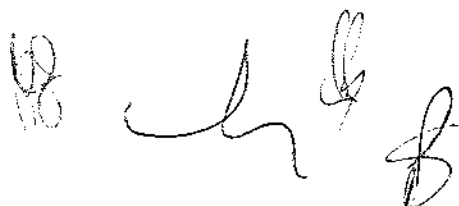


- 1) Laurea
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- 4) Obblighi formativi aggiuntivi
- 5) Master universitario
- 6) Scuole di specializzazione
- 7) Classi dei corsi di studio
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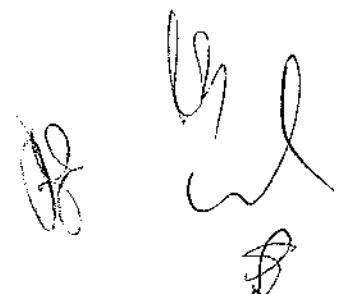
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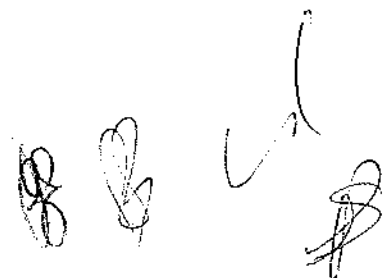
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83. Inserisci immagine e modificala a piacere
84. Inserisci un collegamento ipertestuale a piacere
85. Inserisci filigrana e personalizza scritta
86. Inserisci immagine e spostala
87. Inserisci sfondo pagine celeste e filigrana
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92. Inserisci una didascalia nel testo



93. Seleziona una colonna e copiala sulla destra
94. Seleziona una riga e copiala alla fine
95. Seleziona alcune celle numeriche e copiane i valori in un altro foglio
96. Seleziona i contenuti di un foglio excel e copialo in un altro foglio
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98. Inserisci due colonne in mezzo ad un elenco excel
99. Rinomina personalizzandoli i fogli di un excel
100. Scrivi alcune parole in un file di testo e salvalo sul Desktop
101. Selezionare parte del testo e fare conteggio delle parole
102. Selezionare parte del testo e fare conteggio dei paragrafi
103. Inserisci una casella di testo in un file excel
104. Seleziona una parte del testo di un excel e poi inserisci una tabella
105. Trasforma un file di testo in pdf
106. Rinomina un file e salvalo sul Desktop
107. Inserisci una tabella a due colonne denominate nome e cognome e 5 righe impostate con il carattere Times New Roman

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European
Commission

Erasmus+

Programme Guide

*In the case of conflicting meanings between language versions,
the English version prevails.*



Version 2.0 (19/04/2019)

Roberto Giffi's

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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 2014-2020¹. 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.

1

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.

2

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.

3

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.

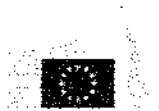
4

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 sports. 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.

¹ REGULATION (EU) No 1288/2013 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 December 2013 establishing 'Erasmus+' the Union programme for education, training, youth and sport
(<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:347:0050:0073:EN:PDF>)



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+: Sports", 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 target²;
 - 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 renewed 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 Union³.

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.

5 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.

More information available at: https://ec.europa.eu/education/policy/strategic-framework/skills-qualifications_en

DISSEMINATION AND EXPLOITATION OF PROJECT RESULTS

6 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,⁴ 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.

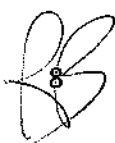
In the field of higher education, Erasmus+ supports the following main Actions targeting cooperation with Partner Countries:

- **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;

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.

7 The promotion of language learning and linguistic diversity is one of the specific objectives of the Programme. The lack of language competences is one of the main barriers to participation in European education, training and youth programmes. The opportunities put in place to offer linguistic support are aimed to make mobility more efficient and effective, to improve learning performance and therefore contribute to the specific objective of the Programme.

8 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>) 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.

9 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.

10 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 website⁵ 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.

⁵ The Erasmus+ Inclusion and Diversity Strategy in the field of youth: http://ec.europa.eu/youth/library/reports/inclusion-diversity-strategy_en.pdf



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:

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- **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:

- 14
- **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, creativity, 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 European 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:

- 15
- **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;



- **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

For information about the available budget by action, planned number of projects to be granted as well as indicative average grants, please consult the 2019⁶ Erasmus+ Annual Work Programme (http://ec.europa.eu/dgs/education_culture/more_info/awp/index_en.htm)

⁶ Actions in the field of higher education targeting mobility and cooperation with Partner Countries are also supported with Heading 4 funds allocated by the 2018 Annual Work Programme (http://ec.europa.eu/dgs/education_culture/more_info/awp/index_en.htm)



WHO IMPLEMENTS THE ERASMUS+ PROGRAMME?

THE EUROPEAN COMMISSION

16 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.

17 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

18 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:

- 19
- 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

20 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.

21 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 33 Programme Countries and the 10 Partner Countries of the Southern Mediterranean region (Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine⁷, Syria and Tunisia).

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>

NATIONAL ERASMUS+ OFFICES

23 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)

25 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 former Yugoslav Republic of 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.

More information available at: <http://europass.cedefop.europa.eu/en/about/national-europass-centres>

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)

26 [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.

More information available at: <http://www.ecvet-secretariat.eu> and http://ec.europa.eu/education/policy/vocational-policy/ecvet_en.htm

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 and www.salto-et.net

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 or 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>.



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:

Member States of the European Union (EU) ⁹			
Belgium	Greece	Lithuania	Portugal
Bulgaria	Spain	Luxembourg	Romania
Czech Republic	France	Hungary	Slovenia
Denmark	Croatia	Malta	Slovakia
Germany	Italy	Netherlands	Finland
Estonia	Cyprus	Austria	Sweden
Ireland	Latvia	Poland	United Kingdom ¹⁰
Non EU Programme Countries			
former Yugoslav Republic of Macedonia	Iceland Liechtenstein	Norway Turkey Serbia ¹¹	

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.

⁹According 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>), 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

¹⁰FOR 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.

¹¹The recognition of Serbia as a Programme Country is subject to the following conditions:

- The availability of the appropriations provided for in the draft budget for 2019 after the adoption of the budget for 2019 for Serbia.
- Amendment to the Agreement between European Union and Republic of Serbia on the participation of the Republic of Serbia in "Erasmus+": the Union programme for education, training, youth and sport.





WHO CAN PARTICIPATE IN THE ERASMUS+ PROGRAMME?

27 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 30⁸, 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

28 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.

29 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.

**PARTNER COUNTRIES NEIGHBOURING THE EU¹²**

Western Balkans (Region 1)	Eastern Partnership countries (Region 2)	South-Mediterranean countries (Region 3)	Russian Federation (Region 4)
Albania Bosnia and Herzegovina Kosovo ¹³ Montenegro	Armenia Azerbaijan Belarus Georgia Moldova Territory of Ukraine as recognised by international law	Algeria Egypt Israel Jordan Lebanon Libya Morocco Palestine ¹⁴ Syria Tunisia	Territory of Russia as recognised by international law

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.

Region 5	Andorra, Monaco, San Marino, Vatican City State
Region 6¹⁵ Asia	Afghanistan, Bangladesh, Bhutan, Cambodia, China, DPR Korea, India, Indonesia, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Vietnam
Region 7¹⁶ Central Asia	Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan
Region 8¹⁷ Latin America	Argentina, Bolivia, Brazil, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Venezuela
Region 9¹⁸	Iran, Iraq, Yemen
Region 10¹⁹	South Africa
Region 11 ACP	Angola, Antigua and Barbuda, Bahamas, Barbados, Belize, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Congo - Democratic Republic of the, Cook Islands, Djibouti, Dominica, Dominican Republic, Equatorial Guinea, Eritrea, Ethiopia, Fiji, Gabon, Gambia, Ghana, Grenada, Guinea, Guinea-Bissau, Guyana, Haiti, Republic of Côte d'Ivoire, Jamaica, Kenya, Kiribati, Lesotho, Liberia, Madagascar, Malawi, Mali, Marshall Islands, Mauritania, Mauritius, Micronesia- Federated States of, Mozambique, Namibia, Nauru, Niger, Nigeria, Niue, Palau, Papua New Guinea, 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 Sudan, Sudan, Suriname, Swaziland, Timor Leste - Democratic Republic of, Tanzania, Togo, Tonga, Trinidad and Tobago, Tuvalu, Uganda, Vanuatu, Zambia, Zimbabwe.
Region 12²⁰ Industrialised: Gulf Cooperation	Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates.

¹² 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.

¹³ 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.

¹⁴ 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.

¹⁵ Classification used in the framework of the Development and Cooperation Instrument (DCI).

¹⁶ As above.

¹⁷ As above.

¹⁸ As above.

¹⁹ As above.

²⁰ Classification used in the framework of the Partnership Instrument (PI).



countries	
Region 13²¹	Australia, Brunei, Canada, Chile, Hong Kong, Japan, (Republic of) Korea, Macao, New Zealand, Singapore, Taiwan, United States of America, Uruguay.
Other Industrialised countries	
Region 14	Faroe Islands, Switzerland

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/>

²¹ 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 peer 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.



- wo [
- 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.



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.;



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"²² and the "European Higher Education in the World" Communication²³;
- 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 with special needs;
- promote non-formal learning and cooperation in the field of youth with Partner Countries.

WHAT IS A MOBILITY PROJECT?

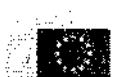
Organisations active in the fields of education, training and youth will receive support from the Erasmus+ Programme to carry out projects promoting different types of mobility. A mobility project will consist of the following stages:

- 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

²² https://ec.europa.eu/europeaid/new-european-consensus-development-our-world-our-dignity-our-future_en

²³ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Brussels, 11.07.2013 COM(2013) 499 final.



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).

47 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.).

48 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 HIGHER EDUCATION STUDENTS AND STAFF

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

Student mobility:

Student mobility can be in any subject area/academic discipline. To ensure high-quality mobility activities with maximum impact on the students, the mobility activity has to be compatible with the student's degree-related learning and personal development needs.

Students may carry out either one or a combination of the activities described below:

- a study period abroad at a partner higher education institution (HEI);

The study period abroad must be part of the student's study programme to complete a degree at a short cycle, first cycle (Bachelor or equivalent), second cycle (Master or equivalent) and third or doctoral cycle.

A study period abroad may include a traineeship period as well. Such a combination creates synergies between the academic and professional experience abroad and may be organised in different ways depending on the context: either one activity after the other or both at the same time. The combination follows the funding rules and minimum duration of study mobility.

- a traineeship (work placement) abroad in an enterprise or any other relevant workplace²⁴. Traineeships abroad at a workplace are supported during short cycle, first, second, third cycle studies and, in the case of mobility within Programme Countries, within a maximum of one year after the student's graduation. This also includes the 'assistantships' for student teachers.

In order to better support students to acquire the skills necessary for their future, a partnership between the Erasmus+ and Horizon 2020 programmes has been established. This partnership will provide and promote further traineeship opportunities for students and recent graduates who wish to acquire digital skills²⁵ and competences required to perform jobs and thrive in an economy and society which is being continuously digitally transformed. Students and recent graduates from all disciplines are invited to apply for a traineeship in these domains. These traineeships are expected to take place in the EU Member States as well as in Horizon 2020 associated countries.

Wherever possible, the traineeships should be an integrated part of the student's study programme.

Staff mobility:

- **teaching periods:** this activity allows HEI teaching staff or staff from enterprises to teach at a partner HEI abroad. Staff mobility for teaching can be in any subject area/academic discipline.
- **training periods:** this activity supports the professional development of HEI teaching and non-teaching staff as well as the development of involved institutions. It may take the form of training events abroad (excluding conferences) and job shadowing/observation periods/training at a partner HEI, or at another relevant organisation abroad.

A period abroad can combine teaching and training activities.

In the grant allocation for mobility of staff between Programme Countries, emphasis will be put on training periods for HEI teaching staff that allow them to develop pedagogical and curriculum design skills.

²⁴ Following courses at a higher education institution cannot be considered as a traineeship.

²⁵ Any traineeship will be considered as a "traineeship in digital skills" when one or more of the following activities are practised by the trainee: digital marketing (e.g. social media management, web analytics); digital graphical, mechanical or architectural design; development of apps, software, scripts, or websites; installation, maintenance and management of IT systems and networks; cybersecurity; data analytics, mining and visualisation; programming and training of robots and artificial intelligence applications. Generic customer support, order fulfilment, data entry or office tasks are not considered in this category.



The majority of the budget of this Action will support activities involving mobility between Programme Countries. However, a limited amount of the budget available for this Action can fund international activities between Programme and all Partner Countries of the world, except regions 5 and 12 (see section "eligible countries" in Part A of this Guide).

Funding for mobility between Programme and Partner Countries comes from several financial instruments of the European Union for external cooperation. To ensure that this action follows the EU's external priorities, the Commission has set a number of targets and rules for cooperation with Partner Countries.

Applicants for mobility projects between Programme and Partner countries should take into account the available budget for mobility with different regions of the world and the priorities explained hereafter in the section "additional information for mobility between Programme and Partner Countries".

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 from a Programme Country: 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 mobility consortium of partner organisations of the same country aimed at organising any type of student and staff mobility.
- Sending organisation: in charge of selecting students/staff and sending them abroad. This also includes grant payments (for those in Programme Countries), preparation, monitoring and recognition related to the mobility period.
- Receiving organisation: in charge of receiving students/staff from abroad and offering them a study/traineeship programme or a programme of training activities, or benefiting from a teaching activity.
- Intermediary organisation: this is an organisation active in the labour market or in the fields of education, training and youth work in a Programme Country. It may be a partner in a national mobility consortium, but is not a sending organisation. Its role may be to share and facilitate the administrative procedures of the sending higher education institutions and to better match student profiles with the needs of enterprises in case of traineeships and to jointly prepare participants.

For mobility between Programme and Partner Countries, only organisations from Programme Countries can apply and administer the payments for inbound and outbound mobility.

The sending and receiving organisations, together with the students/staff, must have agreed on the activities to be undertaken by the students - 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. When the activity is between two higher education institutions (student mobility for studies and staff mobility for teaching), an 'inter-institutional agreement' has to be in place between the sending and the receiving institutions before the exchanges can start.

By signing the Erasmus Charter for Higher Education (ECHE), higher education institutions commit to provide all the necessary support to mobile participants, including linguistic preparation. To support them, online linguistic support is being gradually implemented in the course of the Programme for all long-term mobility activities between Programme Countries lasting two months and longer. 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). Partner Country higher education institutions are not eligible to sign the ECHE, therefore details of the linguistic support offered to mobile participants should be made explicit in the inter-institutional agreement.

WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?

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



GENERAL ELIGIBILITY CRITERIA

Who can apply?	<ul style="list-style-type: none"> For an application as individual HEI: higher education institutions established in a Programme Country and awarded with an Erasmus Charter for Higher Education (ECHE). For more information on the Charter, see the section "Erasmus Charter for Higher Education" below and the Annex I of this Guide). For an application as national mobility consortium: coordinating organisations established in a Programme Country and coordinating a consortium awarded with a higher education consortium accreditation. Organisations that do not hold a valid consortium accreditation can apply for this accreditation on behalf of a Mobility Consortium at the same time of applying for a mobility project grant. All the involved higher education institutions from eligible Programme countries must hold an Erasmus Charter for Higher Education (ECHE). These organisations will be eligible for a mobility project only if their application for the consortium accreditation is successful. <p>Higher education students and staff cannot apply directly for a grant; the selection criteria for participation in the mobility activities are defined by the higher education institution in which they study or are employed, in accordance with the provisions foreseen in Annex I to this Guide.</p>
Eligible activities	<p>A higher education mobility project must comprise one or more of the following activities:</p> <ul style="list-style-type: none"> Student mobility for studies; Student mobility for traineeships; Staff mobility for teaching; Staff mobility for training.
Eligible countries	<p>Mobility between Programme Countries:</p> <ul style="list-style-type: none"> any Programme Country <p>Mobility between Programme and Partner Countries:</p> <ul style="list-style-type: none"> any Programme Country; any Partner Country of the world, except regions 5 and 12 (see section "eligible countries" in Part A of this Guide)
Number of participating organisations	<p>The number of organisations in the application form is one (the applicant). It is either a single HEI or a national mobility consortium coordinator established in a Programme Country.</p> <p>During the implementation of the mobility project, a minimum of two organisations (at least one sending and at least one receiving organisation) from different Programme Countries must be involved. For mobility projects involving Partner Countries, the minimum is one from a Programme Country and one from an eligible Partner Country.</p>
Duration of project	<p>The applicant must choose the duration at application stage, based on the scale of the project and on the type of activities planned over time.</p> <p>Mobility between Programme Countries: 16 or 24 months.</p> <p>Mobility between Programme and Partner Countries: 24 or 36 months.</p>
Where to apply?	To the National Agency of the country in which the applicant organisation is established.
When to apply?	<p>Applicants have to submit their grant application by 5 February at 12:00 (midday Brussels time) for projects starting on:</p> <ul style="list-style-type: none"> 1 June of the same year, for mobility projects between Programme Countries 1 August of the same year, for mobility projects between Programme and Partner Countries
How to apply?	Please see part C of this Guide for details on how to apply.



