European Commission

Erasmus+

Programme Guide

In the case of conflicting meanings between language versions,

the English version prevails.

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Erasmus+

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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 2021-2027. Education, training, youth and sport are key areas that support citizens in their personal and professional development. High quality, inclusive education and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in democratic society, intercultural understanding and successful transition in the labour market. Building on the success of the programme in the period 2014-2020, Erasmus+ strengthens its efforts to increase the opportunities offered to more participants and to a wider range of organisations, focusing on its qualitative impact and contributing to more inclusive and cohesive, greener and digitally fit societies.

European citizens need to be better equipped with the knowledge, skills and competences needed in a dynamically changing society that is increasingly mobile, multicultural and digital. Spending time in another country to study, to learn and to work should become the standard, and the opportunity to learn two other languages in addition to one's mother tongue should be offered to everyone. The Programme is a key component supporting the objectives of the European Education Area, the Digital Education Action Plan 2021-2027, the European Union Youth Strategy and the European Union Work Plan for Sport (2021-24).

As the COVID-19 pandemic has shown, access to education is proving, more than ever, to be essential to ensuring a swift recovery, while promoting equal opportunities for all. As part of this recovery process, the Erasmus+ programme takes its inclusive dimension to a new horizon by supporting opportunities for personal, socio-educational and professional development of people in Europe and beyond, with the aim of leaving no-one behind.

To increase the qualitative impact of its actions and ensure equal opportunities, the Programme will reach out more and better to people of different ages and from diverse cultural, social and economic backgrounds. It is at the heart of the Programme to come closer to those with fewer opportunities, including people with disabilities and migrants, as well as European Union citizens living in remote areas or facing socio-economic difficulties. In doing so, the Programme will also encourage its participants, in particular young people to engage and learn to participate in civic society, raising awareness about European Union common values. The Programme will continue to empower young people and to encourage their participation in democratic life, particularly through supporting activities linked to the European Year of Youth 2022, which was announced in the State of the Union address in September 2021.

Furthermore, developing digital skills and competences and skills in forward-looking fields, such as combating climate change, clean energy, artificial intelligence, robotics, big data analysis, etc. is essential for Europe's future sustainable growth and cohesion. The Programme can make a meaningful contribution by stimulating innovation and bridging Europe's knowledge, skills and competences gap. EU businesses need to become more competitive through talent and innovation. This investment in knowledge, skills and competences will benefit individuals, institutions, organisations and society as a whole by contributing to sustainable growth and ensuring equity, prosperity and social inclusion in Europe and beyond.

Another challenge relates to the Europe-wide trends of limited participation in democratic life and low levels of knowledge and awareness about European matters and their impact on the lives of all European citizens. Many people are reluctant, or face difficulties, in actively engaging and participating in their communities or in the European Union's political and social life. Strengthening European identity and the participation of young people in democratic processes is of paramount importance for the European Union's future. 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.

In line with the European Union's priorities in making sustainable its economy, projects should be designed in an eco-friendly manner and should incorporate green practices in all facets. Organisations and participants involved should have an environmental-friendly approach when designing their projects, which will encourage them to discuss and learn about environmental issues, make them think about what can be done at their level and help them come up with alternative greener ways of implementing their activities.

Supporting and facilitating the transnational and international cooperation between organisations in the fields of education, training, youth and sport is essential to empowering people with more key competences, reducing early school leaving and recognising competences acquired through formal, informal and non-formal learning. It facilitates the circulation of ideas and the transmission of best practices and expertise and the development of digital capabilities thus contributing to a high quality education while strengthening social cohesion. The Erasmus+ Programme is one of the European Union's most visible success stories. It builds on the achievements of more than 30 years of European programmes in the fields of education, training, youth and sport, covering both an intra-European as well as an international partnerships dimension.

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 EU Budgetary Authority or as provided for in the system of provisional twelfths.

WHAT ARE THE OBJECTIVES AND IMPORTANT FEATURES OF THE ERASMUS+ PROGRAMME?

GENERAL OBJECTIVE

The general objective of the Programme is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship. As such, the Programme shall be a key instrument for building a European Education Area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas. In addition, it is key in advancing youth policy cooperation under the European Union Youth Strategy 2019-2027 and developing the European dimension in sport.

SPECIFIC OBJECTIVES

The Programme has the following specific objectives:

- promote learning mobility of individuals and groups, as well as cooperation, quality, inclusion and equity, excellence, creativity and innovation at the level of organisations and policies in the field of education and training;
- promote non-formal and informal learning mobility and active participation among young people, as well as cooperation, quality, inclusion, creativity and innovation at the level of organisations and policies in the field of youth;
- promote learning mobility of sport staff, as well as cooperation, quality, inclusion, creativity and innovation at the level of sport organisations and sport policies.

PRIORITIES OF THE ERASMUS+ PROGRAMME

Inclusion and Diversity

The Programme seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions. Organisations and the participants with fewer opportunities themselves are at the heart of these objectives and with these in mind, the programme puts mechanisms and resources at their disposal. When designing their projects and activities, organisations should have an inclusive approach, making them accessible to a diverse range of participants.

To achieve this, National Agencies are also vital to support projects with a view for these to being as inclusive and diverse as possible. Based on the overall principles and mechanisms at European level, National Agencies will draw up inclusion and diversity plans to best address the needs of participants with fewer opportunities and to support the organisations working with these target groups in their national context. At the same time, the SALTO Resource Centres supporting the implementation of the programme are also key players in promoting and rolling out inclusion and diversity measures, in particular as regards to gather knowledge and to conceive and run capacity-building activities for National Agency staff and programme beneficiaries. Likewise, the European Education and Culture Executive Agency (EACEA) plays an equally important role for the programme strands that are managed centrally. In third countries not associated to the Programme, EU Delegations and – where they exist - the National Erasmus+ Offices (NEOs) and Erasmus+ Focal Points are also key in bringing the programme closer to the target groups addressed by this Strategy.

In order to implement these principles, an **Inclusion and Diversity Strategy**[1] covering all programme fields is devised to support an easier access to funding for a wider range of organisations, and to better reach out to more participants with fewer opportunities. It also sets up a framework for those projects, supported through the programme, which intend to work on inclusion and diversity related issues. This Strategy aims to help addressing the barriers different target groups may face in accessing such opportunities within Europe and beyond.

The list of such potential barriers, spelt out below, is not exhaustive and is meant to provide a reference in taking action with a view to increasing accessibility and outreach to people with fewer opportunities. These barriers can hinder their participation both as a stand-alone factor and in combination among them:

- **Disabilities:** This includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone's full and effective participation in society on the same footing as others[2].
- **Health problems:** Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents from participating in the programme.
- **Barriers linked to education and training systems:** Individuals struggling to perform in education and training systems for various reasons, early school-leavers, NEETs (people not in education, employment or training) and low-skilled adults may face barriers. Although other factors may play a role, these educational difficulties, while they may also be linked to personal circumstances, mostly result from an educational system which creates structural limitations and/or does not fully take into account the individual's particular needs. Individuals can also face barriers to participation when the structure of curricula makes it difficult to undertake a learning or training mobility abroad as part of their studies.

[1] Implementation guidelines - Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy: https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity_en

[2] United Nations Convention on the Rights of Persons with Disabilities: https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

- **Cultural differences:** While cultural differences may be perceived as barriers by people from any backgrounds, they can particularly affect people with fewer opportunities. Such differences may represent significant barriers to learning in general, all the more for people with a migrant or refugee background – especially newly-arrived migrants -, people belonging to a national or ethnic minority, sign language users, people with linguistic adaptation and cultural inclusion difficulties, etc. Being exposed to foreign languages and cultural differences when taking part in any kind of programme activities may put off individuals and somehow limit the benefits from their participation. And such cultural differences may even prevent potential participants from applying for support through the programme, thereby representing an entry barrier altogether.
- **Social barriers**: Social adjustment difficulties such as limited social competences, anti-social or high-risk behaviours, (former) offenders, (former) drug or alcohol abusers, or social marginalisation may represent a barrier. Other social barriers can stem from family circumstances, for instance being the first in the family to access higher education or being a parent (especially a single parent), a caregiver, a breadwinner or an orphan, or having lived or currently living in institutional care.
- **Economic barriers:** Economic disadvantage like a low standard of living, low income, learners who need to work to support themselves, dependence on the social welfare system, in long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, etc., may represent a barrier. Other difficulties may derive from the limited transferability of services (in particular support to people with fewer opportunities) that needs to be "mobile" together with the participants when going to a far place or, all the more, abroad.
- **Barriers linked to discrimination:** Barriers can occur as a result of discriminations linked to gender, age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of two or several of the mentioned discrimination barriers).
- **Geographical barriers**: Living in remote or rural areas, on small islands or in peripheral/outermost regions[3], in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries, etc., may constitute a barrier.

Digital Transformation

The COVID-19 pandemic shed further light on the importance of digital education for the digital transformation that Europe needs. In particular, it emphasised the increased need to harness the potential of digital technologies for teaching and learning and to develop digital skills for all. In line with the strategic priorities of the **Digital Education Action Plan** (2021-2027)[4], the Programme aims to support this endeavour to engage learners, educators, youth workers, young people and organisations in the path to digital transformation.

The programme will support the first strategic priority of the Action Plan, the development of a high-performing digital education ecosystem, by building capacity and critical understanding in all type of education and training institutions on how to exploit the opportunities offered by digital technologies for teaching and learning at all levels and for all sectors and to develop and implement digital transformation plans of educational institutions.

The programme will also support the second strategic priority of the Action Plan, by supporting actions aiming at enhancing digital skills and competence development at all levels of society and for everyone (including young people with fewer opportunities, students, job seekers and workers). The focus will be on fostering both basic and advanced

[3] The European Union counts nine outermost regions. These are French Guiana, Guadeloupe, Martinique, Mayotte, Reunion Island and Saint-Martin (France), Azores and Madeira (Portugal), and the Canary Islands (Spain).

[4] https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

digital skills as well as digital literacy, which has become essential for everyday life and for enabling people to navigate a world full of algorithms and participate fully in civil society and democracy.

In line with these two strategic priorities of the Action Plan, a European Digital Education Hub will be established to reinforce cooperation on digital education at the EU level and to contribute to exchange of good practices, co-creation and experimentation. The aim of the Hub will be to support Member States through closer cross-sectoral cooperation by addressing digital education in a lifelong learning perspective. The Hub will connect national authorities, the private sector, experts, researchers, education and training providers and civil society through a more agile development of policy and practice in digital education.

The Programme should reach out to a larger target group both within and beyond the Union by a greater use of information, communication and technology tools, combined use of physical mobility and virtual learning and virtual cooperation.

Environment and fight against climate change

Environment and climate action are key priorities for the EU now and in the future. The **European Green Deal Communication**[5] is the European new growth strategy and recognises the key role of schools, training institutions and universities to engage with pupils, parents, and the wider community on the changes needed for a successful transition to become climate neutral by 2050.

The Erasmus+ programme will be a key instrument for building the knowledge, skills, and attitudes on climate change and support sustainable development both within the European Union and beyond. The Programme will increase the number of mobility opportunities in green forward-looking domains, which foster the development of competences, enhance career prospects and engage participants in areas, which are strategic for sustainable growth, with special attention to rural development (sustainable farming, management of natural resources, soil protection, bio-agriculture). Moreover, Erasmus+, with mobility at its core, should strive for carbon-neutrality by promoting sustainable transport modes and more environmentally responsible behavior.

Environment and the fight against global warming will become a horizontal priority for the selection of projects. Priority will be given to projects aimed at developing competences in various green sectors, including those in the framework of the contribution from education and culture to sustainable development goals, developing green sectorial skills strategies and methodologies, future-oriented curricula, as well as initiatives that support the planned approaches of the participating organisations regarding environmental sustainability.

The Programme supports the use of innovative practices to make learners, staff and youth workers true actors of change (e.g. save resources, reduce energy use, waste and carbon footprint, opt for sustainable food and mobility choices, etc.). Priority will also be given to projects that – through education, training, youth and sport activities - enable behavioural changes for individual preferences, cultural values, awareness, and more generally support active engagement for sustainable development.

[5] https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en

Therefore, organisations and participants involved should strive to incorporate green practices in all projects when designing the activity, which will encourage them to discuss and learn about environmental issues, to reflect about local actions and to come up with alternative greener ways of implementing their activities.

Platforms such as eTwinning and EPALE will continue to produce support materials and facilitate the exchange of effective educational practices and policies for environmental sustainability. Erasmus+ is also a powerful instrument to reach out to and engage with a wide spectrum of players in our society (schools, universities, VET providers, youth and sport organisations, NGOs, local and regional authorities, civil society organisations, etc.).

Participation in democratic life, common values and civic engagement

The Erasmus+ Programme addresses the citizens' limited participation in its democratic processes and their lack of knowledge about the European Union, and tries to help them overcome the difficulties in actively engaging and participating in their communities or in the Union's political and social life. Strengthening citizens' understanding of the European Union from an early age is crucial for the Union's future. In addition to formal education, non-formal learning can enhance the citizens' understanding of the European Union and foster a sense of belonging to it.

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

In the field of youth, a Youth Participation Strategy[6] has been designed to provide a common framework and support the use of the Programme to foster youth participation in democratic life. The Strategy aims to improve the quality of youth participation in the Programme and complements key EU Youth Policy documents, such as the EU Youth Strategy and the EU Youth Goals. The Youth Participation Toolkit[7] accompanies the Strategy and aims to, in practical terms, enhance the participation of young people in each of the actions of the Programme, by sharing know-how, recommendations, tools and practical guidance. The toolkit includes in its modules a special focus on how to cover the new horizontal priorities in the projects.

IMPORTANT CHARACTERISTICS OF THE ERASMUS+ PROGRAMME

The following features of the Programme deserve special attention:

Protection, health 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, their physical and emotional integrity, their mental health and wellbeing.

[6] https://www.salto-youth.net/rc/participation/ypstrategy/
[7] https://participationpool.eu/toolkit/

Each organisation participating in the Programme must have in place effective procedures and arrangements to promote and guarantee the safety, protection and non-discrimination of the participants in their activity. When necessary, adults should accompany underage participants (pupils, VET learners, youngsters) in mobility activities. Accompanying adults should ensure sufficient quality of the learning component of the mobility as well as the protection and safety of the underage participants.

In addition, all pupils, students, trainees, apprentices, adult learners, young people, and staff, 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. 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 27 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.

Multilingualism

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

The 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.

The programme will offer language learning support to participants carrying out a mobility activity. This support will mainly be offered via the Erasmus+ Online Language Support (OLS) platform, adapted as necessary to individual sectors, as e-learning offers advantages for language learning in terms of access and flexibility. The Erasmus+ Online Language Support (OLS) will allow participants to assess, practice and improve their knowledge of languages. In addition to OLS, other forms for linguistic support may be offered to support the language learning needs of particular target groups – such as the use of sign language or braille, which can be financed through the dedicated financial inclusion support category-.

Within the framework of cooperation projects, language teaching and learning will also 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.

The European Commission has established the **European Language Label** (ELL) awards to recognise quality, to support the sharing of results of excellent projects in the area of multilingualism, and to promote public interest in language learning. National Agencies will award the ELL annually or biennially to education and training organisations that have completed a decentralised Erasmus+ project with outstanding results in the area of language learning and teaching. In addition to the selection among Erasmus+ projects, the National Agency may decide to award the ELL to other initiatives with comprehensive, inclusive or innovative approaches to the teaching and learning of languages.

International dimension

Erasmus+ includes a strong international dimension (i.e. cooperation with third countries not associated to the Programme) in mobility, cooperation and policy dialogue activities. It supports European organisations in facing the global challenges brought about by globalisation, climate change and the digital transition through notably an intensification of international mobility and cooperation with third countries and strengthens the role of the European Union as a global actor. It enhances societal links through mobility, exchanges and capacity building, nurturing social resilience, human development, employability, active participation and ensuring regular channels for people-to-people cooperation by promoting values, principles and interests around common priorities. Activities offer a response to the challenges of quality, modernisation and employability through an increased relevance and responsiveness of education for a green and sustainable socio-economic recovery, growth and prosperity in third countries not associated to the Programme, contributing to human and institutional development, digital transition, growth and jobs, good governance and peace and security. The engagement of the young people in third countries not associated to the Programme is a key element in the process of building societies that are more resilient and are based on mutual trust and intercultural understanding.

Recognition and validation of skills and qualifications

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

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.

In the field of youth, thematic strategies[8] such as Youthpass and the European Training Strategy (ETS) aim at offering further support to the developments in these areas.

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

Communicating projects and their results to maximise impact

Communicating projects and their results is crucial to ensure impact at different levels. Depending on the action, applicants for funding under Erasmus+ are required to plan their communication activities to share information about their project and results during and beyond the project life cycle. Project applications will be evaluated based on relevant criteria to ensure that these aspects are covered. Beneficiaries of Erasmus+ funding will also need to monitor and evaluate the success of their communication activities, both qualitatively and quantitatively. The level and intensity of communication and dissemination activities should be proportional to the objectives, the scope and the targets of the different actions of Erasmus+.

Beneficiaries must clearly acknowledge the European Union's support in all communication and dissemination activities and products, such as events, internet websites and publications. In particular, they must ensure that the European Union emblem is included in all communication material and it respects the provisions laid out in the grant agreement or grant decision[9]. The beneficiary's grant may be reduced if such provisions are not respected.

In order to design a good communication and dissemination plan, applicants need to take into consideration the following:

- **The communication objectives:** they identify what you would like to achieve with your communication activity i.e. to raise awareness, promote societal values, develop new partnerships for the future or influence policies and practices;
- **The audience or target group**: these are the people you would like to reach out to and that could make use of results. Be as specific as you can. It can be the general public, stakeholders, experts and other interested parties, decision-makers, media etc.;
- **The channels and activities** to reach the target audience: applicants need to choose the channels and activities that are the most effective and appropriate to meet the needs of their chosen targets, such as social media, events, publications.
- **The project results** (outputs and outcomes) such as good practice guide, a practical tool or product, research report of studies, what knowledge and skills were gained and so on. Results should also be shared or promoted via the Erasmus+ Project Result Platform (https://ec.europa.eu/programmes/erasmus-plus/projects_en).
- **The timing:** you need to effectively plan when different activities take place (linking it to work plan/ milestones), agree on realistic target and ensure flexibility depending on the project progress, the change in needs of the target audience or group as well as development in policy and procedure.
- **Key performance indicators (KPIs):** performance indicators are a valuable management tool to monitor progress (and allow adjustments if needed) during the implementation of the communication and dissemination activities and to evaluate the degree of success in achieving its objectives.

[8] The strategies can be found here: https://www.salto-youth.net/

[9] Guidance on how to use the European Commission visual identity, including the European Union emblem can be found here https://ec.europa.eu/info/resources-partners/european-commission-visual-identity_en#documents

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 license 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,[10] 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.

WHAT IS THE STRUCTURE OF THE ERASMUS+ PROGRAMME?

In order to achieve its objectives, the Erasmus+ Programme foresees the implementation of the following Actions in the 2021-2027 period:

KEY ACTION 1 – MOBILITY OF INDIVIDUALS

This Key Action supports:

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

- **Youth participation activities:** youth-led local and transnational initiatives run by informal groups of young people and/or youth organisations to help young people engage and learn to participate in democratic life, raising awareness about European Union common values and fundamental rights, bringing together young people and decision makers at local, national and European level, as well as contributing to European Union common goals;

- **DiscoverEU:** action offering 18-year-olds the opportunity to have a short-term individual or group travel experience throughout Europe. As an informal learning activity, DiscoverEU aims at fostering the sense of belonging to the European Union of the participants and allow them to explore its cultural diversity. It also seeks to equip the young

[10] 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.

people with skills and competences of value to their future lives, as well as inspire them to embrace sustainable travel in particular and environmental conscience in general. DiscoverEU includes a general action, where the young people can apply directly on the European Youth Portal as well as an inclusion action. The DiscoverEU Inclusion Action targets young people with fewer opportunities to facilitate their participation in DiscoverEU on equal footing with their peers.

- The programme offers **language learning opportunities** to participants carrying out a mobility activity abroad. This support will mainly be offered via the Erasmus+ Online Language Support (OLS) tool, adapted as necessary to individual sectors, as e-learning offers advantages for language learning in terms of access and flexibility. In particular cases, that is, when online learning is not the best tool to reach the target group, additional forms of language support will be offered.

- **Virtual exchanges in higher education and youth**: online people-to-people activities that promote intercultural dialogue and soft skills development between individuals from third countries not associated to the programme, EU Member States or third countries associated to the programme. They take place in small groups and are always moderated by a trained facilitator.

KEY ACTION 2 – COOPERATION AMONG ORGANISATIONS AND INSTITUTIONS

This Key Action supports:

Partnerships for Cooperation, including:

- **Cooperation Partnerships:** The primary goal of Cooperation Partnerships is to allow organisations to increase the quality and relevance of their activities, to develop and reinforce their networks of partners, to increase their capacity to operate jointly at transnational level, boosting internationalisation of their activities, and through exchanging or developing new practices and methods as well as sharing and confronting ideas.

- **Small-scale Partnerships:** this action aims at widening access to the programme to small-scale actors and individuals who are hard to reach in the fields of school education, adult education, vocational education and training, youth and sport. With lower grant amounts awarded to organisations, shorter duration and simpler administrative requirements compared to the Cooperation Partnerships, this action aims at reaching out to grassroots organisations and newcomers to the Programme and less experienced organisations, reducing entry barriers to the programme for organisations with smaller organisational capacity.

Partnerships for Excellence, including:

- **European Universities:** This action supports the emergence of bottom-up networks of higher education institutions, which will bring cross-border cooperation to the next level of ambition, through the development of joint long-term strategies for top-quality education, research and innovation, based on a common vision and shared values;
- **Centres for Vocational Excellence (CoVE):** This initiative supports a bottom-up approach to vocational excellence involving a wide range of local stakeholders enabling VET institutions to rapidly adapt skills provision to evolving economic and social needs. They operate in a given local context, creating skills ecosystems for innovation, regional development, and social inclusion, while working with CoVEs in other countries through international collaborative networks. They provide opportunities for initial training of young people as well as the continuing up-skilling and re-skilling of adults, through flexible and timely offer of training that meets the needs of a dynamic labour market, in the context of the green and digital transitions;
- **Erasmus+ Teacher Academies:** The overall objective of this action is to create European partnerships of teacher education and training providers to set up Erasmus+ Teacher Academies that will develop a European and international outlook in teacher education. These Academies will embrace multilingualism and cultural diversity, develop teacher education in line with the EU's priorities in education policy and contribute to the objectives of the

European Education Area.

- **Erasmus Mundus Action:** This action aims at fostering excellence and world-wide internationalisation of higher education institutions via study programmes – at master course level – jointly delivered and jointly recognised by higher education institutions established in Europe, and open to institutions in other countries of the world.

Partnerships for Innovation, including:

- **Alliances for Innovation:** This action aims at fostering strategic cooperation between key players in higher education and vocational education and training, business and research – the "knowledge triangle" – to foster innovation and modernisation of education and training systems in identifying and supplying the right set of skills, knowledge and competences to match the future labour market demand in sectors and fields that are strategic for Europe's sustainable growth and competitiveness;
- **Forward-looking Projects:** This action will aim to foster innovation, creativity and participation, as well as social entrepreneurship in different fields of education and training. It will support forward-looking ideas based around key European priorities, and that have the potential of becoming mainstreamed and giving input for improving education and training systems, as well as to bring a substantial innovative effect in terms of methods and practices to all types of learning and active participation settings for Europe's social cohesion.

Capacity Building projects, including:

- **Capacity Building projects in the field of higher education:** This action supports international cooperation projects based on multilateral partnerships between organisations active in the higher education field in EU Member States or third countries associated to the programme and third countries not associated to the programme. They aim to support the relevance, quality, modernisation and accessibility and of higher education in third countries not associated to the programme as a driver of sustainable socio-economic development.
- **Capacity Building projects in the field of vocational education and training:** This action in the field of Vocational Education and Training supports international cooperation projects based on multilateral partnerships between organisations active in the field of VET in EU Member States, third countries associated to the programme and third countries not associated to the programme. They aim to support the relevance, accessibility, and responsiveness of VET institutions and systems in third countries not associated to the programme, as a driver of sustainable socio-economic development.
- **Capacity Building projects in the field of youth:** this action supports cooperation and exchange in the field of youth between organisations in EU Member States, third countries associated to the programme and third countries not associated to the Programme, and covers non-formal learning activities, with a focus on raising the capacity of organisations working with young people outside formal learning, while ensuring the active participation of young people.
- **Capacity Building projects in the field of sport:** The action will support international cooperation projects based on multilateral partnerships between organisations active in the field of sport in EU Member States, third countries associated to the programme and third countries not associated to the programme. They aim to support sport activities and policies in third countries not associated to the programme as a vehicle to promote values as well as an educational tool to promote the personal and social development of individuals and build more cohesive communities.

Not-for-profit sport events: This action will support the preparation, organisation and follow up of not-for-profit sport events, organised either in one single country or in several countries by not-for-profit organisations or public bodies active in the field of sport. These events will aim at increasing the visibility of the Erasmus+ sport actions as well as raise awareness on the role of sport in promoting social inclusion, equal opportunities and health-enhancing physical activities.

Online platforms such as **eTwinning**, the **Electronic Platform for Adult Learning in Europe (EPALE)**, the **School Education Gateway (SEG)** and the **European Youth Portal** will offer virtual collaboration spaces, partner-finding databases, communities of practice and other online services for teachers, trainers, youth workers, policy makers and other practitioners, as well as for pupils, young people and adult learners in Europe and beyond.

KEY ACTION 3 – SUPPORT TO POLICY DEVELOPMENT AND COOPERATION

This Key Action supports:

The **European Youth Together** action, (targeting both youth organisations at grass root level and larger organisations), supporting partnerships across borders. Activities under this action should contribute to widening the outreach towards young people to ensure a diversity of voices, and reach a diverse range of young people within and beyond youth organisations, including youth with fewer opportunities. They should involve a variety of traditional and digital channels and facilitate the development of partnerships and networks, enabling participation and access for grassroots NGOs and youth movements.

In addition, this Key Action covers:

- Actions aimed at preparing and supporting the implementation of the EU policy agenda on education, training, youth and sport, including sectoral agendas for higher education, vocational education and training, schools and adult learning, and in particular by facilitating the governance and functioning of the **Open Methods of Coordination.**
- Carrying out European **policy experimentations**, led by high-level public authorities and involving field trials on policy measures in several countries, based on sound evaluation methods. In line with the EU Youth Strategy, a financial support will also be provided to the structures animating the National Working Groups designated by each national authority in the frame of the EU Youth Dialogue at national level.
- Actions aimed at gathering evidence and knowledge about education, training, youth and sport systems and policies at national and European level, with a view to facilitate reasoned policy-making. Evidence gathering and analysis will be undertaken through **EU-wide or international surveys and studies as well as thematic and country-specific expertise.**
- Actions which 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 area will also include the support to national and European-level bodies or networks that facilitate cross-European exchanges as well as the development of flexible learning pathways between different fields of education, training and youth and across formal, non-formal and informal learning settings..
  Actions that foster **policy dialogue with stakeholders within and outside the European Union**, through, for example, conferences, events and other activities involving policy makers, practitioners and other stakeholders in the fields of education, training, youth and sport, to raise awareness about the relevant European policy agendas and to promote Europe as an excellent study and research destination
- **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, youth and sport;

JEAN MONNET ACTIONS

The Jean Monnet Actions will support:

Jean Monnet Action in the field of Higher Education: This action supports Higher Education Institutions inside and outside Europe to promote teaching and research on European integration and to promote policy debate and exchanges involving the academic world and policy-makers on Union policy priorities. The following sub-actions are supported: **Jean Monnet Modules:** short teaching programmes in one or more disciplines of European Union studies; **Jean Monnet Chairs:** longer teaching posts with a specialisation in European Union studies for individual university professors; **Jean Monnet Centres of Excellence:** focal points gathering knowledge of high-level experts in various disciplines of European studies, as well as developing transnational activities and structural links with academic institutions in other countries;

- **Jean Monnet Action in other fields of education and training:** This action promotes knowledge on the European Union in schools and vocational education and training (VET) institutes in the EU Member States and third countries associated with the Programme. It aims to offer opportunities to education providers to develop and

deliver content to learners, to teacher training providers to support teachers with methodologies and updated knowledge on European Union issues and to promote debate and exchanges between school and VET representatives and stakeholders on learning about European Union subjects. The following sub-actions are supported: **Teacher Training**: design and offer structured training proposals on EU subjects to teachers; **Learning EU Initiative:** to promote a better understanding, in general education and vocational training (ISCED 1 – 4).

- **Jean Monnet policy debate**: **Jean Monnet Networks in Higher Education,** in line with a specific theme linked to a Commission priority, will collect, share and discuss among partners, research findings, content of courses and experiences, products (studies, articles, content of courses, etc.). **Networks for other fields of education and training,** exchange of good practices and experience co-teaching within a group of countries;
- **Support to designated institutions:** The action supports institutions pursuing an aim of European interest, providing to the Union, its Member States and its citizens with high quality services in specific priority subject areas. The main activities and outreach of these institutions involve research, including collection of data and their analysis to prepare future policies, teaching in situ and online for future staff of the international organisations and for civil servants in particular in juridical and management areas, organising events on priority issues for the Union and disseminating specific results and general information for the broad public.

WHAT IS THE BUDGET?

The Programme has an overall indicative financial envelope of more than 26 billion EUR[11] of the EU Budget for the seven years (2021-2027). The annual budget is adopted by the Budgetary Authority. The different steps for the adoption of the EU budget can be followed at:

https://ec.europa.eu/budget/explained/management/deciding/deciding_detail/decide_detail_en.cfm

For information about the available budget by action, please consult the 2022 Erasmus+ Annual Work Programme:

(https://ec.europa.eu/programmes/erasmus-plus/resources/documents/annual-work-programmes_en)

[11] Indicatively, the financial envelope of the programme is set at €24.574 billion in current prices and an additional top-up of €1.7 billion in 2018 prices

WHO IMPLEMENTS THE ERASMUS+ PROGRAMME?

The European Commission

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

At European level, the European Commission's European Education and Culture Executive Agency (EACEA) is responsible for the implementation of a number of actions of the Erasmus+ Programme. In addition to the information contained in this Guide, the relevant Call documents and application forms for the actions covered by this Guide and managed by the Executive Agency are published in the Funding and Tender Opportunity Portal: https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home.

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 that are not covered by this guide.

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

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

The National Agencies

The implementation of the Erasmus+ Programme is mainly implemented as Indirect Management, meaning that the European Commission entrusts budget implementation tasks to National Agencies; the rationale of this approach is to bring Erasmus+ as close as possible to its beneficiaries and to adapt to the diversity of national education, training and youth systems. For this purpose, each EU Member State or third country associated to the Programme has appointed one or more National Agencies (for the contact details, please consult the following link: https://ec.europa.eu/programmes/erasmus-plus/contact_en). These National Agencies promote and implement the Programme at national level and act as the link between the European Commission and participating organisations at local, regional and national level. It is their task to:

- provide appropriate information on the Erasmus+ Programme;
- administer a fair and transparent selection process for project applications to be funded in their country
- monitor and evaluate the implementation of the Programme in their country;
- provide support to project applicants and participating organisations throughout the project life-cycle;
- collaborate effectively with the network of all National Agencies and the European Commission;
- promote and 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 and implementation of the Erasmus+ Programme by:

- carrying out projects and activities, such as Training and Cooperation Activities and Networking 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, less experienced organisations and target groups with fewer opportunities, in order to remove the obstacles to full participation in the Programme;
- seeking cooperation with external bodies and National Authorities in order to increase the impact of the Programme their respective fields of action, in their country and in the European Union.

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.

The relevant calls covering the actions managed by the Erasmus+ National Agencies are published in the Erasmus+ Website[12] and publicised in the websites of the National Agencies.

[12] https://ec.europa.eu/programmes/erasmus-plus/resources_en

WHAT OTHER BODIES ARE INVOLVED IN THE IMPLEMENTATION OF THE PROGRAMME?

Apart from the bodies mentioned above, the following Resource Centres and information offices, platforms, and knowledge and expert networks provide complementary expertise to the implementation of the Erasmus+ Programme:

RESOURCE CENTRES AND INFORMATION OFFICES

SALTO RESOURCE CENTRES

The aim of the SALTO Resource Centres is to improve the quality and impact of the Erasmus+ programme at a systemic level through providing expertise, resources, information and training activities in specific areas for National Agencies and other actors involved in education, training and youth work. Among others, these activities include organising training courses, seminars workshops, study visits, forums, cooperation and partnership-building activities on Erasmus+ priority themes.

EDUCATION AND TRAINING

In addition, in the fields of education and training, the work of the SALTO centre:

- offers a platform for European training activities;
- enables 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;

YOUTH

In the field of youth, the work of the SALTO-YOUTH centres focuses on improving the quality and impact of the EU youth programmes (Erasmus+ and European Solidarity Corps) and supporting and developing European youth work. It involves:

- fostering the recognition of non-formal and informal learning throughout Europe;
- developing and documenting training and youth work methods and tools;
- enhancing the quality of youth projects through training courses, tools and practical publications and guidance
- actively promoting inclusive approaches in youth work throughout Europe;
- giving an overview of European training activities that are available to youth workers through the European Training Calendar; providing a database of trainers and resource persons in the field of youth work;
- coordinating the implementation of Youthpass, the instrument to support validation of non-formal and informal learning outcomes in youth mobility and youth work activities.

The SALTO centres in the youth field have either a thematic (participation and information, inclusion and diversity, training and cooperation) or geographical (Eastern Partnership Countries and Russia, Southern Mediterranean, Western Balkans) focus.

More information available at: www.salto-et.net and www.salto-youth.net

Otlas –the partner finding tool for organisations in the youth field

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 https://www.otlas.eu/

National Erasmus+ Offices

In the third countries not associated to the Programme 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, vocational education and training, youth and sports. 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 (including in the fields of higher education, VET, youth and sports, where relevant);
- advising and assisting potential applicants;
- coordinating the local team of Higher Education Reform Experts (HEREs);
- contributing to studies and events;
- providing support to policy dialogue;
- maintaining contacts with the local authorities and EU Delegations;
- following policy developments in the above mentioned areas in their country.

National Focal Points

In the third countries not associated to the Programme concerned (Latin America and the Caribbean, Sub-Sahara Africa, Middle East, Afghanistan, Asia and Pacific) the network of National Focal Points (NFPs) support the Commission, the Executive Agency and the local authorities to provide guidance, practical information and assistance on all aspects of participation in Erasmus+ in the field of higher education, youth, vocational education and training and sport. They act as focal points for the stakeholders in their country and contribute to improving awareness, visibility, relevance, effectiveness and impact of the international dimension of Erasmus+.

National Academic Recognition Information Centres (NARIC)

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

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

More information available at: https://www.enic-naric.net/

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 EU Member States and third countries associated to the Programme, 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 provides information in 28 languages.

To access the European Youth Portal, go to: http://europa.eu/youth/. For more information on Eurodesk, go to: https://www.eurodesk.eu

PLATFORMS AND TOOLS

The Erasmus+ Project Results Platform

The Erasmus+ Project Results Platform provides access to information and results concerning all projects funded under the Erasmus+ Programme. Organisations can find their inspiration in the wealth of project information and make use of the results and lessons learned from Erasmus+ implementation.

Projects can be searched by keyword, key action, year, country, topic, type of results, etc. Searches can be saved and constantly updated on the most recent projects, according to pre-defined criteria. Good practice projects - which have been identified in terms of policy relevance, impact, communication potential - are highlighted.

The Erasmus+ Project Results Platform can be accessed here: https://ec.europa.eu/programmes/erasmus-plus/projects/

The School Education Gateway (SEG)

The School Education Gateway is Europe's online platform for school education, available in 23 EU languages. As it is a public website, it can be accessed by anyone on Internet (i.e. also from countries outside the EU) and the main audience is the broad range of European school education stakeholders: teachers and school leaders, VET teachers and trainers, Early Childhood Education and Care staff, learning support staff, education stakeholder organisation representatives, researchers, local and regional authorities, inspectorates and other central authority agencies, and ministries of education. This wide user reach and diverse content aims to improve the links between policy and practice in European school education, support school and professional development, and provide users with networking and collaborative tools to support their projects and mobility opportunities.

The SEG offers a wide range of content: effective practices developed within European projects; monthly articles and video interviews of European school education experts; online courses to support teachers and other stakeholders to develop their practices; resources such as publications, teaching materials and tutorials; information on school education news and events; and dedicated thematic areas, such as on Inclusion (with a dedicated European Toolkit for Schools) and Key Competences. Teachers and school staff can use the search tools to find training and mobility opportunities for professional development (on-site courses, job shadowing, teaching assignments etc.), which can be funded under Erasmus+ Key Action 1 and suitable partners for Key Action 2 (or other non-Erasmus+) projects.

Access to all Erasmus+ tools and relevant information is available at: https://schooleducationgateway.eu

eTwinning

eTwinning is a community of teachers and school staff from pre-primary to upper secondary schools, hosted on a secure platform accessible only to school staff vetted by National Support Organisations (NSO). 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). eTwinning is funded under Key Action 2 of the Erasmus+ Programme.

Teachers and schools participating in eTwinning receive support from their National Support Organisations (NSO). 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 Organisations are coordinated by a Central Support Service (CSS), which is also responsible for the development of the eTwinning platform and the organisation of teacher professional development activities at European level. The eTwinning platform will merge with the School Education Gateway in early 2022 for streamlining access to information and tools.

The list of all services and more information available at: https://www.etwinning.net/en/pub/community/countries.cfm

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 adult learning professionals: teachers, educators, trainers and volunteers, as well as policy-makers, researchers, journalists and academics, and others involved in adult learning.

The site offers up-to-date news on developments in the field and 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;
- A Partner-search tool, useful to find partners to prepare an EU-funded project or to find or offer a job shadowing opportunity;
- A Course Catalogue, where visitors can find a broad range of online and offline courses;
- 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;
- The **Erasmus+Space**, a safe and secure tool in particular for Erasmus+ KA1 and KA2 project coordinators and their partners to put blended mobility/cooperation into practice and to use it for project management and dissemination;
- A Resource centre, where project beneficiaries can source useful reference material and /or post articles, teaching materials, 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 Organisations in EU Member States and third countries associated to the Programme, which are in charge of identifying interesting information and encourage stakeholders to use and contribute to the platform. EPALE can be accessed at: https://epale.ec.europa.eu/.

SELFIE

SELFIE ("Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies") is a free, multilingual, web-based, self-reflection tool to help general and vocational schools develop their digital capacity.

SELFIE for Schools anonymously gathers the views of students, teachers and school leaders on how technology is used in their school. This is done using short statements and questions and a simple 1-5 answer scale. Based on this input, the tool generates a report – a snapshot ('SELFIE') of a school's strengths and weaknesses in their use of technology. SELFIE is available for any primary, secondary and vocational schools in Europe and beyond, and in over 30 languages. It can be used by any school – not just those with advanced levels of infrastructure, equipment and technology use.

The Covid-19 pandemic has shown a massive shift towards digital technologies for remote working and learning, including for VET. It also demonstrated the difficulty of maintaining the work-based learning (WBL) part of VET in companies, which makes it even more urgent to increase the effectiveness of the dialogue between VET teachers and in-company trainers via digital means.

As part of the Digital Education Action Plan, a new tool for teachers is under development. This tool ('SELFIE for Teachers') which will be available in all official EU languages in Autumn 2021 will allow teachers to self-assess their digital competence and confidence and to get immediate feedback on strengths and gaps and where they can further develop. Teams of teachers can also work together to use the tool and develop a training plan.

In early 2020, a feasibility study on adapting the SELFIE tool for WBL in VET concluded there is a need for a SELFIE for WBL to bring VET institutions and companies closer together to jointly discuss how to best embed digital technology in the education and training provided. SELFIE for WBL not only gathers the three perspectives of school leaders, VET teachers and learners, but also adds as a fourth perspective the view of in-company trainers. In autumn 2020, nine countries conducted successful pilots for extending SELFIE to WBL, including related to apprenticeships, involving a large number of stakeholders. SELFIE for WBL is expected to be operational for a full roll-out by mid-2021.

SELFIE has been developed by the Joint Research Centre and Directorate General for Education, Youth, Sport and Culture (DG EAC). More information about SELFIE can be found here: https://ec.europa.eu/education/schools-go-digital_en

HEInnovate

The HEInnovate guiding framework offers higher education institutions (HEIs) in the EU and beyond the opportunity to examine their innovation and entrepreneurship capacities through self-reflection in one or several of eight dimensions available, which are:

- Leadership and Governance
- Organisational Capacity: Funding, People and Incentives
- Entrepreneurial Teaching and Learning
- Preparing and Supporting Entrepreneurs
- Digital Transformation and Capability
- Knowledge Exchange and Collaboration
- The Internationalised Institution
- Measuring Impact

HEInnovate is also a community of practice and its experts offer workshops for HEIs to improve their innovation performance and train the trainers events to disseminate the approach more widely at national level. Training materials are available on the website. The platform also provides case studies and user stories to showcase examples of different innovation approaches in HEIs throughout the EU. A number of Country Reviews have been done in

collaboration with the OECD and are available on the HEInnovate and OECD websites. The HEInnovate Country Reports show innovation and entrepreneurship approaches in different EU member states.

Erasmus+ funded projects such as the European University alliances and the Alliances for Innovation are invited to use HEInnovate where relevant to accompany their projects.

HEInnovate can be accessed at: https://heinnovate.eu/en

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 also encourages the participation of young people in democratic life in Europe notably via the EU Youth Dialogue and other initiatives to engage with young people to influence policy making. The European Youth Portal also provides information for other stakeholders working in the field of youth, is available in 28 languages and can be accessed here: https://europa.eu/youth/EU_en

European Student Card Initiative

The European Student Card Initiative aims at simplifying learning and training mobility by digitalising all the main components necessary for the organisation of student mobility, from information provision to application processes and settling into the host community while abroad. In the context of this initiative, the Erasmus+ Mobile App and Erasmus without Paper Network are now available for higher education institutions and students and will be further enhanced by adding new services and features for users.

The Erasmus+ Mobile App gives students a single online point of access to all the information and services they need before, during, and after their exchanges abroad. The Erasmus+ Mobile App also includes information about participation in the programme for learners in other sectors. The app is available for download in the App store and on Google Play. More information can be found at: erasmusapp.eu

The Erasmus without Paper Network allows higher education institutions to connect to a central communication channel to exchange seamlessly student mobility data in a secure and streamlined manner supporting a fully digitalised mobility management, including online learning agreements and digital inter-institutional agreements. Higher education institutions that are looking to connect to the Erasmus without Paper Network can access information on how to connect, guidelines and tutorials by visiting the Erasmus without Paper Competence Centre: https://cc.erasmuswithoutpaper.eu

KNOWLEDGE AND EXPERT NETWORKS

Eurydice network

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

The Eurydice Network produces a vast source of information, including detailed descriptions and overviews of national education systems (National Education systems and Policies), comparative thematic reports devoted to specific topics of Community interest (Thematic Reports), indicators and statistics (Key Data Series), and a series of facts and figures

related to education, such as national education structures, school calendars, comparison of teacher salaries and of required taught time for countries and education levels (Facts and Figures).

It consists of a central coordinating unit located at the Executive Agency and national units based in all EU Member States and third countries associated to the Programme 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 an EU Member State or third country associated to the Programme, 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.

Network of Higher Education Reform Experts (HEREs)

In the third countries not associated to the Programme 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.

National Teams to support the implementation of EU VET tools

The purpose of the national teams of VET experts is to provide a pool of expertise to promote the application of EU VET tools and principles in EU funded projects supported by the Erasmus+ Programme. The concerned EU VET tools are laid down in the relevant EU VET policy documents such as the European Framework for Quality and Effective Apprenticeships and the Council Recommendation on VET (such as the EQAVET Framework, EU core profiles, graduate tracking and others). The experts should in particular provide support to the beneficiaries of EU funded projects supported by the Erasmus+ Programme to implement the abovementioned EU VET tools in their projects.

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 as defined in the Council Recommendation on vocational education and training for sustainable competitiveness, social fairness and resilience[13].

The EQAVET NRPs aim to 1) take concrete initiatives to implement and further develop the EQAVET Framework 2) inform and mobilise a wide range of stakeholders to contribute to implementing the EQAVET framework 3) support self-evaluation as a complementary and effective means of quality assurance 4) provide an updated description of the national/regional quality assurance arrangements based on the EQAVET Framework and 5) engage in EU level peer reviews of quality assurance at VET system level.

EQF, Europass and Euroguidance - National centres

For each country, these three networks of national centres are supported through one single agreement:

European Qualifications Framework National Coordination Points (EQF NCPs)

The EQF NCPs, designated by national authorities, support them in:

- developing, implementing and reviewing national qualifications frameworks and referencing them to the European Qualifications Framework (EQF);
- reviewing and updating, when relevant, the referencing of the levels of the national qualifications frameworks or systems to the levels of the EQF.

EQF NCPs bring the EQF closer to individuals and organisations by:

- supporting the inclusion of the appropriate EQF levels on certificates, diplomas, supplements and other qualification documents and on databases of qualifications;
- developing qualification registers or databases that include qualifications included in the national qualification frameworks and publishing them on the Europass portal.

More information available at: https://europa.eu/europass/en/implementation-european-qualifications-framework-eqf

Europass National Centres

The main feature of Europass is an online platform that provides individuals and organisations with interactive tools and information on learning opportunities, qualifications frameworks and qualifications, guidance, skills intelligence, self-assessment tools and documentation of skills and qualifications, and connectivity with learning and employment opportunities. This requires substantial work at national level, carried out by bodies designated by national authorities. This includes in particular:

[13] Footnote with a reference to Official Journal to be added one available

- Making national information available for the EU platform, namely ensuring the interconnection between the EU platform and national data sources for learning opportunities and national qualifications databases or registers;
- Promoting the use of the services provided by the EU platform;
- Liaising with all relevant stakeholders at national level.

Euroguidance network

Euroguidance is a European network of national resource and information centres, designated by national authorities. All Euroguidance centres share the following common goals:

- cooperation and support at Union level to strengthen policies, systems and practices for guidance within the Union (the development of the European dimension of lifelong guidance);
- support competence development of guidance practitioners;
- provide quality information on lifelong guidance
- promote European opportunities for learning mobility and career management (through the Europass portal).

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

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

WHO CAN PARTICIPATE IN THE ERASMUS+ PROGRAMME?

Individuals constitute the main target population of the Programme. However, the Programme reaches these individuals mainly 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 informal groups and self-employed persons[14]). For both participants and participating organisations, the conditions for participation depend on the country in which they are based.

Participants in Erasmus+ project activities:

As a general rule, participants in Erasmus+ projects must be established in an EU Member State or third country associated to the Programme. Some Actions, notably in the fields of higher education, vocational education and training, and youth, are also open to participants from third countries not associated to the Programme.

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

In general terms, the main target groups are:

- 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 and training, professionals and trainers in vocational education and training, staff of initial vocational education and training organisations, trainers and professionals in enterprises;
- For projects relevant for the field of school education, the main targets are: school leaders, school teachers and school staff, pupils in pre-primary, primary and secondary education;
- For projects relevant for the field of adult education, the main targets are: members of non-vocational adult education organisations, trainers, staff and learners in non-vocational adult education;
- For projects relevant for the youth field the main targets are: young people from 13 to 30[15], 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 of this Guide.

Eligible participating organisations

Erasmus+ projects are submitted and managed by participating organisations. If a project is selected, the applicant organisation becomes a beneficiary of an Erasmus+ grant. Beneficiaries sign a grant agreement which entitles them to receive financial support for the realisation of their project (grant agreements are not signed with individual participants).

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[14] Natural persons are not eligible to directly apply for a grant to the Erasmus+ National Agencies or the Executive Agency EACEA (with the exception of self-employed persons (i.e. sole traders, where the company does not have legal personality separate from that of the natural person).
Entities which do not have legal personality under their national law may exceptionally participate, provided that their representatives have the capacity to undertake legal obligations on their behalf, and offer guarantees for the protection of the EU financial interests equivalent to that offered by legal persons.) .
EU bodies (with the exception of the European Commission Joint Research Centre) cannot be part of the consortium

[15] Different age limits apply depending on the different types of activities. For more information please consult Part B 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 start date of the activity.

As a general rule, organisations participating in Erasmus+ projects must be established in an EU Member State or third country associated to the Programme. Some Actions are also open to participating organisations from third countries not associated to the Programme, notably in the field of higher education, vocational education and training, 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 of this Guide.

ELIGIBLE COUNTRIES

EU Member States take part in the Erasmus+ Programme. In addition, in accordance with article 16 of the Erasmus+ Regulation, the following third countries are associated to the programme[16]:

- members of the European Free Trade Association (EFTA) which are members of the European Economic Area (EEA): Norway, Iceland, Liechtenstein;

- acceding countries, candidate countries and potential candidates: Republic of North Macedonia, Republic of Turkey and Republic of Serbia;

The EU Member States and the above mentioned third countries associated to the programme will be hereafter called **"EU Member States and third countries associated to the Programme".**

In addition, in accordance with article 17 of the Regulation, entities from other third countries non-associated to the Programme can be eligible in Erasmus+ actions in duly justified cases and in the Union interest (hereafter called "**third countries not associated to the Programme").**

EU Member States and third countries associated to the Programme

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

Member States of the European Union (EU)[17]			
Belgium	Greece	Lithuania	Portugal
Bulgaria	Spain	Luxembourg	Romania
Czech Republic	France	Hungary	Slovenia

[16] Subject to the signature of the Association Agreements between the European Union and those countries.

[17] According to Article 33.2 of Council Decision (EU) 2021/1764 of 5 October 2021 on the association of the Overseas Countries and Territories with the European Union including relations between the European Union on the one hand, and Greenland and the Kingdom of Denmark on the other (Decision on the Overseas Association, including Greenland) (EUR-Lex - 32021D1764 - EN - EUR-Lex (europa.eu)) the Union shall ensure that individuals and organisations from or to Overseas Countries and Territories (OCT) shall be eligible for 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 'EU Member State or third country associated to the Programme' status, the 'EU Member State or third country associated to the Programme' being the Member State with which they are connected. The list of OCTs can be found at: https://ec.europa.eu/international-partnerships/where-we-work/overseas-countries-and-territories_en

Denmark	Croatia	Malta	Slovakia
Germany	Italy	Netherlands	Finland
Estonia	Cyprus	Austria	Sweden
Ireland	Latvia	Poland	

Third countries associated to the Programme[18]		
North Macedonia	Iceland	Norway
Serbia	Liechtenstein	Turkey

Third countries not associated to the Programme

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.

The following third countries not associated to the Programme are regrouped according to the EU's external action instruments, namely the Neighbourhood, Development and International Cooperation – Global Europe Instrument (NDICI-Global Europe)[19] and the Instrument for Pre-Accession Assistance (IPA III)[20].

Western Balkans (Region 1)	Albania, Bosnia and Herzegovina, Kosovo[21], Montenegro
Neighbourhood East (Region 2)	Armenia, Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraine as recognised by international law
South-Mediterranean countries (Region 3)[22]	Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine[23], Syria, Tunisia

[18] Subject to the signature of the Association Agreements between the European Union and those countries.
19 Official Journal L 209/2021 (europa.eu)
20 https://eur-lex.europa.eu/eli/reg/2021/1529
[21] 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.

Russian Federation (Region 4)	Territory of Russia as recognised by international law
Region 5 Asia[24]	Bangladesh, Bhutan, Cambodia, China, DPR Korea, India, Indonesia, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Vietnam High income countries: Brunei, Hong Kong, Japan, Korea, Macao, Singapore and Taiwan
Region 6 Central Asia[25]	Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan
Region 7 Middle East	Iran, Iraq, Yemen High income countries: Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates
Region 8 Pacific[26]	Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste, Tonga, Tuvalu, Vanuatu High income countries: Australia, New Zealand
Region 9 Sub-Saharan Africa[27] [28]	Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cabo Verde, Central African Republic, Chad, Comoros, Congo, Congo - Democratic Republic of the, Côte d'Ivoire, Djibouti, Equatorial Guinea, Eritrea, Eswatini, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Tanzania, Togo, Uganda, Zambia, Zimbabwe
Region 10 Latin America	Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela
Region 11 Caribbean[29]	Antigua & Barbuda, Bahamas, Barbados, Belize, Cuba, Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, St Kitts and Nevis, St Lucia, St Vincent & Grenadines, Suriname and Trinidad & Tobago
Region 12 US and Canada	United States of America, Canada

The following third countries not associated to the Programme are not covered by the External Action Instruments:

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[22] 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.

[23] 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.

[24] The least developed countries amongst these countries can be found at: DAC-List-ODA-Recipients-for-reporting-2021-flows.pdf (oecd.org)

[25] As above

[26] As above

[27] As above

[28] The following are migration key third countries not associated to the Programme: Burkina-Faso, Burundi, Ethiopia, Gambia, Ivory Coast, Guinea, Mali, Mauritania, Niger, Nigeria, Senegal, South Africa, South Sudan, Sudan

[29] The least developed countries amongst these countries can be found at: DAC-List-ODA-Recipients-for-reporting-2021-flows.pdf (oecd.org)

Region 13	Andorra, Monaco, San Marino, Vatican City State
Region 14	Faroe Islands, Switzerland, United Kingdom

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 EU Member States and third countries associated to the Programme or third country not associated to the Programme 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/

PART B – INFORMATION ABOUT THE ACTIONS COVERED BY THIS GUIDE

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

- 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 they wish to apply, as well as the general information about the priorities, objectives and key features of the programme.

Which actions are presented in this Guide?

The sections "Key Action 1", "Key Action 2" and “Key Action 3” present the following Actions:

Key Action 1:

- Mobility projects for learners and staff in higher education, vocational education and training (VET), school education, adult education and youth;
- Youth participation activities.
- DiscoverEU – Inclusion Action
- Virtual exchanges in higher education and youth

Key Action 2:

- Partnerships for Cooperation, comprising:
    - Cooperation Partnerships;
    - Small-scale Partnerships.

- Partnerships for Excellence, including:

    - Centres for Vocational Excellence;
    - Erasmus+ Teacher Academies;
    - Erasmus Mundus Action.

- Partnerships for Innovation:

    - Alliances for Innovation
    - Forward-looking projects.

- Capacity Building in the field of higher education, vocational education and training, youth and sport.

- Not-for-profit European sport events.

Key Action 3:

- European Youth Together

Jean Monnet Action:

- Jean Monnet in the field of higher education
- Jean Monnet in other fields of education and training

In addition, some actions of the Programme are implemented through specific calls for proposals managed directly by the European Commission or by the European Education and Culture Executive Agency. For more information, please visit the websites of the Commission and of the Executive Agency.

KEY ACTION 1: LEARNING MOBILITY OF INDIVIDUALS

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 pupils, students, trainees, apprentices, adult learners and young people, the mobility activities supported under this Key Action are meant to produce one or more of 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 and digital competences;
- enhanced intercultural awareness;
- more active participation in society;
- enhanced positive interactions with people from different backgrounds;
- 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 one or more of the following outcomes:

- improved competences, linked to their occupational 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 and young people;
- greater understanding and responsiveness to all kinds of diversity, e.g. social, ethnic, linguistic, gender and cultural diversity as well as diverse abilities;
- increased ability to address the needs of people with fewer opportunities;
- increased support for and promotion of mobility activities for learners;
- increased opportunities for professional and career development;
- improved foreign language and digital competences;
- increased motivation and satisfaction in their daily work.

Activities supported under this Action are also expected to produce one or more of 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 and young people in line with their needs and expectations; improved qualifications of teaching and training staff; improved processes of recognition and validation of competences gained during learning periods abroad; more effective activities for the benefit of local communities, improved youth work methods and practices to actively involve young people and/or to address disadvantaged groups, etc.;

- more modern, dynamic, committed and professional environment inside the organisation: ready to integrate good practices and new methods into daily activities; open to synergies with organisations active in different social, educational and employment fields; planning strategically the professional development of their staff in relation to individual needs and organisational objectives; maintaining communication, knowledge transfer and outreach of improvements if relevant, capable of attracting excellent students and academic staff from all over the world.

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

WHAT 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:

- **Planning** (including defining the learning outcomes, activity formats, development of work programme, schedule of activities)
- **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).

The Erasmus+ Programme reinforces the support offered to the participants of mobility activities in improving their foreign language competences before and during their stay abroad, including additional linguistic support grant for participants in long term mobility in VET and school education fields. An Erasmus+ Online Language Support (OLS) service provides the participants in mobility activities with the opportunity to assess their knowledge of two languages as well as to follow online language courses to improve their competences.

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

A third important element of innovation and quality of mobility activities is that Erasmus+ participating organisations have the possibility to organise mobility activities within a broader strategic framework and in the medium term. Through a single grant application, 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.

Accreditation schemes play an important role in ensuring high impact of Key Action 1. The Erasmus Charter for Higher Education, the Erasmus accreditation for higher education mobility consortia and the Erasmus accreditations in the fields of VET, school education, adult education, and youth allow organisations to benefit from Key Action 1 on a continuous basis, letting them focus on longer-term objectives and institutional impact.

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 pupils and staff;
- Mobility project for adult education learners and staff.

In the field of Youth:

- Mobility projects for young people - Youth exchanges
- Mobility projects for youth workers
- Youth participation activities
- DiscoverEU Inclusion Action

The sections below provide the detailed information about the criteria and conditions applying to each type of mobility project.

MOBILITY PROJECT FOR HIGHER EDUCATION STUDENTS AND STAFF

This higher education mobility action supports physical and blended mobility of higher education students in any study fields and cycle (short cycle, bachelor, master and doctoral levels). Students can either study abroad at a partner higher education institution or carry out a traineeship in an enterprise, a research institute, a laboratory, an organisation or any other relevant workplace abroad. Students can also combine a study period abroad with a traineeship, further enhancing the learning outcomes and development of transversal skills. While long-term physical mobility is strongly encouraged, this action recognises the need to offer more flexible physical mobility duration to ensure the Programme is accessible to students from all backgrounds, circumstances and study fields.

This action also supports higher education teaching and administrative staff to take part in professional development activities abroad as well as staff from the world of work to teach and train students or staff at higher education institutions. These activities may consist of teaching as well as training periods (such as job shadowing, observation periods, training courses).

Furthermore, this action supports blended intensive programmes, allowing for groups of higher education institutions to jointly develop blended mobility curricula and activities for students as well as academic and administrative staff.

OBJECTIVES OF THE ACTION

The objective of this action is to contribute to establishing a European Education Area with a global outreach and to strengthen the link between education and research.

This action aims to foster employability, social inclusion, civic engagement, innovation and environmental sustainability in Europe and beyond by enabling students from all study fields and at all study cycles to have the opportunity to study or train abroad as part of their studies. The objectives of the action are to:

- expose students to different views, knowledge, teaching and research methods as well as work practices in their study field in the European and international context;
- develop their transversal skills such as communication skills, language skills, critical thinking, problem solving, inter-cultural skills and research skills;
- develop their forward looking skills, such as digital and green skills, that will enable them to tackle the challenges of today and tomorrow;
- facilitate personal development such as the ability to adapt to new situations and self-confidence.

The objective is also to enable any staff, including staff from enterprises, to teach or train abroad as part of their professional development in order to:

- share their expertise;
- experience new teaching environments;
- acquire new innovative pedagogical and curriculum design skills as well as digital skills;
- connect with their peers abroad to develop common activities to achieve the programme’s objectives;
- exchange good practices and enhance cooperation between higher education institutions;
- better prepare students for the world of work.

In addition, the objective is to foster the development of transnational and transdisciplinary curricula as well as innovative ways of learning and teaching, including online collaboration, research-based learning and challenge-based approaches with the objective of tackling societal challenges.

HOW TO ACCESS ERASMUS+ HIGHER EDUCATION MOBILITY OPPORTUNITIES?

Individual organisation accreditation – the Erasmus Charter for Higher Education

Higher education institutions (HEIs) must have been awarded the Erasmus Charter for Higher Education (ECHE)[30] before applying for a mobility project to their Erasmus+ National Agency. By signing the Erasmus Charter for Higher Education, higher education institutions commit to provide all the necessary support to mobile participants, including linguistic preparation. To support them, online language support is implemented for all mobility activities. It is made available by the European Commission to eligible participants in order to improve their foreign language competences before and/or during mobility.

Among other ECHE principles, the participating HEI has to carry out mobility for the purpose of studying and teaching only within the framework of prior agreements between institutions and select prospective participants and award mobility grants in a fair, transparent, coherent and documented way, in line with the provisions of its grant agreement with the National Agency. It should ensure such fair and transparent procedures throughout all stages of mobility and in the process of responding to queries/complaints from participants. It must ensure that no fees are charged in the case of credit mobility, to incoming mobile students for tuition, registration, examinations or access to laboratory and library facilities. After the mobility, the institution also has to ensure that it automatically and fully recognises the outcomes from the learning period abroad.

The ECHE is complemented by the ECHE guidelines[31], a document which supports higher education institutions in implementing the ECHE principles. Higher education institutions must duly respect the ECHE and its supporting guidelines while implementing all actions that require this accreditation. For this purpose, an ECHE Self Assessment[32] is made available to support higher education institutions to assess how they are performing in implementing the ECHE principles and which areas could be strengthened, as well as offering suggestions on how to further improve.

Although higher education institutions in third countries not associated to the Programme are not eligible to sign the ECHE, they have to respect the ECHE principles. Therefore, aspects such as fair and transparent selection of participants, recognition of learning outcomes and all the necessary support offered to mobile participants have to be made explicit in the inter-institutional agreement for international mobility.

Group accreditation - Erasmus accreditation for higher education mobility consortia

In addition to individual HEIs, groups of HEIs may apply for funding of a higher education mobility project. Such a group is called a mobility consortium.

An organisation from an EU Member State or third country associated to the Programme, applying on behalf of a mobility consortium for an Erasmus+ grant, must hold a valid Erasmus accreditation for higher education mobility consortia. This accreditation is awarded by the same National Agency that assesses the request for funding for a higher education mobility project. The requests for accreditation and for grants for mobility projects can be made during the same call. However, the grant for mobility projects will be awarded only to those groups of HEIs and organisations that are successful at the end of the accreditation process. To obtain a consortium accreditation, the following conditions must be met:

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[30] https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/higher-education-charter_en
[31] https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-charter-higher-education-2021-2027-guidelines_en
[32] https://ec.europa.eu/programmes/erasmus-plus/eche/start_en

ELIGIBILITY CRITERIA

Eligible participating organisations	A mobility consortium in higher education can be composed of the following participating organisations: ▪ higher education institutions holding a valid Erasmus Charter for Higher Education; ▪ any public or private organisation active in the labour market or in the fields of education, training and youth. Each participating organisation must be established in the same EU Member State or third country associated to the Programme. Mobility consortia cannot be established in third countries not associated to the programme.
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	A mobility consortium must comprise a minimum of three eligible participating organisations, including two sending HEIs. All member organisations of the mobility consortium must be identified at the time of applying for the consortium accreditation.
Duration of the consortium accreditation	The whole programme period.
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 **23 February at 12:00:00 (midday Brussels time) for projects starting as of 1 June of the same year or later years.**
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 score 30 points)**	▪ The relevance of the proposal to: - the objectives of the action; - 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: - 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 individual HEI.

Quality of the consortium composition and the cooperation arrangements **(maximum score 20 points)**	▪ The extent to which: - 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 and less experienced organisations to the action.
Quality of the consortium activity design and implementation **(maximum score 20 points)**	▪ 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 persons with fewer opportunities to participate in mobility activities.
Impact and dissemination **(maximum score 30 points)**	▪ The quality of measures for evaluating the outcomes of the activities led by the consortium; ▪ The potential impact of the project: - on participants and participating organisations during and after the project lifetime; - outside the organisations and individuals directly participating in the project, at 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 score points for each award criterion.

SETTING UP A PROJECT

The applicant organisation applies for the mobility project grant, signs and manages the grant agreement and reporting. The applicant organisation must be based in an EU Member State or a third country associated to the Programme and have a valid higher education accreditation. It may either apply as an individual HEI, requiring an ECHE, or on behalf of a mobility consortium, requiring a consortium accreditation.

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

- Sending organisation: in charge of selecting students/staff and sending them abroad. This also includes grant payments (for those in EU Member States and third countries associated to the Programme), preparation, monitoring and automatic 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. This also includes grant payments (to those coming from third countries not associated to the Programme),

- Intermediary organisation: this is an organisation active in the labour market or in the fields of education, training and youth work in an EU Member State or third country associated to the Programme. It may be a member in a 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.

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 content for the mobility period abroad and specify the formal recognition provisions of each party. The rights and obligations are set out in the grant agreement. When the activity is between two higher education institutions (student mobility for studies including blended mobility, 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.

When designing a mobility project, the following horizontal dimensions have to be strengthened:

HORIZONTAL DIMENSIONS

Inclusion and diversity in higher education mobility

In order to make access to student and staff mobility as easy as possible, in line with the principles of the ECHE, higher education institutions must ensure equal and equitable access and opportunities to current and prospective participants from all backgrounds. This means including participants with fewer opportunities, such as participants with physical, mental and health related conditions, students with children, students who work or are professional athletes and students from all study fields underrepresented in mobility. Defining internal selection procedures that take into account equity and inclusion and assess applicants' merit and motivation holistically is essential in respecting this principle. Furthermore, higher education institutions are encouraged to establish built-in mobility opportunities, such as mobility windows within their curricula to help facilitate the participation of students from all study fields. In this regard, blended mobility can help offer additional opportunities that may be more suitable for some individuals or

student groups. In this context, having in place inclusion officers within the higher education institutions helps address inclusion and diversity. Inclusion officers can for example help raise awareness, define strategies for communication and outreach, ensure adequate support throughout mobility in cooperation with relevant colleagues and help facilitate cooperation between relevant staff within the institution with expertise in the field of inclusion and diversity.

Environmental sustainability and green practices in higher education mobility

In line with the principles of the ECHE, higher education institutions must promote environmentally friendly practices in all activities related to the Programme. This means promoting the use of sustainable means of transport for mobility, taking active steps when organising events, conferences and meetings related to Erasmus+ mobility in a more environmentally friendly manner, and replacing paper-based administrative processes with digital processes (in line with the standards and timeline of the European Student Card Initiative). Higher education institutions should also raise awareness amongst all participants about various measures they can take while abroad to reduce the carbon and environmental footprints of their mobilities and monitor progress towards achieving more sustainable student and staff mobilities.

Digitalisation and digital education and skills in higher education mobility

In line with the principles of the ECHE, higher education institutions should implement digital management of student mobility in line with the technical standards of the European Student Card Initiative. This means that higher education institutions participating in the programme must connect to the Erasmus without Paper Network in order to exchange mobility data and manage online learning agreements and digital inter-institutional agreements as soon as these features become operational[33]. Higher education institutions can use their organisational support funds for the implementation of digital mobility management. The institutions should promote blended mobility, the combination of a physical mobility with a virtual component, within their institution to offer more flexible mobility formats and further enhance the learning outcomes and impact of physical mobility. Higher education institutions must ensure the quality of blended mobility activities and formal recognition for participation in blended mobility, including the virtual component. The institutions should also raise awareness among their students and staff about opportunities within the programme to acquire and further develop relevant digital skills in all study fields, including Digital Opportunity Traineeships for students and recent graduates to further develop or acquire digital skills[34]. Teaching and administrative staff can also benefit from digital skills trainings to acquire relevant digital skills for making use of digital technologies in courses and for digitalising administration.

DESCRIPTION OF THE ACTIVITIES

Student mobility

Student mobility can be carried out in any study field and cycle (short cycle/bachelor/master/doctoral). 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.

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[33] The timeline for the digitalisation of mobility management in the case of international mobility is being further developed by the European Commission and will be communicated at a later stage.

[34] Any student 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.

Students may carry out the activities described below:

- A **study period** abroad at a partner higher education institution. The study period abroad must be part of the student's study programme to complete a degree at any study cycle. A study period abroad may include a traineeship period as well. Such a combination creates synergies between the academic and professional experience abroad.
- A **traineeship** (work placement, internship) abroad in an enterprise, a research institute, a laboratory, an organisation or any other relevant workplace. Traineeships abroad are supported during studies at any study cycle and for recent graduates. This also includes teaching assistantships for student teachers and research assistantships for students and doctoral candidates in any relevant research facility. To further enhance the synergies with Horizon Europe, these mobilities can also take place in the context of Horizon Europe funded research projects, in full respect of the principle of no double EU funding of activities. Wherever possible, the traineeships should be an integrated part of the student's study programme.

- **Doctoral mobility**

To better meet the diverse learning and training needs of doctoral candidates and to ensure equal opportunities with those that have the status of higher education staff, doctoral candidates and recent graduates ('post-docs')[35] can undertake short-term or long-term physical study or traineeship mobility periods abroad. Adding a virtual component to the physical mobility is encouraged.

- **Blended mobility**

Any study period or traineeship abroad of any duration, including doctoral mobility, may be carried out as a **blended mobility**. Blended mobility is a combination of physical mobility with a virtual component facilitating a collaborative online learning exchange and teamwork. For example, the virtual component can bring learners together online from different countries and study fields to follow online courses or work collectively and simultaneously on assignments that are recognised as part of their studies.

Any student can also undertake blended mobility by participating in a **blended intensive programme** according to the specific eligibility criteria for blended intensive programmes, described in this Guide.

In addition, students (short cycle/bachelor/master) who are not able to participate in long-term physical study or traineeship mobility, for example, due to their study field or because they have fewer opportunities for participation, will be able to carry out a short-term physical mobility by combining it with a compulsory virtual component.

- **Staff mobility**

Staff mobility can be carried out by any type of higher education staff or by invited staff from outside the HEIs. To ensure high-quality mobility activities with maximum impact, the mobility activity has to be related to the staff's professional development and to address their learning and personal development needs.

Staff may carry out any of the activities described below:

[35] Post-docs may participate in traineeships with the same requirements as any other recent graduate within 12 months of graduating. For those countries where 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.

- A **teaching period** abroad at a partner higher education institution. The teaching period abroad enables any teaching staff at a higher education institution or staff from enterprises to teach at a partner higher education institution abroad. Staff mobility for teaching can be in any study field.

- A **training period** abroad at a partner higher education institution, enterprise or any other relevant workplace. The training period abroad enables any staff at a higher education institution to take part in a training activity abroad that is relevant to their day-to-day work at the higher education institution. It may take the form of training events (excluding conferences) or job shadowing and observation periods.

A staff mobility period abroad can combine teaching and training activities. Any teaching or training period abroad may be carried out as a **blended mobility**.

Blended intensive programmes

These are short, intensive programmes that use innovative ways of learning and teaching, including the use of online cooperation. The programmes may include challenge based learning where transnational and transdisciplinary teams work together to tackle challenges for example those linked to the United Nations' sustainable development goals or other societal challenges identified by regions, cities or companies. The intensive programme should have added value compared to existing courses or trainings offered by the participating higher education institutions and can be multiannual. By enabling new and more flexible mobility formats that combine physical mobility with a virtual part, blended intensive programmes aim at reaching all types of students from all backgrounds, study fields and cycles.

Groups of higher education institutions will have the opportunity to organise short blended intensive programmes of learning, teaching and training for students and staff. During these blended intensive programmes, groups of students or staff as learners will undertake a short-term physical mobility abroad combined with a compulsory virtual component facilitating collaborative online learning exchange and teamwork. The virtual component must bring the learners together online to work collectively and simultaneously on specific assignments that are integrated in the blended intensive programme and count towards the overall learning outcomes.

In addition, blended intensive programmes can be open to student and staff from higher education institutions outside the partnership. Blended intensive programmes build capacity for developing and implementing innovative teaching and learning practices in the participating HEIs.

INTERNATIONAL MOBILITY INVOLVING THIRD COUNTRIES NOT ASSOCIATED TO THE PROGRAMME

The primary focus of the higher education mobility action is to support mobility activities among EU Member States and third countries associated to the Programme – the European dimension. In addition, the action supports the international dimension through two strands of mobility activities involving third countries not associated to the Programme across the whole world. One strand supports mobility to all third countries not associated to the Programme (regions 1-14[36]) and is funded by EU internal policy funds[37]. Another strand supports mobility to and from third countries not associated to the Programme (with the exception of regions 13 and 14) and is funded by EU external action instruments (see section "eligible countries" in Part A of this Guide).

[36] For the definition of the regions see section "eligible countries" in Part A of this guide.
[37] EU budget Heading 2 - Cohesion, resilience and values

The two strands of international mobility pursue different, yet complementary objectives, reflecting the policy priorities of the respective funding sources:

International outgoing mobility supported by internal policy funds: The priority focus is on the development of forward-looking and other relevant skills of students and staff from HEIs located in the EU Member States and third countries associated to the Programme. International mobility activities to any non-associated country are financed from the grant awarded to mobility projects. Grant beneficiaries may use up to 20% of the last awarded grant for outgoing mobility to non-associated countries all over the world (Regions 1-14). These opportunities are intended to encourage an organisation in an EU Member State or third country associated to the Programme to develop outgoing mobility activities with several third countries not associated to the Programme, and are expected to cover the widest possible geographic scope.

International outgoing and incoming mobility supported by external policy funds: This action follows the EU's external policy priorities; and as such, a number of targets and rules for cooperation are set with the twelve eligible regions (1-12), which are detailed hereafter in the section "additional information for mobility projects supported by external policy funds".

International mobility activities described in this action, unless stated otherwise, are applicable to both strands.

WHAT ARE THE CRITERIA USED TO APPLY FOR AND IMPLEMENT A MOBILITY PROJECT?

General Eligibility Criteria of Mobility Projects

A higher education mobility project must respect the following formal criteria below in order to be eligible for an Erasmus+ grant. General eligibility criteria address general requirements at project level, whereas the specific criteria listed in the following sections address the requirements for the implementation of specific activities.

Eligible activities	Higher education institutions (HEIs) may implement one or more of the following activities: ▪ Student mobility for studies ▪ Student mobility for traineeships ▪ Staff mobility for teaching ▪ Staff mobility for training ▪ Blended intensive programmes (not for mobility projects supported by external policy funds) Eligible mobility activity flows: ▪ For mobility projects supported by internal policy funds: from EU Member States and third countries associated to the Programme to any country in the world (EU Member States and third countries associated to the Programme and third countries not associated to the Programme from the Regions 1-14). ▪ For mobility projects supported by external policy funds: between EU Member States or third countries associated to the Programme and third countries not associated to the Programme (excluding the Regions 13 and 14).

