination of modes. Often used more specifically to refer to courses which use a combination of traditional face-to-face teaching work-shops or seminars, and distance learning techniques on-line (such as internet, television, conference calls).</td>
</tr>
<tr>
<td>Call for proposals</td>
<td>invitation published by or on behalf of the Commission to present, within a given deadline, a proposal for action that corresponds to the objectives pursued and fulfils the required conditions. Calls for proposals are published in the Official Journal of the European Union (C series) and/or at relevant websites of the Commission, National or Executive Agency.</td>
</tr>
<tr>
<td>Certificate</td>
<td>in the context of Erasmus+, a document issued to a person having completed a learning activity in the field of education, training and youth, where relevant. Such document certifies the attendance and, where applicable, the learning outcomes of the participant in the activity.</td>
</tr>
<tr>
<td>Clerical Error</td>
<td>a minor mistake or inadvertence unintentionally made in a document that changes its meaning, such as a typographical error or the unintentional addition or omission of a word, phrase, or figure.</td>
</tr>
<tr>
<td>Co-financing</td>
<td>the co-financing principle implies that part of the costs of a project supported by the EU must be borne by the beneficiary, or covered through external contributions other than the EU grant.</td>
</tr>
<tr>
<td>Company</td>
<td>legal persons established under civil or commercial law, including cooperative societies, and other legal persons governed by public or private law, except those which are non-profit-making.</td>
</tr>
<tr>
<td>Consortium</td>
<td>two or more participating organisations teaming up to prepare, implement and follow up a project or an activity within a project. A consortium can be national (i.e. involving organisations established in the same country) or international (involving participating organisations from different countries).</td>
</tr>
<tr>
<td>Coordinator/Coordinating organisation</td>
<td>a participating organisation applying for an Erasmus+ grant on behalf of a consortium of partner organisations.</td>
</tr>
<tr>
<td>Credit mobility</td>
<td>a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications.</td>
</tr>
<tr>
<td>Degree mobility</td>
<td>period of study abroad aimed at the acquisition of a whole degree or certificate in the destination country/ies.</td>
</tr>
<tr>
<td>Dialogue mechanisms</td>
<td>Dialogue with young people and youth organisations and decision makers which serves as a forum for continuous joint reflection on the priorities, implementation and follow-up of European cooperation in the youth field.</td>
</tr>
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</tr>
<tr>
<td>Diploma Supplement</td>
<td>an annex to the official qualification documentation, which is designed to provide more detailed information on the studies completed according to an agreed format which is internationally recognized a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. It is produced by higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO. The Diploma Supplement is part of Europass (see below). In the context of an international joint study programme, it is recommended to deliver a &quot;joint diploma supplement&quot; covering the entire programme and endorsed by all the degree awarding universities.</td>
</tr>
<tr>
<td>Double degree/multiple degree</td>
<td>a study programme offered by at least two (double) or more (multiple) higher education institutions whereby the student receives, upon completion of the study programme, a separate degree certificate from each of the participating institutions.</td>
</tr>
<tr>
<td>Dual career</td>
<td>the combination of high-level sports training with general education or work.</td>
</tr>
<tr>
<td>ECHE (Erasmus Charter for Higher Education)</td>
<td>an accreditation granted by the European Commission giving the possibility to higher education institutions from Programme Countries to be eligible to apply and participate in learning and cooperation activities under Erasmus+. The Charter outlines the fundamental principles an institution should adhere to in organising and implementing high quality mobility and cooperation and states the requisites it agrees to comply with in order to ensure high quality services and procedures as well as the provision of reliable and transparent information.</td>
</tr>
<tr>
<td>ECTS (European Credit Transfer and Accumulation System)</td>
<td>a learner-centred system for credit accumulation and transfer, based on the transparency of learning, teaching and assessment processes. Its objective is to facilitate planning, delivery and evaluation of study programmes and learner mobility through the recognition of qualifications and periods of learning, a system that helps to design, describe and deliver study programmes and award higher education qualifications. The use of ECTS, in conjunction with outcomes-based qualifications frameworks, makes study programmes and qualifications more transparent and facilitates the recognition of qualifications.</td>
</tr>
<tr>
<td>ECVET (European Credit System for Vocational Education and Training)</td>