Other criteria	<p>A HEI may apply for grants to its National Agency via two different channels:</p> <ul style="list-style-type: none">• directly as an individual HEI,• via a consortium of which it is a member. <p>A HEI can apply only once per selection round for a mobility project between Programme Countries as individual HEI and/or as member of a given consortium. However, a HEI may be part of or coordinate several different national mobility consortia applying at the same time. The same applies to mobility projects between Programme and Partner Countries.</p> <p>Both channels (individual application and consortium application) may be used simultaneously. However, the HEI/department remains responsible of preventing double funding of a participant when the two channels are used in the same academic year.</p>
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Applicant organisations will be assessed against the relevant **exclusion and selection criteria**. For more information please consult Part C of this Guide.

ADDITIONAL ELIGIBILITY CRITERIA DURING IMPLEMENTATION FOR STUDENT MOBILITY

Eligible participating organisations	<ul style="list-style-type: none">▪ Student mobility for studies: All participating Programme Country organisations (both sending and receiving) must be HEIs awarded with an ECHE. All Partner Country organisations must be HEIs recognised by competent authorities and have signed inter-institutional agreements with their Programme Country partners before the mobility takes place.▪ Student mobility for traineeships: In the case of mobility between Programme Countries, the sending organisation must be a HEI awarded with an ECHE. In the case of mobility between Programme and Partner Countries, the sending organisation must be a Programme Country HEI awarded with an ECHE or a Partner Country HEI recognised by competent authorities that has signed inter-institutional agreements with their Programme Country partners before the mobility takes place. <p>The receiving organisation can be²⁶:</p> <ul style="list-style-type: none">○ any public or private organisation active in the labour market or in the fields of education, training and youth. For example, such organisation can be:<ul style="list-style-type: none">– 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, craft/professional associations and trade unions;– a research institute;– a foundation;– 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 body providing career guidance, professional counselling and information services;○ a Programme Country HEI awarded with an ECHE.
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²⁶ The following types of organisations are not eligible as receiving organisations for student traineeships: EU institutions and other EU bodies including specialised agencies (their exhaustive list is available on the website - http://europa.eu/european-union/about-eu/institutions-bodies_en); organisations managing EU programmes such as Erasmus+ National Agencies (in order to avoid a possible conflict of interests and/or double funding).



Duration of the activity	<p>Study periods: from 3²⁷ to 12 months (including a complementary traineeship period, if planned).</p> <p>Traineeships: from 2 to 12 months.</p> <p>The same student may participate in mobility periods totalling up to 12 months²⁸ maximum per each cycle of study²⁹, independently of the number and type of mobility activities. Participation with a zero-grant from EU funds counts as well towards this maximum duration :</p> <ul style="list-style-type: none"> ▪ during the first study cycle (Bachelor or equivalent) including the short-cycle (EQF levels 5 and 6); ▪ during the second study cycle (Master or equivalent - EQF level 7); and ▪ during the third cycle as doctoral candidate (doctoral level or EQF level 8). <p>The duration of a traineeship by recent graduates counts towards the 12 months maximum of the cycle during which they apply for the traineeship.</p>
Venue(s) of the activity	<p>Students must carry out their mobility activity in a Programme or Partner Country different from the country of the sending organisation and the country where the student has his/her accommodation during his/her studies³⁰.</p>
Eligible participants	<p>Students registered in a HEI and enrolled in studies leading to a recognised degree or another recognised tertiary level qualification (up to and including the level of doctorate). In case of mobility for studies, the student must be enrolled at least in the second year of higher education studies. For traineeships, this condition does not apply.</p> <p>Recent higher education graduates may participate in a traineeship between Programme Countries. Recent graduates must be selected by their HEI during their last year of study, and must carry out and complete their traineeship abroad within one year of obtaining their graduation.</p>

²⁷ Minimum duration of a study period is 3 months, or 1 academic term or trimester.

²⁸ Prior experience under LLP-Erasmus Programme and/or as Erasmus Mundus scholarship holders counts towards the 12 months per study cycle.

²⁹ In one-cycle study programmes, such as Medicine, students can be mobile for up to 24 months.

³⁰ In the case of branch campuses that are dependent on the parent institution and covered by the same ECHE, the country where the parent institution is located will be considered as the sending country. Therefore, it is not possible to organise Erasmus+ mobilities between branch campuses and the parent institution covered by the same ECHE.



ADDITIONAL ELIGIBILITY CRITERIA DURING IMPLEMENTATION FOR STAFF MOBILITY

Eligible participating organisations	<ul style="list-style-type: none">▪ Staff mobility for teaching: The receiving organisation must be a Programme Country HEI awarded with an ECHE or a Partner Country HEI recognised by competent authorities and having signed an inter-institutional agreement with the sending Programme Country partner before the mobility takes place. The sending organisation must be:<ul style="list-style-type: none">○ a Programme Country HEI awarded with an ECHE, or a Partner Country HEI recognised by competent authorities and having signed an inter-institutional agreement with the receiving Programme Country partner; or○ in the case of staff invited to teach at HEI; any public or private organisation (not awarded with an ECHE) active in the labour market or in the fields of education, training and youth. For example, such organisation can be:<ul style="list-style-type: none">– 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, craft/professional associations and trade unions;– a research institute;– a foundation;– 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 body providing career guidance, professional counselling and information services.▪ Staff mobility for training: The sending organisation must be a Programme Country HEI awarded with an ECHE or a Partner Country HEI recognised by competent authorities and having signed an inter-institutional agreement with the receiving Programme Country partner before the mobility takes place. The receiving organisation must be:<ul style="list-style-type: none">○ a Programme Country HEI awarded with an ECHE, or a Partner Country HEI recognised by competent authorities and having signed an inter-institutional agreement with the receiving Programme Country partner; or○ any Programme Country public or private organisation active in the labour market or in the fields of education, training and youth. See examples in the previous page.
Duration of the activity	<p>From 2 days (5 days from and to Partner Countries) to 2 months, excluding travel time. In mobility between Programme Countries, the minimum 2 days must be consecutive. In the case of invited staff from enterprises, the minimum duration for mobility between Programme Countries is 1 day.</p> <p>A teaching activity has to comprise a minimum of 8 hours of teaching per week (or any shorter period of stay). If the mobility lasts longer than one week, the minimum number of teaching hours for an incomplete week should be proportional to the duration of that week. The following exceptions apply:</p> <ul style="list-style-type: none">• There is no minimum number of teaching hours for invited staff from enterprises.• If the teaching activity is combined with a training activity during a single period abroad, the minimum number of hours of teaching per week (or any shorter period of stay) is reduced to 4 hours.
Venue(s) of the activity	<p>Staff must carry out their mobility activity in any Programme Country or Partner Country different from the country of the sending organisation and the staff country of residence.</p>



Eligible participants	<p>Staff mobility for teaching:</p> <ul style="list-style-type: none"> • staff working in a Programme or Partner Country HEI. • Staff from enterprises invited to teach at an HEI in a Programme or Partner Country from any enterprise working in a programme or partner country, public or private organisation (not awarded with an ECHE) active in the labour market or in the fields of education, training and youth (including employed doctoral candidates). <p>Staff mobility for training: staff working in a Programme or Partner Country HEI.</p>
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ADDITIONAL INFORMATION FOR MOBILITY BETWEEN PROGRAMME AND PARTNER COUNTRIES

The budget available for mobility between Programme and Partner Countries is divided between different regions of the world in 12 budgetary envelopes and the size of each budgetary envelope is different. Further information on the amounts available under each budgetary envelope will be published on the National Agencies' websites.

In general the funds will have to be used in a geographically balanced way. The EU has set a number of targets regarding geographical balance and priorities that have to be attained at European level over the whole duration of the programme (2014-2020). The targets do not have to be attained by individual higher education institutions, but National Agencies will take these targets into account in order to allocate the available budget. In addition, higher education institutions are encouraged to work with partners in the poorest and least developed Partner Countries.

These are the **geographical targets** set for mobility between Programme and Partner Countries at EU level by 2020:

- With Developing Asia and Latin America, 25% of the funds should be used to organise mobility with the least developed countries of the region. These countries are:
 - For Asia: Afghanistan, Bangladesh, Cambodia, Laos, Nepal, Bhutan and Myanmar;
 - For Latin America: Bolivia, El Salvador, Guatemala, Honduras and Nicaragua;
- No more than 30% of the budget available for Asia should be spent on mobility with China and India;
- And no more than 35 % available for Latin America on Brazil and Mexico.

Due to the requirement to carry out mobilities with countries in regions 6, 7, 8, 9, 10 and 11³¹ that contribute to development assistance, mobility for short-, first- and second cycle students is limited to inbound mobility from Partner to Programme Countries³². Outbound mobility towards these regions is only available at doctoral level and for staff.

There will however be a few exceptions for certain Programme Countries. Please check your National Agency's website.

Finally, higher education institutions are free to apply for 100% staff mobility or 100% student mobility or any combination thereof, provided this complies with any secondary criteria set by the National Agency (see section below).

SECONDARY CRITERIA FOR MOBILITY BETWEEN PROGRAMME AND PARTNER COUNTRIES SET BY NATIONAL AGENCIES

Where the budget envelope for a particular Partner Region or Country is limited, a National Agency may choose to add one or more secondary criteria from the list below. In the event that a National Agency chooses to use secondary criteria this decision will be communicated in advance of the deadline, in particular on the National Agency's website.

- The degree level (for example limiting applications to one or two cycles only – BA, MA or PhD);
- Privileging only staff or only student mobility;
- Limiting the duration of mobility periods (for example limiting student mobility to 6 months, or limiting staff mobility to 10 days).

³¹ Indicative only. Subject to the provisions of the revised Cotonou Partnership Agreement and multiannual financial framework 2014-2020.

³² See section "eligible countries" in Part A of this Guide.





AWARD CRITERIA FOR A MOBILITY PROJECT WITHIN PROGRAMME COUNTRIES³³

There is no qualitative assessment (the quality has been assessed at the ECHE application stage or when selecting a national mobility consortium) 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 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.

AWARD CRITERIA FOR A MOBILITY PROJECT BETWEEN PROGRAMME AND PARTNER COUNTRIES

Eligible grant applications (after having passed the eligibility check) will be assessed on the basis of the following criteria:

Relevance of the strategy (maximum 30 points)	The extent to which the planned mobility project is relevant to the internationalisation strategy of the higher education institutions involved (both in the Programme and in the Partner country) and the rationale for choosing staff and/ or student mobility.
Quality of the cooperation arrangements (maximum 30 points)	The extent to which the applicant organisation has previous experience of similar projects with higher institutions/organisations in the partner country and the clarity of the description of responsibilities, roles and tasks between partners.
Quality of the activity design and implementation (maximum 20 points)	The completeness and quality of arrangements for the selection of participants, the support provided to them and the recognition of their mobility period (in particular in the Partner country).
Impact and dissemination (maximum 20 points)	The potential impact of the project on participants, beneficiaries, partner organisations, at local, regional and national levels and the quality of measures aimed at disseminating the results of the mobility project at faculty and institution levels, and beyond where applicable, in both the programme and partner countries.

The applicant will explain how the project meets these four criteria from the point of view of its own institution (or institutions in the case of applications submitted by consortia) and the Partner Country institutions.

To be considered for funding, proposals must score at least 60 points in total, with a minimum of 15 points for "relevance of the strategy".

In order to allocate the available budget for each region, the mobilities planned with each Partner Country will be listed in order of merit in a regional ranking.

The grant awarded to a higher education institution will depend on a number of elements:

- the number of mobility periods and months/days applied for;
- the budget allocated per country or region;
- the geographical balance within a given region or sub-region.

The National Agency may fund mobilities with a Partner Country that is ranked lower in the regional ranking, when it is necessary to ensure geographical balance within that region, as defined by the geographical targets mentioned above.

The National Agency is not obliged to fund all the mobilities requested for a particular Partner Country if the request is considered excessive with respect to the budget available.

³³ Mobility in both directions



Where possible and in addition to the overarching criteria of order of merit and geographical balance, the National Agency will seek to spread the available budget widely to avoid dominance of a small number of HEIs. The National Agency will strive to be as inclusive as possible, maximising participation of stakeholders without undermining quality, geographic balance or the minimum critical size per mobility project to ensure feasibility.

WHAT ACCREDITATION DO APPLICANTS NEED FOR THIS MOBILITY PROJECT?

ERASMUS CHARTER FOR HIGHER EDUCATION

57 The award of an Erasmus Charter for Higher Education (ECHE) is a pre-requisite for all higher education institutions established in a Programme Country that wish to participate in a Higher Education mobility project either as a single higher education institution or as a member of a national mobility consortium. Every year, the European Commission - via the Education, Audiovisual and Culture Executive Agency - publishes a specific call for proposals that sets the detailed conditions to be followed and qualitative criteria to be met in order to be awarded with an ECHE. This call is available on the website of the Executive Agency.

For HEIs established in a Partner Country, the HEI must be accredited by the relevant national accreditation organisation. As they are not eligible to receive an ECHE, they must in addition have established an inter-institutional agreement with their Programme Country partner(s) which encapsulates the principles of the ECHE.

CONSORTIUM ACCREDITATION IN HIGHER EDUCATION

An organisation from a Programme Country, applying on behalf of a national mobility consortium, must hold a valid consortium accreditation. This accreditation is awarded by the same National Agency that assesses the request of funding for a higher education mobility project. The requests for accreditation and for mobility projects grant can be made at the same time. However, the grant for mobility projects will be awarded only to those HEIs and organisations that are successful at the end of the accreditation process. To obtain a consortium accreditation, the following conditions must be met:

ELIGIBILITY CRITERIA

Eligible participating organisations	<p>A national mobility consortium in higher education can be composed of the following participating organisations:</p> <ul style="list-style-type: none"> higher education institutions holding a valid Erasmus Charter for Higher Education (for more information on the Charter, see the section "Erasmus Charter for Higher Education" above and the Annex I of this Guide); and any public or private organisation active in the labour market or in the fields of education, training and youth (see examples of eligible participating organisations in the previous page). <p>Each participating organisation must be established in the same Programme Country.</p>
Who can apply?	Any eligible participating organisation can act as coordinator and apply on behalf of all the organisations involved in the consortium.
Number of participating organisations	<p>A national mobility consortium must comprise minimum three eligible participating organisations, including two sending HEIs.</p> <p>All member organisations of the national mobility consortium must be identified at the time of applying for the consortium accreditation.</p>
Duration of the consortium accreditation	All consecutive annual calls and no later than call 2020.
Where to apply?	To the National Agency of the country in which the applicant organisation is established.
When to apply?	Applicants have to submit their accreditation application by 5 February at 12:00 (midday Brussels time) for projects starting on the same year.
How to apply?	Please see part C of this Guide for details on how to apply.



AWARD CRITERIA

The application for accreditation will be assessed against the following criteria:

Relevance of the consortium (maximum 30 points)	<ul style="list-style-type: none">▪ The relevance of the proposal to:<ul style="list-style-type: none">- the objectives of the Action (see section "What are the aims of a mobility project");- the needs and objectives of the organisations participating in the consortium and of the individual participants.▪ The extent to which the proposal is suitable for:<ul style="list-style-type: none">- producing high-quality learning outcomes for participants;- reinforcing the capacities and international scope of the organisations participating in the consortium;- bringing added value at EU level through results that would not be attained by activities carried out by each single HEI.
Quality of the consortium composition and the cooperation arrangements (maximum 20 points)	<ul style="list-style-type: none">▪ The extent to which:<ul style="list-style-type: none">- the consortium involves an appropriate composition of sending higher education institutions with, where relevant, complementary participating organisations from other socio-economic sectors with the necessary profile, experience and expertise to successfully deliver all aspects of the project;- the consortium coordinator has previous experience in managing a consortium or a similar project type;- the distribution of roles, responsibilities and tasks/resources is well defined and demonstrates the commitment and active contribution of all participating organisations;- tasks/resources are pooled and shared;- the responsibilities are clear for contractual and financial management issues;- the consortium involves newcomers to the Action.
Quality of the consortium activity design and implementation (maximum 20 points)	<ul style="list-style-type: none">▪ The clarity, completeness and quality of all the phases of a mobility project (preparation, implementation of mobility activities, and follow-up);▪ The quality of the practical arrangements, management and support modalities (e.g. finding receiving organisations, matchmaking, information, linguistic and intercultural support, monitoring);▪ The quality of cooperation, coordination and communication between the participating organisations, as well as with other relevant stakeholders;▪ Where relevant, 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;▪ If applicable, the appropriateness of measures for selecting participants in the mobility activities and for promoting disadvantaged persons to participate in mobility activities.
Impact and dissemination (maximum 30 points)	<ul style="list-style-type: none">▪ The quality of measures for evaluating the outcomes of the activities led by the consortium;▪ The potential impact of the project:<ul style="list-style-type: none">- on participants and participating organisations during and after the project lifetime;- outside the organisations and individuals directly participating in the project, at institutional, local, regional, national and/or international levels.▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the activities led by the consortium within and outside the participating organisations and partners.