Who can apply?	Organisations with the following accreditation may apply for a grant: ▪ For an application as an individual HEI: higher education institutions established in an EU Member State or third country associated to the Programme and awarded with an Erasmus Charter for Higher Education (ECHE). ▪ For an application as a mobility consortium: coordinating organisations established in an EU Member State or third country associated to the Programme and coordinating a consortium awarded with an Erasmus accreditation for higher education mobility consortia. Organisations that do not hold a valid consortium accreditation can apply for this accreditation on behalf of a mobility consortium during the same call as when applying for a mobility project grant or a previous call. All the involved higher education institutions from EU Member States and third countries associated to the Programme 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. Higher education students and staff cannot apply directly for a grant; the selection criteria for participation in the mobility activities and in blended intensive programmes are defined by the higher education institution in which they study or are employed.
Eligible countries	For participation in activities: ▪ any EU Member State or third country associated to the Programme ▪ any third country not associated to the Programme (for possible conditions in mobility projects supported by external policy funds please see the section "Additional information for mobility projects supported by external policy funds" of this action and "Eligible countries" in Part A)
Number of participating organisations	The number of organisations in the application form is one (the applicant). It is either an individual HEI or a mobility consortium coordinator established in an EU Member State or third country associated to the Programme. During the implementation of the mobility project, a minimum of two organisations (at least one sending and at least one receiving organisation) must be involved. For mobility projects supported by external policy funds, minimum one organisation from a non-associated third country must be involved. For blended intensive programmes in mobility projects supported by internal policy funds: in addition to the applicant (applicant HEI or a HEI in an applicant mobility consortium), at least two HEIs from two other EU Member States and third countries associated to the Programme have to be involved in the organisation of the blended intensive programme during implementation.
Duration of the project	Mobility projects supported by internal policy funds: 26 months Mobility projects supported by external policy funds: 24 or 36 months
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 **23 February at 12:00:00 (midday Brussels time) both for projects funded with internal policy funds starting on 1 June of the same year and for projects funded with external actions instruments starting on 1 August of the same year.**

How to apply?	Please see part C of this Guide for details on how to apply.
Other criteria needed	A HEI may apply for grants to its National Agency via two different channels: • directly as an individual HEI, • via a mobility consortium of which it is a coordinator/member. A HEI can apply only once per selection round for a mobility project as individual HEI and/or as the coordinating HEI of a given consortium. However, a HEI may be part of or coordinate several different mobility consortia applying at the same time. Both channels (individual application and consortium application) may be used simultaneously. However, the HEI remains responsible of preventing double funding of a participant when the two channels are used in the same academic year. The mobility project should implement the European Student Card Initiative to facilitate the online management of the mobility cycle and other more environmentally friendly and inclusive approaches in line with the Erasmus Charter for Higher Education (ECHE) and the ECHE guidelines.

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

SPECIFIC ELIGIBILITY CRITERIA FOR STUDENT MOBILITY

Eligible participating organisations	▪ **Student mobility for studies:** All participating organisations from EU Member States or third countries associated to the Programme (both sending and receiving) must be higher education institutions (HEIs) awarded with an ECHE. All organisations from third country not associated to the Programme (both sending and receiving) must be HEIs recognised by competent authorities and have signed inter-institutional agreements with their partners from EU Member States or third countries associated to the Programme, before the mobility takes place. ▪ **Student mobility for traineeships**: The sending organisation must be a HEI from an EU Member State or third country associated to the Programme awarded with an ECHE or a HEI from a not associated third country recognised by competent authorities that has signed inter-institutional agreements with their partners from EU Member States or third countries associated to the Programme before the mobility takes place. In case of student mobility for traineeships the receiving organisation can be[38]: o any public or private organisation active in the labour market or in the fields of education, training, youth, research and innovation. For example, such organisation can be: – a public or private, a small, medium or large enterprise (including social enterprises); – a public body at local, regional or national level; – embassies or consular offices of the sending EU Member State or third country associated to the Programme; – 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); o a non-profit organisation, association, NGO; o a body providing career guidance, professional counselling and information services; o a HEI from an EU Member State or third country associated to the Programme awarded with an ECHE, or a HEI from a third country not associated to the Programme recognised by competent authorities that has signed inter-institutional agreements with their partners from an EU Member State or third country associated to the Programme, before the mobility takes place.

[38] The following types of organisations are not eligible as receiving organisations for student mobility for 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	**Student mobility for studies**: from 2 months (or one academic term or trimester) to 12 months of physical mobility. This can include a complementary traineeship period, if planned, 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 **Student mobility for traineeships:** from 2 to 12 months of physical mobility. Any student, in particular those who are not able to participate in a long-term physical mobility for studies or for traineeships, may combine a shorter physical mobility with a virtual component (blended short-term mobility). In addition, any student may participate in blended intensive programmes. In these cases, physical mobility must last between 5 days and 30 days and be combined with a compulsory virtual component facilitating collaborative online learning exchange and teamwork. A blended mobility for studies must award a minimum of 3 ECTS credits. **Mobility for studies and/or traineeships for doctoral candidates**: from 5 to 30 days or from 2 to 12 months of physical mobility (a study mobility may include a complementary traineeship period, if planned). **Total eligible duration per study cycle:** The same student may participate in mobility periods totalling up to 12 months[39] of physical mobility maximum per each cycle of study[40], independently of the number and type of mobility activities: ▪ 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). The duration of a traineeship by recent graduates counts towards the 12 months maximum of the cycle during which they apply for the traineeship.
Venue(s) of the activity	Students must carry out their physical mobility activity in an EU Member State or third countries associated to the Programme or a third country not associated to the Programme different from the country of the sending organisation and the country where the student has his/her accommodation during his/her studies[41].

39 Prior experience under the Erasmus+ Programme and/or as Erasmus Mundus scholarship holders counts towards the 12 months per study cycle.
40 In one-cycle study programmes, such as medicine, students can be mobile for up to 24 months.
41 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 mobilities between branch campuses and the parent institution covered by the same ECHE.

Eligible participants	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 doctoral mobility, the participant must be at EQF level 8. Recent higher education graduates may participate in a mobility for traineeships. The beneficiary organisation may opt out of recent graduate traineeships. 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[42].
Other criteria needed	Student mobility can be in any study field. Student mobility can be a study period combined with a short traineeship (of less than 2 months) while being considered as an overall study period. The student, the sending and the receiving organisation must sign a learning agreement. The study period abroad must be part of the student's study programme to complete a degree. Wherever possible, the traineeships should be an integrated part of the student's study programme. Following courses at a higher education institution cannot be considered as a traineeship. In case of blended student mobility the activities may include participation in courses offered in a blended learning format at any partner HEI, online training and work assignments or participation in blended intensive programmes. Regarding international mobility, see "International mobility involving third countries not associated to the Programme".

[42] for those countries where 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.

Specific Eligibility Criteria for Staff Mobility

Eligible participating organisations	▪ **Staff mobility for teaching:** The sending organisation must be: o a HEI from an EU Member State or third country associated to the Programme awarded with an ECHE, or o a HEI from a third country not associated to the Programme recognised by competent authorities that has signed inter-institutional agreements with their partners from an EU Member State or third country associated to the Programme, or o in the case of staff invited to teach at HEI: any public or private organisation (not awarded with an ECHE) in an EU Member State or third country associated to the Programme or third country not associated to the Programme active in the labour market or in the fields of education, training, youth, research and innovation. For example, such organisation can be: – 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. The receiving organisation must be a HEI from an EU Member State or third country associated to the Programme awarded with an ECHE or a HEI from a third country not associated to the Programme recognised by competent authorities and having signed an inter-institutional agreement with the partner from an EU Member State or third country associated to the Programme, before the mobility takes place. ▪ **Staff mobility for training:** The sending organisation must be a HEI from an EU Member State or third country associated to the Programme awarded with an ECHE, or a HEI from a third country not associated to the Programme recognised by competent authorities that has signed inter-institutional agreements with their partners from an EU Member State or third country associated to the Programme, before the mobility takes place. The receiving organisation must be: o A HEI from a EU Member State or third country associated to the Programme awarded with an ECHE, or a HEI from a third country not associated to the Programme recognised by competent authorities that has signed inter-institutional agreements with their partners from an EU Member State or third country associated to the Programme before the mobility takes place, or o any public or private organisation from EU Member States and third countries associated to the Programme (or from third countries not associated to the Programme, if the mobility project is funded with internal policy funds) active in the labour market or in the fields of education, training, youth, research and innovation.

Duration of the activity	**Staff mobility for teaching and training:** From 2 days to 2 months of physical mobility, excluding travel time. In case of mobility involving third countries not associated to the Programme, the duration must be from 5 days to 2 months. In both cases, the minimum days must be consecutive. In the case of **invited staff from enterprises**, the minimum duration is 1 day of physical mobility. 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: • 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	Staff must carry out their physical mobility activity in any EU Member State or third country associated to the Programme or third country not associated to the Programme different from the country of the sending organisation and the staff country of residence.
Eligible participants	**Staff mobility for teaching:** • Staff working at a HEI in an EU Member State or third country associated to the Programme or third country not associated to the Programme. • Staff from any enterprise from any country, working in a public or private organisation (which is not a HEI holding an ECHE), active in the labour market or in the fields of education, training and youth, research and innovation and are invited to teach at a HEI in any country (including employed doctoral candidates). **Staff mobility for training**: Staff working at a HEI in an EU Member State or third country associated to the Programme or third country not associated to the Programme.

Other criteria needed	Staff mobility can be a teaching period combined with a training period, while being considered as an overall teaching period. A teaching or training mobility can take place in more than one receiving organisation in the same country, while being considered as one teaching or training period with the minimum duration of stay applying. Teaching mobility can be in any study field. Teaching mobility may include providing training for the development of the partner HEI. The staff member, the sending and the receiving organisation must sign a mobility agreement. Regarding international mobility, see "International mobility involving third countries not associated to the Programme".

SPECIFIC ELIGIBILITY CRITERIA FOR BLENDED INTENSIVE PROGRAMMES

Eligible participating organisations	A blended intensive programme has to be developed and implemented by at least 3 higher education institutions (HEIs) coming from at least 3 EU Member States and third countries associated to the Programme. In addition, any other HEI or organisation located in an EU Member State, third country associated to the Programme or third country not associated to the Programme may participate in order to send participants. The HEIs sending students and staff to participate as learners in blended intensive programmes must be a HEI from an EU Member State or third country associated to the Programme awarded with an ECHE or a HEI from a third country not associated to the Programme recognised by competent authorities that has signed inter-institutional agreements with their partners from an EU Member State or third country associated to the Programme, before the mobility takes place. For teaching and training staff involved in the delivery of the programme, it can be any organisation from an EU Member State or third country associated to the Programme or from a third country not associated to the Programme (see eligible participants). Participants can be sent with Erasmus+ funding or take part at their own costs. HEIs from third countries not associated to the Programme may send participants with Erasmus+, if the receiving institution has, in parallel, a mobility project funded with external policy funds funding incoming students and staff from these countries. These participants from third countries not associated to the Programme do not count towards the minimum requirements. The receiving HEI must be awarded with the ECHE. The receiving HEI can be the same as or different from the coordinating HEI. Other organisations may also co-host participants in the receiving country during part of the physical activity. The coordinating HEI must also be awarded with an ECHE. The coordinating/receiving HEI is either the applicant HEI or a HEI member of the applicant mobility consortium for a mobility project funded with internal policy funds.
Duration of the activity	Physical mobility from 5 days to 30 days of programme duration. No eligibility criteria is set for the duration of the virtual component but the combined virtual and physical mobility must award a minimum of 3 ECTS credits for students.
Venue(s) of the activity	The physical activity can take place at the receiving HEI or at any other venue in the country of the receiving HEI.

Eligible participants	**Students:** Students registered in a HEI in an EU Member State or a third country associated to the Programme or a third country not associated to the Programme, and enrolled in studies leading to a recognised degree or another recognised tertiary level qualification (up to and including the level of doctorate). **Staff:** Staff working at a HEI in an EU Member State or third country associated to the Programme or a third country not associated to the Programme. **Teaching and training staff involved in the delivery of the programme:** • Staff working at a HEI in an EU Member State, third country associated to the Programme or a third country not associated to the Programme. ▪ Staff invited to teach at a HEI: coming from any public or private enterprise/organisation (with the exception of HEIs awarded with an ECHE); the enterprise/organisation should come from an EU Member State, third country associated to the Programme or a third country not associated to the Programme active in the labour market or in the fields of education, training and youth, research and innovation; employed doctoral candidates also count as eligible under this action.
Other criteria needed	Blended intensive programmes for students and staff must comprise a short-term physical mobility abroad combined with a compulsory virtual component facilitating a collaborative online learning exchange and teamwork. The virtual component must bring the learners together online to work collectively and simultaneously on specific assignments that are integrated in the blended intensive programme and count towards the overall learning outcomes. Blended intensive programmes have to award at least 3 ECTS credits for students. The minimum number of Erasmus+ funded mobile participants in a blended intensive programme is 15 (not including teaching/training staff involved in the delivery of the programme) in order for the programme to be eligible for funding. The individual support and, when applicable, travel support to participants for the physical activity is provided by the sending organisation (and the receiving HEI in the case of invited staff from enterprises and participants from third countries not associated to the programme funded with external action instruments).

ADDITIONAL INFORMATION FOR MOBILITY PROJECTS SUPPORTED BY EXTERNAL POLICY FUNDS

The funds available for mobility projects supported by external policy funds are divided between different regions of the world in 12 budgetary envelopes and the size of each budgetary envelope is different according to EU external policy priorities. 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 indicative targets regarding geographical balance and priorities that have to be attained at European level over the whole duration of the programme (2021-2027), including cooperation with least developed countries. These indicative targets

and priorities do not have to be attained by individual higher education institutions, but National Agencies will take them into account in order to allocate the available budget. These are the targets set for mobility projects supported by external policy funds as a whole at the level of the EU Member States and countries associated to the Programme by call 2027:

- Asia:
  - A minimum of 25% of the budget should be spent on mobility with the least developed countries (LDCs) of the region;
  - No more than 25% of the budget should be spent on mobility with the High Income Countries (HICs) of the region;
  - No more than 15% of the budget should be spent on mobility with China;
  - No more than 10% of the budget should be spent on mobility with India.
- Pacific:
  - No more than 86.5 % of the budget should be spent on mobility with Australia and New Zealand together.
- Sub-Saharan Africa:
  - A minimum of 35% of the budget should be spent on mobility with the least developed countries (LDCs) of the region, with a special emphasis on migration priority countries;
  - no more than 8% of the budget should be spent on mobility with any country.
- Latin America:
  - No more than 30 % of the budget should be spent on mobility with Brazil and Mexico together.
- Eastern Partnership:
  - A minimum of 40% of the budget should be allocated to students with fewer opportunities.
- Southern Neighbourhood:
  - No more than 15% of the budget should be spent on mobility with any country;
  - A minimum of 65% of the funds should be allocated to students, 50% of whom should be with fewer opportunities.
- Western Balkans: emphasis should be on student mobility.

Due to the requirement to contribute to development assistance, mobilities for short-, first- and second cycle students carried out with countries eligible for official development assistance (ODA)[43] in regions 2-11 are limited to incoming mobility from third countries not associated to the Programme. Outgoing mobility towards these regions is only available for students at doctoral level and for staff.

If the applicant HEI has a mobility project funded with internal policy funds, the aforementioned non-eligible international outgoing mobility flows to these regions may be funded by the mobility project funded with internal policy funds in a complementary way.

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 PROJECTS SUPPORTED BY EXTERNAL POLICY FUNDS 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:

[43] The list of countries for which this requirement applies can be found in the DAC List of Countries receiving Official Development Assistance DAC-List-ODA-Recipients-for-reporting-2021-flows.pdf (oecd.org)

- Limiting the degree level (for example limiting applications to one or two cycles only – bachelor, master or doctoral level);
- Limiting the duration of mobility periods (for example limiting student mobility to 6 months, or limiting staff mobility to 10 days).

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.

AWARD CRITERIA

Award criteria for mobility projects supported by internal policy funds

There is no qualitative assessment (the quality has been assessed at the ECHE application stage or when selecting a mobility consortium accreditation) 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 mobilities applied for;
- the past performance of the applicant in terms of number of mobilities, good quality in the implementation of activities and sound financial management, in case the applicant has received a similar grant in previous years;
- the number of blended intensive programmes applied for;
- the total national budget allocated for the mobility action for mobility projects supported by internal policy funds.

Award criteria for mobility projects supported by **the external policy funds**

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

Quality of the project design and cooperation arrangements **(maximum 40 points)** **Project-level award criterion**	• The extent to which the applicant organisation describes with clarity the responsibilities, roles and tasks between partners. • 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 third country not associated to the Programme).
Relevance of the strategy **(maximum 40 points)** **Region-level award criterion**	• The extent to which the planned mobility project is relevant to the internationalisation strategy of the higher education institutions involved. • The rational for choosing staff and/ or student mobility and the previous experience of similar projects with higher education institutions/organisations in the partner region.
Impact and dissemination	• The potential impact of the project on participants, beneficiaries, partner organisations, at local, regional and national levels • the quality of measures aimed at disseminating the results of the

(maximum 20 points) **Region-level award criterion**	mobility project at faculty and institution levels, and beyond where applicable, in all countries involved.

The applicant will explain how the project meets these three criteria from the point of view of its own institution (or institutions in the case of applications submitted by consortia) and the partner institutions in the third countries not associated to the Programme.

The proposal should include all regional partnerships of the applicant. Only regional partnerships scoring at least 60 points, while meeting a 50% threshold per each award criterion presented in the table, will be considered for funding.

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.

Regardless of each region's score over the indicated threshold, the National Agency may prioritise mobilities with certain countries 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 third country not associated to the Programme, if the request is considered excessive with respect to the budget available.

A) FUNDING RULES APPLYING TO ALL MOBILITY ACTIVITIES IN HIGHER EDUCATION

Budget category	Eligible costs and applicable rules	Amount
Organisational Support	Costs directly linked to the implementation of mobility activities (excluding subsistence and travel for participants). **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the number of mobility participants.	For mobility projects supported by internal policy funds: Up to the 100th participant: 400 EUR per participant, and beyond the 100th participant: 230 EUR per additional participant For mobility projects supported by external policy funds: 500 EUR per participant
Inclusion support	Costs related to the organisation of mobility activities for participants with fewer opportunities requiring additional support based on real costs. **Financing mechanism:** contribution to unit costs **Rule of allocation:** based on the number of participants with fewer opportunities receiving	100 EUR per participant

	additional support based on real costs through the inclusion support category.	
	Additional costs directly related to participants with fewer opportunities, which cannot be covered through the top-up amount for individual support for participants with fewer opportunities. In particular these costs aim at covering the extra financial support required for participants with physical, mental or health related conditions to allow their participation in the mobility as well as in preparatory visits and for accompanying persons (including costs related to travel and subsistence, if justified and as long as it is not covered through budget categories "travel support" and "individual support" for these participants)[44]. **Financing mechanism**: real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency.	100% of eligible costs
Exceptional costs	Costs for providing a financial guarantee, if the National Agency asks for it. In the case of a mobility project funded with internal policy funds: Expensive travel costs of participants eligible for travel support. **Financing mechanism:** real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency	**Costs for financial guarantee:** 80% of eligible costs **Expensive travel costs:** 80% of eligible travel costs

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 EU Member States and third countries associated to the Programme, and with the principles of the ECHE as reflected in the inter-institutional agreements agreed in the case of institutions from third countries not associated to the Programme. For example:

[44] In case of accompanying persons, the rates for staff apply. 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 "inclusion support".

- 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 Language 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 receiving enterprises/organisations;
- 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;
- implement the European Student Card Initiative (digitalisation of mobility management);
- promote environmentally friendly ways of mobility and greening of administrative procedures;
- promote and manage the participation of individuals with fewer opportunities;
- identify and promote civic engagement activities and monitor participation in such activities;
- promote and manage blended and/or international mobility.

Higher education institutions 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 their activities abroad, including blended mobility, by undertaking activities to achieve the necessary level of linguistic proficiency and develop their intercultural competences" and "provide appropriate language 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 language 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 participant reports provided by students and staff and directly accessible to the National Agencies and the Commission.

The organisational support grant is calculated on the number of all supported mobile participants (including mobile participants with a zero-grant from EU Erasmus+ funds for the entire mobility period – see below – and staff from enterprises teaching at a HEI). Mobile participants with a zero-grant from EU Erasmus+ 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. This excludes persons accompanying participants during their activity abroad. In mobility projects supported by external policy funds, the calculation does not take account of additional mobilities that may be organised by transferring funds between budget categories.

In the case of mobility consortia, this grant can be shared among all the members according to rules that they will have agreed among themselves.

For mobility projects supported by external policy funds, 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 Erasmus+ funds

Students and staff with a zero-grant from EU Erasmus+ funds are mobile participants that do not receive an EU Erasmus+ 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 non-Erasmus+ EU fund (ESF, etc.), national, regional or other type of grant to contribute to their mobility costs. The number of mobile participants with a zero-grant from EU Erasmus+ funds for the entire mobility period counts in the statistics for the performance indicator used to allocate the EU budget between the countries.

Inclusion support

A person with fewer opportunities is a potential participant whose personal, physical, mental or health-related conditions is such that his/her participation in the project / mobility action would not be possible without extra financial or other support. Higher education institutions that have selected students and/or staff with fewer opportunities 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 participants with fewer opportunities, in particular those with physical, mental or health-related conditions, 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 fewer opportunities can request and justify such additional grant support.

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

As regards the accompanying persons for students and staff with fewer opportunities, 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 fewer opportunities 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 travel support participating in mobility projects supported by internal policy funds 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" (80% of total eligible costs). This will be allowed provided that beneficiaries can justify that the 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 travel support.

Other sources of funding

Students and staff may receive, on top of the EU Erasmus+ 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). EU Erasmus+ grants may also be replaced by other funds from the EU budget (ESF, etc.). 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

Individual support for physical mobility – base amounts for long-term mobility

Students may receive an individual support grant as a contribution to their additional costs for travel and subsistence related to their period of study or traineeship abroad.

For mobility between EU Member States and third countries associated to the Programme and to third countries not associated to the Programme from Regions 13 and 14, the monthly 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.

EU Member States and third countries associated to the Programme and third countries not associated to the Programme from Regions 13 and 14[45] are divided into the three following groups:

Group 1 Countries with higher living costs	Denmark, Finland, Iceland, Ireland, Liechtenstein, Luxembourg, Norway, Sweden. Third countries not associated to the Programme from Region 14.
Group 2 Countries with medium living costs	Austria, Belgium, Cyprus, France, Germany, Greece, Italy, Malta, Netherlands, Portugal, Spain. Third countries not associated to the Programme from Region 13.
Group 3 Countries with lower living costs	Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Serbia, Slovakia, Slovenia, North Macedonia, Turkey.

The EU Erasmus+ individual support grant provided to students will depend on their mobility flow between the sending and receiving countries of the student, 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 260 and 540 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 310 and 600 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 200 and 490 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.

[45] Third countries not associated to the Programme from regions 13 and 14 are only receiving countries.

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.

For mobility activities between EU Member States and third countries associated to the Programme and to third countries not associated to the Programme from Regions 13 and 14, 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.

Students and recent graduates with fewer opportunities - top-up amount to the individual support

Students and recent graduates with fewer opportunities receive a top-up amount to the individual support of their EU Erasmus+ grant with an amount of 250 EUR per month. The criteria to be applied are defined at national level by the National Agencies in agreement with National Authorities.

Students and recent graduates on traineeships - top-up amount to the individual support

Students and recent graduates carrying out traineeships will receive an additional top-up amount to the individual support of the EU Erasmus+ grant with an amount of 150 EUR per month. Students and recent graduates with fewer opportunities who take part in traineeships are entitled to receive the top-up amount for students and recent graduates with fewer opportunities and the top-up amount for traineeships.

Students and recent graduates from outermost regions and OCTs on long-term mobility

Considering the constraints imposed by the remoteness from other EU Member States and third countries associated to the Programme and the economic level, students and recent graduates studying or having studied in higher education institutions located in outermost regions of EU Member States, and Overseas Countries and Territories (OCTs) associated to EU Member States will receive the following higher amounts for individual support:

From	To	Amount
Outermost regions and OCTs	EU Member States and third countries associated to the Programme and third countries not associated to the Programme from regions 13 and 14.	700 EUR per month

The top-up amount for students and recent graduates with fewer opportunities will not apply in this case. The top-up amount for traineeships applies.

Students and recent graduates on international long-term mobility involving third countries not associated to the Programme

The base amount for individual support is set as follows:

From	To	Amount
EU Member States and third countries associated to the Programme	Third countries not associated to the Programme from Regions 1-12.	700 EUR per month
EU Member States and third countries associated to the Programme	Third countries not associated to the Programme from Regions 13 and 14.	As described above in section "Grant support for the mobility of students – Individual support for physical mobility"
Third countries not associated to the Programme from Regions 1-12.	Group 1 of EU Member States and third countries associated to the Programme	900 EUR per month
	Group 2 of EU Member States and third countries associated to the Programme	850 EUR per month
	Group 3 of EU Member States and third countries associated to the Programme	800 EUR per month

The top-up amount for students and recent graduates with fewer opportunities will apply in this case.

The top-up amount for traineeships will apply only in the case of mobility to third countries not associated to the Programme from Regions 13 and 14.

The EU Member States and third countries associated to the Programme include outermost regions and OCTs.

Students and recent graduates on short-term physical mobility (blended mobility and doctoral short-term mobility)

The base amounts of individual support are set as follows:

Duration of the physical activity	Amount (any EU Member States and third countries associated to the Programme or third country not associated to the Programme)
Up to the 14th day of activity	70 EUR per day
15th to the 30th day of activity	50 EUR per day

One travel day before the activity and one travel day following the activity may also be covered by individual support.

Students and recent graduates with fewer opportunities - top-up amount to the individual support for short-term physical mobility

Students and recent graduates with fewer opportunities receive a top-up amount to the individual support of their EU Erasmus+ grant of an amount of 100 EUR for a physical mobility activity period of 5-14 days and 150 EUR for the one of 15-30 days. The criteria to be applied are defined at national level by the National Agencies in agreement with National Authorities.

The top-up amount for traineeships will not apply in this case.

The EU Member States and third countries associated to the Programme include outermost regions and OCTs.

Students and recent graduates not receiving travel support - top-up amount to individual support for green travel

Students and recent graduates who do not receive travel support can opt for green travel. In this case, they will receive a single contribution of 50 EUR as a top-up amount to the individual support and up to 4 days of additional individual support to cover travel days for a return trip, if relevant.

Travel support

The following participants will receive the below amounts of travel support to support them in covering their travel costs (with the exception of those to whom the opt-out described below applies):

- students and recent graduates studying or having studied in higher education institutions located in outermost regions of EU Member States, Cyprus, Iceland, Malta, and Overseas Countries and Territories (OCTs) associated to EU Member States and who are going to EU Member States and third countries associated to the Programme or third countries not associated to the Programme from Regions 13 or 14;
- students and recent graduates with fewer opportunities on short-term mobility; and
- outgoing and incoming students and recent graduates in international mobility involving third countries not associated to the Programme, except Regions 13 and 14.

Travel distances[46]	**In case of standard travel**	**In case of green travel**
Between 10 and 99 KM:	23 EUR per participant	
Between 100 and 499 KM:	180 EUR per participant	210 EUR per participant
Between 500 and 1999 KM:	275 EUR per participant	320 EUR per participant
Between 2000 and 2999 KM:	360 EUR per participant	410 EUR per participant
Between 3000 and 3999 KM:	530 EUR per participant	610 EUR per participant
Between 4000 and 7999 KM:	820 EUR per participant	
8000 KM or more:	1500 EUR per participant	

[46] 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.

Students and recent graduates who opt for a green travel will receive up to 4 days of additional individual support to cover travel days for a return trip, if relevant.

In mobility projects supported by internal policy funds, grant beneficiaries may opt out of providing travel support for all eligible students and recent graduates on mobility from EU Member States and third countries associated to the Programme to third countries not associated to the Programme. Students and recent graduates with fewer opportunities are not included in this opt-out and must always receive travel support.

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:

<table>
<tr><th>Budget category</th><th>Eligible costs and applicable rules</th><th colspan="3">Amount</th></tr>
<tr><td rowspan="8">Travel support</td><td rowspan="8">Contribution to the travel costs of participants, from their place of origin to the venue of the activity and return.

Financing mechanism: contribution to unit costs.

Rule of allocation: based on the travel distance per participant. The applicant must indicate the distance between the place of origin and the venue of the activity[47] by using the distance calculator supported by the European Commission[48].</td><td>Travel distance</td><td>Standard travel</td><td>Green travel</td></tr>
<tr><td>10 – 99 km</td><td>23 EUR</td><td></td></tr>
<tr><td>100 – 499 km</td><td>180 EUR</td><td>210 EUR</td></tr>
<tr><td>500 – 1999 km</td><td>275 EUR</td><td>320 EUR</td></tr>
<tr><td>2000 – 2999 km</td><td>360 EUR</td><td>410 EUR</td></tr>
<tr><td>3000 – 3999 km</td><td>530 EUR</td><td>610 EUR</td></tr>
<tr><td>4000 – 7999 km</td><td>820 EUR</td><td></td></tr>
<tr><td>8000 km or more</td><td>1500 EUR</td><td></td></tr>
<tr><td>Individual support</td><td>Costs directly linked to the subsistence of participants during the activity.

Financing mechanism: contribution to unit costs.

Rule of allocation: 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)

Staff who opt for a green travel will receive up to four days of additional individual support to cover travel days for a return trip, if relevant.</td><td colspan="3">Up to the 14th day of activity: table A1.1, per day per participant from EU Member States and third countries associated to the programme or table A1.2, per day per participant from third countries not associated to the programme

between the 15th and 60th day of activity: 70% of table A1.1, , per day per participant from EU Member States and third countries associated to the programme or 70% of table A1.2, per day per participant from third countries not associated to the programme</td></tr>
</table>

[47] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will calculate the distance from Madrid to Rome (1365,28 KM) and then select the applicable travel distance band (i.e. between 500 and 1999 km).

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

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 EU Member States and third countries associated to the Programme**	**Staff from third countries not associated to the Programme**
	Min-Max (per day)	**Amount (per day)**
	A1.1	A1.2
Norway, Denmark, Luxembourg, Iceland, Sweden, Ireland, Finland, Liechtenstein	80-180	180
Third countries not associated to the Programme from Region 14	80-180	Not eligible
Netherlands, Austria, Belgium, France, Germany, Italy, Spain, Cyprus, Greece, Malta, Portugal	70-160	160
Third countries not associated to the Programme from Region 13	70-160	Not eligible
Slovenia, Estonia, Latvia, Croatia, Slovakia, Czech Republic, Lithuania, Turkey, Hungary, Poland, Romania, Bulgaria, North Macedonia, Serbia	60-140	140

Third countries not associated to the Programme from Regions 1-12	180	Not eligible

For mobility activities between EU Member States and third countries associated to the Programme and to third countries not associated to the Programme from Regions 13 and 14, 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.

D) LEVEL OF FINANCIAL SUPPORT FOR STUDENTS AND STAFF DEFINED BY HIGHER EDUCATION INSTITUTIONS AND MOBILITY CONSORTIA

In all cases, higher education institutions and mobility consortia 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/consortia, 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 and recent graduates with fewer opportunities or from outermost EU Member States and third countries associated to the Programme, outermost regions and OCTs).

E) BLENDED INTENSIVE PROGRAMMES

Budget category	Eligible costs and applicable rules	Amount
Organisational Support	Costs directly linked to the organisation of the intensive programmes (excluding subsistence and travel for participants). **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the number of higher education mobility participants (learners) funded from mobility projects supported by internal policy funds, not taking into account teachers/trainers involved in the delivery of the programme. The coordinating higher education institution applies for the organisation support on behalf of	400 EUR per participant, with minimum 15 participants and a maximum of 20 funded participants.

	the group of institutions jointly organising the blended intensive programme.	

The organisational support grant for blended intensive programmes is a contribution to any cost incurred by the institutions involved in relation to the organisation of the blended intensive programmes, such as costs related to the preparation, design, development, implementation and follow-up of the programmes, including the delivery of physical and virtual/remote activities as well as the overall management and coordination.

The coordinating HEI is responsible for sharing the organisational support grant for blended intensive programmes among the partnership where the above-mentioned costs are incurred.

ERASMUS ACCREDITATION IN THE FIELDS OF VOCATIONAL EDUCATION AND TRAINING, SCHOOL EDUCATION AND ADULT EDUCATION

Erasmus accreditation is a tool for organisations in vocational education and training (VET), school education and adult education that want to open up to cross-border exchange and cooperation. Award of the Erasmus accreditation confirms that the applicant has set up a plan to implement high quality mobility activities as part of a wider effort to develop their organisation. This plan is called an Erasmus Plan and it is a key part of the application for Erasmus accreditation.

Applicants can apply for an individual Erasmus accreditation for their organisation, or for an Erasmus accreditation for mobility consortium coordinators, as explained below. Previous experience in the Programme is not required to apply.

Organisations that already have an Erasmus accreditation may be awarded an excellence label to recognise their past work and dedication to quality.

HOW TO ACCESS MOBILITY OPPORTUNITIES WITH AN ERASMUS ACCREDITATION?

Successful applicants for Erasmus accreditation will gain simplified access to Key Action 1 funding opportunities in their respective field. The yearly call for funding for accredited projects is presented in the chapter dedicated to each of the fields covered by the Erasmus accreditations.

OBJECTIVES OF THE ACTION

IN ALL THREE FIELDS:

Strengthening the European dimension of teaching and learning by:

- promoting values of inclusion and diversity, tolerance, and democratic participation
- promoting knowledge about shared European heritage and diversity
- supporting development of professional networks across Europe

IN THE FIELD OF VOCATIONAL EDUCATION AND TRAINING:

Contributing to the implementation of the Council Recommendation on vocational education and training and the Osnabrück Declaration and to the European Skills Agenda, and to the creation of the European Education Area by:

- increasing the quality of initial and continuing vocational education and training (IVET and CVET)
- strengthening key competences and transversal skills, in particular language learning and digital skills
- supporting the development of job specific skills needed in the current and future labour market
- sharing best practices and promoting the use of new and innovative pedagogical methods and technologies, and supporting the professional development of teachers, trainers, mentors and other staff in VET
- building the capacity of VET providers to carry out high quality mobility projects, and their ability to form quality partnerships while developing their internationalisation strategy
- making mobility a realistic possibility for any learner in IVET and CVET, and increasing the average duration of mobility for VET learners to increase its quality and impact

- fostering the quality, transparency and recognition of learning outcomes of mobility periods abroad, especially by using European tools and instruments for this purpose

IN THE FIELD OF SCHOOL EDUCATION

Increasing the quality of teaching and learning in school education by:

- supporting professional development of teachers, school leaders and other school staff
- promoting the use of new technologies and innovative teaching methods
- improving language learning and language diversity in schools
- supporting the sharing and transfer of best practices in teaching and school development

Contributing to the creation of the European Education Area by:

- building capacity of schools to engage in cross-border exchanges and cooperation, and carry out high quality mobility projects
- making learning mobility a realistic possibility for any pupil in school education
- fostering recognition of learning outcomes of pupils and staff in mobility periods abroad

IN THE FIELD OF ADULT EDUCATION:

Contributing to the creation of the European Education Area and to the European Skills Agenda by:

- increasing the quality of formal, informal and non-formal adult education
- improving the quality of the adult education offer through professionalisation of its staff and building capacity of adult education providers to implement high quality learning programmes
- increasing the quality of teaching and learning in all forms of adult education, and making it relevant to the needs of the society at large
- improving the provision of adult education for key competences as defined by the EU framework (2018), including basic skills (literacy, numeracy, digital skills) and other life skills
- building the capacity of adult education providers and other organisations with a role in the adult education field to carry out high quality mobility projects
- raising the participation of adults of all ages and socio-economic background in adult education, especially by fostering participation of organisations working with disadvantaged learners, small adult education providers, newcomers to the Programme and less experienced organisations, as well as community-based grassroots organisations

ELIGIBILITY CRITERIA

Who can apply?	In the field of vocational education and training: (1) Organisations providing initial or continuing vocational education and training (2) Local and regional public authorities, coordination bodies and other organisations with a role in the field of vocational education and training (3) Companies and other public or private organisations hosting, training or otherwise working with learners and apprentices in vocational education and training
	In the field of school education: (1) Schools providing general education at pre-primary, primary or secondary level[49] (2) Local and regional public authorities, coordination bodies and other organisations with a role in the field of school education
	In the field of adult education: (1) Organisations providing formal, informal and non-formal adult education[50] (2) Local and regional public authorities, coordination bodies and other organisations with a role in the field of adult education
	Applicable definitions and principles in all three fields Eligibility of organisations under condition (1) will be determined based on educational programmes and activities they are providing. An organisation can be eligible in more than one field if it is providing various educational programmes and activities. The competent National Authority in each country will define: ▪ the educational programmes and activities that enable organisations to be eligible under condition (1), and ▪ organisations eligible under condition (2). The applicable definitions and examples of eligible organisations will be published in the website of the responsible National Agency.
Eligible countries	Applicant organisations must be established in an EU Member State or in a third country associated to the Programme.
Where to submit an application?	Applications must be submitted to the National Agency of the country where the applicant organisation is established.

[49] Including organisations providing early childhood education and care. Schools with a special status and under supervision of national authorities in another country (e.g. Lycée français or German schools) may need to apply to the NA of the supervising country. For precise information in each case, please contact the National Agency in the host country or in the country of the relevant national authority.

[50] Without prejudice to definitions established by the competent National Authority, please note that organisations providing vocational education and training to adult learners are typically considered to be vocational education and training providers, and not adult education providers. For further information, please consult the applicable definitions in the website of your National Agency.

Submission deadline	**19 October at 12:00:00 (midday Brussels time)**
Erasmus quality standards	Applicants for Erasmus accreditation must subscribe to Erasmus quality standards as presented on the Europa website: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-quality-standards-mobility-projects-vet-adults-schools_en Erasmus quality standards may be updated during the validity period of the accreditation. In that case, agreement of accredited organisations will be asked before they can apply for their next grant.
Number of applications	An organisation can apply once in each of the three fields covered by this call: adult education, vocational education and training, and school education. Organisations applying for more than one field need to submit separate applications for each field. Organisations that already have an Erasmus accreditation cannot apply for a new accreditation in the same field.
Types of applications	Applicants can apply as an individual organisation or as a coordinator of a mobility consortium. It is not possible to apply for both types of accreditation in the same field.
Erasmus accreditation for mobility consortium coordinators	A mobility consortium is a group of organisations from the same country implementing mobility activities as part of a joint Erasmus Plan. Each mobility consortium is coordinated by one lead organisation: a mobility consortium coordinator that must be accredited with an Erasmus accreditation. The mobility consortium coordinator may organise activities themselves (same as any organisation with an individual accreditation), and in addition they can provide mobility opportunities to other member organisations in their consortium. An Erasmus accreditation is not required for consortium members. Applicants for mobility consortium coordinators will be required to describe the purpose and planned composition of their consortium in the application. All planned consortium member organisations must be from the same EU member state or a third country associated to the Programme as the mobility consortium coordinator. However, an exact list of consortium members is not required at this stage. For more details, please consult eligibility criteria for accredited mobility projects in the relevant field. For further details, please see the rules for accredited mobility projects.
Supporting organisations	Any organisation active in education and training may participate as a supporting organisation to an accredited beneficiary. The role and obligations of supporting organisations must be formally defined between them and the accredited organisation (including in cases when the supporting organisation is simultaneously a member of the mobility consortium led by the beneficiary that is being supported). All contributions of supporting organisations must comply with the Erasmus quality standards.

SELECTION CRITERIA

Applicants must have sufficient operational and professional capacity to implement the proposed Erasmus Plan, including at least two years of relevant experience in the field of the application and, in case of mobility consortium coordinator, appropriate capacity to coordinate the consortium.

Please read **Part C of this Guide** to find out more information about the general operational capacity criteria and these specific requirements for accreditation applicants.

EXCLUSION CRITERIA

Applicants must submit a signed declaration on their honour, certifying that they are not in any of the situations referred to in the exclusion criteria listed in **Part C of this Guide**, that the submitted Erasmus Plan contains original content authored by the applicant organisation, and that no other organisations or external individuals have been paid for drafting the application.

At the same time, the applicants are allowed and encouraged to seek policy advice from relevant education authorities and experts, or to exchange good practices with organisations similar to theirs that have more experience in Erasmus+. Applicants for a mobility consortium coordinator may consult potential consortium members when drafting their application. Applicants can support their application with strategic documents relevant for their Erasmus Plan, such as an internationalisation strategy or a strategy developed by their supervising or coordinating bodies.

AWARD CRITERIA

Applications will be evaluated separately for school education, vocational education and training, and adult education. Quality of the applications will be assessed by assigning points out of a total of 100, based on the below criteria and weightings.

To be considered for award, applications must pass the following thresholds:

- At least 70 out of the total 100 points, and
- At least half of the maximum score points in each of the four award criteria categories

Relevance **(maximum score 10 points)**	The extent to which: ▪ the applicant's profile, experience, activities and target population of learners are relevant for the field of the application, the objectives of this Call, and the type of application (individual organisation or a consortium coordinator) ▪ in addition, for consortium coordinators: o the profile of the planned consortium members is relevant for the purpose and objectives of the consortium as defined in the application, for the field of the application and the objectives of this Call o the creation of the consortium brings a clear added value for its members in terms of the objectives of this Call
Erasmus Plan: Objectives **(maximum score 40 points)**	The extent to which: ▪ the proposed Erasmus Plan is in line with the objectives of this Call ▪ the proposed Erasmus Plan objectives address the needs of the applicant organisation, its staff and learners in a clear and concrete way o for consortium coordinators, this criterion applies to the entire planned consortium and

	requires the Erasmus Plan objectives to be coherent with the purpose of the consortium as defined in the application ▪ the proposed Erasmus Plan objectives and their timing are realistic and sufficiently ambitious to achieve a positive impact for the organisation (or the consortium) ▪ the proposed measures for tracking and evaluating the progress of the Erasmus Plan objectives are appropriate and concrete ▪ if the applicant has attached strategic documents to their application: there is a clear explanation of the link between the proposed Erasmus Plan and included documents
Erasmus Plan: Activities **(maximum score 20 points)**	The extent to which: ▪ the proposed number of participants in mobility activities is proportional to the applicant organisation's size and experience o for consortium coordinators, the planned size of the consortium will be taken into account ▪ the proposed number of participants in mobility activities is realistic and appropriate for the objectives set in the Erasmus Plan ▪ the profiles of planned participants are relevant to the field of the application, the proposed Erasmus Plan, and the objectives of this Call ▪ where relevant and if the applicant is planning to organise mobility activities for learners: involvement of participants with fewer opportunities
Erasmus Plan: Management **(maximum score 30 points)**	The extent to which: ▪ the applicant has proposed concrete ways of contributing to the basic principles of the Erasmus accreditation described in the Erasmus quality standards ▪ the applicant has proposed a clear and complete allocation of tasks in line with the Erasmus quality standards ▪ the applicant has allocated appropriate resources to manage the Programme activities in accordance with the Erasmus quality standards ▪ there is appropriate involvement at the level of organisation's management ▪ appropriate measures have been defined to ensure continuity of programme activities in case of changes in the staff or management of the applicant organisation ▪ the applicant has proposed concrete and logical steps to integrate the results of their mobility activities in the organisation's regular work o for consortium coordinators, this criterion applies to the entire planned consortium

MAXIMUM NUMBER OF AWARDED ERASMUS ACCREDITATIONS

In countries where interest for Erasmus accreditations is very high, the National Agency may set a maximum number of accreditations to be awarded. This decision will be made separately for each of the three fields and published in the National Agency's website together with this Call.

- If the National Agency does not set a maximum number of approved accreditations for a given field, all applications satisfying the minimum criteria set in this Call will be approved.
- If the National Agency sets a maximum number of approved accreditations for a given field, a ranking list of applications satisfying the minimum criteria will be established. Accreditations will be awarded starting from the highest scoring application until the maximum number of awarded accreditations has been reached. In case more than

one application has the same number of points as the last one to be awarded, the maximum number of awarded accreditations will be increased to include all applications with that number of points.

VALIDITY

Erasmus accreditation is awarded for the entire programming period until 2027. To ensure realistic planning, the submitted Erasmus Plan will cover a shorter period of two to five years, and will be updated periodically.

In case Erasmus accreditation is required for participation in any action after the end of the 2021-2027 programming period, the National Agency may prolong the accreditation's validity under conditions defined by the European Commission.

The accreditation can be terminated at any time in case the organisation ceases to exist or by agreement of the National Agency and the accredited organisation.

The National Agency or the accredited organisation may unilaterally terminate the accreditation if no applications for funding have been made under that accreditation during at least three years.

REPORTING, MONITORING AND QUALITY ASSURANCE

Closing reports at the end of each grant agreement	At the end of each grant agreement approved under the Erasmus accreditation, the accredited organisation will submit a closing report about the delivered activities and targets.
Accreditation progress reports	Based on the content of approved Erasmus Plan, and at least once during a period of five years, accredited organisations will be required to: − report on how they have ensured the respect of Erasmus quality standards − report on how their Erasmus Plan objectives are progressing − update their Erasmus Plan The National Agency may decide to request a progress report on the different elements listed above at the same time, or separately. The National Agency may decide to replace any accreditation progress report with a structured monitoring visit. Based on the accredited organisation's performance resulting from reporting, monitoring and quality assurance checks, or as result of significant changes in the organisation, the National Agency may change the number and schedule of progress reports. In addition, accredited organisations may voluntarily request to make an update of their Erasmus Plan. Based on the organisation's reasoning, the National Agency will decide whether an update is justified. An Erasmus Plan update may include a request for change from individual organisation accreditation to accreditation for mobility consortium coordinator, or the other way around.

Monitoring and checks	The National Agency may organise formal checks, monitoring visits or other activities to track the progress and performance of accredited organisations, ensure the respect of the agreed quality standards, and provide support. Formal checks may take the form of desk checks or visits to the accredited organisation, consortium members, supporting organisations, and any other premises where relevant activities take place. The National Agency may request assistance of National Agencies in other countries to check and monitor activities taking place there.

Following a report or monitoring activity, the National Agency will provide feedback to the accredited organisation. The National Agency may also provide the accredited organisation with obligatory or advisory instructions on how to improve its performance.

In case of newly accredited applicants, high risk organisations, or in case of failure to comply with National Agency's instructions and deadlines, very low performance resulting from reporting, monitoring and quality assurance checks, or violations of the rules of the Programme (including in another action), the National Agency may take the following remedial measures:

- Observation: the National Agency may limit the level of funding that the accredited organisation can apply for in actions where Erasmus accreditation is a requirement.
  Newly accredited organisations may be put under observation if risk of low quality implementation is identified during the operational capacity check, or if the application assessors point out serious weaknesses in the applicant's Erasmus Plan.
- Suspension: suspended organisations may not apply for funding in actions where Erasmus accreditation is a requirement. The National Agency may also terminate some or all ongoing grant agreements awarded under the suspended accreditation.

The observation or suspension period will continue until the National Agency determines that the conditions and quality requirements set in this Call are once again fulfilled, and that the risk of low performance has been addressed by the accredited organisation.

Organisations under suspension or observation may not apply for a new accreditation in the same field.

In case of continued failure to comply with National Agency's instructions and deadlines, very low performance, or in case of repeated or significant violations of the rules of the Programme (including in another action), the National Agency may terminate the accreditation.

RECOGNITION OF EXCELLENCE

Best performing accredited organisations will be recognised through award of excellence labels.

As part of this Call, an excellence label will be awarded to VET Mobility Charter holders that have successfully applied for the light selection procedure, and which have achieved an average score of at least 85 points in the evaluation of their last two final reports for Erasmus+ projects implemented under the VET Mobility Charter. The awarded excellence labels will be valid for three years.

Conditions for the award of excellence labels to newly accredited organisations in all three fields will be defined in future Erasmus+ calls for proposals.

MOBILITY FOR LEARNERS AND STAFF IN VOCATIONAL EDUCATION AND TRAINING

This action supports providers of vocational education and training (VET) and other organisations active in the field of VET that want to organise learning mobility activities for VET learners and staff.

A wide range of activities are supported, including job shadowing and professional development courses for staff, traineeships and long-term placements (ErasmusPro), invited experts, and other activities as explained below.

The participating organisations should actively promote **inclusion and diversity, environmental sustainability** and **digital education** through their activities: by using the specific funding opportunities provided by the Programme for these purposes, by raising awareness among their participants, by sharing best practices, and by choosing appropriate design for their activities.

OBJECTIVES OF THE ACTION

The purpose of mobility activities funded by Erasmus+ is to provide learning opportunities to individuals and to support internationalisation and institutional development of VET providers and other organisations in vocational education and training. The action will support the implementation of the Council Recommendation on vocational education and training and the Osnabrück Declaration, and the European Skills Agenda. It will also contribute to the creation of the European Education Area. Specifically, the objectives of this action are:

Increasing the quality of initial and continuing vocational education and training (IVET and CVET) in Europe by:

- strengthening key competences and transversal skills, in particular language learning and digital skills
- supporting the development of job specific skills needed in the current and future labour market
- sharing best practices and promoting the use of new and innovative pedagogical methods and technologies, and supporting the professional development of teachers, trainers, mentors and other staff in VET
- building the capacity of VET providers to carry out high quality mobility projects, and their ability to form quality partnerships while developing their internationalisation strategy
- making mobility a realistic possibility for any learner in IVET and CVET, and increasing the average duration of mobility for VET learners to increase its quality and impact
- fostering the quality, transparency and recognition of learning outcomes of mobility periods abroad, especially by using European tools and instruments[51].

Strengthening the European dimension of teaching and learning by:

- promoting values of inclusion and diversity, tolerance, and democratic participation
- promoting knowledge about shared European heritage and diversity
- supporting development of professional networks across Europe

[51] Memorandum of Understanding and Learning Agreements.

HOW TO ACCESS ERASMUS+ MOBILITY OPPORTUNITIES?

VET providers and other organisations active in vocational education and training can apply for funding in two ways:

- **Short-term projects for mobility of learners and staff** provide applicant organisations with an opportunity to organise various mobility activities over a period of six to eighteen months. Short-term projects are the best choice for organisations trying Erasmus+ for the first time, or for those that wish to organise only a limited number of activities.
- **Accredited projects for mobility of learners and staff** are open only to organisations holding an Erasmus accreditation in the field of vocational education and training. This special funding strand allows accredited organisations to regularly receive funding for mobility activities that contribute to the gradual implementation of their Erasmus Plan. Erasmus accreditations are open to all organisations that want to organise mobility activities on a regular basis. Previous experience in the Programme is not required to apply. To find out more about this opportunity, please read the chapter of this guide on Erasmus accreditation in the fields of adult education, vocational education and training, and school education.

In addition, organisations can join the Programme without submitting an application by:

- **Joining an existing Erasmus+ mobility consortium** led by an accredited consortium coordinator in their country that is accepting new members in their consortium.
- **Hosting participants from another country**: any organisation can become a host for learners or staff coming from a partner organisation abroad. Becoming a hosting organisation is a valuable experience and a good way to learn more about the Programme before applying yourself.

VET providers are encouraged to join European online platforms such as EPALE and eTwinning. EPALE provides the opportunity to connect with and learn from colleagues across Europe, through its blog posts, forums, the Partner Search tool; it allows to create Communities of practices, find learning material and attend events. It also features the Community of European VET practitioners, a space for VET teachers, trainers, in-company tutors to collaborate and be informed about European initiatives. eTwinning is an online a community hosted on a secure platform and accessible to teachers and school staff vetted by the eTwinning national support organisation. eTwinning allows VET providers to set up joint virtual classrooms and carry out projects with other VET providers and other partner organisations (i.e. hosting companies), it allows teachers and trainers to discuss and exchange with colleagues and to get involved in a variety of professional development opportunities. eTwinning is also the perfect environment to find partners for future projects.

SETTING UP A PROJECT

The applicant organisation is the key actor in a Key Action 1 project. The applicant drafts and submits the application, signs the grant agreement, implements the mobility activities, and reports to their National Agency. The application process for both short-term projects and the Erasmus accreditation focuses on the needs and plans of the applicant organisation.

Most types of available activities are outgoing mobility activities. This means that the applicant organisation will act as a sending organisation: it will select participants and send them to a hosting organisation abroad. In addition, there are special types of activities that allow applicant organisations to invite experts or teachers and educators in training to their organisation. The purpose of incoming activities is not to create two-way exchanges, but rather to bring in persons who can help develop and internationalise the applicant organisation.

Implementation of all activities supported under this Action must follow the Erasmus quality standards. The Erasmus quality standards cover concrete implementation practices for project tasks such as selection and preparation of participants,

definition, evaluation and recognition of learning outcomes, sharing of project results, etc. To read the full text of the Erasmus quality standards, please visit the following link at the Europa website: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-quality-standards-mobility-projects-vet-adults-schools_en

Inclusion and diversity

In line with the Erasmus quality standards, organisations that receive support from the Programme must ensure that they offer mobility opportunities in an inclusive and equitable way, to participants from all backgrounds. The selection of learners that will take part in project activities should take into account key factors such as motivation, merit, as well as personal development and learning needs of the participants. Similarly, selection of staff participants should ensure that benefits of their professional development are available to all learners in the organisation.

Throughout the preparation, implementation and follow-up of mobility activities, the sending and hosting organisations should involve the participants in key decisions to ensure maximum benefits and impact for each participant.

Participating organisations that provide education and training are encouraged to actively create and facilitate mobility opportunities, for example by establishing mobility windows in their academic calendar and defining standard re-integration steps for returning participants.

Environmentally sustainable and responsible practices

In line with the Erasmus quality standards, organisations that receive support from the Programme must promote environmentally sustainable and responsible behaviour among their participants, raising the awareness about the importance of acting to reduce or compensate for the environmental footprint of mobility activities. These principles should be reflected in the preparation and implementation of all Programme activities, especially by using specific funding support provided by the Programme to promote sustainable means of travel. Organisations providing education and training should integrate these principles in their everyday work, and should actively promote a change of mind-set and behaviour among their learners and staff.

Digital transformation in education and training

In line with the Erasmus quality standards, the Programme supports all participating organisations in incorporating the use of digital tools and learning methods to complement their physical activities, to improve the cooperation between partner organisations, and to improve the quality of their learning and teaching. The VET institutions should also raise awareness among their learners about opportunities within the programme to acquire and further develop relevant digital skills, including Digital Opportunity Traineeships for VET learners and recent graduates[52]. In addition, staff participants can benefit from Digital Opportunity Traineeships: mobility activities allowing them to acquire digital skills and build their capacity to train, teach and complete other tasks with the help of digital tools. Such activities can be organised with any of the available staff mobility formats.

[52] Any VET learner mobility will be considered as "Digital Opportunity Traineeship" when one or more of the following activities are practiced 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.

Participation in democratic life

The programme aims to help the participants discover the benefits of active citizenship and participation in democratic life. Supported mobility activities should reinforce participatory skills in different spheres of civic society, as well as development of social and intercultural competences, critical thinking and media literacy. Wherever possible, projects should offer opportunities for participation in democratic life, social and civic engagement through formal or non-formal learning activities. They should also improve participants' understanding of the European Union and the common European values, including respect for democratic principles, human dignity, unity and diversity, intercultural dialogue, as well as European social, cultural and historical heritage.

ACTIVITIES

This section presents the type of activities that can be supported by Erasmus+ funds, both as part of short-term projects and accredited projects.

For any activity, additional support can be provided for persons accompanying participants with fewer opportunities, minors, or young adults that require supervision. Accompanying persons can be supported for whole or part of the activity's duration.

Staff mobility

Eligible activities	▪ Job shadowing (2 to 60 days) ▪ Teaching or training assignments (2 to 365 days) ▪ Courses and training (2 to 30 days, maximum 10 days of course fees per participant) In addition to physical mobility, all staff mobility activities can be blended with virtual activities. The minimum and maximum durations specified above apply to the physical mobility component. **Job shadowing**: participants can spend a period of time at a hosting organisation in another country with the aim of learning new practices and gathering new ideas through observation and interaction with peers, experts or other practitioners in their daily work at the hosting organisation. **Teaching or training assignments**: participants can spend a period of time teaching or providing training to learners at a hosting organisation in another country, as a way to learn through completing their tasks and exchanging with peers. **Courses and training**: participants can benefit from a structured course or a similar kind of training provided by qualified professionals and based on a pre-defined learning programme and learning outcomes. The training must involve participants from at least two different countries and must allow participants to interact with other learners and with the trainers. Entirely passive activities such as listening to lectures, speeches or mass conferences are not supported. Applicants should be aware that all course providers are entirely independent from the Erasmus+ programme and are acting as service providers in a free market. The choice of courses and training is therefore a responsibility of the applicant organisation. The following

	quality standards are available as support to guide the applicants in their choice: https://ec.europa.eu/programmes/erasmus-plus/resources/quality-standards-courses-under-key-action-1-learning-mobility-individuals_en
Eligible participants	Eligible participants include teachers, trainers, and all other non-teaching experts and staff working in initial vocational education and training (iVET) and in continuing vocational education and training (cVET). Eligible non-teaching staff includes staff working in initial and continuing VET, either in VET providers (as management staff, international mobility officers, etc.) or in other organisations active in vocational education and training (e.g. trainers in local partner companies, counsellors, policy coordinators in charge of vocational education and training, etc.). Participants must be working in the sending organisation, or must be regularly working with the sending organisation to help implement the organisation's core activities (for example as external and in-company trainers, experts, or volunteers). In all cases, the tasks that link the participant to the sending organisation must be documented in a way that allows the National Agency to verify this link (for example with a work or volunteer contract, task description, or a similar document). The National Agencies shall establish a transparent and consistent practice on what constitutes acceptable working relationships and supporting documentation in their national context.
Eligible venues	Activities must take place abroad, in an EU Member State or in a third country associated to the Programme. In addition, organisations holding an Erasmus accreditation can send participants on job shadowing and teaching or training assignments in third countries not associated to the Programme (Regions 1-14 as specified in Part A: Eligible countries).

Learner mobility

Eligible activities	▪ Participation in VET skills competitions (1 to 10 days) ▪ Short-term learning mobility of VET learners (10 to 89 days) ▪ Long-term learning mobility of VET learners (ErasmusPro) (90 to 365 days) In addition to physical mobility, all learner mobility activities can be blended with virtual activities. The minimum and maximum durations specified above apply to the physical mobility component. **Participation in VET skills competitions:** VET learners can participate in international sectoral

	events in which competitive demonstration of skills is central for promotion, recognition and exchange of experience, know-how and technological innovations in VET[53]. Funding is also provided for staff, mentors or experts accompanying the learners during the activity. **Short-term learning mobility of VET learners**: VET learners can spend a period learning abroad at a partner VET provider, in a company, or in another organisation active in the field of VET or the labour market. The learning period must include a strong work-based component and an individual learning programme must be defined for each participant. For participants with fewer opportunities, mobility can be organised with a minimum duration of 2 days, if justified. **Long-term learning mobility of VET learners (ErasmusPro)**: VET learners can spend a longer period learning abroad at a partner VET provider, in a company, or in another organisation active in the field of VET or the labour market. The learning period must include a strong work-based component and an individual learning programme must be defined for each participant..
Eligible participants	Eligible participants include learners and apprentices in initial vocational education and training (iVET) and in continuing vocational education and training (cVET). Participants must be enrolled in an eligible iVET or cVET programme[54]. Recent graduates (including former apprentices) of eligible iVET and cVET programmes are eligible to participate up to 12 months after their graduation. In case the participants have been fulfilling obligatory civil or military service after graduation, the period of eligibility will be extended by the duration of the service.
Eligible venues	Activities must take place abroad, in an EU Member State or in a third country associated to the Programme. In addition, organisations holding an Erasmus accreditation can send learners for short-term mobility, long-term mobility (ErasmusPro) and VET skills competitions in third countries not associated to the Programme (Regions 1-14 as specified in Part A: Eligible countries).

Other supported activities

Eligible activities	▪ Invited experts (2 to 60 days) ▪ Hosting teachers and educators in training (10 to 365 days) ▪ Preparatory visits **Invited experts:** organisations can invite trainers, teachers, policy experts or other qualified professionals from abroad who can help improve the teaching, training and learning at the receiving organisation. For example, invited experts may provide training to the receiving

[53] Further details about the definition of VET skills competitions can be found in Part D – Glossary of terms.

[54] The eligible iVET and cVET programmes in each EU Member State or third country associated to the Programme will be defined by the competent National Authority and published on the website of the relevant National Agency.

	organisation's staff, demonstrate new teaching methods or help transfer good practices in organisation and management. **Hosting teachers and educators in training:** applicant organisations can host teachers in training who want to spend a traineeship period abroad. The hosting organisation will receive support to set up the activity, while the travel and individual support for the participant should be provided by their sending institution (who may also apply for Erasmus+ funding for this purpose). **Preparatory visits:** organisations can set up a preparatory visit to their hosting partner before the mobility takes place. Preparatory visits are not a stand-alone activity, but a supporting arrangement for mobility of staff or learners. Each preparatory visit must have a clear reasoning and must serve to improve inclusiveness, scope and quality of mobility activities. For example, preparatory visits can be organised to better prepare mobility of participants with fewer opportunities, to start working with a new partner organisation, or to prepare longer mobility activities. Preparatory visits can be organised in preparation for any type of learner or staff mobility, apart from courses and training.
Eligible participants	**Invited experts** can be any persons from another EU Member State or third country associated to the Programme, who can provide expertise and training relevant for the needs and objectives of the organisation that invites them. **Hosting teachers and educators in training** is available for participants who are enrolled in or recently graduated[55] from a teacher education programme (or a similar kind of education programme for trainers or educators) in another EU Member State or third country associated to the Programme. **Preparatory visits** can be carried out by any persons eligible for staff mobility activities and involved in the organisation of the project. Exceptionally, learners who will take part in long-term learning mobility and participants with fewer opportunities in any type of activity can take part in preparatory visits for their activities.
Eligible venues	Preparatory visits can take place in EU Member States and third countries associated to the Programme. In addition, organisations holding an Erasmus accreditation can organise preparatory visits in third countries not associated to the Programme (Regions 1-14 as specified in Part A: Eligible countries). The venue for invited experts and teachers/educators in training is always the beneficiary organisation (including consortium members).

[55] Recent graduates are eligible to participate up to 12 months after their graduation. In case the participants have been fulfilling obligatory civil or military service after graduation, the period of eligibility will be extended by the duration of the service.

SHORT-TERM PROJECTS FOR MOBILITY OF LEARNERS AND STAFF IN VOCATIONAL EDUCATION AND TRAINING

Short-term projects for mobility of learners and staff are a straightforward and simple way to benefit from Erasmus+. Their purpose is to allow organisations to organise a few activities in an easy way and to gain experience in the Programme.

In order to stay simple, short-term projects include a limit on the number of participants and the duration of the project. The format is open only to individual organisations and not to consortium coordinators. Accredited organisations cannot apply for short-term projects since they already have permanent access to Erasmus+ funding.

The application for short-term projects includes a list and description of activities that the applicant organisation plans to organise.

ELIGIBILITY CRITERIA

Eligible organisations: who can apply?	The following organisations are eligible[56] to apply: (1) Organisations providing initial or continuing vocational education and training (2) Local and regional public authorities, coordination bodies and other organisations with a role in the field of vocational education and training (3) Companies and other public or private organisations hosting, training or otherwise working with learners and apprentices in vocational education and training However, organisations holding an Erasmus accreditation in vocational education and training cannot apply for short-term projects.
Eligible countries	Applicant organisations must be established in an EU Member State or in a third country associated to the Programme
Where to submit an application?	Applications are submitted to the National Agency of the country where the applicant organisation is established.
Application deadlines	Round 1 (for all National Agencies): **23 February at 12:00:00 (midday Brussels time)** Round 2: National Agencies may decide to open a second deadline (Round 2). In this case, the National Agency will inform the applicants through its website. For Round 2 applicants have to submit their applications by **4 October at 12:00:00 (midday Brussels time).**
Project start dates	Projects can choose the following start dates: ▪ Round 1: between 1 June and 31 December of the same year ▪ Round 2 (if open): between 1 January and 31 May of the following year
Project duration	From 6 to 18 months

[56] The eligible organisations in each EU Member State or third country associated to the Programme will be defined by the competent National Authority and published on the website of the relevant National Agency together with relevant examples.

Number of applications	Per selection round, an organisation may apply for only one short-term project in the field of vocational education and training. Organisations that receive a grant for a short-term project under the first round of applications may not apply for the second round of the same call for proposals. Within a period of any five consecutive call years, organisations may receive a maximum of three grants for short-term projects in vocational education and training. Grants received in the 2014-2020 period do not count towards this limit.
Available activities	All types of activities for vocational education and training. For a detailed list and rules, see section 'Activities'.
Project scope	An application for a short-term project can include a maximum of 30 participants in mobility activities. Preparatory visits and participation of accompanying persons will not count towards this limit.
Supporting organisations	Any organisation active in education and training may participate as a supporting organisation to a beneficiary of this action. The role and obligations of supporting organisations must be formally defined between them and the beneficiary organisation. All contributions of supporting organisations must comply with the Erasmus quality standards.

AWARD CRITERIA

Submitted applications will be assessed by assigning points out of a total of 100, based on the below criteria and weightings. To be considered for award, applications must pass the following thresholds:

- At least 60 out of the total 100 points, and
- At least half of the maximum score points in each of the three award criteria categories

Relevance (maximum score 30 points)	The extent to which: ▪ the applicant's profile, experience, activities and target population of learners are relevant for the field of vocational education and training ▪ the project proposal is relevant for the objectives of the action ▪ the project proposal is relevant for the following specific priorities: – supporting newcomers and less experienced organisations – supporting participants in ErasmusPro activities – supporting participants with fewer opportunities

Quality of project design (maximum score 40 points)	The extent to which: ▪ the proposed project objectives address the needs of the applicant organisation, its staff and learners in a clear and concrete way ▪ the content of proposed activities and balance between different types of activities are appropriate for the achievement of the project objectives ▪ there is a clear plan of working for each of the proposed activities ▪ the project incorporates environmentally sustainable and responsible practices ▪ the project incorporates the use of digital tools (particularly eTwinning for iVET and EPALE for cVET) and learning methods to complement their physical mobility activities, and to improve the cooperation with partner organisations
Quality of follow-up actions (maximum score 30 points)	The extent to which: ▪ the applicant has clearly defined the tasks and responsibilities for delivery of activities in accordance with Erasmus quality standards ▪ the applicant has proposed concrete and logical steps to integrate the results of mobility activities in the organisation's regular work ▪ the applicant has proposed an appropriate way of evaluating the project outcomes ▪ the applicant has proposed concrete and effective steps to make the results of the project known within the applicant organisation, to share the results with other organisations and the public, and to publicly acknowledge the European Union funding

ACCREDITED PROJECTS FOR MOBILITY OF LEARNERS AND STAFF IN VOCATIONAL EDUCATION AND TRAINING

Organisations holding an Erasmus accreditation in vocational education and training can apply for funding as part of a special funding strand open only for them. Applications are based on the previously approved Erasmus Plan, so a detailed list and description of the planned activities is not required at the time of applying for funds. Instead, the applications focus on estimating the budget needed for the next set of activities.

Eligibility criteria

Eligible organisations: who can apply?	Organisations holding a valid Erasmus accreditation in vocational education and training are eligible to apply.
Mobility consortium	Organisations holding an Erasmus accreditation for mobility consortium coordinators must apply for the mobility consortium format. List of mobility consortium members must be provided as part of the application and must include at least one member organisation in addition to the coordinator. Any organisation meeting the eligibility criteria for Erasmus accreditation in the same field can become a member of a mobility consortium. All planned consortium member organisations must be from the same EU member state or a third country associated to the Programme as the mobility consortium coordinator. Consortium members are not required to have an Erasmus accreditation. Organisations taking part in a mobility consortium can receive funding from a maximum of two Key Action 1 grant agreements in the field of vocational education and training under the same Call for proposals. Therefore, VET organisations that receive a grant for a short-term project or an accredited project can additionally take part in only one VET mobility consortium as member organisations. Other organisations can take part in up to two mobility consortia.
Where to submit an application?	Applications are submitted to the National Agency of the country where the applicant organisation is established.
Application deadline	**23 February at 12:00:00 (midday Brussels time)**
Project start date	1 June of the same year
Project duration	All accredited projects will have an initial duration of 15 months. After 12 months, all beneficiaries will have the possibility to prolong their project to a total duration of 24 months.
Number of applications	Accredited organisations may apply only once per selection round.
Available activities	All types of activities for vocational education and training. For a detailed list and rules, see section 'Activities'.

Project scope	The number of participants that can be included in accredited projects is not limited, apart from any limitations defined at the budget allocation stage. Projects may not allocate more than 20% of the awarded grant to activities with third countries not associated to the Programme[57]. These opportunities are intended to encourage organisations in EU Member States and third countries associated to the Programme to develop outgoing mobility activities with several third countries not associated to the Programme. These activities are expected to cover the widest possible geographical scope.

BUDGET ALLOCATION

The quality of the applicant's Erasmus Plan has been assessed at the accreditation application stage and therefore no qualitative assessment will take place at budget allocation stage. Any eligible grant application will receive funding.

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

- the total budget available for allocation to accredited applicants
- the requested activities (including the estimated budget required to implement them)
- the basic and maximum grant
- the following allocation criteria: applicant's performance, policy priorities, and geographical balance (if applied by the National Agency)

Detailed rules on basic and maximum grant, scoring of the allocation criteria, weighting of each criterion, the allocation method and the budget available for accredited projects will be published by the National Agency ahead of the call deadline.

[57] Budget categories 'Inclusion support for participants' and 'Exceptional costs for expensive travel' will not count towards this limit.

WHAT ARE THE FUNDING RULES?

The following funding rules apply for short-term projects and accredited projects.

<table>
<tr><th>Budget category</th><th>Eligible costs and applicable rules</th><th colspan="3">Amount</th></tr>
<tr><td rowspan="3">Organisational support</td><td rowspan="3">Costs directly linked to the implementation of mobility activities that are not covered by other cost categories.

For example: preparation (pedagogical, intercultural and other), mentoring, monitoring and support of participants during mobility, services, tools and equipment needed for virtual components in blended activities, recognition of learning outcomes, sharing results and making the European Union funding visible to the public.

Organisational support covers the costs incurred by both sending and hosting organisations (except in the case of staff mobility for courses and training). The division of the received grant will be agreed between the two organisations.

Financing mechanism: contribution to unit costs.

Rule of allocation: based on the number of participants.</td><td colspan="3">100 EUR
– Per participant in staff mobility for courses and training
– Per invited expert
– Per hosted teacher or educator in training
– Per participant in VET skills competitions</td></tr>
<tr><td colspan="3">350 EUR; 200 EUR after one hundred participants in the same type of activity
– Per participant in short-term learning mobility of VET learners
– Per participant in staff mobility for job shadowing and teaching or training assignments</td></tr>
<tr><td colspan="3">500 EUR
– Per participant in long-term learning mobility of VET learners (ErasmusPro)
– Per participant in any activity with third countries not associated to the Programme</td></tr>
<tr><td rowspan="6">Travel</td><td rowspan="6">Contribution to the return travel costs of participants and accompanying persons from their place of origin to the venue of the activity.

Financing mechanism: contribution to unit costs

Rule of allocation: based on the travel distance and number of persons

The applicant must indicate the air distance between the place of origin and the venue of the activity[58] by using the distance calculator supported by the</td><td>Travel distance</td><td>Standard travel</td><td>Green travel</td></tr>
<tr><td>10 – 99 km</td><td>23 EUR</td><td></td></tr>
<tr><td>100 – 499 km</td><td>180 EUR</td><td>210 EUR</td></tr>
<tr><td>500 – 1999 km</td><td>275 EUR</td><td>320 EUR</td></tr>
<tr><td>2000 – 2999 km</td><td>360 EUR</td><td>410 EUR</td></tr>
<tr><td>3000 – 3999 km</td><td>530 EUR</td><td>610 EUR</td></tr>
</table>

[58] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will calculate the distance from Madrid to Rome (1365,28 KM) and then select the applicable travel distance band (i.e. between 500 and 1999 km).

<table>
<tr><td></td><td>European Commission[59].</td><td colspan="3">4000 – 7999 km</td><td>820 EUR</td><td></td></tr>
<tr><td></td><td></td><td colspan="3">8000 km or more</td><td>1500 EUR</td><td></td></tr>
<tr><td>Individual support</td><td>Costs of subsistence for participants and accompanying persons[60] during the activity.

If necessary, subsistence costs are eligible for travel time before and after the activity, with a maximum of two travel days for participants and accompanying persons receiving standard travel grant, and a maximum of six travel days in case of a green travel grant.

Financing mechanism: contribution to unit costs.

Rule of allocation: based on the number of persons, duration of stay and receiving country[61].</td><td>Category of participants</td><td>Country group 1</td><td>Country group 2</td><td>Country group 3</td></tr>
<tr><td></td><td></td><td>Staff</td><td>90 - 180 EUR</td><td>80 - 160 EUR</td><td>70 - 140 EUR</td></tr>
<tr><td></td><td></td><td>VET learners</td><td>35 - 120 EUR</td><td>30 - 104 EUR</td><td>25- 88 EUR</td></tr>
<tr><td></td><td></td><td colspan="4">The above are base rates per day of activity. Each NA will decide on exact base rates within the allowed ranges.

The base rate is payable up to the 14th day of activity. From the 15th day of activity, the payable rate will be equal to 70% of the base rate. Payable rates will be rounded to the nearest whole Euro.</td></tr>
</table>

[59] http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

[60] In case of accompanying persons, the rates for staff apply. 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 "Inclusion support".