<td>a system that aims to facilitate the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations. ECVET aims for better compatibility between the different vocational education and training systems in place across Europe and their qualifications. It should create a technical framework to describe qualifications in terms of units of learning outcomes, and it includes assessment, transfer, accumulation and recognition procedures.</td>
</tr>
<tr>
<td>Enterprise</td>
<td>any undertaking engaged in an economic activity regardless of its size, legal form or of the economic sector in which it operates.</td>
</tr>
<tr>
<td>EQAVET (European Quality Assurance Reference Framework for Vocational Education and Training)</td>
<td>a reference tool for policy-makers based on a four-stage quality cycle that includes goal setting and planning, implementation, evaluation and review. It respects the autonomy of national governments and is a voluntary system to be used by public authorities and other bodies involved in quality assurance.</td>
</tr>
<tr>
<td>EQF (European Qualifications Framework)</td>
<td>a common European reference tool that serves as a translation device between different education and training systems and their levels. It aims to improve the transparency, comparability and portability of qualifications across Europe, promoting workers’ and learners’ mobility and facilitating their lifelong learning, as defined in the 2008/C 111/01 Recommendation of the European Parliament and the Council.</td>
</tr>
<tr>
<td>ESCO (multilingual classification of European Skills, Competences, Qualifications and Occupations)</td>
<td>identifies and categorises skills and competences, qualifications and occupations relevant for the EU labour market and education and training, in 25 European languages. The system provides occupational profiles showing the relationships between occupations, skills, competences and qualifications. ESCO has been developed in an open IT format and is available for everyone to use free of charge.</td>
</tr>
<tr>
<td>Term</td>
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<tr>
<td>Established</td>
<td>relates to an organisation or body fulfilling certain national conditions (registration, statement, publication, etc.) that allow such organisation or body to be formally recognized by its national authority. In case of an informal group of young people, the legal residence of its legal representative is considered as having the equivalent effects for the purposes of eligibility to an Erasmus+ grant.</td>
</tr>
<tr>
<td>Europass</td>
<td>Europass is a portfolio of five different documents and an electronic folder aiming to contain descriptions of the entire holder’s learning achievements, official qualifications, work experience, skills and competences, acquired over time. These documents are: the Europass CV, the Diploma Supplement, the Certificate Supplement, the Europass Mobility and the Language Passport. Europass also includes the European Skills Passport, a user-friendly electronic folder that helps the holder to build up a personal, modular inventory of his/her skills and qualifications. The aim of Europass is to facilitate mobility and improve job and lifelong learning prospects in Europe.</td>
</tr>
<tr>
<td>European Development Plan</td>
<td>for VET, schools and adult education organisations, a document outlining the needs of the institution/organisation in terms of quality development and internationalisation, and how the planned European activities will meet those needs. The European Development Plan is part of the application form for schools and adult education organisations applying for learning mobility of staff under Key Action 1.</td>
</tr>
<tr>
<td>European Youth NGO</td>
<td>NGO that: operates through a formally recognised structure, composed of a) European body/secretariat (the applicant) legally established for at least one year in a Programme Country on the date of submission of the application and b) national organisations/branches in at least twelve Programme Countries having a statutory link with the European body/secretariat; 2) is active in the field of youth and runs activities that support the implementation of the fields of action of the EU Youth Strategy; 3) involves young people in the management and governance of the organisation.</td>
</tr>
<tr>
<td>Force majeure</td>
<td>an unforeseeable exceptional situation or event beyond the participant's control and not attributable to error or negligence on his/her part.</td>
</tr>
<tr>
<td>Grassroots sport</td>
<td>organised sport practised at local level by amateur sportspeople, and sport for all.</td>
</tr>
<tr>
<td>Group Leader</td>
<td>in youth mobility projects, a group leader is an adult who joins the young people participating in a Youth Exchange in order to ensure their effective learning (Youthpass), protection and safety.</td>
</tr>
<tr>
<td>Groups of young people active in youth work but not necessarily in the context of a youth organisation (also informal groups of young people)</td>