To be selected for accreditation, proposals must score at least 60 points in total. Furthermore, they must score at least half of the maximum points for each award criterion.



WHAT ELSE SHOULD YOU KNOW ABOUT THIS ACTION?

More specific rules and criteria and additional useful information 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?

In the application form, the applicants of mobility projects for higher education students and staff will have to provide the following information:

- number of students and staff that are supposed to take part in mobility activities;
- total duration of the planned mobility activities;

On this basis, the Programme Country National Agencies will award a grant to applicants to support a certain number of mobility activities, up to the maximum number requested by the applicant.

If the applicant submits mobility projects with Partner Countries, it will fill in a separate application form dedicated to mobility to and from Partner Countries.

A separate grant will be awarded for mobilities with Partner Countries.

The following rules will apply to support financially these activities:

A) FUNDING RULES APPLYING TO ALL MOBILITY ACTIVITIES

Eligible costs		Financing mechanism	Amount	Rule of allocation
Organisational Support	Costs directly linked to the implementation of mobility activities (excluding subsistence and travel for participants)	Contribution to unit costs	In the case of mobility between Programme Countries: up to the 100 th participant: 350 EUR per participant, and beyond the 100 th participant: 200 EUR per additional participant In the case of mobility between Programme and Partner Countries: 350 EUR per participant	Based on the number of mobility participants
Special needs support	Additional costs directly related to participants with special needs	Real costs	Up to 100% of eligible costs, as approved by the National Agency.	Conditional: the request for financial support must be motivated and well justified in a specific application form once participants have been selected
Exceptional costs	Costs for providing a financial guarantee, if the National Agency asks for it. In the case of mobility between Programme Countries: Expensive travel costs of participants	Real costs	Costs for financial guarantee: 75% of eligible costs Expensive travel costs: maximum up to 80% of eligible travel costs	Conditional: the request for financial support must be motivated and well justified once participants have been selected

ORGANISATIONAL SUPPORT GRANT FOR THE BENEFICIARY (HIGHER EDUCATION INSTITUTIONS OR CONSORTIA):

The organisational support grant is a contribution to any cost incurred by the institutions in relation to activities in support of student and staff mobility, both inbound and outbound, to comply with the Erasmus Charter for Higher Education in Programme Countries, and with the principles of the ECHE as reflected in the inter institutional agreements agreed in the case of institutions from Partner Countries. For example:



- organisational arrangements with partner institutions, including visits to potential partners, to agree on the terms of the inter-institutional agreements for the selection, preparation, reception and integration of mobile participants; and to keep these inter-institutional agreements updated;
- provide updated course catalogues for international students;
- provide information and assistance to students and staff;
- selection of students and staff;
- preparation of the learning agreements to ensure full recognition of the students' educational components; preparation and recognition of mobility agreements for staff;
- linguistic and intercultural preparation provided to both incoming and outbound students and staff, complementary to the Erasmus+ Online Linguistic Support;
- facilitate the integration of incoming mobile participants in the HEI;
- ensure an efficient mentoring and supervision arrangements of mobile participants;
- specific arrangements to ensure the quality of student traineeships in enterprises;
- ensure recognition of the educational components and related credits, issuing transcript of records and diploma supplements;
- support the reintegration of mobile participants and build on their acquired new competences for the benefit of the HEI and peers.

58 Higher education institutions in both Programme and Partner Countries commit themselves to comply with all the principles of the Charter to ensure mobility of high quality, including these ones: "ensure that outgoing mobile participants are well prepared for the mobility, including having attained the necessary level of linguistic proficiency" and "provide appropriate linguistic support to incoming mobile participants". Advantages can be taken of existing facilities within the institutions for language training. Those HEIs which would be able to provide student and staff mobility of high quality, including linguistic support, at a lower cost (or because it is funded under other sources than EU funding) would have the possibility to transfer a share of the organisational support grant to fund more mobility activities. The grant agreement specifies the level of flexibility in this regard.

In all cases, beneficiaries will be contractually obliged to deliver such high quality services and their performance will be monitored and checked by National Agencies, taking into account also the feedback provided by students and staff via Mobility Tool+ and directly accessible to the National Agencies and the Commission.

In the case of mobility within Programme Countries, the organisational support grant is calculated on the number of all supported outbound mobile participants (including mobile participants with a zero-grant from EU funds for the entire mobility period – see below) and incoming staff from enterprises teaching at an HEI, that is the beneficiary or a member of the national mobility consortium. Mobile participants with a zero-grant from EU funds for the entire mobility period count as supported mobile participant as they benefit from the mobility framework and organisational activities. Organisational support is therefore also paid for these participants.

In the case of mobility between Programme and Partner Countries, the organisational support grant is calculated on the number of granted mobilities, including all supported outbound mobile participants from Programme Countries and all inbound mobile participants from Partner Countries. Mobile participants with a zero-grant from EU funds for the entire mobility period may count as supported mobile participant as they benefit from the mobility framework and organisational activities. This excludes persons accompanying participants during their activity abroad, and additional mobilities that may be organised by transferring funds between budget categories.

In the case of national mobility consortia, this grant can be shared among all the national members according to rules that they will have agreed among themselves. For mobility between Partner and Programme Countries, the organisational support grant will be shared by the partners concerned on a mutually acceptable basis decided upon by the participating institutions.

MOBILE PARTICIPANTS WITH A ZERO-GRANT FROM EU FUNDS

59 Students and staff with a zero-grant from EU funds are mobile participants that do not receive an EU grant related to travel and subsistence, but they otherwise fulfil all student and staff mobility criteria and benefit from all advantages of being Erasmus+ student and staff. They may receive a regional, national or other type of grant to contribute to their mobility costs. The number of mobile participants with a zero-grant from EU funds for the entire mobility period counts in the statistics for the performance indicator used to allocate the EU budget between the countries, both for mobility within Programme Countries and for mobility between Programme and Partner Countries.

**SPECIAL NEEDS SUPPORT**

60 A person with special needs is a potential participant whose individual physical, mental or health-related condition is such that his/her participation in the project / mobility Action would not be possible without extra financial support. Higher education institutions that have selected students and/or staff with special needs can apply for additional grant support to the National Agency in order to cover the supplementary costs for their participation in the mobility activities. For persons with special needs, the grant support may therefore be higher than the maximum individual grant amounts set out below. Higher education institutions will describe on their website how students and staff with special needs can request such additional grant support.

Extra funding for students and staff with special needs may be provided also from other sources at local, regional and/or national level.

61 As regards the accompanying persons for students and staff with special needs, they are entitled to receive a contribution based on real costs.

Each higher education institution, by signing the Erasmus Charter for Higher Education, commits to ensuring equal access and opportunities to participants from all backgrounds. Therefore, students and staff with special needs can benefit from the support services that the receiving institution offers to its local students and staff.

EXCEPTIONAL COSTS FOR EXPENSIVE TRAVEL

Only participants eligible for a standard travel grant are eligible for exceptional costs for expensive travel:

Beneficiaries of 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?"). This will be allowed provided that beneficiaries 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 SOURCES OF FUNDING

Students and staff may receive, on top of the EU grant, or in replacement of the EU grant (mobile participants with a zero-grant from EU funds) regional, national or any other type of grant, managed by another organisation than the National Agency (e.g. Ministry or regional authorities). This type of grants provided by other sources of funding than the EU budget is not subject to the amounts and min/max ranges set in this document.

B) GRANT SUPPORT FOR THE MOBILITY OF STUDENTS

Students may receive an EU grant as a contribution to their costs for travel and subsistence during the period of study or traineeship abroad. These amounts will be defined by the National Agencies in agreement with National Authorities, and/or the higher education institutions on the basis of objective and transparent criteria as described below. The exact amounts will be published on the websites of National Agencies and of higher education institutions.

Programme Countries are divided into the three following groups:

Group 1 Programme Countries with higher living costs	Denmark, Finland, Iceland, Ireland,, Luxembourg, Sweden, United Kingdom, Liechtenstein, Norway,
Group 2 Programme Countries with medium living costs	Austria, Belgium, ,Germany, France, Italy, Greece, Spain, Cyprus, Netherlands, Malta, Portugal,
Group 3 Programme Countries with lower living costs	Bulgaria, Croatia, Czech Republic, Estonia, Latvia, Lithuania, Hungary, ,Poland, Romania, Serbia, Slovakia, Slovenia, former Yugoslav Republic of Macedonia, Turkey,

MOBILITY WITHIN PROGRAMME COUNTRIES - CRITERION 1 – SENDING AND RECEIVING COUNTRIES OF THE STUDENT

The EU grant provided to students will depend on their mobility flow, as follows:

- mobility towards a country with similar living costs: students will receive the medium range EU grant;
- mobility towards a country with higher living costs: students will receive the higher range EU grant;
- mobility towards a country with lower living costs: students will receive the lower range EU grant.



The amounts defined by National Agencies will be set within the following minimum and maximum ranges:

- **Medium range EU grant:** a medium range, between **220 and 470 EUR per month**, will apply to mobility activities towards a country of similar living costs: a) from Group 1 to Group 1, b) from Group 2 to Group 2 and c) from Group 3 to Group 3.
- **Higher range EU grant:** corresponds to the medium range applied by the National Agency **plus at least 50 EUR** and between **270 and 520 EUR per month**. It applies to mobility activities towards a country of higher living costs: a) from Group 2 to Group 1 countries and b) from Group 3 to Group 1 and 2 countries.
- **Lower range EU grant:** corresponds to the medium range applied by the National Agency **minus at least 50 EUR** and between **170 and 420 EUR per month**. It applies to mobility activities towards a country of lower living costs: a) Group 1 to Group 2 and 3 countries and b) from Group 2 to Group 3.

When defining the amounts to be applied by beneficiaries in their country, National Agencies will consider two specific criteria:

- the availability and the level of other sources of co-financing from private or public bodies at local, regional or national level to complement the EU grant;
- the general level of demand of students who intend to study or receive training abroad.

National Agencies may decide to grant flexibility to their higher education institutions by fixing ranges instead of amounts at national level. This should be based on justified grounds, for example in countries where co-financing is available at regional or institutional level.

MOBILITY WITHIN PROGRAMME COUNTRIES - CRITERION 2 - ADDITIONAL SUPPORT FOR SPECIFIC TARGET GROUPS, ACTIVITIES AND SENDING COUNTRIES/REGIONS

Students from disadvantaged backgrounds (other than those with special needs)

The national authorities together with the National Agencies responsible for the implementation of Erasmus+ in a given Programme Country may decide (based on an opt-in/opt-out option, depending on the support already provided at national level) that all the HEIs in their country should top up the individual support from their EU grant to students from disadvantaged backgrounds (including refugees, asylum seekers and migrants), with a single amount of **between 100 and 200 EUR per month**. The precise single monthly amount and the criteria to be applied would be defined at national level by the national authorities.

Students in traineeships

Students carrying out traineeships will receive an additional top-up from the EU grant with an amount **between 100 and 200 EUR per month**. The precise level will be determined by National Agencies and/or higher education institutions according to the level of demand and level of co-financing for this type of mobility. In all cases, the same level should be given to all students within the same higher education institution, independently from any top-up and/or contribution in kind that the student may receive from the host enterprise. Students from disadvantaged backgrounds who take part in traineeships are entitled to receive the top-up for students from disadvantaged backgrounds instead of the top-up for traineeships, in case the top-up for traineeships is lower.

Students from outermost Programme Countries and regions and OCTs

Considering the constraints imposed by the remoteness from other Programme Countries, students from outermost regions, Cyprus, Iceland, Malta and Overseas Countries and Territories (OCTs) will receive the following higher amounts for individual support:

From	To	Amount
Outermost regions, Cyprus, Iceland and Malta, Overseas Countries and Territories	Group 1 countries	770 EUR per month
	Group 2 countries	720 EUR per month
	Group 3 countries	670 EUR per month

In addition to the above-mentioned amounts for individual support, students from these countries will receive the following top-up amounts, to support them in covering their travel costs:



Travel distances ³⁴	Amount
Between 10 and 99 KM:	20 EUR per participant
Between 100 and 499 KM:	180 EUR per participant
Between 500 and 1999 KM:	275 EUR per participant
Between 2000 and 2999 KM:	360 EUR per participant
Between 3000 and 3999 KM:	530 EUR per participant
Between 4000 and 7999 KM:	820 EUR per participant
8000 KM or more:	1500 EUR per participant

Top-ups for traineeships or disadvantaged backgrounds would not apply in this case.

Level of financial support defined by higher education institutions

In all cases, higher education institutions will be required to respect the following principles and criteria when defining and/or applying the EU rates within their institution:

- Once the rates have been defined by the institutions, they shall remain the same throughout the duration of the mobility project. It is not possible to decrease or increase the level of grants within the same project.
- The rates must be defined and/or applied in an objective and transparent manner, taking into account all the principles and the methodology described above (i.e. considering the mobility flow as well as the additional specific funding);
- The same level of grant must be given to all students going to the same group of countries for the same type of mobility – studies or traineeships (except for students from disadvantaged backgrounds or with special needs).

MOBILITY BETWEEN PROGRAMME AND PARTNER COUNTRIES

The amounts for individual support are set as follows:

From	To	Amount
Eligible Partner Countries	Group 1 Programme Countries	900 EUR per month
	Group 2 Programme Countries	850 EUR per month
	Group 3 Programme Countries	800 EUR per month
Programme Countries	Partner Countries	700 EUR per month

In addition, students going to/coming from Partner Countries will receive the following top-up amounts, to support them in covering their travel costs:

Travel distances ³⁵	Amount
Between 10 and 99 KM:	20 EUR per participant
Between 100 and 499 KM:	180 EUR per participant
Between 500 and 1999 KM:	275 EUR per participant
Between 2000 and 2999 KM:	360 EUR per participant
Between 3000 and 3999 KM:	530 EUR per participant
Between 4000 and 7999 KM:	820 EUR per participant
8000 KM or more:	1500 EUR per participant

³⁴ Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission (http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm). The distance of a one-way travel must be used to calculate the amount of the EU grant that will support the round trip.

³⁵ Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission (http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm). The distance of a one-way travel must be used to calculate the amount of the EU grant that will support the round trip.



ADDITIONAL SUPPORT FOR SPECIFIC TARGET GROUPS, ACTIVITIES AND SENDING COUNTRIES/REGIONS

Students from disadvantaged backgrounds (other than those with special needs)

The national authorities together with the National Agencies responsible for the implementation of Erasmus+ in a given Programme Country may decide (based on an opt-in/opt-out option, depending on the support already provided at national level) that all the HEIs in their country should top up the individual support from their EU grant to students from disadvantaged backgrounds (including refugees, asylum seekers and migrants), with a single amount of **between 100 and 200 EUR per month**. The precise single monthly amount and the criteria to be applied would be defined at national level by the national authorities.

**C) GRANT SUPPORT FOR THE MOBILITY OF STAFF**

Staff will receive an EU grant as a contribution to their costs for travel and subsistence during the period abroad as follows:

Eligible costs	Financing mechanism	Amount	Rule of allocation
Travel	Contribution to unit costs	For travel distances between 10 and 99KM: 20 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission ³⁶ . 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 ³⁷
		For travel distances between 100 and 499 KM: 180 EUR per participant	
		For travel distances between 500 and 1999 KM: 275 EUR per participant	
		For travel distances between 2000 and 2999 KM: 360 EUR per participant	
		For travel distances between 3000 and 3999 KM: 530 EUR per participant	
		For travel distances between 4000 and 7999 KM: 820 EUR per participant	
		For travel distances of 8000 KM or more: 1500 EUR per participant	
Individual support	Contribution to unit costs	up to the 14 th day of activity: [A1.1] if mobility between Programme Countries or [A1.2] if mobility between Programme and Partner Countries, per day per participant + between the 15 th and 60 th day of activity: 70% of [A1.1] if mobility between Programme Countries or [A1.2] if mobility between Programme and Partner Countries, per day per participant	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).