[61] **Receiving country groups for EU Member States and third countries associated to the Programme:**
Country group 1: Norway, Denmark, Luxembourg, Iceland, Sweden, Ireland, Finland, Liechtenstein;
Country group 2: Netherlands, Austria, Belgium, France, Germany, Italy, Spain, Cyprus, Greece, Malta, Portugal;
Country group 3: Slovenia, Estonia, Latvia, Croatia, Slovakia, Czech Republic, Lithuania, Turkey, Hungary, Poland, Romania, Bulgaria, North Macedonia, Serbia

Receiving country groups for third countries not associated to the Programme:
Country group 1: Japan, Israel, South Korea, Georgia, Argentina, Armenia, Angola, Saudi Arabia, Kuwait, United States, United Kingdom, Switzerland, Bahrain, Azerbaijan, Sudan, Saint Kitts & Nevis, St. Vincent & Grenadines, United Arab Emirates, Hong Kong, Lebanon, Vietnam, Mexico, Taiwan, Moldova, Malaysia, Tanzania, Canada, Singapore, Australia, Thailand, Faroe Islands.
Country group 2: India, Kazakhstan, Brazil, DR Congo, Chile, Nigeria, Uganda, Liberia, Djibouti, DPR Korea, Uzbekistan, Turkmenistan, Dominican Republic, Jamaica, , Belarus, Libya, Syria, Cuba, Yemen, Kenya, Rwanda, Seychelles, Antigua and Barbuda, , Brunei, Montenegro, , Malawi, Barbados, Saint Lucia, Grenada, Dominica, Uruguay, Albania, China, Philippines, Peru, Venezuela, Panama, Ghana, Chad, Guyana, Egypt, Morocco, Kiribati, Oman, Bosnia and Herzegovina, Iran, Mozambique, Senegal, Mauritius, Qatar, Andorra, Jordan, Indonesia, Laos, South Africa, Ethiopia, Bangladesh, Ecuador, Paraguay, Costa Rica, Côte d'Ivoire, Sierra Leone, Gabon, Haiti, Bahamas, Papua New Guinea, Micronesia, Ukraine, Kyrgyzstan, Russia, Monaco, San Marino, Palestine, Vatican City State.
Country group 3: Nepal, Maldives, Tajikistan, Nicaragua, Zambia, Guinea, Congo, Botswana, Belize, Samoa, Marshall Islands, Palau, Tuvalu, Nauru, Cook Islands, Niue, New Zealand, Pakistan, Bhutan, El Salvador, Suriname, Guatemala, Honduras, Somalia, Trinidad and Tobago, Algeria, Columbia, Gambia, Fiji, Solomon Islands, Vanuatu, Cambodia, Zimbabwe, Burundi, Mongolia, Cameroon, Timor-Leste, Sri Lanka, Madagascar, Mali, Togo, Sao Tome & Principe, Tonga, Bolivia, Benin, Lesotho, Macao, Tunisia, Iraq, Burkina Faso, Equatorial Guinea, Central African Republic, Guinea-Bissau, Namibia, Comoros, Eritrea, Myanmar, Afghanistan, Niger, Mauritania, Cabo Verde, Kosovo, Eswatini, South Sudan.

Inclusion support	**Inclusion support for organisations:** Costs related to the organisation of mobility activities for participants with fewer opportunities. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the number of participants with fewer opportunities.	100 EUR per participant
	Inclusion support for participants: Additional costs directly linked to participants with fewer opportunities and their accompanying persons (including costs related to travel and subsistence if a grant for these participants is not requested through budget categories "Travel" and "Individual support"). **Financing mechanism:** real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency.	100% of eligible costs
Preparatory visits	Costs covering travel and subsistence for participation in a preparatory visit. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the number of participants.	575 EUR per participant, with a maximum of three participants per visit
Course fees	Costs covering enrolment fees for courses and training. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the duration of the activity.	80 EUR per participant per day; an individual staff member may receive a maximum of 800 EUR in course fees within one grant agreement.
Linguistic support	Costs of providing language learning materials and training to participants who need to improve the knowledge of the language they will use to study or receive training during their activity. Linguistic support is eligible for participants in staff mobility longer than 30 days and in short-term and long-term individual mobility of learners. Support is payable only if the participant cannot receive Online Language Support due to unavailability of the required language or level. The latter condition does not apply to reinforced support provided for ErasmusPro participants.	150 EUR per participant In addition: 150 EUR of reinforced language support per participant in ErasmusPro

	Financing mechanism: contribution to unit costs. **Rule of allocation:** based on the number of participants.	
Exceptional costs	Costs for providing a financial guarantee, if the National Agency asks for it. Expensive travel costs of participants and their accompanying persons that cannot be supported with the standard "Travel" category due to geographical remoteness or other barriers. Visa and visa-related costs, residence permits, vaccinations, medical certifications. **Financing mechanism**: real costs. **Rule of allocation**: the request must be justified by the applicant and approved by the National Agency. Expensive travel applies in cases where the travel support based on unit cost does not cover 70% of the travel costs of participants.	**Costs for financial guarantee:** 80% of eligible costs **Expensive travel costs:** 80% of eligible travel costs **Visa and visa-related costs, residence permits, vaccinations, medical certifications**: 100% of eligible costs

MOBILITY FOR PUPILS AND STAFF IN SCHOOL EDUCATION

This action supports schools and other organisations active in the field of school education that want to organise learning mobility activities for school pupils and staff.

A wide range of activities are supported, including job shadowing and professional development courses for staff, individual and group mobility for pupils, invited experts, and other activities as explained below.

The participating organisations should actively promote **inclusion and diversity, environmental sustainability** and **digital education** through their activities: by using the specific funding opportunities provided by the Programme for these purposes, by raising awareness among their participants, by sharing best practices, and by choosing appropriate design for their activities.

OBJECTIVES OF THE ACTION

The purpose of mobility activities funded by Erasmus+ is to provide learning opportunities to individuals and to support internationalisation and institutional development of schools and other organisations in school education. Specifically, the objectives of this action are:

Strengthening the European dimension of teaching and learning by:

- promoting values of inclusion and diversity, tolerance, and democratic participation
- promoting knowledge about shared European heritage and diversity
- supporting development of professional networks across Europe

Increasing the quality of teaching and learning in school education by:

- supporting professional development of teachers, school leaders and other school staff
- promoting the use of new technologies and innovative teaching methods
- improving language learning and language diversity in schools
- supporting the sharing and transfer of best practices in teaching and school development

Contributing to the creation of the European Education Area by:

- building capacity of schools to engage in cross-border exchanges and cooperation, and carry out high quality mobility projects
- making learning mobility a realistic possibility for any pupil in school education
- fostering recognition of learning outcomes of pupils and staff in mobility periods abroad

HOW TO ACCESS ERASMUS+ MOBILITY OPPORTUNITIES?

Schools and other organisations active in school education can apply for funding in two ways:

- **Short-term projects for mobility of pupils and staff** provide applicant organisations with an opportunity to organise various mobility activities over a period of six to eighteen months. Short-term projects are the best choice for organisations trying Erasmus+ for the first time, or for those that wish to organise only a limited number of activities.

- **Accredited projects for mobility of pupils and staff** are open only to organisations holding an Erasmus accreditation in the field of school education. This special funding strand allows accredited organisations to regularly receive funding for mobility activities that contribute to the gradual implementation of their Erasmus

Plan. Erasmus accreditations are open to all organisations that want to organise mobility activities on a regular basis. Previous experience in the Programme is not required to apply. To find out more about this opportunity, please read the chapter of this guide on Erasmus accreditation in the fields of adult education, vocational education and training, and school education.

In addition, organisations can join the Programme without submitting an application by:

- **Joining an existing Erasmus+ mobility consortium** led by an accredited consortium coordinator in their country that is accepting new members in their consortium.

- **Hosting participants from another country:** any organisation can become a host for learners or staff coming from a partner organisation abroad. Becoming a hosting organisation is a valuable experience and a good way to create partnerships and learn more about the Programme before applying yourself.

Schools are also encouraged to join **eTwinning**: an online community hosted on a secure platform accessible to teachers and school staff vetted by the eTwinning national support organisation. eTwinning allows schools to set up joint virtual classrooms and carry out projects with other schools, it allows teachers to discuss and exchange with colleagues and to get involved in a variety of professional development opportunities. eTwinning is also the perfect environment to find partners for future projects.

In addition, schools and teachers are invited to use the SELFIE tools: free, multilingual, web-based, self-reflection tools created by the European Commission to help schools and teachers develop their digital capacity. The tool for teachers allows teachers to self-assess their digital competence and confidence, and to get feedback about their strengths and gaps in knowledge or competences where they could improve. Teams of teachers can also work together to use the tool and develop a training plan. SELFIE tools can be access online, here: https://ec.europa.eu/education/schools-go-digital

SETTING UP A PROJECT

The applicant organisation is the key actor in a Key Action 1 project. The applicant drafts and submits the application, signs the grant agreement, implements the mobility activities, and reports to their National Agency. The application process for both short-term projects and the Erasmus accreditation focuses on the needs and plans of the applicant organisation.

Most types of available activities are outgoing mobility activities. This means that the applicant organisation will act as a sending organisation: it will select participants and send them to a hosting organisation abroad. Using these opportunities to organise two-way exchanges or joint activities with one or more partner schools is strongly encouraged. In that case, each participating school should apply for Erasmus+ funding or they can join an existing consortium. To make the process of finding partners easier, Erasmus+ supports tools for finding partners abroad: School Education Gateway (https://www.schooleducationgateway.eu/) and eTwinning (https://www.etwinning.net/).

In addition, there are special types of activities that allow applicant organisations to invite experts or teachers in training to their organisation. The purpose of incoming activities is not to create two-way exchanges, but rather to bring in persons who can help develop and internationalise the applicant organisation.

Implementation of all activities supported under this Action must follow the Erasmus quality standards. The Erasmus quality standards cover concrete implementation practices for project tasks such as selection and preparation of participants, definition, evaluation and recognition of learning outcomes, sharing of project results, etc. To read the full text of the Erasmus quality standards, please visit the following link at the Europa website: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-quality-standards-mobility-projects-vet-adults-schools_en

Inclusion and diversity

In line with the Erasmus quality standards, organisations that receive support from the Programme must ensure that they offer mobility opportunities in an inclusive and equitable way, to participants from all backgrounds. The selection of learners that will take part in project activities should take into account key factors such as motivation, merit, as well as personal development and learning needs of the participants. Similarly, selection of staff participants should ensure that benefits of their professional development are available to all learners in the organisation.

Throughout the preparation, implementation and follow-up of mobility activities, the sending and hosting organisations should involve the participants in key decisions to ensure maximum benefits and impact for each participant.

Participating organisations that provide education and training are encouraged to actively create and facilitate mobility opportunities, for example by establishing mobility windows in their academic calendar and defining standard re-integration steps for returning participants.

Environmentally sustainable and responsible practices

In line with the Erasmus quality standards, organisations that receive support from the Programme must promote environmentally sustainable and responsible behaviour among their participants, raising the awareness about the importance of acting to reduce or compensate for the environmental footprint of mobility activities. These principles should be reflected in the preparation and implementation of all Programme activities, especially by using specific funding support provided by the Programme to promote sustainable means of travel. Organisations providing education and training should integrate these principles in their everyday work, and should actively promote a change of mind-set and behaviour among their learners and staff.

Digital transformation in education and training

In line with the Erasmus quality standards, the Programme supports all participating organisations in incorporating the use of digital tools and learning methods to complement their physical activities, to improve the cooperation between partner organisations, and to improve the quality of their learning and teaching. In addition, staff participants can benefit from Digital Opportunity Traineeships: mobility activities allowing them to acquire digital skills and build their capacity to train, teach and complete other tasks with the help of digital tools. Such activities can be organised with any of the available staff mobility formats.

Participation in democratic life

The programme aims to help the participants discover the benefits of active citizenship and participation in democratic life. Supported mobility activities should reinforce participatory skills in different spheres of civic society, as well as development of social and intercultural competences, critical thinking and media literacy. Wherever possible, projects should offer opportunities for participation in democratic life, social and civic engagement through formal or non-formal learning activities. They should also improve participants' understanding of the European Union and the common European values, including respect for democratic principles, human dignity, unity and diversity, intercultural dialogue, as well as European social, cultural and historical heritage.

ACTIVITIES

This section presents the types of activities that can be supported by Erasmus+ funds, both as part of short-term projects and accredited projects.

For any activity, additional support can be provided for persons accompanying participants with fewer opportunities, minors, or young adults that require supervision. Accompanying persons can be supported for whole or part of the activity's duration.

Staff mobility

Eligible activities	▪ Job shadowing (2 to 60 days) ▪ Teaching assignments (2 to 365 days) ▪ Courses and training (2 to 30 days, maximum 10 days of course fees per participant) In addition to physical mobility, all staff mobility activities can be blended with virtual activities. The minimum and maximum durations specified above apply to the physical mobility component. **Job shadowing**: participants can spend a period of time at a hosting organisation in another country with the aim of learning new practices and gathering new ideas through observation and interaction with peers, experts or other practitioners in their daily work at the hosting organisation. **Teaching or training assignments**: participants can spend a period of time teaching or providing training to learners at a hosting organisation in another country, as a way to learn through completing their tasks and exchanging with peers. **Courses and training**: participants can benefit from a structured course or a similar kind of training provided by qualified professionals and based on a pre-defined learning programme and learning outcomes. The training must involve participants from at least two different countries and must allow participants to interact with other learners and with the trainers. Entirely passive activities such as listening to lectures, speeches or mass conferences are not supported. Applicants should be aware that all course providers are entirely independent from the Erasmus+ programme and are acting as service providers in a free market. The choice of courses and training is therefore a responsibility of the applicant organisation. The following quality standards are available as support to guide the applicants in their choice: https://ec.europa.eu/programmes/erasmus-plus/resources/quality-standards-courses-under-key-action-1-learning-mobility-individuals_en
Eligible participants	Eligible participants include teachers, school leaders and all other non-teaching experts and staff working in school education. Eligible non-teaching staff includes staff working in school education, either in schools (teacher assistants, pedagogical advisors, psychologists, etc.) or in other organisations active in school education (e.g. school inspectors, counsellors, policy coordinators in charge of school education, etc.). Participants must be working in the sending organisation, or must be regularly working with the sending organisation to help implement the organisation's core activities (for example as external trainers, experts, or volunteers).

	In all cases, the tasks that link the participant to the sending organisation must be documented in a way that allows the National Agency to verify this link (for example with a work or volunteer contract, task description, or a similar document). The National Agencies shall establish a transparent and consistent practice on what constitutes acceptable working relationships and supporting documentation in their national context.
Eligible venues	Activities must take place abroad, in an EU Member State or in a third country associated to the Programme.

Learner mobility

Available formats	▪ Group mobility of school pupils (2 to 30 days, at least two pupils per group) ▪ Short-term learning mobility of pupils (10 to 29 days) ▪ Long-term learning mobility of pupils (30 to 365 days) In addition to physical mobility, all pupil mobility activities can be blended with virtual activities. The minimum and maximum durations specified above apply to the physical mobility component. **Group mobility of school pupils:** a group of pupils from the sending school can spend time learning together with their peers in another country. Teachers or other qualified education staff from the sending school must accompany the pupils for the entire duration of the activity and guide the learning process. If needed, other adults may also act as accompanying persons to support the accompanying teachers[62]. **Short-term learning mobility of school pupils**: pupils can spend a period abroad to study at a partner school or perform a traineeship at another relevant organisation abroad. An individual learning programme must be defined for each participant. For participants with fewer opportunities, mobility can be organised with a minimum duration of 2 days, if justified. **Long-term learning mobility of school pupils**: pupils can spend a period abroad to study at a partner school or perform a traineeship at another relevant organisation abroad. An individual learning programme must be defined for each participant. An obligatory pre-departure training must be provided to all participants and increased funding support will be made available for organisational and linguistic support.
Eligible participants	Participating pupils must be enrolled in an education programme at the sending school[63].
Eligible venues	Activities must take place abroad, in an EU Member State or in a third country associated to the Programme.

[62] In all cases, sending and hosting schools remain responsible for ensuring the full respect of applicable rules and laws in sending and hosting countries.
[63] The definition of eligible education programmes in each EU Member State or third country associated to the Programme will be defined by the competent National Authority and published on the website of the relevant National Agency.

	Group mobility of school pupils must take place at a hosting school. Exceptionally, activities can take place at another venue in the country of the hosting school, if justified by the content and quality of the activity. In this case, travel of participants from the hosting school to the venue will not be considered as a transnational mobility activity. Additional funds therefore cannot be requested for this purpose. In addition, group mobility of pupils can take place at a seat of an Institution of the European Union if the activity is organised at or in cooperation with an EU institution[64]. Regardless of the venue, group activities must involve pupils from at least two EU Member States or third countries associated to the Programme.

Other supported activities

Available formats	▪ Invited experts (2 to 60 days) ▪ Hosting teachers and educators in training (10 to 365 days) ▪ Preparatory visits **Invited experts:** schools can invite trainers, teachers, policy experts or other qualified professionals from abroad who can help improve the teaching and learning at the receiving school. For example, invited experts may provide training to the school staff, demonstrate new teaching methods or help transfer good practices in organisation and management. **Hosting teachers and educators in training:** applicant organisations can host teachers in training who want to spend a traineeship period abroad. The hosting organisation will receive support to set up the activity, while the travel and individual support for the participant should be provided by their sending institution (which may apply for Erasmus+ funding for this purpose). **Preparatory visits:** organisations can set up a preparatory visit to their hosting partner before the mobility takes place. Preparatory visits are not a stand-alone activity, but a supporting arrangement for mobility of staff or learners. Each preparatory visit must have a clear reasoning and must serve to improve inclusiveness, scope and quality of mobility activities. For example, preparatory visits can be organised to better prepare mobility of participants with fewer opportunities, to start working with a new partner organisation, or to prepare longer mobility activities. Preparatory visits can be organised in preparation for any type of learner or staff mobility, apart from courses and training.
Eligible participants	**Invited experts** can be any persons from another EU Member State or third country associated to the Programme, who can provide expertise and training relevant for the needs and

[64] Seats of the Institutions of the European Union are Brussels, Frankfurt, Luxembourg, Strasbourg, and The Hague. Activities at the EU seats will be considered as a transnational mobility and funding (as described in section 'What are the funding rules?') can be requested for all participants, regardless of their country of origin.

	objectives of the organisation that invites them. **Hosting teachers and educators in training** is available for participants who are enrolled in or recently graduated[65] from a teacher education programme (or a similar kind of education programme for trainers or educators) in another EU Member State or third country associated to the Programme. **Preparatory visits** can be carried out by any persons eligible for staff mobility activities and involved in the organisation of the project. Exceptionally, learners who will take part in long-term learning mobility and participants with fewer opportunities in any type of activity can take part in preparatory visits for their activities.
Eligible venues	Preparatory visits can take place in EU Member States and third countries associated to the Programme. The venue for invited experts and teachers in training is always the beneficiary organisation (including consortium members).

SHORT-TERM PROJECTS FOR MOBILITY OF PUPILS AND STAFF IN SCHOOL EDUCATION

Short-term projects for mobility of pupils and staff are a straightforward and simple way to benefit from Erasmus+. Their purpose is to allow organisations to organise a few activities in an easy way and to gain experience in the Programme.

In order to stay simple, short-term projects include a limit on the number of participants and the duration of the project. The format is open only to individual organisations and not to consortium coordinators. Accredited organisations cannot apply for short-term projects since they already have permanent access to Erasmus+ funding.

The application for short-term projects includes a list and description of activities that the applicant organisation plans to organise.

[65] Recent graduates are eligible to participate up to 12 months after their graduation. In case the participants have been fulfilling obligatory civil or military service after graduation, the period of eligibility will be extended by the duration of the service.

ELIGIBILITY CRITERIA

Eligible organisations: who can apply?	The following organisations are eligible[66] to apply: (1) Schools providing general education at pre-primary, primary or secondary level[67] (2) Local and regional public authorities, coordination bodies and other organisations with a role in the field of school education However, organisations holding an Erasmus accreditation in school education cannot apply for short-term projects.
Eligible countries	Applicant organisations must be established in an EU Member State or in a third country associated to the Programme.
Where to submit an application?	Applications are submitted to the National Agency of the country where the applicant organisation is established.
Application deadlines	Round 1 (for all National Agencies): **23 February at 12:00:00 (midday Brussels time)** Round 2: National Agencies may decide to open a second deadline (Round 2). In this case, the National Agency will inform the applicants through its website. For Round 2 applicants have to submit their applications by **4 October at 12:00:00 (midday Brussels time).**
Project start dates	Projects can choose the following start dates: ▪ Round 1: between 1 June and 31 December of the same year ▪ Round 2 (if open): between 1 January and 31 May of the following year
Project duration	From 6 to 18 months
Number of applications	Per selection round, an organisation may apply for only one short-term project in the field of school education. Organisations that receive a grant for a short-term project under the first round of applications may not apply for the second round of the same call for proposals. Within a period of any five consecutive call years, organisations may receive a maximum of three grants for short-term projects in school education. Grants received in the 2014-2020 period do not count towards this limit.
Available activities	All types of activities for school education. For a detailed list and rules, see section 'Activities'.

[66] The definition of eligible organisations in each EU Member State or third country associated to the Programme will be defined by the competent National Authority and published on the website of the relevant National Agency together with relevant examples.

[67] Including organisations providing early childhood education and care. Schools with a special status and under supervision of national authorities in another country (e.g. Lycée français or German schools) may need to apply to the NA of the supervising country. For precise information in each case, please contact the National Agency in the host country or in the country of the relevant national authority.

Project scope	An application for a short-term project can include a maximum of 30 participants in mobility activities. Preparatory visits and participation of accompanying persons will not count towards this limit.
Supporting organisations	Any organisation active in education and training may participate as a supporting organisation to a beneficiary of this action. The role and obligations of supporting organisations must be formally defined between them and the beneficiary organisation. All contributions of supporting organisations must comply with the Erasmus quality standards.

AWARD CRITERIA

Submitted applications will be assessed by assigning points out of a total of 100, based on the below criteria and weightings. To be considered for award, applications must pass the following thresholds:

- At least 60 out of the total 100 points, and
- At least half of the maximum score points in each of the three award criteria categories

Relevance (maximum score 30 points)	The extent to which: ▪ the applicant's profile, experience, activities and target population of learners are relevant for the field of school education ▪ the project proposal is relevant for the objectives of the action ▪ the project proposal is relevant for the following specific priorities: – supporting newcomers and less experienced organisations – supporting participants in long-term learning mobility of pupils – supporting participants with fewer opportunities
Quality of project design (maximum score 40 points)	The extent to which: ▪ the proposed project objectives address the needs of the applicant organisation, its staff and learners in a clear and concrete way ▪ the content of proposed activities and balance between different types of activities are appropriate for the achievement of the project objectives ▪ there is a clear plan of working for each of the proposed activities ▪ the project incorporates environmentally sustainable and responsible practices ▪ the project incorporates the use of digital tools (particularly eTwinning) and learning methods to complement their physical mobility activities, and to improve the cooperation with partner organisations
Quality of follow-up actions (maximum score 30 points)	The extent to which: ▪ the applicant has clearly defined the tasks and responsibilities for delivery of activities in accordance with Erasmus quality standards ▪ the applicant has proposed concrete and logical steps to integrate the results of mobility activities in the organisation's regular work ▪ the applicant has proposed an appropriate way of evaluating the project outcomes ▪ the applicant has proposed concrete and effective steps to make the results of the project known within the applicant organisation, to share the results with other organisations and the public, and to publicly acknowledge the European Union funding

ACCREDITED PROJECTS FOR MOBILITY OF PUPILS AND STAFF IN SCHOOL EDUCATION

Organisations holding an Erasmus accreditation in school education can apply for funding as part of a special funding strand open only for them. Applications are based on the previously approved Erasmus Plan, so a detailed list and description of the planned activities is not required. Instead, the applications focus on estimating the budget needed for the next set of activities.

Eligibility criteria

Eligible organisations: who can apply?	Organisations holding a valid Erasmus accreditation in school education are eligible to apply.
Mobility consortium	Organisations holding an Erasmus accreditation for mobility consortium coordinators must apply for the mobility consortium format. List of mobility consortium members must be provided as part of the application and must include at least one member organisation in addition to the coordinator. Any organisation meeting the eligibility criteria for Erasmus accreditation in the same field can become a member of a mobility consortium. All planned consortium member organisations must be from the same EU member state or a third country associated to the Programme as the mobility consortium coordinator[68]. Consortium members are not required to have an Erasmus accreditation. Organisations taking part in a mobility consortium can receive funding from a maximum of two Key Action 1 grant agreements in the field of school education under the same Call for proposals. Therefore, school education organisations that receive a grant for a short-term project or an accredited project can additionally take part in only one school education mobility consortium as member organisations. Other organisations can take part in up to two mobility consortia.
Where to submit an application?	Applications are submitted to the National Agency of the country where the applicant organisation is established.
Application deadline	**23 February at 12:00:00 (midday Brussels time)**
Project start date	1 June of the same year
Project duration	All accredited projects will have an initial duration of 15 months. After 12 months, all beneficiaries will have the possibility to prolong their project to a total duration of 24 months.
Number of applications	Accredited organisations may apply only once per selection round.

[68] Schools with a special status and under supervision of national authorities in another country (e.g. Lycée français or German schools) may take part in mobility consortia led by organisations accredited by the NA in the school's supervising country. However, they may not take part in consortia or short-term project managed by National Agencies in two different countries.

Available activities	All types of activities for school education. For a detailed list and rules, see section 'Activities'.
Project scope	The number of participants that can be included in accredited projects is not limited, apart from any limitations defined at the budget allocation stage.

BUDGET ALLOCATION

The quality of the applicant's Erasmus Plan has been assessed at the accreditation application stage and therefore no qualitative assessment will take place at budget allocation stage. Any eligible grant application will receive funding.

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

- the total budget available for allocation to accredited applicants
- the requested activities (including the estimated budget required to implement them)
- the basic and maximum grant
- the following allocation criteria: applicant's performance, policy priorities, and geographical balance (if applied by the National Agency)

Detailed rules on basic and maximum grant, scoring of the allocation criteria, weighting of each criterion, the allocation method, and the budget available for accredited projects will be published by the National Agency ahead of the call deadline.

WHAT ARE THE FUNDING RULES?

The following funding rules apply for short-term projects and accredited projects.

Budget category	Eligible costs and applicable rules	Amount
Organisational support	Costs directly linked to the implementation of mobility activities that are not covered by other cost categories. For example: preparation (pedagogical, intercultural and other), mentoring, monitoring and support of participants during mobility, services, tools and equipment needed for virtual components in blended activities, recognition of learning outcomes, sharing results and making the European Union funding visible to the public. Organisational support covers the costs incurred by both sending and hosting organisations (except in the case of staff mobility for courses and training). The division of the received grant will be agreed between	100 EUR – Per pupil in group mobility, with a maximum of 1000 EUR per group – Per participant in staff mobility for courses and training – Per invited expert – Per hosted teacher or educator in training
		350 EUR; 200 EUR after one hundred participants in the same type of activity – Per participant in short-term learning mobility of pupils – Per participant in staff mobility for job shadowing and teaching or training assignments

<table>
<tr><td></td><td>the two organisations.

Financing mechanism: contribution to unit costs.

Rule of allocation: based on the number of participants.</td><td colspan="4">500 EUR
– Per participant in long-term learning mobility of pupils</td></tr>
<tr><td rowspan="8">Travel</td><td rowspan="8">Contribution to the return travel costs of participants and accompanying persons from their place of origin to the venue of the activity.

In addition: contribution to the return travel costs of participants and accompanying persons from their place of origin to the venue of pre-departure training for pupils in long-term mobility.

Financing mechanism: contribution to unit costs.

Rule of allocation: based on the travel distance and number of persons.

The applicant must indicate the air distance between the place of origin and the venue of the activity[69] by using the distance calculator supported by the European Commission[70].</td><td colspan="2">Travel distance</td><td>Standard travel</td><td>Green travel</td></tr>
<tr><td colspan="2">10 – 99 km</td><td>23 EUR</td><td></td></tr>
<tr><td colspan="2">100 – 499 km</td><td>180 EUR</td><td>210 EUR</td></tr>
<tr><td colspan="2">500 – 1999 km</td><td>275 EUR</td><td>320 EUR</td></tr>
<tr><td colspan="2">2000 – 2999 km</td><td>360 EUR</td><td>410 EUR</td></tr>
<tr><td colspan="2">3000 – 3999 km</td><td>530 EUR</td><td>610 EUR</td></tr>
<tr><td colspan="2">4000 – 7999 km</td><td>820 EUR</td><td></td></tr>
<tr><td colspan="2">8000 km or more</td><td>1500 EUR</td><td></td></tr>
<tr><td rowspan="3">Individual support</td><td rowspan="3">Costs of subsistence for participants and accompanying persons[71] during the activity.

If necessary: subsistence costs are eligible for travel time before and after the activity, with a maximum of two travel days for participants and accompanying persons receiving standard travel grant, and a</td><td>Category of participants</td><td>Country group 1</td><td>Country group 2</td><td>Country group 3</td></tr>
<tr><td>Staff</td><td>90 - 180 EUR</td><td>80 - 160 EUR</td><td>70 - 140 EUR</td></tr>
<tr><td>School pupils</td><td>40 - 80 EUR</td><td>35 - 70 EUR</td><td>30 - 60 EUR</td></tr>
</table>

[69] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will calculate the distance from Madrid to Rome (1365,28 KM) and then select the applicable travel distance band (i.e. between 500 and 1999 km).

[70] http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

[71] In case of accompanying persons, the rates for staff apply. 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 "Inclusion support".

	maximum of six travel days in case of a green travel grant. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the number of persons, duration of stay and receiving country[72].	The above are base rates per day of activity. Each NA will decide on exact base rates within the allowed ranges. The base rate is payable up to the 14th day of activity. From the 15th day of activity, the payable rate will be equal to 70% of the base rate. Payable rates will be rounded to the nearest whole Euro.
Inclusion support	**Inclusion support for organisations:** Costs related to the organisation of mobility activities for participants with fewer opportunities. **Financing mechanism:** contribution to unit costs **Rule of allocation:** based on the number of participants with fewer opportunities	100 EUR per participant
	Inclusion support for participants: Additional costs directly linked to participants with fewer opportunities and their accompanying persons (including justified costs related to travel and subsistence if a grant for these participants is not requested through budget categories "Travel" and "Individual support"). **Financing mechanism:** real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency.	100% of eligible costs
Preparatory visits	Costs covering travel and subsistence for participation in a preparatory visit. **Financing mechanism:** unit costs. **Rule of allocation:** based on the number of participants.	575 EUR per participant, with a maximum of three participants per visit

[72] Receiving country groups:
Country group 1: Norway, Denmark, Luxembourg, Iceland, Sweden, Ireland, Finland, Liechtenstein;
Country group 2: Netherlands, Austria, Belgium, France, Germany, Italy, Spain, Cyprus, Greece, Malta, Portugal;
Country group 3: Slovenia, Estonia, Latvia, Croatia, Slovakia, Czech Republic, Lithuania, Turkey, Hungary, Poland, Romania, Bulgaria, North Macedonia, Serbia

Course fees	Costs covering enrolment fees for courses and training. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the duration of the activity.	80 EUR per participant per day; an individual staff member may receive a maximum of 800 EUR in course fees within one grant agreement.
Linguistic support	Costs of providing language learning materials and training to participants who need to improve the knowledge of the language they will use to study or receive training during their activity. Linguistic support is eligible for participants in staff mobility longer than 30 days and in short-term and long-term individual mobility of learners. Support is payable only if the participant cannot receive Online Language Support due to unavailability of the required language or level. The latter condition does not apply to reinforced support provided for participants in long-term learning mobility of pupils. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the number of participants.	150 EUR per participant In addition: 150 EUR of reinforced language support per participant in long-term learning mobility of pupils
Exceptional costs	Costs for providing a financial guarantee, if the National Agency asks for it. Expensive travel costs of participants and their accompanying persons that cannot be supported with the standard "Travel" category due to geographical remoteness or other barriers. Visa and visa-related costs, residence permits, vaccinations, medical certifications. **Financing mechanism:** real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency. Expensive travel applies in cases where the travel support based on unit cost does not cover 70% of the travel costs of participants.	**Costs for financial guarantee:** 80% of eligible costs **Expensive travel costs:** 80% of eligible travel costs **Visa and visa-related costs, residence permits, vaccinations, medical certifications:** 100% of eligible costs

MOBILITY FOR LEARNERS AND STAFF IN ADULT EDUCATION

This action supports adult education providers and other organisations active in the field of adult education that want to organise learning mobility activities for adult learners and education staff.

A wide range of activities are supported, including job shadowing and professional development courses for staff, individual and group mobility of adult learners with fewer opportunities (in particular low-skilled adult learners), invited experts, and other activities as explained below.

The participating organisations should actively promote **inclusion and diversity, environmental sustainability** and **digital education** through their activities. They should do so by using the specific funding opportunities provided by the Programme for these purposes, by raising awareness among their participants, by sharing best practices, and by choosing appropriate design for their activities.

OBJECTIVES OF THE ACTION

The purpose of mobility activities funded by Erasmus+ is to provide learning opportunities to individuals and to support internationalisation and institutional development of adult education providers and other organisations active in the field of adult education. The action will contribute to the implementation of the Skills Agenda and to the creation of the European Education. Specifically, the objectives of this action are:

- Strengthening the European dimension of teaching and learning
- promoting values of inclusion and diversity, tolerance, and democratic participation
- promoting knowledge about shared European heritage and diversity
- supporting development of professional networks across Europe
- Improving the quality of formal, informal and non-formal adult education in Europe for key competences as defined by the EU framework (2018), including basic skills (literacy, numeracy, digital skills) and other life skills
- extend and diversify adult education offer through professionalisation of educators and building capacity of adult education providers
- simplifying the implementation and accessibility of high quality teaching and learning programmes in all forms of adult education, and making them relevant to the needs of individual and the society at large
- building the capacity of adult education providers to carry out high quality mobility projects
- raising the participation of adults of all ages and socio-economic background in adult education, especially by fostering participation of organisations working with disadvantaged learners, small adult education providers, newcomers to the Programme and less experienced organisations, as well as community-based grassroots organisations

HOW TO ACCESS ERASMUS+ MOBILITY OPPORTUNITIES?

Adult education providers and other organisations active in adult education can apply for funding in two ways:

- **Short-term projects for mobility of learners and staff** provide applicant organisations with an opportunity to organise various mobility activities over a period of six to eighteen months. Short-term projects are the best choice for organisations trying Erasmus+ for the first time, or for those that wish to organise only a limited number of activities.

- **Accredited projects for mobility of learners and staff** are open only to organisations holding an Erasmus accreditation in the field of adult education. This special funding strand allows accredited organisations to regularly receive funding for mobility activities that contribute to the gradual implementation of their Erasmus Plan.Erasmus accreditations are open to all organisations that seek to organise mobility activities on a regular basis. Previous experience in the Programme is not required to apply. To find out more about this opportunity, please read the chapter of this guide on Erasmus accreditation in the fields of adult education, vocational education and training, and school education.

In addition, organisations can join the Programme without submitting an application by:

- **Joining an existing Erasmus mobility consortium** led by an accredited consortium coordinator in their country that is accepting new members in their consortium.
- **Hosting participants from another country:** any organisation can become a host for participants coming from a partner organisation abroad. Becoming a hosting organisation is a valuable experience and a good way to create partnerships and learn more about the Programme before applying yourself.

SETTING UP A PROJECT

The applicant organisation is the key actor in a Key Action 1 project. The applicant drafts and submits the application, signs the grant agreement, implements the mobility activities, and reports to their National Agency. The application process for both short-term projects and the Erasmus accreditation focuses on the needs and plans of the applicant organisation.

Most types of available activities are outgoing mobility activities. This means that the applicant organisation will act as a sending organisation: it will select participants and send them to a hosting organisation abroad. In addition, there are special types of activities that allow applicant organisations to invite experts, teachers and educators in training to their organisation. The purpose of incoming activities is not to create two-way exchanges, but rather to bring in persons who can help develop and internationalise the applicant organisation. To make the process of finding partners easier, Erasmus+ supports tools for finding partners abroad: EPALE

Implementation of all activities supported under this Action must follow the Erasmus quality standards. The Erasmus quality standards cover concrete implementation practices for project tasks such as selection and preparation of participants, definition, evaluation and recognition of learning outcomes, sharing of project results, etc. To read the full text of the Erasmus quality standards, please visit the following link at the Europa website: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-quality-standards-mobility-projects-vet-adults-schools_en

The section below provides information on how mobility formats and content relate to each other to ensure good quality mobility activities.

Inclusion and diversity

In line with the Erasmus quality standards, organisations that receive support from the Programme must ensure that they offer mobility opportunities in an inclusive and equitable way, to participants from all backgrounds. The selection of learners that will take part in project activities should take into account key factors such as motivation, merit, as well as personal development and learning needs of the participants. Similarly, selection of staff participants should ensure that benefits of their professional development are available to all learners in the organisation.

Throughout the preparation, implementation and follow-up of mobility activities, the sending and hosting organisations should involve the participants in key decisions to ensure maximum benefits and impact for each participant.

Participating organisations that provide education and training are encouraged to actively create and facilitate mobility opportunities, for example by establishing mobility windows in their academic calendar and defining standard re-integration steps for returning participants.

Environmentally sustainable and responsible practices

In line with the Erasmus quality standards, organisations that receive support from the Programme must promote environmentally sustainable and responsible behaviour among their participants, raising the awareness about the importance of acting to reduce or compensate for the environmental footprint of mobility activities. These principles should be reflected in the preparation and implementation of all Programme activities, especially by using specific funding support provided by the Programme to promote sustainable means of travel. Organisations providing education and training should integrate these principles in their everyday work, and should actively promote a change of mind-set and behaviour among their learners and staff.

Digital transformation in education and training

In line with the Erasmus quality standards, the Programme supports all participating organisations in incorporating the use of digital tools and learning methods to complement their physical activities, to improve the cooperation between partner organisations, and to improve the quality of their learning and teaching. In addition, staff participants can benefit from Digital Opportunity Traineeships: mobility activities allowing them to acquire digital skills and build their capacity to train, teach and complete other tasks with the help of digital tools. Such activities can be organised with any of the available staff mobility formats.

Participation in democratic life

The programme aims to help the participants discover the benefits of active citizenship and participation in democratic life. Supported mobility activities should reinforce participatory skills in different spheres of civic society, as well as development of social and intercultural competences, critical thinking and media literacy. Wherever possible, projects should offer opportunities for participation in democratic life, social and civic engagement through formal or non-formal learning activities. They should also improve participants' understanding of the European Union and the common European values, including respect for democratic principles, human dignity, unity and diversity, intercultural dialogue, as well as European social, cultural and historical heritage.

Development of key competences

The programme supports life-long development and reinforcing of key competences[73] needed for personal development and fulfilment, employability, active citizenship and social inclusion. Participating organisations should offer training and

[73] Key competences - https://ec.europa.eu/education/policies/school/key-competences-and-basic-skills_en

learning activities adapted to the specific needs of learners, helping them to achieve economic independence and dismantling barriers they face in education and social contacts.

ACTIVITIES

This section presents the types of activities that can be supported by Erasmus+ funds, both as part of short-term projects and accredited projects.

For any activity, additional support can be provided for persons accompanying participants with fewer opportunities. Accompanying persons can be supported for whole or part of the activity's duration.

Staff mobility

Available formats	▪ Job shadowing (2 to 60 days) ▪ Teaching or training assignments (2 to 365 days) ▪ Courses and training (2 to 30 days, maximum 10 days of course fees per participant) In addition to physical mobility, all staff mobility activities can be blended with virtual activities. The minimum and maximum durations specified above apply to the physical mobility component. **Job shadowing**: participants can spend a period of time at a hosting organisation in another country with the aim of learning new practices and gathering new ideas through observation and interaction with peers, experts or other practitioners in their daily work at the hosting organisation. **Teaching or training assignments**: participants can spend a period of time teaching or providing training to learners at a hosting organisation in another country, as a way to learn through completing their tasks and exchanging with peers. **Courses and training**: participants can benefit from a structured course or a similar kind of training provided by qualified professionals, based on a pre-defined learning programme and learning outcomes. The training must involve participants from at least two different countries and must allow participants to interact with other learners and with the trainers. Entirely passive activities such as listening to lectures, speeches or mass conferences are not supported. Applicants should be aware that all course providers are entirely independent from the Erasmus+ programme and are acting as service providers in a free market. The choice of courses and training is therefore a responsibility of the applicant organisation. The following quality standards are available as support to guide the applicants in their choice: https://ec.europa.eu/programmes/erasmus-plus/resources/quality-standards-courses-under-key-action-1-learning-mobility-individuals_en
Eligible participants	Eligible participants include teachers, trainers, and all other non-teaching experts and staff in adult education.

	Eligible non-teaching staff includes staff working in adult education, either in adult education providers (e.g. management staff) or in other organisations active in adult education (e.g. volunteers, counsellors, policy coordinators in charge of adult education, etc.). Participants must be working in the sending organisation, or must be regularly working with the sending organisation to help implement the organisation's core activities (for example as external trainers, experts, or volunteers). In all cases, the tasks that link the participant to the sending organisation must be documented in a way that allows the National Agency to verify this link (for example with a work or volunteer contract, task description, or a similar document). The National Agencies shall establish a transparent and consistent practice on what constitutes acceptable working relationships and supporting documentation in their national context.
Eligible venues	Activities must take place abroad, in an EU Member State or in a third country associated to the Programme.

Learner mobility

Available formats	▪ Group mobility of adult learners (2 to 30 days, at least two learners per group) ▪ Individual learning mobility of adult learners (2 to 30 days) In addition to physical mobility, all learner mobility activities can be blended with virtual activities. The minimum and maximum durations specified above apply to the physical mobility component. **Group mobility of adult learners:** a group of adult learners from the sending organisation can spend time in another country to benefit from innovative learning organised through cooperation between the sending and hosting organisations (purchase of commercially available training services is not supported). Activities may include a combination of various formal, informal and non-formal learning methods and techniques, such as peer learning, work-based learning, volunteering, and other innovative approaches. Qualified trainers from the sending organisation must accompany the learners for the entire duration of the activity and take part in the implementation of the learning programme. The content of group mobility activities should focus on key competences of adult learners or the inclusion and diversity, digital, environmental sustainability and participatory dimensions of the programme. **Individual learning mobility of adult learners**: adult learners can spend a period abroad at a hosting organisation to improve their knowledge and skills. An individual learning programme must be defined for each participant. The learning programme may include a combination of various formal, informal and non-formal learning methods, including in-class learning, work-

	based learning, job-shadowing, observation and other innovative approaches.
Eligible participants	Eligible participants are adult learners with fewer opportunities, in particular low-skilled adult learners. Participating learners must be enrolled in an adult education programme at the sending organisation[74]**.**
Eligible venues	Activities must take place abroad, in an EU Member State or in a third country associated to the Programme. Group mobility of adult learners must take place at the hosting organisation. Exceptionally, activities can take place at another venue in the country of the hosting organisation, if justified by the content and quality of the activity. In this case, travel of participants from the hosting organisation to the venue will not be considered as a transnational mobility activity. Additional funds therefore cannot be requested for this purpose. In addition, group mobility of adult learners can take place at a seat of an Institution of the European Union if the activity is organised at or in cooperation with an EU institution[75].

Other supported activities

Available formats	▪ Invited experts (2 to 60 days) ▪ Hosting teachers and educators in training (10 to 365 days) ▪ Preparatory visits **Invited experts:** organisations can invite trainers, teachers, policy experts or other qualified professionals from abroad who can help improve the teaching, training and learning at the receiving organisation. For example, invited experts may provide training to the receiving organisation's staff, demonstrate new teaching methods or help transfer good practices in organisation and management. **Hosting teachers and educators in training:** applicant organisations can host teachers in training who want to spend a traineeship period abroad. The hosting organisation will receive support to set up the activity, while the travel and individual support for the participant should be provided by their sending institution (which may apply for Erasmus+ funding for this purpose). **Preparatory visits:** organisations can set up a preparatory visit to their hosting partner before the mobility takes place. Preparatory visits are not a stand-alone activity, but a supporting

[74] The definition of eligible adult education programmes and low-skilled adult learners in each EU Member State or third country associated to the Programme will be defined by the competent National Authority and published on the website of the relevant National Agency. In principle, persons that have not completed at least an upper secondary education programme will be considered low-skilled adult learners.

[75] Seats of the Institutions of the European Union are Brussels, Frankfurt, Luxembourg, Strasbourg, and The Hague. Activities at the EU seats will be considered as a transnational mobility and funding (as described in section 'What are the funding rules?') can be requested for all participants, regardless of their country of origin

	arrangement for mobility of staff or learners. Each preparatory visit must have a clear reasoning and must serve to improve the scope and quality of mobility activities. For example, preparatory visits can be organised to start working with a new partner organisation, or to prepare longer mobility activities. Preparatory visits can be organised in preparation for any type of learner or staff mobility, apart from courses and training.
Eligible participants	**Invited experts** can be any persons from another EU Member State or third country associated to the Programme, who can provide expertise and training relevant for the needs and objectives of the organisation that invites them. **Hosting teachers and educators in training** is available for participants who are enrolled in or recently graduated[76] from a teacher education programme (or a similar kind of education programme for trainers or educators) in another EU Member State or third country associated to the Programme. **Preparatory visits** can be carried out by staff directly involved in the organisation of project activities who are in a working relationship with the sending organisation or the coordinator of a mobility consortium. Exceptionally, potential participants with fewer opportunities can take part in preparatory visits for their activities.
Eligible venues	Preparatory visits can take place in EU Member States and third countries associated to the Programme. The venue for invited experts and teachers in training is always the beneficiary organisation (including consortium members).

SHORT-TERM PROJECTS FOR MOBILITY OF LEARNERS AND STAFF IN ADULT EDUCATION

Short-term projects for mobility of learners and staff are a straightforward and simple way to benefit from Erasmus+. Their purpose is to allow organisations to organise a few activities in an easy way and to gain experience in the Programme.

In order to stay simple, short-term projects include a limit on the number of participants and the duration of the project. The format is open only to individual organisations and not to consortium coordinators. Accredited organisations cannot apply for short-term projects since they already have permanent access to Erasmus+ funding.

The application for short-term projects includes a list and description of activities that the applicant organisation plans to organise.

[76] Recent graduates are eligible to participate up to 12 months after their graduation. In case the participants have been fulfilling obligatory civil or military service after graduation, the period of eligibility will be extended by the duration of the service.

ELIGIBILITY CRITERIA

Eligible organisations: who can apply?	The following organisations are eligible[77] to apply: (1) Organisations providing formal, informal and non-formal adult education[78] (2) Local and regional public authorities, coordination bodies and other organisations with a role in the field of adult education However, organisations holding an Erasmus accreditation in adult education cannot apply for short-term projects.
Eligible countries	Applicant organisations must be established in an EU Member State or in a third country associated to the Programme.
Where to submit an application?	Applications are submitted to the National Agency of the country where the applicant organisation is established.
Application deadlines	Round 1 (for all National Agencies): **23 February at 12:00:00 (midday Brussels time)** Round 2: National Agencies may decide to open a second deadline (Round 2). In this case, the National Agency will inform the applicants through its website. For Round 2 applicants have to submit their applications by **4 October at 12:00:00 (midday Brussels time).**
Project start dates	Projects can choose the following start dates: ▪ Round 1: between 1 June and 31 December of the same year ▪ Round 2 (if open): between 1 January and 31 May of the following year
Project duration	From 6 to 18 months
Number of applications	Per selection round, an organisation may apply for only one short-term project in the field of adult education. Organisations that receive a grant for a short-term project under the first round of applications may not apply for the second round of the same call for proposals. Within a period of any five consecutive call years, organisations may receive a maximum of three grants for short-term projects in the field of adult education. Grants received in the 2014-2020 period do not count towards this limit.
Available activities	All types of activities for adult education. For a detailed list and rules, see section 'Activities'.

[77] The definition of eligible organisations in each EU Member State or third country associated to the Programme will be defined by the competent National Authority and published on the website of the relevant National Agency together with relevant examples.

78 Without prejudice to definitions established by the competent National Authority, please note that organisations providing vocational education and training to adult learners are typically considered to be vocational education and training providers, and not adult education providers. For further information, please consult the applicable definitions on the website of your National Agency.

Project scope	An application for a short-term project can include a maximum of 30 participants in mobility activities. Preparatory visits and participation of accompanying persons will not count towards this limit.
Supporting organisations	Any organisation active in education and training may participate as a supporting organisation to a beneficiary of this action. The role and obligations of supporting organisations must be formally defined between them and the beneficiary organisation. All contributions of supporting organisations must comply with the Erasmus quality standards.

AWARD CRITERIA

Submitted applications will be assessed by assigning points out of a total of 100, based on the below criteria and weightings. To be considered for award, applications must pass the following thresholds:

- At least 60 out of the total 100 points, and
- At least half of the maximum points in each of the three award criteria categories

Relevance (maximum score 30 points)	The extent to which: ▪ the applicant's profile, experience, activities and target population of learners are relevant for the field of adult education ▪ the project proposal is relevant for the objectives of the action ▪ the project proposal is relevant for the following specific priorities: – supporting newcomers and less experienced organisations – supporting participants with fewer opportunities
Quality of project design (maximum score 40 points)	The extent to which: ▪ the proposed project objectives address the needs of the applicant organisation, its staff and learners in a clear and concrete way ▪ the content of proposed activities and balance between different types of activities are appropriate for the achievement of the project objectives ▪ there is a clear plan of working for each of the proposed activities ▪ the project incorporates environmentally sustainable and responsible practices ▪ the project incorporates the use of digital tools (particularly EPALE) and learning methods to complement their physical mobility activities, and to improve the cooperation with partner organisations
Quality of follow-up actions (maximum score 30 points)	The extent to which: ▪ the applicant has clearly defined the tasks and responsibilities for delivery of activities in accordance with Erasmus quality standards ▪ the applicant has proposed concrete and logical steps to integrate the results of mobility activities in the organisation's regular work ▪ the applicant has proposed an appropriate way of evaluating the project outcomes ▪ the applicant has proposed concrete and effective steps to make the results of the project known within the applicant organisation, to share the results with other organisations and the public, and to publicly acknowledge the European Union funding

ACCREDITED PROJECTS FOR MOBILITY OF LEARNERS AND STAFF IN ADULT EDUCATION

Organisations holding an Erasmus accreditation in adult education can apply for funding as part of a special funding strand open only for them. Applications are based on the previously approved Erasmus Plan, so a detailed list and description of the planned activities is not required. Instead, the applications focus on estimating the budget needed for the next set of activities.

Eligibility criteria

Eligible organisations: who can apply?	Organisations holding a valid Erasmus accreditation in adult education are eligible to apply.
Mobility consortium	Organisations holding an Erasmus accreditation for mobility consortium coordinators must apply for the mobility consortium format. List of mobility consortium members must be provided as part of the application and must include at least one member organisation in addition to the coordinator. Any organisation meeting the eligibility criteria for Erasmus accreditation in the same field can become a member of a mobility consortium. All planned consortium member organisations must be from the same EU member state or a third country associated to the Programme as the mobility consortium coordinator. Consortium members are not required to have an Erasmus accreditation. Organisations taking part in a mobility consortium can receive funding from a maximum of two Key Action 1 grant agreements in the field of adult education under the same Call for proposals. Therefore, adult education organisations that receive a grant for a short-term project or an accredited project can additionally take part in only one adult education mobility consortium as member organisations. Other organisations can take part in up to two mobility consortia.
Where to submit an application?	Applications are submitted to the National Agency of the country where the applicant organisation is established.
Application deadline	**23 February at 12:00:00 (midday Brussels time)**
Project start date	1 June of the same year
Project duration	All accredited projects will have an initial duration of 15 months. After 12 months, all beneficiaries will have the possibility to prolong their project to a total duration of 24 months.
Number of applications	Accredited organisations may apply only once per selection round.
Available activities	All types of activities for adult education. For a detailed list and rules, see section 'Activities'.
Project scope	The number of participants that can be included in accredited projects is not limited, apart from any limitations defined at the budget allocation stage.

BUDGET ALLOCATION

The quality of the applicant's Erasmus Plan has been assessed at the accreditation application stage and therefore no qualitative assessment will take place at budget allocation stage. Any eligible grant application will receive funding.

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

- the total budget available for allocation to accredited applicants
- the requested activities (including the estimated budget required to implement them)
- the basic and maximum grant
- the following allocation criteria: applicant's performance, policy priorities, and geographical balance (if applied by the National Agency)

Detailed rules on basic and maximum grant, scoring of the allocation criteria, weighting of each criterion, the allocation method, and the budget available for accredited projects will be published by the National Agency ahead of the call deadline.

WHAT ARE THE FUNDING RULES?

The following funding rules apply for short-term projects and accredited projects.

<table>
<tr><th>Budget category</th><th>Eligible costs and applicable rules</th><th>Amount</th></tr>
<tr><td rowspan="2">Organisational support</td><td rowspan="2">Costs directly linked to the implementation of mobility activities that are not covered by other cost categories.

For example: preparation (pedagogical, intercultural and other), mentoring, monitoring and support of participants during mobility, services, tools and equipment needed for virtual components in blended activities, recognition of learning outcomes, sharing results and making the European Union funding visible to the public.

Organisational support covers the costs incurred by both sending and hosting organisations (except in the case of staff mobility for courses and training). The division of the received grant will be agreed between the two organisations.

Financing mechanism: contribution to unit costs.

Rule of allocation: based on the number of participants.</td><td>100 EUR
– Per learner in group mobility.
– Per participant in staff mobility for courses and training
– Per invited expert
– Per hosted teacher or educator in training</td></tr>
<tr><td>350 EUR; 200 EUR after one hundred participants in the same type of activity
– Per participant in Individual learning mobility of adult learners
– Per participant in staff mobility for job shadowing and teaching or training assignments</td></tr>
</table>

<table>
<tr><td rowspan="8">Travel</td><td rowspan="8">Contribution to the return travel costs of participants and accompanying persons from their place of origin to the venue of the activity.

Financing mechanism: contribution to unit costs.

Rule of allocation: based on the travel distance and number of persons.

The applicant must indicate the air distance between the place of origin and the venue of the activity[79] by using the distance calculator supported by the European Commission[80].</td><td>Travel distance</td><td>Standard travel</td><td>Green travel</td></tr>
<tr><td>10 – 99 km</td><td>23 EUR</td><td></td></tr>
<tr><td>100 – 499 km</td><td>180 EUR</td><td>210 EUR</td></tr>
<tr><td>500 – 1999 km</td><td>275 EUR</td><td>320 EUR</td></tr>
<tr><td>2000 – 2999 km</td><td>360 EUR</td><td>410 EUR</td></tr>
<tr><td>3000 – 3999 km</td><td>530 EUR</td><td>610 EUR</td></tr>
<tr><td>4000 – 7999 km</td><td>820 EUR</td><td></td></tr>
<tr><td>8000 km or more</td><td>1500 EUR</td><td></td></tr>
</table>

[79] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will calculate the distance from Madrid to Rome (1365,28 KM) and then select the applicable travel distance band (i.e. between 500 and 1999 km).

[80] http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

<table>
<tr><td rowspan="4">Individual support</td><td rowspan="4">Costs of subsistence for participants and accompanying persons[81] during the activity.

If necessary: subsistence costs are eligible for travel time before and after the activity, with a maximum of two travel days for participants and accompanying persons receiving standard travel grant, and a maximum of six travel days in case of a green travel grant.

Financing mechanism: contribution to unit costs.

Rule of allocation: based on the number of persons, duration of stay and receiving country[82].</td><td>Category of participants</td><td>Country group 1</td><td>Country group 2</td><td>Country group 3</td></tr>
<tr><td>Staff</td><td>90 - 180 EUR</td><td>80 - 160 EUR</td><td>70 - 140 EUR</td></tr>
<tr><td>Learners</td><td>35 – 120 EUR</td><td>30– 104 EUR</td><td>25– 88 EUR</td></tr>
<tr><td colspan="4">The above are base rates per day of activity. Each NA will decide on exact base rates within the allowed ranges.

The base rate is payable up to the 14th day of activity. From the 15th day of activity, the payable rate will be equal to 70% of the base rate. Payable rates will be rounded to the nearest whole Euro.</td></tr>
<tr><td rowspan="2">Inclusion support</td><td>Inclusion support for organisations: Costs related to the organisation of mobility activities for participants with fewer opportunities.

Financing mechanism: contribution to unit costs.

Rule of allocation: based on the number of participants with fewer opportunities.</td><td colspan="4">100 EUR per participant</td></tr>
<tr><td>Inclusion support for participants: Additional costs directly linked to participants with fewer opportunities and their accompanying persons (including justified costs related to travel and subsistence if a grant for these participants is not requested through budget categories "Travel" and "Individual support").

Financing mechanism: real costs.

Rule of allocation: the request must be justified by the applicant and approved by the National Agency.</td><td colspan="4">100% of eligible costs</td></tr>
<tr><td>Preparatory visits</td><td>Costs covering travel and subsistence for participation in a preparatory visit.</td><td colspan="4">575 EUR per participant, with a maximum of three participants per visit</td></tr>
</table>

[81] In case of accompanying persons, the rates for staff apply. 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 "Inclusion support".

[82] Receiving country groups:
Country group 1: Norway, Denmark, Luxembourg, Iceland, Sweden, Ireland, Finland, Liechtenstein;
Country group 2: Netherlands, Austria, Belgium, France, Germany, Italy, Spain, Cyprus, Greece, Malta, Portugal;
Country group 3: Slovenia, Estonia, Latvia, Croatia, Slovakia, Czech Republic, Lithuania, Turkey, Hungary, Poland, Romania, Bulgaria, North Macedonia, Serbia

	Financing mechanism: unit costs. **Rule of allocation:** based on the number of participants.	
Course fees	Costs covering enrolment fees for courses and training. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the duration of the activity.	80 EUR per participant per day; an individual staff member may receive a maximum of 800 EUR in course fees within one grant agreement.
Linguistic support	Costs of providing language learning materials and training to participants who need to improve the knowledge of the language they will use to study or receive training during their activity. Linguistic support is eligible for participants in staff mobility longer than 30 days and participants in individual mobility of pupils. Support is payable only if the participant cannot receive Online Language Support due to unavailability of the required language or level. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the number of participants.	150 EUR per participant
Exceptional costs	Costs for providing a financial guarantee, if the National Agency asks for it. Expensive travel costs of participants and their accompanying persons that cannot be supported with the standard "Travel" grant due to geographical remoteness or other barriers. Visa and visa-related costs, residence permits, vaccinations, medical certifications. **Financing mechanism:** real costs **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency. Expensive travel applies in cases where the travel support based on unit cost does not cover 70% of the travel costs of participants.	**Costs for financial guarantee:** 80% of eligible costs **Expensive travel costs:** 80% of eligible travel costs **Visa and visa-related costs, residence permits, vaccinations, medical certifications:** 100% of eligible costs

LEARNING MOBILITY IN THE FIELD OF YOUTH

This section of the Programme Guide presents the Key Action 1 actions in the field of Youth. These actions provide non-formal and informal learning opportunities for young people and youth workers.

Non-formal and informal learning enable young people to acquire essential competences that contribute to their personal and socio-educational development and foster their active participation in society, thereby improving their employment prospects.

Through their participation in learning mobility activities, youth workers develop skills relevant for their professional development, foster new organisational practices and raise quality of youth work in general.

Learning activities within the youth field are meant to have a significantly positive impact on young people as well as on the organisations involved, the communities in which these activities take place, the youth field itself and the European economic and societal sectors at large. The following Actions are supported:

- Mobility of young people - Youth exchanges
- Mobility projects for youth workers
- Youth participation activities
- DiscoverEU Inclusion Action

HOW TO ACCESS THESE OPPORTUNITIES?

There are two ways to apply for funding:

- **Standard projects** provide applicant organisations and informal groups of young people with an opportunity to implement one or several youth activities over a period of three to twenty four months. Standard projects are the best choice for organisations trying Erasmus+ for the first time, for those that wish to organise a one off project and/ or a limited number of activities.

- **Accredited projects** are open only to organisations holding an Erasmus accreditation in the field of youth. This special funding strand allows accredited organisations to regularly receive funding for mobility activities that contribute to the gradual implementation of their accreditation plan.

Organisations that want to organise mobility activities on a regular basis may apply for an Erasmus accreditation. To find out more about the accreditations, please read the chapter of this guide on *Erasmus accreditation in the field of youth*.

In addition, organisations and informal groups of young people can join the Programme without submitting an application by joining a project as a partner.

ERASMUS ACCREDITATION IN THE FIELD OF YOUTH

Erasmus accreditations are a tool for organisations that want to open-up their activities to cross-border exchange and cooperation and that plan to implement learning mobility activities on a regular basis.

The Erasmus Youth accreditation gives simplified access to funding opportunities under Key Action 1 - learning mobility activities in the field of youth.

Applicant organisations will be required to lay down their longer-term objectives and plan in terms of activities to be supported with Erasmus funds, expected benefits as well as their approach to project management. The award of the Erasmus Youth accreditation confirms that the applicant has appropriate and effective processes and measures in place to implement high quality learning mobility activities as planned and use them to benefit the youth field. The accreditation is awarded for the full programming period until 2027.

OBJECTIVES OF THE ACTION

This action has the following objectives:

- Strengthen personal and professional development of young people through non formal and informal learning mobility activities;
- Foster the empowerment of young people, their active citizenship and participation in democratic life;
- Foster quality development of youth work at local, regional, national, European and international level by building capacity of organisations active in the youth field and supporting the professional development of youth workers;
- Promote inclusion and diversity, intercultural dialogue and the values of solidarity, equal opportunities and human rights among young people in Europe.

ACCESS TO FUNDING FOR SUCCESSFUL APPLICANTS

Successful applicants for Erasmus Youth accreditation will gain simplified access to Key Action 1 funding opportunities in the youth field for the duration of the accreditation's validity.

The yearly call for funding for accredited projects is presented in the section "Mobility opportunities for accredited Erasmus organisations in the field of youth".

ELIGIBILITY CRITERIA

Who can apply?	The following types of organisations are eligible to apply: • a non-profit organisation, association, NGO; European Youth NGO; a public body at local, regional, national level; a social enterprise; a profit-making body active in Corporate Social Responsibility; Applicant organisations must be established in an EU Member State or third country associated to the Programme.
Where to submit an application?	Applications must be submitted to the National Agency of the country where the applicant organisation is established.
Submission deadline	**19 October at 12:00:00 (midday Brussels time)**
Erasmus Youth quality standards	Applicants for Erasmus Youth accreditation must subscribe to the Erasmus Youth quality standards as presented on the Europa website: https://ec.europa.eu/programmes/erasmus-plus/sites/default/files/eac-a03-2020-erasmus-youth-quality-standards_en.pdf

SELECTION CRITERIA

Applicants must have sufficient operational and professional capacity to implement the proposed activity plan, including at least two years of relevant experience implementing activities in the youth field.

Please read Part C of this guide to find out more information about the general operational capacity criteria and these specific requirements for accreditation applicants.

EXCLUSION CRITERIA

Applicants must submit a signed declaration on their honour, certifying that they are not in any of the situations referred to in the exclusion criteria listed in Part C of this Guide, that the submitted application contains original content authored by the applicant organisation, and that no other organisations or external individuals have been paid for drafting the application.

AWARD CRITERIA

The quality of the proposals will be assessed by assigning points out of a total of 100, on the basis of the below award criteria and weightings. To be considered for award, applications must pass the following thresholds:

- At least 70 out of the total 100 points, and
- At least half of the maximum points in each of the three award criteria categories

Relevance of the organisation's profile and experience (maximum 20 points)	The relevance of the organisation to the youth field and objectives of the action in terms of: • The organisation's objectives and principles; • The organisation's target groups; • The organisation's regular activities; • The organisation's experience in the youth field.
Strategic development (maximum 40 points)	The extent to which: • The objectives identified are relevant and in line with the objectives of the Action and contribute to the EU Youth Strategy; • The planned activities are suitable to address the identified needs and objectives; • The planned activities bring a real benefit to the organisation, participants, participating organisations and have a potential broader impact (e.g. on local, regional, national and transnational level); • The objectives and planned activities are integrated in the organisation's regular work and activities; • The organisation contributes to the Inclusion and Diversity strategy of the Programme; • The organisation embeds in its activities one or more basic principles (environmental sustainability and responsibility, active participation in the network of Erasmus organisations, virtual components)
Quality of management and coordination	The extent to which: • The objectives, the activities and targets planned are clear and realistic in relation to the applicant's human resources and internal organisation

(maximum 40 points)	• The partnership approach is balanced and effective and, where applicable, suitable to bring in new and less experienced organisations • The measures to ensure quality of activities and safety and protection of participants are appropriate; • The principle of active youth participation is applied and an involvement of participants in all phases of the activities is planned; • The measures to ensure a solid learning dimension are appropriate, including the support to the reflection, identification and documentation of the learning outcomes; • The methods of measuring the organisation's progress towards achieving its objectives (monitoring and evaluation) and for risk management are appropriate and effective; • The measures aimed at sharing the outcomes of the project within and outside the participating organisations are appropriate and effective.

VALIDITY

The Erasmus accreditation in the field of youth is awarded for the entire programming period until 2027, subject to regular monitoring and continued compliance with the accreditation's requirements and instructions issued by the National Agency. To ensure realistic planning, the plan of activities submitted as part of the application could cover a period of three to seven years and will be updated periodically as explained in the next section.

The accreditation can be terminated at any time in case the organisation ceases to exist or by agreement of the National Agency and the accredited organisation. The National Agency or the accredited organisation may unilaterally terminate the accreditation if no applications for funding have been made under that accreditation during at least three years.

In case Erasmus accreditation is required for participation in any action after the end of the 2021-2027 programming period, the National Agency may prolong the accreditation's validity under conditions defined by the European Commission.

REPORTING, MONITORING AND QUALITY ASSURANCE

Closing reports at the end of each grant agreement	At the end of each grant agreement approved under the Erasmus accreditation, the accredited organisation will submit a closing report[83] about the delivered activities and targets.

[83] For grant management purposes this report is referred to as Final Report.

Accreditation progress reports	At least once during the validity of the accreditation, organisations will be required to: • Report on how they are progressing towards reaching their objectives; • Report on how they are ensuring that the Erasmus Youth quality standards are respected; • Update their activity plan. The National Agency may decide to request a progress report on the different elements listed above at the same time, or separately. The National Agency may decide to replace the reporting requirements on objectives and Erasmus Youth quality standards with a monitoring visit. Based on the accredited organisation's performance resulting from reporting, monitoring and quality assurance checks, or as a result of significant changes in the organisation, the National Agency may change the number and schedule of progress reports. In addition, accredited organisations may voluntarily request to update their accreditation. Based on the organisation's reasoning, the National Agency will decide whether an update is justified and acceptable.
Monitoring and checks	The National Agency may organise monitoring visits, formal checks or other activities to track the progress and performance of accredited organisations, assess the respect of the agreed quality standards, and provide support. Formal checks may take the form of desk checks or visits to the organisation and any other premises where activities do take or have taken place. The National Agency may request assistance of National Agencies or external experts in other countries to check and monitor activities taking place there.

QUALITY ASSURANCE

Following a report or monitoring activity, the National Agency will provide feedback to the accredited organisations. The National Agency may also provide obligatory or advisory instructions to the accredited organisation on how to improve their performance.

REMEDIAL MEASURES

In case of newly accredited applicants, high risk organisations, failure to comply with National Agency's instructions and deadlines, very low performance resulting from reporting, monitoring and quality assurance checks, or violations of the rules of the Programme (including in another action), the National Agency may take the following remedial measures:

- Observation: the National Agency may limit the level of funding that the accredited organisation can apply for in actions where Erasmus accreditation is a requirement. Newly accredited organisations may be put under observation if risk of low quality implementation is identified during the operational capacity check.
- Suspension: suspended organisations may not apply for funding in actions where Erasmus accreditation is a requirement. The National Agency may also terminate some or all ongoing grant agreements awarded under the suspended accreditation.

The observation or suspension period will continue until the National Agency determines that the conditions and quality requirements set in the Call are once again fulfilled, and that the risk of low performance has been addressed by the accredited organisation.

Organisations under suspension or observation may not apply for a new accreditation.

In case of continued failure to comply with National Agency's instructions and deadlines, very low performance, or in case of repeated or significant violations of the rules of the Programme (including in another action), the National Agency may terminate the accreditation.

MOBILITY OPPORTUNITIES FOR ACCREDITED ERASMUS ORGANISATIONS IN THE FIELD OF YOUTH

Accredited organisations have the possibility to apply for funding (grant request) for youth mobility activities in a simplified way. Applications are based on the previously approved accreditation activity plan, so a detailed list and description of the planned activities is not required. Instead, the applications focus on estimating the number of activities to be implemented and number of participants involved.

The mobility activities to be implemented under this Action must follow the rules and principles laid down for each activity type in the respective sections of this Guide.

Accredited organisations commit themselves to comply with the Erasmus Youth Quality standards and deliver high quality mobility activities in the field of youth.

Accredited Youth organisations are not eligible for funding under the standard Youth Exchanges and Mobility projects for youth workers. They can however take the role of partner in those projects.

Eligibility criteria

The general criteria below apply for grant requests.

Eligible applicants	Organisation holding a valid Erasmus Youth accreditation at the application deadline
Eligible activities	▪ Youth Exchanges ▪ Youth workers professional development activities Additionally, the following activities can be implemented: ▪ Preparatory visits ▪ System development and outreach activities (only in conjunction with youth workers professional development activities) Description and eligibility criteria for each of these activities are defined under the relevant sections of this Guide.
Duration of project	All accredited projects will have an initial duration of 15 months. After 12 months, all beneficiaries will have the possibility to prolong their project to a total duration of 24 months.
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 applications by the following dates: ▪ **23 February at 12:00:00 (midday Brussels time)** for projects starting on 1 June of the same year.
How to apply?	Please see part C of this Guide for details on how to apply.
Other criteria	An accredited organisation can apply only once per call. A declaration of honour of the legal representative must be annexed to the application form.

BUDGET ALLOCATION

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

- the total budget available for allocation to accredited applicants
- the requested activities
- the minimum and maximum grant
- the following allocation criteria: financial performance, qualitative performance, policy priorities and thematic areas addressed by the activities applied for, and geographical balance (if applied by the National Agency)

Detailed rules on basic and maximum grant, scoring of the allocation criteria, weighting of each criterion, the allocation method, and the budget available for accredited projects will be published by the National Agency ahead of the call deadline.

MOBILITY PROJECTS FOR YOUNG PEOPLE - "YOUTH EXCHANGES"

Under this Action[84], organisations and informal groups of young people can receive support to carry out projects bringing together young people from different countries to exchange and learn outside their formal educational system.

OBJECTIVES OF THE ACTION

Erasmus+ supports non-formal learning mobility of young people in the form of Youth Exchanges, with the objective to engage and empower young people to become active citizens, connect them to the European project as well as to help them acquire and develop competences for life and their professional future.

More specifically, Youth Exchanges aim to:

- foster intercultural dialogue and learning and feeling of being European;
- develop skills and attitudes of young people;
- strengthen European values and breaking down prejudices and stereotypes;
- raise awareness about socially relevant topics and thus stimulate engagement in society and active participation.

The Action is open to all young people, with a special focus on those with fewer opportunities.

POLICY CONTEXT

The European Union Youth Strategy 2019-2027 sets out a Framework for European cooperation in the youth field, based on the Commission's Communication of 22 May 2018 on 'Engaging, Connecting and Empowering young people'. The Strategy fosters youth participation in democratic life, supports social and civic engagement and aims to ensure that all young people have the necessary resources to take part in society. The EU Youth Strategy also includes a Youth dialogue process and in that context, 11 European Youth Goals have been developed in 2018. These goals identify cross-sectoral areas that affect young people's lives and point out challenges. The EU Youth Strategy should contribute to realising this vision of young people. Under the core area 'Connect', the EU Youth Strategy is promoting and facilitating connections, relations and exchange of experience between young people as a pivotal asset for the future development of the EU. These connections are best fostered through different forms of mobility, one of which is Youth Exchanges.

https://ec.europa.eu/youth/policy/youth-strategy_en

Thematic strategies in the youth field

[84] The main budget of this Action is allocated to support transnational activities involving organisations and participants from EU Member States and third countries associated to the Programme. However, around 25% of the budget available can fund international mobility activities including organisations and participants from third countries not associated to the Programme neighbouring the EU (regions 1 to 4; see section "Eligible countries" in Part A of this Guide).

The Erasmus+ Programme seeks to promote youth participation, reinforcement of the quality of informal and non-formal learning processes and development of quality youth work. Further support in these areas is available through specific thematic strategies, such as Youth Participation Strategy, Youthpass and the European Training Strategy (ETS)[85].

DESCRIPTION OF THE ACTIVITIES

Youth Exchanges

Youth Exchanges are meetings of groups of young people from at least two different countries who gather for a short period to implement jointly a non-formal learning programme (a mix of workshops, exercises, debates, role-plays, simulations, outdoor activities, etc.) on a topic of their interest, seeking inspiration from the European Youth Goals[86]. The learning period comprises a planning period before the application, preparation phase before as well as evaluation and follow-up after the exchange.

The following activities are not eligible for grants under Youth Exchanges: academic study trips; exchange activities that aim to make financial profit; exchange activities that can be considered as tourism; festivals; holiday travel; performance tours, statutory meetings, training courses by adults for young people.

Additionally to Youth Exchanges, projects could also comprise of Preparatory Visits.

Preparatory Visits

Preparatory visits aim to ensure high quality activities by facilitating and preparing administrative arrangements, building trust and understanding and setting-up a solid partnership between the organisations and people involved. In the case of Youth Exchanges activities with young people with fewer opportunities, the preparatory visit should enable to ensure that the specific needs of the participants can be catered for. Preparatory Visits take place in the country of one of the receiving organisations before the start of the Youth Exchange activity.

[85] The strategies can be found here: https://www.salto-youth.net/

[86] The European Youth Goals were developed in the frame of the EU Youth Strategy. These goals identify cross-sectoral areas that affect young people's lives and point out challenges. Https://ec.europa.eu/youth/policy/youth-strategy_en

SETTING UP A PROJECT

A project is implemented by at least two organisations. Organisations involved in a project should benefit from their participation; the project should therefore be in line with their objectives and fit their needs. Organisations involved assume the roles of “sending” participants and/or “receiving” i.e. hosting the activity. One of the organisations takes also the role of coordinator and applies for the whole project on behalf of the partnership.