<td>group of at least four young people which does not have legal personality under the applicable national law, provided that their representatives have the capacity to undertake legal obligations on their behalf. These groups of young people can be applicants and partners in some Actions of Erasmus+. For the purpose of simplification, they are assimilated to legal persons (organisations, institutions, etc.) in this Guide and fit within the notion of Erasmus+ participating organisations for the Action in which they can take part. The group must be composed of at least four young persons and their age should be according with the overall age of the young people in the programme (13-30). In exceptional cases and if all young people are minors, the group could be represented by an adult. This would allow a group of young people (where all are minors) with a help of a youth worker/coach to submit an application.</td>
</tr>
<tr>
<td>Higher education institution</td>
<td>any type of higher education institution which, in accordance with national law or practice, offers recognised degrees or other recognised tertiary level qualifications, whatever such establishment may be called, or any institution which, in accordance with national law or practice, offers vocational education or training at tertiary level.</td>
</tr>
<tr>
<td><strong>Higher education modernisation agenda</strong></td>
<td>strategy of the European Commission aimed to support Member States' reforms and contribute to the goals of Europe 2020 in the field of higher education. The main areas for reform identified in the new agenda are: to increase the number of higher education graduates; to improve the quality and relevance of teaching and researcher training, to equip graduates with the knowledge and core transferable competences they need to succeed in high-skill occupations; to provide more opportunities for students to gain additional skills through study or training abroad, and to encourage cross-border co-operation to boost higher education performance; to strengthen the “knowledge triangle”, linking education, research and business and to create effective governance and funding mechanisms in support of excellence.</td>
</tr>
<tr>
<td><strong>Informal groups of young people</strong></td>
<td>see the definition of &quot;groups of young people active in youth work but not necessarily in the context of a youth organisation&quot; above.</td>
</tr>
<tr>
<td><strong>Informal learning</strong></td>
<td>learning resulting from daily activities related to work, family or leisure which is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective.</td>
</tr>
<tr>
<td><strong>International</strong></td>
<td>in the context of Erasmus+, relates to any action involving at least one Programme Country and at least one Partner Country.</td>
</tr>
<tr>
<td><strong>Job Shadowing (practical learning experience)</strong></td>
<td>a short stay at a partner organisation in another country with the aim of receiving training by following practitioners in their daily work in the receiving organisation, exchanging good practices, acquiring skills and knowledge and/or building long-term partnerships through participative observation.</td>
</tr>
<tr>
<td><strong>Joint degree</strong></td>
<td>single degree certificate awarded to a student upon completion of a joint programme. The joint degree must be signed by the competent authorities of two or more of the participating institutions jointly and recognised officially in the countries where those participating institutions are located.</td>
</tr>
<tr>
<td><strong>Joint programmes</strong></td>
<td>higher education (study or research) programmes jointly designed, delivered and fully recognised by two or more higher education institutions. Joint programmes can be implemented at any higher education level, i.e. bachelor, master or doctorate. Joint programmes can be national (i.e. when all universities involved are from the same country) or transnational/international (i.e. when at least two different countries are represented among the higher education institutions involved).</td>
</tr>
<tr>
<td><strong>Key competences</strong></td>
<td>the basic set of knowledge, skills and attitudes which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment, as described in Recommendation 2006/962/EC of the European Parliament and of the Council.</td>
</tr>
<tr>
<td><strong>Learning mobility</strong></td>
<td>moving physically to a country other than the country of residence, in order to undertake study, training or non-formal or informal learning; it may take the form of traineeships, apprenticeships, youth exchanges, teaching or participation in a professional development activity, and may include preparatory activities, such as training in the host language, as well as sending, receiving and follow-up activities.</td>
</tr>
<tr>
<td><strong>Learning outcomes</strong></td>
<td>statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.</td>
</tr>
<tr>
<td><strong>Lifelong learning</strong></td>
<td>all general education, vocational education and training, non-formal learning and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences or participation in society within a personal, civic, cultural, social and/or employment-related perspective, including the provision of counselling and guidance services.</td>