³⁶ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

³⁷ 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 A – INDIVIDUAL SUPPORT (AMOUNTS IN EURO PER DAY)

The amounts depend on the receiving country. These amounts will be set within the minimum and maximum ranges provided in the table below. When defining the amounts to be applied by beneficiaries in their country, National Agencies, in agreement with National Authorities, will consider two specific criteria:

- the availability and the level of other sources of co-financing from private or public bodies at local, regional or national level to complement the EU grant;
- the general level of demand of staff who intend to teach or receive training abroad.

The same percentage within the range should be applied to all destination countries. It is not possible to give the same amount for all destination countries.

Receiving country	Staff from Programme Countries	Staff from Partner Countries
	Min-Max (per day)	Amount (per day)
	A1.1	A1.2
Norway, Denmark, Luxembourg, United Kingdom, Iceland, Sweden, Ireland, Finland, Liechtenstein	80-180	180
Netherlands, Austria, Belgium, France, Germany, Italy, Spain, Cyprus, Greece, Malta, Portugal	70-160	160
Slovenia, Estonia, Latvia, Croatia, Slovakia, Czech Republic, Lithuania, Turkey, Hungary, Poland, Romania, Bulgaria, the Former Yugoslav Republic of Macedonia, Serbia	60-140	140
Partner Countries	180	Not eligible

For mobility activities between Programme Countries, National Agencies may decide to grant flexibility to their higher education institutions by fixing ranges instead of amounts at national level. This should be based on justified grounds, for example in countries where co-financing is available at regional or institutional level. The exact amounts will be published on the website of each National Agency and higher education institutions.



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 work-placements abroad.

62 [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:

Learners' mobility:

- **Mobility in VET providers and/or companies abroad**, from 2 weeks to less than 3 months;
- **Long-term mobility in VET providers and/or companies abroad (ErasmusPro)**, from 3 to 12 months.

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.

Staff mobility:

- **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.
- **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.

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

Eligible activities	<p>A VET mobility project must comprise one or more of the following activities:</p> <ul style="list-style-type: none">▪ Mobility in VET providers and/or companies abroad, from 2 weeks to less than 3 months;▪ Long-term mobility in VET providers and/or companies abroad (ErasmusPro), from 3 to 12 months.▪ Teaching/training assignments abroad;▪ Staff training abroad.
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Eligible participating organisations	<p>A participating organisation can be:</p> <ul style="list-style-type: none"> ▪ 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 ▪ any public or private organisation active in the labour market (referred to as a company) <p>For example, such organisations can be:</p> <ul style="list-style-type: none"> – a vocational education school/institute/centre; – 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 (at any level, from pre-school to upper secondary education, and including adult education); – a non-profit organisation, association, NGO; – a body providing career guidance, professional counselling and information services; – a body responsible for policies in the field of vocational education and training. <p>Each organisation must be established in a Programme Country.</p>
Who can apply?	<ul style="list-style-type: none"> ▪ A VET provider (or its subsidiary/branch) sending learners and staff abroad; ▪ The coordinator of a national mobility consortium. <p>Individuals cannot apply directly for a grant.</p>
Number of participating organisations	<p>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.</p> <p>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.</p>
Duration of project	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.
Where to apply?	To the National Agency of the country in which the applicant organisation is established.
When to apply?	<p>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.</p> <p>Possible additional deadline:</p> <p>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.</p> <p>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.</p>
How to apply?	Please see Part C of this Guide for details on how to apply.
Other criteria	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.



ADDITIONAL ELIGIBILITY CRITERIA FOR LEARNERS MOBILITY

Duration of activity	<ul style="list-style-type: none">▪ 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	<p>VET learners (including apprentices) whose studies typically include work-based learning, resident in the country of the sending organisation. Persons accompanying VET learners abroad.</p> <p>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.</p>
Other criteria	<p>Advance Planning Visit (APV)</p> <p>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.).</p> <p>Within the framework of an APV, the following eligibility criteria must be respected:</p> <ul style="list-style-type: none">• 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	<p>From 2 days to 2 months, excluding travel time.</p> <p>The minimum 2 days must be consecutive.</p>
Venue(s) of the activity	Participants must carry out their mobility activity abroad, in another Programme Country.
Eligible participants	<p>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.</p> <p>In case of teaching/training assignments, the Action is also open to persons from companies, public sector and/or civil society organisations.</p> <p>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.</p>

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)	<ul style="list-style-type: none"> ▪ The relevance of the proposal to: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - producing high-quality learning outcomes for participants; - reinforcing the capacities and international scope of the participating organisations. ▪ The extent to which the proposal is: <ul style="list-style-type: none"> - reaching out to target groups with fewer opportunities³⁸; - involving organisations who are newcomers to the Action;
Quality of the project design and implementation (maximum 40 points)	<ul style="list-style-type: none"> ▪ 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)	<ul style="list-style-type: none"> ▪ The quality of measures for evaluating the outcomes of the project; ▪ The potential impact of the project: <ul style="list-style-type: none"> - 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:

³⁸ For a more detailed definition of people with fewer opportunities see Part A of this Guide, section "Equity and inclusion"





- 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?"). 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

Who can apply?	Individual organisations or consortia, established in a Programme Country, that are holders of the Erasmus+ VET Mobility Charter ³⁹ .
Eligible activities	A VET mobility project must comprise one or more of the following activities: <ul style="list-style-type: none"> ▪ 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.
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.

³⁹ For more information on the Charter, see the section "The Erasmus+ VET Mobility Charter" and the Annex I of this Guide.



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	<ul style="list-style-type: none"> ▪ 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	<p>VET learners (including apprentices) whose studies typically include work-based learning, resident in the country of the sending organisation. Persons accompanying VET learners abroad.</p> <p>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.</p>
Other criteria	<p>Advance Planning Visit (APV)</p> <p>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.).</p> <p>Within the framework of an APV, the following eligibility criteria must be respected:</p> <ul style="list-style-type: none"> • 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	<p>From 2 days to 2 months, excluding travel time.</p> <p>The minimum 2 days must be consecutive.</p>
Venue(s) of the activity	Participants must carry out their mobility activity abroad, in another Programme Country.
Eligible participants	<p>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.</p> <p>In case of teaching/training assignments, the Action is also open to persons from companies, public sector and/or civil society organisations.</p> <p>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</p>

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?"). 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):

A) FUNDING RULES APPLYING TO ALL MOBILITY ACTIVITIES

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return. in the framework of ErasmusPro activities, travel costs for an Advance Planning Visit, if applicable.	Contribution to unit costs	For travel distances between 10 and 99 KM: 20 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission ⁴⁰ . 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 ⁴¹ .
			For travel distances between 100 and 499 KM: 180 EUR per participant	
			For travel distances between 500 and 1999 KM: 275 EUR per participant	
			For travel distances between 2000 and 2999 KM: 360 EUR per participant	
			For travel distances between 3000 and 3999 KM: 530 EUR per participant	
			For travel distances between 4000 and 7999 KM: 820 EUR per participant	
			For travel distances of 8000 KM or more: 1500 EUR per participant	
Organisational Support	Costs directly linked to the implementation of mobility activities (excluding subsistence for participants), including preparation (pedagogical, intercultural, linguistic), monitoring and support of participants during mobility, validation of learning outcomes, dissemination activities.	Contribution to unit costs	up to the 100 th participant: 350 EUR per participant + beyond the 100 th participant: 200 EUR per additional participant	Based on the number of participants

⁴⁰ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

⁴¹ 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).



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	Up to 100% of eligible costs	Conditional: the request for financial support to cover special needs support must be motivated in the application form
Exceptional costs	Additional costs to support the participation of learners with fewer opportunities (excluding costs for travel and individual support for participants and accompanying persons). Costs for providing a financial guarantee, if the National Agency asks for it. Expensive travel costs of participants (for details, see section "what else you should know about this action").	Real costs	Costs for financial guarantee: 75% of eligible costs Other costs: 100% of eligible costs 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

Eligible costs		Financing mechanism	Amount	Rule of allocation
Individual support	Costs directly linked to the subsistence of participants, including accompanying persons ⁴² , during the activity.	Contribution to unit costs	up to the 14 th day of activity: A2.1 per day per participant + between the 15 th day of activity and up to 12 months: 70% of A2.1 per day per participant	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.

⁴² 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".



	In the framework of ErasmusPro activities, costs connected to the subsistence of staff participating in an Advance Planning Visit, if applicable.			A2.2 per day per participant	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.
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.

C) ADDITIONAL FUNDING APPLYING TO MOBILITY OF VET STAFF

Eligible costs		Financing mechanism	Amount	Rule of allocation
Individual support	Costs directly linked to the subsistence of participants, including accompanying persons.	Contribution to unit costs	up to the 14 th day of activity: A2.2 per day per participant + between the 15 th and 60 th day of activity: 70% of A2.2 per day per participant	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.



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.

Receiving country	Learners mobility	Staff mobility
	Min-Max (per day)	Min-Max (per day)
	A2.1	A2.2
Group 1: Norway, Denmark, Luxembourg, United Kingdom, Iceland, Sweden, Ireland, Finland, Liechtenstein	30-120	80-180
Group 2: Netherlands, Austria, Belgium, France, Germany, Italy, Spain, Cyprus, Greece, Malta, Portugal	26-104	70-160
Group 3: Slovenia, Estonia, Latvia, Croatia, Slovakia, Czech Republic, Lithuania, Turkey, Hungary, Poland, Romania, Bulgaria, the Former Yugoslav Republic of Macedonia, Serbia	22-88	60-140

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MOBILITY PROJECT FOR SCHOOL EDUCATION STAFF

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

Staff mobility:

- **teaching assignments:** this activity allows teachers or other school education staff to teach at a partner school abroad;
- **structured courses or training events abroad:** support the professional development of teachers, school leaders or other educational staff;
- **job shadowing:** provides an opportunity for teachers, school leaders or other school staff to spend a period abroad in a partner school or another relevant organisation active in the field of school education.

These activities are also an opportunity for teachers to gain competences in addressing the needs of pupils 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 teachers in such areas as training refugee children, intercultural classrooms, teaching pupils 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. If the applicant organisation is a school, it also acts as sending organisation. The applicant can be a consortium coordinator: leading a national mobility consortium of partner organisations of the same country aimed at sending school education staff to activities abroad.
- Sending organisation: in charge of selecting teachers and other school education staff and sending them abroad.
- Receiving organisation: in charge of receiving teachers and other school education staff and offering them a programme of activities, or benefiting from a teaching 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 school or other relevant organisation (in the case of e.g. job shadowing or teaching assignments). In this case, the sending and receiving organisations, together with the participants, should establish an agreement before the start of the activity. This agreement should define the objectives and activities for the period abroad, and specify the rights and obligations of each party.

Erasmus+ supports learning mobility of staff that:

- is framed within a European Development Plan for the sending organisation (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;
- 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 a school education mobility project must respect in order to be eligible for an Erasmus+ grant:



ELIGIBILITY CRITERIA

Eligible activities	<p>A school mobility project must comprise one or more of the following activities:</p> <ul style="list-style-type: none">▪ teaching assignments;▪ structured courses or training events abroad;▪ job shadowing
Eligible participating organisations	<ul style="list-style-type: none">▪ Teaching assignments: The sending and receiving organisations must be schools (i.e. institutions providing general, vocational, or technical education on any level from pre-school to upper secondary education)⁴³.▪ Structured courses, training events and job shadowing: The sending organisation must be a school or the coordinator of a national mobility consortium. The receiving organisation can be:<ul style="list-style-type: none">○ a school; or○ any public or private organisation active in the labour market or in the fields of education, training and youth. For example, such organisation can be:<ul style="list-style-type: none">– a VET or adult education school/institute/educational centre;– a higher education institution;– a public or private 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 non-profit organisation, association, NGO;– a research institute;– a foundation;– a body providing career guidance, professional counselling and information services;– an organisation providing courses or training. <p>For applications presented by a national mobility consortium, eligible coordinating organisations are defined by the National Authority in the country⁴⁴ and can include:</p> <ul style="list-style-type: none">○ local or regional school authorities;○ school coordination bodies;○ schools <p>All other organisations involved in the national mobility consortium must be schools. If the coordinator of the national mobility consortium is a school authority or coordination body, the schools in the consortium must be organisationally linked to the consortium coordinator. If the coordinator is a school, the justification for the formation of the consortium shall be included in the project application, explaining the reasons for the formation of the consortium and the capacity of the coordinator to lead the project.</p> <p>All participating organisations must be established in a Programme Country.</p>
Who can apply?	<ul style="list-style-type: none">▪ A school sending its staff abroad (individual application);▪ The coordinator of a national mobility consortium (consortium application) <p>Individuals cannot apply directly for a grant.</p>

⁴³ Please refer to the list of eligible schools in each country. For more information, contact the National Agency in the country

⁴⁴ Please refer to the list of eligible organisations in each country. For more information, contact the National Agency in the country.



Number of participating organisations	<p>A mobility activity is transnational and involves minimum two participating organisations (at least one sending and at least one receiving organisation) from different countries. Receiving organisations do not need to be identified at the time of applying for a grant.</p> <p>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 organisations (the coordinator and at least two more schools).</p>
Duration of project	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.
Duration of activity	<p>From 2 days to 2 months, excluding travel time.</p> <p>The minimum 2 days must be consecutive.</p>
Venue(s) of the activity	Mobility Activities must be carried out abroad, in another Programme Country.
Eligible participants	<p>Staff in charge of school education (teaching and non-teaching, including school managers, heads, etc.), as well as other educational staff (school inspectors, school counsellors, pedagogical advisors, psychologists, etc.) involved in the strategic development of the sending school(s).</p> <p>Staff of local or regional school authorities or school coordination bodies leading a national mobility consortium who are involved in school policy, school development, or other activities of strategic importance for the school education sector.</p> <p>All participants must be in a working relation with the sending organisation.</p>
Where to apply?	To the National Agency of the country in which the applicant organisation is established ⁴⁵ .
When to apply?	<p>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.</p> <p>Possible additional deadline:</p> <p>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.</p> <p>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.</p>
How to apply?	Please see Part C of this Guide for details on how to apply.
Other criteria	An organisation or national mobility consortium can apply only once per selection round. However, an organisation may be part of or coordinate several different national mobility consortia applying at the same time.

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:

⁴⁵ Please note: schools under the supervision of national authorities of another country (e.g. lycée français, German schools, UK "Forces" schools) apply to the NA of the supervising country.



Relevance of the project (maximum 30 points)	<ul style="list-style-type: none">▪ The relevance of the proposal to:<ul style="list-style-type: none">- 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 as specified in the European Development Plan.▪ The extent to which the proposal is suitable for:<ul style="list-style-type: none">- producing high-quality learning outcomes for participants;- reinforcing the capacities and international scope of the participating organisations.
Quality of the project design and implementation (maximum 40 points)	<ul style="list-style-type: none">▪ 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 proposed activities ;▪ The quality of the European Development Plan of the applicant organisation;▪ The appropriateness of measures for selecting and/or involving participants in the mobility activities;▪ The quality of the practical arrangements, management and support modalities;▪ In case of national mobility consortia: appropriateness of the consortium composition, potential for synergies within the consortium, and the capacity of the coordinator to lead the project;▪ 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.
Impact and dissemination (maximum 30 points)	<ul style="list-style-type: none">▪ The quality of measures for evaluating the outcomes of the project;▪ The potential impact of the project:<ul style="list-style-type: none">- on individual participants and on the 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.

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?"). 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.



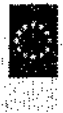
WHAT ARE THE FUNDING RULES?

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

Eligible costs	Financing mechanism	Amount	Rule of allocation
Travel	Contribution to unit costs	For travel distances between 10 and 99KM: 20 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission ⁴⁶ . 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 ⁴⁷ .
		For travel distances between 100 and 499 KM: 180 EUR per participant	
		For travel distances between 500 and 1999 KM: 275 EUR per participant	
		For travel distances between 2000 and 2999 KM: 360 EUR per participant	
		For travel distances between 3000 and 3999 KM: 530 EUR per participant	
		For travel distances between 4000 and 7999 KM: 820 EUR per participant	
		For travel distances of 8000 KM or more: 1500 EUR per participant	
Organisational Support	Contribution to unit costs	up to the 100 th participant: 350 EUR per participant + beyond the 100 th participant: 200 EUR per additional participant	Based on the number of participants

⁴⁶ https://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

⁴⁷ 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).