A project consists of four stages: planning, preparation, implementation and follow-up. Participating organisations and young people involved in the activities should take an active role in all those stages enhancing thus their learning experience.

- Planning (define the needs, objectives, learning outcomes, activity formats, development of work programme, schedule of activities etc. before submitting the application)
- Preparation (practical arrangements, set up of agreements with partners, linguistic/intercultural/learning- and task-related preparation of participants before departure etc.);
- Implementation of activities;
- Follow-up (evaluation of the activities, identification and documentation of the learning outcomes of participants, as well as dissemination and use of the project's outcomes).

A quality Youth Exchange:

- relies on the active involvement of young people and participating organisations, who should take an active role in all the stages of the project, enhancing in this way their learning and development experience;
- involves diverse groups of participants and builds on this diversity;
- is based on clearly identified needs of the young participants;
- ensures that the non-formal and informal learning outcomes of the participants are properly identified and documented;
- encourages the participants to reflect on European topics and values.

Learning process

Setting a Youth Exchange in the context of non-formal learning requires that at least a part of the desired learning outcomes is planned in advance, in order to ensure the appropriate opportunities. Young people taking part in the activity should contribute to the identification of their needs and the learning that they wish to obtain or develop through the Youth Exchange.

Participants should also be involved as much as possible in the design and development of the activity (setting up the programme, the working methods and defining the division of tasks) and think how to prepare to maximise the learning and personal development they would gain during the Exchange.

After the core activity has finished, participants should be invited to provide a feedback on the activity, reflect on what they have learnt and how they can make use of these learning outcomes. Furthermore, participants should consider possible follow-up of the activity. This can be done individually and when possible as a group.

Organisations should support the learning process, the identification and documentation of the learning outcomes, in particular through Youthpass.

Inclusion and diversity

The Erasmus+ Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. Organisations should design accessible and inclusive project activities, taking into account the views of participants with fewer opportunities and involving them in the decision making process.

Youth Exchanges are particularly suitable for inclusion of young people with fewer opportunities:

- Group mobility offers international mobility experience in the safety of a group;
- The short duration of Youth Exchanges makes the involvement of young people with fewer opportunities appropriate;
- Involvement of local participants facilitates first participation in European projects.

Youth Exchanges are also suitable to work on inclusion and diversity as the subject of the project, for example to support fight against stereotypes, foster understanding, tolerance and non-discrimination. The whole project should take a conscious approach towards inclusion and diversity. In the planning, preparation, implementation and follow-up these aspects should be taken into consideration.

Protection and Safety of participants

A Youth Exchange involves group leaders. Group leaders monitor and provide support to participants to ensure the qualitative learning process during the core activity. At the same time, they cater for a safe, respectful and non-discriminatory environment and protection of the participants. During the planning and preparation of a Youth Exchange, the issue of protection and safety of the participants should be addressed and all necessary measures to prevent/reduce risks should be foreseen.

Environmental sustainability

A Youth Exchange should promote environmentally sustainable and responsible behaviour among participants, raising the awareness about the importance of acting to reduce or compensate for the environmental footprint of mobility activities. A Youth Exchange should be designed and implemented with environmental consciousness by e.g. integrating sustainable practices such as opting for reusable or eco-friendly materials, reducing waste and recycling, sustainable means of transportation.

Digital transition

The Erasmus+ Programme supports all participating organisations in incorporating the use of digital tools and learning methods to complement their physical activities, to improve the cooperation between partner organisations, and to improve the quality of the activities.

Erasmus Youth Quality Standards

The implementation of all projects supported under this Action must follow the Erasmus Youth Quality Standards for organising high quality learning mobility activities. The Erasmus Youth Quality Standards cover the basic principles of the Action, as well as concrete implementation practices for project tasks such as selection and preparation of participants, definition, evaluation and recognition of learning outcomes, sharing of project results, etc. The Erasmus Youth Quality Standards are available here: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-quality-standards-mobility-projects-youth_en

CRITERIA USED TO ASSESS THIS PROJECT

ELIGIBILITY CRITERIA

General Eligibility criteria

The general criteria below apply for standard Youth Exchanges projects. For accreditations, please refer to the relevant section of this guide.

Eligible participating organisations	A participating organisation can be: • a non-profit organisation, association, NGO; European Youth NGO; a public body at local, regional, national level; a social enterprise; a profit-making body active in Corporate Social Responsibility; • an informal group of young people[87]. established in an EU Member State or third country associated to the Programme or a third country not associated to the Programme neighbouring the EU (regions 1 to 4; see section "Eligible countries" in part A of this Guide).
Who can apply?	Any eligible participating organisation or group established in an EU Member State or third country associated to the Programme can be the applicant. This organisation applies on behalf of all participating organisations involved in the project[88].
Number of participating organisations	Minimum two participating organisations (at least one sending and at least one receiving organisation) from different countries must be involved.
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

[87] Group of at least four young people between 13 and 30 years old. 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. Please check the glossary for the definition of an informal group. For the purpose of this action and any provisions relating to it, "an informal group of young people" shall fit under the notion "participating organisation". Where a reference is made to "participating organisation" it shall be deemed to cover also an "informal group of young people".

[88] Participating organisations will need to sign a mandate to the applicant organisation. The mandates should be provided at application stage and at the latest by the time of the grant agreement signature. For further information, please check Part C of this guide.

When to apply?	Applicants have to submit their grant applications by the following dates: **23 February at 12:00:00 (midday Brussels time) for projects starting between 1 June and 31 December of the same year** **4 October at 12:00:00 (midday Brussels time) for projects starting between 1 January and 31 May of the following year** **Possible additional round:** National Agencies may decide to open an additional round. The National Agencies will inform the applicants about the opening of the additional round through their website. • If an additional round is organised, applicants have to submit their applications by **4 May at 12:00:00 (midday Brussels time),** for projects starting between 1 August and 31 December of the same year
How to apply?	Please see part C of this Guide for details on how to apply.
Annexes	A declaration of honour of the legal representative must be annexed to the application form. A timetable of each of the Youth Exchanges and Preparatory Visits planned in the project must be annexed to the application form.

Additional Eligibility criteria for Youth Exchanges

Duration of activity	From 5 to 21 days, excluding travel days.
Venue(s) of the activity	The activity must take place in the country of one (or several, in case of itinerant activities) of the organisations participating in the activity.
Number of participating organisations	Minimum two participating organisations (at least one sending and at least one receiving organisation) from different countries must be involved. **Activities within EU Member States and third countries associated to the Programme**: all participating organisations must be from an EU Member State or third country associated to the Programme. **Activities with third countries not associated to the Programme neighbouring the EU**: the activity must involve at least one participating organisation from an EU Member State or third country associated to the Programme and one participating organisation from a third country not associated to the Programme neighbouring the EU (Regions 1-4).

Eligible participants	Young people aged between 13 and 30[89] residents in the countries of their sending and receiving organisations. Group leaders[90] and facilitators involved must be at least 18 years old.
Number of participants per activity and composition of national groups	Minimum 16 and maximum 60 participants per activity (group leaders, facilitators and accompanying persons not included). In the cases of Youth Exchanges involving only young people with fewer opportunities, the minimum number of participants is 10. Minimum 4 participants per group (group leaders, facilitators and accompanying persons not included). Minimum two groups of young people from two different countries. Each group must have at least one group leader. Maximum two facilitators per activity
Other criteria	• At least one of the sending organisations or the receiving organisations in the activity must be from the country of the National Agency to which the application is submitted.

Additional Eligibility criteria for Preparatory Visits

Venue(s) of the activity	The activity must take place in the country of one of the receiving organisations.
Eligible participants	Representatives of the participating organisations, facilitators, group leaders and young people taking part in the main activity.

AWARD CRITERIA

Projects will be assessed against the following criteria. To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum score points in each of the categories of award criteria mentioned below.

[89] 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 start date of the activity.
[90] 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.

Relevance, rationale and impact **(maximum score 30 points)**	• The relevance of the project to: - the objectives of the Action; - the needs of the participating organisations and participants of the exchange; - The extent to which the project is suitable of producing high-quality learning outcomes for the participants; - • The potential impact of the project: - on participants and participating organisations during and after the project lifetime; - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European or global level. • The extent to which the project is suitable of contributing to the inclusion and diversity, green, digital and participatory dimensions of the Programme; • The extent to which the project introduces newcomers and less experienced organisations to the Action.
Quality of project design **(maximum score 40 points)**	• The consistency between identified needs, project objectives, participant profiles and activities proposed; • The clarity, completeness and quality of all the phases of the project: planning, preparation (including preparation provided to participants), implementation of activities and follow-up; • The extent to which the young people are involved in all phases of the activities; • The extent to which the activities are designed in an accessible and inclusive way and are open to participants with diverse backgrounds and abilities. • The appropriateness of the participative learning methods proposed, including of any online/digital components; • The quality of arrangements and support for the reflection process, the identification and documentation of the participants' learning outcomes, and the consistent use of European transparency and recognition tools, in particular Youthpass; • The balanced representation of participants in terms of countries and gender; • The adequacy and effectiveness of the measures foreseen to ensure safety and protection of participants; • The extent to which the activities incorporate sustainable and environmental-friendly practices.

Quality of project management **(maximum score 30 points)**	• The quality of the practical arrangements, management and support modalities; • The quality of the cooperation and communication between the participating organisations, as well as with other relevant stakeholders; • The quality of measures for evaluating the different phases and outcomes of the project; • The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations.

FUNDING RULES

<table>
<tr><th>Budget category</th><th>Eligible costs and applicable rules</th><th colspan="3">Amount</th></tr>
<tr><td>Organisational Support</td><td>Costs directly linked to the implementation of mobility activities.

Financing mechanism: contribution to unit costs

Rule of allocation: based on the number of participants, excluding group leaders, accompanying persons and facilitators.</td><td colspan="3">100 EUR per participant in a Youth Exchange</td></tr>
<tr><td rowspan="8">Travel</td><td rowspan="8">Contribution to the travel costs of participants, including group leaders, accompanying persons and facilitators, from their place of origin to the venue of the activity and return.

Financing mechanism: contribution to unit costs.

Rule of allocation: based on the travel distance and number of persons.

The applicant must indicate the distance between the place of origin and the venue of the activity[91] by using the distance calculator supported by the European Commission[92].

For itinerant activities, the applicant should add up the distances between individual venues and choose the distance band corresponding to the total.[93]</td><td>Travel distance</td><td>Standard travel</td><td>Green travel</td></tr>
<tr><td>10 – 99 km</td><td>23 EUR</td><td></td></tr>
<tr><td>100 – 499 km</td><td>180 EUR</td><td>210 EUR</td></tr>
<tr><td>500 – 1999 km</td><td>275 EUR</td><td>320 EUR</td></tr>
<tr><td>2000 – 2999 km</td><td>360 EUR</td><td>410 EUR</td></tr>
<tr><td>3000 – 3999 km</td><td>530 EUR</td><td>610 EUR</td></tr>
<tr><td>4000 – 7999 km</td><td>820 EUR</td><td></td></tr>
<tr><td>8000 km or more</td><td>1500 EUR</td><td></td></tr>
</table>

[91] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will calculate the distance from Madrid to Rome (1365,28 KM) and then select the applicable travel distance band (i.e. between 500 and 1999 km).

[92] http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

[93] For example, if a participant from Madrid (Spain) is taking part in an itinerant activity taking place first in Rome (Italy) and then Ljubljana (Slovenia), the applicant will first calculate the distance between Madrid and Rome (1365,28 KM), then between Rome and Ljubljana (489,75 KM) and add both distances (1855,03 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 Ljubljana (via Rome) and return (275 EUR).

Individual Support	Costs linked to subsistence. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the duration of the stay per participant, including group leaders, accompanying persons and facilitators (if necessary), including also one travel day before the activity and one travel day following the activity, and up to **four additional** days for participants receiving a green travel grant.	Table A2.1 per participant per day
Inclusion support	**Inclusion support for organisations:** Costs related to the organisation of mobility activities for participants with fewer opportunities. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the number of participants with fewer opportunities, excluding group leaders, accompanying persons and facilitators.	100 EUR per participant in a Youth Exchange
	Inclusion support for participants: Additional costs directly linked to participants with fewer opportunities and their accompanying persons, including group leaders and facilitators (including justified costs related to travel and subsistence if a grant for these participants is not requested through budget categories "Travel" and "Individual support"). **Financing mechanism:** real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency.	100% of eligible costs
Preparatory visit support	Costs linked to the implementation of the preparatory visit including travel and subsistence. **Financing mechanism:** unit costs. **Rule of allocation:** excluding participants from the receiving organisation. A maximum of 2 participants per participating organisation can be funded, provided that the second participant is a young person. In addition, one facilitator per preparatory visit can also be funded. Conditional: the need for a Preparatory Visit, objectives and participants must be justified by the applicant and approved by the National Agency.	575 EUR per participant per preparatory visit.

	This condition does not apply for projects funded under the accreditation system.	
Exceptional costs	Costs for providing a financial guarantee, if the National Agency asks for it. Visa and visa-related costs, residence permits, vaccinations, medical certifications. Expensive travel costs of participants, including group leaders, accompanying persons and facilitators; including the use of cleaner, lower carbon emission means of transport. **Financing mechanism:** real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency. Expensive travel applies in cases where the travel support based on unit cost does not cover 70% of the travel costs of participants.	**Financial guarantee:** 80% of eligible costs **Expensive travel costs:** 80% of eligible costs **Visa and visa-related costs, residence permits, vaccinations, medical certifications** : 100% of eligible costs

Table A2.1 Individual support for youth exchanges

	Individual Support (euro per day)
Austria	45 €
Belgium	42 €
Bulgaria	32 €
Croatia	35 €
Cyprus	32 €
Czech Republic	32 €
Denmark	45 €
Estonia	33 €
Finland	45 €
North Macedonia	28 €
France	38 €
Germany	41 €
Greece	38 €
Hungary	33 €
Iceland	45 €
Ireland	49 €

Italy	39 €
Latvia	34 €
Liechtenstein	45 €
Lithuania	34 €
Luxembourg	45 €
Malta	39 €
Netherlands	45 €
Norway	50 €
Poland	34 €
Portugal	37 €
Romania	32 €
Serbia	29 €
Slovakia	35 €
Slovenia	34 €
Spain	34 €
Sweden	45 €
Turkey	32 €
Neighbouring third countries not associated to the Programme	29 €

MOBILITY PROJECTS FOR YOUTH WORKERS

Under this Action[94], organisations can receive support to carry out projects comprising of one or more learning activities for the professional development of youth workers and their organisation.

OBJECTIVES OF THE ACTION

This Action supports the professional development of youth workers and thereby the development of quality youth work at local, regional, national, European and international level, through non-formal and informal learning experiences in mobility activities. The Action contributes to the objectives of the EU Youth Strategy 2019-2027, particularly to the European Youth Work Agenda[95] for quality, innovation and recognition of youth work.

More specifically, Mobility projects for youth workers aim to:

- Provide non-formal and informal learning opportunities for educational and professional development of youth workers, contributing to high quality individual practice as well as to the evolution of youth work organisations and systems;
- Build a community of youth workers that can support the quality of projects and activities for young people in EU programmes and beyond.
- Develop local youth work practices and contribute to capacity building for quality youth work of the participants and their organisation, having a clear impact on the participating youth workers' regular work with young people.

POLICY CONTEXT

The European Union Youth Strategy 2019-2027 sets out a Framework for European cooperation in the youth field, based on the Commission's Communication of 22 May 2018 on 'Engaging, Connecting and Empowering young people'. The Strategy fosters youth participation in democratic life, supports social and civic engagement and aims to ensure that all young people have the necessary resources to take part in society. The EU Youth Strategy also includes a Youth dialogue process and in that context, 11 European Youth Goals have been developed in 2018. These goals identify cross-sectoral areas that affect young people's lives and point out challenges. The EU Youth Strategy should contribute to realising this vision of young people. Under the core area 'Empower', the EU Youth Strategy is supporting youth empowerment through quality, innovation and recognition of youth work.

https://ec.europa.eu/youth/policy/youth-strategy_en

Thematic strategies in the youth field

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94 The main budget of this Action is allocated to support transnational activities involving organisations and participants from EU Member States and third countries associated to the Programme. However, around 25% of the budget available can fund international mobility activities including organisations and participants from third countries not associated to the Programme neighbouring the EU (regions 1 to 4; see section "Eligible countries" in Part A of this Guide).

95 Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council on the Framework for establishing a European Youth Work Agenda
http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2020.415.01.0001.01.ENG

The Erasmus+ Programme seeks to promote youth participation, reinforcement of the quality of informal and non-formal learning processes and development of quality youth work. Further support in these areas is available through specific thematic strategies, such as Youth Participation Strategy, Youthpass and the European Training Strategy (ETS)[96].

DESCRIPTION OF THE ACTIVITIES

Professional Development Activities (PDA's)

Professional development activities are transnational learning mobility activities supporting the professional development of youth workers. They can take the form of:

- **Study visits and different types of assignments**, such as job shadowing, youth worker exchanges and peer learning, in youth work organisations and organisations active in the youth field abroad.
- **Networking and community building** among youth workers taking part in the action and supporting its objectives.
- **Training courses** supporting the development of competences (e.g. based on relevant existing competence models), to implement quality youth work practices or address and test innovative methods (for instance related to digital and smart youth work[97]).

Seminars and workshops supporting in particular knowledge-building and best practices sharing linked to the objectives, values and priorities of the EU Youth Strategy and of the EU programmes contributing to its implementation.The following activities are not eligible for grants under Mobility projects for Youth Workers: academic study trips; activities that aim to make financial profit; activities that can be considered as tourism; festivals; holiday travel; performance tours, statutory meetings.

Additionally projects could also comprise of the below activities.

System development and outreach activities

Mobility projects for Youth Workers may include **system development and outreach activities**, which are complementary activities aiming at enhancing the impact of the mobility project on the field. They include all those activities contributing to the European Youth Work Agenda[98] for quality, innovation and recognition of youth work and bringing back lessons learnt and tools to the organizations involved in the projects and beyond. These complementary activities represent an opportunity for more experienced and resourceful beneficiaries to test innovative methods and responses to shared challenges, a sort of "European youth work lab" space stemming from the professional development activities implemented within the projects and having a resonance beyond them.

Production of tools and sharing of practices contributing to the development and evolution of youth workers organisations and systems, outreach and community building activities and the introduction to innovative methods including the use of digital technologies through youth work are some examples. These activities go beyond the follow-up dissemination

[96] The strategies can be found here: https://www.salto-youth.net/

[97] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017XG1207(01)

[98] http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2020.415.01.0001.01.ENG

activities, which are part of the normal project Life-cycle, however more targeted and strategic dissemination activities can also fit under these complementary activities.

A System development and outreach activity can be carried out at transnational or national level.

Preparatory visits

Preparatory visits aim to ensure high quality activities by facilitating and preparing administrative arrangements, building trust and understanding and setting-up a solid partnership between the organisations and people involved. Preparatory Visits take place in the country of one of the receiving organisations before the start of the Professional Development Activity.

SETTING UP A PROJECT

A project supported by this action must include one or more PDAs. Activities may be combined in a flexible manner, depending on the objectives of the project and the needs of the participating organisation(s) and participating youth workers.

A project is implemented by at least two organisations. All organisations involved need to be identified at application stage as a solid partnership is fundamental condition for high quality project delivery. Organisations involved assume the roles of "sending" participants and/or "receiving" i.e. hosting the activity. One of the organisations takes also the role of coordinator and applies for the whole project on behalf of the partnership.

A project consists of four stages: planning, preparation, implementation and follow-up.

- Planning (define the needs, objectives, learning outcomes, activity formats, development of work programme, schedule of activities, etc.)
- Preparation (practical arrangements, selection of participants, set up of agreements with partners, linguistic/intercultural/learning- and task-related preparation of participants before departure etc.);
- Implementation of activities;
- Follow-up (evaluation of the activities, identification and documentation of the learning outcomes of participants, as well as dissemination and exploitation of the project's outcomes).

A quality Mobility project for Youth Workers:

- has a clear impact on the participating youth workers' regular work with young people and on their organization;
- relies on the active involvement of participating organisations and youth workers, who should take an active role in all the stages of the project, enhancing in this way their learning and development experience;
- is based on clearly identified youth worker educational and professional development[99] needs notably around quality, innovation and recognition, and accompanied by appropriate selection, preparation and follow-up measures;

[99] Refer to "European Training Strategy Competence model for Youth Workers to work internationally", HTTPS://WWW.SALTO-YOUTH.NET/RC/TRAINING-AND-COOPERATION/TRAININGSTRATEGY/

- ensures that the non-formal and informal learning outcomes of the participants are properly recognised and that the project outcomes, including any methods, materials and tools, are transferable and used within the participating organisations, contributing to the evolution of youth work organisations, and further widely disseminated in the youth field;
- encourages the participants to reflect on European topics and values and provides youth workers with tools and methods to promote the respect and manage diversity in their daily work.
- promotes the usage of innovative practices and methods such as inclusion of digital youth work activities with a view to be an instrument for prevention of any forms of online disinformation and fake news.

Learning Process

A Mobility project for Youth Workers needs to envisage support for the reflection process, identification and documentation of learning outcomes, in particular through Youthpass, to support the recognition and impact of the project outcomes, the resulting youth work practices, methodologies and materials in the youth field.

Inclusion and Diversity

The Erasmus+ Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. Organisations should design accessible and inclusive project activities, taking into account the views of participants with fewer opportunities and involving them in the decision making process.

- Mobility projects for Youth Workers are particularly suitable to enhance the diversity awareness of youth workers as well as to improve skills and competences needed to successfully involve participants with fewer opportunities in youth work practice. The involvement of the participating youth workers in all stages of the project fosters careful guidance through the learning and development process and allows a closer follow up;
- The presence of trainers and facilitators in most of the activities ensures a closer and adapted approach, tailor-made to the needs of the participants;
- The whole project should take a conscious approach towards inclusion and diversity. In the planning, preparation, implementation and follow-up these aspects should be taken into consideration. Especially important is the way the project enhances the ability of the participating organisations to address issues of inclusion and diversity in their regular activities.
- The format is also suitable to involve participants with fewer opportunities. The flexibility offered by the action in the format of the activities (e.g. duration, type etc…) makes it adaptable to the needs of participants. Mobility projects for Youth Workers are also suitable to work on inclusion and diversity as the subject of the project, for example exchanging inclusive practices and methods.

Protection and Safety of participants

During the planning and preparation of a project, the issue of protection and safety of the participants should be addressed and all necessary measures to prevent/reduce risks should be foreseen.

Environmental Sustainability

A project should promote environmentally sustainable and responsible behaviour among participants, raising the awareness about the importance of acting to reduce or compensate for the environmental footprint of mobility activities. It should be designed and implemented with environmental consciousness by e.g. integrating sustainable practices such as opting for reusable or eco-friendly materials, reducing waste and recycling, sustainable means of transportation.

Digital transition

The Erasmus+ Programme supports all participating organisations in incorporating the use of digital tools and learning methods to complement their physical activities, to improve the cooperation between partner organisations, and to improve the quality of the activities.

Erasmus+ Youth Quality standards

The implementation of all projects supported under this Action must follow the **Erasmus+ Youth Quality standards** for organising high quality learning mobility activities. The Erasmus+ Youth Quality Standards cover the basic principles of the Action, as well as concrete implementation practices for project tasks such as selection and preparation of participants, definition, evaluation and recognition of learning outcomes, sharing of project results, etc. The Erasmus+ Youth Quality Standards are available here https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-quality-standards-mobility-projects-youth_en

CRITERIA USED TO ASSESS THIS PROJECT

Eligibility Criteria

General Eligibility criteria

The general criteria below apply for standard Youth Workers Mobility projects. For accreditations, please refer to the relevant section of this Guide.

Eligible participating organisations	A participating organisation can be: • a non-profit organisation, association, NGO; European Youth NGO; a public body at local, regional, national level; a social enterprise; a profit-making body active in Corporate Social Responsibility; • 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) [100] established in an EU Member State or third country associated to the Programme or a third country not associated to the Programme neighbouring the EU (regions 1 to 4; see section "Eligible countries" in part A of this Guide).
Who can apply?	Any eligible participating organisation established in an EU Member State or third country associated to the Programme can be the applicant. This organisation applies on behalf of all participating organisations involved in the project[101].
Number of participating organisations	Minimum two participating organisations (at least one sending and at least one receiving organisation) from different countries must be involved.

[100] Group of at least four young people between 13 and 30 years old. 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. Please check the glossary for the definition of an informal group.

[101] Participating organisations will need to sign a mandate to the applicant organisation. The mandates should be provided at application stage and at the latest by the time of the grant agreement signature. For further information, please check Part C of this guide.

Duration of project	From 3 to 24 months
Where to apply?	To the National Agency of the country in which the applicant organization is established
When to apply?	Applicants have to submit their grant applications by the following dates: **23 February at 12:00:00 (midday Brussels time) for projects starting between 1 June and 31 December of the same year** **4 October at 12:00:00 (midday Brussels time) for projects starting between 1 January and 31 May of the following year** **Possible additional round:** National Agencies may decide to open an additional round. The National Agencies will inform the applicants about the opening of the additional round through their website. If an additional round is organised, applicants have to submit their applications by **4 May at 12:00:00 (midday Brussels time),** for projects starting between 1 August and 31 December of the same year
How to apply?	Please see part C of this Guide for details on how to apply.
Other criteria	A declaration of honour of the legal representative must be annexed to the application form. Each project must include at least one Professional Development Activity. A timetable for each of the Professional Development Activities, preparatory visits and System development and outreach activities planned in the project must be annexed to the application form.

Additional Eligibility criteria for Professional Development Activities

Duration of activities	From 2 to 60 days, excluding travel days. The minimum 2 days must be consecutive.
Venue(s) of the activities	The activities must take place in the country of one (or several, in case of itinerant activities) of the organisations participating in the activity.
Number of participating organisations	Minimum two participating organisations (at least one sending and at least one receiving organisation) from different countries must be involved. **Activities within EU Member States and third countries associated to the Programme**: all participating organisations must be from an EU Member State or third country associated to the Programme. **Activities with third countries not associated to the Programme neighbouring the EU**: the activity must involve at least one participating organisation from an EU Member State or third country associated to the Programme and one participating organisation from a third country not associated to the Programme neighbouring the EU (regions 1-4).
Eligible participants	No age limit. Participants, with the exception of trainers, accompanying persons and facilitators, must be resident in the country of their sending or receiving organisation.
Number of participants	Number of participants: Up to 50 participants (excluding, where relevant, trainers, accompanying persons and facilitators) in each activity planned by the project. Participants from the country of the receiving organisation must be involved in each activity.
Other criteria	At least one of the sending organisations or the receiving organisations in the activity must be from the country of the National Agency to which the application is submitted.

Additional Eligibility criteria for Preparatory Visits

Venue(s) of the activity	The activity must take place in the country of one of the receiving organisations.
Eligible participants	Representatives of the participating organisations, trainers and facilitators taking part in the main activity.

AWARD CRITERIA

Projects will be assessed against the following criteria. To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum score points in each of the categories of award criteria mentioned below.

Relevance, rationale and impact
 	
(maximum score 30 points)
	• The relevance of the project to:
	  o the objectives of the Action;
	  o the needs of development and evolution of the participating organisations;
	  o the needs and objectives of the participating youth workers.
	• The extent to which the project is suitable for:
	  o producing high-quality learning outcomes for participating youth workers;
	  o reinforcing or transforming the participating organisations' youth work, in relation to quality, innovation and recognition, as well as their capacities and scope, from local to global as appropriate.
	  o involving participants active in youth work in the participating organisations,
	  o involving organisations who undertake concrete youth work and regular work with young people on local level.
	• The potential impact of the project:
	  o on participating youth workers and participating organisations during and after the project lifetime;
	  o on concrete youth work practices and quality youth work;
	  o outside the organisations and individuals directly participating in the project, at local, regional, national and/or European or global level.
	• The extent to which the project incorporates measures aimed at making its results sustainable beyond the project's life-time;
	• The extent to which the project is suitable of contributing to the inclusion and diversity, green, digital and participatory dimensions of the Programme;
	• The extent to which the project introduces newcomers and less experienced organisations to the Action.
	• The extent to which the proposed system development and outreach activities are contributing to the development of youth workers environment, (if applicable).

Quality of the project design and implementation **(maximum score 40 points)**	• The consistency between identified needs, project objectives, participant profiles and activities proposed; • The extent to which the project contributes to improve quality of the youth work of the participating organisations • The clarity, completeness and quality of all the phases of the project: preparation (including preparation provided to participants), implementation of activities and follow-up; • The appropriateness of measures for selecting youth workers (in line with youth worker definition in legal base) in the activities and the extent to which the youth workers are actively involved at all stages of the project; • The extent to which the activities are designed in an accessible and inclusive way and are open to participants with fewer opportunities. • The appropriateness of the participative learning methods proposed, including of any virtual components; • The quality of arrangements and support for the reflection process, the identification and documentation of the participants' learning outcomes, and the consistent use of European transparency and recognition tools, in particular Youthpass; • The balanced representation of participants in terms of countries and gender; • The extent to which the activities incorporate sustainable and environmental-friendly practices; • The quality of tools and practices proposed under "system development and outreach activities" and the extent to which their design can be replicated and inspire other organisations (if applicable)
Quality of project management **(maximum score 30 points)**	• The quality of the practical arrangements, management and support modalities; • The quality of the cooperation and communication between the participating organisations, as well as with other relevant stakeholders; • The quality of measures for evaluating the different phases and outcomes of the project; • The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations.

FUNDING RULES

<table>
<tr><th>Budget category</th><th>Eligible costs and applicable rules</th><th colspan="3">Amount</th></tr>
<tr><td>Organisational Support</td><td>Costs directly linked to the implementation of mobility activities.

Financing mechanism: contribution to unit costs.

Rule of allocation: based on the number of participants, excluding accompanying persons, trainers and facilitators.</td><td colspan="3">100 EUR per participant in a Professional Development Activity.</td></tr>
<tr><td rowspan="8">Travel</td><td rowspan="8">Contribution to the travel costs of participants, including trainers, accompanying persons and facilitators, from their place of origin to the venue of the activity and return.

Financing mechanism: contribution to unit costs.

Rule of allocation: based on the travel distance and number of persons.

The applicant must indicate the distance between the place of origin and the venue of the activity[102] by using the distance calculator supported by the European Commission[103].

For itinerant activities, the applicant should add up the distances between individual venues and choose the distance band corresponding to the total.[104]</td><td>Travel distance</td><td>Standard travel</td><td>Green travel</td></tr>
<tr><td>10 – 99 km</td><td>23 EUR</td><td></td></tr>
<tr><td>100 – 499 km</td><td>180 EUR</td><td>210 EUR</td></tr>
<tr><td>500 – 1999 km</td><td>275 EUR</td><td>320 EUR</td></tr>
<tr><td>2000 – 2999 km</td><td>360 EUR</td><td>410 EUR</td></tr>
<tr><td>3000 – 3999 km</td><td>530 EUR</td><td>610 EUR</td></tr>
<tr><td>4000 – 7999 km</td><td>820 EUR</td><td></td></tr>
<tr><td>8000 km or more</td><td>1500 EUR</td><td></td></tr>
</table>

[102] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will calculate the distance from Madrid to Rome (1365,28 KM) and then select the applicable travel distance band (i.e. between 500 and 1999 km).

[103] http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

[104] For example, if a participant from Madrid (Spain) is taking part in an itinerant activity taking place first in Rome (Italy) and then Ljubljana (Slovenia), the applicant will first calculate the distance between Madrid and Rome (1365,28 KM), then between Rome and Ljubljana (489,75 KM) and add both distances (1855,03 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 Ljubljana (via Rome) and return (275 EUR).

Individual Support	Costs linked to subsistence. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the duration of the stay per participant, including accompanying persons, trainers and facilitators (if necessary), including also one travel day before the activity and one travel day following the activity, and up to **four additional** days for participants receiving a green travel grant.	Table A2.2 per participant per day. Maximum 1.100 EUR per participant (including trainers, facilitators and accompanying persons)
Inclusion support	**Inclusion support for organisations:** Costs related to the organisation of mobility activities for participants with fewer opportunities. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the number of participants with fewer opportunities, excluding accompanying persons, trainers and facilitators.	100 EUR per participant
	Inclusion support for participants: Additional costs directly linked to participants with fewer opportunities and their accompanying persons, trainers and facilitators (including justified costs related to travel and subsistence if a grant for these participants is not requested through budget categories "Travel" and "Individual support"). **Financing mechanism:** real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency.	100% of eligible costs
Preparatory visit support	Costs linked to the implementation of the preparatory visit including travel and subsistence. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** excluding participants from the receiving organisation. A maximum of 2 participants per participating organisation can be funded per activity. In addition, one facilitator per preparatory visit can also be funded. Conditional: the need for a Preparatory Visit, objectives and participants must be justified by the applicant and approved by the National Agency. This condition does not apply for projects funded under the accreditation system.	575 EUR per participant per preparatory visit.

System development and outreach activities	Costs linked to the implementation of the complementary activities. Indirect costs: A flat-rate amount, not exceeding 7 % of the eligible direct costs of the complementary activities, is eligible under indirect costs, representing the beneficiary's general administrative costs which can be regarded as chargeable to the complementary activities (e.g. electricity or internet bills, costs for premises, cost of permanent staff, etc.). **Financing mechanism:** real costs. **Rule of allocation:** the need and objectives must be justified by the applicant and approved by the National Agency. Maximum 10% of the total project costs can be allocated to these activities.	Maximum up to 80% of eligible costs.
Exceptional costs	Costs for providing a financial guarantee, if the National Agency asks for it. Visa and visa-related costs, residence permits, vaccinations, medical certifications. Expensive travel costs of participants, including trainers, accompanying persons and facilitators; including the use of cleaner, lower carbon emission means of transport. **Financing mechanism:** real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency**.** Expensive travel applies in cases where the travel support based on unit cost does not cover 70% of the travel costs of participants.	**Financial guarantee:** 80% of eligible costs **Expensive travel costs**: 80% of eligible costs **Visa and visa-related costs, residence permits, vaccinations, medical certifications :** 100% of eligible costs

Table A2.2 **Individual support for Professional Development Activities**

	Individual Support (euro per day)
Austria	61 €
Belgium	65 €
Bulgaria	53 €
Croatia	62 €

Cyprus	58 €
Czech Republic	54 €
Denmark	72 €
Estonia	56 €
Finland	71 €
North Macedonia	45 €
France	66 €
Germany	58 €
Greece	71 €
Hungary	55 €
Iceland	71 €
Ireland	74 €
Italy	66 €
Latvia	59 €
Liechtenstein	74 €
Lithuania	58 €
Luxembourg	66 €
Malta	65 €
Netherlands	69 €
Norway	74 €
Poland	59 €
Portugal	65 €
Romania	54 €
Serbia	45 €
Slovakia	60 €
Slovenia	60 €
Spain	61 €
Sweden	70 €
Turkey	54 €
Neighbouring third countries not associated to the Programme	48 €

YOUTH PARTICIPATION ACTIVITIES[105]

Activities outside formal education and training that encourage, foster and facilitate young people's participation in Europe's democratic life at local, regional, national and European level

OBJECTIVES OF THE ACTION

Erasmus+ supports youth-driven local, national and transnational participation projects run by informal groups of young people and/or youth organisations encouraging youth participation in Europe's democratic life and following one or more of the following objectives:

- provide young people with opportunities to engage and learn to participate in civic society (providing pathways of engagement for young people in their daily lives but also in democratic life, aiming for a meaningful civic, economic, social, cultural and political participation of young people from all backgrounds, with special focus on those with fewer opportunities);
- raise young people's awareness about European common values and fundamental rights and contribute to the European integration process, including through contribution to the achievement of one or more of the EU Youth Goals;
- develop young people's digital competences and media literacy (in particular critical thinking and the ability to assess and work with information) with a view to increasing young people's resilience to disinformation, fake news and propaganda, as well as their capacity to participate in democratic life;
- bring together young people and decision makers at local, regional, national and transnational level and/or contribute to the EU Youth Dialogue.

POLICY CONTEXT

The European Union Youth Strategy 2019-2027[106] sets out a Framework for European cooperation in the youth field, based on the Commission's Communication of 22 May 2018 on 'Engaging, Connecting and Empowering young people'. Under the core area 'Engage', the EU Youth Strategy aims for a meaningful civic, economic, social, cultural and political participation of young people. The Strategy fosters youth participation in democratic life, supports social and civic engagement and aims to ensure that all young people have the necessary resources to take part in society.

The EU Youth Strategy also includes a Youth dialogue process and in that context, 11 European Youth Goals were developed in 2018, identifying a range of cross-sectoral areas that affect young people's lives and point out challenges to be tackled in each of them. Based on the input of young stakeholders, each 18-month cycle of the EU Youth Dialogue identifies specific thematic priorities, designated to become the focus of implementing the EU Youth Strategy over the given period.

Thematic strategies in the youth field

[105] The main budget of this Action is allocated to support projects involving organisations and participants from EU Member States and third countries associated to the Programme. However, around 25% of the budget available can fund international projects including organisations and participants from third countries not associated to the Programme neighbouring the EU (regions 1 to 4; see section "Eligible countries" in Part A of this Guide).

[106] https://europa.eu/youth/strategy_en

The Erasmus+ Programme seeks to promote youth participation, reinforcement of the quality of informal and non-formal learning processes and development of quality youth work. Further support in these areas is available through specific thematic strategies, such as Youth Participation Strategy, Youthpass and the European Training Strategy (ETS)[107].

DESCRIPTION OF THE ACTIVITIES

Youth participation activities are non-formal learning activities revolving around active participation of young people. Such activities aim to enable young people to experience exchanges, cooperation, cultural and civic action. Supported activities should help the participants strengthen their personal, social, citizenship and digital competences and become active European citizens.

This Action supports the use of alternative, innovative, smart and digital forms of youth participation, including the extension of youth participation into a variety of sectors and spaces (healthcare services, sports facilities etc., regardless of whether these are operated by the public or private sector), opening pathways to active participation for young people from all backgrounds.

Youth participation activities can be used to conduct dialogues and discussions between young people and decision-makers to promote the active participation of young people in democratic life in Europe. As a concrete result, young people are able to make their voices heard (through the formulation of positions, proposals and recommendations), especially on how youth policies should be shaped and implemented in Europe. Youth participation activities can also take the form of civic action and youth activism, allowing young people to engage in various ways to raise awareness of issues that matter to them.

Youth participation activities can be either transnational (implemented in one or more participating countries and involving partners from several participating countries) or national (implemented at local, regional or national level and involving informal group(s) of young people and/or organisations from a single participating country). National Youth participation activities are particularly suited to testing ideas at the local level and as a tool for following-up previous initiatives to help upscale and further develop successful ideas.

All Youth participation activities, regardless of the level at which they are implemented, need to have a demonstrated European dimension and/or added value and each individual supported activity must clearly contribute to reaching one or more of the Action's objectives listed above.

Supported activities can take the form of (or a combination of): workshops, debates, role-plays, simulations, use of digital tools (e.g. digital democracy tools), awareness raising campaigns, trainings, meetings and other forms of online or offline interaction between young people and decision-makers, consultations, information and/or cultural events etc.

Some examples of activities that could be implemented within a project are:

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[107] The strategies can be found here: Youth Participation Strategy: https://participationpool.eu/ Youthpass: https://www.youthpass.eu/de/ SALTO-YOUTH - What is Youthpass? / ETS: https://www.salto-youth.net/rc/training-and-cooperation/trainingstrategy/

- face-to-face or online workshops and/or meetings, seminars or other events/processes at local, regional, national or transnational level offering space for information, debate and active participation of young people on issues relevant to their daily lives as active European citizens, ideally including, leading to or following up on interactions with decision-makers and other stakeholders concerned by such issues;
- consultations of young people identifying topics/issues of specific relevance to them (in local, regional, national or transnational context) and identifying their needs related to participation in addressing such topics/issues;
- awareness-raising campaigns revolving around participation of young people in democratic life, including information and/or cultural events linked to specific societal challenges relevant to young people;
- facilitation of access to open, safe and accessible virtual and/or physical spaces for young people, offering effective opportunities for learning to participate in democratic life and processes;
- simulations of the functioning of democratic institutions and the roles of decision-makers within such institutions.

Wherever relevant, it is highly encouraged to integrate digital activity formats (e.g. webinars, hackathons, various e-participation tools etc.) and/or training regarding the use of digital democracy tools in activities to be implemented within a Youth participation activities project.

A project should consist of different activities that together contribute to achieving the planned objectives. Some of these activities could take the form of mobilities, where the participants travel to a different venue than where they reside, to take part in a participatory experience. These mobilities can be both national and international. The activities can also take the form of a physical event, involving the physical presence of young people and decision makers, including participants that are not directly involved in the implementation of the project, at a specific location. Separate budget categories support the organisation of mobility activities and youth participation events. Depending on the needs of specific projects, mobilities and physical events can be either standalone or they can be combined (e.g. if it is necessary for the participants to travel to take part in an event, this can be declared as a mobility activity as well as an event, triggering relevant support for travel and subsistence costs). A typical project will also include activities that are neither mobility activities nor physical events. These are equally important for the implementation of the project and should be covered from the budget category "project management".

The following types of activities may not be supported under this Action: statutory meetings of organisations or networks of organisations, **organisation of partisan political events**, physical infrastructure (e.g. the cost of construction/acquisition of buildings and their permanent equipment).

Examples of projects with a strong participation element (not limited to the format of Youth participation activities) and relevant best practices can be found in the Youth Participation Toolkit[108].

SETTING UP A PROJECT

A project supported by this Action should include one or more of the activities described above. Activities may be combined in a flexible manner, depending on the objectives of the project and the needs of the participating organisation(s) and participants.

[108] https://participationpool.eu/toolkit/

A project is implemented by one or more informal groups of young people, one or more organisations, or a combination thereof. The informal group(s) of young people and/or participating organisations must be identified at application stage. If only an informal group of young people is involved, one of them applies on behalf of the group. If several groups or organisations are involved, one of them takes the role of coordinator and applies for the whole project on behalf of the partnership.

A project consists of four stages: planning, preparation, implementation and follow-up. Participating organisations and young people involved in the activities should take an active role in all those stages enhancing thus their learning experience ("activities conceived by young people for young people"). The Youth Participation Toolkit can provide practical ideas and guidance to enhance youth participation.

- Planning (define the needs, objectives, learning outcomes, activity formats, development of work programme, schedule of activities etc.)
- Preparation (practical arrangements, set up of agreements with partners, confirmation of the target group(s) of envisaged activities, linguistic/intercultural/learning- and task-related preparation of participants etc.);
- Implementation of activities;
- Follow-up (evaluation of the activities, identification and documentation of the learning outcomes of participants, as well as dissemination and use of the project's outcomes). As a part of the follow-up phase, each project should envisage providing feedback on concrete project outcomes to the young participants, including on how such outcomes have been communicated to other relevant stakeholders and/or used by them.

EU Youth Dialogue

The topics and priorities identified in the context of the EU Youth Dialogue[109] may serve as inspiration for Youth participation activities at all levels. A similar source of inspiration might be found in the EU Youth Goals developed in the EU Youth Dialogue and which identify cross-sectoral areas affecting young people's lives and pointing out challenges. Furthermore, results of successful Youth participation activities may be used as input for further stages of the EU Youth Dialogue.

Learning Process

A Youth participation activities project needs to envisage support for the reflection process, identification and documentation of individual learning outcomes, in particular through Youthpass.

Inclusion and diversity

The Erasmus+ Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. Organisations should design accessible and inclusive project activities, taking into account the views of participants with fewer opportunities and involving them in the decision making process.

Youth participation activities are particularly suitable for inclusion of young people with fewer opportunities:

[109] https://europa.eu/youth/strategy/euyouthdialogue_en

- Youth participation activities are designed as a grass-root action format with very flexible parameters (duration, number of participants, national/transnational activities etc.), which can be easily adapted to the specific needs of young people with fewer opportunities;
- Informal groups of young people carrying out a Youth participation activities project may be supported by **a coach**[110].The services of a coach could be particularly relevant and helpful to support young people with fewer opportunities in developing and carrying out their projects.
- The objectives of the action include providing young people with opportunities for learning to participate in civic society, as well as improving digital and media literacy. Projects pursuing these goals can be especially useful for helping young people with fewer opportunities overcome some of the challenges they may be facing.

Youth participation activities are also particularly suitable to work thematically on inclusion and diversity in society, for example to support fight against stereotypes, foster understanding, tolerance and non-discrimination.

Protection and Safety of participants

During the planning and preparation of a project, the issue of protection and safety of the participants should be addressed and all necessary measures to prevent/reduce risks should be foreseen.

Community Building

Inclusion of community-building activities in Youth participation activities projects is strongly encouraged. Wherever possible, such activities should strive to survive beyond the duration of supported projects and become self-sustainable.

Environmental Sustainability

A project should promote environmentally sustainable and responsible behaviour among participants, raising the awareness about the importance of acting to reduce or compensate for the environmental footprint of mobility activities. It should be designed and implemented with environmental consciousness by e.g. integrating sustainable practices such as opting for reusable or eco-friendly materials, reducing waste and recycling, sustainable means of transportation.

Digital transition

The Erasmus+ Programme supports all participating organisations in incorporating the use of digital tools and learning methods to complement their physical activities, to improve the cooperation between partner organisations, and to improve the quality of the activities. The introduction of digital and online elements to lower the threshold for participation of young people with fewer opportunities is encouraged. Through projects and activities that aim to boost digital skills, foster digital literacy and/or develop an understanding of the risks and opportunities of digital technology, the programme can change mindsets and contribute to developing digital and blended approaches in youth activities.

Depending on the design and objectives of the activities, the development of competences and awareness on digital issues, and the use of new technologies can be introduced in physical events or learning mobilities, whereas purely virtual

[110] Depending on their needs, informal groups of young people may use one or several coaches during the project.

components should be financed from the project management costs. Duly justified expenses for including young people with fewer opportunities can be applied for under inclusion costs.

Erasmus Youth Quality Standards

The implementation of all activities supported under this Action must follow the **Erasmus Youth Quality Standards** for organising high quality learning mobility activities. The Erasmus Youth Quality Standards cover the basic principles of the Action, as well as concrete implementation practices for project tasks such as selection and preparation of participants, definition, evaluation and recognition of learning outcomes, sharing of project results, etc. The **Erasmus Youth Quality Standards** are available here https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-quality-standards-mobility-projects-youth_en

CRITERIA USED TO ASSESS THIS PROJECT

Eligibility Criteria

Eligible participating organisations	A participating organisation can be: • a non-profit organisation, association, NGO; European Youth NGO; a public body at local, regional, national level; a social enterprise; a profit-making body active in Corporate Social Responsibility; • an informal group of young people.[111]. established in an EU Member State or third country associated to the Programme or a third country not associated to the Programme neighbouring the EU (regions 1 to 4; see section "Eligible countries" in part A of this Guide).
Who can apply?	Any eligible participating organisation established in an EU Member State or third country associated to the Programme can be the applicant. This organisation applies on behalf of all participating organisations involved in the project[112].
Number and profile of participating organisations	• National Youth participation projects: minimum one participating organisation must be involved. • Transnational Youth participation projects: minimum two participating organisations from different countries must be involved.
Duration of project	From 3 to 24 months.
Venue(s) of the activities	• The activities must take place in the country of one or more participating organisations. Activities can also take place at the seat of an Institution of the European Union[113], even if in the project there are no participating organisations from the country that hosts the Institution.
Eligible participants	Young people aged between 13 and 30[114] resident in the country of the participating organisations and decision-makers relevant to the topics addressed by the project.
Where to apply?	To the National Agency of the country in which the applicant organisation is established.

[111] Group of at least four young people between 13 and 30 years old. 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. Please check the glossary for the definition of an informal group. For the purpose of this action and any provisions relating to it, "an informal group of young people" shall fit under the notion "participating organisation". Where a reference is made to "participating organisation" it shall be deemed to cover also an "informal group of young people".

[112] Participating organisations will need to sign a mandate to the applicant organisation. The mandates should be provided at application stage and at the latest by the time of the grant agreement signature. For further information, please check Part C of this guide.

[113] Seats of the Institutions of the European Union are Brussels, Frankfurt, Luxembourg, Strasbourg, and The Hague

[114] 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 start of the activity.

When to apply?	Applicants have to submit their grant applications by the following dates: **23 February at 12:00:00 (midday Brussels time) for projects starting between 1 June and 31 December of the same year** **4 October at 12:00:00 (midday Brussels time) for projects starting between 1 January and 31 May of the following year** **Possible additional round:** National Agencies may decide to open an additional round. The National Agencies will inform the applicants about the opening of the additional round through their website. If an additional round is organised, applicants have to submit their applications by **4 May at 12:00:00 (midday Brussels time),** for projects starting between 1 August and 31 December of the same year.
How to apply?	Please see part C of this Guide for details on how to apply.
Annexes	A declaration of honour of the legal representative must be annexed to the application form. A monthly timeline of the Youth participation activities project showing all activities planned must be annexed to the application form. In addition, if the project plans mobility activities and/or events: A timetable of each of the mobility activities and events planned in the project must be annexed to the application form.

AWARD CRITERIA

Relevance, rationale and impact
 	
(maximum score 30 points)
	• The relevance of the project to:
	  o the objectives of the Action;
	  o the needs of the participating organisations and participants.
	• The extent to which the project will address one or more of the priorities identified in the context of the EU Youth Dialogue or the Youth Goals;
	• The extent to which the project is suitable for producing high-quality learning outcomes for the participants;
	• The extent to which the project provides European added value;
	• The potential impact of the project:
	  o for participants and participating organisations during and after the project lifetime;
	  o outside the organisations and individuals directly participating in the project, at local, regional, national and/or European or global level.
	• The extent to which the project incorporates measures aimed at making its results sustainable beyond the project's life-time.
	• The extent to which the project is suitable of contributing to the inclusion and diversity, green, digital and participatory dimensions of the Programme;
	• The extent to which the project introduces newcomers and less experienced organisations to the Action;
	• The extent to which the project addresses sustainable and environmental-friendly practices.

Quality of project design **(maximum score 40 points)**	• The consistency between identified needs, project objectives, participants profile and activities proposed; • The clarity, completeness and quality of all the phases of the project: preparation (including preparation of the participants), implementation and follow-up (including a feedback mechanism for participants; • The extent to which young people are involved in all phases of the activities; • The extent to which the activities are designed in an accessible and inclusive way and are open to participants with fewer opportunities; • The appropriateness of the participative learning methods proposed, including of any virtual components; • The extent to which the project makes use of alternative, innovative and smart forms of youth participation, in particular to test new ideas and follow up; • The quality of arrangements and support for the reflection process, the identification and documentation of the participants' learning outcomes, and the consistent use of the European transparency and recognition tools, in particular Youthpass; • The adequacy and effectiveness of the measures foreseen to ensure safety and protection of participants; • The extent to which the activities incorporate sustainable and environmental-friendly practices.
Quality of project management **(maximum score 30 points)**	• The quality of the practical arrangements and management and support modalities; • The quality of the cooperation and communication between the participants of the group(s), participating organisations, as well as with other relevant stakeholders; • The quality measures for evaluating the different phases and outcomes of the project; • The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations.

FUNDING RULES

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

Maximum grant awarded per project for Youth participation activities: 60.000 EUR

Budget category	**Eligible costs and applicable rules**	**Amount**
Project management	Costs linked to the management and implementation of the project (e.g. preparation and implementation of project meetings, preparation of activities, implementation, evaluation, dissemination and follow-up). **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the duration of the project.	EUR 500 per month
Coaching costs	Costs linked to the involvement of a coach in the project. Coaching costs are only applicable if the project is implemented by an informal group of young people. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the venue country and the working days. The request for financial support to cover coach costs must be motivated in the application form. The duration of coaching is not linked to the project duration.	Table B3 per day of work. Maximum 12 days.

Inclusion support	Additional costs directly linked to participants with fewer opportunities and their accompanying persons, decision makers and facilitators (including justified costs related to travel and subsistence if a grant for these participants is not requested through budget categories "Travel" and "Individual support"). **Financing mechanism:** real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency.	100% of eligible costs
Exceptional costs	Costs for providing a financial guarantee, if the National Agency asks for it. Visa and visa-related costs, residence permits, vaccinations, medical certifications. Expensive travel costs of participants, including group leaders, accompanying persons and facilitators; including the use of cleaner, lower carbon emission means of transport **Financing mechanism:** real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency.	**Financial guarantee**: 80% of eligible costs **Expensive travel costs**: 80% of eligible costs **Visa and visa-related costs, residence permits, vaccinations, medical certifications:** 100% of eligible costs

Table B3 Coaching costs

	Teacher/Trainer/Researcher/ Youth worker Unit contribution per day
Denmark, Ireland, Luxembourg, Netherlands, Austria, Sweden, Liechtenstein, Norway	241
Belgium, Germany, France, Italy, Finland, Iceland	214

Czech Republic, Greece, Spain, Cyprus, Malta, Portugal, Slovenia	137
Bulgaria, Estonia, Croatia, Latvia, Lithuania, Hungary, Poland, Romania, Serbia, Slovakia, North Macedonia, Turkey	74

Additional funding for physical events carried out in the framework of the project

Budget category	Eligible costs and applicable rules	Amount
Youth participation events support	Costs linked to the implementation of national and transnational physical events central to achieving the objectives of the Youth participation activities project. This budget category is not intended to cover the participation of staff of the participating organisation(s)/ members of the informal group(s) of young people and facilitators, as attendance of meetings by these participants should be covered by the budget category "project management". **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the number of participants at the event, including decision makers, excluding facilitators. When relevant, Youth participation events support can be combined with funding for mobilities.	EUR 100 per participant

Additional funding for mobilities carried out in the framework of the project

Budget category	Eligible costs and applicable rules	Amount

<table>
<tr><td rowspan="8">Travel</td><td rowspan="8">Contribution to the travel costs of participants, including accompanying persons, decision makers and facilitators, from their place of origin to the venue of the activity and return, regardless of whether the travel is national or transnational.

Financing mechanism: contribution to unit costs.

Rule of allocation: based on the travel distance and number of persons.

The applicant must indicate the distance between the place of origin and the venue of the activity[115] by using the distance calculator supported by the European Commission[116].

For itinerant activities, the applicant should add up the distances between individual venues and choose the distance band corresponding to the total.[117]</td><td>Travel distance</td><td>Standard travel</td><td>Green travel</td></tr>
<tr><td>10 – 99 km</td><td>23 EUR</td><td></td></tr>
<tr><td>100 – 499 km</td><td>180 EUR</td><td>210 EUR</td></tr>
<tr><td>500 – 1999 km</td><td>275 EUR</td><td>320 EUR</td></tr>
<tr><td>2000 – 2999 km</td><td>360 EUR</td><td>410 EUR</td></tr>
<tr><td>3000 – 3999 km</td><td>530 EUR</td><td>610 EUR</td></tr>
<tr><td>4000 – 7999 km</td><td>820 EUR</td><td></td></tr>
<tr><td>8000 km or more</td><td>1500 EUR</td><td></td></tr>
<tr><td>Individual Support</td><td>Costs linked to subsistence.

Financing mechanism: contribution to unit costs.

Rule of allocation: based on the duration of the stay per participant, including accompanying persons, decision makers and facilitators (if necessary), including also one travel day before the activity and one travel day following the activity (if necessary), and up to four additional days for participants receiving a green travel grant</td><td colspan="3">Table A2.1 per participant per day</td></tr>
<tr><td>Inclusion support</td><td>Costs related to the organisation of mobility activities involving participants with fewer opportunities.

Financing mechanism: contribution to unit costs.</td><td colspan="3">100 EUR per participant</td></tr>
</table>

[115] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will calculate the distance from Madrid to Rome (1365,28 KM) and then select the applicable travel distance band (i.e. between 500 and 1999 km).

[116] http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

[117] For example, if a participant from Madrid (Spain) is taking part in an itinerant activity taking place first in Rome (Italy) and then Ljubljana (Slovenia), the applicant will first calculate the distance between Madrid and Rome (1365,28 KM), then between Rome and Ljubljana (489,75 KM) and add both distances (1855,03 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 Ljubljana (via Rome) and return (275 EUR).

	Rule of allocation: based on the number of participants with fewer opportunities, excluding accompanying persons, facilitators and decision makers.	
Exceptional costs	Expensive travel costs of participants, including accompanying persons, decision makers and facilitators; including the use of cleaner, lower carbon emission means of transport. **Financing mechanism:** real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency. Expensive travel applies in cases where the travel support based on unit cost does not cover 70% of the travel costs of participants.	80% of eligible costs

Table A2.1 : Individual Support for youth participation mobility activities	**Youth Participation Activities (euro per day)**
Austria	45 €
Belgium	42 €
Bulgaria	32 €
Croatia	35 €
Cyprus	32 €
Czech Republic	32 €
Denmark	45 €
Estonia	33 €
Finland	45 €
North Macedonia	28 €
France	38 €
Germany	41 €
Greece	38 €
Hungary	33 €
Iceland	45 €
Ireland	49 €
Italy	39 €
Latvia	34 €
Liechtenstein	45 €
Lithuania	34 €
Luxembourg	45 €

Malta	39 €
Netherlands	45 €
Norway	50 €
Poland	34 €
Portugal	37 €
Romania	32 €
Serbia	29 €
Slovakia	35 €
Slovenia	34 €
Spain	34 €
Sweden	45 €
Turkey	32 €
Neighbouring third countries not associated to the Programme	29 €

MOBILITY PROJECTS FOR YOUNG PEOPLE - "DISCOVEREU INCLUSION ACTION"

Under the Discover EU Inclusion Action, organisations and informal groups of young people can receive support to carry out projects allowing young people with fewer opportunities to participate in DiscoverEU on equal footing with their peers.

DiscoverEU offers young people who are 18 years' old a chance to have a short-term individual or group experience travelling across Europe by rail or other modes of transport where necessary. The objectives are to:

- give young people the chance to learn about Europe but also to discover Europe's opportunities for their future education and life choices;
- equip young people with knowledge, life skills and competences of value to them;
- encourage connection and intercultural dialogue between the young people;
- foster the young people's sense of belonging to the European Union;
- inspire young people to embrace sustainable travel in particular and environmental conscience in general.

OBJECTIVES OF THE ACTION

DiscoverEU seeks to enhance its inclusion dimension by providing extra support to participants with fewer opportunities to explore Europe.

More specifically, the DiscoverEU Inclusion Action aims to:

- Reach out to young people with fewer opportunities that would not apply on their own initiative;
- Overcome the obstacles that prevent these young people to directly participate in the DiscoverEU general application round and provide the necessary support that they need so that they are able to travel;
- Trigger and enhance the development of competences and skills of young people with fewer opportunities taking part in DiscoverEU.

POLICY CONTEXT

The European Union Youth Strategy 2019-2027 sets out a Framework for European cooperation in the youth field, based on the Commission's Communication of 22 May 2018 on 'Engaging, Connecting and Empowering young people'. The Strategy fosters youth participation in democratic life, supports social and civic engagement and aims to ensure that all young people have the necessary resources to take part in society. The EU Youth Strategy also includes a Youth dialogue process and in that context, 11 European Youth Goals have been developed in 2018. These goals identify cross-sectoral areas that affect young people's lives and point out challenges. The EU Youth Strategy should contribute to realising this vision of young people. Under the core area 'Connect', the EU Youth Strategy is promoting and facilitating connections, relations and exchange of experience between young people as a pivotal asset for the future development of the EU. These connections are best fostered through different forms of mobility, one of which is DiscoverEU.

EU Youth Strategy | European Youth Portal (europa.eu)

DESCRIPTION OF THE ACTIVITIES

DiscoverEU Inclusion Action

With the DiscoverEU Inclusion Action, one to five young people with fewer opportunities from the same country gather for a short period to travel through Europe. The learning period comprises planning, preparation, implementation before and during the DiscoverEU travel as well as follow-up after the travel.

The following activities are not eligible for grants under DiscoverEU: academic study trips; exchange activities that aim to make financial profit; exchange activities that can be considered as performance tours, statutory meetings, training courses by adults for young people.

SETTING UP A PROJECT

A project is implemented by one organisation or informal group of young people, which sends one or more (group of) participants on a DiscoverEU travel. The organisation should benefit from its participation in the DiscoverEU Inclusion Action and the project should therefore be in line with the objectives of the organisation and fit its needs. Cooperation with stakeholders in other countries that could offer activities[118] or support to the participants, e.g. hosting etc., is possible..

A project consists of four stages: planning, preparation, implementation and follow-up. Participating organisations and young people involved in the activities should take an active role in all those stages enhancing thus their learning experience.

- planning of the travel experience (define the needs, objectives, learning outcomes, type of activity/ies, travel planning, schedule of activities, etc.);
- preparation (practical arrangements of the DiscoverEU travel, set up of agreements with stakeholders, organisation of linguistic/intercultural/learning/cultural/environmental/digital activities, tasks related to the preparation of participants before departure etc.);
- implementation of activities during the DiscoverEU travel;
- follow-up (evaluation of the activities, identification and documentation of the learning outcomes of participants, as well as dissemination and use of the project's outcomes).

A quality DiscoverEU Inclusion Action:

- relies on the active involvement of young people with fewer opportunities and participating organisations, who should take an active role in all the stages of the project, enhancing in this way their learning and development experience;
- involves preferably diverse groups of participants with fewer opportunities and builds on this diversity;
- is based on clearly identified needs of the young participants;
- ensures that the non-formal and informal learning outcomes of the DiscoverEU experience of the participants are properly identified and documented;
- encourages the participants to reflect on European topics and values.

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[118] see the Youth Participation Toolkit prepared by the SALTO PI, module 9 "DiscoverEU (DiscoverEU (https://participationpool.eu/wp-content/uploads/2021/05/Discover-EU-1.pdf) as inspiration

Learning process

Setting the DiscoverEU Inclusion Action in the context of non-formal learning requires that at least a part of the desired learning outcomes is planned in advance, in order to ensure the appropriate opportunities. Participants should contribute to the identification of their needs and the learning that they wish to obtain or develop through their DiscoverEU travel.

Participants should also be involved as much as possible in the design and development of the activity(s) during their travel (setting up the programme, itinerary, activities, booking accommodation, etc.) and think how to prepare to maximise the learning and personal development they would gain during their travel.

After the DiscoverEU travel, participants should be invited to provide a feedback on their DiscoverEU experience, reflect on what they have learnt and how they can make use of the learning outcomes.

Organisations should support the learning process, the identification and documentation of the learning outcomes, in particular by using the Youthpass for DiscoverEU participants.

Inclusion and diversity

The Erasmus+ Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. Organisations should design accessible and inclusive project activities, taking into account the views of participants with fewer opportunities and involving them in the decision making process.

DiscoverEU Inclusion Action is particularly suitable for inclusion of young people with fewer opportunities:

- To experience travelling alone as an individual;
- A group mobility offers international mobility experience in the safety of a group;
- Due to the short duration and close accompaniment by an organisation, young people with fewer opportunities get the opportunity to experience travelling in a group or even alone.

DiscoverEU Inclusion Action is also suitable to work on inclusion and diversity to support fight against stereotypes, foster understanding, tolerance and non-discrimination.

Protection and Safety of participants

DiscoverEU Inclusion Action can involve group leader(s), facilitator(s), accompanying person(s) who can monitor and provide support to the participants in order to ensure a qualitative learning process during the DiscoverEU travel. At the same time, they cater for a safe, respectful and non-discriminatory environment and protection of the participants. During the planning and preparation of a DiscoverEU travel under the DiscoverEU Inclusion Aaction, the issue of protection and safety of the participants should be addressed and all necessary measures to prevent/reduce risks should be foreseen.

Environmental sustainability

DiscoverEU should promote environmentally sustainable and responsible behaviour among participants, raising their awareness about the importance of acting to reduce or compensate for the environmental footprint of mobility activities. The DiscoverEU Inclusion Action should be designed and implemented with environmental consciousness, e.g.by

integrating sustainable practices such as opting for reusable or eco-friendly materials, reducing waste and recycling, opting for sustainable means of transportation.

Digital transformation in DiscoverEU

The Erasmus+ Programme supports all participating organisations in incorporating the use of digital tools and online learning methods to complement physical activities, improve the cooperation between stakeholders, and the quality of the activities.

Erasmus Youth Quality Standards

The implementation of all projects supported under this Action must follow the Erasmus Youth Quality Standards for organising high quality learning mobility activities. The Erasmus Youth Quality Standards cover the basic principles of the Action, as well as concrete implementation practices for project tasks such as selection and preparation of participants, definition, evaluation and recognition of learning outcomes, sharing of project results, etc. The Erasmus Youth Quality Standards are available here: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-quality-standards-mobility-projects-youth_en

CRITERIA USED TO ASSESS THIS PROJECT

ELIGIBILITY CRITERIA

General Eligibility criteria

The general criteria below apply for standard Youth Exchanges projects. For accreditations, please refer to the relevant section of this guide.

Eligible organisation	An organisation can be: • a non-profit organisation, association, NGO; a public body at local, regional, national level; a social enterprise; a profit-making body active in Corporate Social Responsibility; • an informal group of young people[119]. established in an EU Member State or third country associated to the Programme
Who can apply?	Any eligible participating organisation or group established in an EU Member State or third country associated to the Programme can be the applicant.

[119] Group of at least four young people between 18 and 30 years old. One of the members of the group assumes the role of representative and takes responsibility on behalf of the group. Please check the glossary for the definition of an informal group. For the purpose of this action and any provisions relating to it, "an informal group of young people" shall fit under the notion "participating organisation". Where a reference is made to "participating organisation" it shall be deemed to cover also an "informal group of young people".

Number of participating organisations	Minimum one participating organisation
Duration of project	From 3 up to 18 months.
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 applications by the following dates: **4 October at 12:00:00 (midday Brussels time) for projects starting between 1 March and 31 August of the following year**
How to apply?	Please see part C of this Guide for details on how to apply.
Annexes	A declaration of honour of the legal representative must be annexed to the application form.

Additional Eligibility criteria for DiscoverEU Inclusion Action

Duration per DiscoverEU travel	From 1 to 30 days. The organisation can organise several DiscoverEU travels (with 1-5 participants and eventually accompanying person(s) each time) during the project lifecycle.
Venue(s) of the project	The DiscoverEU travels must take place in minimum one other country different from where the participant(s) started their travel.
Number of participating organisations	One participating organisation must be involved.
Eligible participants	Young people with fewer opportunities[120] aged 18[121] and legally residents in the countries of their sending organisation. Group leaders[122], facilitators or accompanying persons involved must be at least 18 years old.

[120] see definition under glossary on "participant with fewer opportunities"

[121] 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 start date of the activity.

[122] a group leader is an adult who joins the young people to ensure their effective learning, protection and safety.

Number of participants and composition of national groups	Minimum 1 and maximum 5 participants per DiscoverEU travel (Group leaders, facilitators and accompanying persons not included). Groups can travel alone or can be accompanied.

AWARD CRITERIA

Projects will be assessed against the following criteria. To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum score points in each of the categories of award criteria mentioned below.

Relevance, rationale and impact **(maximum score 40 points)**	• The relevance of the project to: - the objectives of the Action; - the needs of the participating organisations and participants. - The extent to which the project enables learning through discovery; • The potential impact of the project: - on participants and participating organisations during and after the project lifetime; • The extent to which the organisation can proof previous experience in working with young people with fewer opportunities at grass root level. • The extent to which the project is suitable of contributing to the inclusion and diversity, green, digital and participatory dimensions of the Programme; • The extent to which the project introduces newcomers and less experienced organisations to the Erasmus+ programme that can prove experience in working with young people with fewer opportunities
Quality of project design **(maximum score 40 points)**	• The clarity, completeness and quality of all the phases of the project: preparation tailored to the specific needs of the participants, support during the travel, implementation of activities and follow-up; • The extent to which the participants are involved in all phases of the activities; • The activities are designed in an accessible and inclusive way. • The quality of arrangements and support for the reflection process, the identification and documentation of the participants' learning outcomes, and the use of Youthpass; • The adequacy and effectiveness of the measures foreseen to ensure safety and protection of participants; • The extent to which the activities incorporate sustainable and environmental-friendly practices.

Quality of project management **(maximum score 20 points)**	• The quality of the practical arrangements, management and support modalities; • The quality of the cooperation and communication with other relevant stakeholders if applicable; • The quality of measures for evaluating the different phases and outcomes of the project; • The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations.

FUNDING RULES

<table>
<tr><th>Budget category</th><th>Eligible costs and applicable rules</th><th colspan="3">Amount</th></tr>
<tr><td rowspan="10">Travel costs</td><td rowspan="10">Travel pass: Number of travel passes for the participants.

Number of travel passes of any accompanying person (using the same means of transport as the participants).

Participants will, as a basic rule, travel in the transport mode with the overall lowest greenhouse gas emissions[123].

Financing mechanism:

- Contribution in kind for the travel pass;
- Contribution to unit costs: in cases where the country of origin is not directly linked to the train system on continental Europe and additional travel, by other means of transport, is needed in order to reach the country where the mobility starts.
- Green travel: In case participants need additional travel in order to reach the location where the activity starts, they are also entitled to travel support, including “green travel” where applicable.</td><td colspan="3">Travel pass of 7 travel days[124] within one month</td></tr>
<tr><td colspan="3">Contribution for use of other means of transport where applicable</td></tr>
<tr><td>Travel distance</td><td>Standard travel</td><td>Green travel</td></tr>
<tr><td>10 – 99 km</td><td>23 EUR</td><td></td></tr>
<tr><td>100 – 499 km</td><td>180 EUR</td><td>210 EUR</td></tr>
<tr><td>500 – 1999 km</td><td>275 EUR</td><td>320 EUR</td></tr>
<tr><td>2000 – 2999 km</td><td>360 EUR</td><td>410 EUR</td></tr>
<tr><td>3000 – 3999 km</td><td>530 EUR</td><td>610 EUR</td></tr>
<tr><td>4000 – 7999 km</td><td>820 EUR</td><td></td></tr>
<tr><td>8000 km or more</td><td>1500 EUR</td><td></td></tr>
<tr><td>Organisational Support</td><td>Costs directly linked to the implementation of mobility activities.

Financing mechanism: contribution to unit costs

Rule of allocation: based on the number of participants, excluding group leaders, accompanying persons and</td><td colspan="3">100 EUR per participant</td></tr>
</table>

[123] https://www.eea.europa.eu/data-and-maps/indicators/energy-efficiency-and-specific-co2-emissions/energy-efficiency-and-specific-co2-9

[124] The travel pass is valid for 30 days in which the participant can travel on as many trains as the participant likes from midnight to midnight on each of the seven travel days. How the other days are spent are at the discretion of the participant.

	facilitators.	
Individual Support	Costs linked to subsistence. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the duration of the stay per participant, including group leaders, accompanying persons	62 EUR per participant per day. Maximum 21 days of support per participant.
Inclusion support	Costs related to the organisation of mobility activities for participants with fewer opportunities. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the number of participants with fewer opportunities, excluding group leaders, accompanying persons and facilitators.	100 EUR per participant
	Additional costs directly linked to participants with fewer opportunities and their accompanying persons, including group leaders and facilitators (including justified costs related to travel and subsistence if a grant for these participants is not requested through budget categories "Travel" and "Individual support"). **Financing mechanism:** real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency.	100% of eligible costs
Exceptional costs	Costs for providing a financial guarantee, if the National Agency asks for it. Visa and visa-related costs, residence permits, vaccinations, medical certifications. **Reservation costs:** in some countries it is not possible to travel without an obligatory seat reservation. Covering those reservations costs on top of the travel pass where applicable is an option. Expensive travel costs of participants, including group leaders, accompanying persons and facilitators; including the use of cleaner, lower carbon emission means of	**Financial guarantee:** 80% of eligible costs **Expensive travel costs:** 80% of eligible costs **Reservation costs:** 80% of eligible reservation costs **Visa and visa-related costs, residence permits, vaccinations, medical certifications** : 100% of eligible costs

	transport. **Financing mechanism:** real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency.	

VIRTUAL EXCHANGES IN HIGHER EDUCATION AND YOUTH

Virtual exchanges projects consist of online people-to-people activities that promote intercultural dialogue and soft skills development. They make it possible for every young person to access high-quality international and cross-cultural education (both formal and non-formal) without physical mobility. While virtual debating or training does not fully replace the benefits of physical mobility, participants in virtual exchanges ought to reap some of the benefits of international educational experiences. Digital platforms represent a valuable tool in partially answering the global constraints on mobility caused by the COVID-19 pandemic. Virtual exchanges also help spreading European values. Moreover, in some cases they can prepare, deepen and extend physical exchanges, as well as fuel new demand for them.

Virtual exchanges take place in small groups and are always moderated by a trained facilitator. They should be easily integrated into youth (non-formal education) projects or higher education courses. Virtual exchanges can draw participants from both sectors, even if, depending on specific projects, they could involve participants from either only one of them or from both. All projects under this call will involve organisations and participants coming from both EU Member States and third countries associated to the Programme, and third countries not associated to the Programme.

OBJECTIVES OF THE ACTION

The action will aim at:

- encouraging intercultural dialogue with third countries not associated to the Programme and increasing tolerance through online people-to-people interactions, building on digital, youth-friendly technologies;
- promoting various types of virtual exchanges as a complement to Erasmus+ physical mobility, allowing more young people to benefit from intercultural and international experience;
- Enhancing critical thinking and media literacy, particularly in the use of internet and social media, such as to counter discrimination, indoctrination, polarization and violent radicalisation;
- fostering the digital and soft skills[125] development of students, young people and youth workers[126], including the practice of foreign languages and teamwork, notably to enhance employability;
- promoting citizenship and the common values of freedom, tolerance and non-discrimination through education;
- strengthening the youth dimension in the relations of the EU with third countries.

THEMATIC AREAS / SPECIFIC OBJECTIVES

The Erasmus+ Virtual Exchanges are a bottom-up initiative. In this call, participating organisations are free to choose the topics on which they will focus, but proposals ought to convincingly demonstrate their expected impact in relation to one or more of the above-mentioned objectives (see also 'Expected impact' section below). Gender aspects should be taken into account as needed, depending on the projects' scope and themes (e.g. by introducing gender sensitivity

[125] Soft skills include the ability to think critically, be curious and creative, to take initiative, to solve problems and work collaboratively, to be able to communicate efficiently in a multicultural and interdisciplinary environment, to be able to adapt to context and to cope with stress and uncertainty. These skills are part of the key competences, as outlined in the Council Recommendation on Key Competences for Lifelong Learning (OJ C 189/1 of 4.6.2018).