</tr>
<tr>
<td><strong>Mobility/Learning agreement</strong></td>
<td>an agreement between the sending and receiving organisation, as well as the participating individuals, defining the aims and the content of the mobility period in order to ensure its relevance and quality. It can also be used as a basis for the recognition of the period abroad by the receiving organisation.</td>
</tr>
<tr>
<td><strong>Month</strong></td>
<td>in the context of the Erasmus+ Programme and for the purpose of calculating the grants, a month is equal to 30 days.</td>
</tr>
<tr>
<td>Term</td>
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<tr>
<td>MOOC</td>
<td>An abbreviation for &quot;Massive Open Online Course,&quot; a type of course that is completely delivered online, is open to be accessed by anyone without cost, entry qualifications or other restrictions and often have large participant numbers. They can have in-person components, e.g. encouraging local participant meetings, and formal assessment, but tend to use peer review, self-assessment and automated grading. There are many variations of MOOCs, e.g. focused on specific sectors, target groups (e.g. vocational focus, teachers, etc.) or teaching methods. MOOCs funded under Erasmus+ have to be open for all and both the participation and a certificate or badge of completion are free of charge for participants. Please note that the open access requirement for educational resources applies also to MOOCs and other complete courses.</td>
</tr>
<tr>
<td>Non-formal learning</td>
<td>learning which takes place through planned activities (in terms of learning objectives and learning time) where some form of learning support is present, but which is not part of the formal education and training system.</td>
</tr>
<tr>
<td>Occupational profile</td>
<td>the set of skills, competences, knowledge and qualifications that is usually relevant for a specific occupation.</td>
</tr>
<tr>
<td>One-cycle study programmes</td>
<td>integrated/long programmes leading either to a first or a second-cycle degree and which, in some countries, can still be better characterised by duration in years rather than credits. In most of these countries, the programmes outside the Bologna first-cycle model are in the fields of medicine, dentistry, veterinary medicine, nursing and midwifery and in most cases involve 1-8 % of the student population. The typical length of integrated programmes leading to regulated professions is in general 300-360 ECTS/five-six years depending on the regulated profession in question.</td>
</tr>
<tr>
<td>Open Access</td>
<td>A general concept of publishing materials of a specific kind openly, i.e. to be accessible and usable by the largest possible user group and for the largest number of use cases. Erasmus+ has an Open Access Requirement for educational resources and encourages Open Access of research results and data.</td>
</tr>
<tr>
<td>Open Educational Resources (OER)</td>
<td>educational materials of any kind (e.g. textbooks, worksheets, lesson plans, instructional videos, entire online courses, educational games) which can be freely used, adapted and shared. OER have either been released under an open license or are in the public domain (i.e. copyright protection has expired). Cost-free materials that cannot be adapted and shared by the public are not OER.</td>
</tr>
<tr>
<td>Open licence</td>
<td>a way for copyright holders (creators or other rightholders) to grant the general public the legal permission to freely use their work; in the context of the Erasmus+ Open Access Requirement, the applied open license must permit at least use, adaptation and distribution. The open license should be indicated on the work itself or wherever the work is distributed. Educational materials with an open license are called Open Educational Resources (OER).</td>
</tr>
<tr>
<td>Open Method of Coordination</td>
<td>an intergovernmental method providing a framework for cooperation between the EU Member States, whose national policies can thus be directed towards certain common objectives. Within the scope of the Programme, the OMC applies to education, training and youth.</td>
</tr>
<tr>
<td>Participants</td>
<td>in the context of Erasmus+ participants are considered those individuals fully involved in a project and, in some cases, receiving part of the European Union grant intended to cover their costs of participation (notably travel and subsistence). Under certain Actions of the Programme (i.e. Strategic Partnerships) a distinction is hence to be made between this category of participants (direct participants) and other individuals indirectly involved in the project (e.g. target groups).</td>
</tr>
<tr>
<td>Participating organisation</td>
<td>any organisation or informal group of young people involved in the implementation of an Erasmus+ project. Depending on their role in the project, participating organisations can be applicants or partners (also defined as co-applicants, if they are identified at time of submission of the grant application). If the project is granted, applicants become beneficiaries and partners may become co-beneficiaries if the project is financed through a multi-beneficiary grant.</td>
</tr>
<tr>