Individual support	Costs directly linked to the subsistence of participants, including accompanying persons, during the activity	Contribution to unit costs	up to the 14 th day of activity: A3.1 per day per participant + between the 15 th and 60 th day of activity: 70% of A3.1 per day per participant	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.
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. Expensive travel costs of participants (for details, see section "What else should you know about this action").	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.

Receiving country	Staff mobility
	Min-Max (per day)
	A3.1
Group 1: Norway, Denmark, Luxembourg, United Kingdom, Iceland, Sweden, Ireland, Finland, Liechtenstein	80-180
Group 2: Netherlands, Austria, Belgium, France, Germany, Italy, Spain, Cyprus, Greece, Malta, Portugal	70-160
Group 3: Slovenia, Estonia, Latvia, Croatia, Slovakia, Czech Republic, Lithuania, Turkey, Hungary, Poland, Romania, Bulgaria, the Former Yugoslav Republic of Macedonia, Serbia	60-140



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

Eligible activities	<p>An adult education mobility project must comprise one or more of the following activities:</p> <ul style="list-style-type: none"> ■ teaching/training assignments; ■ structured courses or training events abroad; ■ job shadowing
Eligible participating organisations	<p>A participating organisation can be:</p> <ul style="list-style-type: none"> ■ any public or private organisation active in the field of non-vocational adult education (defined as adult education organisation) <p>or</p> <ul style="list-style-type: none"> ■ any public or private organisation active in the labour market or in the fields of education, training and youth. <p>For example, such organisations can be:</p> <ul style="list-style-type: none"> – 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. <p>Each organisation must be established in a Programme Country.</p>
Who can apply?	<ul style="list-style-type: none"> ■ A non-vocational adult education organisation sending its staff abroad; ■ A non-vocational adult education organisation, acting as coordinator of a national mobility consortium of non-vocational adult education organisations. <p>Individuals cannot apply directly for a grant.</p>
Number of participating organisations	<p>Only the sending organisation needs to be identified at the time of applying for a grant.</p> <p>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.</p> <p>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.</p>
Duration of project	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.
Duration of activity	<p>From 2 days to 2 months, excluding travel time.</p> <p>The minimum 2 days must be consecutive.</p>
Venue(s) of the activity	Participants must carry out their mobility activity abroad, in another Programme Country.
Eligible participants	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.
Where to apply?	To the National Agency of the country in which the applicant organisation is established.



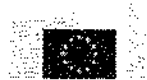
When to apply?	<p>Applicants have to submit their grant application by 5 February at 12:00 (midday Brussels time) for projects starting between 1 June and 31 December of the same year.</p> <p>Possible additional deadline:</p> <p>National Agencies may organise a second round of applications if funds remain unused, for which the rules set out in this Guide will also apply. National Agencies will inform of this possibility via their website.</p> <p>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.</p>
How to apply?	Please see Part C of this Guide for details on how to apply.
Other criteria.	An adult education organisation or national mobility consortium of adult education organisations can apply only once per selection round. However, an adult education organisation may be part of or coordinate several different consortia applying at the same time.

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)	<ul style="list-style-type: none"> ▪ The relevance of the proposal to: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - producing high-quality learning outcomes for participants; - reinforcing the capacities and international scope of the participating organisations.
Quality of the project design and implementation (maximum 40 points)	<ul style="list-style-type: none"> ▪ 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.
Impact and dissemination (maximum 30 points)	<ul style="list-style-type: none"> ▪ The quality of measures for evaluating the outcomes of the project; ▪ The potential impact of the project: <ul style="list-style-type: none"> - 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?"). 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.



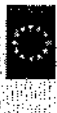
WHAT ARE THE FUNDING RULES?

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

Eligible costs	Financing mechanism	Amount	Rule of allocation
Travel Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return	Contribution to unit costs	For travel distances between 10 and 99KM: 20 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission ⁴⁸ . 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 ⁴⁹ .
		For travel distances between 100 and 499 KM: 180 EUR per participant	
		For travel distances between 500 and 1999 KM: 275 EUR per participant	
		For travel distances between 2000 and 2999 KM: 360 EUR per participant	
		For travel distances between 3000 and 3999 KM: 530 EUR per participant	
		For travel distances between 4000 and 7999 KM: 820 EUR per participant	
		For travel distances of 8000 KM or more: 1500 EUR per participant	
Organisational Support Costs directly linked to the implementation of mobility activities (excluding subsistence for participants), including preparation (pedagogical, intercultural, linguistic), monitoring and support of participants during mobility, validation of learning outcomes, dissemination activities.	Contribution to unit costs	up to the 100 th participant: 350 EUR per participant + beyond the 100 th participant: 200 EUR per additional participant	Based on the number of participants

⁴⁸ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

⁴⁹ 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).



Individual support	Costs directly linked to the subsistence of participants, including accompanying persons, during the activity	Contribution to unit costs	up to the 14 th day of activity: A4.1 per day per participant + between the 15 th and 60 th day of activity: 70% of A4.1 per day per participant	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.
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. Expensive travel costs of participants (for details, see section "what else you should know about this action").	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.

Receiving country	Staff mobility
	Min-Max (per day)
	A4.1
Group 1: Norway, Denmark, Luxembourg, United Kingdom, Iceland, Sweden, Ireland, Finland, Liechtenstein	80-180
Group 2: Netherlands, Austria, Belgium, France, Germany, Italy, Spain, Cyprus, Greece, Malta, Portugal	70-160
Group 3: Slovenia, Estonia, Latvia, Croatia, Slovakia, Czech Republic, Lithuania, Turkey, Hungary, Poland, Romania, Bulgaria, the Former Yugoslav Republic of Macedonia, Serbia	60-140



MOBILITY PROJECT FOR YOUNG PEOPLE AND YOUTH WORKERS⁵⁰

In 2019, in the selection of projects, emphasis will be put on:

- reaching out to marginalised young people, promoting diversity, intercultural and inter-religious dialogue, common values of freedom, tolerance and respect of human rights as well as on projects enhancing media literacy, critical thinking and sense of initiative of young people as well as
- equipping youth workers with competences and methods for their professional development, including for digital youth work, needed for transferring the common fundamental values of our society, particularly to the hard to reach young people and preventing violent radicalisation of young people as well.

In this regard, taking into account the critical context in Europe – and considering the fact that youth work, non-formal learning activities can significantly contribute to address the needs of refugees, asylum seekers and migrants and/or increase awareness about this issue within local communities – particular attention will also be given to support youth mobility projects involving or focussing on the refugees/asylum seekers and migrants.

A mobility project can combine one or more of the below activities:

* Mobility of young people: Youth Exchanges

Youth Exchanges allow groups of young people from at least two different countries to meet and live together for up to 21 days. During a Youth Exchange, participants, supported by group leaders, jointly carry out a work programme (a mix of workshops, exercises, debates, role-plays, simulations, outdoor activities, etc.) designed and prepared by them before the Exchange. Youth Exchanges allow young people to: develop competences; become aware of socially relevant topics/thematic areas; discover new cultures, habits and life-styles, mainly through peer-learning; strengthen values like solidarity, democracy, friendship, etc. The learning process in Youth Exchanges is triggered by methods of non-formal education. The rather short duration makes the involvement of young people with fewer opportunities appropriate; as such a Youth Exchange offers an international mobility experience in the safety of a group with the possibility of having an adequate number of group leaders to take care of the participants. A Youth Exchange can also be a good setting for discussing and learning about inclusion and diversity issues. Youth Exchanges are based on a transnational cooperation between two or more participating organisations from different countries within and outside the European Union.

The following activities are not eligible for grants under Youth Exchanges: academic study trips; exchange activities which aim to make financial profit; exchange activities which can be considered as tourism; festivals; holiday travel; performance tours.

* Mobility of Youth Workers

This activity supports the professional development of youth workers, through the implementation of activities such as transnational/international seminars, training courses, contact-making events, study visits, etc. and job shadowing/observation periods abroad in an organisation active in the youth field. All these activities can be tailored and combined to address the needs and desired impact identified by participating organisations when arranging the project. The professional development of the participating youth workers should contribute to capacity building for quality youth work of their organisation and should have a clear impact on the participating youth workers' regular work with young people. The learning outcomes, including any materials and innovative methods and tools, should be further disseminated in the youth field to contribute to quality improvements of youth work and/or foster youth policy development and cooperation.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN THIS PROJECT?

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

- Coordinator of a youth mobility project: applying for the whole project on behalf of all the partner organisations.

⁵⁰ The main budget of these Mobility Projects is allocated to support transnational activities involving organisations and participants from Programme Countries. However, around 25% of the budget available can fund international activities including organisations and participants from Programme and Partner Countries neighbouring the EU (regions 1 to 4; see section "Eligible countries" in Part A of this Guide).



- Sending organisation: in charge of sending young people and youth workers abroad (this includes: organising practical arrangements; preparing participants before departure; providing support to participants during all the phases of the project).
- Receiving organisation: in charge of hosting the activity, developing a programme of activities for participants in cooperation with participants and partner organisations, providing support to participants during all the phases of the project.

WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?

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

GENERAL ELIGIBILITY CRITERIA

Eligible activities	<p>A youth mobility project must comprise one or more of the following activities:</p> <ul style="list-style-type: none">▪ Youth Exchanges;▪ Mobility of Youth Workers.
Eligible participating organisations	<p>A participating organisation can be:</p> <ul style="list-style-type: none">▪ a non-profit organisation, association, NGO;▪ a European Youth NGO;▪ a social enterprise;▪ a public body at local level;▪ 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). <p>as well as:</p> <ul style="list-style-type: none">▪ a public body at regional or national level⁵¹;▪ an association of regions ;▪ a European Grouping of Territorial Cooperation;▪ a profit-making body active in Corporate Social Responsibility. <p>established in a Programme Country or in a Partner Country neighbouring the EU (regions 1 to 4; see section "Eligible Countries" in Part A of this Guide).</p>
Who can apply?	<p>Any participating organisation or group⁵² established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.</p> <p>A youth mobility project is funded in a specific way (see the section "funding rules") if the applicant is:</p> <ul style="list-style-type: none">▪ a public body at regional or national level⁵³;▪ an association of regions;▪ a European Grouping of Territorial Cooperation;▪ a profit-making body active in Corporate Social Responsibility.

⁵¹ In this context a public body at national or regional level is considered a public body that 1) provides services or has an administrative area of competence that covers the whole national or regional territory and b) has a monopoly, in the sense that there are no other bodies that carry out the same functions in the country or region (typical examples: Ministries, State Agencies, Regional public authorities, etc.). In this sense, schools, universities or other bodies, even if they are established by national law, are excluded from this category and qualify as public bodies at local level.

⁵² In case of an informal group, one of the members of the group who is at least 18-years old assumes the role of representative and takes responsibility on behalf of the group).

⁵³ See previous note.



Number and profile of participating organisations	<p>A mobility activity is transnational and involves at least two participating organisations (sending and receiving organisation) from different countries. If a youth mobility project foresees only one activity, the coordinator must also act either as sending or receiving organisation. If a youth mobility project foresees more than one activity, the project coordinator can – but not necessarily has to – act as sending organisation or receiving organisation. In all cases, the coordinator cannot be an organisation from a Partner Country neighbouring the EU.</p> <p>Activities within Programme Countries: all participating organisations must be from a Programme Country.</p> <p>Activities with Partner Countries neighbouring the EU: the activity must involve at least one participating organisation from a Programme Country and one participating organisation from a Partner Country neighbouring the EU.</p>
Duration of project	From 3 to 24 months.
Where to apply?	To the National Agency of the country in which the applicant organisation is established.
When to apply?	<p>Applicants have to submit their grant application by the following dates:</p> <ul style="list-style-type: none"> ▪ 5 February at 12:00 (midday Brussels time) for projects starting between 1 May and 30 September of the same year; ▪ 30 April at 12:00 (midday Brussels time) for projects starting between 1 August and 31 December of the same year; ▪ 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	<p>A timetable for each of the Youth Exchanges and Mobility of Youth Workers activities planned in the project must be annexed to the application form.</p> <p>A Declaration of Honour of the legal representative must be annexed to the application form.</p>

ADDITIONAL ELIGIBILITY CRITERIA FOR YOUTH EXCHANGES

Duration of activity	From 5 to 21 days, excluding travel time.
Venue(s) of the activity	The activity must take place in the country of one of the organisations participating in the activity.
Eligible participants	Young people aged between 13 and 30 ⁵⁴ resident in the countries of the sending or receiving organisations. Group leaders ⁵⁵ involved in the Youth Exchange must be at least 18-years old.
Number of participants and composition of national groups	<p>Minimum 16 and maximum of 60 participants (group leader(s) not included) per activity.</p> <p>Minimum 4 participants per group (group leader(s) not included) per activity.</p> <p>Each national group must have at least one group leader.</p> <p>A group of participants from the country of the receiving organisation must be involved in each activity.</p>

⁵⁴ Please 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.

⁵⁵ A group leader is an adult who joins the young people participating in a Youth Exchange in order to ensure their effective learning, protection and safety.



Other criteria	<p>In order to maintain a clear link to the country where the National Agency is based, at least one of the sending organisations or the receiving organisation in each activity must be from the country of the National Agency to which the application is submitted.</p> <p>Advance Planning Visit (APV):</p> <p>If the project foresees an APV, then the following eligibility criteria must be respected:</p> <ul style="list-style-type: none">▪ duration of the APV: maximum 2 days (travel days excluded);▪ number of participants: 1 participant per group⁵⁶. The number of participants can be raised to 2 under the condition that the second participant is a young person taking part in the activity without having a role as a group leader or trainer.
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ADDITIONAL ELIGIBILITY CRITERIA FOR MOBILITY OF YOUTH WORKERS

Duration of activity	<p>From 2 days to 2 months, excluding travel time.</p> <p>The minimum 2 days must be consecutive.</p>
Venue(s) of the activity	<p>The activity must take place in the country of one of the organisations participating in the activity.</p>
Eligible participants	<p>No age limits.</p> <p>Participants, with the exception of trainers and facilitators, must be resident in the country of their sending or receiving organisation.</p>
Number of participants	<p>Up to 50 participants (including, where relevant, trainers and facilitators) in each activity planned by the project.</p> <p>Participants from the country of the receiving organisation must be involved in each activity.</p>
Other criteria	<p>In order to maintain a clear link to the country where the National Agency is based, at least one of the sending organisations or the receiving organisation in each activity must be from the country of the National Agency to which the application is submitted</p>

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:

⁵⁶ The participant can be a group leader, a trainer or a young person taking part in the activity without having a role as a group leader or trainer.



Relevance of the project (maximum 30 points)	<ul style="list-style-type: none"> ▪ The relevance of the proposal to: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - reaching out to young people with fewer opportunities including refugees, asylum seekers and migrants; - promoting diversity, intercultural and inter-religious dialogue, common values of freedom, tolerance and respect of human rights as well as on projects enhancing media literacy, critical thinking and sense of initiative of young people; - equipping youth workers with competences and methods for their professional development, including for digital youth work, needed for transferring the common fundamental values of our society, particularly to the hard to reach young people and preventing violent radicalisation of young people. ▪ The extent to which the proposal is suitable of: <ul style="list-style-type: none"> - producing high-quality learning outcomes for participants; - reinforcing the capacities and international scope of the participating organisations; - leading to quality improvements in the youth work of the participating organisations. ▪ The extent to which the proposal involves newcomers to the Action.
Quality of the project design and implementation (maximum 40 points)	<ul style="list-style-type: none"> ▪ The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of mobility activities and follow-up); ▪ The consistency between identified needs, project objectives, participant profiles and learning content of the activities proposed; ▪ The quality of the practical arrangements, management and support modalities; ▪ The quality of the preparation provided to participants; ▪ The quality of the non-formal learning participative methods proposed; ▪ The extent to which the young people or youth workers are actively involved at all levels of the project; ▪ 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; ▪ In case of activities with Partner Countries neighbouring the EU, the balanced representation of organisations from Programme and Partner Countries; ▪ The quality of cooperation and communication between the participating organisations, as well as with other relevant stakeholders.
Impact and dissemination (maximum 30 points)	<ul style="list-style-type: none"> ▪ The quality of measures for evaluating the outcomes of the project. ▪ The potential impact of the project: <ul style="list-style-type: none"> - 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.