[126] Youth workers are professional or volunteers involved in non-formal learning who support young people in their personal socio-educational and professional development.

aspects in the trainings). Special attention needs to be given to the inclusion of socially and economically vulnerable people and persons unable to apply for physical mobility. Since virtual exchanges are easier to organise with students and universities, applicants are encouraged to involve young people and organisations not enrolled in higher education.

ACTIVITIES

Projects will be funded based on work plans that may integrate a wide range of online cooperation activities, including for example:

- online-facilitated discussions between young people of youth organisations based in different countries, as part of youth projects. They could include role playing simulations;
- training for youth workers willing to develop a virtual exchange project with colleagues from other countries;
- online facilitated discussions between students of Higher Education institutions based in different countries, as part of higher education degrees;
- training for university professors/staff willing to develop a virtual exchange project with colleagues from other countries;
- interactive open online courses including traditional course materials such as filmed lectures, readings, and problem sets (like the well-known MOOCs, Massive Open Online Courses, but putting an emphasis on interactive user forums in small groups to support community interactions among students, professors, teaching assistants, young people and youth workers).

SETTING UP A PROJECT

All virtual exchange projects need to be:

- moderated by trained facilitators;
- secure and protective from the perspective of participants and hosts, in full compliance of the EU data protection rules[127];
- politically sound and culturally relevant: virtual exchange activities must be firmly embedded in the youth and higher education sectors and be up to date with young people's online and offline cultures in the participating countries;
- open and accessible at user experience and interaction level. Registration and interactions with peers, facilitators, administrators, and other stakeholders should be straightforward and easy;
- mainly synchronously, with possible asynchronous components (e.g. readings, videos).

Participant organisations must arrange virtual exchanges for people in the 13-30 age range. If a project involves people under 18, participating organisations are required to obtain prior authorisation for participation from their parents or those acting on their behalf. Individual participants must be based in the countries of the organisations participating in the project.

[127] https://ec.europa.eu/info/law/law-topic/data-protection/eu-data-protection-rules_en.

In order to carry out their activities, projects should rely, as far as possible, on existing tools and platforms. Should there be a need to develop new tools or platforms for specific projects, this would have to be properly justified.

WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR VIRTUAL EXCHANGES IN HIGHER EDUCATION AND YOUTH PROJECTS?

ELIGIBILITY CRITERIA

In order to be eligible for an Erasmus+ grant, project proposals for Virtual Exchanges in Higher Education and Youth must comply with the following criteria:

Who can apply?	The following organisations can be involved as co-ordinator: - Public or private organisations active in the field of higher education or youth (non-formal education); - Higher education institutions, associations or organisations of higher education institutions, as well as legally recognised national or international rector, teacher or student organisations; The organisation applies on behalf of all participating organisations involved in the project and must be legally established and located in an EU Member State or third country associated to the Programme.

What types of organisations are eligible to participate in the project?	Participating organisations may be established either in an EU Member State or third country associated to the Programme or in an eligible third country not associated to the programme. Each project proposal may only involve organisations and participants from one of the eligible regions of third countries not associated to the Programme. The eligible regions covered by this action are Regions 1, 2, 3, 4 and 9 (see section "Eligible countries" in part A of this Guide). Participating organisations may fall under the following categories: – youth organisations[128]; – higher education institutions, associations or organisations of higher education institutions, as well as legally recognised national or international rector, teacher or student organisations; – vectors of change in the education system (university managers, international departments, deans, quality agencies, etc.); public or private organisations active in the fields of higher education or youth and established in an EU Member State or third country associated to the Programme or in one of the eligible third countries not associated to the Programme. Other entities may participate in other consortium roles, such as associated partners, subcontractors, third parties giving in-kind contributions, etc. Affiliated entities are not eligible for funding.
Number and profile of participating organisations	Proposals must be submitted by a consortium of at least 4 organisations (beneficiaries; not affiliated entities). Consortia must meet the following conditions: – A minimum of 2 higher education institutions or youth organisations from 2 EU Member States and third countries associated to the Programme and 2 higher education institutions or youth organisations from 2 eligible third countries not associated to the Programme belonging to the same region (except in the case of projects with Russia, which will only contain Russia as a third country not associated to the programme); and – The number of organisations from EU Member States and third countries associated to the Programme may not be higher than the number of organisations from third countries not associated to the Programme. – In the case of Sub-Saharan Africa, applicants are encouraged to involve participants from a wide range of countries in their proposal, including least developed countries[129] and/or partners that have less experience in Erasmus+.
Venue of the activities	The activities must take place in the countries of the organisations participating in them.
Duration of the project	Virtual Exchanges in Higher Education and Youth projects last 3 years.

[128] I.e. any organisation, public or private, working with or for young people outside formal settings. Such organisations can be, for example: a non-profit organisation, association, NGO (including European Youth NGOs); a national Youth Council; a public authority at local, regional or national level; an education or research institution; or a foundation.

[129] As per the OECD Development Assistance Committee list of Least Developed Countries: DAC-List-ODA-Recipients-for-reporting-2021-flows.pdf (oecd.org).

Where to apply?	To the European Education and Culture Executive Agency (EACEA). Call ID: ERASMUS-EDU-2022-VIRT-EXCH
When to apply?	Applicants have to submit their grant application by **20 September at 17:00:00** (Brussels time).

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

EXPECTED IMPACT

The activities and outputs of the different projects will aim at reaching a positive impact in relation to the objectives of the call that, while varying in accordance with the projects' specificities, should be closely connected to the learning dimension of the virtual exchanges. Each project proposal, as part of the logical framework included in the application form, should include information on this expected impact. Applicants are encouraged to foresee feedback from participating individuals and organisations, particularly as for the learning value, when reporting about the projects' impact.

AWARD CRITERIA

Relevance of the project **(maximum score 30 points)**	▪ The application is relevant to the chosen general and specific objectives of the call. The project proposal is consistent with the requirements of the call. The proposal is clearly explained. ▪ Consistency: The different components of the application are coherent and consistent. The application is based on an adequate analysis of challenges and needs; the objectives are realistic and address issues relevant to participating organisations and the direct and indirect target groups. Evidence of the effectiveness of the proposed virtual exchange approach is provided. ▪ Scaling up: The application demonstrates the potential for scaling up its practice(s) at different levels (e.g. local, regional, national, EU) and its transferability to different sectors. The scaling up is likely to generate impact not only at the level of the different partner organisations but also at system and/or policy level. The proposal has the potential to develop mutual trust and enhance cross-border cooperation. ▪ European added value: The application brings added value at EU level, through results that would not be achieved at country level alone, and there is potential for transferring results to countries not involved in the project. The project outcomes have the potential to feed into relevant EU policy agendas.

Quality of the project design and implementation **(maximum score 20 points)**	▪ Strategic plan: The application establishes a clear strategy building on a feasibility analysis and identifies the necessary activities for testing, adapting, and/or scaling up the virtual exchange practice(s) in the new context of the project partnership. ▪ Needs: The different needs of the different partners have been identified and are well taken into account. A clear concept of how these different needs will be managed has been developed. The pedagogical approach(es) chosen are also in keeping with these different needs. ▪ Structure: The work programme is clear and intelligible and covers all project phases. Indicators of achievement and means of verification have been clearly defined for each outcome. ▪ Management: The project management plan is sound, with adequate resources allocated to the different tasks. Effective cooperation and decision-making processes have been put in place, that are comprehensible for all stakeholders. The budget shows cost effectiveness and value for money. There is coherence between tasks, roles and financial resources allocated to partners. The financial management arrangements are clear and appropriate. ▪ Evaluation: Specific measures for monitoring processes and deliverables (i.e. Indicators of achievement and means of verification) ensure that the project implementation is of high quality. Learning outcomes are evaluated and recognised. There is a clear quality assurance plan which also covers project management adequately. The monitoring strategy includes risk identification and a mitigating action plan. These elements are also included & detailed in the logical framework (obligatory template of the Call).
Quality of the partnership and the cooperation arrangements **(maximum score 20 points)**	▪ Configuration: The partnership is capable of ensuring full achievement of the project's objectives. The consortium has all the necessary skills, expertise and experience in the areas covered by the project. Adequate allocation of time and input among the partners is ensured. Skills and competences of the partnership are complementary. ▪ Commitment: Each participating organisation demonstrates full involvement corresponding to its capacities and specific area of expertise. ▪ Cooperation: The cooperation arrangements are balanced. Effective mechanisms are proposed to ensure coordination, decision-making and communication between the participating organisations, stakeholders and any other relevant party.

Impact **(maximum score 30 points)**	▪ Dissemination: A clear awareness raising, dissemination and communication strategy ensures reaching the relevant target groups, as well as the general stakeholders and the public during the lifetime of the project. This strategy includes plans for making any produced materials accessible through open licenses. ▪ Exploitation: The application demonstrates that the selected virtual exchange approach(es) can be successfully disseminated and/or scaled up, that it creates a wider impact and influences systemic change. The exploitation approach is clearly described and the proposed measures to exploit the project results are potentially effective. ▪ Impact: The foreseeable impact, notably for the identified target groups is clearly defined and measures are in place to ensure that the impact can be achieved and evaluated. Learning outcomes are clearly defined before each virtual exchange activity and measured after each activity, progress recorded and achievements recognised. The results of the activities are likely to be significant. The project outcomes have the potential to support long-term changes, improvements, or developments for the benefit of the target groups and systems concerned. The application also explains how the impact of learning (learning outcomes) through virtual exchange will be evaluated in order to make (data) informed recommendations to improve virtual exchange teaching & learning beyond the project. These elements are also included & detailed in the logical framework (obligatory template of the Call) ▪ Sustainability: The application includes appropriate measures and resources to ensure that the results and benefits can be sustained beyond the project lifetime.

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum score 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"; 10 points for the categories "quality of the partnership and the cooperation arrangements" and “quality of the project design and implementation”).

In case of ex aequo, priority will be given to projects scoring highest under the criterion "relevance of the project" and then “impact”.

GEOGRAPHICAL TARGETS

The EU’s external action instruments are contributing to this action. The budget available is divided between different regions and the size of each budgetary envelope is different. Further information on the amounts available under each budgetary envelope will be published on the Funding and Tender Opportunities Portal (FTOP).

The geographical targets set for this action are the following:

- **Sub-Sahara Africa**: Priority will be given to least developed countries; a special emphasis shall also be put on migration priority countries; no country will access more than 8% of funding foreseen for the Region.

As a general rule, and within the limits of existing national and European legal frameworks, results should be made available as open educational resources (OER) as well as on relevant professional, sectorial or competent authorities’ platforms. The proposal will describe how data, materials, documents and audio-visual and social media activity produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations

WHAT ARE THE FUNDING RULES?

This action follows a lump sum funding model. The amount of the single lump sum contribution will be determined for each grant based on the estimated budget of the action proposed by the applicant. The granting authority will fix the lump sum of each grant based on the proposal, evaluation result, funding rates and the maximum grant amount set in the call.

The EU grant per project will be of **a maximum of 500,000 €, with EUR 200 as maximum investment per participant (i.e. a project of 500,000 € would have to reach at least 2,500 participants).** The grant awarded may be lower than the amount requested.

How is the project lump sum determined?

Applicants must fill in a detailed budget table in the application form, taking into account the following points:

a) The budget should be detailed as necessary by beneficiary/-ies and organized in coherent work packages (for example divided into 'project management', 'training', 'organization of events', 'mobility preparation and implementation', 'communication and dissemination', 'quality assurance', etc.);

b) The proposal must describe the activities covered by each work package;

c) Applicants must provide in their proposal a breakdown of the estimated costs showing the share per work package (and, within each work package, the share assigned to each beneficiary and affiliated entity);

d) Costs described can cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (such us dissemination of information, publishing or translation).

Proposals will be evaluated according to the standard evaluation procedures with the help of internal and/or external experts. The experts will assess the quality of the proposals, against the requirements defined in the call and the expected impact, quality and efficiency of the action.

Following the proposal evaluation, the authorising officer will establish the amount of the lump sum, taking into account the findings of the assessment carried out. The lump sum value will be limited to a maximum of 95% of the estimated budget determined after evaluation

The grant parameters (maximum grant amount, funding rate, total eligible costs, etc.) will be fixed in the Grant Agreement.

The project achievements will be evaluated on the outcomes completed. The funding scheme would allow putting focus on the outputs rather than the inputs, thereby placing emphasis on the quality and level of achievement of measurable objectives.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

KEY ACTION 2: COOPERATION AMONG ORGANISATIONS AND INSTITUTIONS

This Key Action supports:

- Partnerships for Cooperation, including Cooperation Partnerships and Small-scale Partnerships;
- Partnerships for Excellence, including Centres for Vocational Excellence, Teachers Academy and Erasmus Mundus Action;
- Partnerships for Innovation, including Alliances and Forward-looking projects;
- Capacity Building projects in the field of youth;
- Not-for-profit European sport events.

The Actions supported under this Key Action are expected to contribute significantly to the priorities of the programme, 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.

Depending on the field addressed and the type of applicant, these actions are managed either by the National Agencies or by the European Education and Culture Executive Agency (EACEA). All details about who can apply and where to apply are specified in the pages below.

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 digital 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 targets groups with fewer opportunities 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 including digital capabilities 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;
- increased knowledge and awareness regarding sport and physical activity;
- increased awareness of the role of sport in promoting social inclusion, equal opportunities and a healthy lifestyle;

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 all kinds of diversity, e.g. social, ethnic, linguistic, gender and cultural diversity as well as diverse abilities;
- 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 occupational profiles (teaching, training, youth work, sport coaching, etc.);
- better understanding of practices, policies and systems in education, training, youth and sport 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;
- increased practice of sport and physical activity.

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: environmental sustainability, digital transformation, 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, mental health and well-being, 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, youth work and sport practices in Europe and beyond: combining higher levels of excellence and attractiveness with increased opportunities for all;
- 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;
- increased awareness and openness to social diversity and increased inclusiveness and accessibility of education systems and possibilities;
- 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;
- increased level of participation in sport and physical activity as a tool for health and well being;

- increased knowledge on how to tackle cross-border threats to the integrity of sport, such as doping, match fixing ;and violence, as well as all kinds of intolerance and discrimination better support of good governance in sport and dual careers of athletes;
- increased recognition of voluntary activities in sport;
- increased mobility of volunteers, coaches, managers and staff of non-profit sport organisations;
- increased social inclusion and equal opportunities in sport.

PARTNERSHIPS FOR COOPERATION

WHAT ARE PARTNERSHIPS FOR COOPERATION?

This action enables participating organisations to gain experience in international cooperation and to strengthen their capacities, but also to produce high-quality innovative deliverables. Depending on the objectives of the project, the participating organisations involved, or the expected impact, among other elements, Partnerships for Cooperation can be of different sizes and scope, and adapt their activities accordingly. The qualitative assessment of these projects will be proportional to the objectives of the cooperation and the nature of the organisations involved.

Based on this logic, two types of partnerships are offered to organisations to work, learn and grow together:

- **Cooperation Partnerships**
- **Small-scale Partnerships**

These two types of partnerships are presented in detail in the next section. The information included in the two sections will help you to choose the type of partnership that suits best the profile and structure of your organisation and your project ideas.

WHICH ACTIVITIES ARE TYPICALLY CARRIED OUT BY PARTNERSHIPS FOR COOPERATION?

Over the lifetime of a project, organisations may typically carry out a broad range of activities. From traditional activities to more creative and innovative ones, organisations have the flexibility to choose the best combination that contributes to reaching the project's objectives in relation to its scope and in proportion to the capacities of the partnership. For example:

- **Project management:** activities that are necessary to ensure the adequate planning, implementation and follow-up of the projects, including smooth and efficient collaboration between project partners. In this phase, activities typically include organisational and administrative tasks, virtual meetings among partners, preparation of communication materials, preparation and follow-up of participants taking part in activities, etc.
- **Implementation activities**: can include networking events, meetings, working sessions to exchange practices and to develop results. These activities may also involve the participation of staff and learners (provided that their participation contributes to the achievement of project objectives).
- **Sharing and promotion activities**: organisation of conferences, sessions, events aimed at sharing, explaining and promoting the results of the project, whether they are in the form of tangible results, conclusions, good practices or any other form.

CONTRIBUTION OF THIS ACTION TO ACHIEVING POLICY PRIORITIES

On a yearly basis, the European Commission sets common priorities and objectives to be pursued at the level of the Erasmus+ Programme in different fields of education, training, youth and sport. Therefore, apart from developing capacities of organisations involved in the project, partnerships for cooperation aim at contributing with their results toward achieving the priorities.

Projects are therefore requested to frame their work in relation to one or more of these priorities and to select them at application stage. When formulating project proposals, it is also recommended to consult the results produced by previously funded projects based on similar priorities, to ensure consistency and avoid duplications, as well as to progressively build on existent results and contribute to the joint development of the different fields. Useful information about funded projects can be found in the Erasmus+ Project Results Platform: https://ec.europa.eu/programmes/erasmus-plus/projects_en

In addition, to better link European priorities with the specific needs at national level, Erasmus+ National Agencies have the possibility to identify one or more of these European priorities as particularly relevant in their national context, in order to encourage organisations to focus their contributions in these selected areas on a given year.

In 2022, partnerships for cooperation must address one or more of the following priority areas:

Priorities applying to all Erasmus+ sectors

- **Inclusion and diversity in all fields of education, training, youth and sport**: the Programme will support projects that promote social inclusion and aim at improving the outreach to people with fewer opportunities, including people with disabilities and people with a migrant background, as well as people living in rural and remote areas, people facing socio-economic difficulties or any other potential source of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation. These projects will help addressing the barriers faced by these groups in accessing the opportunities offered by the programme, as well as contributing to creating inclusive environments that foster equity and equality, and that are responsive to the needs of the wider community.

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

- **Addressing digital transformation through development of digital readiness, resilience and capacity**: The Programme will support digital transformation plans of primary, secondary, vocational education and training (VET), higher, and adult education institutions. Priority will be given to projects aiming to increase the capacity and readiness of institutions to manage an effective shift towards digital education. The Programme will support the purposeful use of digital technologies in education, training, youth and sport for teaching, learning, assessment and engagement. This includes the development of digital pedagogy and expertise in the use of digital tools for teachers, including accessible and assistive technologies and the creation and innovative use of digital education content. Equally, it includes developing the digital skills and competences of all the population through appropriate programmes and initiatives. Particular attention will be given to promoting gender equality and addressing differences in relation to the access and use by underrepresented groups. The Programme will further support the use of the European frameworks on digital competences of educators, citizens and organisations.

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

In addition to the general priorities mentioned above, the following specific priorities will be pursued in the respective sectors.

SECTOR SPECIFIC PRIORITIES

In the field of higher education:

Priority will be given to actions that are key to achieving the objectives of the European Education Area. The aim is to support the higher education sector in becoming even more inter-connected, innovative, inclusive and digital. For this purpose, the Programme will encourage much deeper and inter-disciplinary cooperation between higher education institutions, as well as with their surrounding innovation ecosystems, and the strengthening of links between education, research and innovation. The focus will in particular be on strengthening inclusion, mobility, digitalisation, lifelong learning, quality assurance and automatic recognition. The underlying objective is to accelerate the higher education transformation throughout Europe, in order to train the future generations in co-creating knowledge for a resilient, inclusive and sustainable society.

- **Promoting inter-connected higher education systems:** The Programme will aim to strengthen the strategic and structured cooperation between higher education institutions through: a) support for developing and testing various types of cooperation models, including virtual and blended cooperation and the use of different digital tools and online platforms; b) improving mobility by implementing automatic mutual recognition of qualifications and learning outcomes, and by embedding mobility in curricula; c) support for higher education institutions to implement the Bologna principles and tools to enhance mobility for all.

- **Stimulating innovative learning and teaching practices:** to tackle societal challenges through support for: a) the development of learning outcomes and student-centred curricula that better meet the learning needs of students and reduce skills mismatches, while also being relevant for the labour market and for the wider society; b) the development, testing and implementation of flexible learning pathways and modular course design (part-time, online or blended) and appropriate forms of assessment, including the development of online assessment; c) promoting the lifelong learning dimension of higher education, including by facilitating the take-up, validation and recognition of short learning courses leading to micro-credentials; d) implementation of trans-disciplinary approaches and innovative pedagogies such as inverted learning, collaborative online international learning and research-based learning; e) mainstreaming sustainable development in all curricula for students in all disciplines and at all levels.

- **Developing STEM/STEAM in higher education, in particular women participation in STEM:** This priority supports the development and implementation of fit-for-purpose STEM higher education curricula, following a STEAM approach; promoting participation of women in STEM fields of study and especially in engineering, ICT and advanced digital skills; development of guidance and mentoring programmes for students, especially girls and women, to pursue STEM and ICT fields of study and occupations; fostering gender sensitive education and training practices in STEM education; eliminating gender stereotypes in STEM;

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

- **Building inclusive higher education systems:** The Programme will foster inclusive approaches for the mobility and cooperation activities such as a) increased access, participation and completion rates of target groups with fewer opportunities; b) active support to incoming mobile participants throughout the process of finding accommodation, including through collaboration with the relevant stakeholders for the provision of appropriate and affordable housing; c) supporting the development of flexible career pathways between education and research; d) foster gender balance in higher education institutions, across fields of study and in leadership positions; e) fostering civic engagement through the promotion of informal learning and extra-curricular activities and recognition of voluntary and community work in students' academic results.

- **Supporting digital and green capabilities of the higher education sector:** through a) actions that enable the implementation of the European Student Card initiative through secure electronic transfer of students' data between higher education institutions, in full respect of personal data protection and linking where possible with the new Europass; b) development of digital skills and competences of students and staff.

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

- **Tackling learning disadvantage, early school leaving and low proficiency in basic skills**: The aim of this priority is to help make success possible for all learners, particularly those with fewer opportunities. The priority includes monitoring, early identification of pupils at risks, preventive and early intervention approaches for learners with difficulties, promotion of more learner-centered approaches, promotion of well-being and mental health for learners and teachers, as well as protection from bullying at school. At the level of schools, this priority supports holistic approaches to teaching and learning and collaboration among all actors within schools, as well as with families and other external stakeholders. Finally, at strategic level, the focus is on improving transitions between different stages of education, improving evaluation and developing strong quality assurance systems.

- **Supporting teachers, school leaders and other teaching professions:** This priority supports practitioners in teacher professions (including teacher educators) through all phases of their career. Projects under this priority can focus on enhancing teachers' initial education, as well as their continuous professional development, in particular by improving the policy framework and concrete opportunities for teacher mobility. A second focus of the priority is making teaching careers more attractive and diverse, and strengthening selection, recruitment and evaluation for teaching professions. Finally, projects can also directly support the development of stronger school leadership and innovative teaching and assessment methods.

- **Development of key competences:** Projects under this priority will focus on promoting cross-curricular collaboration, using innovative learning approaches, developing creativity, supporting teachers in delivering competence-based teaching and developing assessment and validation of key competences.

- **Promoting a comprehensive approach to language teaching and learning:** This priority includes projects that work on supporting the integration of the language dimension across the curricula and ensuring that learners reach adequate language competence levels by the end of compulsory education. Mainstreaming the use of new technologies for language learning is also part of the efforts under this priority. Finally, the priority supports projects that can help create language aware schools and that build on the increasing linguistic diversity in schools, for example by encouraging early language learning and awareness and developing bilingual teaching options (especially in border regions and areas where inhabitants use more than one language).

- **Promoting interest and excellence in science, technology, engineering, and mathematics (STEM) and the STEAM approach:** This priority supports projects that promote the STEM approach to education through interdisciplinary teaching in cultural, environmental, economic, design and other contexts. The priority

includes development and promotion of effective and innovative pedagogies and assessment methods. Developing partnerships between schools, businesses, higher education institutions, research institutions, and wider society is particularly valuable in this context. At strategic level, the priority serves to promote development of national STEM strategies.

- **Developing high quality early childhood education and care systems**: This priority focuses on promoting the implementation of the EU quality framework for early childhood education and care attached to the 2019 Council Recommendation on high quality early childhood education and care[130]. It includes projects providing support for initial and continuing professional development of staff involved in organising, leading and providing early childhood education and care. In addition, the priority also supports creating, testing and implementing strategies and practices to foster participation of all children in early childhood education and care, including children with fewer opportunities.

- **Recognition of learning outcomes for participants in cross-border learning mobility:** This priority aims to help put in practice the Council Recommendation on automatic mutual recognition. It supports embedding cross-border class exchanges in school programmes, building capacity of schools to organise learning periods abroad for their pupils, and creation of long-term partnerships between schools in different countries. At strategic level, this priority aims for stronger involvement of school authorities at all levels in efforts to ensure recognition, and it supports development and sharing of tools and practices for preparation, monitoring and recognition of periods abroad.

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

- **Adapting vocational education and training to labour market needs:** This includes supporting the development of VET programmes that offer a balanced mix of vocational skills and create work-based learning opportunities well aligned to all economic cycles, evolving jobs and working methods and key competences. This priority also fosters the development of VET curricula, programme offers and qualifications which are regularly updated, building on skills intelligence. Projects will support VET providers in the adaptation of their training offer to changing skills needs, green and digital transitions and economic cycles.

- **Increasing the flexibility of opportunities in vocational education and training:** This priority supports initiatives that develop flexible and learner-centred VET programmes, and that contribute to closing existing gaps in the access to training for working age adults to successfully manage labour market transitions. Projects under this priority also contribute to the development of continuing vocational training programmes designed to be adaptable to labour market, as well as programmes that facilitate the transfer, recognition and accumulation of learning outcomes leading to national qualifications.

- **Contributing to innovation in vocational education and training:** This priority supports projects which core aim is to substantially change the way in which VET is practiced, making it more relevant to the current and future needs of the economy and society. These changes can be organizational (planning, financing, human resource management, monitoring and communication). They can also address teaching and learning processes through the development and implementation of new and more relevant teaching and learning approaches. These changes can relate to the VET providers ecosystem and the way they engage with partners, for example through technology diffusion and applied research, advocacy, networking and internationalization activities. They can also target the development and provision of VET products and services (e.g. skills

[130] https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-high-quality-early-childhood-education-and-care-systems_en

development, applied research, and consultancy) to external actors such as students, companies and governments.

- **Increasing attractiveness of VET:** Priority will be given to projects that contribute to increasing the attractiveness of VET at different levels. Examples of these can be projects that work towards greater permeability between diverse educational levels, that foster open and participative learning environments, support the professional development of VET teachers and trainers, or facilitate recognition of learning outcomes and the use of Europass and other digital services. This priority also support projects that develop long-term partnerships for establishing or reinforcing international, national, regional and sectoral skills competitions. The impact of these activities can be optimised by working closely together with businesses, VET providers, chambers of commerce and other relevant stakeholders along the different phases of the project cycle.

- **Improving quality assurance in vocational education and training:** This priority focuses on measuring and improving quality of VET by developing national quality assurance systems, for both initial and continuing VET, in all learning environments and all learning formats, delivered by both public and private providers. In particular, this includes setting-up and testing graduate tracking arrangements 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)[131], as well as exploring EU vocational core profiles, and micro-credentials.

- **Creation and implementation of internationalisation strategies for VET providers**: This priority aims at putting in place support mechanisms and contractual frameworks to promote quality mobility of VET staff and learners. Particularly important aspects include automatic mutual recognition of qualifications and learning outcomes, as well as developing student support services for learner mobility. Such services can include informing, motivating, preparing and facilitating the social integration of the VET learners in the host country, as well as enhancing their intercultural awareness and active citizenship.

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

- **Improving the availability of high quality, flexible learning opportunities for adults:** This priority provides support for creation and development of flexible learning offers adapted to the learning needs of adults, for example by developing digital and blended learning opportunities. Priority is also given to projects working on validation of skills acquired through informal and non-formal learning.

- **Creating upskilling pathways, improving accessibility and increasing take-up of adult education:** This priority aims at promoting new adult education opportunities, particularly for adults with a low level of skills, knowledge and competences. Creation of new upskilling pathways should allow adult learners to enhance their key competences and to progress towards higher qualifications. Complementary work covered under this priority includes developing guidance as a service to ensure that adults have access to relevant learning throughout life, improving skills identification and screening, designing tailored learning offers, and developing effective outreach, guidance and motivation strategies.

- **Improving the competences of educators and other adult education staff:** Priority is given particularly to projects that develop staff competences that lead to overall improvements in provision, targeting and

[131] OJ C 417, 2.12.2020, P. 1–16

effectiveness of adult education. This includes assessment of prior knowledge and skills of adult learners, better and more innovative teaching methods, as well as strengthening the supporting role the adult education staff has in motivating, guiding and advising learners in challenging learning situations.

- **Enhancing quality assurance in adult learning opportunities:** This priority supports the development of better quality assurance mechanisms for adult learning policies and provision. In particular, this includes development and transfer of monitoring methodologies to measure effectiveness of adult education provision and to track the progress of adult learners.

- **Developing forward-looking learning centres**: This priority aims to support local learning environments, to promote social inclusion, civic engagement and democracy, and to attract and offer everyone in the community lifelong and life wide learning opportunities, also by exploiting digital technologies. Projects could for example, encourage local learning centres, libraries, civil society and the wider community (NGOs, local authorities, health, culture, etc.) to work together to motivate and enable adults of all ages to learn the life skills and key competences necessary to be resilient and adaptable in the face of change and uncertainty.

- **Creating and promoting learning opportunities among all citizens and generations:** Priority is given to projects that create and promote education opportunities and exchanges of experiences to seniors, with a view to building and strengthening European identity.

In the field of youth:

Priority will be given to actions that contribute to the core areas of the EU Youth Strategy 2019-2027: engage, connect and empower young people. A particular focus will be on strengthening cross-sectorial cooperation that allows for greater synergies across different areas of actions that matter for young people, promoting youth participation in various scales and formats and supporting active citizenship of young people, notably youth at risk of social exclusion. Specific priorities for the youth field include:

- **Promoting active citizenship, young people's sense of initiative and youth entrepreneurship including social entrepreneurship:** The priority aims to foster active citizenship among young people, notably through volunteering and acts of solidarity, and thereby strengthen young people's sense of initiative, particularly in the social field, and support their communities. Projects under this priority could also promote entrepreneurship, creative learning and social entrepreneurship among youth. Intercultural dialogue, knowledge and recognition of diversity and promotion of tolerance are key to this priority.

- **Increasing quality, innovation and recognition of youth work:** The priority aims to promote the recognition and validation of youth work and informal and non-formal learning on all levels, and support quality development and innovation in youth work, in line with the priorities enshrined in the European Youth Work Agenda and the Bonn Declaration of December 2020. This includes capacity-building of youth workers in their online and offline practices, as well as support to the development and sharing of methods to reach marginalised young people, prevent racism and intolerance among youth, and the risks, opportunities and implications of digitalisation.

- **Strengthening the employability of young people:** The priority aims to strengthen young people's key competences and basic skills. The youth sector plays an important role in easing the transition of young people from youth to adulthood, including supporting their integration into the labour market. Activities focusing on the inclusion and employability of young people with fewer opportunities (including NEETs), with particular emphasis on young people at risk of marginalisation and those with a migrant background, are at the core of this priority.

- **Reinforcing links between policy, research and practice:** This priority addresses the need for stronger links between policy, research and practice in the youth field to provide improved evidence of needs and facilitate policy making. Activities to promote better knowledge about the situation of young people and youth policies in Europe and beyond will be of importance to this priority.

In the field of sport:

Priority will be given to partnerships which contribute to the implementation of key policy documents such as the EU Work Plan for Sport (2021-2024) or the Council recommendation of health-enhancing physical activity. Specific priorities in the sport field include:

- **Encouraging healthy lifestyles for all:** projects under this priority will mainly focus on: a) the implementation of the three pillars of the HealthyLifestyle4All initiative, b) the implementation of the Council Recommendation on health-enhancing physical activity and the EU Physical Activity Guidelines c) the support to the implementation of the European Week of Sport d) the promotion of sport and physical activity as a tool for health e) the promotion of all activities encouraging the practice of sport and physical activity f) promotion of traditional sport and games.

- **Promoting integrity and values in sport:** projects under this priority will focus mainly on a) combating the usage of doping b) combating match fixing and corruption in sport c) improving good governance in sport and d) promoting the positive values of sport.

- **Promoting education in and through sport:** projects under this priority will focus mainly on a) supporting skills development in sport, b) encouraging Dual Careers of Athletes c) promoting the quality of coaching and staff d) using mobility as a tool for improving qualifications e) promoting employability through sport.

- **Combating violence and tackling racism, discrimination and intolerance in sport:** projects under this priority will focus mainly on combating those behaviors that may have a negative influence over the practice of sport and society more in general. Projects will contribute to the fight of any form of discrimination and promote equality in sport, including gender equality.

COOPERATION PARTNERSHIPS

The primary goal of Cooperation Partnerships is to allow organisations to increase the quality and relevance of their activities, to develop and reinforce their networks of partners, to increase their capacity to operate jointly at transnational level, boosting internationalisation of their activities and through exchanging or developing new practices and methods as well as sharing and confronting ideas.

They 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. Results should be re-usable, transferable, up-scalable and, if possible, have a strong transdisciplinary dimension.

Selected projects will be expected to share the results of their activities at local, regional, national level and transnational level.

Cooperation Partnerships are anchored to the priorities and policy frameworks of each Erasmus+ sector, both at European and national level, while aiming at producing incentives for cross-sectoral and horizontal cooperation in thematic areas.

Depending on the field of the project proposed or on the type of applicant, Cooperation Partnerships are managed either by the **National Agencies** or by the **European Education and Culture Executive Agency (EACEA)**. For more information in this respect, please refer to the section "where to apply" under the ELIGIBILITY CRITERIA.

OBJECTIVES OF THE ACTION

Cooperation Partnerships aim at:

- **Increasing quality in the work, activities and practices of organisations and institutions involved,** opening up to new actors, not naturally included within one sector;
- **Building capacity of organisations** to work transnationally and across sectors;
- **Addressing common needs and priorities** in the fields of education, training, youth and sport;
- **Enabling transformation and change** (at individual, organisational or sectoral level), leading to improvements and new approaches, in proportion to the context of each organisation.

WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR A COOPERATION PARTNERSHIP?

In order to be eligible for an Erasmus+ grant, project proposals for Cooperation Partnerships must comply with the following criteria:

ELIGIBILITY CRITERIA

Who can apply?	Any participating organisation established in an EU Member State or third country associated to the Programme can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.
	Any public or private organisation, established in an EU Member State or third country associated to the Programme or in any third country not associated to the Programme of the world (see

Which types of organisations are eligible to participate in the project?	section "Eligible Countries" in Part A of this Guide) can participate in a Cooperation Partnership[132]. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action. **Organisations established in EU Member States and third countries associated to the Programme can either participate as the coordinator** of the project **or as a partner organisation**. **Organisations in third countries not associated to the Programme cannot participate as project coordinators**. Irrespective of the field impacted by the project, **Cooperation Partnerships are open to any type of organisation active in any field of education, training, youth, sport or other socio-economic sectors** as well as to organisations carrying out activities that are transversal to different fields (e.g. local, regional and national authorities, recognition and validation centres, chambers of commerce, trade organisations, guidance centres, cultural and sport organisations). Depending on the priority and the objectives addressed by the project, Cooperation 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.
Participation of associated partner organisations	In addition to the organisations formally participating in the project (the coordinator and partner organisations), Cooperation Partnerships may also involve other partners from the public or private sector that contribute to the implementation of specific project tasks/activities or support the promotion and sustainability of the project. Within an Erasmus+ project, these partners will be called **"associated partners"**. For eligibility and contractual management aspects they are not considered to be project partners, and they do not receive any funding from the Programme as part of the project. However, in order to understand their role within the partnership and have a global picture about the proposal, their involvement in the project and in the different activities needs to be clearly described.
Number and profile of participating organisations	**A Cooperation Partnership is a transnational project** and involves **minimum three organisations** from **three different EU Member States and third countries associated to the Programme.** There is no maximum number of participating organisations in one partnership. All participating organisations must be identified at the time of applying for a grant. As a general rule, **Cooperation Partnerships target the cooperation between organisations established in EU Member States and third countries associated to the Programme**. However, **organisations from third countries not associated to the Programme** can be involved as **partners** (not as applicants), **if their participation brings an essential added value to the project** and as long as the minimum participation from three organisations from three different EU Member States and third countries associated to the Programme is fulfilled.

[132] Any higher education institution (HEI) established in a EU Member State or third country associated to the Programme and wanting to participate in a Cooperation Partnership must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in third countries not associated to the Programme, but they will have to sign up to its principles.
For the purpose of this Action, informal groups of young people are not to be considered as an organisation, and are therefore not eligible to participate (neither as applicants nor as partners).

Priorities addressed	To be considered for funding, Cooperation Partnerships must address either: • **at least one horizontal priority** **and/or** • **at least one specific priority relevant to the field of education, training, youth and sport that is mostly impacted**. For projects in the field of education, training and youth managed by the Erasmus+ National Agencies at decentralised level, National Agencies may, among these priorities, give more consideration to those that are particularly relevant in their national context (called "European priorities in the national context"). National Agencies must duly inform potential applicants through their official websites. For projects in the field of sport only one priority (horizontal or specific) can be addressed.
Venue of the activities	**All the activities of a Cooperation Partnership must take place in the countries of the organisations participating in the project**, either as full or as associated partners. In addition, if duly justified in relation to the objectives or implementation of the project: • Activities can also take place at the seat of an Institution of the European Union[133], even if in the project there are no participating organisations from the country that hosts the Institution. • Activities involving sharing and promotion of results can also take place at relevant thematic transnational events/conferences in EU Member States or third countries associated to the Programme or third countries not associated to the Programme.
Duration of project	Between 12 and 36 months. The duration has to be chosen at application stage, based on the objectives of the project and on the type of activities planned over time. The duration of a Cooperation Partnership may be extended, upon justified request by the beneficiary and with the agreement of the National or Executive Agency, (provided that the total duration does not exceed 36 months). In such a case, the total grant will not change.
Where to apply?	**For Partnerships in the fields of education, training and youth submitted by any organisation in these fields, with the exception of European NGOs**: • To **the National Agency** of the country in which the applicant organisation is established. **For Partnerships in the fields of education, training and youth submitted by European NGOs[134]**: • To the **European Education and Culture Executive Agency (EACEA**), based in Brussels - European NGOs - Call ID: ▪ ERASMUS-EDU-2022-PCOOP-ENGO ▪ ERASMUS-YOUTH-2022-PCOOP-ENGO **For Partnerships in the field of sport:** • To the **European Education and Culture Executive Agency (EACEA**), based in Brussels - Sport - Call ID: ERASMUS-SPORT-2022-SCP

[133] Seats of the Institutions of the European Union are Brussels, Frankfurt, Luxembourg, Strasbourg, and The Hague

[134] For a definition of what is considered a European NGO for the purpose of the Erasmus+ Programme, please see "Part D – Glossary" of this Guide.

	- In all cases, the **same consortium of partners** can submit **only one application and to one Agency only per deadline**[135]
When to apply?	**For Partnerships in the fields of education, training and youth submitted by any organisation in these fields, with the exception of European NGOs**: • Applicants have to submit their grant application by **23 March at 12:00:00 (midday Brussels time)** for projects starting between 1 September and 31 December of the same year. **For Partnerships in the field of youth submitted by any organisation in this field, with the exception of European NGOs**: • Applicants have to submit their grant application by **4 October at 12:00:00 (midday Brussels time)** for projects starting between 1 January and 31 August of the following year. **Possible additional deadline:** National Agencies in the field of education and training may organise **a second round of applications**, 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 **4 October at 12:00:00 (midday Brussels time)** for projects starting between 1 January and 31 August of the following year. **For Partnerships in the fields of education, training and youth submitted by European NGOs**: • Applicants have to submit their grant application by **23 March at 17:00:00 (Brussels time)**, for projects starting from 1st of February of the following year. **For Partnerships in the field of sport:** • Applicants have to submit their grant application by **23 March at 17:00:00 (Brussels time).**

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

SETTING UP A PROJECT

[135] This includes both the Erasmus+ National Agencies and the European Education and Cultural Executive Agency (EACEA), based in Brussels.

A Cooperation Partnership project consists of four stages, which start even before the project proposal is selected for funding: planning, preparation, implementation and follow-up. Participating organisations and participants involved in the activities should take an active role in all those stages and thus enhancing their learning experience.

- Planning (define the needs, objectives, project and learning outcomes, activity formats, schedule etc.);
- Preparation (planning of the activities, development of work programme, practical arrangements, confirmation of the target group(s) of envisaged activities, set up of agreements with partners etc.);
- Implementation of activities;
- Follow-up (evaluation of the activities and their impact at different levels, sharing and use of the project's results).

Cooperation Partnerships may include the organisation of transnational learning, teaching and training activities of individuals and groups of individuals, in so far as they bring added value in the achievement of the project's objectives. The format, purpose and the type and number of participants in the proposed activities will be described and justified as part of the project application.

Horizontal aspects to be considered when designing your project:

In addition to complying with the formal criteria and setting up sustainable cooperation arrangement with all project partners, the following elements can contribute to increasing the impact and qualitative implementation of Cooperation Partnerships throughout the different project phases. Applicants are encouraged to take these opportunities and dimensions into account when designing Cooperation Partnership projects.

Environmental sustainability

Projects should be designed in an eco-friendly way and should incorporate green practices in all its facets. Organisations and participants should have an environmental-friendly approach when designing the project, which will encourage everyone involved in the project to discuss and learn about environmental issues, reflecting about what can be done at different levels and help organisations and participants come up with alternative, greener ways of implementing project activities.

Inclusion and Diversity

The Erasmus+ Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy has been devised to support a better outreach to participants from more diverse backgrounds, in particular those with fewer opportunities facing obstacles to participate in European Projects. Organisations should design accessible and inclusive project activities, taking into account the views of participants with fewer opportunities and involving them in decision making throughout the whole process.

Digital dimension

Virtual cooperation and experimentation with virtual and blended learning opportunities are key to successful Cooperation Partnerships. In particular, projects in the field of school education and adult education are strongly encouraged to use the School Education Gateway, eTwinning, or the adult learning platform EPALE to work together before, during and after the project activities. Projects in the field of youth are strongly encouraged to use the European Youth Portal and the European Youth Strategy Platform.

AWARD CRITERIA

Relevance	The extent to which:

(maximum score 25 points)	▪ the proposal is relevant for objectives and priorities of the Action. In addition the proposal will be considered as highly relevant if: – it addresses the priority "inclusion and diversity"; – In case of projects managed by the Erasmus+ National Agencies at decentralised level: if it addresses one or more "European Priorities in the national context", as announced by the National Agency; – In case of projects submitted by ENGOs in the fields of education, training, and youth to the European Education and Culture Executive Agency: the extent to which the applicant runs activities that support the implementation of EU policies in one of these sectors. ▪ the profile, experience and activities of the participating organisations are relevant for the field of the application; ▪ the proposal is based on a genuine and adequate needs analysis; ▪ the proposal is suitable for creating synergies between different fields of education, training, youth and sport or it has potentially a strong impact on one or more of those fields; ▪ the proposal is innovative; ▪ The proposal is complementary to other initiatives already carried out by the participating organisations; ▪ the proposal brings added value at EU level through results that would not be attained by activities carried out in a single country.
Quality of the project design and implementation **(maximum score 30 points)**	The extent to which: ▪ the project objectives are clearly defined, realistic and address needs and goals of the participating organisations and the needs of their target groups; ▪ the proposed methodology is clear, adequate and feasible: - the project work plan is clear, complete and effective, including appropriate phases for preparation, implementation and sharing project results; - the project is cost-effective and allocates appropriate resources to each activity; - the project proposes appropriate quality control, monitoring and evaluation measures to ensure that the project implementation is of high quality, completed in time and on budget; ▪ the activities are designed in an accessible and inclusive way and are open to people with fewer opportunities. ▪ the project incorporates the use of digital tools and learning methods to complement their physical activities, and to improve the cooperation between partner organisations. – If Erasmus+ online platforms are available in the field(s) of the participating organisations: the extent to which the project makes use of Erasmus+ online platforms (School Education Gateway, eTwinning, EPALE, European Youth Portal, EU Youth Strategy Platform) as tools for preparation, implementation and follow-up of the project activities. ▪ The project is designed in an eco-friendly way and incorporates green practices in different project phases If the project plans training, teaching or learning activities: ▪ the extent to which these activities are appropriate for the project's objectives and involve the appropriate profile and number of participants; ▪ the quality of practical arrangements, management and support modalities in

	learning, teaching and training activities; ▪ the quality of arrangements for the recognition and validation of participants' learning outcomes, in line with European transparency and recognition tools and principles.
Quality of the partnership and the cooperation arrangements **(maximum score 20 points)**	The extent to which: ▪ the project involves an appropriate mix of participating organisations in terms of profile, including grassroots organisations, past experience in the Programme and expertise to successfully complete all project objectives; ▪ the project involves newcomers and less experienced organisations to the Action ▪ the proposed allocation of tasks demonstrates the commitment and active contribution of all participating organisations; ▪ the proposal includes effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders. ▪ If applicable, the extent to which the involvement of a participating organisation from a third country not associated to the Programme brings an essential added value to the project (if this condition is not fulfilled, the participating organisation from a third country not associated to the Programme will be excluded from the project proposal at assessment stage).
Impact **(maximum score 25 points)**	The extent to which: ▪ the project proposal includes concrete and logical steps to integrate the project results in the regular work of participating organisations; ▪ the project has the potential to positively impact its participants and participating organisations, as well as their wider communities; ▪ the expected project results have the potential to be used outside the organisations participating in the project during and after the project lifetime, and at local, regional, national or European level; ▪ the project proposal includes concrete and effective steps to make the results of the project known within the participating organisations, to share the results with other organisations and the public, and to publicly acknowledge the European Union funding; ▪ if relevant, the extent to which the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations; ▪ the project proposal includes concrete and effective steps to ensure the sustainability of the project, its capacity to continue having an impact and producing results after the EU grant has been used up.

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the categories of award criteria mentioned above (i.e. minimum 12 points[136] for the categories "relevance of the project" and "impact"; 10 points for the category "quality of the project design and implementation" and 15 points for the category "quality of the partnership and the cooperation arrangements").

[136] As decimal points are not applicable in the assessment of this action, the minimum score for these criteria is rounded down to 12 points.

In cases where two or more applications have received the same total score (ex aequo cases), priority will be given to highest scores for "relevance of the project" and then “impact”.

WHAT ARE THE FUNDING RULES?

The proposed funding model consists of a menu of 3 single lump sums, corresponding to the total grant amount for the project: **120 000 EUR, 250 000 EUR and 400 000 EUR.** Applicants will choose between the 3 pre-defined amounts according to the activities they want to undertake and the results they want to achieve.

When planning their projects, the applicant organisations - together with their project partners - will **need to choose the single lump sum** amount more appropriate to cover the costs of their projects, based on their needs and objectives. If the project is selected for funding, the requested lump sum amount becomes the overall grant amount.

Proposals must **describe the activities** that applicants commit to carry out with the lump sum amount requested and must satisfy the principles of economy, efficiency and effectiveness.

The choice of the lump sum amount to be requested should be based on the applicant’s own estimate for the overall cost of the project. Starting from this estimate, applicants must **choose the single lump sum amount that suits best their needs** while ensuring an efficient use of the funds and the respect of the co-financing principle (i.e. project budgets are expected to be complemented with other funding sources, therefore the expected overall cost of the project shall be higher than the fixed lump sum amount requested).

In case of doubts between two amounts, applicants can: a) reduce the cost of their project, for instance by finding more cost-effective ways to achieve similar results or by adapting the number/scale of the project activities to the budget; b) increase the scale of their project, for instance by aiming to reaching more participants with their activities, increasing the number of activities or producing additional project outputs.

The adequacy of the number, scope and complexity of the proposed project activities to the amount requested, together with their relevance for the project objectives, will be important elements of the quality assessment, in line with the award criteria described above.

Requirements

The description of the project shall include a detailed **project methodology** with a clear **distribution of tasks** and the **financial arrangements among partners**, a detailed timeline with the main deliverables/results, the monitoring and control system and the tools put in place to ensure a timely implementation of the project activities.

The project methodology shall show the analysis leading to the **identification of needs**, the setting of objectives, the system put in place to **monitor** the project, a **quality assurance** mechanism and **an evaluation strategy**. As part of the evaluation strategy, applicants must identify a set of **quantitative** and **qualitative indicators** allowing to assess the contribution of the deliverables/results produced to the achievement of the project objectives.

The project description shall make a distinction between project management and work packages for implementation. Applicants must split the project activities in “**work packages**”.

A work package is defined as a set of activities contributing to the achievement of common specific objectives.

The link to specific objectives and deliverables shall be clearly described for each work package. Applicants are recommended to split their projects in a maximum of 5 work packages, including the one on project management. The project management work package is intended to cover the horizontal activities that are necessary for the implementation of the project, such as monitoring, coordination, communication, evaluation and risk management. The portion of the lump sum allocated to project management shall be maximum 20% of the total.

The assessment of these requirements shall follow the principle of proportionality: the higher the amount requested, the more the project methodology will be expected to be accurate and comprehensive.

Subcontracting of services is allowed as long as it does not cover core activities on which the achievement of the objectives of the action directly depends. In such cases, the amount budgeted for subcontracting must be included in the description of the activities covered by the subcontract.

In addition, subcontracting shall be justified by the nature of the action and the amount shall not exceed 20% of the total grant amount

Payment of the Grant

The condition for the full payment of the grant is the completion of all the activities in line with the quality criteria described in the application. In case one or more activities are not completed, partially completed or assessed as unsatisfactory in the quality assessment, appropriate reductions of the grant amount may be applied at final report stage in cases of poor, partial or late implementation by not accepting single work-packages or activities, or by reducing the overall amount by a flat-rate percentage.

The final report assessment is based on the detailed descriptions of each activity carried out, quantitative and qualitative information showing the level of achievement of the project objectives stated in the application, the quality of project results uploaded in the Erasmus+ Project Results Platform and a self-assessment of the partner organisations.

SMALL-SCALE PARTNERSHIPS

Small-scale Partnerships are designed to widen access to the programme to small-scale actors and individuals who are hard to reach in the fields of school education, adult education, vocational education and training, youth and sport. With lower grant amounts awarded to organisations, shorter duration and simpler administrative requirements compared to the Cooperation Partnerships, this action aims at reaching out to grassroots organisations, less experienced organisations and newcomers to the Programme, reducing entry barriers to the programme for organisations with smaller organisational capacity. This action will also support flexible formats – mixing activities with transnational and national character although with a European dimension – allowing organisations to have more means to reach out to people with fewer opportunities. Small-scale Partnerships can also contribute to the creation and development of transnational networks and to fostering synergies with, and between, local, regional, national and international policies.

OBJECTIVES OF THE ACTION

- **Attract and widen access for newcomers, less experienced organisations and small-scale actors to the programme.** These partnerships should act as a first step for organisations into cooperation at European level.
- **Support the inclusion of target groups with fewer opportunities**
- **Support active European citizenship and bring the European dimension to the local level**

In addition, the main objectives of Cooperation Partnerships also apply to Small-scale Partnerships, proportionally to the scope and volume of each project:

- **Increasing quality in the work and practices of the organisations and institutions involved,** opening up to new actors not naturally included within one sector;
- **Building capacity of organisations** to work transnationally and across sectors;
- **Addressing common needs and priorities in the fields of education, training, youth and sport;**
- **Enabling transformation and change** (at individual, organisational or sectoral level), leading to improvements, in proportion to the context of each organisation;

ELIGIBILITY CRITERIA

WHAT ARE THE CRITERIA TO BE MET TO APPLY FOR A SMALL-SCALE PARTNERSHIP?

Small-scale Partnerships must respect the following criteria in order to be eligible for an Erasmus+ grant:

ELIGIBILITY CRITERIA

Who can apply?	Any participating organisation established in an EU Member State or third country associated to the Programme can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.
Which types of organisations are eligible to participate in the project?	Any public or private organisation[137], established in an EU Member State or third country associated to the Programme (see section "Eligible Countries" in Part A of this Guide) can participate in a Small-scale Partnership. Irrespective of the field impacted by the project, Small-scale Partnerships are open to any type of organisation active in any field of education, training, youth, sport or other socio-economic sectors as well as to organisations carrying out activities that are transversal to different fields (e.g. local, regional and national authorities, recognition and validation centres, chambers of commerce, trade organisations, guidance centres, cultural and sport organisations). Depending on the priority and the objectives addressed by the project, Small-scale Partnerships should involve the most appropriate and diverse range of partners in order to benefit from their different experiences, profiles and specific expertise.
Number and profile of participating	A Small-scale Partnership is transnational and involves minimum two organisations from two different EU Member States and third countries

[137] For the purpose of this Action, informal groups of young people are not to be considered as an organisation, and are therefore not eligible to participate (neither as applicants nor as partners).

organisations	associated to the Programme. There is no maximum number of participating organisations in one partnership. All participating organisations must be identified at the time of applying for a grant.
Priorities addressed	To be considered for funding, Small-scale Partnerships must address either: • at least one horizontal priority and/or • at least one specific priority relevant to the field of education, training, youth and sport that is mostly impacted. For projects in the fields of vocational education and training, school education, adult education and youth managed by the Erasmus+ National Agencies at decentralised level, National Agencies may, among these priorities, give more consideration to those that are particularly relevant in their national context (called "European priorities in the national context"). National Agencies must duly inform potential applicants through their official websites. For projects in the field of sport only one priority (horizontal or specific) can be addressed.
Venue(s) of the activities	All the activities of a Small-scale Partnership must take place in the countries of the organisations participating in the project. In addition, if duly justified in relation to the objectives or implementation of the project, activities can also take place at the seat of an Institution of the European Union[138], even if in the project there are no participating organisations from the country that hosts the Institution.
Duration of project	Between 6 and 24 months. The duration has to be chosen at application stage, based on the objectives of the project and on the type of activities planned over time. In exceptional cases, the duration of a Small-scale Partnership may be extended, upon request of the beneficiary and with the agreement of the National or Executive Agency. In this case, the total grant will not change.
Where to apply?	**For Small-scale Partnerships in the fields of vocational education and training, school education, adult education and youth submitted by any**

[138] Seats of the Institutions of the European Union are Brussels, Frankfurt, Luxembourg, Strasbourg, and The Hague

	organisation in these fields: • To the National Agency of the country in which the applicant organisation is established. **For Small-scale Partnerships in the field of sport**: • To the European Education and Culture Executive Agency, based in Brussels. Call ID: ERASMUS-SPORT-2021-SSCP In both cases, the same consortium of partners can submit only one application and to one Agency per deadline[139].
When to apply?	**For Small-scale Partnerships in the fields of vocational education and training, school education, adult education and youth** submitted by any organisation in these fields: • Applicants have to submit their grant application • **by 23 March at 12:00:00 (midday Brussels time) for projects starting between 1 September and 31 December of the same year and.** • **by 4 October 12:00:00 (midday Brussels time)** for projects starting between 1 January and 31 August of the following year. **Possible additional deadline for Small scale Partnerships in the field of youth:** National Agencies may organise an additional around for applications for projects in the field of youth, for which the rules set out in this Guide will also apply. National Agencies will inform of this possibility via their website. If the additional round is organised, applicants have to submit their grant application by **4 May at 12:00:00 (midday Brussels time),** for projects starting between 1 August and 31 December of the same year **For Small-scale Partnerships in the field of sport**: Applicants have to submit their grant application by **23 March at 17:00:00**

[139] This includes both the Erasmus+ National Agencies and the European Education and Culture Executive Agency (EACEA), based in Brussels.

SETTING UP A PROJECT

A Small-scale Partnership project consists of four stages, which start even before the project proposal is selected for funding: planning, preparation, implementation and follow-up. Participating organisations and participants involved in the activities should take an active role in all those stages enhancing thus their learning experience.

- Planning (define the needs, objectives, project and learning outcomes, activity formats, schedule etc.);
- preparation (planning of the activities, development of work programme, practical arrangements, confirmation of the target group(s) of envisaged activities, set up of agreements with partners etc.);
- implementation of activities;
- follow-up (evaluation of the activities and their impact at different levels, sharing and use of the project's results).

Small-scale Partnerships may include the organisation of transnational learning, teaching and training activities of individuals and groups of individuals, in so far as they bring added value in the achievement of the project's objectives.

For Small-scale Partnerships in the field of sport, it is recommended to include in the proposals at least one local or regional sport club.

Horizontal aspects to be considered when designing your project:

In addition to complying with the formal criteria and setting up sustainable cooperation arrangement with all project partners, the following elements can contribute to increasing the impact and qualitative implementation of cooperation partnerships. Applicants are encouraged to take these opportunities and dimensions into account when designing Small-scale Partnerships projects.

Environmental sustainability

Projects should be designed in an eco-friendly way and should incorporate green practices in all its facets. Organisations and participants should have an environmental-friendly approach when designing the project, which will encourage everyone involved in the project to discuss and learn about environmental issues, reflecting about what can be done at different levels and help organisations and participants come up with alternative, greener ways of implementing project activities.

Inclusion and Diversity

The Erasmus+ Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy has been devised to support a better outreach to participants from more diverse backgrounds, in particular those with fewer opportunities facing obstacles to participate in European Projects. Organisations should design accessible and inclusive project activities, taking into account the views of participants with fewer opportunities and involving them in decision making throughout the whole process.

Digital dimension

Virtual cooperation and experimentation with virtual and blended learning opportunities are key to successful Small-scale Partnerships. In particular, projects in the field of school education and adult education are strongly encouraged to use the School Education Gateway, eTwinning and Adult learning platform (EPALE) to work together before, during and after the project activities. Projects in the field of youth are strongly encouraged to use the European Youth Portal and the European Youth Strategy Platform to work together before, during and after the project activities.

AWARD CRITERIA

Relevance of the project **(maximum score 30 points)**	The extent to which: ▪ the project proposal is relevant to the objectives and the priorities of the Action. In addition the proposal will be considered as highly relevant if: – it addresses the priority "inclusion and diversity"; – In case of projects managed by the Erasmus+ National Agencies at decentralised level: if it addresses one or more "European Priorities in the national context", as announced by the National Agency; ▪ the profile, experience and activities of the participating organisations are relevant for the field of the application; ▪ the proposal brings added value at EU level by building capacity of organisations to engage in cross-border cooperation and networking.
Quality of the project design and implementation (maximum score 30 points)	The extent to which: ▪ the project objectives are clearly defined, realistic and address the needs and goals of the participating organisations and the needs of their target groups; ▪ the activities are designed in an accessible and inclusive way and are open to people with fewer opportunities. ▪ the proposed methodology is clear, adequate and feasible: – the project work plan is clear, complete and effective, including appropriate phases for preparation, implementation and sharing project results; – the project is cost-effective and allocates appropriate resources to each activity; ▪ the project incorporates the use of digital tools and learning methods to complement their physical activities, and to improve the cooperation with partner organisations o If applicable: the extent to which the project makes use of Erasmus+ online platforms (School Education Gateway, eTwinning, EPALE, European Youth Portal, EU Youth Strategy Platform) as tools for preparation, implementation and follow-up of the project activities. ▪ The project is designed in an eco-friendly way and incorporates green practices in different project phases.
Quality of the partnership and cooperation arrangements (maximum score 20 points)	The extent to which: ▪ the project involves an appropriate mix of participating organisations in terms of profile.; ▪ the project involves newcomers and less experienced organisations to the Action; ▪ the proposed allocation of tasks demonstrates the commitment and active contribution of all participating organisations; ▪ the proposal includes effective mechanisms for coordination and communication between the participating organisations.
Impact **(maximum score 20**	The extent to which: ▪ the project proposal includes concrete and logical steps to integrate the project

points)	results in the regular work of participating organisation; ▪ the project has the potential to positively impact its participants and participating organisations, as well as the wider community; ▪ the project proposal includes an appropriate way to evaluate the project outcomes; ▪ the project proposal includes concrete and effective steps to make the results of the project known within the participating organisations, to share the results with other organisations and the public, and to publicly acknowledge the European Union funding.

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum score points in each of the categories of award criteria mentioned above (i.e. minimum 15 points for the categories "relevance of the project" and "quality of the project design and implementation"; 10 points for the categories "quality of the project team and the cooperation arrangements" and "impact").

In cases where two or more applications have received the same total score (ex aequo cases), priority will be given to highest scores for "relevance of the project" and then “impact”.

WHAT ARE THE FUNDING RULES?

The proposed funding model consists of a menu of two possible lump sums, corresponding to the total grant amount for the project. Applicants will choose between the two pre-defined amounts according to the activities they want to undertake and the results they want to achieve:

Single lump sum amounts:

- 30 000 EUR
- 60 000 EUR

When planning their projects, the applicant organisations - together with their project partners - will **need to choose the single lump sum** amount more appropriate to cover the costs of their projects, based on their needs and objectives. If the project is selected for funding, the requested lump sum amount becomes the overall grant amount.

Proposals must **describe the activities** that applicants commit to carry out with the lump sum amount requested and must satisfy the principles of economy, efficiency and effectiveness.

The choice of the lump sum amount to be requested should be based on the applicant’s own estimate for the overall cost of the project. Starting from this estimate, applicants must choose the amount that suits best their needs while ensuring an efficient use of the funds and the respect of the co-financing principle (i.e. project budgets are expected to be complemented with other funding sources, therefore the expected overall cost of the project shall be higher than the fixed lump sum amount requested).

In case of doubts between two amounts, applicants can: a) reduce the cost of their project, for instance by finding more cost-effective ways to achieve similar results or by adapting the number/scale of the project activities to the budget; b) increase the scale of their project, for instance by aiming to reaching more participants with their activities, increasing the number of activities or producing additional project outputs.

The adequacy of the number, scope and complexity of the proposed project activities to the amount requested, together with their relevance for the project objectives, will be important elements of the quality assessment, in line with the award criteria described above.

REQUIREMENTS

Considering that small-scale partnerships are an instrument for inclusion and access of newcomers and less experienced organisations to the programme, the level of information required to apply for a grant under this action will be simple, while ensuring compliance with EU Financial Regulation rules. Therefore, the project description shall include:

- Objectives
- Proposed activities
- Expected results

Objectives, activities and intended results must be clearly linked to each other and presented in a coherent way. Applications shall also include a general project timeline with the expected date for completion of the main activities.

Applicants should provide sufficient information on the budget plan so that evaluators can assess the appropriateness of each activity, as well as the coherence of each activity with the other ones.

The **project budget** must list the planned project activities and indicate the portion of the grant allocated to each activity.

Subcontracting of services is allowed as long as it does not cover core activities on which the achievement of the objectives of the action directly depends. In such cases, the amount budgeted for subcontracting must be included in the description of the activities covered by the subcontract.

In addition, subcontracting shall be justified by the nature of the action and the amount shall not exceed 20% of the total grant amount.

Payment of the grant

The condition for the full payment of the grant is the completion of all the activities in line with the quality criteria described in the application. In case one or more activities are not completed, partially completed or assessed as unsatisfactory in the quality assessment, appropriate reductions of the grant amount may be applied at final report stage in cases of poor, partial or late implementation by not accepting single activities or by reducing the overall amount by a flat-rate percentage.

The final report assessment is based on the detailed descriptions of each activity carried out, information showing the level of achievement of the project objectives stated in the application, the quality of project results uploaded in the Erasmus+ Project Results Platform and a self-assessment of the partner organisations.

PARTNERSHIPS FOR EXCELLENCE

WHAT ARE PARTNERSHIPS FOR EXCELLENCE?

The Partnerships for Excellence support projects with a long-term sustainable perspective. The following actions are supported under this type of partnerships:

- Centres of Vocational Excellence (CoVEs)
- Erasmus+ Teacher Academies
- Erasmus Mundus Action:
    - Erasmus Mundus Joint Masters and
    - Erasmus Mundus Design Measures.

These actions are managed by the European Education and Culture Executive Agency (EACEA).

CENTRES OF VOCATIONAL EXCELLENCE

The initiative on Centres of Vocational Excellence (CoVE) supports a bottom-up approach to Vocational Excellence involving a wide range of local stakeholders. It enables VET institutions to rapidly adapt skills provision to evolving economic and social needs, including the digital and green transitions. CoVEs operate in a given local context, being the linchpin of skills ecosystems for innovation, regional development, and social inclusion, while working with CoVEs in other countries through international collaborative networks.

They provide opportunities for initial training of young people as well as the continuing up-skilling and re-skilling of adults, through flexible and timely offer of training that meets the needs of a dynamic labour market, in the context of the green and digital transitions. They act as catalysts for local business innovation, by working closely with companies and in particular SMEs.

Vocational Excellence ensures high quality skills and competences that lead to quality employment and career-long opportunities, which meet the needs of an innovative, inclusive and sustainable[140] economy.

The concept of Vocational Excellence proposed here is characterised by a **holistic learner centred** approach in which VET:

- Is an integrated part of **skills ecosystems[141],** contributing to regional development[142], innovation[143], smart specialisation[144] and clusters strategies[145], as well as to specific value chains and industrial ecosystems[146]
- Is part of **knowledge triangles[147]**, working closely with other education and training sectors, the scientific community, the creative sector, and business
- Enables learners to acquire both **vocational** (job specific) as well as **key competences[148]** through **high-quality provision** that is underpinned by quality assurance
- Builds **innovative forms of partnerships[149]** with the world of work, and is supported by the continuous professional development of teaching and training staff, innovative pedagogies, learner and staff mobility and VET internationalisation strategies.

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140 See JRC publication on Sustainability competences https://publications.jrc.ec.europa.eu/repository/handle/JRC123624

141 **Skill ecosystems** are defined as regional or sectoral social formations in which human capability is developed and deployed for productive purposes (Finegold 1999). Their basic elements are business settings and associated business models, institutional/policy frameworks, modes of engaging labour, the structure of jobs, as well as the level of skills and systems for their formation (Buchanan et al. 2001). See https://strathprints.strath.ac.uk/58001/26/Buchanan_etal_OUP_2016_Skills_ecosystems.pdf and https://www.voced.edu.au/content/ngv%3A12460

142 **Regional Development Policy** - Regional development is a broad term but c an be seen as a general effort to reduce regional disparities by supporting (employment and wealth-generating) economic activities in regions. See http://www.oecd.org/cfe/regional-policy/regionaldevelopment.htm

143 An **innovation** is the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organisational method in business practices, workplace organisation or external relations. See https://stats.oecd.org/glossary/detail.asp?ID=6865

144 **Smart Specialisation** is a place-based approach characterised by the identification of strategic areas for intervention based both on the analysis of the strengths and potential of the economy and on an Entrepreneurial Discovery Process with wide stakeholder involvement. It is outward-looking and embraces a broad view of innovation. See http://s3platform.jrc.ec.europa.eu/what-is-smart-specialisation and https://s3platform.jrc.ec.europa.eu/s3-thematic-platforms

145 Industrial **clusters** are groups of specialised enterprises, often SMEs, and other related supporting actors in a location that cooperate closely. There are around 3000 specialised clusters in Europe. The renewed EU industrial policy recognises clusters as a powerful tool to support industrial innovation. See https://ec.europa.eu/growth/industry/policy/cluster_en and the European Cluster Collaboration Platform (ECCP).

146 See **14 industrial ecosystems** as described in Commission Communication on Updating the 2020 New Industrial Strategy https://ec.europa.eu/info/sites/default/files/communication-industrial-strategy-update-2020_en.pdf, as well as the SWD(2021) 351, Annual Single Market Report 2021 https://ec.europa.eu/info/sites/default/files/annual-single-market-report-2021.pdf

147 See **Education in the knowledge triangle** https://op.europa.eu/en/publication-detail/-/publication/ace9d95c-5e61-4e3a-9655-ca6c409d0605

148 As defined in the Council Recommendation of 22 May 2018 on **key competences** for lifelong learning. See https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN

149 See ETF work on Public-Private Partnerships for inclusive skills development https://www.etf.europa.eu/en/news-and-events/news/public-private-partnerships-inclusive-skills-development

OBJECTIVES OF THE ACTION

This action supports the gradual establishment and development of international collaborative networks of **Centres of Vocational Excellence**, contributing to creating skills ecosystems for innovation, regional development, and social inclusion.

Centres of Vocational Excellence will operate at two levels:

1. **At national level** involving a wide range of local stakeholders creating skills ecosystems for local innovation, regional development, and social inclusion, while working with CoVEs in other countries through international collaborative networks.

2) **At international level** bringing together CoVEs that share a common interest in:

- specific sectors or industrial ecosystems[150],
- innovative approaches to tackle societal challenges (e.g. climate change, digitalisation, artificial intelligence, sustainable development goals, integration of migrants, upskilling people with low qualification levels, etc.), or
- innovative approaches to increase the outreach, quality and effectiveness of existing CoVEs.

The networks will bring together existing CoVEs in different countries, or develop the Vocational Excellence model by linking partners from various countries, that intend to develop Vocational Excellence in their local context through international cooperation. They could contribute e.g. to the delivery phase of the New European Bauhaus initiative by collaborating with the communities involved in the local transformations fostered by the initiative.

The networks aim for **"upward convergence"** of VET excellence. They will be open for the involvement of countries with well-developed vocational excellence systems, as well as those in the process of developing similar approaches, aimed at exploring the full potential of VET institutions to play a proactive role in support of growth and innovation.

CoVEs are intended for organisations providing vocational education and training, at any EQF levels from 3 to 8, including the upper-secondary level, the post-secondary non-tertiary level as well as the tertiary level (e.g. Universities of applied sciences, Polytechnic institutes, etc.).

However, applications cannot include only activities that target learners at tertiary level; applications that focus on VET at tertiary level (EQF levels 6 to 8) must include at least one other VET qualification level between EQF levels 3 to 5, as well as a strong work-based learning component[151].

ELIGIBILITY CRITERIA

In order to be eligible for an Erasmus+ grant, project proposals for Centres for Vocational Excellence must comply with the following criteria:

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[150] See **14 industrial ecosystems** as described in Commission Communication on Updating the 2020 New Industrial Strategy https://ec.europa.eu/info/sites/default/files/communication-industrial-strategy-update-2020_en.pdf, as well as the SWD(2021) 351, Annual Single Market Report 2021 https://ec.europa.eu/info/sites/default/files/annual-single-market-report-2021.pdf

[151] According to Cedefop definition, work-based learning refers to knowledge and skills acquired through carrying out – and reflecting on – tasks in a vocational context, either at the workplace […] or in a VET institution. For IVET, according to the Commission report from 2013 (Work-based learning in Europe: Practices and Policy pointers), there are three forms of work-based learning: 1) alternance schemes or apprenticeships typically known as the "dual system", 2) work-based learning as school-based VET which includes on-the-job training periods in companies and 3) work-based learning integrated in a school-based programme, through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry project assignments.
For all VET terminology including work-based learning, please use the official Cedefop publication:
https://www.cedefop.europa.eu/files/4117_en.pdf

Who can apply?	Any participating organisation legally established in an **EU Member State or third country associated to the Programme** can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.
What types of organisations are eligible to participate in the project?	Any public or private organisation active in the field of vocational education and training, or in the world of work and legally established in an **EU Member State or third country associated to the Programme** or in any **third country not associated to the Programme** (see section "Eligible Countries" in Part A of this Guide) can be involved as full partner, affiliated entity or associated partner. For example, such organisations can be (non-exhaustive list): ▪ VET providers ▪ Companies, industry or sector representative organisations ▪ National/regional qualification authorities ▪ Research institutes ▪ Innovation agencies ▪ Regional development authorities **Exception**: organisations from Belarus (Region 2) are not eligible to participate in this action.
Number and profile of participating organisations	The partnership must include at least **8 full partners** from a minimum of **4 EU Member States or third countries associated to the Programme** (including at least 2 EU Member States). **Each** EU Member State or third country associated to the Programme must include: a) at least **1 enterprise, industry or sector representative organisation**, and b) at least **1 vocational education and training provider** (at secondary and/or tertiary level). Further composition of the partnership should reflect the specific nature of the proposal. Organisations from **third countries not associated to the Programme** can also participate as full partners, affiliated entities or associated partners (not as applicants), to the extent it is demonstrated that their participation brings an essential added value to the project.
Duration of project	4 years.
Where to apply?	To the European Education and Culture Executive Agency (EACEA). Call ID: ERASMUS-EDU-2022-PEX-COVE.
When to apply?	Applicants have to submit their grant application by **7 September at 17:00:00 (Brussels time)**.

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

SETTING UP A PROJECT

CoVEs are characterised by adopting a **systemic approach** through which VET institutions actively contribute to co-create "**skills ecosystems**", together with a wide range of other local/regional partners. CoVE´s are expected to go far beyond the simple provision of a quality vocational qualification.

A non-exhaustive list of typical activities and services provided by CoVEs is presented below. Projects will reach their objectives by building on a combination of a sub-set of these activities

The project must include relevant deliverables linked to the following three clusters:

- at least 3 of the activities listed in the Application Form under **Cluster 1 - Teaching and learning**,

- at least 3 of the activities listed in the Application Form under **Cluster 2 - Cooperation and partnership**, and
- at least 2 of the activities listed in the Application Form under **Cluster 3 - Governance and funding**.

Cluster 1 - Teaching and learning

i. Providing people with labour market relevant skills including those necessary for the **green and digital** transitions[152], in a **lifelong learning** and inclusive[153] approach providing learning opportunities to people of all ages and socio-economic backgrounds[154]. Combining offers of **initial VET** qualifications, with offers of **continuing training** for upskilling and reskilling (including **micro-credentials**), that are informed by skills intelligence[155].

ii. Providing **guidance services**, as well as **validation** of prior learning.

iii. Developing **innovative curricula** that focus both on **technical skills** and **key competences[156]**, while making use of European competence frameworks and derivative tools (e.g. DigComp[157], EntreComp[158], LifeComp[159], SELFIE WBL[160], and the European Digital Skill Certificate[161]).

iv. Developing **innovative learner-centred[162] teaching and learning methodologies,** including interdisciplinary, project-based, competence-based learning, "Learning factories", makerspaces[163] as well as providing opportunities for international mobility (including internationalisation at home[164]), while fully exploiting digital technologies such as MOOC's, simulators, virtual reality, Artificial intelligence, etc..

v. Fostering **learner excellence**[165] through actions that incentive VET learners to explore their **innovation and creative potential[166]**, leading to a virtuous cycle of benefits for the learners, the teachers and the VET institution that can integrate best practices into regular programmes.

vi. Developing modular and learner-centred international **VET learning provision** ensuring its recognition, as well as the transparency, understanding and portability of learning achievements, including through the development and/or use of micro-credentials and European vocational "core profiles", and using the Europass Digital Credentials tool.

vii. Providing **higher-level VET** programmes, developing flexible pathways, and cooperation mechanisms between VET and higher education institutions.

viii. Investing in the **initial** and **continuing professional development of teachers and trainers[167],** for pedagogical, technical, and in particular digital skills including those necessary for online and distance learning, as well as for the implementation of a quality culture based on defined management systems[168].