<td>Partner (organisation)</td>
<td>participating organisation involved in the project but not taking the role of applicant.</td>
</tr>
<tr>
<td><strong>Partner Countries</strong></td>
<td>countries which do not participate fully in the Erasmus+ Programme, but which may take part (as partners or applicants) in certain Actions of the Programme. The list of Erasmus+ Partner Countries is described in Part A of this Guide, section &quot;Who can participate in the Erasmus+ Programme&quot;.</td>
</tr>
<tr>
<td><strong>Partnership</strong></td>
<td>an agreement between a group of participating organisations in different Programme Countries to carry out joint European activities in the fields of education, training, youth and sport or establishing a formal or informal network in a relevant field such as joint learning projects for pupils and their teachers in the form of class exchanges and individual long-term mobility, intensive programmes in higher education and cooperation between local and regional authorities to foster inter-regional, including cross-border, cooperation; it may be extended to institutions and/or organisations from Partner Countries with a view to strengthening the quality of the partnership.</td>
</tr>
<tr>
<td><strong>People with fewer opportunities</strong></td>
<td>persons facing some obstacles that prevent them from having effective access to education, training and youth work opportunities. A more detailed definition of people with fewer opportunities can be found in Part A of this Guide - section &quot;Equity and inclusion&quot;.</td>
</tr>
<tr>
<td><strong>People with special needs</strong></td>
<td>a person with special needs is a potential participant whose individual physical, mental or health-related situation is such that his/her participation in the project or mobility activity would not be possible without extra financial support.</td>
</tr>
<tr>
<td><strong>Profit-making body active in Corporate Social Responsibility</strong></td>
<td>a private company that a) carries out its business in compliance with ethical standards and/or b) on top of its business activities, carries out some actions that have social value.</td>
</tr>
<tr>
<td><strong>Programme Countries</strong></td>
<td>EU and non EU countries that have established a National Agency which participate fully in the Erasmus+ Programme. The list of Erasmus+ Programme Countries is described in Part A of this Guide, section &quot;Who can participate in the Erasmus+ Programme&quot;.</td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td>a coherent set of activities which are organised in order to achieve defined objectives and results.</td>
</tr>
<tr>
<td><strong>Qualification</strong></td>
<td>a formal outcomes of an assessment and validation process which is obtained when a competent body determines that an individual achieved learning outcomes to given standards.</td>
</tr>
<tr>
<td><strong>Receiving organisation</strong></td>
<td>under some Actions of Erasmus+ (notably mobility Actions) the receiving organisation is the participating organisation receiving one or more participants and organising one or more activities of an Erasmus+ project.</td>
</tr>
<tr>
<td><strong>School</strong></td>
<td>an institution providing general, vocation or technical education, on any level from pre-school to upper secondary education. Please consult the list of types of institutions defined as schools in each country; for more information contact the National Agency in the country.</td>
</tr>
<tr>
<td><strong>Sending organisation</strong></td>
<td>under some Actions of Erasmus+ (notably mobility Actions) the sending organisation is the participating organisation sending one or more participants to an activity of an Erasmus+ project.</td>
</tr>
<tr>
<td><strong>Short cycle (or short-cycles higher education - SCHE) qualifications</strong></td>
<td>in most countries it is within the first cycle in the Qualifications Framework for the European Higher Education Area (ISCED Level 5). They are typically represented by approximately 120 ECTS credits within national contexts, leading to a qualification that is recognised at a lower level than a degree at the end of the first cycle. Some programmes are longer than three years but typically will not give more than 180 ECTS credits. In the majority of countries students can use most of the credits earned in SCHE to progress to degree courses. The descriptors of the short cycle correspond to the learning outcomes of EQF level 5.</td>
</tr>
<tr>
<td><strong>SMEs (Small and medium-sized enterprises)</strong></td>
<td>enterprises (see definition above) which employ fewer than 250 persons and which have an annual turnover not exceeding 50 million EUR, and/or an annual balance sheet total not exceeding 43 million EUR.</td>
</tr>
<tr>
<td><strong>Social enterprise</strong></td>