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 of mobility projects will be allowed to claim financial support for 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?"). This would be allowed provided that applicants can justify that the standard funding rules (based on contribution to 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):

A) YOUTH EXCHANGES

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return. In addition, if applicable, travel costs for a possible Advance Planning Visit.	Contribution to unit costs	For travel distances between 10 and 99KM: 20 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission ⁵⁷ . 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 ⁵⁸ .
			For travel distances between 100 and 499 KM: 180 EUR per participant	
			For travel distances between 500 and 1999 KM: 275 EUR per participant	
			For travel distances between 2000 and 2999 KM: 360 EUR per participant	
			For travel distances between 3000 and 3999 KM: 530 EUR per participant	
			For travel distances between 4000 and 7999 KM: 820 EUR per participant	
			For travel distances of 8000 KM or more: 1500 EUR per participant	
Organisational Support	Costs directly linked to the implementation of mobility activities (including preparation, monitoring and support of participants during mobility, support for validation of learning outcomes, dissemination activities).	Contribution to unit costs	45.1 per day of activity per participant ⁵⁹	Based on the duration of the activity per participant (if necessary, including also one travel day before the activity and one travel day following the activity).

⁵⁷ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

⁵⁸ 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).

⁵⁹ including group leaders and accompanying persons.



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 "organisational support").	Real costs	100% of eligible costs	Conditional: the request for financial support to cover special needs support and exceptional costs must be motivated in the application form
Exceptional costs	Visa and visa-related costs, residence permits, vaccinations, medical certifications. Costs to support the participation of young people with fewer opportunities on equal terms as others (excluding costs for travel and organisational support for participants). Costs connected to board and lodging of participants during an Advance Planning Visit. Costs for providing a financial guarantee, if the National Agency asks for it. Expensive travel costs of participants (for details, see section "what else you should know about this action").	Real costs	Costs for financial guarantee: 75% of eligible costs Expensive travel costs: maximum up to 80% of eligible costs Other costs: 100% of eligible costs	

**B) MOBILITY OF YOUTH WORKERS**

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return	Contribution to unit costs	For travel distances between 10 and 99 KM: 20 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission ⁶⁰ . 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 ⁶¹ .
			For travel distances between 100 and 499 KM: 180 EUR per participant	
			For travel distances between 500 and 1999 KM: 275 EUR per participant	
			For travel distances between 2000 and 2999 KM: 360 EUR per participant	
			For travel distances between 3000 and 3999 KM: 530 EUR per participant	
			For travel distances between 4000 and 7999 KM: 820 EUR per participant	
			For travel distances of 8000 KM or more: 1500 EUR per participant	
Organisational Support	Costs directly linked to the implementation of mobility activities (including preparation, monitoring and support of participants during mobility, support for validation of learning outcomes, dissemination activities).	Contribution to unit costs	145.2 per day of activity per participant ⁶² . Maximum 1 100 EUR per participant ⁶³	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).

⁶⁰ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

⁶¹ 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).

⁶² Including trainers, facilitators and accompanying persons.

⁶³ Including trainers, facilitators and accompanying persons.



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 "organisational support").	Real costs	100% of eligible costs	Conditional: the request for financial support to cover special needs support and exceptional costs must be motivated in the application form
Exceptional costs	Visa and visa-related costs, residence permits, vaccinations Costs for providing a financial guarantee, if the National Agency asks for it. Expensive travel costs of participants, (for details, see section "what else you should know about this action"). Costs to support the participation of youth workers with fewer opportunities on equal terms as others (excluding costs for travel and organisational support for participants).	Real costs	Costs for financial guarantee: 75% of eligible costs Expensive travel costs: maximum up to 80% of eligible costs Other costs: 100% of eligible costs	

**C) ORGANISATIONAL SUPPORT**

The amounts depend on the country where the mobility activity takes place. For projects submitted by: a public body at regional or national level; an association of regions; a European Grouping of Territorial Cooperation; a profit-making body active in Corporate Social Responsibility, the below amounts are reduced by 50%.

	Youth Exchanges (euro per day)	Mobility of youth workers (euro per day)
	A5.1	A5.2
Belgium	42	65
Bulgaria	32	53
Czech Republic	32	54
Denmark	45	72
Germany	41	58
Estonia	33	56
Ireland	49	74
Greece	38	71
Spain	34	61
France	38	66
Croatia	35	62
Italy	39	66
Cyprus	32	58
Latvia	34	59
Lithuania	34	58
Luxembourg	45	66
Hungary	33	55
Malta	39	65
Netherlands	45	69
Austria	45	61
Poland	34	59
Portugal	37	65
Romania	32	54
Slovenia	34	60
Slovakia	35	60
Finland	45	71
Sweden	45	70
United Kingdom	45	76
former Yugoslav Republic of Macedonia	28	45
Iceland	45	71
Liechtenstein	45	74
Norway	50	74
Turkey	32	54
Serbia	29	48
Partner Country	29	48



ERASMUS MUNDUS JOINT MASTER DEGREES

WHAT ARE THE AIMS OF AN ERASMUS MUNDUS JOINT MASTER DEGREE?

Erasmus Mundus Joint Master Degrees (EMJMD) aim to:

- foster quality improvements, innovation, excellence and internationalisation in higher education institutions (HEI);
- increase the quality and the attractiveness of the European Higher Education Area (EHEA) and supporting the EU's external action in the higher education field, by offering full degree scholarships to the best Master students worldwide;
- improve the level of competences and skills of Master graduates, and in particular the relevance of the Joint Masters for the labour market, through an increased involvement of employers.

In this regard, EMJMDs are expected to contribute to the objectives of the Europe 2020 Strategy and of the Education and Training strategic framework 2020 (ET2020), including the corresponding benchmarks established in those policies.

All Erasmus+ Programme Countries committed within the Bologna Process to common standards and guidelines in quality assurance, as well as a common degree structure and credit system. These aim to ensure mutual trust in higher education systems, facilitate the international mobility of students and graduates, cooperation between universities across borders as well as the mutual recognition of qualifications and study periods abroad. In the Communication "Strengthening European identity through education and culture", the European Commission outlined its vision for a European Education Area by 2025, for "a Europe in which learning, studying and doing research would not be hampered by borders". Quality assurance across borders is a key element to working towards a European Education Area. In particular, the "European Approach for the Quality Assurance of Joint Programmes"⁶⁴, adopted by the Bologna Ministerial Conference in Yerevan, in 2015, has been developed to ease external quality assurance of these programmes: it defines standards that are based on the agreed tools of the EHEA, without applying additional national criteria. This is expected to facilitate integrated approaches to quality assurance of joint programmes, which genuinely reflect and mirror their joint character.

EMJMDs are invited to take the European Approach for Quality Assurance of Joint Programmes as a basis for the external quality assurance of their course, if allowed by national legislation.

EMJMDs shall contribute to raising the attractiveness of the EHEA worldwide and demonstrating the excellence and high level of integration of the joint study programmes delivered by European HEIs.

This Action also supports EU external actions, objectives and priorities in the higher education field in their various aspects.

PARTNERSHIP BETWEEN ERASMUS MUNDUS AND THE INTER-UNIVERSITY EXCHANGE PROJECT (IUEP) OF THE JAPANESE MINISTRY OF EDUCATION, CULTURE, SPORTS, SCIENCE AND TECHNOLOGY (MEXT)

The partnership will co-fund 3-4 projects which will foster innovation and excellence in provision of Joint Masters in consortia consisting of at least 3 higher education institutions from Erasmus+ Programme Countries and at least 1 higher education institution from Japan. All conditions described below apply to projects co-funded by the partnership, except where otherwise specified.

In addition, the Japanese Higher education institution must be a master-degree awarding institution and award the joint or multiple diploma degree(s) together with at least one master-degree awarding higher education institution from a Programme Country.

WHAT IS AN ERASMUS MUNDUS JOINT MASTER DEGREE?

An EMJMD⁶⁵ is a high-level integrated international study programme of 60, 90 or 120 ECTS credits, delivered by an international consortium of HEIs from different countries and, where relevant, other educational and/or non-educational partners with specific expertise and interest in the study areas/professional domains covered by the joint programme. Their specificity lies in the high degree of jointness/integration⁶⁶ and the excellent academic content and methodology they offer.

⁶⁴ Adopted by the European Education Ministers during the Yerevan Ministerial Conference on 14-15 May 2015. More information on the adopted policy measures: <http://bologna-yerevan2015.ehea.info/pages/view/documents>

⁶⁵ For consortia co-funded by the EU and MEXT, all references in this guide to EMJMD should be read as EMJMD-IUEP

⁶⁶ MJMDs are expected to have set up a jointly designed and fully integrated academic curriculum with common implementation procedures, e.g. joint student application, selection, admission and examination rules, as well as with shared quality assurance mechanisms.



There is no limitation in terms of discipline. The list of joint programmes funded under Erasmus+ can be found on the Executive Agency website⁶⁷.

72 All participating HEIs established in a Programme Country must be Master degree-awarding institutions. The successful completion of the joint EMJMD Master programme must lead to the award of either a joint degree (i.e. one single diploma issued on behalf of at least two HEIs from different Programme Countries) or multiple degrees (i.e. at least two diplomas issued by two higher education institutions from different Programme Countries). If national legislation allows, joint degrees are encouraged, as they represent a full integration of the learning and teaching process. Besides the degree-awarding HEIs from Programme Countries, other partner HEIs from Partner Countries can be involved in the award of joint or multiple degrees.

73 EMJMD proposals at application stage must present fully developed joint study programmes, ready to run and to be advertised worldwide immediately after their selection. In this context, the EMJMD selection process will be very selective with the aim of supporting only the very best proposals.

In return, selected EMJMDs will receive high levels of funding for four intakes of students to allow them to increase their worldwide visibility and reinforce their sustainability prospects.

The sections below describe the nature, selection and funding conditions of newly selected EMJMDs.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

This Action will support the following activities:

- 74
- the delivery of an EMJMD programme corresponding to 60, 90 or 120 ECTS credits, organised through an international consortium of HEIs including the participation of invited scholars (guest lecturers) for teaching, training and/or research purposes;
 - the award of scholarships to excellent students worldwide for their participation in one of these EMJMD programmes.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN AN ERASMUS MUNDUS JOINT MASTER DEGREE?

EMJMD programmes are delivered by an international consortium of HEIs and where relevant other types of organisations (enterprises, public bodies, research organisations, etc.) contributing to the implementation of the EMJMD.

The EMJMD consortium is composed of the:

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- Applicant/coordinator: a HEI established in a Programme Country that submits the project proposal on behalf of all the partners. When the EMJMD is granted, the applicant/coordinator will become the main EU grant beneficiary and will sign a multi-beneficiary grant agreement on behalf of the EMJMD consortium. Its coordinating role stands for the following duties:
 - represents and acts on behalf of the group of participating organisations vis-à-vis the European Commission;
 - bears the financial and legal responsibility for the proper operational, administrative and financial implementation of the entire project;
 - coordinates the EMJMD in cooperation with all other project partners.
 - Partners: degree-awarding HEIs recognised as such by the relevant authorities of the Programme or Partner Country in which they are established and any private or public organisation that contributes actively to the preparation, implementation and evaluation of the EMJMD. Each partner must sign a mandate by which the signatory grants power of attorney to the coordinator to act in its name and on its behalf during the implementation of the project.
 - Associated partners (optional): additionally the EMJMD study programme may also benefit from the involvement of associated partners. These organisations contribute indirectly to the implementation of specific tasks/activities and/or support the dissemination and sustainability of the EMJMD. Such contribution may for example take the form of knowledge and skills transfer, the provision of complementary courses or backing possibilities for secondment or placement. For contractual management issues, "associated partners" are not considered as part
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⁶⁷ https://eacea.ec.europa.eu/erasmus-plus/library/scholarships-catalogue_en



of the EMJMD consortium because they have a more limited role in the implementation of the EMJMD, as their expertise is called upon on an ad-hoc basis.

- **Affiliated entities (optional):** Organisations which contribute to the achievement of project objectives and activities. Affiliated entities must be identified in the grant application and satisfy the requirements as described in Annex III (Glossary of terms) of this Programme Guide.

HEIs from Programme Countries (and Japanese HEIs for the consortia co-funded by the EU and MEXT) must be in a position to physically host EMJMD students and deliver at least the minimum number of ECTS credits (or the equivalent Japanese framework) for the study period spent in their institution.

All partner organisations from Programme or Partner Countries must be identified at the time of applying for a grant.

The necessary institutional commitment of all the organisations participating in the EMJMD consortium must be ensured prior to the enrolment of the first EMJMD students in order to guarantee solid institutional embedding and backing. The EMJMD Consortium Agreement (see guidelines and models available on the Executive Agency website) will be a key instrument for this purpose and will have to be signed by all partner institutions prior to the launching of the first scholarship application and selection procedure. This EMJMD Consortium Agreement will have to cover as precisely as possible all academic, operational, administrative and financial aspects related to the implementation of the EMJMD and the management of the EMJMD scholarships, including for consortia co-funded by the EU and MEXT.

WHAT ARE THE CRITERIA USED TO ASSESS AN ERASMUS MUNDUS JOINT MASTER DEGREE?

Listed below are the formal criteria that an EMJMD must respect in order to be eligible for an Erasmus+ grant:

ELIGIBILITY CRITERIA

Eligible participating organisations	<p>A participating organisation can be any public or private organisation, with its affiliated entities (if any), established in a Programme Country or in a Partner Country that contributes directly and actively to the delivery of the EMJMD.</p> <p>For example, such organisation can be:</p> <ul style="list-style-type: none">▪ a higher education institution (HEI);▪ a public or private, a small, medium or large enterprise (including social enterprises);▪ a public body at local, regional or national level;▪ a non-profit organisation, association, NGO;▪ a research institute. <p>HEIs established in a Programme Country must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating Partner Country HEIs.</p> <p>HEIs established in a Programme Country must be able to demonstrate at application stage that they have fulfilled the external QA requirements of their jurisdiction (e.g. accreditation or evaluation) for the joint programme. This can result either from having successfully implemented the European Approach for Quality Assurance of Joint Programmes (if national legislation allows), or be based on the individual accreditation decisions for each national component on the basis of which the EMJMD is composed.</p>
Who can apply?	<p>A HEI established in a Programme Country. The HEI applies on behalf of the EMJMD consortium including for consortia co-funded by the EU and MEXT. Branches of Partner Country HEIs established in a Programme Country or branches of Programme Country HEIs established in a Partner Country are not eligible to apply.</p>
Number and profile of participating organisations	<p>An EMJMD is transnational and involves partner HEIs from at least three different Programme Countries.</p> <p>For consortia co-funded by the EU and MEXT, at least one additional, obligatory Japanese partner HEI must be included and designated as the coordinator for Japanese side in addition to the obligatory Programme Country coordinator (applicant).</p>



Number of participants	<p>The EMJMD grant will finance a maximum of 60 student scholarships for the four intakes. In addition, EMJMD consortia can apply for up to 28 additional student scholarships for the four intakes for targeted regions/countries of the world.</p> <p>For consortia co-funded by the EU and MEXT, a maximum of 32 scholarships will be funded by the EU and 32 scholarships funded by MEXT. These consortia are not eligible to apply for additional scholarships for targeted regions/countries of the world.</p>
Venue(s)	<p>The EMJMD study period must take place in at least two of the Programme Countries represented in the consortium (i.e. at least two mobility periods for all students, different from the country of residence of the student).</p> <p>For consortia co-funded by the EU and MEXT, one of the two minimum student mobility periods must take place in Japan and the other in a Programme Country represented in the consortium.</p>
Duration of project	<p>Depending on the duration of the EMJMD (1 to 2 academic years) and whether the consortium chooses to undertake a preparatory year, the consortium will receive a grant agreement for a minimum duration of 4 and a maximum of 6 academic years to finance 4 consecutive student intakes.</p> <p>In exceptional cases, the duration of an EMJMD may be extended of up to 12 months, upon request by the applicant/coordinator and with the agreement of the Executive Agency. In such a case, the total grant will not change.</p>
Duration of activity	<p>Optional preparatory year: 1 academic year.</p> <p>Implementation of the EMJMD programme: 4 consecutive intakes of 1 to 2 academic years (60/90/120 ECTS credits).</p>
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	<p>Applicants have to submit their grant application by 14 February at 12:00 (midday Brussels time) for projects starting between 1 August and 31 October of the same year.</p> <p>Exception:</p> <p>For proposals to be co-funded under the EU-MEXT partnership, applicants have to submit their grant application by 1 April at 12:00 (midday Brussels time) for projects starting between 1 August and 31 October of the same year. In parallel, the Japanese coordinator will make available the same proposal to the Japan Society for the Promotion of Science (JSPS).</p>
How to apply?	Please see Part C of this Guide for details on how to apply.