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152 See Cedefop publication on "Digital, greener and more resilient" https://op.europa.eu/en/publication-detail/-/publication/b0d89b58-9e80-11eb-b85c-01aa75ed71a1/language-en

153 See Principle 1 of the European Pillar of Social Rights https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights_en

154 ILO Guide on making TVET and skills development inclusive for all https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/documents/publication/wcms_755869.pdf

155 Also building on existing skills intelligence such as that provided by Cedefop Skills panorama or OVATE tool, and other Skills initiatives aimed at deliver training relevant for the labour market (e.g. Sectoral Blueprints)

156 As defined in the Council Recommendation of 22 May 2018 on **key competences** for lifelong learning.

157 The European Digital Competence Framework: https://ec.europa.eu/jrc/en/digcomp

158 EntreComp The entrepreneurship competence framework: https://ec.europa.eu/jrc/en/entrecomp

159 The European framework for the personal, social and learning to learn key competence: https://ec.europa.eu/jrc/en/lifecomp

160 Information on how to adapt SELFIE for Work-based Learning (WBL) has been compiled here: https://publications.jrc.ec.europa.eu/repository/handle/JRC119707

161 The EDSC is an action foreseen in the Digital Education Action Plan https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

162 See Michele Schweisfurtha in Learner-Centred Education in International Perspective https://www.researchgate.net/publication/290243780_Learner-Centred_Education_in_International_Perspective

163 Makerspaces are collaborative workspaces for making, learning, exploring and sharing (see JRC report)

164 Defined as "purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments". See Beelen & Jones, 2015 https://link.springer.com/chapter/10.1007/978-3-319-20877-0_5

165 See example of the Dutch MBO Excellence initiative www.rocmn.nl/up

166 JRC has studied how creativity is fostered in LLL including in VET, the final report of the study accompanied by an inventory of practices and case studies can be found here https://publications.jrc.ec.europa.eu/repository/handle/JRC122016

167 See Cedefop work on Teachers and trainers' professional development https://www.cedefop.europa.eu/en/events-and-projects/projects/teachers-and-trainers-professional-development

ix. Establishing strong **quality assurance** mechanisms aligned with European tools and instruments, which may also include working towards the certification of education and training providers based on standards developed by relevant national and/or **international standards** organisations - e.g. ISO 21001 or EFQM (see also EVTA label for VET Excellence).

x. Establishing **effective feedback loops** and **graduate tracking systems** that enable the timely adaptation of learning provision to evolving labour market needs.

Cluster 2 - Cooperation and partnerships

xi. Establishing **business-education partnerships** for apprenticeships, internships, skills anticipation, sharing of equipment, exchanges of staff and teachers between companies and VET centres[169], including for joining the **Pact for Skills**[170], etc.

xii. Providing SMEs with technical support, needs assessment, tools and methodologies, as well as tailor-made training to support their offers for **apprenticeship** and **up-skilling/re-skilling**.

xiii. Providing or supporting **business incubators** for VET learners to develop their **entrepreneurship** skills and initiatives.

xiv. Working together with local SME's through **innovation hubs, technology diffusion centres[171], prototyping** and **applied research[172]** projects, with the involvement of VET learners and staff.

xv. Contributing to creation and dissemination of **new knowledge** in partnership with other stakeholders, e.g. through open innovation[173], joint R&D with universities, companies, and other research institutes, etc.

xvi. Developing **VET internationalisation strategies,** including those to foster international mobility (including virtual mobility) of VET learners, teachers and trainers, as well as leaders. This could also include preparatory work to facilitate mobility such as teaching programmes or courses on EU studies to improve understanding of Europe's integration process and its place in a globalised world (e.g. inspired on the Jean Monnet actions).

xvii. Launching and actively participating in campaigns and activities[174] to raise the **attractiveness** of VET and **awareness** to the life and job opportunities provided by VET qualifications. These initiatives could attract more people (including learners in primary and secondary schools) to specific professions, and contribute to the **European Vocational Skills Week**.

xviii. Participating in national and international **skills competitions**, aimed at raising the attractiveness and excellence in VET.

xix. Developing "**International VET campus/academies".** Aimed at learners in primary, secondary, and VET schools, teachers and trainers, leaders in VET institutions, Trade unions[175], as well as for people considering future vocational study options. These could focus on specific occupational fields, products or services, as well as on complex challenges of societal and economic importance.

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168 See also the EU initiative on Teacher Academies https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-b/key-action-2/partnerships-cooperation/erasmus-teacher-academies_en

169 May include the establishment and operation of Training Alliances (see Austrian model) and ITCs Inter-Company Training centres (see German model). See also the Dutch example on Business-Education partnerships in the ICT sector https://wearekatapult.eu/files/downloads/Handbook%20working%20together%20works.pdf

170 Pact for Skills https://ec.europa.eu/social/main.jsp?catId=1517&langId=en

171 See example from Fraunhofer on transfer of knowledge from institutes' research to private companies https://www.academy.fraunhofer.de/en/continuing-education.html

172 See Canadian Colleges and institutes example that make use of applied research to strengthen their capacity to innovate and leverage their strong industry and community connections https://www.collegesinstitutes.ca/policyfocus/applied-research/, and NCVER publication on Developing VET applied research: steps towards enhancing VET's role in the innovation system https://www.ncver.edu.au/research-and-statistics/publications/all-publications/developing-vet-applied-research-steps-towards-enhancing-vets-role-in-the-innovation-system as well as SMEs and TAFEs collaborating through applied research for growth: https://tda.edu.au/wp-content/uploads/2020/10/2020-10-19-SMEs_and_TAFEs_Collaborating_Through_Applied_Research_for_Growth-003.pdf

173 https://ec.europa.eu/digital-single-market/en/open-innovation-20

174 See example of the German Sommer der Berufsausbildung https://www.bmbf.de/de/partner-der-allianz-fuer-aus-und-weiterbildung-starten-den-sommer-der-berufsausbildung-14611.html

175 For example collaboration with trade unions and professional member organisations assisting them with development and implementation strategies to become competence partners on behalf of their members

Cluster 3 - Governance and funding

xx. Ensuring the adequate **autonomy**[176]**,** and the effective **governance** at all levels involving relevant stakeholders, particularly companies, chambers, professional and sector associations, trade unions, national and regional authorities and social partners.

xxi. Actively engaging in the overall national **Skills governance systems** and linking with employment and social policies at local, regional, national and European level.

xxii. Co-creating **skills ecosystems** to support **innovation, smart specialisation strategies, clusters,** and **sectors and value chains (industrial ecosystems)**.

xxiii. Developing **sustainable financial models** that combine public and private funding, as well as income generating activities.

xxiv. Supporting the attraction of **foreign investment projects**[177] by ensuring timely provision of skills for companies investing locally.

xxv. Making full use of **national** and **EU financial instruments** and **Funds.** These can include the support of education and training actions, mobility of learners and staff, applied research activities, infrastructure investments to modernise VET centres with advanced equipment, implementation of management systems to assure excellence and sustainability of VET organizations and the services they provide, etc.

CoVEs are not intended to build new VET institutions and infrastructure from scratch (although they may also do so), but instead to bring together a set of local/regional partners, such as initial and continuing VET providers, tertiary education institutions including universities of applied sciences and polytechnics, research institutions, companies, chambers, social partners, national and regional authorities and development agencies, public employment services, etc.

Projects are required to apply EU wide instruments and tools[178] whenever relevant.

Projects must include the design of a long-term action plan for the progressive roll-out of project deliverables after the project has finished. This plan shall be based on sustained partnerships between education and training providers and key industry stakeholders at the appropriate level. It should include the identification of appropriate governance structures, as well as plans for scalability and financial sustainability. It should also ensure the appropriate visibility and wide dissemination of the work of the platforms, including at EU and national political level and include details on how the roll-out will be implemented at European, national and/or regional levels with relevant partners. The action plan shall also indicate how EU funding opportunities (e.g. European Structural Funds, European Fund for Strategic Investment, Erasmus+, COSME, sectoral programmes), and national and regional funding (as well as private funding), can support the roll-out of the project. This should take into account national and regional smart specialisation strategies.

EXPECTED IMPACT

The gradual establishment and development of European platforms of Centres of Vocational Excellence is expected to increase the attractiveness of vocational education and training and to ensure that it is at the forefront of providing solutions to the challenges posed by rapidly changing skills needs.

By forming an essential part of the "knowledge triangle" – the close collaboration between businesses, education and research – and playing a fundamental role in providing skills to support innovation and smart specialisation, the Centres

[176] Considering pedagogical, financial and operational management autonomy, aligned to effective accountability mechanisms. See also GEORG SPÖTTL in Autonomy of (Vocational) Schools as an Answer to Structural Changes https://journals.sagepub.com/doi/pdf/10.2304/pfie.2008.6.2.257

[177] See examples of Canada and Singapore https://unctad.org/system/files/official-document/diaepcb2010d5_en.pdf

[178] Such as the EQF, EQAVET, Council Recommendation on a European Framework for Quality and Effective Apprenticeships, Council Recommendation on key competences, etc.

of Vocational Excellence are expected to ensure high quality skills and competences that lead to quality employment and career-long opportunities, which meet the needs of an innovative, inclusive and sustainable economy. This approach is expected to pave the way for VET to act within a more comprehensive and inclusive conceptualisation of skills provision, addressing innovation, pedagogy, social justice, life-long learning, transversal skills, organisational and continuing professional learning and community needs.

By being firmly anchored within regional/local contexts while at the same time operating at transnational level, the Centres of Vocational Excellence will form strong and enduring partnerships between the VET community and the world of work at national level and across borders. They will thereby ensure the continuous relevance of skills provision and achieve results that would be difficult to obtain without knowledge sharing and sustained cooperation.

Through the wide dissemination of project outcomes at transnational, national and/or regional levels and the development of a long term action plan for the progressive roll out of project deliverables, taking national and regional smart specialisation strategies into account, individual projects are expected to engage relevant stakeholders within and outside the participating organisations and ensure a lasting impact after the project lifetime.

AWARD CRITERIA

The following award criteria apply:

Relevance of the project **(maximum score 35 points)**	• **Link to policy**: the proposal establishes and develops a transnational cooperation platform of Centres of Vocational Excellence, aiming to foster VET excellence; it explains how it will contribute to achieve the goals of the policy priorities covered by the Council Recommendation on VET for sustainable competitiveness, social fairness and resilience[179], as well as the Osnabrück Declaration[180]; • **Consistency**: the extent to which the proposal is based on an adequate needs analysis; the goals are clearly defined, realistic and address issues relevant to the participating organisations and to the action; • **Innovation**: the proposal considers state-of-the-art methods and techniques, and leads to innovative results and solutions for its field in general, or for the geographical context in which the project is implemented (e.g. content; outputs produced, working methods applied, organisations and persons involved or targeted); • **Regional dimension**: the proposal demonstrates its integration and its contribution to regional development, innovation and smart specialisation strategies, based on the identification of local/regional needs and challenges; • **Cooperation and partnerships**: the extent to which the proposal is suitable of realising a strong and enduring relationship at both local and transnational levels, between the VET community and businesses (can be represented by chambers or associations), in which interactions are reciprocal and mutually beneficial; • **European added value**: the proposal clearly demonstrates the added value at the individual (learner and/or staff), institutional and systemic levels, generated through results that would be difficult to attain by the partners acting without European cooperation; • **Internationalisation**: the proposal demonstrates its contribution to the international dimension of VET excellence, including the development of strategies to foster VET transnational mobility and sustainable partnerships; • **Digital skills**: the extent to which the proposal foresees activities related to digital skills development (e.g. skills anticipation, innovative curricula and teaching methodologies, guidance, etc.) related to the development of digital skills; • **Green skills**: the extent to which the proposal foresees activities (e.g. skills anticipation, innovative curricula and teaching methodologies, guidance, etc.) linked to the transition to a circular and greener economy; • **Social dimension**: the proposal includes a horizontal concern throughout the various actions to address diversity and promote shared values, equality, including gender equality, and non-discrimination and social inclusion, including for people with special needs/fewer opportunities.

[179] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2020.417.01.0001.01.ENG
[180] *https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf*

Quality of the project design and implementation **(maximum score 25 points)**	• **Coherence**: the overall project design ensures consistency between project objectives, activities and the budget proposed. The proposal presents a coherent and comprehensive set of appropriate activities and services to meet the identified needs and lead to the expected results. There are appropriate phases for preparation, implementation, monitoring, exploitation, evaluation and dissemination; • **Methodology**: the quality and feasibility of the methodology proposed and its appropriateness for producing the expected results; • **Management**: solid management arrangements are foreseen. Timelines, organisation, tasks and responsibilities are well defined and realistic. The proposal allocates appropriate resources to each activity. A clear set of Key Performance Indicators, and a timeline for their assessment and achievement are defined; • **Budget**: the budget provides for appropriate resources necessary for success, it is neither overestimated nor underestimated; • **Work plan**: quality and effectiveness of the work plan, including the extent to which the resources assigned to work packages are in line with their objectives and deliverables; • **Financial and quality control**: control measures (continuous quality evaluation, peer reviews, benchmarking activities, etc.) and quality indicators ensure that the project implementation is of high quality and cost-efficient. Challenges/risks of the project are clearly identified and mitigating actions properly addressed. Expert review processes are planned as an integral part of the project. These processes include an independent external assessment at mid-term and at the end of the project; • If the project includes **mobility activities** (for learners and/or staff): ➢ The quality of practical arrangements, management and support modalities; ➢ The extent to which these activities are appropriate to the project's aims and involve the appropriate number of participants; ➢ The quality of arrangements for the recognition and validation of participants' learning outcomes, in line with European transparency and recognition tools and principles.
Quality of the partnership and the cooperation arrangements **(maximum score 20 points)**	• **Configuration**: the project involves an appropriate mix of complementary participating organisations with the necessary profile, competences, experience and expertise to successfully deliver all aspects of the project; • **Upward convergence**: the extent to which the partnership brings together organisations active in the field of vocational education and training, or in the world of work, that are at different stages of development of vocational excellence approaches, and allows for a smooth and effective exchange of expertise and knowledge among those partners; • **Geographical dimension**: the extent to which the partnership includes relevant partners from different geographical areas, as well as the extent to which the applicant has motivated the geographical composition of the partnership and demonstrated its relevance to the achievement of the objectives of the CoVEs; as well as the extent to which the partnership includes a wide and appropriate range of relevant actors at local and regional level; • **Involvement of third countries not associated to the Programme**: if applicable, the involvement of participating organisations from third countries not associated to the Programme brings an essential added value to the project; • **Commitment**: the coordinator shows high quality management, ability to coordinate transnational networks and leadership in complex environment; the distribution of responsibilities and tasks is clear, appropriate, and demonstrates the commitment and active contribution of all participating organisations in relation to their specific expertise and capacity; • **Collaboration**: an effective mechanism is proposed to ensure a good coordination, decision-making and communication between the participating organisations, participants and any other relevant stakeholder.

Impact **(maximum score 20 points)**	• **Exploitation**: the proposal demonstrates how the outcomes of the project will be used by the partners and other stakeholders. It provides means to measure exploitation within project lifetime and after; • **Dissemination**: the proposal provides a clear plan for the dissemination of results, and includes appropriate targets, activities, relevant timing, tools and channels to ensure that the results and benefits will be spread effectively to stakeholders, policy makers, guidance professionals, enterprises, young learners, etc. within and after the project's lifetime; the proposal also indicates which partners will be responsible for dissemination; • **Impact**: the proposal demonstrates the potential impact of the project: ➢ On participants and participating organisations, during and after the project lifetime; ➢ Outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels. The proposal includes measures as well as clearly defined targets and indicators to monitor progress and assess the expected impact (short- and long-term); • **Sustainability**: the proposal explains how the CoVE will be rolled out and further developed. The proposal includes the design of a long-term action plan for the progressive roll-out of project deliverables after the project has finished. This plan shall be based on sustained partnerships between education and training providers and key industry stakeholders at the appropriate level. It should include the identification of appropriate governance structures, as well as plans for scalability and financial sustainability, including the identification of financial resources (European, national and private) to ensure that the results and benefits achieved will have a long-term sustainability.

To be considered for funding, applications must score at least **70 points** (out of 100 points in total), also taking into account the necessary minimum pass score for each of the four award criteria: minimum 18 points for the "relevance of the project" category; minimum 13 points for "quality of the project design and implementation" and 11 points for the categories of "quality of the partnership and the cooperation arrangements" and "impact". In ex aequo cases, priority will be given to highest scores for "relevance of the project" and then "impact".

As a general rule, and within the limits of existing national and European legal frameworks, results should be made available as **open educational resources** (OER) as well as on relevant professional, sectorial or competent authorities' platforms. The proposal will describe how data, materials, documents and audio-visual and social media activity produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations.

WHAT ARE THE FUNDING RULES?

This action follows a lump sum funding model. The amount of the single lump sum contribution will be determined for each grant based on the estimated budget of the action proposed by the applicant. The granting authority will fix the lump sum of each grant based on the proposal, evaluation result, funding rates and the maximum grant amount set in the call.

The maximum EU grant per project is 4 million euros

HOW IS THE PROJECT LUMP SUM DETERMINED?

Applicants must fill in a detailed budget table according to the application form, taking into account the following points:

a) The budget should be detailed as necessary by beneficiary/-ies and organized in coherent work packages (for example divided into 'project management', 'training', 'organization of events', 'mobility preparation and implementation', 'communication and dissemination', 'quality assurance', etc.);

b) The proposal must describe the activities covered by each work package;

c) Applicants must provide in their proposal a breakdown of the lump sum showing the share per work package (and, within each work package, the share assigned to each beneficiary and affiliated entity);

d) Costs described can cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (such as dissemination of information, publishing or translation).

Proposals will be evaluated according to the standard evaluation procedures with the help of internal and/or external experts. The experts will assess the quality of the proposals against the requirements defined in the call and the expected impact, quality and efficiency of the action.

Following the proposal evaluation, the authorising officer will establish the amount of the lump sum, taking into account the findings of the assessment carried out. The lump sum value will be limited to a maximum of 80% of the estimated budget determined after evaluation.

The grant parameters (maximum grant amount, funding rate, total eligible costs, etc.) will be fixed in the Grant Agreement.

The project achievements will be evaluated on the outcomes completed. The funding scheme would allow putting focus on the outputs rather than the inputs, thereby placing emphasis on the quality and level of achievement of measurable objectives.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

ERASMUS+ TEACHER ACADEMIES

The 2019 Council Resolution on further developing the **European Education Area**[181] invites the Commission to "Develop new means to train and support competent, motivated and highly qualified teachers, trainers, educators and school leaders, and promote their continuous professional development and high-quality, research-based teacher education."[182][183]

The Council Conclusions on European Teacher and Trainers for the Future of May 2020[184] reiterate the role of teachers as cornerstones of the European Education Area and call for further support to teachers' career and competence development as well as well-being at all stages of their careers. The Conclusions stress the benefits of mobility of teachers and the need of embedding mobility as part of teachers' initial and continuous education. Moreover, the Conclusions invite the Commission to support closer cooperation between teacher education providers within the continuum of teachers' professional development.

The 2020 Commission's Communication on Achieving the European Education Area by 2025[185] recognises the key role of teachers and trainers and sets the vision of having highly competent and motivated educators who can benefit from a range of support and professional development opportunities throughout their varied careers. It proposes a number of actions to address the challenges the teaching professions face today, including the plan to launch Erasmus+ Teacher Academies.

The Commission's Digital Education Action Plan (2021-2027)[186] stresses the need to ensure that all teachers and trainers have the confidence and competences to use technology effectively and creatively to engage and motivate their learners as well as to ensure that all learners develop their digital competences for learning, living and working in an ever more digitalised world.

The Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021- 2030) refers to the potential of Erasmus+ Teachers Academies in facilitating networking, knowledge sharing, mobility and providing teachers and trainers with learning opportunities at all phases of teachers' and trainers' careers.

There is a need to improve the **attractiveness** of the profession: in the EU countries participating in OECD's TALIS survey, on average, less than 20% of lower secondary school teachers felt that their profession is valued by the society. The **ageing** of the teaching professionals is a concern as upcoming waves of retirement could result in potential shortages in the teaching workforce in a country. The 2019 **Education and Training Monitor**[187] indicates also that a number of European countries face **serious shortages** of teachers, either across the board or in some subjects such as science, or in specific profiles such as teaching pupils with special needs.

Despite wide offer of continuous professional development, **teachers still self-report a lack of professional development opportunities** according to the OECD's TALIS survey. Despite the benefits of **mobility**, it is still not

181 https://data.consilium.europa.eu/doc/document/st-13298-2019-init/en/pdf
182 education and training monitor 2019, page 28.
183 8 November 2019, 13298/19, https://data.consilium.europa.eu/doc/document/st-13298-2019-init/en/pdf
184 https://www.consilium.europa.eu/media/44115/st08269-en20.pdf
185 https://ec.europa.eu/education/resources-and-tools/document-library/eea-communication-sept2020_en
186 https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en
187 https://ec.europa.eu/education/resources-and-tools/document-library/education-and-training-monitor-2019-executive-summary_en

embedded in teacher education effectively, due to many practical obstacles that should be removed by more consistent policies.

The Erasmus+ Teacher Academies will address these issues, complement other work done in achieving the Education Area, and help transfer the results **to national and regional policy making and eventually to teacher education and support for schools**. They will build on the innovations and effective practice that exists within national teacher education and European cooperation and develop them further. Specific attention will be paid to dissemination and exploitation of effective practice across countries and teacher education providers, and to ensuring feedback and impact also at policy level.

OBJECTIVES OF THE ACTION

The overall objective of this action is to create European partnerships of teacher education and training providers to set up Erasmus+ Teacher Academies that will develop a European and international outlook in teacher education. These Academies will embrace multilingualism, language awareness and cultural diversity, develop teacher education in line with the EU's priorities in education policy and contribute to the achievement of the objectives of the European Education Area.

The Erasmus+ Teacher Academies will meet the following objectives:

- Contribute to the improvement of teacher education policies and practices in Europe by creating networks and communities of practice on teacher education that bring together providers of initial teacher education (pre-service education for future teachers) and providers of continuing professional development (in-service), other relevant actors such as teacher associations, ministries and stakeholders to develop and test strategies and programmes for professional learning that is effective, accessible and transferable to other contexts.
- Enhance the **European dimension** and internationalisation of teacher education through innovative and practical collaboration with teacher educators and teachers in other European countries and by sharing experiences for the further development of teacher education in Europe. This collaboration will address the key priorities of the European Union such as learning in the digital world, sustainability, equity and inclusion, also by offering teachers courses, modules and other learning opportunities on these topics.
- Develop and test jointly different models of **mobility (virtual, physical and blended)** in initial teacher education and as part of teachers' continuous professional development in order to enhance the quality and number of mobility as well as to make mobility an integral part of teacher education provision in Europe.
- Develop **sustainable collaboration** between teacher education providers with an impact to the quality of teacher education in Europe and with a view to inform teacher education polices at European and national levels.

ELIGIBILITY CRITERIA

In order to be eligible for an Erasmus+ grant, project proposals for Erasmus+ Teacher Academies must comply with the following criteria:

Who can apply?	Any nationally recognised organisation (with the features of a participating organisation as listed below) established in an **EU Member State or third country associated to the Programme** can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.

What types of organisations are eligible to participate in the project?	The following organisations, established in **EU Member States and third countries associated to the Programme** (see section "Eligible Countries" in Part A of this Guide) can be involved as **full partners** or **associated partners**: ▪ Teacher Education Institutions (colleges, institutes, universities providing initial teacher education and/or continuing professional development) for teachers at ISCED levels 1-3, including VET teachers; ▪ Ministries or similar public bodies responsible for school education policies; ▪ Public (local, regional or national) and private bodies responsible for developing policies and offer for teacher education as well as defining standards for teachers' qualifications; ▪ Teacher associations or other nationally recognised providers of teacher education and continuous professional development; ▪ Authorities responsible for education and training of teachers and supervision of their continuous professional development and qualifications; ▪ Schools working with teacher education providers to allow for practical training as part of teacher education; ▪ Other schools (from primary schools to initial VET) or other organisations (e.g. NGOs, teacher associations) relevant for the project.
Number and profile of participating organisations	An Erasmus+ Teacher Academy must include at least **3 full partners** from a minimum of **3 EU Member States and third countries associated to the Programme** (including at least 2 EU Member States) involving: • At least **two** nationally recognised providers of initial teacher education from 2 different EU Member States and third countries associated to the Programme, and • At least **one** nationally recognised provider of continuing professional development (in-service training) for teachers. Furthermore, the partnerships must also include, as **full partner or associated partner**, at least **one** practice/training school. The partnership may also include, as full partners or associated partners, other organisations with relevant expertise in teacher education and/or bodies defining standards, qualifications or quality assurance for teacher education.
Venue of the activities	All the activities of Erasmus+ Teacher Academies must take place in EU Member States and third countries associated to the Programme.
Duration of the project	3 years
Where to apply?	To the European Education and Culture Executive Agency (EACEA). Call ID: ERASMUS-EDU-2022-PEX-TEACH-ACA
When to apply?	Applicants have to submit their grant application by **7 September at 17:00:00 (Brussels time).**

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

SETTING UP A PROJECT

Each Erasmus+ Teacher Academy shall implement a coherent and comprehensive set of activities, such as:

- Collaborate and establish **networks and communities of practice** with teacher education providers, teacher associations, public organisations involved in teacher education and other relevant actors to create innovative strategies and programmes for initial and continuous professional development for teachers and schools.
- Develop and deliver joint, innovative and effective **learning modules** on teacher education and for teacher competences on challenging and/or new pedagogical matters of common concern. They shall address the distinct needs of **student teachers** (as part of their initial education) **and serving teachers** (as part of continuous professional development).
- **Develop joint learning offer with a strong European dimension** that includes mobility activities in all its forms, setting up, for instance summer schools, study visits for students and teachers as well as other forms of cross-campus collaboration, both physical and virtual.
- Identify effective ways to remove obstacles of mobility and identify conditions, including practical arrangements and recognition of learning, in order to increase the number and quality of mobility and its inclusion as an integral part of initial and continuous learning offer for teachers.
- Involve schools and in particular **training schools** to experiment and share innovative new ways of teaching (including for distance and blended approaches to teaching and learning).
- Undertake, in line with the objectives of this call, studies, research and/or surveys or collections of effective practices to produce summaries, discussion papers, recommendations etc. to stimulate discussion and to inform policies on teacher education.
- Promote and give preference to the existing Erasmus+ tools, such as **eTwinning and School Education Gateway,** for virtual mobility, collaboration, communication for testing and sharing results.

EXPECTED IMPACT

The development of the Erasmus+ Teacher Academies is expected to **improve the attractiveness** of the teaching profession and to **ensure high-quality initial education and continuous professional development** for teachers, educators and school leaders.

Erasmus+ Teacher Academies are expected to **enhance the European dimension and internationalisation of teacher education** by creating European partnerships of teacher education and training providers. The close collaboration between relevant actors across European borders envisages innovative European cooperation and substantial development of teacher education policies and practices, building upon the existing innovations and effective practices within national teacher education systems and on the joint learning offer organized for participating teachers. This approach is expected to pave the way to make **mobility an integral part of teacher education provision** in Europe, by removing actual obstacles to mobility and by identifying conditions for successful mobility strategies and programmes.

Operating at national and European level, the Erasmus+ Teacher Academies will form strong and sustained partnerships between providers of initial teacher education and continuing professional development. They will provide closer co-cooperation between teacher education providers, paving the way towards **structural partnerships and joint programmes between institutions**. Erasmus+ Teacher Academies will thereby ensure high quality, effective initial and continuous professional development and achieve results that would be difficult to obtain without knowledge sharing and effective cooperation.

Through the use of various dissemination channels at transnational, national and/or regional levels as well as the deployment of a long-term action plan for the progressive roll-out of project deliverables, projects are expected to engage relevant stakeholders within and outside the participating organisations and ensure a lasting impact also after the project lifetime.

AWARD CRITERIA

Relevance of the project **(maximum score 35 points)**	• **Link to policy**: the extent to which the proposal establishes and develops a European partnerships of teacher education and training providers to set up Erasmus+ Teacher Academies with innovative learning offer to teachers; • **Consistency**: the extent to which the proposal is based on an adequate needs analysis; clearly defined and realistic goals, and addresses issues relevant to the participating organisations and to the action; • **Innovative approach:** the proposal considers state-of-the-art methods and techniques, and leads to innovative results and solutions for its field in general, or for the geographical context in which the project is implemented (e.g. content; outputs produced, working methods applied, organisations and persons involved or targeted); • **Cooperation and partnerships**: the extent to which the proposal is suitable of realising a strong and on-going relationship at both local, national and transnational levels between providers of initial teacher education (pre-service for future teachers) and providers of continuing professional development (in-service), in which interactions are reciprocal and mutually beneficial; • **European added value**: the proposal clearly demonstrates the added value at the individual (learner and/or staff), institutional and systemic levels, generated through results that would be difficult to attain by the partners acting without European cooperation; the proposal uses and promotes the existing tools at EU level such as eTwinning and School Education Gateway for collaboration, communication, and for testing and sharing results. • **Internationalisation:** the proposal demonstrates its contribution to the international dimension of teacher education, including the development of joint models of mobility (virtual, physical and blended) and other learning offer in initial teacher education and teachers' continuous professional development; • **Digital skills**: the extent to which the proposal foresees activities related to digital skills development (e.g. the design of innovative curricula and teaching methodologies, effective learning modules, etc.); • **Green skills**: the extent to which the proposal foresees activities (e.g. innovative curricula and teaching methodologies, effective learning modules etc.) linked to European priorities on environmental sustainability and the transition to a circular and greener economy; • **Social dimension**: the proposal includes a horizontal concern throughout the various actions to address diversity and promote shared values, equality, non-discrimination and social inclusion, including for people with special needs/fewer opportunities and working in multilingual and multicultural contexts; • **Gender sensitivity**: the extent to which the proposal addresses gender equality and helps to find solutions to effectively foster gender sensitive teaching in schools.

Quality of the project design and implementation **(maximum score 25 points)**	• **Coherence**: the overall project design ensures consistency between project objectives, activities and the budget proposed. The proposal presents a coherent and comprehensive set of appropriate activities and services to meet the identified needs and lead to the expected results; • **Methodology:** the quality and feasibility of the methodology proposed and its appropriateness for producing the expected results; • **Structure**: the clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, exploitation, evaluation and dissemination; • **Management:** solid management arrangements are foreseen. Timelines, organisation, tasks and responsibilities are well defined and realistic. The proposal allocates appropriate resources to each activity; • **Budget**: the budget provides for appropriate resources necessary for success, it is neither overestimated nor underestimated; • **Risk management**: Challenges/risks of the project are clearly identified and mitigating actions properly addressed**;** • **Quality Assurance**: control measures (continuous quality evaluation, peer reviews, benchmarking activities, etc.) are adequately put in place; • **Monitoring tools:** indicators are set to ensure that the project implementation is of high quality and cost-efficient.
Quality of the partnership and the cooperation arrangements **(maximum score 20 points)**	• **Configuration:** the project involves an appropriate mix of complementary participating organisations with the necessary profile, competences, experience and expertise to successfully deliver all aspects of the project. • **Upward convergence:** the extent to which the partnership establishes networks and communities of practice with teacher education providers, public authorities involved in teacher education and other relevant actors, and allows for an effective exchange of expertise and knowledge among those partners; • **Geographical dimension**: the extent to which the partnership includes relevant partners from different geographical areas, as well as the extent to which the applicant has justified the geographical composition of the partnership and demonstrated its relevance to the achievement of the objectives of the Erasmus+ Teacher Academies; as well as the extent to which the partnership includes a wide and appropriate range of relevant actors at local and regional levels; • **Virtual collaboration and mobility:** the extent to which the cooperation is linked to existing Erasmus+ tools, such as eTwinning and School Education Gateway • **Commitment**: the distribution of responsibilities and tasks is clear, appropriate, and demonstrates the commitment and active contribution of all participating organisations in relation to their specific expertise and capacity; • **Tasks**: the coordinator shows high quality management, ability to coordinate transnational networks and leadership in complex environment; individual tasks are allocated on the basis of the specific know-how of each partner; • **Collaboration**: an effective mechanism is proposed to ensure a good coordination, decision-making and communication between the participating organisations, participants and any other relevant stakeholder.

Impact
 	
(maximum score 20 points)
	• **Exploitation**: the proposal demonstrates how the outcomes of the project will be used by the partners and other stakeholders. It provides means to measure exploitation within project lifetime and after;
	• **Dissemination:** the proposal provides a clear plan, during the project lifetime and after the project's termination, for the dissemination of results, and includes appropriate targets, activities, relevant timing, tools and channels to ensure that the results and benefits will be spread effectively to stakeholders, policy makers, teacher education providers, public authorities etc. within and after the project's lifetime; the proposal also indicates which partners will be responsible for dissemination and demonstrates the relevant experience that they have in dissemination activities; the proposal sets out the means used for dissemination, with preference to the Erasmus+ tools such as eTwinning and School Education Gateway.
	• **Impact:** the proposal demonstrates the potential impact of the project:
	  • On participants and participating organisations, during and after the project lifetime;
	  • Outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels.
	The proposal includes measures as well as targets and indicators to monitor progress and assess the expected impact (short- and long-term);
	
	• **Sustainability and continuation:** the proposal explains how the Erasmus+ Teacher Academies will be rolled out and further developed. The proposal includes the design of a long-term action plan for the progressive roll-out of project deliverables after the project has finished. This plan shall be based on sustained partnerships between providers of initial teacher education (pre-service for future teachers) and providers of continuing professional development (in-service). It should include the identification of appropriate governance structures, as well as plans for scalability and financial sustainability, including the identification of financial resources (European, national and private) to ensure that the results and benefits achieved will have a long-term sustainability.

To be considered for funding, applications must score at least 60 points (out of 100 points in total), also taking into account the necessary minimum pass score for each of the four award criteria: minimum 18 points for the "relevance of the project" category; 13 points for "quality of the project design and implementation" and 11 points for the categories of "quality of the partnership and the cooperation arrangements" and "impact". In ex aequo cases, priority will be given to highest scores for "relevance of the project" and then "impact".

WHAT ARE THE FUNDING RULES?

The EU grant will be a contribution to the actual costs incurred by the project (real costs funding model). Only eligible costs and those costs that the beneficiary has actually incurred in the implementation of the project (not the budgeted costs).

The maximum EU grant per project is 1.5 million euros

In addition,

- The detailed grant parameters will be fixed in the Grant Agreement.
- The financial contribution from the EU cannot exceed 80% of the total eligible costs. .
- The grant awarded may be lower than the amount requested.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

ERASMUS MUNDUS ACTION

The Erasmus Mundus action comprises:

- **Lot 1: Erasmus Mundus Joint Masters (EMJM) and**
- **Lot 2: Erasmus Mundus Design Measures (EMDM).**

This action aims at fostering excellence and worldwide internationalisation of higher education institutions via study programmes – at Master course level – jointly delivered and jointly recognised by higher education institutions (HEIs) established in Europe, and open to institutions in other countries of the world.

The Erasmus Mundus Joint Masters and Erasmus Mundus Design Measures represent two independent lots. There is no obligation to implement an EMDM before an EMJM. The award of an EMDM does not imply automatic funding under EMJM and the completion of an EMDM project is not an award criterion for an EMJM.

Lot 1: Erasmus Mundus Joint Masters (EMJM)

The EMJM supports high-level integrated transnational study programmes at Master level[188] delivered by an international consortium of higher education institutions (HEIs) from different countries worldwide and, where relevant, other educational and/or non-educational partners with specific expertise and interest in the concerned study areas/professional domains.

EMJMs are programmes of excellence and should contribute to the integration and internationalisation of the European Higher Education Area (EHEA). The specificity of EMJMs lies in the high degree of jointness/integration among the participating institutions and the excellence of their academic content.

OBJECTIVES OF THE EMJM

The EMJM aims to enhance the attractiveness and excellence of European higher education in the world and attract talent to Europe, through a combination of:

(i) institutional academic cooperation to showcase European excellence in higher education, and
(ii) individual mobility for all students taking part in the EMJM, with EU-funded scholarships for the best students applying

WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR ERASMUS MUNDUS JOINT MASTERS?

ELIGIBILITY CRITERIA

In order to be eligible for an Erasmus grant, project proposals for Erasmus Mundus Joint Masters must comply with the following criteria:

188 LEVEL 7 OF THE INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION ISCED 2011.

Who can apply?	Any eligible participating higher education institution established in an EU Member State or third country associated to the Programme or third country not associated to the Programme can submit an application. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action.
What types of organisations are eligible to participate in the project?	A participating organisation can be any public or private organisation, with its affiliated entities (if any) established in an EU Member State or third country associated to the Programme or in a third country not associated to the Programme that contributes directly and actively to the delivery of the EMJM. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action. HEIs established in an EU Member State or third country associated to the Programme must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs from third countries not associated to the Programme, but they will have to commit to its principles. At application stage[189] full partner HEIs must demonstrate to have fulfilled the external Quality Assurance (QA) requirements of their jurisdiction (e.g. accreditation or evaluation) for the joint programme. This can result either (i) from having successfully implemented the European Approach for Quality Assurance of Joint Programmes (if national legislation allows), (ii) or be based on a specific accreditation/evaluation of the joint programme, (iii) or of each national component on the basis of which the EMJM is composed. Additionally the EMJM study programme may also benefit from the involvement of associated partners (optional). These organisations contribute indirectly to the implementation of specific tasks/activities and/or support the dissemination and sustainability of the EMJM. 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 eligibility and contractual management aspects, they are not considered as beneficiaries of the Programme funding.
Number and profile of participating organisations	An EMJM involves at least three full partner HEIs from three different countries, of which at least two must be EU Member States or third countries associated to the Programme.

[189] Unless specific and official provisions linked to the implementation of Erasmus Mundus are in place at national/ regional level (to be examined case by case by EACEA).

Eligible participants	An EMJM enrols 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/institutions. Students who have previously obtained an EMJM scholarship are not eligible to apply for an additional scholarship under the EMJM. EMJM scholarships can be offered to students from all over the world. However, consortia should ensure geographical balance – i.e. no more than 10% of the total number of scholarships awarded during project implementation should be awarded to candidates from the same nationality (this rule does not apply to top up scholarships for targeted regions of the world, if applicable).
Venue(s) of the activities, when applicable	EMJM includes compulsory physical mobility for all enrolled students (EMJM scholarship-holders or not) consisting of a minimum of two study periods in two countries, of which at least one must be a EU Member State or third country associated to the Programme. These two countries must be different from the country of residence of the student at enrolment stage. Each of the two mandatory study periods must correspond to a workload of at least one academic semester (30 ECTS credits or equivalent).[190] All Master programme study periods must take place in full partner HEIs, or under their direct supervision. Compulsory mobility periods cannot be replaced by virtual mobility (distance learning).
Duration of project (and activity, when applicable)	The consortium will receive a grant agreement for a duration of 74 months to finance at least four editions of the Master programme, each lasting 1 to 2 academic years (60, 90, or 120 ECTS credits). Previously funded Erasmus Mundus Joint Master Degrees (EMJMDs) and Joint Masters (EMJMs) can only apply for renewal at the earliest the year before the contract ends. In no circumstance can two editions of a Master funded by two different grant agreements start in the same academic year. The scholarship is awarded for full-time enrolment, and will cover the entire duration of the Master programme (i.e. 12, 18, 24 months). A reduced duration of the scholarship is applicable in case of recognition of prior learning (with a minimum scholarship duration of one academic year). The first generation of enrolled students should not start studying later than the academic year following the year of project selection.
Where to apply?	To the European Education and Culture Executive Agency. Call ID: ERASMUS-EDU-2022-PEX-EMJM-MOB
When to apply?	Applicants have to submit their grant application by **16 February at 17:00:00 (Brussels time).**

[190] Exceptionally, for study programmes of 60 ECTS credits each of the mandatory study periods can correspond to at least 20 ECTS or equivalent.

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

SETTING UP A PROJECT

EMJMs are expected to fulfil the following requirements:

1) Include **a jointly designed and fully integrated curriculum** adhering to the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA)[191] applicable on the date of the EMJM application. These standards cover all the key aspects of joint programmes, in terms of joint design, implementation, delivery and quality assurance.

   Beyond the Standards for Quality Assurance of Joint Programmes, EMJMs put the emphasis on the following joint/common implementation procedures:

   - Joint student admission requirements and application, selection, fee policy, monitoring, examination/performance evaluation rules/procedures;
   - Joint programme design and integrated teaching/training activities including a jointly agreed language policy and a joint process for recognition of study periods within the consortium;
   - Common services offered to students (e.g. language courses, visa support);
   - Joint promotion and awareness-raising activities in order to ensure worldwide visibility of the programme as well as of the Erasmus Mundus scholarship scheme. The promotional strategy should include an integrated and comprehensive specific website (in English, as well as in the main teaching language(s) if different) providing all the necessary information about the programme for students and other relevant stakeholders such as future employers;
   - Joint administrative and financial management by the consortium;
   - Joint degrees are encouraged, if national legislation allows.

2) Be **delivered by a consortium of HEIs** and, where relevant other educational and/or non-educational partners, established in an EU Member State or third country associated to the Programme or third country not associated to the Programme. The consortium must involve at least three HEIs from three different countries, of which at least two must be EU Member States and third countries associated to the Programme.

   All full partner HEIs (from EU Member States or third countries associated to the Programme or third countries not associated to the Programme) must be Master level degree-awarding institutions and award either a joint or a multiple degree attesting the successful completion of the EMJM programme to the students fulfilling the degree requirements.

   The necessary institutional commitment of all the organisations participating in the EMJM consortium must be ensured prior to the enrolment of the first EMJM students in order to guarantee solid institutional embedding and backing. This commitment takes the form of an EMJM Partnership Agreement, which must be signed by all partner institutions (including associated partners if deemed relevant). Participating HEIs from third countries not associated to the Programme should commit to the principles of the ECHE in this Partnership Agreement. This EMJM Partnership Agreement will have to cover all academic, operational, administrative and financial aspects related to the implementation of the EMJM and the management of the EMJM scholarships (see below). A draft Partnership Agreement is provided at application stage.

[191] https://www.eqar.eu/kb/joint-programmes/agreed-standards/

3) **Enrol excellent students worldwide**. The selection, recruitment and monitoring of individual students fall under the sole responsibility of the EMJM consortium. Student selection must be organised transparently, impartially and equitably. Among these students, a number may benefit from an EMJM scholarship.

   In order to guarantee full transparency, and to define the rights and responsibilities of all enrolled students, both parties (i.e. enrolled students and EMJM consortium) must sign a Student Agreement upon student enrolment in the programme. The Student Agreement template must be published on the EMJM's website.

4) Include **compulsory physical mobility for all enrolled students:** The mobility tracks and the mechanism for recognition of study periods among the partner institutions must have been agreed within the consortium at project application stage.

5) Promote the **exchange of staff and invited scholars** to contribute to teaching, training, research and administrative activities.

6) **The successful completion of the joint EMJM programme must lead to the award of either a joint degree** (i.e. one single diploma awarded by at least two HEIs from different countries, of which at least one must be a EU Member State or third country associated to the Programme), **or multiple degrees** (i.e. at least two diplomas awarded by two higher education institutions from different countries, of which at least one must be a EU Member State or third country associated to the Programme), or a combination.

   The degree(s) awarded to graduates must belong to the higher education degree systems of the countries in which the HEIs are based. The degree(s) must be mutually recognised by all the awarding full partner HEIs. Consortia should provide students with a joint Diploma Supplement at the end of their studies, covering the entire content of the Master programme.

At application stage, EMJM proposals must present fully developed joint study programmes, ready to run and to be advertised worldwide immediately after their selection. There is no limitation in terms of disciplines.

Beside the financial contribution to run joint Master programmes (see below section on funding rules), any EM funded projects ending in the period 2021-2027 (including those that started during 2014-2020 period) may continue to run the course as Erasmus Mundus master for up to three additional editions after the end of the action, provided that the assessment of the grant agreements performed by EACEA at final reporting stage will result in a score of 75 or more. The concerned masters should commit to (i) continue respecting the objectives, scope, expected impact of the action, (ii) engage to ensure continuity with the previously funded Master programme and (iii) provide an activity report at the end of the period concerned.

EXPECTED IMPACT

At system level

- Foster academic cooperation within the EHEA and beyond by supporting joint teaching and qualifications, quality improvements, promotion of academic excellence;
- Enhance the international dimension of higher education through cooperation between institutions in Europe and abroad, and through mobility for the best students worldwide;
- Increase the synergies between higher education, innovation and research;
- Remove barriers to learning, improving access to high quality and innovation-driven education and making it easier for learners to move between countries;
- Respond to societal and labour market needs;
- Contribute to the development of innovative education policies.

At institutional level

- Provide European and non-European HEIs with more opportunities for structured and sustainable academic cooperation worldwide;
- Improve the quality of programmes at Master level and supervision arrangements;
- Increase the internationalisation and competitiveness of participating organisations;
- Support the creation of new networks and enhance the quality of existing ones;
- Increase the attractiveness of the participating organisation(s) towards talented students;
- Contribute to the internationalisation policies of HEIs by developing international awareness through their curricula and the design of comprehensive internationalisation strategies (institutional cooperation and cross-border mobility of people).

At individual level

- Improve the employability of participating students,
- Improve key competences and skills of students;
- Forge new mind-sets and approaches to academic studies through international, interdisciplinary, intersectoral and intercultural experience;
- Enhance networking and communication capacities of the students;
- Increase the individual contribution to the knowledge-based economy and society.

AWARD CRITERIA

Relevance of the project **(maximum score 30 points)**	**Background and general objectives** • Overall aims and general objectives of the project and their relevance in relation to the EMJM. **Needs analysis and specific objectives** • Project rationale and needs analysis on which the proposal is built; • Issues/challenges/gaps and specific objectives that the project aims to address in academic terms, and with regard to societal and labour market needs. **Complementarity with other actions and innovation** • Strategy to foster excellence and innovation; • Support to the modernisation and internationalisation strategy of the partner HEIs; • Project uniqueness and added value when compared with the existing offer of master programmes; • Strategy to increase the attractiveness, integration, internationalisation, and contribute to the policy objectives of the European Higher Education Area.

Quality of the project design and implementation **(maximum score 30 points)**	**Concept and methodology** • Jointness/integration of the EMJM, taking into account the requirements described under the section 'Setting up a project'. In particular, the proposal describes: - The academic programme and how excellence and innovative elements in the learning experience will be ensured across the consortium; - The organisation of study periods including the minimum mobility requirements and the mutual recognition of the learning outcomes/credits; - The principles and requirements for student application, selection, participation in the course, and student scholarship allocation; - The services offered to students; - The contribution of mobile staff and invited scholars to teaching, training, research and administrative activities; - The specific support measures for facilitating equal and inclusive access to participants, and the enrolment of students/staff/invited scholars with individual needs linked to long-term physical, mental, intellectual or sensory impairments. **Quality assurance, monitoring and evaluation strategy** • The internal and external quality assurance measures of the master programme; • Extent to which the jointly designed and fully integrated curriculum adheres to the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area; • The joint degree/the degrees to be delivered and its/their recognition by the awarding full partner HEIs, as well as the joint diploma supplement. **Project teams, staff and experts** • Project teams and how they will work together to implement the project. **Cost effectiveness and financial management** • Management of EU funding, mobilisation of complementary funding, and budget plan. **Risk management** • Identification of risks in the project implementation, and planning of adequate mitigating measures.
Quality of the partnership and the cooperation arrangements **(maximum score 20 points)**	**Consortium set-up** • Rationale for the consortium composition and complementarities of the partners; their added value for the EMJM implementation and how each partner draws benefit from its participation in the project; • Innovative character of the consortium and inclusion of partners with different levels of experience with the Erasmus Mundus action. If applicable: - how the existing Erasmus Mundus consortium has been enhanced - how the cooperation with non-educational actors is organised and for which purpose • Definition of roles and tasks of each partner, and level of involvement in project activities. **Consortium management and decision-making** • Cooperation arrangements, governing bodies and management tools in particular concerning the administrative and financial management; • Institutional commitment of the partner institutions for the implementation of the EMJM; • Adequacy of the draft Partnership Agreement for an effective management of the EMJM.

Impact **(maximum score 20 points)**	**Impact and ambition** • Impact at system level (in and outside the academia, including general public and society), institutional level (partner organisations), and individual level (with particular emphasis on employability); • Projections in terms of number of enrolled students within the timeframe of the project. Measures to ensure country balance in the recruitment of students. **Communication, dissemination and visibility** • Promotion strategy in order to attract excellent students worldwide: target groups, tasks of the partners, and how students will be encouraged to contribute to the Erasmus+ identity/community; • Dissemination, exploitation and visibility strategy. **Sustainability and continuation** • Mid/long-term development and sustainability strategy beyond the EU funding period, including the mobilisation of other funding sources; • Synergies/complementary with other (EU and non-EU funded) activities that can build on the project results

To be considered for funding, proposals must score at least **70 points.** Furthermore, they must score at least 22 points for the award criterion "Relevance of the project". In ex aequo cases, priority will be given to highest scores for "relevance of the project" and then, “impact”.

WHAT ARE THE FUNDING RULES?

The EMJM grant is calculated on the basis of the following three components:

- a contribution to the institutional costs for the implementation of the programme;
- a maximum number of student scholarships to be awarded throughout the duration of the agreement.
- a top-up intended to cover individual needs of students with disabilities

Contribution to the institutional costs of the EMJM

This takes the form of a unit cost per enrolled student and is intended to cover part of the costs linked to the implementation of the EMJM programme.

The unit costs includes staff costs (teaching, travel), invited guest lecturers, promotion, dissemination, organisational costs (including full insurance coverage for the enrolled students, financial support to enrolled students with individual needs in case they are not covered by the top-up mechanism (see below), assistance with accommodation, and other student services), administrative costs, and all other costs necessary to implement a successful Master programme.

Selected projects cannot charge student application fees. Moreover, projects cannot charge tuition fees or other mandatory costs related to student participation in the course to Erasmus Mundus scholarship holders.

The maximum contribution to the institutional costs is: **750 Euros/month x DR x NRES**

Where:

- **DR** = max. duration in months of the Master programme (i.e. 12, 18, 24 months)

- **NRES** = number of enrolled students (scholarship and non-scholarship holders) foreseen for the entire duration of the grant agreement.

Note that for the calculation of the grant, NRES will be capped at 100 (excluding top up scholarships for targeted regions of the world, if applicable).

Student scholarships

The scholarship will be a contribution to the costs incurred by the beneficiary students and shall cover travel, visa, installation and subsistence costs. It is calculated on the basis of a monthly unit cost for the entire period needed by the enrolled scholarship holder to complete the study programme (pro-rata of the actual number of days). This period covers study, research, placement activities, thesis preparation and defence, in line with the requirement of the joint Master. During this period, the scholarship can only be awarded in full, and to full-time students.

Calculation of the maximum scholarship per student:

The scholarship is calculated as: **1 400 Euros/month x DS**

Where **DS** = duration of the Master programme.

Calculation of the maximum EMJM scholarship amount for the duration of the grant agreement:

The maximum scholarship amount is calculated as: **1 400 Euros/month x DR x NRS**
Where:
- **DR** = max. duration in months of the Master programme (i.e. 12, 18, 24 months)
- **NRS** = number of scholarships foreseen for the entire duration of the grant agreement (maximum 60, excluding top up scholarships for targeted regions of the world, if applicable)

Contribution to individual needs of students with disabilities

Contribution for individual needs are eligible if they fulfil the general eligibility conditions set in the grant agreement. They will be used for enrolled students (with or without scholarship) with disabilities (e.g. long-term physical, mental, intellectual or sensory impairments), such as those related to the acquisition of special items or services (e.g. assistance by third persons, adaptation of work environment, additional travel/transportation costs).

The support to cover such individual needs of enrolled students, will take the form of the following special needs unit costs:

(a) EUR 3 000
(b) EUR 4 500
(c) EUR 6 000
(d) EUR 9 500
(e) EUR 13 000
(f) EUR 18 500
(g) EUR 27 500
(h) EUR 35 500
(i) EUR 47 500
(j) EUR 60 000

Calculation of the unit cost contribution per student:

Enrolled students will declare what type of items/services are needed and their cost. The applicable unit cost will be identified as the rate corresponding to or immediately lower than the estimated expenses. This unit cost is a contribution, and is not intended to fully cover the actual costs.

NB: costs below the lowest rate (i.e. less than EUR 3 000) will not be eligible for additional support and will have to be covered by the contribution to the institutional costs of the EMJM or by other funding sources of the beneficiary institutions.

Calculation of the maximum contribution allocated to the EMJM for the duration of the grant agreement:

At application stage, based on their estimation, applicants will request a maximum of two unit costs, corresponding to the highest unit costs available, i.e. max 2 x EUR 60 000. This amount will be used to allocate the unit costs to the concerned students.

At implementation stage, the unit costs will take the form of a monthly unit contribution, calculated as follows:

{special needs unit x (1/number of months)}

The number of months in the formula above shall correspond to the number of months the special needs items or services were used or produced for implementing the action, depending on the nature of the items or services. For one-off costs, the number of months shall correspond to 1.

ADDITIONAL FUNDS FOR STUDENTS FROM TARGETED REGIONS OF THE WORLD

The applicants may apply for additional funds for students from third countries not associated to the Programme from the following regions: **Regions 1, 3, 5, 6, 7, 8, 9, 10 and 11** financed by the EU's external action instruments.

EMJMs proposed for funding may receive up to 27 additional scholarships (including the corresponding institutional costs) funded by the Neighbourhood, Development and International Cooperation – Global Europe Instrument (NDICI), and up to 3 additional scholarships (including the corresponding institutional costs) funded by the Instrument for Pre-Accession Assistance (IPA III) for the entire duration of the Master course. These additional scholarships are offered to respond to the external action priorities of the EU with regard to higher education and take into consideration the different levels of economic and social development in the relevant third countries not associated to the Programme. These scholarships will be allocated to the EMJMs selected for funding according to their ranking in descending order, and taking into account the available budget.

Further information on the amounts available under each budgetary envelope will be published on the Funding and Tender Opportunities Portal (FTOP). The funds will have to be used in a geographically balanced way and institutions are encouraged to recruit students in the poorest and least developed third countries not associated to the Programme.

The geographical targets and indicative budget share set for this action are the following:

- Region 1 (Western Balkans) : Particular focus will be on scholarships in the fields of climate change, environment and energy, digital technologies, engineering, sustainable growth and jobs
- Region 3 (Neighbourhood South): 8% of the budget available from NDICI.
- Region 5 (Asia): 23% of the budget available from NDICI. Priority will be given to least developed countries.
- Region 6 (Central Asia): 9% of the budget available from NDICI. Priority will be given to least developed countries.
- Region 7 (Middle East): 3% of the budget available from NDICI. Priority will be given to least developed countries.
- Region 8 (Pacific): 1% of the budget available from NDICI. Priority will be given to least developed countries.
- Region 9 (Sub-Saharan Africa): 31% of the budget available from NDICI. Priority will be given to least developed countries. A special emphasis shall also be put on migration priority countries. No country may access more than 8% of funding foreseen for the Region.
- Region 10 (Latin America): 24% of the budget available from NDICI. Maximum of 30% to Brazil and Mexico together.

- Region 11 (Caribbean): 1% of the budget available from NDICI.

The regional target budgets and priorities apply indicatively at project level and will be monitored at implementation stage.

Calculation of the final grant

The final grant will be calculated at final reporting stage on the basis of the number of scholarships awarded, the number of students enrolled and the actual number of unit costs allocated for individual needs, provided that the total amount does not exceed the maximum grant awarded. Projects will have flexibility to transfer funds between scholarships (excluding top up scholarships for targeted regions of the world, if applicable) and individual needs depending on the real needs and in accordance with the grant agreement. Transfers between budget headings and between funding instruments are not allowed.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

Lot 2: Erasmus Mundus Design Measures

Erasmus Mundus Design Measures should enhance the capacities of universities to modernise and internationalise their curricula and teaching practices, pool resources, and for higher education systems to develop common mechanisms related to quality assurance, accreditation and recognition of degrees and credits. The support is also intended to explore and exploit the opportunities offered by the European Approach for Quality Assurance of Joint Programmes. Based on the high degree of jointness/integration among the participating institutions, such integrated transnational programmes should contribute to the integration and internationalisation of the European Higher Education Area (EHEA).

OBJECTIVE OF ERASMUS MUNDUS DESIGN MEASURES

The main objective of the Erasmus Mundus Design Measures is to encourage the development of **new, innovative, high-level integrated transnational study programmes** at Master level. These design measures should **involve Erasmus Mundus under-represented** (a) EU Member States and third countries associated to the Programme, and/or (b) institutions from these countries, and/or (c) thematic areas **(see Erasmus Mundus Catalogue)[192] .**

WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR ERASMUS MUNDUS DESIGN MEASURES?

In order to be eligible for a grant, project proposals for Erasmus Mundus Design Measures must comply with the following criteria:

[192] https://eacea.ec.europa.eu/erasmus-plus/emjmd-catalogue_en

Who can apply?	Any higher education institution established in an EU Member State, third country associated to the Programme or third country not associated to the Programme can submit an application. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action. HEIs established in an EU Member State or third country associated to the Programme must hold a valid Erasmus Charter for Higher Education (ECHE).
Duration of project (and activity, when applicable)	15 months
Where to apply?	To the European Education and Culture Executive Agency. Call ID: ERASMUS-EDU-2022-EMJM-DESIGN
When to apply?	Applicants have to submit their grant application by **16 February at 17:00:00** (Brussels time).

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

SETTING UP A PROJECT

The EMDM support the design of high-level study programmes at Master level[193], jointly delivered by an international consortium of HEIs from different countries worldwide and, where relevant, other educational and/or non-educational partners with specific expertise and interest in the concerned study areas/professional domains.

EMDM are mono-beneficiary projects. The beneficiary will initiate contacts and collaboration activities in view of setting up a Master programme in line with the definition of an "integrated Master programme" (see section EMJM "Setting up a project"). At application stage, the beneficiary should identify the participating organisations. However, these will not take part in the signatory process of the grant agreement. The planned activities will be described under Part B of the application form and in a single work package.

By the end of the funding period, the jointly designed Master should:

- Offer a fully integrated curriculum delivered by a consortium of HEIs (composed by at least three HEIs from three different countries, of which at least two must be EU Member States and third countries associated to the Programme);
- Aim at recruiting excellent students worldwide;
- Include compulsory physical mobility for all recruited students;
- Lead to either a joint degree (i.e. one single diploma awarded by at least two HEIs from different countries, of which at least one must be a EU Member State or third country associated to the Programme), or multiple degrees (i.e. at least two diplomas awarded by two higher education institutions from different countries, of which at least one must be a EU Member State or third country associated to the Programme), or a combination.

193 Level 7 of the International Standard Classification of Education ISCED 2011.

Also, the project is expected to have designed the following joint mechanisms:

- Joint student admission requirements and application, selection, monitoring, examination/performance evaluation rules/procedures;
- Joint programme design and integrated teaching/training activities;
- Common services offered to students (e.g. language courses, visa support);
- Joint promotion and awareness-raising strategy;
- Joint administrative and financial management by the consortium;
- A joint degree policy;
- A draft joint partnership agreement involving at least three HEIs from three different countries, of which at least two should be EU Member States and third countries associated to the Programme. This agreement is intended to cover all academic, operational, administrative and financial aspects related to the implementation of the Master programme.
- A draft joint Student Agreement.

The Master programme under development is expected to adhere to the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA)[194].

It is encouraged to at least launch any accreditation/evaluation process before the end of the project, and explore the opportunities offered by the European Approach for Quality Assurance of Joint Programmes (if national legislation allows).

EXPECTED IMPACT

- Provide European and non-European HEIs with opportunities for developing new partnerships;
- Improve the quality and foster innovation in programmes at Master level and supervision arrangements;
- Increase internationalisation and competitiveness of participating organisations;
- Increase the attractiveness of the participating organisation(s) towards talented students;
- Contribute to the internationalisation policies of universities by developing international awareness through their curricula and the design of comprehensive internationalisation strategies (institutional cooperation and cross-border mobility of people).

AWARD CRITERIA

Relevance **(maximum score 40 points)**	**Background and general objectives** • Overall aims and general objectives of the project and their relevance in relation to the Erasmus Mundus Design Measures. **Needs analysis and specific objectives** • Rationale for the design of a highly integrated Master programme. • Contribution to the development of new partnerships and potential to involve Erasmus Mundus underrepresented (a) EU Member States and third countries associated to the Programme, and/or (b) institutions from these countries, and/or (c) thematic areas. **Complementarity with other actions and innovation** • Project ambition compared to the offer of existing Master programmes and contribution to the attractiveness of the EHEA.

194 HTTPS://WWW.EQAR.EU/KB/JOINT-PROGRAMMES/AGREED-STANDARDS/

Quality of the project design and implementation **(maximum score 20 points)**	**Concept and methodology** • Strategy proposed and planning of the activities to achieve the objectives and expected outcomes. **Project management, quality assurance and monitoring and evaluation strategy** • Measures foreseen to ensure that the project implementation is of high quality and completed in time. • Planned steps to launch an accreditation/evaluation process for the proposed Master course, if possible taking advantage of the opportunities offered by the European Approach for Quality Assurance of Joint Programmes. **Project teams, staff and experts** • Foreseen operational resources (including participating organisations) in relation to the planned activities and outcomes. • Definition of roles and distribution of tasks in the project team.
Quality of the partnership and cooperation arrangements **(maximum score 20 points)**	**Consortium set-up** • Expected role of the participating organisations. Their contribution to the implementation of the project, and the design of the master programme. • Rationale of their participation, added value and complementarity.
Impact **(maximum score 20 points)**	**Impact and ambition** • Expected impact and ambition of the new EMDM project. **Communication, dissemination and visibility** • Activities foreseen for the promotion and dissemination of the new Master programme and project outcomes. **Sustainability and continuation** • Envisaged measures for the sustainability of the new Master programme and identification of possible sources of funding.

To be considered for funding, proposals must score at least **60 points.** In ex aequo cases, priority will be given to highest scores for "Relevance of the project" and then, “impact”.

WHAT ARE THE FUNDING RULES?

The support takes the form of a financial lump sum contribution to the costs directly linked to the activities necessary to set up the new Master programme, such as meetings and conferences, studies/surveys, accreditation/evaluation process, etc. The contribution can also be used to cover staff costs, travel and accommodation costs, administrative costs and sub-contracted activities, in so far as relevant for the implementation of the Erasmus Mundus Design Measures.

The lump sum will amount to **55,000 EUR per project**

The grant parameters will be fixed in the Grant Agreement.

For the final payment of the grant, beneficiaries will need to provide evidence that the activities foreseen in their application have been carried out in a full and satisfactory manner.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

PARTNERSHIPS FOR INNOVATION

Partnerships for innovation support projects that aim at achieving systemic impact at European level by having the capacity to deploy the project outcomes on a European scale and/or by being able to transfer them into different thematic or geographical contexts. They focus on thematic areas that are strategic for Europe's growth and competitiveness and social cohesion. In 2021, the following action is comprised under this type of partnerships:

- Alliances for innovation

This action is managed by the European Education and Culture Executive Agency (EACEA).

ALLIANCES FOR INNOVATION

Alliances for Innovation aim to strengthen Europe's innovation capacity by boosting innovation through **cooperation and flow of knowledge** among higher education, vocational education and training (both initial and continuous), and the broader socio-economic environment, including research.

They also aim to boost the provision of new skills and address skills mismatches by designing and creating new curricula **for higher education (HE) and vocational education and training (VET)**, supporting the development of a **sense of initiative** and **entrepreneurial mind-sets** in the EU.

OBJECTIVES OF THE ACTION

These partnerships shall implement a coherent and comprehensive set of **sectoral or cross-sectoral** activities, which should be adaptable to future knowledge developments across the EU.

To boost innovation, the focus will be on **digital skills** as they are increasingly important in all job profiles across the entire labour market. Also, the transition to a circular and greener economy needs to be underpinned by changes to qualifications and national education and training curricula to meet emerging professional needs for **green skills** and sustainable development.

The objectives of Alliances for Innovation can be achieved by applying to one or both of the following Lots (an organisation can be involved in several proposals):

Lot 1: Alliances for Education and Enterprises

Alliances for Education and Enterprises are transnational, structured and result-driven projects, in which partners share common goals and work together to foster innovation, new skills, a sense of initiative and entrepreneurial mind-sets.

They aim to foster innovation in higher education, vocational education and training, enterprises and the broader socio-economic environment. This includes confronting societal and economic challenges such as climate change, changing demographics, digitalisation, artificial intelligence and rapid employment changes through social innovation and community resilience, as well as labour market innovation.

Alliances for Education and Enterprises bring together enterprises and both higher education and vocational training providers to work together in partnership. Operating within one economic sector or several different economic sectors, they create reliable and sustainable relations and demonstrate their innovative and transnational character in all aspects. While each partnership must include at least one VET and one higher education organisation, they can address either both or one of these educational fields.

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

- Fostering **new, innovative and multidisciplinary approaches to teaching and learning**: fostering innovation in education design and delivery, teaching methods, assessment techniques, learning environments and/or developing new skills;
- Fostering **corporate social responsibility** (e.g. equity, inclusion, climate change, environmental protection and sustainable development);
- Stimulating a **sense of initiative** and **entrepreneurial attitudes, mind-sets and skills** in learners, educational

staff and other workers, in line with the Entrepreneurship Competence Framework (EntreComp)[195];

- Improving the **quality and relevance of skills** developed and certified through education and training systems (including new skills and tackling skills mismatches);
- Facilitating the **flow and co-creation of knowledge** between higher education and vocational education and training, research, the public sector and the business sector;
- Building and supporting effective and efficient higher education and vocational **education and training systems**, which are connected and inclusive, and contribute to innovation.

Lot 2: Alliances for Sectoral Cooperation on Skills (implementing the 'Blueprint'[196])

Alliances for Sectoral Cooperation on Skills aim to create new strategic approaches and cooperation for concrete skills development solutions – both in the short and the medium term – in given economic sectors, or in areas implementing a major action of the European Skills Agenda for sustainable competitiveness, social fairness and resilience, the **Pact for Skills**. The main objective of the Pact is to mobilise and incentivize all relevant stakeholders to take concrete actions for the upskilling and reskilling of the workforce, by pooling efforts and setting up partnerships, also at EU level addressing the needs of the labour market, supporting green and digital transitions as well as national, regional and local skills and growth strategies. Therefore, the deliverables of Alliances for Sectoral Cooperation on Skills, i.e. sectoral skills intelligence, skills strategies, occupational profiles, training programmes, and long-term planning, will be an important contribution to the work of the sectoral partnerships that have joined the Pact for Skills.

Alliances for Sectoral Cooperation on Skills seek to tackle skills gaps on the labour market that hamper growth, innovation and competitiveness in specific sectors or areas, aiming both at short term interventions and long term strategies. These Alliances will be implemented in the 14 industrial ecosystems identified in the New Industrial Strategy for Europe[197] (see eligibility criteria).

The Pact for Skills builds on and absorbs the Blueprint for sectoral cooperation on skills. Therefore, Alliances under Lot 2 will support the implementation of the Pact by developing a sectoral skills strategy. This strategy has to lead to systemic and structural impact on reducing skills shortages, gaps and mismatches, as well as ensuring appropriate quality and levels of skills. The sectoral skills strategy must include a clear set of activities, milestones and well-defined objectives with the goal to match demand and supply of skills to support the overall sector-specific growth strategy. The Alliances aim to build the base for the Pact for Skills and define the pathway that should be continued after the project is finalised.

Drawing on evidence regarding skills needs with regard to occupational profiles, Blueprint Alliances support the design and delivery of transnational education & training content, as well as teaching and training methodologies, for quick take-up at regional and local level and for new occupations that are emerging.

Proposals should include the design of continuing vocational training programmes to address urgent skills needs of people in working age. Proposals should also include developments of emerging occupational profiles, related qualifications, which should cover upper and post-secondary VET levels (EQF levels 3 to 5) and tertiary levels (EQF levels 6 to 8). Furthermore, proposals should include the design of related core curricula and education and training programmes leading to those qualifications.

[195] https://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf
[196] European Skills Agenda for sustainable competitiveness, social fairness and resilience: https://ec.europa.eu/social/main.jsp?catId=1223
[197] COM/2020/102 final: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52020DC0102

Each project must include among its partners both vocational education and training (VET) and higher education (HE) organisations and labour market actors. Ideally they also involve policy bodies, certifying bodies as well as European sectoral associations and representatives of industry.

WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR PARTNERSHIPS FOR INNOVATION?

ELIGIBILITY CRITERIA

In order to be eligible for an Erasmus+ grant, project proposals for **Lot 1 - Alliances for Education and Enterprises** must comply with the following criteria:

Who can apply?	Any full partner legally established in an **EU Member State or third country associated to the Programme** can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.
What types of organisations are eligible to participate in the project?	The following organisations can be involved as full partner, affiliated entity or associated partner under Lot 1 - Alliances for Education and Enterprises. They can be public or private organisations legally established in an **EU Member State or third country associated to the Programme** or in any **third country not associated to the Programme** (see section "Eligible Countries" in Part A of this Guide). • Higher education institutions • VET providers • Networks of VET providers • Small and medium-sized or large enterprises (including social enterprises) • Research institutes • Non-governmental organisations • Public bodies at local, regional or national level • Organisations active in education, training and youth • Intermediaries that represent education, training or youth organisations or enterprises • Accreditation, certification, recognition or qualification bodies • Chambers of commerce, industry or labour, chambers of skilled crafts • European or national social partners • Hospitals or other care institutions, including long-term care • Authorities responsible for education, training or employment at regional or national level • Employment services • National statistics offices • Economic development agencies • Sectoral or professional associations • Sector skills councils • Bodies providing career guidance, professional counselling, information services and employment services Higher education institutions established in an **EU Member State or third country associated to the Programme** must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in third countries not associated to the Programme. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action.

Number and profile of participating organisations	Alliances for Education and Enterprises must cover at least **4 EU Member States and third countries associated to the Programme**, involving a minimum **of 8 full partners.** The partnership must include at least **3 labour market actors** (enterprises or companies, or representative intermediary organisations, such as chambers, trade unions or trade associations) and at least **3 education and training providers** (VET and HEIs), as full partners. **There should be at least one HE institution and one VET provider involved as full partner in each proposal**.
Duration of project	2 or 3 years. 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.
Where to apply?	To the European Education and Culture Executive Agency (EACEA). Call ID Lot 1: ERASMUS-EDU-2022-PI-ALL-INNO-EDU-ENTERP
When to apply?	Applicants have to submit their grant application by **15 September at 17:00:00** (Brussels time).

In order to be eligible for an Erasmus+ grant, project proposals for **Lot 2 - Alliances for Sectoral Cooperation on Skills (implementing the "Blueprint")** must comply with the following criteria:

Who can submit an application?	Any full partner legally established in an **EU Member State or third country associated to the Programme** can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.
What types of organisations are eligible to participate in the project?	The following organisations can be involved as full partner, affiliated entity or associated partner under Lot 2 - Alliances for Sectoral Cooperation on Skills (Blueprint). They can be public or private organisations legally established in an **EU Member State or third country associated to the Programme** or in any **third country not associated to the Programme** (see section "Eligible Countries" in Part A of this Guide) • Higher education institutions • VET providers • Networks of VET providers • Small and medium-sized or large enterprises (including social enterprises) • Research institutes • Non-governmental organisations • Public bodies at local, regional or national level • Organisations active in education, training and youth • Intermediaries that represent education, training or youth organisations or enterprises • Accreditation, certification, recognition or qualification bodies • Chambers of commerce, industry or labour, chambers of skilled crafts • European or national social partners • Hospitals or other care institutions, including long-term care • Authorities responsible for education, training or employment at regional or national level • Employment services • National statistics offices • Economic development agencies • Sectoral or professional associations • Sector skills councils • Bodies providing career guidance, professional counselling, information services and employment services Higher education institutions established in an **EU Member State or third country associated to the Programme** must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Third countries not associated to the Programme. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action.

Number and profile of participating organisations	Alliances for Sectoral Cooperation on Skills (Blueprint) must cover at least **8 EU Member States and third countries associated to the Programme** and involve at least **12 full partners**. The partnership must include at least **5 labour market actors** (enterprises or companies, or representative intermediary organisations, such as chambers, trade unions or trade associations) and at least **5 education and training providers** (VET and HEIs) as full partners. **There should be at least one HE institution and one VET provider involved as full partner in each proposal.**
Sectors or areas	**The 14 industrial ecosystems as identified in the New Industrial Strategy for Europe[198]:** **1. Tourism**: Passenger transport and travel; Hotels, short term accommodation; Restaurants and catering; Events, theme parks etc. **2. Mobility-Transport-Automotive**: Production of motor vehicles, ships and trains, and accessories; Their repair and maintenance; Freight Transport etc. **3. Aerospace & Defence**: Aircraft production; space manufacturing and services; defence products and technologies, etc. **4. Construction**: Building of residential and non-residential estates; Building of roads and railways; Building of utilities and civil engineering; Associated activities etc. **5. Agri-food**: Plant and animal production; Processing of food; Veterinary activities etc. **6. Low-carbon energy Intensive Industries**: Extraction of fossil fuels; Refining; Manufacturing of products with high environmental impact: plastics, chemicals, fertilisers, iron and steel, forest-based products, cement, rubber, non-ferrous metals, etc. **7. Textile**: Production of textiles, wearing apparel, footwear, leather and jewellery etc. **8. Creative & Cultural Industries**: Newspapers, books and periodicals; Motion picture, video and television; Radio and music etc. **9. Digital**: Telecommunications; Software and programming; Web portals; Manufacturing of computers and equipment etc. **10. Renewable Energy**: Electric motors, engines and turbines; Electric power generation; Manufacturing and distribution of gas etc. **11. Electronics**: Production of electronics etc. **12. Retail**: Retail sales; Wholesale connected to consumers etc. **13. Proximity & Social Economy**: Social enterprises, associations and cooperatives aiming at generating a social impact etc.