<td>an undertaking, regardless of its legal form, which is not listed on a regulated market within the meaning of point (14) of Article 4(1) of Directive 2004/39/EC, and which: 1) in accordance with its articles of association, statutes or any other statutory document establishing the business, has as its primary objective the achievement of measurable, positive social impacts rather than generating profit for its owners, members and stakeholders, where the undertaking: a) provides innovative services or goods which generate a social return and/or b) employs an innovative method of production of goods or services and that method of production embodies its social objective; 2) reinvests its profits first and foremost to achieve its primary objective and has in place predefined procedures and rules for any circumstances in which profits are distributed to shareholders and owners, in order to ensure that any distribution of profits does not undermine the primary objective; 3) is managed in an entrepreneurial, accountable and transparent way, in particular by involving workers, customers and/or stakeholders affected by its business activities.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>persons who, on either a professional or a voluntary basis, are involved in education, training or youth non-formal learning, and may include professors, teachers, trainers, school leaders, youth workers and non-educational staff.</td>
</tr>
<tr>
<td><strong>Third cycle</strong></td>
<td>the third cycle level in the Qualifications Framework for the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process. The descriptor of the third cycle of the QF EHEA corresponds to the learning outcomes for EQF level 8.</td>
</tr>
<tr>
<td><strong>Traineeship (work placement)</strong></td>
<td>spending a period of time in an enterprise or organisation in another country, with a view to acquire specific competences that are required by the labour market, carry out work experience and improve the understanding of the economic and social culture of that country.</td>
</tr>
<tr>
<td><strong>Transnational</strong></td>
<td>relates, unless otherwise indicated, to any action involving at least two Programme Countries.</td>
</tr>
<tr>
<td><strong>Transversal (soft; life) skills</strong></td>
<td>include the ability to think critically, be curious and creative, to take initiative, to solve problems and work collaboratively, to be able to communicate efficiently in a multicultural and interdisciplinary environment, to be able to adapt to context, to cope with stress and uncertainty; these skills are part of the key competences.</td>
</tr>
<tr>
<td><strong>Union transparency and recognition tools</strong></td>
<td>instruments that help stakeholders to understand, appreciate and, as appropriate, recognise learning outcomes and qualifications throughout the Union.</td>
</tr>
<tr>
<td><strong>Validation of non-formal and informal learning</strong></td>
<td>a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and consists of the following four distinct phases: 1. Identification through dialogue of particular experiences of an individual; 2. Documentation to make visible the individual’s experiences; 3. A formal assessment of these experiences; and 4. Certification of the results of the assessment which may lead to a partial or full qualification.</td>
</tr>
<tr>
<td><strong>Vocational education and training (VET)</strong></td>
<td>education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market. For the purpose of Erasmus+ projects focusing on initial or continuing vocational education and training are eligible under VET actions.</td>
</tr>
<tr>
<td><strong>Virtual mobility</strong></td>
<td>a set of activities supported by Information and Communication Technologies, including e-learning, that realise or facilitate international, collaborative experiences in a context of teaching, training or learning.</td>
</tr>
<tr>
<td><strong>Workplace learning</strong></td>
<td>a study type which involves the acquisition of knowledge, skills and competences through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a vocational education and training institution.</td>
</tr>
<tr>
<td><strong>Young people</strong></td>
<td>in the context of the Erasmus+ Programme, individuals aged between 13 and 30.</td>
</tr>
<tr>
<td><strong>Youth activity</strong></td>
<td>an out-of-school activity (such as youth exchange, volunteering or youth training) carried out by a young person, either individually or in a group, in particular through youth organisations, and characterised by a non-formal learning approach.</td>
</tr>
<tr>
<td>Youth worker</td>
<td>a professional or a volunteer involved in non-formal learning who supports young people in their personal socio-educational and professional development.</td>
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<tr>
<td>Youthpass</td>
<td>the European tool to improve the recognition of the learning outcomes of young people and youth workers from their participation in projects supported by the Erasmus+ Programme. Youthpass consists of: a) certificates that can be obtained by participants in several Actions of the Programme; and b) a defined process which supports young people, youth workers and youth organisations to reflect about the learning outcomes from an Erasmus+ project in the field of youth and non-formal learning. Youthpass is also part of a broader European Commission strategy which aims to enhance the recognition of non-formal and informal learning and of youth work in Europe and beyond.</td>
</tr>
</tbody>
</table>