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



ADDITIONAL ELIGIBILITY CRITERIA FOR STUDENTS

Eligible participants	<p>Students at Master level who have obtained a first higher education degree or demonstrate a recognised equivalent level of learning according to national legislation and practices in the degree awarding countries are eligible.</p> <p>Students who have previously obtained an EMJMD scholarship or an Erasmus Mundus Master Course/Joint Doctorate scholarship are not eligible to apply for an additional scholarship under the EMJMD action.</p> <p>EMJMD scholarship holders cannot benefit from another EU funded scholarship scheme to follow the same EMJMD course and this for the entire period of the course.</p> <p>A minimum of 75% of EMJMD scholarships⁶⁰ will be earmarked for candidates from Partner Countries. This rule does not apply to consortia co-funded by the EU and MEXT.</p> <p>Students will apply for a scholarship directly to the EMJMD consortium of their choice and go through a competitive selection process organised by the consortium HEIs.</p> <p>The selection, recruitment and monitoring of individual students fall under the responsibility of the EMJMD consortium.</p>
Duration of activity	<p>The student scholarship is awarded exclusively for a full-time enrolment in one of the Master courses and will cover the entire duration of the EMJMD study programme.</p>
Venue(s)	<p>Additional study periods (e. g. research, placement, thesis preparation) beyond the minimum required can take place in other participating organisations from Programme or Partner countries, under the condition that the activities concerned are implemented under the direct supervision of one of the consortium partner HEIs.</p>
Learning outcomes	<p>Students will have to acquire the entirety of ECTS credits covered by the EMJMD (60, 90 or 120). Moreover, for each of their mandatory study period in at least two Programme Countries, (or where applicable in one Programme Country and in Japan for consortia co-funded by the EU and MEXT), they will have to acquire at least 20 ECTS credits (for study programmes of 60 ECTS credits) or 30 ECTS credits (for study programmes of 90 or 120 ECTS credits).</p> <p>Mobility periods cannot be replaced by virtual mobility (distance learning), which implies physical presence of the students is required during the entire Master programme. In addition, they cannot take place in institutions outside the EMJMD consortium (i.e. partners and/or associated partners).</p>

ADDITIONAL ELIGIBILITY CRITERIA FOR STAFF/SCHOLARS/GUEST LECTURERS

Eligible participants	<p>1) Staff of the participating organisations;</p> <p>2) Invited scholars (/guest lecturers) from Programme and Partner Countries. The EMJMD grant will finance at least 4 invited scholars/guest lecturers per intake, engaged in the EMJMD activities for at least 8 weeks in total.</p> <p>The invited scholars/guest lecturers must be selected in accordance with the consortium's specific selection criteria for scholars and bring concrete added value to the delivery of the EMJMD.</p>
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⁶⁰ This refers to the overall number of scholarships financed, including those made available for one or more priority regions/countries of the world.

**AWARD CRITERIA**

Projects will be assessed against the following criteria:

Relevance of the project (maximum 40 points)	<ul style="list-style-type: none"> ▪ The proposal's elements of "jointness"/integration, design and structure are tailored and effective for achieving the EMJMD aims and objectives; ▪ The proposal describes how the EMJMD is integrated within the degree catalogues of partner and defines the degree(s) intended to be delivered, especially the award of an EMJMD joint degree, if national legislation allows; / ▪ The proposed EMJMD responds to clearly identified needs in the academic field; ▪ The proposal defines how the EMJMD aims to increase the attractiveness of the European Higher Education Area, and to foster excellence, innovation and competitiveness in terms of the academic fields/subjects targeted; ▪ The proposed EMJMD consortium is highly relevant with regard to internationalisation in higher education and has been designed to maximise the benefits of student and staff mobility. 	77 78
Quality of the project design and implementation (maximum 20 points)	<ul style="list-style-type: none"> ▪ The proposal defines the academic programme and the learning outcomes and details how the excellence in the academic content will be ensured; ▪ The proposal describes a set of internal and external evaluation methods of the EMJMD, how they will be put into practice and used to monitor, upgrade and improve the quality of the course; / ▪ The proposal defines how the student mobility is organised and is instrumental to the course objectives, and presents a draft strategy/planning for an effective involvement of invited scholars/guest lecturers; ▪ The proposal explains in detail all relevant information provided to the students/academic staff prior to course enrolment, and the services offered in terms of support for accommodation, language training, administrative formalities (e.g. visa support), and insurance; ▪ The proposal clearly outlines the course rules, student rights and obligations concerning the academic, administrative and financial aspects of EMJMD implementation; ▪ The proposal describes the envisaged activities/facilities to ensure the effective integration/networking of the EMJMD students within their socio-cultural and professional environment; ▪ The proposal clearly outlines the interaction between the EMJMD and non-educational actors in course implementation. 	79 80 81
Quality of the project team and the cooperation arrangements (maximum 20 points)	<ul style="list-style-type: none"> ▪ The proposal clearly shows how the fields of expertise of the involved partners/staff are complementary and of added value for the EMJMD implementation. Where applicable, the proposal describes how existing cooperation agreements have been enhanced to meet the EMJMD's objectives; ▪ The proposal describes the institutional commitment of each partner, specifies their role and tasks in the EMJMD implementation, and outlines the working mechanisms of the governing bodies and management tools in place; / ▪ The proposal describes, <i>inter alia</i>, the joint criteria, principles and requirements for student application, selection and admission requirements, student examination and performance evaluation; ▪ The proposal explains how the student participation costs have been calculated, and provides a description on how financial resources including complementary funding will be mobilised, allocated and managed within the partnership. 	82 83



<p>86</p> <p>Impact and dissemination (maximum 20 points)</p> <p>85</p>	<ul style="list-style-type: none"> ▪ The proposal offers a convincing mid/long-term development/sustainability strategy and makes realistic projections beyond the EU funding period, and the ways to mobilise other funding sources for scholarships and self-funded students; ▪ The proposal explains how the EMJMD will generate impact at institutional level (faculty/university), and how it enhances the internationalisation strategy of the consortium partners towards relevant stakeholders at national/European/international level; ▪ The proposal describes how the proposed EMJMD encourages entrepreneurship and a sense of initiative, describes how employers will be involved in course implementation in order to improve student competencies and skills and thereby enhance the employability of graduates; ▪ The proposal describes the types and methods of promotion/dissemination mechanisms, its target groups, and the concrete tasks of the partners in the awareness-raising strategy of the EMJMD. It explains how it plans to attract excellent students worldwide; ▪ If relevant, 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.
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To be considered for funding, proposals must score at least 70 points out of a total of 100. Furthermore, they must score at least 75% of the maximum allocated points under the award criterion "Relevance of the project" (i.e. minimum 30 points out of 40). In case of *ex aequo*, priority will be given to projects scoring highest under the criterion "Relevance of the project".

For projects submitted to the EU-Japan joint call, further guidance on the applicable award criteria are available for applicants and experts and published on a dedicated "EMJMD-Partnership with Japan" call page⁶⁹.

ADDITIONAL SCHOLARSHIPS FOR STUDENTS FROM TARGETED REGIONS OF THE WORLD

The applicants may apply for additional scholarships for regions of Partner Countries of the world financed by the following EU external funding instruments:

- Instrument for Pre-accession Assistance (IPA)⁷⁰
- Development Cooperation Instruments (DCI)⁷¹
- European Neighbourhood Instrument (ENI)⁷²
- Partnership instrument (PI)⁷³
- European Development Fund (EDF)

EMJMDs proposed for funding may receive up to 28 additional student scholarships for the entire duration of the Master course (four intakes). These additional scholarships are offered to respond to the external policy priorities of the EU with regard to higher education and take into consideration the different levels of economic and social development in the relevant Partner Countries. They are funded on the basis of the nine regional envelopes below:

- Western Balkans (Region 1)⁷⁴;
- Eastern Partnership countries (Region 2);
- South-Mediterranean countries (Region 3);
- Asia (Region 6) with a specific scholarship allocation to the Least Developed Countries⁷⁵;
- Central Asia (Region 7) with a specific scholarship allocation to the Low or Lower Middle Income Countries⁷⁶;
- Latin America (Region 8) with a specific scholarship allocation to the Lower Middle Income Countries⁷⁷ and a maximum allocation to Brazil/Mexico;

⁶⁹ https://eacea.ec.europa.eu/erasmus-plus/actions/key-action-1-learning-mobility-individuals/erasmus-mundus-joint-master-degrees_en

⁷⁰ REGULATION (EU) No 231/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2014 establishing an Instrument for Pre-accession Assistance (IPA II): <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32014R0231&from=EN>

⁷¹ REGULATION (EU) No 233/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2014 establishing a financing instrument for development cooperation for the period 2014-2020:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2014:077:0044:0076:EN:PDF>

⁷² REGULATION (EU) No 232/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2014 establishing a European Neighbourhood Instrument: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2014:077:0027:0043:EN:PDF>

⁷³ REGULATION (EU) No 234/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2014 establishing a Partnership Instrument for cooperation with third countries:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2014:077:0077:0084:EN:PDF>

⁷⁴ REGULATION (EU) No 231/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2014 establishing an Instrument for Pre-accession Assistance (IPA II): https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/financial_assistance/ipa/2014/231-2014_ipa-2-reg.pdf

⁷⁵ Afghanistan, Bangladesh, Bhutan, Cambodia, Laos, Myanmar, Nepal

⁷⁶ Kyrgyzstan, Tajikistan, Uzbekistan

⁷⁷ Bolivia, El Salvador, Guatemala, Honduras, Nicaragua



- South Africa (Region 10);
- African, Caribbean and Pacific countries (Region 11); and
- Gulf Cooperation countries (Region 12).

Scholarships will be allocated to the EMJMD selected for funding according to their ranking in descending order, and taking into account the available budget. Starting from the first ranked proposal, the requested total number of additional scholarships will be allocated pro-rata the regional budgetary envelopes and within the limit of the available funds.

ADDITIONAL AWARD CRITERION

Proposals which pass the minimum threshold under the award criterion "Relevance of the project" and obtain a total of at least 70 points (overall threshold for funding) will be assessed to receive additional scholarships for targeted regions against the following additional criterion. This will not apply to consortia co-funded by the EU and MEXT which are not eligible to apply for additional scholarships.

Relevance of the project in the targeted regions (Yes/No)	<ul style="list-style-type: none"> • The proposal describes the methods used to attract highly talented students from the targeted regions • The proposal encourages cooperation with HEIs and /or other eligible participating organisation from Partner Countries in the targeted regions. The added value of such co-operation to the EMJMD is clearly explained.
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WHAT ELSE SHOULD YOU KNOW ABOUT THIS ACTION?

More compulsory criteria and additional useful information relating to this Action can be found in the Annex I of this Guide. The Annex includes:

- conditions relating to the design of the Erasmus Mundus Joint Master Degree;
- conditions relating to Master students;
- conditions relating to monitoring and quality assurance;
- selection procedure of EMJMD consortia.

Interested organisations are invited to read carefully the relevant sections of this Annex before applying for financial support.

THE ERASMUS MUNDUS JOINT MASTER DEGREE CATALOGUE

In order to contribute to the promotion, visibility and accessibility of the Erasmus+ student scholarships that will be offered by on-going EMJMDs, to the best Master students worldwide, EMJMDs will be included in an online catalogue hosted on the Executive Agency's website.

The EMJMD catalogue will advertise all the joint Master programmes offering Erasmus+ scholarships for the next academic year. The catalogue will allow potential students to select the EMJMDs of their choice and to apply for an Erasmus+ scholarship directly to the consortia concerned.

WHAT ARE THE FUNDING RULES?

Selected EMJMDs will be supported through a grant agreement covering one preparatory year (if the applicant has opted to apply for the preparatory year) and four consecutive student intakes. For proposals to be co-funded under the EU-MEXT partnership, the detailed budget allocation at project level including the amount of scholarship and consortium management fee, will differ according to the co-funding source (EU or MEXT).

The EMJMD grant is calculated according to the following funding principles:

- a grant for the consortium management fees and the academic staff mobility;
- a variable number of student scholarships of 25 000 EUR maximum per year;
- a variable number of additional student scholarships of 25 000 EUR maximum per year for targeted regions of the world.



In detail, the budget of the EMJMD must be drafted according to the following funding rules (in euro):

A) Erasmus Mundus Joint Master Degree management:

Contribution to the consortium management costs ⁷⁸ and costs for invited scholars and guest lecturers	20 000 EUR for the optional preparatory year.
	50 000 EUR per intake of the EMJMD.

B) Erasmus Mundus Joint Master Degree student scholarships:

The EMJMD student scholarships will include student participation costs (including the tuition fees, full insurance coverage and any other mandatory costs related to student participation in the course), a contribution to student travel and installation cost and a subsistence allowance for the entire duration of the EMJMD study programme. Details on the EMJMD student scholarship amounts are given in the table below:

Contribution to the participation costs	up to 9 000 EUR per year per scholarship holder from a Partner Country ⁷⁹
	up to 4 500 EUR per year per scholarship holder from a Programme Country
	Any amount in excess of these maximum contributions must be covered by the participating organisations and cannot be charged to the scholarship holder.
Contribution to the travel and installation costs	1 000 EUR per year per scholarship holder resident in a Programme Country for travel costs
	2 000 EUR per year for travel costs + 1.000 EUR for installation costs for a scholarship holder, resident in a Partner Country less than 4000 KM from the EMJMD coordinating HEI.
	3000 EUR per year for travel costs + 1.000 EUR for installation costs for a scholarship holder, resident in a Partner Country 4000 KM or more from the EMJMD coordinating HEI.
Contribution to subsistence costs	1 000 EUR per month for the entire duration of the EMJMD study programme (24 months maximum). Contribution to subsistence costs will not be given to the scholarship holders for the EMJMD periods (study/research/placement/thesis preparation) spent in their country of residence, nor to scholarship holders from a Partner Country for the EMJMD periods exceeding one trimester (i.e. 3 months or the equivalent of 15 ECTS credits) spent in any Partner Country. <u>Exception:</u> for partner country scholarship holders under the EMJMD-IUEP, the 3-months rule does not apply.

GRANT AWARD

The actual amount of the individual scholarships, respectively the maximum grant amount awarded for selected projects, will depend on a number of elements:

- the EMJMD length (60, 90 or 120 ECTS credits);
- the EMJMD participation costs defined by the consortia
- the implementation of the optional preparatory year;
- the number of Programme/Partner country scholarships;

Based on these parameters, the EMJMD grant for the preparatory year and the four student intakes would amount to a maximum of 4.4 million EUR⁸⁰. For consortia co-funded by the EU and MEXT, the maximum number of scholarships is set at

⁷⁸ Costs incurred by associated partners may be reimbursed by the EMJMD consortium only from the EU "contribution to the consortium's management costs" (lump sum).

⁷⁹ Students who are not residents nor have carried out their main activity (studies, training or work) for more than a total of 12 months over the last five years in a Programme Country. The five-year reference period for this 12-month rule is calculated backwards as from the submission deadline defined by the consortia of applying for a EMJMD student scholarship.

⁸⁰ The theoretical maximum amount is obtained by applying the maximum rates for scholarships and assuming that a project would be awarded the maximum number of scholarships (e.g. 60 + 28).



64 and there are no additional scholarships targeting particular world regions. As a consequence, the indicative maximum grant will be 3.4 million EUR, which will be co-funded 50% by Erasmus+ and 50% by MEXT.

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ERASMUS+ MASTER LOANS

Higher education students who want to complete a full study programme at Master level in another Programme Country may be able to apply for an EU-guaranteed loan to contribute to their costs.

Erasmus+ Master Degree Loans enable potential Master's students to gain access to loans or to benefit from deferred payment for tuition and housing costs (provided by participating banks or universities and guaranteed by the EU, via its partner the European Investment Fund) to support their studies abroad over the lifetime of the Erasmus+ Programme. The EU budget allocation will leverage a multiple amount in financing from the banking sector or from higher education institutions for loans (or equivalent services) to mobile masters students.

The scheme was launched in 2015 and Erasmus+ Master loans will become available incrementally in more countries and to more students over the years.