[198] *COM/2020/102 final*: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52020DC0102

	14. Health: Pharmaceutical products and equipment; Hospitals, nursing homes, residential care etc. Alliances have to choose for their proposal the single industrial ecosystem which their project will address[199]. Only one proposal per industrial ecosystem can be selected for funding. A proposal may concern an ecosystem that is not covered by an on-going Blueprint project or an ecosystem that has already an on-going Blueprint. In the latter case, the proposal must address fields and areas that are clearly different from those addressed by the on-going Blueprint project/s[200].
Duration of project	4 years
Where to apply?	To the European Education and Culture Executive Agency (EACEA). Call ID Lot 2: ERASMUS-EDU-2022-PI-ALL-INNO-BLUEPRINT
When to apply?	Applicants have to submit their grant application by **15 September at 17:00:00** (Brussels time).

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

SETTING UP A PROJECT

Each Alliance shall implement a coherent, comprehensive and variable set of interconnected activities to enhance innovation in higher education, vocational education and training and enterprises (including large, small and medium-sized enterprises and social enterprises) and the broader socio economic environment.

Lot 1: Alliances for Education and Enterprises

At least one of the following activities (non-exhaustive list) must be included in each Alliance for Education and Enterprises:

Boosting innovation

- Jointly developing and implementing new learning and teaching methods (like new multidisciplinary curricula, learner-centred and real problem-based teaching and learning, making greater use of micro-credentials);
- Developing and testing continuous education programmes and activities with and within enterprises;
- Developing and testing solutions to pressing social demands not addressed by the market and directed towards vulnerable groups in society; addressing societal challenges or relating to changes in attitudes and values, strategies and policies, organisational structures and processes, delivery systems and services;
- Developing solutions for challenging issues, product and process innovation (through the collaboration of students, professors and practitioners).

Developing a sense of initiative and entrepreneurial mind-sets, competences and skills

[199] ***For example*** *the* ***inland waterway*** *sector or the* ***civil aviation*** *sector have parts in two different industrial ecosystems: passenger transport belongs to 'Tourism', on the other hand freight transport belongs to 'Mobility-Transport-Automotive'. Depending on its use* ***hydrogen*** *is a major enabler in the following ecosystems: Mobility/transport/automotive; Renewable energy; Energy-intensive industries; Construction; Aerospace and defence. A proposal should address only one ecosystem.*

[200] https://ec.europa.eu/social/main.jsp?catId=1415&langId=en

- Developing new teaching methods and learning tools that incorporate transversal skills learning and application throughout higher education and VET programmes developed in cooperation with enterprises and aimed at strengthening employability, creativity and new professional pathways;
- Introducing wherever appropriate a sense of initiative and entrepreneurship in a given discipline, curriculum, course, etc. to provide students, researchers, staff and educators with the competences, skills and motivation to develop a sense of initiative and entrepreneurial mind-set and to be able to confront various challenges in their educational, professional and private lives;
- Opening up new learning opportunities through the practical experiences and application of a sense of initiative and entrepreneurial competences and skills which can involve and/or lead to the launch of new services, products and prototypes, and the creation of start-ups and spin-offs;
- Introducing more "student-centred approaches" with students tailor-making their own educational pathways.

Stimulating the flow and exchange of knowledge between higher education, VET, enterprises and research

- Building inclusive and connected HE, VET systems and enterprises through mutual trust, cross-border recognition and certification, flexible pathways between VET and HE and fostering the mobility for learners and workers;
- Apprenticeships and study field related activities in enterprises, which are fully embedded in the curriculum, recognised and credited; set-ups to trial and test innovative measures; exchanges of students, researchers, teaching staff and enterprise staff for a limited period; providing incentives for involvement of enterprise staff into teaching and research; analysis of research data.

Identifying resilience-related, market needs and emerging professions

- Identifying market needs and emerging professions (demand side), enhancing the responsiveness of systems at all levels to labour market needs (supply side); adapting HE and VET provision to skills needs by designing and delivering transnational sector-wide curricula integrating work-based learning;
- Identifying those skills that are needed in the public domain to solve societal challenges (e.g. climate change, health) and encourage resilience at societal and community level, including via the cooperation of HEIs and VET providers with national, regional and local authorities as well as the private sector to contribute to designing and implementing Smart Specialisation Strategies in regions;
- Providing support to overcome the skills mismatch both for resilience and market needs.

Lot 2: Alliances for Sectoral Cooperation on Skills (implementing the "Blueprint")

The following activities must be implemented:

Developing a strategic approach to sectoral cooperation on skills

- Setting up sustainable cooperation on skills development between key industry stakeholders including social partners, education and training providers, and public authorities (on national and regional level). The project will also aim at building cooperation between large companies and micro, small and medium companies (SMEs) throughout the value chain in a particular industrial ecosystem;
- Gathering skills intelligence on a continuous basis: delivering relevant EU and country and/or regional level qualitative evidence and quantitative data according to linked open data format; developing a common methodology for anticipating future skills needs as well as monitoring (on a yearly basis) progress and the evolution of the demand and supply of skills based on credible foresight scenarios, drawing on the EU Skills Panorama and, where relevant, the work of the OECD, the World Economic Forum and existing Sector Skills Alliances;

- Mapping of existing upskilling and reskilling support available in the sector/ecosystem (provided by industry, public and private stakeholders) and identifying which of those actions could be upscaled to support companies in the value chains;
- Based on the skills intelligence, developing a skills strategy for the industrial ecosystem including priorities for actions to support the objectives of re- and upskilling the workforce of the industrial ecosystem and those who could join the sector (e.g. economically inactive). The strategy should detail how major trends, such as global, societal, and technological developments in the industrial ecosystem, are likely to affect jobs and skills needs. It should describe the expected timeline and give particular attention to the impact of digital and key enabling technologies. It should identify and define occupations and related skills that are likely to emerge in the sector (i.e. will be completely new). It should also identify key industrial players and stakeholders that should be involved in the implementation of the strategy. This strategy should be the one of the first key deliverable of the project, indicating a clear set of activities, milestones and well-defined outputs, as well as setting out concrete priority actions suggesting how to match future demand and supply of skills for these emerging occupations. The strategy should be used as a base for building the partnership under the Pact for Skills;
- Where relevant, ensuring that results of the project are available in open data format so that they can feed into the EU Skills Panorama and the European Skills, Competencies, Qualifications and Occupations (ESCO);
- Delivering relevant EU and country and/or regional level qualitative evidence and quantitative data according to linked open data format.

Designing European sector-wide agreed 'core' curricula and training programmes

- ***Within the first year of activity (reactive response)***

In parallel to the actions above, all projects should rapidly **address urgent skills needs in occupations in an industrial ecosystem resulting from the Covid-19 pandemic and the digital and green transition** (evidence to be provided in the proposal):

- Drawing on, where available, the occupational profiles of the Classification of ESCO and existing competence frameworks[201];
- Designing continuing vocational training programmes for up-skilling and re-skilling the labour force by innovative blended and work-based learning;
- Ensuring the good quality of the content and provision of the new training programmes by applying quality assurance methods in line with EQAVET and ESG (European Standards & Guidelines for Quality Assurance in Higher Education);
- Ensuring rapid uptake and use of the training programmes by reaching out to main players in value chains within the industrial ecosystem, to Centres of Vocational Excellence[202], to regions implementing smart specialisation strategies[203], to European Cluster Partnerships[204] and to Knowledge and Innovation Communities (KICs) of the European Institute of Technology (EIT)[205] that are active in the same industrial ecosystem.

- ***Throughout the project (proactive response)***

Projects should then work on **developing training content for emerging occupational profiles**:

[201] *E.g. the Digital Competence Framework for Citizens, the Entrepreneurship Competence Framework and the European e-Competence Framework (e-CF)*
[202] https://ec.europa.eu/social/main.jsp?catId=1501
[203] https://s3platform.jrc.ec.europa.eu/home
[204] https://www.clustercollaboration.eu
[205] https://eit.europa.eu/

- On the basis of identified skills needs for emerging occupational profiles in an industrial ecosystem, designing new modular VET curricula and related qualifications for initial education & training (E&T) (full curricula for integration in national education & training systems), and continuing vocational training programmes for up-skilling or re-skilling the people of working age (modules addressing emerging skills needs);
- These curricula and training programmes shall be composed of units of learning outcomes, in line with the European Qualifications Framework (EQF) / National Qualifications Frameworks (NQFs) and informed by ESCO; curricula should deliver job-specific skills as well as key competences206, that include notably transversal skills and STEAM disciplines207;
- Integrating periods of work-based learning into the new training content, including opportunities to apply knowledge in practical "real life" workplace situations, and embedding trans-national learning experience whenever possible;
- Applying quality management to the new training content either by applying the quality assurance principles of EQAVET and ESG or by using already existing quality assurance systems which, however, should be in line with EQAVET and ESG;
- Promoting relevant sectoral qualifications including trans-national joint programmes awarded by more than one E&T provider, thus facilitating cross-border certification, and building mutual trust, contributing to increased learner and professional mobility in the sector**.**

Delivering the 'core' curricula and training programmes

- Developing delivery methodologies for the curricula and training programmes, that are adapted to the various target groups, using innovative approaches to teaching and learning, including the provision of work-based learning, the use of ICTs (e.g. blended learning, simulators, augmented reality, etc.), virtual/blended mobility solutions for learners and staff, and open educational resources (e.g. AI-enhanced learning, MOOC´s[208]);
- Developing actions to facilitate inter-generational transfer of professional knowledge;
- Describing the ways in which assessment methodologies and procedures can cover all forms of learning, including work-based learning, and facilitate the validation of skills and competences acquired prior to training;
- Building on established contacts and on new contacts established with the skills demand side during the skills intelligence phase, reaching out to providers of employment opportunities, such as private and public employers and employment services, for potential matching with training graduates;
- Identifying adequate measures to track learners after completing their training in order to provide "feedback loops"[209]. These tracking and feedback systems can build on information from companies, learners/employees, as well as public information resources and labour market stakeholders;
- Proposing the appropriate measures for the formal recognition of the new or adapted vocational VET and HE curricula and qualifications in the countries where partners are located and in the industrial ecosystem covered.

[206] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2018.189.01.0001.01.ENG&toc=OJ:C:2018:189:TOC

[207] *Science, technology, engineering, arts and mathematics*

[208] *MOOC is a Massive Open Online Course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as filmed lectures, readings, and problem sets, many MOOCs provide interactive user forums to support community interactions among students, professors, and teaching assistants.*

[209] *See Medium-term deliverable 2 (MTD2), in 2015 Riga Conclusions: https://op.europa.eu/en/publication-detail/-/publication/200c516d-b8de-4c2a-a233-218671296c8d/language-en*

Designing a long term action plan for the progressive roll-out of project deliverables after the project has finished

- This plan shall be based on sustained partnerships between education and training providers, key industry stakeholders and public authorities (regional or national) at the appropriate level to facilitate/strengthen multi-stakeholder skills partnerships under the Pact for Skills for re- and upskilling the workforce. It should include the identification of appropriate governance structures, as well as plans for scalability and financial sustainability**;**
- The plan shall ensure the appropriate visibility and wide dissemination of the results, including at EU and national/regional political level and include details on how the roll-out will be implemented at national and/or regional levels with relevant public authorities;
- The plan shall foresee how the deliverables of the project, in particular the skills intelligence, the strategy and the training programmes, will be updated following the end of the 4 year duration of the project, including by foreseeing its future sources of funding;
- The plan shall indicate how EU funding opportunities (e.g. recovery and resilience facility (RRF), EU multi-annual financial framework (MFF) 2021-2027, including European Structural Funds, InvestEU, Erasmus+), as well as private investment and national/regional funding can support skills strategies. This should take into account Smart Specialisation Strategies, European cluster partnerships, the platforms of Centres of Vocational Excellence and the Innovation Communities of the EIT.

Under both Lots (Lot 1: Alliances for Education and Enterprises and Lot 2: Alliances for Sectoral Cooperation on Skills (implementing the "Blueprint")

Alliances for Innovation are required to apply EU wide instruments and tools, such as the EQF, ESCO, Europass, EQAVET and ESG, whenever relevant.

To try and test new curricula or new training and learning methods, Alliances for Innovation may organise learning mobility activities of students, teachers, researchers and staff in so far as they support/complement the main activities of the partnerships and bring added value in the implementation of the project's objectives.

EXPECTED IMPACT

Alliances for Innovation will be anchored in strategic and sustainable cooperation among vocational education and training, higher education and enterprises working together to boost the innovation capacity of Europe. They will considerably strengthen the synergies between both educational fields in fostering innovation, new skills, a sense of initiative and entrepreneurial mind-sets. These Alliances among HE, VET and the enterprises are expected to contribute to the development of regional eco-systems and directly provide a valuable input to the economy, integrating work-based learning. While universities have research knowledge and data that allows them to directly provide input to small and medium sized enterprises to boost local economies, VET providers supply skills needed by enterprises and they are able to foster growth in the local economy.

At a larger scale, Alliances for Innovation are expected to target societal and economic challenges, both in education and employment, and take into account key areas such as innovation challenges, skills provision, climate change, green economy, demography, digitalisation and artificial intelligence. Benefits can also be drawn from cooperation with large enterprises. The Alliances for Innovation will focus on the need of citizens and accelerate the modernization of HE and VET.

The Pact for Skills will not only establish a framework for the implementation of the other actions of the updated Skills Agenda, but also for the dissemination and exploitation of the project results of the Alliances for Innovation. In particular the results of the Blueprint Alliances for sectoral cooperation on skills will be used as a basis for the Pact for Skills sectoral large-scale partnerships.

In addition, the Alliances will help to implement the EU Communication on the Renewed Agenda for Higher Education[210] and contribute to the creation of a European Education Area[211]. They will also contribute to implement the EU Industrial and SMEs strategies (2021).

The Alliances for Innovation will also take into account the Agenda 2030 Sustainable Development Goals[212] and the Paris Declaration on Climate Change[213] as overarching parameters of the action, thus helping the European Commission to implement its new Green Deal[214] and the Europe Recovery Plan[215]. The Alliances will also contribute ideas to the New European Bauhaus initiative[216] which aims to design new sustainable ways of living to meet the objectives of the Green Deal.

Alliances for Innovation are meant to have a short and long term impact on the wider range of stakeholders involved, at individual, organisational and systemic level. This impact is expected to go beyond the project's lifetime and beyond the organisations involved in the partnerships. It is expected that partnership and activities persist. For that, results/deliverables might not be stand-alone but be linked to/integrated into existing undertakings, schemes, projects, platforms, ventures etc.

AWARD CRITERIA

The following award criteria apply for **Lot 1 - Alliances for Education and Enterprises**:

Relevance of the project **(maximum score 25 points)**	• **Link to EU policy and initiatives**: the proposal takes into account and contributes to achieving the European objectives in the fields of VET and higher education; the proposal takes into account and contributes to giving visibility to existing EU tools and initiatives for skills development; • **Purpose**: the proposal is relevant to the objectives and activities of the Action; • **Consistency**: the objectives are based on a sound needs analysis; they are clearly defined, realistic and address issues relevant to the participating organisations and to the Action; • **Innovation**: the proposal considers state-of-the-art methods and techniques, and leads to project-specific innovative results and solutions; • **European added value**: the proposal demonstrates clearly the added value generated through its trans-nationality and potential transferability; • **Education & training representation**: the Alliance includes partners that adequately represent education & training providers; • **Digital skills**: extent to which the proposal integrates digital skills in the training content for one, or several related occupational profiles; • **Green skills**: the proposal integrates skills linked to the transition to a circular and greener economy in the training content for one, or several related occupational profiles; • **Resilience skills**: extent to which the proposal integrates skills linked to the capacity to adapt, manage change, and care for each other as a community.

[210] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52017DC0247
[211] https://ec.europa.eu/education/education-in-the-eu/european-education-area_en
[212] https://www.un.org/sustainabledevelopment/sustainable-development-goals/
[213] https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement
[214] https://ec.europa.eu/info/sites/info/files/european-green-deal-communication_en.pdf
[215] HTTPS://EC.EUROPA.EU/INFO/STRATEGY/RECOVERY-PLAN-EUROPE_EN
[216] https://europa.eu/new-european-bauhaus/index_en

Quality of the project design and implementation **(maximum score 30 points)**	• **Coherence**: the overall project design ensures consistency between project objectives, methodology, activities and budget proposed. The proposal presents a coherent and comprehensive set of appropriate activities to meet the identified needs and lead to the expected results; • **Structure**: the work programme is clear and intelligible, and covers all phases (preparation, implementation, exploitation, monitoring, evaluation and dissemination); • **Methodology**: the proposal makes use of EU instruments and tools related to skills and occupations whenever relevant, such as EQF, ESCO, Europass, EQAVET, ESG; • **Management**: solid management arrangements are foreseen. Timelines, organisation, tasks and responsibilities are well defined and realistic. The proposal allocates appropriate resources to each activity; • **Work plan**: quality and effectiveness of the work plan, including the extent to which the resources assigned to work packages are in line with their objectives and deliverables; • **Quality of arrangements for the recognition and validation of qualifications**: in line with European transparency and recognition tools and principles, including for micro-credentials; • **Budget**: the budget provides for appropriate resources necessary for success, it is neither overestimated nor underestimated; • **Financial and quality control**: control measures (continuous quality evaluation, peer reviews, benchmarking activities, etc.) and quality indicators ensure that the project implementation is of high quality and cost-efficient. Challenges/risks of the project are clearly identified and mitigating actions properly addressed. Expert review processes are planned as an integral part of the project. The Alliance work programme includes an independent external quality assessment at mid-term and at the end of the project.
Quality of the partnership and the cooperation arrangements **(maximum score 25 points)**	• **Configuration**: the composition of the partnership is in line with the action and project objectives; it brings together an appropriate mix of relevant organisations, including vocational education and training, higher education and enterprises with the necessary profiles, skills, experience, expertise and management support required for the successful implementation of the project; the Alliance includes partners that adequately represent the sector or cross-sectoral approach concerned; • **Commitment**: the contributions from partners are significant, pertinent and complementary; the distribution of responsibilities and tasks is clear, appropriate, and demonstrates the commitment and active contribution of all participating organisations in relation to their specific expertise and capacity; • **Tasks**: the coordinator shows high quality management and coordination of transnational networks and leadership in complex environment. Individual tasks are allocated on the basis of the specific know-how of each partner; • **Collaboration/Team spirit**: an effective mechanism is proposed to ensure an efficient coordination, conflict resolution, decision-making and communication between the participating organisations, participants and any other relevant stakeholder; • **Reward**: the Alliance provides clear added value and benefits to each partner organisation; • **Involvement of third countries not associated to the Programme**: if applicable, the involvement of participating organisations from third countries not associated to the Programme brings an essential added value to the Alliance.

Impact **(maximum score 20 points)**	• **Exploitation**: the proposal demonstrates how the outcomes of the Alliance will be used by the partners and other stakeholders. It provides means to measure exploitation within the project lifetime and after; • **Dissemination**: the proposal provides a clear plan for the dissemination of results, and includes appropriate activities and their timing, tools and channels to ensure that the results and benefits will be spread effectively to the stakeholders and non-participating audience within and after the project's lifetime; • **Impact**: the proposal shows societal and economic relevance and outreach. It ensures an impact at local, national and European level on the target groups and relevant stakeholders with a significant role in the sector concerned including in education and training. It includes measures as well as targets and indicators to monitor progress and assess the expected impact (short-and long-term); • **Open access**: 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; • **Sustainability**: the proposal explains how the action plan for the roll-out at national and regional levels will be developed. The proposal includes appropriate measures and the identification of financial resources (European, national and private) to ensure that the results and benefits achieved will be sustained beyond the project lifetime.

To be considered for funding, proposals must score at least **70 points** taking into account the necessary minimum pass score for each of the four award criteria: minimum 13 points for the "relevance of the project" category; 16 points for "quality of the project design and implementation", 13 points for "quality of the partnership and the cooperation arrangements" and 11 points for "impact".

The ex aequo proposals within the same topic will be prioritised according to the scores they have been awarded for the award criterion "relevance" and then "impact".

The following award criteria apply for **Lot 2 - Alliances for Sectoral Cooperation (implementing the "Blueprint")**:

Relevance of the project **(maximum score 25 points)**	• **Link to EU policy and initiatives**: the proposal takes into account and contributes to achieving the European objectives in the field of HE and VET and sectoral EU policies relevant for chosen industrial ecosystem, contributes to the Pact for Skills and the European Skills Agenda and takes into account EU tools. A proposal addressing an industrial ecosystem in which a Blueprint Alliance is already ongoing in that ecosystem must clearly be complementary, i.e. cover a clearly different field, and must specify what results of on-going Blueprint project/s it will build on; there must not be any overlaps in scope, outputs and activities. At equal quality, a proposal covering an ecosystem or part of an ecosystem that is not covered by an ongoing Blueprint Alliance will be more relevant than a proposal covering a part of an ecosystem where a Blueprint is already ongoing; • **Purpose**: the proposal is relevant to the objectives and activities of the Action. In particular, the proposal includes developments on a highly relevant set of emerging occupational profiles, and designs the related qualifications, organised in units of learning outcomes, at both, EQF levels 3 to 5 and EQF levels 6 to 8. The proposal includes the design, test and initial provision of the related education and training programmes, conceived and delivered as modular, flexible, accessible learning opportunities, taking into account the validation of previously acquired skills; • **Consistency**: the objectives are based on a sound needs analysis; they are clearly defined, realistic and address issues relevant to the participating organisations and to the action; • **Innovation**: the proposal considers state-of-the-art methods and techniques, and leads to innovative results and solutions; • **European added value**: the proposal demonstrates clearly the added value generated through its transnationality; • **Education & training representation**: the Alliance includes partners that adequately represent education & training providers; • **Sector/area representation**: the Alliance includes partners that adequately represent the industrial ecosystem concerned; • **Digital and key-enabling technologies (KETs), including Artificial Intelligence (AI) skills**: extent to which the proposal addresses these skills in the project design for one, or several related occupational profiles; • **Green skills**: the proposal integrates skills linked to the transition to a circular and greener economy in the training content for one, or several related occupational profiles.

Quality of the project design and implementation **(maximum score 30 points)**	• **Coherence**: The proposal presents a coherent and comprehensive set of appropriate, concrete and practical activities to meet the identified needs and lead to the expected results; • **Structure**: the work programme is clear and intelligible, and covers all phases (preparation, implementation, exploitation, monitoring, evaluation and dissemination); • **Methodology**: the proposal makes use of EU instruments and tools related to skills and occupations whenever relevant, such as EQF, ESCO, Europass, EQAVET, ESG; • **Management**: solid management arrangements are foreseen. Timelines, organisation, tasks and responsibilities are well defined and realistic. The proposal allocates appropriate resources to each activity; • **Work plan**: quality and effectiveness of the work plan, including the extent to which the resources assigned to work packages are in line with their objectives and deliverables; • **Quality of arrangements for the recognition and validation of qualifications**: in line with European transparency and recognition tools and principles; • **Budget**: the budget provides for appropriate resources necessary for success, it is neither overestimated nor underestimated and is proportionate to the scope of the proposal; a proposal for an industrial ecosystem in which a Blueprint Alliance is already ongoing is expected to submit a budget demonstrating clearly that double funding will be prevented, since it will complement and build on the work already done by the on-going Blueprint; • **Financial and quality control**: control measures (continuous quality evaluation, expert peer reviews, benchmarking activities, etc.) and quality indicators ensure that the project implementation is of high quality and cost-efficient. Challenges/risks of the project are clearly identified and mitigating actions properly addressed. Expert review processes are planned as an integral part of the project. The Alliance work programme includes an independent external quality assessment at mid-term and at the end of the project.
Quality of the partnership and the cooperation arrangements **(maximum score 25 points)**	• **Configuration**: the composition of the partnership is in line with the action and project objectives; it brings together an appropriate mix of relevant organisations, including vocational education and training, higher education and industry, including SMEs, with the necessary profiles, skills, experience, expertise and management support required for successful implementation of the project. The Alliance ensures adequate representativeness of the industrial ecosystem: the representativeness and expertise of the partners in the industrial ecosystem concerned and at national and European level is convincingly demonstrated. The participation of European social partners and/or national social partners in the countries covered by the Alliance is highly relevant. The geographical spread and representativeness of relevant partners over the EU Member States and third countries associated to the Programme and regions involved in the Alliance should be such that the Alliance has high implementation capacity in the countries and regions covered (e.g. through the participation of a European sector organisation and/or European social partners); • **Commitment**: the contributions from partners are significant, pertinent and complementary; the distribution of responsibilities and tasks is clear, appropriate, and demonstrates the commitment and active contribution of all participating organisations in relation to their specific expertise and capacity; • **Tasks**: the coordinator shows high quality management and coordination of transnational networks and leadership in complex environment. Individual tasks are allocated on the basis of the specific know-how of each partner; • **Collaboration/Team spirit**: an effective mechanism is proposed to ensure a good coordination, decision-making and communication between the participating organisations, participants and any other relevant stakeholder; • **Reward**: the Alliance provides clear added value and benefits to each partner organisation; • **Involvement of third countries not associated to the Programme**: if applicable, the involvement of participating organisations from third countries not associated to the Programme brings an essential added value to the Alliance.

Impact **(maximum score 20 points)**	• **Exploitation**: the proposal demonstrates how the outcomes of the Alliance will be rolled out in the participating countries in line with the objectives of the Pact for Skills; • **Dissemination**: the proposal provides a clear plan for the dissemination of results, and includes appropriate activities and their timing, tools and channels to ensure that the results and benefits will be spread effectively to stakeholders; • **Impact**: the proposal shows societal and economic relevance and outreach. It ensures an impact at local, national and European level on the target groups and relevant stakeholders with a significant role in the sector concerned including in education and training, such as those that have joined the Pact for Skills. It includes measures as well as targets and indicators to monitor progress and assess the expected impact (short-and long-term); • **Open access**: if relevant, the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licenses and in linked open data format, and does not contain disproportionate limitations; • **Sustainability**: the proposal explains how the action plan for the roll-out at national and regional levels will be developed. The proposal includes appropriate measures and the identification of financial resources (European, national and private) to ensure that the results and benefits achieved by the Alliance will be sustained beyond the project lifetime.

For Lot 2 only 1 proposal per ecosystem can be funded.

To be considered for funding, proposals must score at least **70 points,** taking into account the necessary minimum pass score for each of the four award criteria: minimum 13 points for the relevance of the project category; 16 points for quality of the project design and implementation, 13 points for quality of the partnership and the cooperation arrangements and 11 points for impact.

WHAT ARE THE FUNDING RULES?

This action follows a lump sum funding model. The amount of the single lump sum contribution will be determined for each grant based on the estimated budget of the action proposed by the applicant. The granting authority will fix the lump sum of each grant based on the proposal, evaluation result, funding rates and the maximum grant amount set in the call.

The maximum EU grant per project is as follows:

- **Lot 1 - Alliances for Education and Enterprises**

  - **1 million euros** (**2 years** project)
  - **1,5 million euros** (**3 years** project)

- **Lot 2 - Alliances for Sectoral Cooperation on Skills (implementing the "Blueprint")**:

  - **4 million euros (4 years project)** - only one proposal per industrial ecosystem can be selected for funding. At equal quality, a proposal covering an ecosystem that is not at all covered by an ongoing Blueprint Alliance will be assessed as more relevant than a proposal covering a part of an ecosystem where a Blueprint is already ongoing.

How is the project lump sum determined?

Applicants must fill in a detailed budget table according to the application form, taking into account the following points:

a) The budget should be detailed as necessary by beneficiary/-ies and organized in coherent work packages (for example divided into 'project management', 'training', 'organization of events', 'mobility preparation and implementation', 'communication and dissemination', 'quality assurance', etc.);

b) The proposal must describe the activities covered by each work package;

c) Applicants must provide in their proposal a breakdown of the estimated costs showing the share per work package (and, within each work package, the share assigned to each beneficiary and affiliated entity);

d) Costs described can cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (such us dissemination of information, publishing or translation).

Proposals will be evaluated according to the standard evaluation procedures with the help of internal and/or external experts. The experts will assess the quality of the proposals against the requirements defined in the call and the expected impact, quality and efficiency of the action. The lump sum value will be limited to a maximum of 80% of the estimated budget determined after evaluation

Following the proposal evaluation, the authorising officer will establish the amount of the lump sum, taking into account the findings of the assessment carried out.

The grant parameters (maximum grant amount, funding rate, total eligible costs, etc.) will be fixed in the Grant Agreement.

The project achievements will be evaluated on the outcomes completed. The funding scheme would allow putting focus on the outputs rather than the inputs, thereby placing emphasis on the quality and level of achievement of measurable objectives.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

FORWARD-LOOKING PROJECTS

Purpose of the action

Following the recent pandemic, **the need for innovation in our education and training systems, as well as youth, has never been so great.** Innovation in teaching and learning is crucial, at individual level as well as at institutional level. These innovative approaches should not only provide today's and tomorrow's workers with the appropriate skills for rapidly-changing labour markets, but should also arm today's and tomorrow's workforce with creativity and skills to confront the growing complexity of societal challenges that we all face such as climate change, the protection of bio-diversity, clean energy, public health, digitalization and automation, artificial intelligence, robotics and data analysis.

This action will aim to foster **innovation, creativity and participation**, as well as social entrepreneurship in different fields of education and training, within sectors or across sectors and disciplines.

Forward-Looking Projects are large-scale projects that aim to **identify, develop, test and/or assess innovative (policy) approaches** that have the potential of becoming mainstreamed, thus improving education and training systems. They will support forward-looking ideas responding to **key European priorities** and that have the potential of becoming mainstreamed and giving input for improving education, training and youth systems, as well as to bring a substantial innovative effect in terms of methods and practices to all types of learning and active participation settings for Europe's social cohesion.

The goal is to support transnational cooperation projects implementing a coherent and comprehensive set of **sectoral or cross-sectoral activities** that either:

a) **foster innovation** in terms of scope, ground-breaking methods and practices, and/or

b) ensure **a transfer of innovation** (across countries, policy sectors or target groups), thus ensuring at European level a sustainable exploitation of innovative project results and/or transferability into different contexts and audiences.

The partnerships should be composed of a mix of public and private organisations combining researchers, practitioners and partners with the capacity to reach policy-makers.

Forward-Looking Projects should therefore be implemented by a mixed partnership of organisations:

- based on excellence and state of the art knowledge,
- having the capacity to innovate,
- able to generate systemic impact through their activities and the potential to drive the policy agenda in the fields of education and training.

Supported projects will aim at achieving systemic impact at European level by having the capacity to deploy their innovative outcomes on a European scale and/or by being able to transfer them into different thematic or geographical contexts.

Lot 1: Cross-sectoral priorities

Projects under Lot 1 can address different educational sectors or bridge educational sectors.

Proposals submitted under Lot 1 must address one of the two following priorities that are detailed under 'Setting up a project':

- Priority 1: Supporting high **quality and inclusive digital education**, in line with the Digital Education Action Plan
- Priority 2: Supporting education and training systems to adapt for the **green transition**

Lot 2: Vocational Education and Training (VET)

Projects under Lot 2 address the VET sector.

These projects support the implementation of the principles and objectives of the **European Pillar of Social Rights Action Plan[217],** the **European Skills Agenda[218]**, the **Council Recommendation on vocational education and training** for sustainable competitiveness, social fairness and resilience[219] and the **Osnabrück Declaration** on vocational education and training[220] as an enabler of recovery and just transitions to digital and green economies.

Proposals submitted under Lot 2 must address one of the three following priorities that are detailed under 'Setting up a project':

- Priority 3: Supporting the **Pact for Skills**;
- Priority 4: Structures and mechanisms for **Applied research in VET**;
- Priority 5: **Green skills in the VET sector.**

Lot 3: Adult education (AE)

These projects support the implementation of the principles and objectives of the **European Pillar of Social Rights Action Plan[221],** the **European Skills Agenda[222]**, and the **Council Recommendation on Upskilling Pathways**[223]: New Opportunities for Adults.

Projects under Lot 3 address the adult education sector. Proposals submitted under Lot 3 must address the priority 6 that is detailed under 'Setting up a project':

- Priority 6: **Upskilling Pathways**: New Opportunities for Adults

OBJECTIVES OF THE ACTION

The **general objectives** are as follows:

- Innovative initiatives with a strong impact on education and training reforms in specific **strategic policy areas**;
- Contributing to the **strengthening of Europe's innovation capacity** by promoting innovation in education and training;
- **Creating systemic change** through fostering innovation at both practice and policy-level;
- **Support forward-looking ideas** focusing on key topics and priorities at EU level, with a clear potential to be mainstreamed in one or more sectors;
- As fully innovative, ground-breaking educational methods and practices and/or transfer of innovation: ensuring at EU level a **sustainable exploitation** of innovative project results and/or **transferability** into different contexts and audiences.

The **specific objectives** include:

- **Identifying, developing, testing and/or assessing** innovative approaches that have the potential to be mainstreamed in order to improve education and training systems and improve the effectiveness of policies

217 https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights-action-plan_en
218 https://ec.europa.eu/social/main.jsp?catId=1223&langId=en
219 https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32020H1202%2801%29
220 https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf
221 https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights-action-plan_en
222 https://ec.europa.eu/social/main.jsp?catId=1223&langId=en
223 https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A32016H1224%2801%29

and practices in the field of education and training;

- **Launching pilot actions** to test solutions to present and future challenges with a view to kick-starting sustainable and systemic impact;
- **Supporting transnational cooperation and mutual learning** on forward-looking issues amongst key stakeholders and empowering them to develop innovative solutions and promote the transfer of those solutions in new settings, including capacity-building of relevant stakeholders.

Activities under Forward-Looking Projects should contribute to the following:

- Improve quality, efficiency and equity of education and training systems;
- Improve effectiveness of policies in the field of education and training;
- Support the implementation of EU Frameworks and legal initiatives as well as country-specific recommendations from the European Semester;
- Improved evidence and understanding on target group(s), learning and teaching situations and effective methodologies and tools that can inspire and stimulate innovation at system level;
- Develop knowledge to support evidence-based policy;
- Trigger behavioural shifts at EU level.

Main activities under these Priorities could involve (non-exhaustive list):

- Action research, mapping work, producing large-scale sectoral or cross-sectoral outputs;
- Transnational capacity-building activities such as training, the analysis of policy contexts, policy-research, institutional adjustments;
- Pilot activities to test innovative solutions;
- Large-scale transnational events or networking activities, either sectoral or cross-sectoral;
- Exploitation activities to spread results to the educational community or sector;
- Think-tank activities, researching and experimenting with innovative ideas.

Forward-Looking Projects are required to apply EU wide instruments and tools whenever relevant.

Projects should include the design of a long-term action plan (beyond the duration of the Erasmus+ funded project) for the progressive take-up and mainstreaming of the innovations developed to be able to impact on education and training systems, in collaboration with the relevant authorities and institutions. They should also ensure the appropriate visibility and wide dissemination of the work, including at EU and national political level.

Forward-Looking Projects could also indicate how other EU funding opportunities (e.g. European Structural Funds, European Fund for Strategic Investment, Recover and Resilience Facility, Just Transition Fund), national and regional funding (as well as private funding), can support the implementation of the project. They could take into account national and regional smart specialisation strategies and developments in the European Industrial Ecosystems.

CRITERIA TO BE MET TO APPLY FOR FORWARD LOOKING PROJECTS

ELIGIBILITY CRITERIA

In order to be eligible for an Erasmus+ grant, project proposals for Forward-looking Projects must comply with the following criteria:

Who can apply?	Any full partner legally established in an **EU Member State or third country associated to the Programme** can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.
What types of organisations are eligible to participate in the project?	• The following organisations can be involved as full partner, affiliated entity or associated partner: Any public or private organisations that are active in the fields of education and training, that are key drivers of innovation and established in an EU Member State or third country associated to the Programme (see section "Eligible countries" in Part A of this Guide). For Lot 1 and Lot 2: Such organisations can be (non-exhaustive list): ▪ Education and training organisations (e.g. education and training providers such as schools, Higher Education Institutions, VET and Adult education providers, associations, NGOs); ▪ Public or private companies that offer training to their employees or partners in the value/supply chain. ▪ Drivers of innovation and territorial development (e.g. eco-innovation labs, research centres, innovation agencies, regional development authorities, SMEs, large companies); ▪ Policy-makers and public authorities at national, regional and local level (e.g. Ministries of Innovation, Education, Labour, Economy, public and private employment services, qualification authorities, etc.); ▪ Organisations carrying out cross-sector activities and other labour market actors (e.g. social partners, sectoral organisations, chambers of industry/commerce/crafts and other intermediary bodies, trade organisations, civil society, sports and cultural organisations, teachers and trainers associations, youth and parents associations, labour market actors); ▪ Public or private entities in charge of, or having a degree of responsibility for (or influence over), the organisation and/or financing and/or provision of educational services to adults (e.g. skills assessment, validation of competences, education and training, orientation and guidance). ▪ National, International, regional and sectorial skills competition organizations. Higher education institutions established in an EU Member State or third country associated to the Programme must hold a valid Erasmus Charter for Higher Education (ECHE).

Number and profile of participating organisations	For all **Lots**: • The partnership must include at least **3 full partners** from a minimum of **3 EU Member States and third countries associated to the Programme** (including at least 2 EU Member States). For **Lot 2**: • For **at least three of the participating countries**, the partnerships must include both **employers** (or their representatives), as well as **education and training organisations** (or their representatives). For **Lot 3**: • For **at least three of the participating countries**, the partnership must include public or private entities in charge of, or having a high degree of responsibility for (or influence over), the organisation and/or financing and/or provision of educational services to adults (e.g. skills assessment, validation of competences, education and training, orientation and guidance), as full or associated partners.
Venue of activities	The activities must take place in EU Member States or third countries associated to the Programme.
Duration of project	For **Lot 1** - Cross-sectoral priorities, the duration of the project is: • 24 to 48 months; For **Lot** 2 and **Lot 3** the duration of the project is: • 24 months. The duration has to be chosen at application stage, based on the objective of the project, on the type of activities planned over time, the budget and the ambitions set for the project.
Project start dates	Projects will start on 1 November 2022, 1 December 2022 or 1 January 2023
Where to apply?	To the European Education and Culture Executive Agency (EACEA). Call ID Lot 1: ERASMUS-EDU-2022-PI-FORWARD-LOT1 Call ID Lot 2: ERASMUS-EDU-2022-PI-FORWARD-LOT2 Call ID Lot 3: ERASMUS-EDU-2022-PI-FORWARD-LOT3
When to apply?	Applicants have to submit their grant application by **15 March at 17:00** (Brussels time)

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

SETTING UP A PROJECT

Forward-Looking Projects should always have in mind the following cross-cutting policy contexts:

1. **The European Pillar of Social Rights Action Plan.**
2. **The European Commission's Green Deal[224], the UN's Sustainable Development Goals[225]** and the **Paris Declaration on Climate Change[226];**
3. **The European Skills Agenda**[227] **–** in particular action 1 on the **Pact for Skills**, action 6 on **Skills to support the twin transitions**, and action 8 on **Skills for life**.
4. **The Council Recommendation on vocational education and training** (VET) for sustainable competitiveness, social fairness and resilience[228]
5. **The Council Recommendation on Upskilling Pathways: New Opportunities for Adults[229].**
6. **Digital Transformation** in our education and training systems, as well as in youth, as encompassed in the European Commission's **Digital Education Action Plan 2021-2027[230]**;

LOT 1: CROSS-SECTORAL PRIORITIES

Proposals submitted under Lot 1 must address one of the following 2 priorities:

Priority 1: Supporting high quality and inclusive digital education, in line with the Digital Education Action Plan

Education and training systems are currently undergoing a deep digital transformation, which is being driven by advances in connectivity; the widespread use of devices and digital applications; the need for individual flexibility, the wider availability of and need for high-quality digital education content and the ever-increasing demand for digital skills. The COVID-19 pandemic, which has heavily impacted education and training, has accelerated the change and provided multiple new learning experiences and perspectives. The Digital Education Action Plan 2021-2027 sets the EU policy for the digital transformation in education and training over the next programming period. The Digital Education Action Plan has two strategic priorities:

- Supporting the development of a high-performing **digital education ecosystem** (1)
- Addressing the need to enhance **digital competences for the digital transformation** (2)

There is a need to equip all learners with digital competences (knowledge, skills and attitudes) to live, work, learn and thrive in a world increasingly mediated by digital technologies. Digital technology, when deployed skilfully and effectively by educators, can fully support the agenda of high quality and inclusive education and training for all learners. Technology can be a powerful and engaging tool for collaborative and creative learning. It can help learners and educators access, create and share digital content. Effective digital capacity planning and development is vital for education and training systems. This requires the development and ongoing review and updating of digital strategies addressing technology gaps in infrastructure, devices and developing relevant organisational capabilities in education, including the capacity to deliver hybrid modes of learning and teaching (remote and on-site). In this context, increasing our knowledge and understanding of emerging technologies such as Artificial Intelligence (AI) and its ethical educational deployment also becomes important. Capacity should be developed to ensure accessibility to assistive technologies and accessible digital content and more generally address unequal access, e.g. on socio-economic or rural-urban grounds. High-quality digital education content, user-friendly tools, value-adding services and secure platforms

[224] https://ec.europa.eu/info/sites/info/files/european-green-deal-communication_en.pdf
[225] https://www.un.org/sustainabledevelopment/sustainable-development-goals/
[226] https://ec.europa.eu/clima/policies/international/negotiations/paris_en
[227] https://ec.europa.eu/social/main.jsp?catid=1223&langid=en
[228] https://eur-lex.europa.eu/legal-content/en/txt/?uri=celex%3a32020h1202%2801%29
[229] https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A32016H1224%2801%29
[230] https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

that maintain privacy and uphold ethical standards are essential for high quality and inclusive digital education.

In addition to the two strategic priorities outlined above, the Digital Education Action Plan sets out to support more effective cooperation on digital education and training at EU level through the set-up of a **European Digital Education Hub.** The Hub will promote cross-sectoral collaboration, identify and share good practice and support Member States and the education and training sector with tools, frameworks, guidance, technical expertise and research in the domain of digital education. The Hub should link national and regional digital education initiatives and actors and support new models for exchange of digital education content, addressing issues such as common standards, interoperability, accessibility and quality-assurance. The Hub should thus also be taken into account in the scope of the areas set out below.

Forward-Looking Projects will address specifically **at least one of the three following areas** under Priority 1:

A) Key success factors for inclusive and high-quality digital education and training.

Projects will:

- Identify and/or assess enabling factors or obstacles for effective and performing digital education and training ecosystems. These enabling factors and obstacles may be addressed at systemic (national/regional/local level) or at organisational level;
- Examine the interplay between these factors/obstacles and produce recommendations that may be disseminated and exploited at organisational and systemic level;

Note: Factors like education and training systems' structure and organisation, national curriculum approaches, national assessment of educational performance, teacher/trainer training strategies as well as infrastructure and connectivity are expected to be examined, but also the possibility for other hidden factors as well.

B) Artificial Intelligence in education

Projects will:

- Identify, develop and pilot use cases of artificial intelligence in education and training including considering their impact on data, privacy, ethics and EU values;
- Produce recommendations, toolkits and implementation guidelines on the role and use of artificial intelligence in education and training that may be disseminated and exploited at organisational and systemic level.

C) High-quality digital education content

Projects will:

- Identify, develop and pilot use cases for the development and adoption of high-quality digital education content (taking into account the need for high-quality instructional design, accessibility, recognition and multilingualism and reflecting the need for interoperability, certification, verification and transferability of digital education content);
- Produce recommendations, toolkits and implementation guidelines on the development and adoption of high-quality digital education content that may be disseminated and exploited at organisational and systemic level.

<u>Priority 2:</u> Supporting education and training systems to adapt for the green transition

The European Green Deal highlights the importance of mobilising the education and training sector to support the transition to a greener and more sustainable Europe. There is a need to support collective and individual action level through the development of knowledge, skills and attitudes related to sustainability and empowering learners to become agents of change. Education and training systems and institutions can be catalysts for achieving this change.

One of the six dimensions of the European Education Area[231] and the sixth flagship action of the European Skills Agenda[232] focuses specifically on supporting the green transition. In addition, the Education for Climate Coalition, launched by the European Commission on 10 December 2020, aims to mobilise expertise, provide resources for networking and support creative approaches to climate action and sustainability, involving teachers, pupils and students. The goal of the Coalition is to link bottom-up initiatives and EU level action and to support pledges and concrete actions to change sustainability behaviour across the EU.

In addition, the Commission is set to propose end 2021 a Council Recommendation on education for environmental sustainability. This will aim to support Member States to embed sustainability in education and training systems and boost cooperation and exchange of experiences at European level on learning for sustainability. The Commission is also developing a European Competence Framework to help develop and assess knowledge, skills and attitudes on sustainability.

All these actions aim at helping people acquire knowledge, abilities, values and attitudes needed to live in, develop and support a sustainable and resource-efficient economy and society.

Forward-Looking Projects will address **at least one of the three following areas** under Priority 2:

A) Promoting whole institution approaches to sustainability

Projects will focus on:

- Designing, implementing and monitoring whole-institution sustainability plans, including through the use of self-assessment tools;
- Supporting education leaders (e.g. through professional development, mentoring schemes, networking initiatives) to embed sustainability into all aspects of the institutions' operations;
- Supporting student and staff involvement in sustainability initiatives, e.g. through sustainability champions/ambassadors, developing links with local community groups and other partners beyond the education institution;
- Designing, implementing and monitoring approaches related to sustainable operations on the school/campus site, e.g. energy and water consumption; mobility and transport; greening of teaching and learning environment and infrastructure.

B) Developing the skills and competences of learners and educators related to sustainability

Projects will focus on:

- Designing, implementing and monitoring innovative approaches to teaching and training on sustainability, which could include the effective use of digital technologies to support learning for sustainability;
- Building the capacity of educators (teachers, training and all educational staff) to integrate sustainability through professional development, including supporting educators with innovative teaching practices and bridging subjects in different disciplines;
- Connecting different education sectors on sustainability competence development, including formal and non-formal education;

[231] https://ec.europa.eu/education/education-in-the-eu/european-education-area_en
[232] https://ec.europa.eu/social/main.jsp?catId=1223

- Awareness-raising activities, including activities targeted at the fight against disinformation (related to, e.g., green washing) and fostering critical-thinking through for example hands-on learning in 'makerspaces' and/or 'STEAM' learning approaches.

C) Empowering citizens to act on sustainability, the environment and climate change, including in the context of the new Education for Climate Coalition

Projects will focus on:

- Designing concrete and replicable "climate action plans" at local level, involving learners, teachers, trainers, education leaders, local business, museums, art and science bodies and sport centres;
- Designing project-based, experiential learning led by schools with parents, local businesses, the wider community, e.g.: promoting healthy eating; promoting schools as green, sustainable, interactive buildings, in line with the New European Bauhaus priorities; promoting cross-fertilisation between green schools, as physical structures, and all the other elements of a learning environment such as innovative pedagogies, project-based learning and cross-subject teacher teams;
- Supporting innovative partnerships between formal education (e.g. schools, higher education institutions etc.) and non-formal actors (e.g. NGOs, environmental centres, libraries, museums, etc.).

Applications can target one or more sectors of education, from Early Childhood Education and Care through to adult learning as well as formal, non-formal and informal education. Applications that address more than one area within a priority will not receive extra points during evaluation.

LOT 2: VOCATIONAL EDUCATION AND TRAINING (VET)

Proposals submitted under Lot 2 must address one of the following 3 priorities:

Priority 3: Supporting the Pact for Skills

The Pact for Skills is the first flagship action of the 2020 European Skills Agenda. It is a new engagement model for addressing skills challenges and deliver on the recovery path, the EU Industrial Strategy and the green and digital transitions. It mobilises and incentivises all relevant stakeholders to take concrete actions for the upskilling and reskilling of people of working age, in particular by pooling efforts in wide partnerships. The Pact is firmly anchored in the principles of the European Pillar of Social Rights and supports the goals of the Green Deal and the digital transformation, as set out in the Commission communication "A strong Social Europe for Just Transitions"[233].

Among others, the Pact aims to mobilise and incentivise large companies, in cooperation with other stakeholders to support (in the context of upskilling and reskilling) micro-, small and medium-sized companies.

The purpose of this priority is to identify, test, develop or assess tools or structures focused on brokering and building cooperation between large companies and micro, small and medium companies (SMEs) along a value chain in the same industrial ecosystem[234] with the involvement of other players relevant for up- and reskilling. The objective of this cooperation must be the upskilling and reskilling of people at working age in a particular value chain or industrial ecosystem. The projects could also serve the purpose of laying the ground for large-scale skills partnerships in industrial ecosystems.

[233] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0014

[234] as presented in the Annual Single Market Economy Report 2021: https://ec.europa.eu /info/files/staff-working-document-annual-single-market-report-2021_en

The tools or structures should have potential of becoming mainstreamed and giving input for improving education and training systems and other opportunities for skills anticipation, development and validation. Project should involve relevant stakeholders, such as, VET providers, higher education institutions, public and private employment services, innovative hubs, social partners, companies and public authorities.

The cooperation tools or structures should improve quality, efficiency and equity of upskilling and reskilling opportunities for people at working age and adapt them for the changing tasks in micro-, small or medium-sized enterprises.

The tools or structures could include cooperation with public authorities (e.g. regional or national), VET providers, social partners and other stakeholders to improve the sustainability of the solutions and include impact on education and training systems.

Priority 4: Structures and mechanisms for Applied research in VET

Applied research is usually defined as [235] original investigation undertaken in order to acquire new knowledge. It is, directed primarily towards a specific, practical aim or objective. The results of applied research are intended primarily to be valid for possible applications to products, operations, methods or systems. Applied research gives operational form to ideas. It is very closely related to the concept of "Experimental development" which is defined as systematic work, drawing on knowledge gained from research and practical experience and producing additional knowledge, which is directed to producing new products or processes or to improving existing products or processes.

Applied research has a strong focus on solving real-world problems in industry. A distinguishing characteristic of applied research in VET is the sector's potential to bring together research and innovation, with the dual aims of understanding industry's problems and bringing about change in the workplace. The skills required to create and diffuse knowledge overlap. Both call for inquiry, reflective practice, communication and collaboration.

Another feature of VET applied research is the close link between research and efforts to improve VET pedagogy. These endeavours can lead to innovative thinking, new teaching practices and training products, and ultimately more creative graduates[236].

The Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience, calls for the establishment of Centres of Vocational Excellence, acting "*…as catalysts for local business investment, supporting recovery, green and digital transitions, European and regional innovation and smart specialisation strategies, development of vocational education and training, including at higher qualification levels (EQF levels 5-8) in line with national context and provide innovative services such as clusters and business incubators for start-ups and technology innovation for SMEs, as well as innovative reskilling solutions …*";

Among their key activities Centres of VET excellence aim at:

- Working together with local SME's through innovation hubs, technology diffusion centres, prototyping and **applied research projects**, with the involvement of VET learners and staff;
- Contributing to creation and dissemination of **new knowledge** in partnership with other stakeholders, e.g. through open innovation, joint research and development (R&D) with universities, companies, and other research institutes, etc.

The Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies[237], calls for support at EU level to " *Develop and strengthen centres of vocational excellence as*

[235] In Frascati Manual 2015, Guidelines for Collecting and Reporting Data on Research and Experimental Development https://www.oecd.org/publications/frascati-manual-2015-9789264239012-en.htm https://www.oecd.org/publications/frascati-manual-2015-9789264239012-en.htm

[236] Explaining the VET applied research developmental Framework: https://www.ncver.edu.au/research-and-statistics/publications/all-publications/explaining-the-vet-applied-research-developmental-frameworkhttps://www.ncver.edu.au/research-and-statistics/publications/all-publications/explaining-the-vet-applied-research-developmental-framework

[237] https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf

innovative incubators and skills ecosystems encompassing learning, training and research activities…".

In many countries applied research has led to stimulate innovation in companies, in particular in micro and small and medium enterprises (SMEs), as well as the continuous improvement and innovation in VET teaching and training practices. By being actively engaged in applied research with local companies, VET providers become co-creators of local innovation eco-systems. The do so by contributing to the generation of new and improved products, services and processes, but also through the supply of skilled, innovative and entrepreneurial VET graduates.

The projects will:

- Identify, assess, test, and develop structures and mechanisms for applied research in VET, to broaden its engagement in R&D and innovation systems;
- Build the capacity of VET systems with the close involvement of teachers and trainers, as well as VET learners, to undertake applied research and manage innovation projects together with other organisations, and in particular SMEs;
- Based on its experience and outcomes, the project will propose a reference framework (operational and financial) aimed at mainstreaming applied research and experimental development in VET provision, making use of private as well as public (national and EU) funding instruments.

The results of these projects should have the potential to be mainstreamed, and contribute to the modernisation of VET systems and their engagement in applied research and experimental development, while providing learners with opportunities for challenge/project based learning.

Priority 5: Green skills in the VET sector

The European Green Deal is Europe's new growth strategy aiming to transform its economy and society and to put them on a more sustainable path. As stipulated in Action 6 of the European Skills Agenda, the Commission will support the acquisition of skills for the green transition.

A fair and successful green transition requires investments in skills of people to increase the number of professionals who (i) build and master green technologies, including digital ones, (ii) develop green products, services and business models, (iii) create innovative nature-based solutions and (iv) help minimise the environmental footprint of activities. It also requires retraining and upskilling of the workforce to accompany labour market transitions and mobility. This is necessary because job creation and job losses will not necessarily happen in the same sectors, and across the economy task profiles and skill requirements will change fundamentally. In addition, Europe will only become a climate neutral continent, a resource efficient society and a circular economy with an informed population and workforce that understands how to think and act green.

VET institutions are well placed to provide the skills needed for a successful green transition, both through initial and continuing VET programmes. The Council Recommendation on vocational education and training for sustainable competitiveness, social fairness and resilience also aims to make VET a driver for innovation and growth preparing people with the skills for the digital and green transitions and occupations in high demand. This includes expansion of the training offer fostering the acquisition of entrepreneurial, digital and green skills.

The Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies calls for:

- Promoting initiatives to support cooperation and knowledge-sharing between VET institutions and providers on learning methods, curricula, guidelines, work-based learning, and quality assurance of **education and training offer on green skills**, by using European programmes like Erasmus+
- Defining **labour-market-relevant skills for the green transition** that are to be incorporated in curricula and VET provision, including basic skills across all sectors and occupations and sector specific skills in cooperation with the social partners

The projects will address **both of the following two areas** under Priority 5:

A) Set of core green skills for the labour market

- Develop a set of core green skills for the labour market across different economic sectors to guide training with a view to creating a generation of climate, environment and health conscious professionals and green economic operators.

B) Integrating this set into VET

- Projects will help integrate this set of core green skills into VET curricula.
- Projects will also help integrate this set into the training of teachers, trainers and other staff undertaking initial and continuing professional development.

LOT 3: ADULT EDUCATION (AE)

Proposals submitted under Lot 3 must address the following priority:

Priority 6: Upskilling Pathways: New Opportunities for Adults

Upskilling Pathways as defined in the Council Recommendation on *Upskilling Pathways: New Opportunities for Adults*[238], targets adults with a low level of skills, knowledge and competences who have at best completed lower secondary education. It aims to provide adults with flexible opportunities to improve their literacy, numeracy and digital skills (including ability to use digital technologies) and to progress towards higher qualification levels relevant for the labour market and for active participation in society.

Upskilling Pathways contribute to ensure that everyone has the right to quality and inclusive education, training and life-long learning, as defined in Principle 1 of the European Pillar of Social Rights.

Upskilling Pathways comprises three steps:

1. skills assessment (i.e. skills identification or screening);
2. provision of a tailored, flexible and quality learning offer; and
3. validation and recognition of skills acquired.

Through the actions proposed, the projects will support the implementation of the Council Recommendation on Upskilling Pathways, the European Pillar of Social Rights Action Plan, as well as to the European Skills Agenda (action 8 'Skills for life').

The projects will:

- Contribute to increase the supply of upskilling opportunities and their take up by low skilled adults.
- Contribute to practical and integrated delivery of the Upskilling Pathways steps supported by outreach and guidance measures
- Contribute to increase the coherence among existing measures for low skilled adults
- Ensure that all relevant actors are mobilised and engaged in the delivery of the Upskilling Pathways Recommendation.

A partnership approach should be ensured, which promotes effective coordination and long-term collaboration between the stakeholders involved in planning, implementing and monitoring Upskilling Pathways.

The projects shall include a plan for the roll-out of its outcomes/results in the participating countries, and include proposals for the further development of tailored support and learning for this specific target group.

Actors involved in Upskilling Pathways may include: national, regional or local entities involved in planning, organising or promoting adult learning, employer organisations, employers, trade unions, chambers of industry, trade, commerce and crafts, employment services, education and training providers, intermediary and sectoral organisations, civil society organisations, local and regional economic actors, libraries and community services.

EXPECTED IMPACT

Forward-Looking Projects intend to provide innovative solutions that can be mainstreamed at regional, national and European level and ideally with the potential to be developed further either by EU funding or else through national and regional support.

The bottom-up practices should correctly address the fixed priorities set to strengthen Europe's innovation capacity, make a strong impact on education and training reforms and initiate systemic change.

238 EUR-Lex - 32016H1224(01) - EN - EUR-Lex (europa.eu)

Through the wide dissemination of project outcomes at transnational, national and/or regional levels, also taking national, European Industrial Ecosystems and regional smart specialisation strategies into account, Forward-Looking Projects are expected to make cathartic impact at system level to help education and training systems better meet the challenges of a rapidly changing world.

AWARD CRITERIA

Relevance of the project
 	
(maximum 30 points/ threshold minimum 15 points)
	• **Link to EU policy and initiatives**: the proposal establishes and develops a project that supports a forward-looking idea at EU level, taking into account and fostering existing EU tools and initiatives (if relevant). The proposal also supports the implementation of EU policies (e.g. European Skills Agenda), EU Frameworks and EU initiatives such as country specific recommendations from the European Semester;
	• **Purpose**: the proposal is relevant to the objective of the Action, as well as the general and specific objectives of the Action (see section 'Objectives of the action' above);
	• **Scope**: the proposal addresses one of the 6 priorities of the Action (see section 'Setting up a project' above);
	• **Innovation**: the proposal considers state-of-the-art methods and techniques, and leads to innovative results and solutions that can be mainstreamed into one or more economic or educational sectors;
	• **Consistency**: the objectives are based on a sound needs analysis; they are clearly defined, realistic and address issues relevant to the participating organisations and to the Action;
	• **European added value**: the proposal demonstrates clearly the added value at systemic EU level, generated through its trans-nationality and potential transferability;
	• **Depending on the addressed priority:**
	  • **Priority 1 - Digital education and skills**: the extent to which the proposal consistently plans and integrates activities, research and events that contribute clearly to the Digital Transformation;
	  • **Priority 2 - Green education and skills**: the extent to which the proposal consistently plans and integrates activities, research and events that boosts the transition to a circular and greener economy, thus contributing to the Commission's Green Deal, the Paris Climate Agreement and the Sustainable Development Goals;
	  • **Priority 3 - Pact for Skills:** the extent to which the proposal consistently plans and integrates activities, research, **as well as tools and structures** that strengthen skills development **in value chains in an industrial ecosystem**;
	  • **Priority 4 - Applied research in VET:** the extent to which the proposal develops a coherent plan to set-up structures and mechanisms for applied research in VET, which is designed to interact and benefit the teaching and learning process, while responding to the external organisations needs for innovation and development;
	  • **Priority 5 - Green skills in the VET sector:** the extent to which the proposal develops a meaningful set of core green skills and showcases how to integrate this set of core green skills into VET curricula, as well as for the training of teachers, trainers and other staff;
	  • **Priority 6 - Upskilling Pathways:** the extent to which the proposal contributes to the practical and integrated delivery of the Upskilling Pathways steps supported by outreach and guidance measures.
	• **Post-pandemic setting**: the extent to which the proposal integrates measures fostering new policies and practices at systemic level in order to face new challenges posed by the recent pandemic.

Quality of the project	• **Coherence**: the overall project design ensures consistency between project objectives,

design and implementation **(maximum 30 points/ threshold minimum 15 points)**	methodology, activities, duration and the budget proposed. The proposal presents a coherent and comprehensive set of appropriate activities to meet the identified needs and lead to the expected results; • **Structure**: the work programme is clear and complete (covering appropriate project phases: preparation, implementation, monitoring, evaluation, dissemination and exploitation). It comprises an *ex ante* and *ex post* (both within the project duration) analysis of the introduced innovation in education; • **Methodology**: the quality and feasibility of the methodology proposed and its appropriateness for producing the expected results, using EU instruments whenever relevant to the project; • **Management**: solid management arrangements are foreseen. Timelines, organisation, tasks and responsibilities are well defined and realistic. The proposal allocates appropriate resources to each activity; • **Improving quality and effectiveness**: the proposal clearly embeds its innovation into activities and results which improve the quality, efficiency and equity of education and training systems; • **Budget**: the budget provides for appropriate resources necessary for success, it is neither overestimated nor underestimated; • **Financial and quality control**: control measures (continuous quality evaluation and training, peer reviews, benchmarking activities, etc.) and quality indicators ensure that the project implementation is of high quality and cost-efficient. Challenges/risks of the project are clearly identified and mitigating actions properly addressed. Expert review processes are planned as an integral part of the project. The work programme includes an independent external quality assessment at mid-term and a few months before the project end in order to enable potential project adjustments.
Quality of the partnership and the cooperation arrangements **(maximum 20 points/threshold minimum 10 points)**	• **Configuration**: the composition of the partnership is in line with the action and project objectives. It brings together an appropriate mix of relevant organisations with the necessary profiles, skills, experience, expertise and management support required for the successful delivery of the whole project. The proposal includes partners that adequately represent the sector or cross-sectoral approach concerned**.** In particular, under Priority 4, the extent to which the partnership organises tandems of VET providers and company representatives or associations in each participating country. In particular, under Priority 5, the extent to which the partnership organises tandems of VET providers and labour marker representatives in each participating country. • **Commitment**: the contributions from partners are significant, pertinent and complementary. The distribution of responsibilities and tasks is clear, appropriate, and demonstrates the commitment and active contribution of all participating organisations in relation to their specific expertise and capacity; • **Tasks**: the coordinator shows high quality management and coordination of transnational networks and leadership in complex environment. Individual tasks are allocated on the basis of the specific know-how of each partner; • **Collaboration/Team spirit**: an effective mechanism is proposed to ensure an efficient coordination, decision-making, communication and conflict resolution between the participating organisations, participants and any other relevant stakeholder; • **Geographical dimension and involvement of third countries not associated to the Programme**: the partnership includes relevant partners from different geographical areas and this geographical composition is motivated. If applicable, the involvement of participating organisations from third countries not associated to the Programme brings an essential added value to the achievement of the objectives of the Forward-Looking Project.

Impact, dissemination and sustainability **(maximum 20 points/ threshold minimum 10 points)**	• **Exploitation**: the proposal demonstrates how the outcomes of the project will be mainstreamed at system level in one or more sectors. It provides means to measure exploitation within the project lifetime and after; • **Dissemination**: the proposal provides a clear plan for the dissemination of results, and includes appropriate targets, activities, relevant timing, tools and channels to ensure that the results and benefits will be spread effectively to the right stakeholders, policy makers and drivers of innovation within and after the project's lifetime. The proposal also indicates which partners will be responsible for dissemination and demonstrates the relevant experience that they have in dissemination activities. Dissemination also takes into account national and regional smart-specialisation strategies to impact to the maximum at these levels; **Open access**: as a general rule, and within the limits of existing national and European legal frameworks, results should be made available as **open educational resources** (OER) as well as on relevant professional, sectorial or competent authorities' platforms. The proposal will describe how data, materials, documents and audio-visual and social media activity produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations; • **Impact**: the proposal demonstrates the potential impact of the project: ➢ On the targeted groups and sector(s); ➢ On policy-makers at system level; ➢ Outside of the policy-makers and authorities directly targeted in the project, on private or public innovation-drivers at local, regional, national and/or European levels. The proposal demonstrates the potential to be implemented by other key stakeholders in the sector or beyond. The proposal includes measures as well as targets and indicators to monitor progress and assess the expected impact (short- and long-term); • **Sustainability**: the proposal explains how the Forward-Looking Project will be rolled out and further developed at different levels (local, regional, national). The proposal includes the design of a long-term action plan for the progressive roll-out of project deliverables after the project has finished and their incorporation into the mainstream. This plan shall be based on sustained partnerships between policy-makers, education and training providers and key industry stakeholders at the appropriate level. It should include the identification of appropriate governance structures, as well as plans for scalability and financial sustainability, including the potential identification of financial resources (European, national and private) to ensure that the results and benefits achieved will have a long-term sustainability.

To be considered for funding, applications must score at least **70 points** (out of 100 points in total), taking into account the necessary minimum threshold for each of the four award criteria.

The ex aequo proposals under the same priority will be prioritised according to the scores they have been awarded for the award criterion "Relevance" and then "Impact".

The Evaluation Committee will, if possible, aim at ensuring a balanced coverage of priorities.

DEADLINE AND INDICATIVE TIMETABLE FOR EVALUATION AND GRANT AGREEMENTS

Stages	Date and time or indicative period
Deadline for submitting applications	15 March at 17:00 (Brussels time)
Evaluation period	April – July 2022

Information to applicants	August 2022
Signature of grant agreement	October – December 2022
Starting date of the action	1/11/2022 or 1/12/2022 or 1/01/2023

WHAT ARE THE FUNDING RULES?

This action follows a lump sum funding model. The amount of the single lump sum contribution will be determined for each grant based on the estimated budget of the action proposed by the applicant. The granting authority will fix the lump sum of each grant based on the proposal, evaluation result, funding rates and the maximum grant amount set in the call.

The **maximum EU grant** per project is as follows:

- For **Lot 1** - Cross-sectoral priorities: EUR 800,000
- For **Lot 2** - Vocational Education and Training (VET) : EUR 700,000
- For **Lot 3** - Adult education (AE): EUR 1,000,000

The **maximum number of projects** to be funded is:

For **Lots 1 and 3**: there is no maximum set except the budgetary constraints

For **Lot 2**: there is an indicative target of 7 projects per priority (for priorities 3, 4 and 5 respectively)

How is the project lump sum determined?

Applicants must fill in a detailed budget table according to the application form, taking into account the following points:

a) The budget should be detailed as necessary by beneficiary/-ies and organized in coherent work packages (for example divided into 'project management', 'analysis', 'training', 'organization of events', 'model implementation', 'long-term action plan', 'communication and dissemination', 'quality assurance', etc.);

b) The proposal must describe the activities covered by each work package;

c) Applicants must provide in their proposal a breakdown of the estimated costs showing the share per work package (and, within each work package, the share assigned to each beneficiary and affiliated entity);

d) Costs described can cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (such as dissemination of information, publishing or translation).

Proposals will be evaluated according to the standard evaluation procedures with the help of internal and/or external experts. The experts will assess the quality of the proposals against the requirements defined in the call and the expected impact, quality and efficiency of the action. The lump sum value will be limited to a maximum of 80% of the estimated budget determined after evaluation.

Following the proposal evaluation, the authorising officer will establish the amount of the lump sum, taking into account the findings of the assessment carried out.

The grant parameters (maximum grant amount, funding rate, total eligible costs, etc.) will be fixed in the Grant Agreement.

The project achievements will be evaluated on the outcomes completed. The funding scheme would allow putting focus on the outputs rather than the inputs, thereby placing emphasis on the quality and level of achievement of measurable objectives.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

CAPACITY BUILDING IN HIGHER EDUCATION

The Capacity Building in Higher Education (CBHE) action supports international cooperation projects based on multilateral partnerships between organisations active in the field of higher education. It supports the relevance, quality, modernisation and responsiveness of higher education in third countries not associated to the Erasmus + programme for socio-economic recovery, growth and prosperity and reacting to recent trends, in particular economic globalisation but also the recent decline in human development, fragility, and rising social, economic and environmental inequalities exacerbated by the COVID-19 pandemic.

The action is expected to contribute to the overarching priorities of the European Commission: the Green Deal (including climate change, environment and energy), digital transformation and data technologies, alliances for sustainable growth and jobs, migration partnerships, and governance, peace and security and to the external dimension of EU internal policies in the field of education. It will support a successful green and sustainable global economic recovery in the third countries not associated to the Erasmus + programme, linked to the Sustainable Development Goals (SDGs) and the Paris Agreement.

The activities and outcomes of CBHE projects must be geared to benefit **the eligible third countries not associated to the programme,** their higher education institutions and systems.

OBJECTIVES OF THE ACTION

Specifically, the action will:

- Improve the quality of higher education in third countries not associated to the programme and enhance its relevance for the labour market and society;
- Improve the level of competences, skills and employability potential of students in HEIs in the third countries not associated to the programme by developing new and innovative education programmes;
- Promote inclusive education, equality, equity, non-discrimination and the promotion of civic-competences in higher education in the third countries not associated to the programme;
- Enhance the teaching, assessment mechanisms for HEI staff and students, quality assurance, management, governance, inclusion, innovation, knowledge base, digital and entrepreneurial capacities, as well as the internationalisation of HEIs in the third countries not associated to the programme;
- Increase the capacities of HEIs, bodies in charge of higher education and competent authorities of third countries not associated to the programme to modernise their higher education systems, particularly in terms of governance and financing, by supporting the definition, implementation and monitoring of reform processes;
- Improve the training of teachers and continuous professional development in order to impact the longer term quality of the education system in the third countries not associated to the programme;
- Stimulate cooperation of institutions, capacity building and exchange of good practice;
- Foster cooperation across different regions of the world through joint initiatives.

The action will ensure equity and inclusion, system strengthening and capacity building as well as employability transversally across the action. Interventions will no longer address only the modernisation of teaching programmes per se, but should also take into account governance, management and the strengthening of higher education's wider economic and social ecosystems. Addressing regional issues, building alliances and coalitions, piloting new approaches and initiatives built on country ownership will be strongly encouraged. Supporting the implementation of the Green Deal, increasing the capacity of ICT in the third countries not associated to the programme and student participation in planning and learning processes will be cross-cutting elements of the action. Coherence, synergies and complementarity with other relevant European Union interventions in the field will be ensured.

EXPECTED IMPACT

- Modernised HEIs which will not only transfer knowledge but also will create economic and social value through the transfer of their teaching and research results to the community/country;
- Improved access to and quality of higher education, in particular for people with fewer opportunities and in the poorest countries in the different regions;
- Increased participation of HEIs located in remote areas;
- Governance for efficient and effective policymaking and policy implementation in the field of higher education;
- Regional integration and establishment of comparable recognition, quality assurance tools to support academic cooperation, mobility for students, staff and researchers;
- A stronger link and cooperation with the private sector, promoting innovation and entrepreneurship;
- Alignment of the academic world with labour market enhancing employability of students;
- Increased students sense of initiative and entrepreneurship;
- Increased level of digital competence for students and staff;
- Institutional ownership of the CBHE results thus ensuring sustainability;
- National ownership by experimenting and mainstreaming positive and best practices in HE;
- Increased capacity and professionalism to work at international level: improved management competences and internationalisation strategies;
- Increased quality in the preparation, implementation, monitoring and follow-up of international projects.

ACTIVITIES

The activities proposed must be directly linked to the objectives above, the regional priority areas, the characteristics of the Strands (see below) and they must be detailed in a project description covering the entire implementation period.

In the context of this action, project activities must be geared to strengthen and benefit the eligible third countries not associated to the programme, their HEIs and other organisations active in the field of higher education and systems.

Funded projects will be able to integrate a wide range of cooperation, exchange, communication and other activities, examples of which are provided under the description of the three Strands available under this action. The proposed activities should bring an added value and will have a direct impact on the achievement of the project results.

GEOGRAPHICAL TARGETS

CBHE projects can be implemented as:

- National projects, i.e. projects involving institutions from only one eligible third country not associated to the Erasmus + programme;
- Multi-country (regional) projects within one single eligible Region;
- Multi-country projects involving more than one Region (cross-regional) and involving at least one country from each eligible Region[239].

For each Region there is a defined budget and further information on the amounts available are published on the Funding and Tender Opportunities Portal (FTOP): https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home

239 Cross-regional projects must be in the priority areas of all Regions involved, demonstrate their relevance for each Region and justify this by a detailed analysis of common needs and objectives.

In addition to special attention being paid to improve equitable and gender balanced access to HEIs in third countries not associated to the programme, in particular for people with fewer opportunities, the action will take an inclusive approach in all regions with the aim to increase the participation of the poorest and least developed third countries not associated to the programme.

REGIONAL PRIORITY AREAS

For Strands 1 and 2, proposals must respect pre-defined regional priorities, which are published on the Funding and Tender Opportunities Portal (FTOP): https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home

PROJECT STRANDS

In order to respond to the various challenges in the third countries not associated to the programme, the CBHE action is composed of three specific Strands:

Strand 1 - Fostering access to cooperation in higher education

This Strand is designed to attract less experienced HEIs and small-scale actors to the CBHE action to facilitate access to newcomer organisations[240]. These partnerships should act as a first step for HEIs and organisations with a smaller operational capacity located in third countries not associated to the programme to access and increase means to reach out to people with fewer opportunities.This Strand will finance small-scale projects to reduce the internationalisation gap among HEIs from eligible third countries not associated to the programme, from the same country or Region. Projects should establish partnerships to develop cooperation ideas as well as to facilitate transfer of know-how, experience and good practices, fostering access to capacity building opportunities and improving social inclusion and the access of students/staff with fewer opportunities to a qualitative higher education offer. In particular, these projects will particularly focus on:

- HEIs from least developed countries not associated to the Erasmus + programme;
- HEIs located in remote regions/areas of third countries not associated to Erasmus + programme;
- Newcomers or less experienced HEIs and Faculties from third countries not associated to the programme;
- Involvement of students and staff with fewer opportunities.