More information on the Scheme and the participating financial institutions is available on the website of the European Commission: https://ec.europa.eu/programmes/erasmus-plus/node/11_en

Amounts and object of the loans	<p>The loans are up to 12,000 EUR for a 1-year Master programme and up to 18,000 EUR for an up to 2-year Master and can cover living, tuition and other study costs in any of the 33 Erasmus+ Programme Countries.</p> <p>Key social safeguards include no collateral by student or parents, favourable interest rate, favourable pay-back terms.</p>
Eligibility criteria	<p>To be eligible to apply students must:</p> <ul style="list-style-type: none">- Be a resident of one of the Erasmus+ Programme Countries.- Have successfully completed first cycle higher education studies (Bachelor or equivalent)- Have been accepted for a 2nd cycle programme (Master or equivalent) at a recognised higher education institution (HEI) which holds the Erasmus Charter for Higher Education (ECHE). <p>The Master (or equivalent) that they intend to study must:</p> <ul style="list-style-type: none">- Be delivered in a different country from their country of residence and from where they obtained their Bachelor degree (or the equivalent degree giving them access to the Master programme)- Be a full programme that will lead to a (Master or equivalent) degree.
Where to apply?	Directly to participating banks, higher education institutions or student loan companies



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.

86 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.

87 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.

88 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;



- 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 AIMS 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:

93 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:

94 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"

95 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

- 96 ■ **Supporting individuals in acquiring and developing basic skills and key competences⁸¹**, in order to foster employability and socio-educational and personal development, as well as participation in civic and social life; in a fast-changing world, this also includes language skills, entrepreneurial mind-set, critical thinking and creativity, as well as forward-looking skills in fields that are strategic for smart economic and social development. This priority will include, among others, actions to: develop partnerships between learning institutions, businesses and intermediary bodies; support work-based learning; improve the quality and effectiveness of learning mobility experiences; support effective and innovative pedagogies, teaching, assessment and learning environments; apply competence-based approaches and assess their quality, impact and relevance; promote interdisciplinary co-operation in science, technology, engineering, arts and maths (STE(A)M) fields; support the development of national and cross-country sectoral skills strategies. This can contribute to higher quality of education and training and support permeability between the different education and training pathways.
- 97 ■ **Social inclusion:** priority will be given to actions that help address diversity and promote –in particular through innovative and integrated approaches– ownership of shared values, equality, including gender equality, and non-discrimination and social inclusion, including for people with health-related conditions, through education, training, youth and sport activities. The Programme will support projects that aim to foster the development of social, civic and intercultural competences, online safety and digital well-being, and tackle discrimination, segregation, racism, bullying (including cyberbullying), violence, fake news and other forms of online misinformation. The Programme will also support and assess new approaches to reducing disparities in access to and engagement with digital technologies in formal and non-formal education. Particular attention will be given to addressing gender differences in relation to the access and use of digital technologies and the uptake of studies and careers in ICT by female students.
- 98 ■ **Open education and innovative practices in a digital era:** priority will be given to actions that promote innovative pedagogies and methods for teaching, learning and assessment, and that support educators and learners to use digital technologies in creative, collaborative and efficient ways⁸². Priority will be given to supporting educational and training institutions to take up digital technologies as set out in the European Framework for Digitally Competent Educational Organisations⁸³, and the Digital Education Action Plan, including in particular the use of the SELFIE self-reflection tool for general education and VET schools at all levels. A further priority will be updating and developing digital learning materials and tools, in particular Open Educational Resources, open textbooks, and Free and Open Source Educational Software, as well as supporting the effective use of digital technologies and open pedagogies in education, training, youth and sport. This will include fostering synergies with research and innovation activities, and therefore includes Open Science and promoting new technologies as drivers of improvements in education, training, youth and sport policies and practices. The Programme will also support new teaching methods and tools and the use of the European frameworks on the digital competence of educators, citizens and organisations.
- 99 ■ **Supporting educators:** priority will be given to actions that strengthen the recruitment, selection and professional development of educators (e.g. teachers, trainers, professors, tutors, mentors, coaches), 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) as well as to actions supporting high-quality and innovative teaching and learner assessment. This includes professional development on such issues as communication, collaboration and exchange among educators, linking education with research and innovation, work-based and informal learning, dealing with early school leaving, supporting learners from disadvantaged backgrounds, and dealing with cultural and linguistic diversity.
- 100 ■ **Transparency and recognition of skills and qualifications:** priority will be given to actions that support learning and labour mobility and facilitate transitions between different levels and types of education and training, between education/training and the world of work, and between different jobs. Priority will be given to actions enabling and promoting automatic mutual recognition, as well as transparency and comparability of qualifications and learning outcomes, including through the provision of better services and information/guidance on skills and qualifications. This includes promoting innovative solutions to improve recognition and supporting the validation –at local, regional, national or European/international level– of competences acquired through informal and non-formal learning, including the use of digital badges and blockchain technologies.
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⁸¹ ALSO IN LINE WITH THE RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND THE COUNCIL OF 18 DECEMBER 2006 ON KEY COMPETENCES FOR LIFELONG LEARNING. THIS RECOMMENDATION WAS REVIEWED IN 2016 AND 2017, LEADING TO A PROPOSAL FOR A REVISED COUNCIL RECOMMENDATION. SEE: PROPOSAL FOR A COUNCIL RECOMMENDATION ON KEY COMPETENCES FOR LIFELONG LEARNING (COM(2018) 24 FINAL).

⁸² In line with the Digital Education Action Plan of 17 January 2018 (COM(2018) 22 final).

⁸³ SEE: <https://ec.europa.eu/irc/en/digcomporg>.



- **Sustainable investment, quality and efficiency of education, training and youth systems:** priority will be given to actions supporting the implementation of the Investment Plan for Europe, including by promoting funding models attracting private actors and capital such as the European Student Loan Guarantee Facility; supporting the development of evidence-based policies and reforms that aim at delivering quality education and training more efficiently; exploring innovative ways to ensure 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.

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Field-specific priorities

In the field of **higher education**, priority will be given to actions that reinforce internationalisation and mobility, as well as links between education, research and innovation, in line with the challenges identified in the Renewed EU Agenda for higher education, the Council Recommendation on tracking graduates, the Communication on Strengthening European Identity through Education and Culture and the Digital Education Action Plan:

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- **Promoting internationalisation**, inter alia through automatic mutual recognition of qualifications and learning outcomes, and supporting higher education institutions to implement Bologna principles and tools to enhance mobility for all and develop a successful European Education Area;

- **Tackling skills gaps and mismatches** through: a) supporting new innovative pedagogies to design and develop learning-outcomes curricula that meet the learning needs of students whilst also being relevant to the labour market and societal needs, including through better use of open and online, blended, work-based and multi-disciplinary learning; to enable more flexible learning, increase the variety of courses and to develop the digital competences of educators and students; b) activities to increase the uptake of subjects where skills shortages exist and improve career guidance, c) activities which support acquisition of transferable, entrepreneurial and digital skills;

- **Promoting and rewarding excellence in teaching and skills development**, including through a) promoting effective incentive structures and human resources policies at national and institutional levels, b) encouraging training of academics and exchange of good practices (for instance through collaborative platforms) in new and innovative pedagogies, including multi-disciplinary approaches, new curriculum design, delivery and assessment methods; c) enable institutions to provide a wider variety of (online) courses to full-time, part-time or lifelong learning students; d) linking education with research and innovation, fostering an entrepreneurial, open and innovative higher education sector; and promoting learning and teaching partnerships with commercial and non-commercial partners in the private sector;

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- **Building inclusive higher education systems**, connected to surrounding communities, by increasing fairness in access and the participation and completion rates of under-represented and disadvantaged groups and refugees; developing, testing and implementing flexible and modular course design (part-time, online or blended); promoting the civic and social responsibility of students, researchers and universities and recognising voluntary and community work in academic results;

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- **Consolidating and improving evidence-building** on higher education by measuring the performance of higher education policies, systems and individual institutions; building evidence on the skills needs of the economy and the society through skills anticipation, graduate tracking and foresight studies including supporting further development of graduate tracking systems in Programme countries in line with the Council Recommendation on tracking graduates and improving the availability of comparable data on graduate outcomes within Europe;

- **Fostering effective and efficient system-level funding and governance models**, rewarding good teaching, innovation and community-relevance;

- **Supporting the implementation of the EU student card** to simplify and facilitate student mobility in Europe, by substantially reducing the administrative burden in terms of time, expense and effort, associated with the physical registration; ensuring secure transfer of students' data between higher education institutions, from students selection up to their ECTS credits recognition, in full respect of protection of personal data.

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

- **Strengthening the profiles of the teaching professions**, including in particular teachers, school leaders and teacher educators, for example by: making careers more attractive and diverse; strengthening selection, recruitment and appraisal; enhancing teachers' education and professional development and linking its different phases; facilitating teacher mobility; supporting teachers in developing innovative teaching and assessment methods; strengthening leadership in education, including distributed leadership and teacher leadership.
- Promoting a comprehensive approach to 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.
- **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 transition between different stages of education; supporting networking by schools which promote collaborative and holistic approaches to teaching and learning; improving evaluation and quality assurance.
- **Increasing access to affordable and high quality early childhood education and care**, and enhancing the quality of systems and provision, in order to foster age appropriate development of children, to achieve better learning outcomes and ensure a good start in education for all, for example by: taking the EU quality framework further; ensuring that the benefits of early childhood education are carried through to other school education levels; and developing new models of implementation, governance and funding.

107 [**Building capacity for organisation and recognition of learning periods abroad**, including recognition of formal education and transversal competences developed through non-formal and informal learning, for example by: developing and disseminating recognition tools and mechanisms; sharing and promoting best practices; building administrative capacity of schools to support participation of pupils in transnational projects and peer exchanges; ensuring appropriate safety standards for pupils participating in transnational mobility; and establishing sustainable partnerships between organisations organising cross-border learning exchanges in general education.

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 providers⁸⁴, aimed at putting in place the necessary support mechanisms as well as contractual frameworks to promote quality mobility of VET staff and learners⁸⁵, including the recognition of their 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, and in particular for the implementation of the Council Recommendation on a European Framework for Quality and Effective Apprenticeships⁸⁶. These partnerships can also aim at developing new training content and Joint VET qualifications, that integrate periods of work-based learning, including 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)⁸⁷;
- 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

⁸⁴ See guidance document "Go international: Practical Guide on Strategic Internationalisation in VET", https://eacea.ec.europa.eu/erasmus-plus/emind-catalogue_en

⁸⁵ The specific rules and information relating to VET learner mobility activities, as described in Annex I of the Programme guide, should be applied.

⁸⁶ Proposal for a Council Recommendation on a European Framework for Quality and Effective Apprenticeships (COM(2017) 563 final).

⁸⁷ OJ C 155, 8.7.2009, p. 1–10



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, 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), including through the development of effective digital, open and innovative education and pedagogies, as well as practical tools;
- 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 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**, in line with the ET2020/European Agenda for Adult Learning priorities⁸⁸ and the Council Recommendation on Upskilling Pathways: New Opportunities for Adults, priority will be given to:

- Improving and extending the **supply of high quality learning opportunities** tailored to the needs of individual low-skilled or low-qualified adults so that they enhance their literacy, numeracy and digital competences, key competences and/or progress towards higher qualifications, including through the validation of skills acquired through informal and non-formal learning, or progress towards higher qualifications;
- Supporting the setting up of, and **access to, upskilling pathways** by making available skills identification and screening, learning offers adapted to individual learning needs, recognition of flexible modes of learning (e.g. Massive Open Online Courses: MOOCs), and through the validation of skills acquired through informal and non-formal learning;
- Increasing **demand and take-up** through effective outreach, guidance and motivation strategies which encourage low-skilled or low-qualified adults, to develop and upgrade their literacy, numeracy and digital competences, other key competences and/or progress towards higher qualifications;
- Extending and developing the **competences of educators** and other personnel who support adult learners, particularly in motivating adults to take part in learning and in the effective teaching of literacy, numeracy and digital skills to low-skilled or low-qualified adults, including through the effective use of digital technologies to improve the learning experience;
- Developing **mechanisms to monitor the effectiveness** of adult learning policies or to track the progress of adult learners.

In the field of **youth**, in line with the proposed EU Youth Strategy 2019-2027, priority will be given to:

- Projects contributing to the EU Youth Work Agenda, by promoting quality, innovation and recognition of youth work. Priority will be placed on projects that:
 - Support the capacity building of youth workers and in youth work;
 - 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.
 - Promote intercultural dialogue and strengthen knowledge and acceptance of diversity in society;

⁸⁸ Council Resolution on a European agenda for adult learning, OJ C 372/1, 20.12.2011.





- Open up youth work to cross-sectorial cooperation allowing greater synergies across all fields of actions concerning young people;
 - Ease transition of young people from youth to adulthood, in particular the integration into the labour market; develop their competences, setting quality standards, ethical and professional codes;
 - Reinforce links between policy, research and practice; promote better knowledge about the situation of young people and youth policies, recognition and validation of youth work and informal non-formal learning at European, national, regional and local levels.
- Promoting projects aiming at engaging, connecting and empowering young people. Priority will be given to projects that strengthen cross-sectorial cooperation, allowing for greater synergies across all fields of actions concerning young people, with a special focus on access to rights, autonomy, participation –including e-participation– and the active citizenship of young people, notably those at risk of social exclusion, through projects that:
- Foster stronger participation of all young people in democratic and civic life in Europe, including in connection with the 2019 European elections;
 - Broaden and deepen political and social participation of young people at local, regional, national, European or global level;
 - Foster volunteering among young people;
 - Increase social inclusion of all young people, taking into account the underlying European values;
 - Promote diversity, intercultural and inter-religious dialogue, as well as the common values of freedom, tolerance and respect of human, social and economic rights;
 - Enhance critical thinking and media literacy among young people to strengthen democracy and fight manipulation, propaganda and fake news;
 - Strengthen young people's sense of initiative, notably in the social field;
 - Enable young people to connect with, express their opinions to and influence elected policy-makers, public administrations, interest groups, civil society organisations, or individual citizens within any of the political or social processes affecting their lives.
- Promoting entrepreneurship education, social entrepreneurship and not-for-profit activities among young people. Priority will be placed on 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.

Type of activity	Particularly relevant for
Blended mobility of learners	All fields of education, training and youth
Short-term exchanges of groups of pupils	School education, VET
Intensive Study Programmes	Higher education
Long-term study mobility of pupils	School education
Long-term teaching or training assignments	Higher education, VET, School and Adult education
Long-term mobility of youth workers	Youth
Short-term joint staff training events	All fields of education, training and youth

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

Eligible participating organisations	<p>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).</p> <p>For example, such organisation can be:</p> <ul style="list-style-type: none">▪ 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 people⁸⁹). <p>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.</p>
Who can apply?	<p>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.</p>
Number and profile of participating organisations	<p>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.</p> <p>Exceptionally, different rules apply for the following Strategic Partnerships:</p> <ul style="list-style-type: none">▪ 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 countries⁹⁰.

⁸⁹ 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.

⁹⁰ 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. In addition, please note that the contracting model for School Exchange Partnerships differs from other Strategic Partnerships and is based on monobeneficiary Grant Agreements. For further details, please refer to Part C of this Guide or contact your National Agency.



Venue(s) of the activities	<p>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</p> <p>In addition, if duly justified in relation to the objectives or implementation of the project:</p> <ul style="list-style-type: none"> 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 Institution⁹¹, Multiplier events can be hosted in the country of any of the associated partners involved in the Strategic Partnership.
Duration of project	<ul style="list-style-type: none"> 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 months⁹²; Partnerships in the youth field: between 6 and 36 months. <p>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.</p> <p>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 2022.</p>
Where to apply?	<p>To the National Agency of the country in which the applicant organisation is established⁹³.</p> <p>Per deadline, the same consortium of partners can submit only one application and to one National Agency only.</p>
When to apply?	<ul style="list-style-type: none"> Partnerships in the fields of Higher Education, VET, School and Adult education: <ul style="list-style-type: none"> applicants have to submit their grant application by 21 March at 12:00 (midday Brussels time) for projects starting between 1 September and 31 December of the same year. Partnerships in the youth field: <p>applicants have to submit their grant application by:</p> <ul style="list-style-type: none"> 5 February at 12:00 (midday Brussels time) for projects starting between 1 June and 30 September of the same year; 30 April at 12:00 (midday Brussels time) for projects starting between 1 September of the same year and 31 January of the following year; 1 October at 12:00 (midday Brussels time) for projects starting between 1 February and 31 May of the following year. <p>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.</p>
How to apply?	Please see Part C of this Guide for details on how to apply.

⁹¹ Seats of the Institutions of the European Union are Brussels, Frankfurt, Luxembourg, Strasbourg, and The Hague.

⁹² For the specific format "School Exchange Partnerships" additional criteria apply. Please see section "School Exchange Partnerships".

⁹³ Please note: schools under the supervision of national authorities of another country (e.g. Lycée français, German schools, UK "Forces" schools) apply to the NA of the supervising country.