Activities

The proposed activities and project results should have a clear added-value for the targeted beneficiaries. A non-exhaustive list of possible activities is provided below:

Activities **aiming at enhancing the management/administrative capacity of the targeted HEIs** such as:
- reforming and modernising the university governance, including the enhancement of services in particular for the benefit of students (student guidance, counselling and job orientation etc.);
- establishing or strengthening international relations offices and elaborating internationalisation strategies;
- establishing new or developing existing quality assurance units and processes/strategy within HEIs;
- creating or increasing the capacity of planning and evaluation units;
- enhancing mechanisms for communication and dissemination of results from international cooperation projects;
- building capacities to support students and staff mobility activities.

240 Please see definition of newcomer organisation in Part D - Glossary.

Activities aiming at ensuring high quality and relevant education such as:

- modules or study programmes, technical or professional orientations of programmes
- establishing intensive study programmes bringing together students and teaching staff from participating HEIs for shorter study periods
- developing capacities for postgraduate students and academic staff as well as promoting postgraduate students and/or staff mobility;
- implementing training courses for HEI academic staff;
- creating synergies and strengthening the links with the business sector and with private or public organisations active in the labour market and in the fields of education, training and youth.

Activities aiming at increasing the accessibility of the students/staff with fewer opportunities such as:

- developing remote and inclusive learning pathways and opportunities by relying on digital technology and e-learning for vulnerable students;
- updating the digital technology to develop specific services aiming at ensuring equal and fair learning opportunities to students with disabilities;
- promoting initiatives aiming at positive discrimination by empowering women and ethnic/religious minorities;
- develop initiatives addressing and reducing barriers faced by disadvantaged groups in accessing learning opportunities;
- contributing to creating inclusive environments that foster equity and equality, and that are responsive to the needs of the wider community.

Strand 2 - Partnerships for transformation in higher education

Projects under this Strand shall address the different state of advancement and challenges of HEIs located in eligible third countries not associated to the programme, enhance the impact of the programme and where relevant complement other sources of funding. They shall introduce new approaches and initiatives in higher education, based on peer learning and transfer of experience and good practice affecting not only the institutions but also the society at large. Partnerships for transformation in higher education are complex and innovative capacity building projects based on a transfer of experience, competencies and good practice with a range of interconnected activities that aim to strengthen the capacities of the targeted HEIs to address the 21st century challenges such as migration, climate change, governance and shifts towards a digital economy. The projects' outcomes should have a significant and long-term impact on the targeted HEIs beyond the projects' lifetime and as such benefitting the society as a whole.

In particular, these projects will combine the following elements for the benefit of HEIs in the third countries not associated to the E+ programme:

- **Innovation in higher education** in order to enhance its relevance for the labour market and the society. It is expected that the proposed projects address mismatches between the requirements of employers and the offer of higher education institutions and propose integral solutions to enhance better employability of students. This can be done by implementing comprehensive interventions that include:
  - the design of innovative curricula and introducing innovative elements in the existing curricula;
  - the implementation of innovative learning and teaching methods (i.e. learner-centred and real problem-based teaching and learning);
  - the active engagement with the business world and with research, the organisation of continuing educational programmes and activities with and within enterprises;
  - the strengthening of the capacities of HEIs in the third countries not associated to the Erasmus + programme to network effectively in research, scientific and technological innovation.

- **Promoting reform in HEIs** to become catalysts of economic and social development in the third countries not associated to the programme. Projects should support HEIs to develop and implement the institutional reforms that will make them more democratic, inclusive, equitable and full-fledged constituents of the civil society. Institutional reforms include new governance and management systems and structures, readiness in terms of digital skills, modern university services, quality assurance processes, tools and methods for professionalization and professional development of academic, technical and administrative staff. The development of an entrepreneurial mind-set and improved competencies and skills within the institutions are key aspects for the success of this Strand. Transversal skills learning, entrepreneurship education and the practical application of

entrepreneurial skills will enable HEIs to put their knowledge and resources at the service of their local/national/regional communities.

Activities

The proposed activities and project results should have a clear added-value for the targeted beneficiaries. A non-exhaustive list of possible activities is provided below:

- development, testing and adaptation of innovative curricula in terms of content [key competences and transversal skills, (entrepreneurship, problem solving, green jobs etc.)], structure (modular, joint…) and teaching/learning methods (including the use of open and flexible learning, virtual mobility, open educational resources, blended learning, Massive Open Online Courses (MOOC), etc.);
- development, testing and implementation of new learning methods, tools and materials (like new multidisciplinary curricula, learner-centred and real problem-based teaching and learning) through practical training and placements of students;
- introduction of Bologna-type reforms (three-level cycle system, transparency tools such as credit systems and Diploma Supplement, quality assurance, evaluation, National/Regional Qualification Frameworks, recognition of prior and non-formal learning, etc.) at institutional level;
- introducing practical training schemes, internships and study of real-life cases in business and industry, which are fully embedded in the curriculum, recognised and credited;
- introducing dual learning systems bridging tertiary studies with upper secondary VET as a mean to boost the employability of graduates;
- development of solutions for challenging issues, product and process innovation (students, professors and practitioners together);
- development and testing solutions to pressing social demands not addressed by the market and directed towards vulnerable groups in society; addressing societal challenges or relating to changes in attitudes and values, strategies and policies, organisational structures and processes, delivery systems and services;
- support the creation of centres, incubators for innovation, technology transfer and business start-ups, and the integration of education, research and innovation at institutional/regional/national level;
- development and testing of continuous education programmes and activities with and within enterprises;
- set-ups to trial and test innovative measures; exchanges of students, researchers, teaching staff and enterprise staff for a limited period; providing incentives for involvement of enterprise staff into teaching and research;
- reform of governance and management systems and structures at institutional level (incl. quality assurance methods and systems, financial management and HEI autonomy, international relations, student services and counselling, career guidance, academic and research boards, etc.);
- development of strategies and tools for the internationalisation of HEIs (international openness of curricula, inter-institutional mobility schemes), and their capacity to network effectively in research, scientific and technological innovation (scientific cooperation and knowledge transfer, etc.);
- development and testing solutions to pressing social demands not addressed by the market and directed towards vulnerable groups in society; addressing societal challenges or relating to changes in attitudes and values, strategies and policies, organisational structures and processes, delivery systems and services;
- development of solutions for challenging issues, product and process innovation (students, professors and practitioners together);
- development, adaptation and delivery of tools and methods for the upskilling, evaluation/assessment, professionalization and professional development of academic and administrative staff, for the initial training of teachers and continuous career development.

Strand 3 - Structural reform projects

Projects under this Strand shall support efforts in third countries not associated to the E+ programme to develop coherent and sustainable systems of higher education to meet their socio-economic needs and broad ambition to create a knowledge-driven economy. Mainstreaming and upscaling of successful results as well as synergies with ongoing or pipeline support in the area under bilateral support programmes are also elements of this Strand. Structural Reform projects will address the needs of eligible third countries not associated to the Erasmus + programme to

support sustainable systemic and structural improvement and innovation at the level of the higher education sector. More specifically, these projects will address the efforts of countries to develop coherent and sustainable systems of Higher Education to meet their socio-economic needs and ultimately create a knowledge-driven economy. By involving the competent National Authorities (notably Ministries of Education) of third countries not associated to the programme, HEIs, Research institutions and other relevant authorities/bodies and stakeholders, these projects will particularly:

- Promote cooperation and mutual learning among and between public authorities at the highest institutional level of the EU Member states or countries associated to the Erasmus+ programme and the eligible third countries not associated to the Erasmus + programme to foster systemic improvement and innovation in the higher education sector.
- Promote inclusive higher education systems that can provide the right conditions for students of different backgrounds to access learning and succeed. Particular attention should therefore be paid to people with fewer opportunities.
- Increase the capacities of HEIs of third countries not associated to the Erasmus + programme, bodies in charge of higher education and competent authorities (notably Ministries) through their participation in the definition, implementation and monitoring of reform processes to modernise their higher education systems, particularly in terms of governance and financing;
- Identify synergies with ongoing EU initiatives in the third country(ies) not associated to the programme in areas covered by Erasmus+ .

Activities

Projects should propose activities that will bring a clear added value to the higher education system as a whole and that will have a direct impact on the targeted beneficiaries. These activities should contribute to the reform of higher education policies that respond to societal and labour market needs.
A non-exhaustive list of possible activities is provided below:

- Foster national ownership by experimenting and mainstreaming positive and best practices in Higher Education at national and/or regional level:
    - to increase the employability of graduates;
    - to widen access to Higher Education to people with fewer opportunities;
    - to strengthen the links between, education, research and innovation.
- Contribute to efficient and effective policy making in the field of higher education by involving other stakeholders in the Higher Education field:
    - encouraging the participation of other responsible public authorities to increase the relevance of the Higher Education sector and increase its impact on society at large;
    - enabling the active participation of students in governance and reform of the Higher Education system;
    - involving associations active in other relevant fields such as vocational training and youth;
    - enhancing the international dimension of higher education through cooperation between high-level institutions in EU Member states or countries associated to the Erasmus + programme and in eligible third countries not associated to the Programme. In particular, developing and implementing schemes that facilitate the mobility of students and academic staff such as the creation of a regional credit transfer system or support to the development of National Qualifications Frameworks;
    - defining a national / regional quality assurance framework;
- Foster regional academic cooperation and promote voluntary convergence of the third countries not associated to the Erasmus + programme towards a common regional strategy in the field of Higher Education:
    - defining steps to create a regional Higher Education Area;
    - facilitating national and cross-border recognition;
    - removing barriers to learning, improving access to high quality and innovation-driven education and making it easier for teachers, learners and workers to move between countries
- Foster the introduction of funding mechanisms aiming at:
    - increasing the participation of people with fewer opportunities in higher education;
    - bridging the digital divide at institutional and individual level.
- Enhance the attractiveness of the teaching profession by introducing measures such as:

- promoting initiatives for career development;
- promoting their participation in the internationalisation of Higher Education by creating incentives.

Responsible public authorities with competences in the sectors touched upon by the project (e.g. employment, youth, finance, social affairs, home affairs, justice, health, etc.) are encouraged to participate in the projects as well as authorities from EU Member states or countries associated to the Erasmus + programme.

HEIs from eligible third countries not associated to the Erasmus + programme are particularly encouraged to act as applicants under this Strand.

ELIGIBILITY CRITERIA

Who can apply?	**For Strands 1 and 2 :** HEIs, associations or organisations of HEIs, established in an EU Member state or third country associated to the Erasmus+ programme, or in an eligible third country not associated to the Erasmus + programme. The applicant institution applies on behalf of all participating organisations involved in the proposal[241]. **In addition for Strand 3**: Legally recognised national or international rector, teacher or student organisations established in an EU Member state or third country associated to the Erasmus+ programme or in an eligible third country not associated to the Erasmus + programme. Exception: participating organisations from Belarus (Region 2), Syria (Region 3), and the Russian Federation (Region 4) cannot act as applicants[242].
What types of organisations are eligible to participate in the project?	Each participating organisation must be established in an EU Member state or third country associated to the Erasmus + programme, or in an eligible third country not associated to the Erasmus + programme (please see section "Eligible Countries" in Part A of this Guide). **Eligible third countries not associated to the Erasmus+ Programme for this action:** All third countries not associated to the programme (please see section "Eligible Countries" in Part A of this Guide) in Regions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11[243]. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action. **Eligible participating organisations:** • any public or private organisation defined as higher education institution and recognised as such by the competent authorities of the country where it is located, with its affiliated entities (if any), offering full study programmes leading to higher education degrees and recognised diplomas at tertiary education qualifications level[244] (defined as higher education institution and recognised as such by the competent authorities);

241 Participating organisations will need to sign a mandate with the applicant organisation. The mandates should be provided at application stage and will be verified at the time of the grant agreement signature. For further information, please check Part C of this guide.

242 Proposals shall comply with the Council Conclusion on Syria of 16 April 2018. In addition, funding shall not be provided to third parties, whether entities, individuals or group of individuals included in the EU restrictive measures at the time the call is launched. Grant beneficiaries and contractors must also ensure that there is no detection of subcontractors, natural persons, including participants to workshops and/or trainings and recipients of financial support to third parties, in the lists of EU restrictive measures.

243 With the exception of high income countries (HICs) in Regions 5, 7 and 8 (please see section "Eligible Countries" in Part A of this Guide).

244 International Standard Classification of Education (ISCED 2013), tertiary education, at least level 5. Post-secondary non-tertiary education ISCED 2011 level 4 is not accepted.

	• any public or private organisation, with its affiliated entities (if any), active in the labour market or in the fields of education, training and youth located in EU Member States, third countries associated to the Programme or eligible third countries not associated to the Erasmus + programme. For example, such organisation can be: - a public, private small medium or large enterprise (including social enterprises); - a public body at local, regional or national level (including ministries); - 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 (on any level, from pre-school to upper secondary education, including vocational education and adult education); - a non-profit organisation, association, NGO (including national or international associations or associations/networks of HEIs, students or teachers associations, etc.); - a cultural organisation, library, museum; - a body providing career guidance, professional counselling and information services. HEIs located in an EU Member state or third country associated to the Erasmus + programme must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in eligible third countries not associated to the Erasmus+ programme. Associations or organisations of HEIs dedicated to the promotion, improvement and reform of higher education as well as to co-operation within Europe and between Europe and other parts of the world are eligible. If such associations, organisations or networks also cover other education sectors and training, the main focus of their activities must be on higher education, which must be clearly reflected in the organisation statutes and governance structures. An association, organisation or network of HEIs will count as one legal entity/partner institution, meaning that as regards the requirements for the minimum number of participating organisations, it will be treated as one entity from the country where the headquarter is based. These organisations will not be considered as HEIs. Only those members, which are established in an EU Member state or third country associated to the programme or eligible third country not associated to the programme can benefit from the grant. International governmental organisations may participate as partners in CBHE projects on a self-financing basis.
Number and profile of participating organisations	**National projects addressing only one third country not associated to the Erasmus+ programme)** **Country participation** One eligible third country not associated to the programme and a minimum two EU Member states or countries associated to the programme must be involved in the project. **HEI participation** Projects must include, as full partners, the minimum number of HEIs, as follows: • Minimum 1 HEI from each participating EU Member state or third country associated to the programme, and • Minimum 2 HEIs from the participating third country not associated to the programme. **In addition (Strand 3 only):**

	• Projects must also involve, as a full partner, the national competent authority (e.g. Ministry) responsible for higher education of the eligible third country not associated to the programme targeted by the project. **Multi-country projects addressing two or more third countries not associated to the Erasmus + programme** **Country participation** Minimum two eligible third countries not associated to the Programme and minimum two EU Member states or countries associated to the Programme must be involved in the project. Third countries not associated to the programme can be from the same Region (regional projects) or from different Regions (cross-regional projects) covered by the Action. **HEI participation** These projects must include, as full partners, the minimum number of HEIs, as follows: • Minimum 1 HEI from each participating EU Member state or third country associated to the Erasmus + Erasmus + programme, and • Minimum 2 HEIs from each of the participating third countries not associated to the Erasmus + programme. **In addition (Strand 3 only):** • Projects must also involve, as a full partner, the national competent authority (e.g. Ministry) responsible for higher education of the eligible third country not associated to the programme targeted by the project. Specific criteria applying to all CBHE projects: The number of HEIs from EU Member states or countries associated to the Erasmus + programme must not be higher than the number of HEIs from third countries not associated to the programme. **Exception:** In third countries not associated to the programme where the number of HEIs is lower than 5 in the whole country, or in cases where one single institution represents more than 50% of the overall student population of the country, applications counting only one HEI from those countries will be accepted. **Additional specific criteria applying to**: – Projects involving partners from Region 1 (under Strands 1 & 2) must involve at least two third countries not associated to the Erasmus + programme from that Region. – Projects involving partners from Region 4 must involve at least another third country not associated to the Erasmus + programme. – Projects involving partners from Regions 10 and 11 (under Strands 1&2), must involve at least two third countries not associated to the programme from these Regions. – Syria may not benefit from projects under Strand 3.
Duration of the project	The duration must be chosen at application stage, based on the objective of the project and on the type of activities foreseen over time. Only under exceptional circumstances, one

	extension of the eligibility period of a maximum of 12 months may be granted, if it becomes impossible for the partnership to complete the project within the scheduled period. Strand 1 Projects can last 24 or 36 months Strand 2 Projects can last 24 or 36 months Strand 3 Projects can last 36 or 48 months
Where to apply?	To the European Education and Culture Executive Agency (EACEA). **Strand 1** Call ID: ERASMUS -EDU-2022-CBHE Topic ID: ERASMUS -EDU-2022-CBHE-STRAND-1 **Strand 2** Call ID: ERASMUS -EDU-2022-CBHE Topic ID: ERASMUS -EDU-2022-CBHE-STRAND-2 **Strand 3** Call ID: ERASMUS -EDU-2022-CBHE Topic ID: ERASMUS -EDU-2022-CBHE-STRAND-3
When to apply?	Applicants have to submit their grant application by **17 February at 17:00:00 (Brussels time)**.

AWARD CRITERIA

The project will be assessed in a two-step procedure against the following criteria:

Step 1

Relevance of the project **(maximum score 30 points)**	• **Purpose**: the proposal is relevant to the objectives and activities of the CBHE action and specificities of the Strand. It constitutes an adequate response to the current needs and constraints of the target country(ies) or Region(s) and of the target groups and final beneficiaries. The needs of the targeted participants with fewer opportunities (where applicable) are taken into account. The extent to which the proposal addresses the EU overarching priorities. • **Objectives**: the objectives are based on a sound needs analysis; they are clearly defined, specific, measurable, achievable, realistic and time bound. They address issues relevant to the participating organisations (in line with the modernisation, development and internationalisation strategy of the targeted HEIs), and development strategies for higher education in the eligible third countries not associated to the programme. • **Link to EU policy and initiatives**: the proposal takes into account and enhances complementarity/synergies with other interventions funded by the EU and other entities (donors, public and private), where appropriate. • **EU added value**: The proposal demonstrates that similar results could not be achieved without the cooperation of HEIs from the EU Member states or third countries associated to the programme and without the EU funding. ***In particular for Strand 1***

	• The proposal clearly addresses the pre-defined regional priorities for the target country(ies) or Region(s). ***In particular for Strand 2*** • The proposal contains innovative elements and state of the art methods and techniques in the identified area of intervention. • The proposal clearly addresses the pre-defined regional priorities for the target country(ies) or Region(s). ***In particular for Strand 3*** • The proposal addresses the reform and modernisation of the higher education system(s) in line with the development strategies of the targeted third countries not associated to the programme. • The proposal demonstrates a strong institutional support of the Competent Authority in higher education.
Quality of the project design and implementation **(maximum score 30 points)**	• **Coherence**: the overall project design ensures consistency between project objectives, methodology, activities and the budget proposed. The proposal presents a coherent and comprehensive set of appropriate activities to meet the identified needs and the expected results. • **Methodology**: the logic of the intervention is of good quality, planned outputs and outcomes are coherent and feasible, and key assumptions and risks have been clearly identified. The structure and content of the Logical Framework Matrix (LFM) is adequate, i.e. the choice of objectively verifiable indicators, data availability, baseline data, target values, etc; • **Work plan**: quality and effectiveness of the work plan, including the extent to which the resources assigned to work packages are in line with their objectives and the deliverables; the relation between the resources and the expected results is adequate and the work plan is realistic, with well-defined activities, time-lines, clear deliverables and milestones. • **Budget**: the proposal is cost efficient and allocates the appropriate financial resources necessary for a successful implementation of the project. The estimated budget is neither overestimated nor underestimated. • **Quality control**: control measures (continuous quality evaluation, peer reviews, benchmarking activities, mitigating actions etc.) and quality indicators ensure that the project implementation is of high quality. • **Environmental sustainability**: the project is designed in an eco-friendly way and incorporates green practices (e.g. green travel) in different project phases.
Quality of the partnership and the cooperation arrangements **(maximum score 20 points)**	• **Management**: solid management arrangements are foreseen. Timelines, governance structures, collaboration arrangements and responsibilities are well defined and realistic. • **Composition**: the partnership gathers an appropriate mix of organisations with the necessary competences relevant to the objectives of the proposal and to the specificities of the Strand; the proposal includes the most appropriate and diverse range of non-academic partners. • **Tasks**: roles and tasks are assigned on the basis of the specific know-how, profiles and experience of each partner and are appropriate. • **Collaboration**: effective mechanisms are proposed to ensure efficient collaboration, communication and conflict resolution between the partner organisations and any other relevant stakeholders. • **Commitment**: the contribution from the project partners is significant, pertinent and complementary; the proposal demonstrates the partners' involvement, commitment and ownership of the project's specific objectives and results, in particular from the third countries not associated to the programme

	In particular for Strand 2 • The proposal involves relevant non-academic organisations and stakeholders that will bring an innovative added-value to the proposal objectives. • ***In particular for Strand 3*** • The proposal demonstrates that the competent national authorities are satisfactorily involved in the steering and implementation of the action.
Sustainability, impact and dissemination of the expected results **(maximum score 20 points)**	• **Exploitation**: the proposal demonstrates how the outcomes of the project will be used by the partners and other stakeholders, how multiplier effects will be ensured (including scope for replication and extension of the outcome of the action at sectorial, as well as local/regional/national or international level) and it provides means to measure exploitation within the project funding time and after. • **Dissemination**: the proposal provides a clear and efficient plan for the dissemination of results, and includes appropriate activities and their timing, tools and channels to ensure that the results and benefits will be spread effectively to all relevant stakeholders and non-participating audience, reaching out and attracting relevant stakeholders to the outcomes within and after the project's funding time; • **Impact**: the proposal ensures a tangible impact on its target groups and relevant stakeholders at local, national or regional level. It includes measures, as well as goals and indicators to monitor progress and assess the expected impact (short-and long-term) at individual, institutional and systemic level. • **Open access**: if relevant, the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licenses and without disproportionate limitations; • **Sustainability:** the proposal explains how the project results will be sustained financially (after the end of project funding) and institutionally (activities and services continuing to be in place) and how the local ownership will be ensured. ***In particular for Strand 1:*** • The proposal ensures a continuous and sustainable response to the existing barriers and the increase of accessibility of students/staff with fewer opportunities to the learning opportunities and resources offered by the HEIs. • The proposal is likely to increase the international cooperation capacities of institutions in third countries not associated to the programme. ***In particular for Strand 2*** • The proposal ensures a significant impact on the institutions of the third countries not associated to the programme, in particular on the development of their innovation capacities and the modernisation of their governance, in opening themselves up to the society at large, the labour market and the wider world. • The proposal demonstrates its potential to impact the society and/or the economic sector. ***In particular for Strand 3*** The proposal demonstrates how the project results will lead to policy reforms or modernisation in higher education at systemic level.

The applications may score up to 100 points. To be considered for funding, proposals must score at least 60 points in total and at least half of the maximum points for each award criterion.

In case of ex aequo proposals, priority will be given to projects scoring highest under the criterion "Relevance of the project" and then "Sustainability, impact and dissemination of the expected results".

Following this, proposals meeting the above quality requirements will be ranked in descending order of their total scores. In order to proceed to Step 2, a list of applications per region of two times the estimated number of funded projects per Strand (based on the available regional budget [245]) - will be established.

Step 2

The EU Delegation(s) in the relevant eligible third country(ies) not associated to the Erasmus + programme will be consulted on the following aspects:

- Recognition of HEIs by the national competent authorities
- Feasibility of the project in the local context of the third country(ies)
- The project is contributing to the local needs in the priority area
- Overlapping with existing initiatives in the chosen thematic area funded by the EU Delegation, national or international donors

Only projects that have passed successfully the consultation of the EU Delegation(s) will be proposed for an EU funding.

As a result, a number of proposals will be proposed for an EU grant in accordance with the ranking of proposals on the basis of the award criteria in decreasing order and the results of the consultation of the EU Delegation, within the limits of the available budget per Region and up to a maximum of two funded proposals per applicant organisation. An indicative budget is foreseen for each of the three Strands, however a budget transfer from one Strand to another is possible.

In addition, the Evaluation Committee will take into account:

- a thematic variety of projects and a sufficient geographical representation within a Region in terms of number of projects per country.
- Compliance with the requirements applicable to the following Regions
  - **For Eastern Partnership countries:** for Strands 1 and 2 priority will be given to HEIs from non-capital and/or rural and/or more remote regions;
  - **For Asia, Central Asia, Middle East and Pacific**: For Strands 1 and 2 priority will be given to the least developed countries;
  - **For Sub-Sahara Africa**: For all Strands, priority will be given to the least developed countries; a special emphasis shall also be put on migration priority countries and on regional projects involving HEIs from several countries. No country can obtain more than 8% of the funding foreseen for the Region.

ADDITIONAL INFORMATION

The acceptance of an application does not constitute an undertaking to award funding equal of the amount requested by the applicant. The funding requested may be reduced on the basis of the financial rules applicable to the action Strands and the results of the evaluation.

As a general rule, and within the limits of existing national and European legal frameworks, results should be made available as open educational resources (OER) as well as on relevant professional, sectorial or competent authorities'

[245] Indicative amounts available per region are published on the Funding and Tender Opportunities Portal (FTOP): https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home

platforms. The proposal will describe how data, materials, documents and audio-visual and social media activity produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations.

SETTING UP A PROJECT

Horizontal aspects to be considered when designing your project

Applicants are encouraged to take the following horizontal priorities into account when designing their project:

Environmental sustainability:

Higher Education systems are crucial for supporting the Green Deal, potentially enabling a profound change in peoples' behaviour and skills. CBHE projects are encouraged to develop competences in various sustainability-relevant sectors, green sectorial skills strategies and methodologies, as well as future-oriented curricula that better meet the needs of individuals. Erasmus + also supports the testing of innovative practices to prepare learners and higher education providers to become true agents of change.

Inclusion and diversity:

The role of HEIs is important to build capacities of future citizens, policy-makers and experts to ensure inclusive growth and participation in society, as well as making education systems more equitable. Mechanisms should also be put in place to ensure better participation of people with fewer opportunities among students, teachers, researchers and others, and by taking better account of social and economic disadvantage and gender.

Digital transformation:

Education should unlock the potential of digital technology in the poorest countries by building foundations for digital skills, by improving media literacy, to help education systems be more resilient to shocks, such as the COVID-19 pandemic, to bridging the digital divide. Erasmus + supports digital transformation plans and fosters the purposeful use of digital technologies. This includes the development of digital pedagogy and expertise in the use of digital tools, including accessible and assistive technologies and the creation and innovative use of digital education content.

Civic engagement and participation: The CBHE can help laying the foundations for strengthening active citizenship and building specific expertise in areas such as democracy, human rights and multilateralism. CBHE projects can help unlocking long-term solutions to problems of weak governance in higher education

Growth & Jobs: Education is needed to build skills for life and work, such as foundational skills, 'soft' skills (e.g. problem solving, communication), and Science, Technology, Engineering, Arts and Maths (STEAM). Education also supports employability and is a precondition for sustainable growth.

In addition, the following points should be taken into consideration:

1. **Commitment of partner institutions in the project**

An effective CBHE project must ensure a strong participation of all partner institutions especially the ones in the third countries not associated to the programme. A shared ownership in the setting up of the proposal will make them responsible for the project outcomes and the sustainability of the project. CBHE projects may involve 'Associated partners' which 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 partnership, and they do not receive funding,

2. Needs analyses

Assessing needs is the first important step in the development of a CBHE proposal. The purpose of a needs assessment is to identify those areas/fields that need to be strengthened, and the reasons for the gaps in those areas. That, in turn, provides the basis for designing appropriate interventions to address the gaps and, thereby, build the HEIs capacity.

1. Implementation and monitoring

Once the needs analyses has been completed, an implementation plan can be set up to address the gaps that have been identified.

The following core elements should be taken into account:

- **Modernisation /new curricula:** For projects including 'curriculum development' it is expected to include training for teaching staff and address related issues such as quality assurance and employability of graduates through links to the labour market. Study programmes should be officially accredited and or licensed before the end of the project's funding period. The teaching of new or updated courses must start during the lifetime of the project with an adequate number of students and retrained teachers and has to take place during at least one third of the project duration. Training within curriculum reform projects can also target administrative personnel such as library staff, laboratory staff and IT staff. Projects are strongly encouraged to embed in the modernised curricula placements for students in the business/enterprise. The placements must have a reasonable duration to allow the acquiring of necessary skills
- **Involvement of students:** The projects should foresee the involvement of students (e.g. in the elaboration of new study programmes) and this not only during the testing/piloting phase of the project.
- **Mobility of staff and students:** Mobility must be targeted mainly at students from third countries not associated to the programme and staff from the third countries not associated to the programme and are addressed to: staff (e.g. managers, research and technology transfer, technical and administrative staff) under an official contract in the beneficiary institutions and involved in the project ; students [at short cycle, first cycle (Bachelor or equivalent), second cycle (Master or equivalent) and third or doctoral cycle] registered in one of the beneficiary institutions. Mobility of students within and between EU Member states and third countries associated to the programme is not eligible. The mobility must be of a reasonable duration to ensure learning and acquiring of necessary skills in line with project objectives. It is advisable to combine physical mobility with virtual mobility. It can be used to prepare, support and follow up physical mobility. It can also be organised to address people with special needs or with fewer opportunities to help them overcome the barriers to long-term physical mobility.
- **Quality assurance** must be an embedded project component to ensure that CBHE projects successfully deliver the expected results and achieve an impact beyond the partnership itself. Quality control measures, including indicators and benchmarks, must be put in place to ensure that the project implementation is of high quality, completed in time and cost-efficient.
- **Partnership agreement:** Detailed implementation modalities of the project must be agreed between the project partners and formalised in a 'partnership agreement' to be signed by the partners at the beginning of the project. A copy of the partnership agreement has to be submitted to the Executive Agency within six months of the signature of the grant agreement
- **Equipment:** Only the purchase of equipment which is directly relevant to the objectives of the Strand and made not later than 12 months before the end of the project can be considered as eligible expenditure. Equipment is intended exclusively for the HEIs of the third countries not associated to the programme included in the partnership, where it must be recorded in the official inventory of the HEIs for which it is purchased.
- **Impact and sustainability:** CBHE projects are expected to have a long-term structural impact in the eligible third countries not associated to the programme. The proposals will have to demonstrate the expected impact

at the three levels (individual, institutional and system) where relevant and should set up a methodology and identify tools to measure it.

- **Eco-friendly implementation**: The projects should consider environmentally sound practices in the implementation of their activities, including the project management. Projects are expected to record and calculate systematically participants' individual transport-related carbon footprint.

WHAT ARE THE FUNDING RULES?

This action follows a lump sum funding model. The amount of the single lump sum contribution will be determined for each grant based on the estimated budget of the action proposed by the applicant. The granting authority will fix the lump sum of each grant based on the proposal, evaluation result, funding rates and the maximum grant amount set in the call.

The **EU grant** per project is as follows:

- For **Strand 1** – Fostering access to cooperation in higher education: Between EUR 200,000 and EUR 400,000 per project
- For **Strand 2** - Partnerships for transformation in higher education: Between EUR 400,000 and EUR 800,000 per project
- For **Strand 3** - Structural Reform projects: Between EUR 800,000 and EUR 1,000,000 per project

How is the project lump sum determined?

Applicants must fill in a detailed budget table according to the application form, taking into account the following points:

1. The budget should be detailed as necessary by beneficiaries and organised in coherent work packages (for example divided into 'project management', 'training', 'organisation of events', 'mobility preparation and implementation', 'communication and dissemination', 'quality assurance', "equipment" etc.);
2. The proposal must describe the activities/deliverable covered by each work package;
3. Applicants must provide in their proposal a breakdown of the estimated costs showing the share per work package (and, within each work package, the share assigned to each beneficiary and affiliated entity);
4. Costs described can cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (such us dissemination of information, publishing or translation).

Proposals will be evaluated according to the standard evaluation procedures with the help of internal and/or external experts. The experts will assess the quality of the proposals against the requirements defined in the call and the expected impact, quality and efficiency of the action. The lump sum value will be limited to a maximum of 90% of the estimated budget determined after evaluation and the grant parameters (maximum grant amount, funding rate, total eligible costs, etc.) will be fixed in the Grant Agreement.

The project achievements will be evaluated on the outcomes completed. The funding scheme would allow putting focus on the outputs rather than the inputs, thereby placing emphasis on the quality and level of achievement of measurable objectives.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP): https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home

CAPACITY BUILDING IN THE FIELD OF VOCATIONAL EDUCATION AND TRAINING (VET)

Capacity building projects are international cooperation projects based on multilateral partnerships between organisations active in the field of VET in EU Member States and third countries associated to the Programme, and third countries not associated to the Programme. They aim to support the relevance, accessibility, and responsiveness of VET institutions and systems in third countries not associated to the Programme as a driver of sustainable socio-economic development.

OBJECTIVES OF THE ACTION

Specifically, the action will:

- Reinforce the links between the third countries not associated to the Programme VET system and its labour market so as to better align VET to (emerging) local labour market opportunities;
- Increase the link between VET profiles and local/regional/national strategies and priorities impacted by skills, in particular those supported by other European Union actions, in order to ensure coherence;
- Increase the capacities of VET providers especially in the fields of management, governance, inclusion, quality assurance, innovation; and internationalisation;
- Support the exposure of staff, managers, policy makers and senior teachers to approaches bringing the labour market and VET closer (dual learning, curriculum development with private sector partners…);
- Improve the knowledge, technical, managerial and pedagogical skills of VET teachers and trainers;
- Integrate the input from teachers/trainers, VET learners and employers, from private sector in particular, into curriculum, profile design and training reform;
- Improve the level of competences, skills and employability potential of VET learners by developing new and innovative VET education programmes, especially those delivering key competences, basic language, and ICT skills;
- Foster cooperation across different regions of the world through joint initiatives.

THEMATIC AREAS

Features that characterise capacity building in VET include some thematic areas presented below. Proposals should focus on one or more of the following themes:

- Work-based learning (for young people and/or adults);
- Quality assurance mechanisms;
- VET teachers/trainers professional development;
- Key competences, including entrepreneurship;
- Skills-matching in forward-looking economic sectors;
- Support to the development of green and digital skills for the twin transition.

In addition, the applicant can cover thematic areas that are not presented above. These must demonstrate that they are particularly appropriate to meet the objectives of the call and identified needs.

ACTIVITIES

The activities proposed must be directly linked to the objectives and thematic areas of the action, i.e. they must correspond to one or more of the thematic areas listed above and they must be detailed in a project description covering the entire implementation period.

In the context of this international worldwide action, project activities must focus on building and strengthening the capacities of organisations active in the field of VET principally in the third countries not associated to the Programme covered by the action.

Funded projects will be able to integrate a wide range of cooperation, exchange, communication and other activities including for example:

- Creating and developing networks and exchanges of good practice between VET providers in third countries not associated to the Programme and in EU Member State or third country associated to the Programme;
- Creating tools, programmes and other materials to build the capacity of institutions from third countries not associated to the Programme (practical training schemes training programmes and tools for assessing and validating learning outcomes in VET, individual action plans for participating institutions; professional guidance and counselling and coaching methods…);
- Creating mechanisms to involve the private sector both in the design and delivery of curricula and to provide VET learners with high quality work-based experience;
- Developing and transferring pedagogical approaches, teaching and training materials and methods, including work based learning, virtual mobility, open educational resources and better exploitation of the ICT potential;
- Developing and implementing international (virtual) exchange activities for staff primarily (including teachers and non-teaching staff such as school leaders, managers, counsellors, advisors, etc.).

In case learner and staff mobility activities are proposed, these should contribute directly to the objectives of the project and be strongly embedded in the project logic as a whole.

The proposed activities should bring an added value and will have a direct impact on the achievement of the project results.

GEOGRAPHICAL TARGETS

The budget available 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 Funding and Tender Opportunities Portal (FTOP). 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. In addition, institutions are encouraged to work with partners in the poorest and least developed third countries not associated to the Programme.

The geographical targets set for this action are the following:

- **Americas and the Caribbean**: Priority will be given to regional projects (projects involving more than one eligible third country not associated to the Programme) or projects in lower and middle income countries;
- **Sub-Sahara Africa**: Priority will be given to least developed countries; a special emphasis shall also be put on migration priority countries; no country will access more than 8% of funding foreseen for the Region.
- **Western Balkans**: Mobility of learners will be privileged.

REGIONAL AND CROSS-CUTTING PRIORITIES

Depending on the countries involved in the project, regional or cross-cutting priorities may be defined. Should this be the case, projects will have to demonstrate how and to which extent they address these priorities.

The detailed list of priorities applying to capacity building projects will be published on the Funding and Tender Opportunities Portal (FTOP).

SETTING UP A PROJECT

A capacity building project in the field of VET consists of four stages:

1) Project identification and initiation;
2) Project preparation, design and planning;

3) Project implementation and monitoring of activities;
4) Project review and impact assessment.

Please note that while preparatory activities can start before the proposal is submitted or selected for funding, costs can be incurred and activities be implemented only after the signature of the grant agreement.

Participating organisations and participants involved in the activities should take an active role in all those stages and thus enhance their learning experience.

- **Identification and initiation**

  Identify a problem, need or opportunity that you can address with your project idea in the context of the call; identify the key activities and the main outcomes that can be expected from the project; map the relevant stakeholders and potential partners; formulate the project's objective(s); ensure the project's alignment to the participating organisations' strategic objectives; undertake some initial planning to get the project off to a good start, and put together the information required to continue to the next phase etc.

- **Preparation, design and planning**

  Specify the project scope and appropriate approach; outline clearly the methodology proposed ensuring consistency between project objectives and activities; decide on a schedule for the tasks involved; estimate the necessary resources and develop the detail of the project e.g. needs assessment; define sound objectives and impact indicators (specific, measurable, achievable, relevant and time-bound); identify project and learning outcomes; development of work programme, activity formats, expected impact, estimated overall budget; preparing a project implementation plan and a sound and realistic communication plan including strategic aspects of project governance, monitoring, quality control, reporting and dissemination of results; defining practical arrangements and confirmation of the target group(s) for the envisaged activities; setting up agreements with partners and writing the proposal etc.

- **Implementation and monitoring of activities**

  Carrying out the project implementation according to plans fulfilling requirements for reporting and communication; monitoring ongoing activities and assessing project performance against project plans; identifying and taking corrective action to address deviations from plans and to address issues and risks; identifying non-conformities with the set quality standards and taking corrective actions etc.

- **Review and impact assessment**

  Assessing project performance against project objectives and implementation plans; evaluation of the activities and their impact at different levels, sharing and use of the project's results, etc.

Furthermore, where appropriate, and in proportional terms, projects are expected to:

- Integrate a long-term action plan for the progressive roll-out of project deliverables after the project has finished (based on sustained partnerships) including measures for scalability and financial sustainability;
- Ensure an appropriate visibility and wide dissemination of the project's outcomes, at transnational, national and/or regional levels with relevant partners.

Horizontal aspects to be considered when designing your project

In addition to complying with the formal criteria and setting up sustainable cooperation arrangement with all project partners, the following elements can contribute to increasing the impact and qualitative implementation of capacity building projects throughout the different project phases.

Applicants are encouraged to take these opportunities and dimensions into account when designing their project.

- **Inclusion and diversity**

  The Programme supports projects that promote social inclusion and aim at improving the outreach to people with fewer opportunities, including people with disabilities and people with a migrant background, as well as people living in rural and remote areas, people facing socio-economic difficulties or any other potential source of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation. The projects will help addressing the barriers faced by these groups in accessing the opportunities offered by the Programme, as well as contributing to creating inclusive environments that foster equity and equality, and that are responsive to the needs of the wider community.

- **Environmental sustainability**

  The Programme supports awareness-raising about environmental and climate-change challenges. The projects are encouraged to develop competences in various sustainability-relevant sectors, green sectorial skills strategies and methodologies, as well as future-oriented curricula that better meet the needs of individuals. The Programme also supports the testing of innovative practices to prepare learners and VET providers to become true agents of change (e.g. save resources, reduce energy use and waste, compensate carbon footprint emissions, opt for sustainable food and mobility choices, etc.).

- **Digital dimension**

  The Programme supports digital transformation plans of primary, secondary, vocational education and training (VET). It fosters the purposeful use of digital technologies. This includes the development of digital pedagogy and expertise in the use of digital tools, including accessible and assistive technologies and the creation and innovative use of digital education content.

- **Common values, civic engagement and participation**

  The Programme supports active citizenship and ethics in lifelong learning. The projects should offer opportunities for people's participation in democratic life, social and civic engagement. The focus will also be on raising awareness on and understanding the European Union context, notably as regards the common EU values, the principles of unity and diversity, as well as their cultural identity, cultural awareness and their social and historical heritage.

WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR A CAPACITY BUILDING PROJECT IN THE FIELD OF VET?

ELIGIBILITY CRITERIA

In order to be eligible for an Erasmus grant, project proposals for capacity building in the field of VET must comply with the following criteria:

Who can apply?	Any public and private organisation active in the VET field and legally established in an EU Member State or eligible third country associated to the Programme. The applicant applies on behalf of all participating organisations involved in the project.

What types of organisations are eligible to participate in the project?	**Eligible participating organisations:** ▪ Vocational education and training providers legally established in a EU Member State or eligible third country associated to the Programme or in an eligible third country not associated to the Programme; ▪ Other public or private organisations active in the field of VET and in the labour market and legally established in a EU Member State or eligible third country associated to the Programme or in an eligible third country not associated to the Programme; ▪ Associated partners from the public or private sector contributing 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 do not receive funding. **Eligible third countries not associated to the Programme for this action:** ▪ All third countries not associated to the Programme (please see section "Eligible Countries" in Part A of this Guide) in Regions 1, 2, 3, 4, 9, 10 and 11. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action.
Number and profile of participating organisations	Capacity building projects are transnational and involve at least **4 organisations from minimum 3 countries**: At least **1 organisation from 2 different EU Member States and third countries associated to the Programme** and at least **2 organisations from at least 1 eligible third country not associated to the Programme.** The number of organisations from EU Member States and third countries associated to the Programme may not be higher than the number of organisations from third countries not associated to the Programme.
Venue of the activities	The activity must take place in the countries of the organisations participating in the activity except in duly justified cases related to the objectives of the action. In addition, if duly justified in relation to the objectives or implementation of the project: • Activities can also take place at the seat of an Institution of the European Union, even if in the project there are no participating organisations from the country that hosts the Institution. • Activities involving sharing and promotion of results can also take place at relevant thematic transnational events/conferences in EU Member States or third countries associated to the or third countries not associated to the Programme.
Duration of the project	Projects can last **one, two or three years**. The duration must be chosen at application stage, based on the objective of the project and on the type of activities foreseen over time.
Where to apply?	To the European Education and Culture Executive Agency (EACEA). Call ID: ERASMUS-EDU-2022-CB-VET
When to apply?	Applicants have to submit their grant application by **31 March at 17:00:00 (Brussels time)**.
Other criteria	Only one proposal per deadline may be submitted by the same applicant. If more than one proposal is submitted by the same applicant, only the one submitted the earliest will be taken into account while the other(s) will be automatically rejected.

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

EXPECTED IMPACT

The granted projects should demonstrate their expected impact by achieving the following results:

- Tighter links between the third countries not associated to the Programme VET system and its labour market;
- Improved links between VET profiles and local/regional/national strategies and priorities;
- Improved capacities of VET providers especially in the fields of management, governance, inclusion, quality assurance, innovation and internationalisation;
- Increased exposure of staff, managers, policy makers and senior teachers to approaches bringing the labour market and VET closer;
- Improved knowledge, technical, managerial and pedagogical skills of VET teachers and trainers;
- Better input of teachers/trainers, VET learners and employers into curriculum, profile design and training reform;
- Improved level of competences, skills and employability potential of VET learners;
- Increased cooperation across different regions of the world through joint initiatives;
- Development of competences of the participating organisations regarding environmental sustainability;
- Improved digital skills and competences of the target public through appropriate activities and initiatives;
- Increased social and intercultural competences in the VET field.

AWARD CRITERIA

Relevance of the project **(maximum score 30 points)**	▪ The relevance of the proposal to the objectives and thematic areas of the action. ▪ The extent to which: - the proposal addresses the geographical targets of the action; - the proposal addresses the regional and cross-cutting priorities of the third countries not associated to the Programme involved; - the proposal is feasible in the local context of the targeted country(/ies); - the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups; - the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations; - the capacity building activities are clearly defined and aim at reinforcing the capacities of the participating organisations; - the activities inscribe themselves in the development strategies of the targeted VET providers and support strategies at country level, including a greater attention to employability, inclusion, diversity and socio-economically disadvantaged participants where relevant; - the horizontal aspects of the Programme are taken into consideration.

Quality of the project design and implementation **(maximum score 30 points)**	▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination. ▪ The appropriateness and quality of the methodology proposed for addressing the needs identified. ▪ The innovative nature of approaches proposed: use and accessibility of digital technologies, creation and innovative use of digital education content, innovative practices to prepare learners and VET providers to become agents of environmental sustainability and change, etc. ▪ The consistency between project objectives and activities proposed. ▪ The quality and effectiveness of the work plan, including the extent to which the resources assigned to work packages are in line with their objectives and deliverables. ▪ The quality of the non-formal learning methods proposed. ▪ The quality of arrangements for the selection of participants in relation to inclusion and diversity objectives. ▪ 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 existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget. ▪ The extent to which the project is cost-effective and allocates appropriate resources to each activity. ▪ The appropriateness of measures for selecting and/or involving participants in mobility activities, if any (please refer to ”Protection, health and safety of participants” in part A of this Guide as well to other requirements and recommendations applicable to KA1 Mobility projects).
Quality of the partnership and the cooperation arrangements **(maximum score 20 points)**	▪ The extent to which: - the project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project; - the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations. ▪ The existence of effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders.
Impact **(maximum score 20 points)**	▪ The quality of measures for evaluating the outcomes of the project. ▪ The potential impact of the project: - on participants and participating organisations, during and after the project lifetime; - outside the organisations and individuals directly participating in the project, at local, regional, national and/or international levels. ▪ The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations. ▪ If relevant, the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations. ▪ The quality of the plans for ensuring the sustainability of the project: its capacity to continue having an impact and producing results after the EU grant has been used up.

To be considered for funding, proposals must score at least 60 points (out of 100 points in total).

Furthermore, they must score at least half of the maximum score points for each of the four award criteria mentioned above (i.e. minimum 15 points for the "relevance of the project" and the "quality of the project design and implementation"; 10 points for the "quality of the partnership and the cooperation arrangements" and "impact”).

ADDITIONAL INFORMATION

The acceptance of an application does not constitute an undertaking to award funding equal of the amount requested by the applicant. The funding requested may be reduced on the basis of the financial rules applicable to the action and the results of the evaluation.

As a general rule, and within the limits of existing national and European legal frameworks, results should be made available as open educational resources (OER) as well as on relevant professional, sectorial or competent authorities' platforms. The proposal will describe how data, materials, documents and audio-visual and social media activity produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations.

WHAT ARE THE FUNDING RULES?

This action follows a lump sum funding model. The amount of the single lump sum contribution will be determined for each grant based on the estimated budget of the action proposed by the applicant. The granting authority will fix the lump sum of each grant based on the proposal, evaluation result, funding rates and the maximum grant amount set in the call.

The EU grant per project will vary from a **minimum of 100.000 EUR to a maximum of 400.000 EUR**

How is the project lump sum determined?

Applicants must fill in a detailed budget table according to the application form, taking into account the following points:

e) The budget should be detailed as necessary by beneficiary/ies and organized in coherent work packages (for example divided into 'project management', 'training', 'organisation of events', 'mobility preparation and implementation', 'communication and dissemination', 'quality assurance', etc.);

f) The proposal must describe the activities covered by each work package;

g) Applicants must provide in their proposal a breakdown of the lump sum showing the share per work package (and, within each work package, the share assigned to each beneficiary and affiliated entity);

h) Costs described can cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (such as dissemination of information, publishing or translation).

Proposals will be evaluated according to the standard evaluation procedures with the help of internal and/or external experts. The experts will assess the quality of the proposals against the requirements defined in the call and the expected impact, quality and efficiency of the action. Following the proposal evaluation, the authorising officer will establish the amount of the lump sum, taking into account the findings of the assessment carried out. The lump sum value will be limited to a maximum of 80% of the estimated budget determined after evaluation.

The grant parameters (maximum grant amount, funding rate, total eligible costs, etc.) will be fixed in the Grant Agreement.

The project achievements will be evaluated on the outcomes completed. The funding scheme would allow putting focus on the outputs rather than the inputs, thereby placing emphasis on the quality and level of achievement of measurable objectives.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

CAPACITY BUILDING IN THE FIELD OF YOUTH

Capacity-building projects are international cooperation projects based on multilateral partnerships between organisations active in the field of youth in Programme and third countries not associated to the Programme. They aim to support the international cooperation and policy dialogue in the field of youth and non-formal learning, as a driver of sustainable socio-economic development and well-being of youth organisations and young people.

OBJECTIVES OF THE ACTION

The action will aim at:

- raising the capacity of organisations working with young people outside formal learning;
- promote non-formal learning activities in third countries not associated to the Programme, especially targeting young people with fewer opportunities, with a view to improving the level of competences while ensuring the active participation of young people in society;
- support the development of youth work in third countries not associated to the Programme, improving its quality and recognition;
- foster the development, testing and launching of schemes and programmes of non-formal learning mobility in third countries not associated to the Programme;
- contribute to the implementation of the EU Youth Strategy (2019-2027) including the 11 European Youth goals;
- foster cooperation across different regions of the world through joint initiatives;
- enhance synergies and complementarities with formal education systems and/or the labour market;

THEMATIC AREAS / SPECIFIC OBJECTIVES

Proposals should focus on one or more of the following thematic areas:

- political participation and dialogue with decision-makers;
- inclusion of young people with fewer opportunities;
- democracy, rule of law and values;
- empowerment / engagement / employability of young people ;
- peace and post-conflict reconciliation;
- environment and climate;
- anti-discrimination and gender equality;
- digital and entrepreneurial skills.

ACTIVITIES

The activities proposed must be directly linked to the general and specific objectives of the action, i.e. they must correspond to one or more of the thematic areas listed above and they must be detailed in a project description covering the entire implementation period. Finally, in the context of this international worldwide action, project activities must focus on building and strengthening the capacities of youth organisations and young people principally in the third countries not associated to the Programme covered by the action.

Funded projects will be able to integrate a **wide range of cooperation, exchange, communication and other activities** that:

- contribute to encouraging policy dialogue, cooperation, networking and exchanges of practices;
- promote strategic cooperation between youth organisations on the one hand and public authorities, particularly in eligible third countries not associated to the Programme;

- promote the cooperation between youth organisations and organisations active in the education and training fields as well as with organisations from the labour market;
- raise the capacities of youth councils, youth platforms and local, regional and national authorities dealing with youth, in particular in eligible third countries not associated to the Programme;
- enhance the management, governance, innovation capacity, leadership and internationalisation of youth organisations, particularly in eligible third countries not associated to the Programme
- support the development of information and awareness campaigns, as well as the development of information, communication and media tools;
- help developing youth work methods, tools and materials;
- create new forms of delivering youth work and providing training and support; facilitate non-formal learning mobility.

Examples of activities include:

- the development of tools and methods for the socio-professional development of youth workers and trainers;
- the development of non-formal learning methods, especially those promoting the acquisition/improvement of competences, including media literacy skills;
- the development of new forms of practical training schemes and simulation of real life cases in society;
- the development of new forms of youth work, notably strategic use of open and flexible learning, virtual co-operation, open educational resources (OER) and better exploitation of the ICT potential;
- the organisation of events/seminars/workshops/exchange of good practice for cooperation, networking, awareness raising and peer-learning purposes
- the organisation of mobility activities for young people and/or youth workers in order to test tools and methods developed by the partnership. Please note that mobility activities must be secondary to the main objectives of the action, and must be instrumental to and underpin the achievement of these objectives

SETTING UP A PROJECT

A Capacity Building project in the field of youth consists of four stages, which start even before the project proposal is selected for funding[246] e.g. 1) Project identification and initiation; 2) Project preparation, design and planning; 3) Project implementation and monitoring of activities; and 4) Project review and impact assessment.

Participating organisations and participants involved in the activities should take an active role in all those stages and thus enhance their learning experience.

- **Identification and initiation**; identify a problem, need or opportunity that you can address with your project idea in the context of the call; identify the key activities and the main outcomes that can be expected from the project; map the relevant stakeholders and potential partners; formulate the project's objective(s); ensure the project's alignment to the participating organisations' strategic objectives; undertake some initial planning to get the project off to a good start, and put together the information required to continue to the next phase etc.;
- **Preparation, design and planning**; specify the project scope and appropriate approach; outline clearly the methodology proposed ensuring consistency between project objectives and activities; decide on a schedule for the tasks involved; estimate the necessary resources and develop the detail of the project e.g. needs assessment; define sound objectives and impact indicators (specific, measurable, achievable, relevant and

246 Please note that while preparatory activities can start before the proposal is submitted or selected for funding, costs can be incurred and activities be implemented only after the signature of the grant agreement.

time-bound); identify project and learning outcomes; development of work programme, activity formats, expected impact, estimated overall budget; preparing a project implementation plan and a sound and realistic communication plan including strategic aspects of project governance, monitoring, quality control, reporting and dissemination of results; defining practical arrangements and confirmation of the target group(s) for the envisaged activities; setting up agreements with partners and writing the proposal etc.;

- **Implementation and monitoring of activities**: carrying out the project implementation according to plans fulfilling requirements for reporting and communication; monitoring ongoing activities and assessing project performance against project plans; identifying and taking corrective action to address deviations from plans and to address issues and risks; identifying non-conformities with the set quality standards and taking corrective actions etc.;
- **Review and impact assessment**: assessing project performance against project objectives and implementation plans; evaluation of the activities and their impact at different levels, sharing and use of the project's results, etc.

HORIZONTAL ASPECTS TO BE CONSIDERED WHEN DESIGNING YOUR PROJECT:

In addition to complying with the formal criteria and setting up sustainable cooperation arrangement with all project partners, the following elements can contribute to increasing the impact and qualitative implementation of Capacity Building projects throughout the different project phases. Applicants are encouraged to take these opportunities and dimensions into account when designing their project.

Environmental sustainability

Projects should be designed in an eco-friendly way and should incorporate green practices in all its facets. Organisations and participants should have an environmental-friendly approach when designing the project, which will encourage everyone involved in the project to discuss and learn about environmental issues, reflecting about what can be done at different levels and help organisations and participants come up with alternative, greener ways of implementing project activities.

Inclusion and Diversity

The Erasmus+ Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy has been devised to support a better outreach to participants from more diverse backgrounds, in particular those with fewer opportunities facing obstacles to participate in European Projects. Organisations should design accessible and inclusive project activities, taking into account the views of participants with fewer opportunities and involving them in decision making throughout the whole process.

Digital dimension

Virtual cooperation and experimentation with virtual and blended learning opportunities are key to successful projects. In particular, projects are strongly encouraged to use the European Youth Portal and the European Youth Strategy Platform to work together before, during and after the project activities.

Common values, civic engagement and participation

Projects will support active citizenship and ethics, as well as foster the development of social and intercultural competences, critical thinking and media literacy. The focus will also be on raising awareness on and understanding the European Union context in the world.

WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR A CAPACITY BUILDING PROJECT IN THE FIELD OF YOUTH?

ELIGIBILITY CRITERIA

In order to be eligible for an Erasmus grant, project proposals for Capacity Building in the field of Youth must comply with the following criteria:

Who can apply?	The following organisations can be involved as co-ordinator: - NGOs (including European Youth NGOs and national Youth Councils) working in the field of Youth ; - Public authorities at local, regional or national level The organisation applies on behalf of all participating organisations involved in the project and must be legally established and located in an EU Member State or third country associated to the Programme or a third country not associated to the Programme which is eligible for participation in this action.
What types of organisations are eligible to participate in the project?	Any organisation, public or private, with its affiliated entities (if any), working with or for young people outside formal settings established in an EU Member State or third country associated to the Programme, or in a third country not associated to the Programme from regions 1 and 3 (please see section "Eligible Countries" in Part A of this Guide). Such organisations can, for example, be: • a non-profit organisation, association, NGO (including European Youth NGOs); • a national Youth Council; • a public authority at local, regional or national level; • an education or research institution; • a foundation; Public or private companies (small, medium or large enterprise (including social enterprises) may be included. Therefore, whereas this action is primarily targeting associations, NGOs and more generally non-for-profit organisations, for-profit organisations can be involved if a clear added value is demonstrated for the project. However, in a capacity building objective, coordination tasks must be limited to non-for-profit organisations.
Number and profile of participating organisations	Capacity-building projects are transnational and involve minimum 1 organisation from 2 different EU Member States and/or third countries associated to the Programme and 2 organisations from at least 1 eligible third country not associated to the Programme (i.e. at least 4 organisations from minimum 3 countries). The number of organisations from EU Member States and third countries associated to the Programme may not be higher than the number of organisations from third countries not associated to the Programme.

Venue of the activities	The activity must take place in the countries of the organisations participating in the activity except in duly justified cases related to the objectives of the action. In addition, if duly justified in relation to the objectives or implementation of the project: • Activities can also take place at the seat of an Institution of the European Union, even if in the project there are no participating organisations from the country that hosts the Institution. • Activities involving sharing and promotion of results can also take place at relevant thematic transnational events/conferences in EU Member States or third countries associated to the Programme or third countries not associated to the Programme.
Duration of the project	Capacity-building Projects can last 12, 24 or 36 months. The duration must be chosen at application stage, based on the objective of the project and on the type of activities foreseen over time.
Where to apply?	To the European Education and Culture Executive Agency (EACEA). Call ID: ERASMUS-YOUTH-2022-CB
When to apply?	Applicants have to submit their grant application by **7 April at 17:00:00** (Brussels time).

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

EXPECTED IMPACT

The granted projects should demonstrate their expected impact by:

- contributing to the 'Engage-Connect-Empower' priorities of the EU Youth Strategy 2019-2027
- building on outcomes of the European Youth Goals, the Youth Dialogue and other youth projects;
- improving the involvement of young people in democratic life, in terms of active citizenship and engagement with decision-makers (empowerment, new skills, involvement of young people in project design, etc.), in particular in the eligible third countries not associated to the Programme;
- improving the entrepreneurial and innovative capacities of young people in eligible third countries not associated to the Programme;
- improving the capacity of the youth sector to work transnationally with care of inclusiveness, solidarity and sustainability;
- promoting and contributing to transnational learning and cooperation between young people and decision makers, in particular in the eligible third countries not associated to the Programme;
- upscaling existing practices and outreach beyond the partnership, including making good use of digital means to stay connected under all circumstances even in situations of remoteness, isolation or confinement;
- linking the results to local communities, creating job opportunities and nurturing innovative ideas that could be replicated and scaled up in other settings in third countries not associated to the Programme;
- demonstrating inclusion and accessibility of target groups with fewer opportunities and individuals in third countries not associated to the Programme;
- developing new tools and non-formal learning methods, especially those promoting the acquisition/improvement of competences, including media literacy skills innovative practices, in particular in the eligible third countries not associated to the Programme;

- disseminating their results in an effective and attractive way among young people involved in youth organisations.

AWARD CRITERIA

Relevance of the project **(maximum score 30 points)**	▪ The relevance of the proposal to the objectives of the Action; ▪ The extent to which: - the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups; - the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations; - the capacity-building activities are clearly defined and aim at reinforcing the capacities of the participating organisations; - the project involves young people with fewer opportunities.
Quality of the project design and implementation **(maximum score 30 points)**	▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination; ▪ The appropriateness and quality of the methodology proposed for addressing the needs identified; ▪ The consistency between project objectives and activities proposed; ▪ Quality and effectiveness of the work plan, including the extent to which the resources assigned to work packages are in line with their objectives and deliverables; ▪ The quality of the non-formal learning methods proposed; ▪ 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 existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget; ▪ The extent to which the project is cost-effective and allocates appropriate resources to each activity. ▪ The appropriateness of measures for selecting and/or involving participants in mobility activities, if any (please refer to ”Protection, health and safety of participants” in part A of this Guide as well to other requirements and recommendations applicable to KA1 Mobility projects.)
Quality of the partnership and the cooperation arrangements **(maximum score 20 points)**	▪ The extent to which: - the project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project; - the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations. ▪ The existence of effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders
Impact **(maximum score 20 points)**	▪ The quality of measures for evaluating the outcomes of the project; ▪ The potential impact of the project: - on participants and participating organisations, during and after the project lifetime; - outside the organisations and individuals directly participating in the project, at local, regional, national and/or international levels. ▪ The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations; ▪ If relevant, the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations; ▪ The quality of the plans for ensuring the sustainability of the project: its capacity to continue having an impact and producing results after the EU grant has been used up.

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum score points in each of the categories of award criteria mentioned above (i.e. minimum 15 points for the categories "relevance of the project" and "quality of the project design and implementation"; 10 points for the categories "quality of the partnership and the cooperation arrangements" and "impact").

In case of ex aequo, priority will be given to projects scoring highest under the criterion "relevance of the project" and then "impact".

As a general rule, and within the limits of existing national and European legal frameworks, results should be made available as open educational resources (OER) as well as on relevant professional, sectorial or competent authorities' platforms. The proposal will describe how data, materials, documents and audio-visual and social media activity produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations

WHAT ARE THE FUNDING RULES?

This action follows a lump sum funding model. The amount of the single lump sum contribution will be determined for each grant based on the estimated budget of the action proposed by the applicant. The granting authority will fix the lump sum of each grant based on the proposal, evaluation result, funding rates and the maximum grant amount set in the call.

The EU grant per project will vary from a **minimum of 100.000 EUR and a maximum of 300.000 EUR .**

How is the project lump sum determined?

Applicants must fill in a detailed budget table according to the application form, taking into account the following points:

e) The budget should be detailed as necessary by beneficiary/-ies and organized in coherent work packages (for example divided into 'project management', 'training', 'organization of events', 'mobility preparation and implementation', 'communication and dissemination', 'quality assurance', etc.);

f) The proposal must describe the activities covered by each work package;

g) Applicants must provide in their proposal a breakdown of the estimated costs showing the share per work package (and, within each work package, the share assigned to each beneficiary and affiliated entity);

h) Costs described can cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (such us dissemination of information, publishing or translation).

Proposals will be evaluated according to the standard evaluation procedures with the help of internal and/or external experts. The experts will assess the quality of the proposals, against the requirements defined in the call and the expected impact, quality and efficiency of the action.

Following the proposal evaluation, the authorising officer will establish the amount of the lump sum, taking into account the findings of the assessment carried out. The lump sum value will be limited to a maximum of 80% of the estimated budget determined after evaluation

The grant parameters (maximum grant amount, funding rate, total eligible costs, etc.) will be fixed in the Grant Agreement.

The project achievements will be evaluated on the outcomes completed. The funding scheme would allow putting focus on the outputs rather than the inputs, thereby placing emphasis on the quality and level of achievement of measurable objectives.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

CAPACITY BUILDING IN THE FIELD OF SPORT

Capacity-building projects are international cooperation projects based on multilateral partnerships between organisations active in the field of sport in Programme and Third countries not associated to the Programme. They aim to support sport activities and policies in Third countries not associated to the Programme as a vehicle to promote values as well as an educational tool to promote the personal and social development of individuals and build more cohesive communities.

OBJECTIVES OF THE ACTION

The action will aim at:

- raising the capacity of grassroots sport organisations;
- encouraging the practice of sport and physical activity in Third countries not associated to the Programme;
- promoting social inclusion through sport;
- promoting positive values through sport (such as fair play, tolerance, team spirit);
- fostering cooperation across different regions of the world through joint initiatives.

THEMATIC AREAS / SPECIFIC OBJECTIVES

Proposals should focus on certain thematic areas defined at programming stage. Examples of particularly relevant areas are:

- promotion of common values, non-discrimination and gender equality through sport;
- development of skills (though sport) needed to improve the social involvement of disadvantaged groups (e.g. independence, leadership etc.).
- integration of migrants;
- post-conflict reconciliation;

ACTIVITIES

The activities proposed must be directly linked to the general and specific objectives of the action, i.e. they must correspond to one or more of the thematic areas listed above and they must be detailed in a project description covering the entire implementation period. Finally, in the context of this international worldwide action, project activities must focus on building and strengthening the capacities of sport organisations and principally in the countries not associated to the Programme from Region 1 covered by the action.

Funded projects will be able to integrate a **wide range of cooperation, exchange, communication and other activities** including for example:

- Creating and developing networks between organisations/countries/regions;
- Developing and implementing exchange of best practices/ideas;
- Implementing common sport activities and educational side events;
- Launching, testing, sharing and implementation of new forms of non-formal learning methods, tools, practices and materials through practical training and mobility of sport staff;
- Raising awareness on issues of discrimination of disadvantaged groups in sport;
- Supporting the building of an engaged and active civil society.

SETTING UP A PROJECT

A Capacity Building project in the field of sport consists of four stages, which start even before the project proposal is selected for funding[247] e.g. 1) Project identification and initiation; 2) Project preparation, design and planning; 3) Project implementation and monitoring of activities; and 4) Project review and impact assessment.

Participating organisations and participants involved in the activities should take an active role in all those stages and thus enhance their learning experience.

- **Identification and initiation**; identify a problem, need or opportunity that you can address with your project idea in the context of the call; identify the key activities and the main outcomes that can be expected from the project; map the relevant stakeholders and potential partners; formulate the project's objective(s); ensure the project's alignment to the participating organisations' strategic objectives; undertake some initial planning to get the project off to a good start, and put together the information required to continue to the next phase etc.;
- **Preparation, design and planning**; specify the project scope and appropriate approach; outline clearly the methodology proposed ensuring consistency between project objectives and activities; decide on a schedule for the tasks involved; estimate the necessary resources and develop the detail of the project e.g. needs assessment; define sound objectives and impact indicators (specific, measurable, achievable, relevant and time-bound); identify project and learning outcomes; development of work programme, activity formats, expected impact, estimated overall budget; preparing a project implementation plan and a sound and realistic communication plan including strategic aspects of project governance, monitoring, quality control, reporting and dissemination of results; defining practical arrangements and confirmation of the target group(s) for the envisaged activities; setting up agreements with partners and writing the proposal etc.;
- **Implementation and monitoring of activities**: carrying out the project implementation according to plans fulfilling requirements for reporting and communication; monitoring ongoing activities and assessing project performance against project plans; identifying and taking corrective action to address deviations from plans and to address issues and risks; identifying non-conformities with the set quality standards and taking corrective actions etc.;
- **Review and impact assessment**: assessing project performance against project objectives and implementation plans; evaluation of the activities and their impact at different levels, sharing and use of the project's results, etc.

HORIZONTAL ASPECTS TO BE CONSIDERED WHEN DESIGNING YOUR PROJECT:

In addition to complying with the formal criteria and setting up sustainable cooperation arrangement with all project partners, the following elements can contribute to increasing the impact and qualitative implementation of Capacity Building projects throughout the different project phases. Applicants are encouraged to take these opportunities and dimensions into account when designing their project.

Environmental sustainability

Projects should be designed in an eco-friendly way and should incorporate green practices in all its facets. Organisations and participants should have an environmental-friendly approach when designing the project, which will encourage everyone involved in the project to discuss and learn about environmental issues, reflecting about what can

247 Please note that while preparatory activities can start before the proposal is submitted or selected for funding, costs can be incurred and activities be implemented only after the signature of the grant agreement.

be done at different levels and help organisations and participants come up with alternative, greener ways of implementing project activities.

Inclusion and Diversity

The Erasmus+ Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy has been devised to support a better outreach to participants from more diverse backgrounds, in particular those with fewer opportunities facing obstacles to participate in European Projects. Organisations should design accessible and inclusive project activities, taking into account the views of participants with fewer opportunities and involving them in decision making throughout the whole process.

Digital dimension

Virtual cooperation and experimentation with virtual and blended learning opportunities are key to successful projects.

Common values, civic engagement and participation

Projects will support active citizenship and ethics, as well as foster the development of social and intercultural competences, critical thinking and media literacy. The focus will also be on raising awareness on and understanding the European Union context in the world.

WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR A CAPACITY BUILDING PROJECT IN THE FIELD OF SPORT?

ELIGIBILITY CRITERIA

In order to be eligible for an Erasmus grant, project proposals for Capacity Building in the field of Sport must comply with the following criteria:

Who can apply?	Any public or private organization, with its affiliated entity (if any), active in the field of sport, established in an EU Member State or third country associated to the Programme or a third country not associated to the Programme which is eligible for participation in this action. The organisation applies on behalf of all participating organisations involved in the project and must be legally established and located in an EU Member State or third country associated to the Programme or a third country not associated to the Programme which is eligible for participation in this action.

What types of organisations are eligible to participate in the project?	Any organisation, public or private, working with or for young people outside formal settings established in an EU Member State or third country associated to the Programme or a third country not associated to the Programme from Region 1. Such organisations can, for example, be: • a public body in charge of sport at local, regional or national level; • a sport organisation at local, regional, national, European or international level; • a National Olympic Committee or National Sport confederation; • an organisation representing the 'sport for all' movement; • an organisation active in the field of physical activity promotion; • an organisation representing the active leisure sector; Public or private companies (small, medium or large enterprise (including social enterprises) may be included. Therefore, whereas this action is primarily targeting associations, NGOs and more generally non-for-profit organisations, for-profit organisations can be involved if a clear added value is demonstrated for the project. However, in a capacity building objective, coordination tasks must be limited to non-for-profit organisations.
Number and profile of participating organisations	Capacity-building projects are transnational and involve at least **4 organisations from minimum 3 countries**: At least **1 organisation from 2 different EU Member States and third countries associated to the Programme** and at least **2 organisations from at least 1 eligible third country not associated to the Programme from Region 1.** The number of organisations from EU Member States and third countries associated to the Programme may not be higher than the number of organisations from Third countries not associated to the Programme.
Venue of the activities	The activity must take place in the countries of the organisations participating in the activity except in duly justified cases related to the objectives of the action. In addition, if duly justified in relation to the objectives or implementation of the project: • Activities can also take place at the seat of an Institution of the European Union, even if in the project there are no participating organisations from the country that hosts the Institution. • Activities involving sharing and promotion of results can also take place at relevant thematic transnational events/conferences in EU Member States or third countries associated to the Programme or third countries not associated to the Programme.
Duration of the project	Capacity-building Projects can last one, two or three years. The duration must be chosen at application stage, based on the objective of the project and on the type of activities foreseen over time.
Where to apply?	To the European Education and Culture Executive Agency (EACEA). Call ID: ERASMUS-SPORT-2022-CB
When to apply?	Applicants have to submit their grant application by **7 April at 17:00:00** (Brussels time).

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

EXPECTED IMPACT

The granted projects should demonstrate their expected impact by:

- increasing participation and capacity of grassroots sport organisations;
- increasing participation of women in sport and physical activities;
- improving the social involvement of disadvantaged groups;
- improving the capacity of the sport sector to work transnationally with care of inclusiveness, solidarity and sustainability;
- promoting and contributing to transnational learning and cooperation between sport people and decision makers, in particular in the eligible Third countries not associated to the Programme;
- disseminating their results in an effective and attractive way among sport people involved in sport organisations.

AWARD CRITERIA

Relevance of the project **(maximum score 30 points)**	▪ The relevance of the proposal to the objectives of the Action; ▪ The extent to which: - the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups; - the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations; - the capacity-building activities are clearly defined and aim at reinforcing the capacities of the participating organisations; -
Quality of the project design and implementation **(maximum score 20 points)**	▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination; ▪ The appropriateness and quality of the methodology proposed for addressing the needs identified; ▪ The consistency between project objectives and activities proposed; ▪ Quality and effectiveness of the work plan, including the extent to which the resources assigned to work packages are in line with their objectives and deliverables; ▪ The quality of the non-formal learning methods proposed, if any; ▪ The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget; ▪ The extent to which the project is cost-effective and allocates appropriate resources to each activity. ▪
Quality of the partnership and the cooperation arrangements **(maximum score 20 points)**	▪ The extent to which: - the project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project; - the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations. ▪ The existence of effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders

Impact **(maximum score 30 points)**	▪ The quality of measures for evaluating the outcomes of the project; ▪ The potential impact of the project: - on participants and participating organisations, during and after the project lifetime; - outside the organisations and individuals directly participating in the project, at local, regional, national and/or international levels. ▪ The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations; ▪ If relevant, the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations; ▪ The quality of the plans for ensuring the sustainability of the project: its capacity to continue having an impact and producing results after the EU grant has been used up.

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum score 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"; 10 points for the categories "quality of the partnership and the cooperation arrangements" and "quality of the project design and implementation").

In case of ex aequo, priority will be given to projects scoring highest under the criterion "relevance of the project" and then "impact".

As a general rule, and within the limits of existing national and European legal frameworks, results should be made available as open educational resources (OER) as well as on relevant professional, sectorial or competent authorities' platforms. The proposal will describe how data, materials, documents and audio-visual and social media activity produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations

WHAT ARE THE FUNDING RULES?

This action follows a lump sum funding model. The amount of the single lump sum contribution will be determined for each grant based on the estimated budget of the action proposed by the applicant. The granting authority will fix the lump sum of each grant based on the proposal, evaluation result, funding rates and the maximum grant amount set in the call.

The EU grant per project will vary from a **minimum of 100.000 € and a maximum of 200.000 €.**

How is the project lump sum determined?

Applicants must fill in a detailed budget table according to the application form, taking into account the following points:

i) The budget should be detailed as necessary by beneficiary/-ies and organized in coherent work packages (for example divided into 'project management', 'training', 'organization of events', 'mobility preparation and implementation', 'communication and dissemination', 'quality assurance', etc.);

j) The proposal must describe the activities covered by each work package;

k) Applicants must provide in their proposal a breakdown of the estimated costs showing the share per work package (and, within each work package, the share assigned to each beneficiary and affiliated entity);

l) Costs described can cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (such us dissemination of information, publishing or translation).

Proposals will be evaluated according to the standard evaluation procedures with the help of internal and/or external experts. The experts will assess the quality of the proposals, against the requirements defined in the call and the expected impact, quality and efficiency of the action.

Following the proposal evaluation, the authorising officer will establish the amount of the lump sum, taking into account the findings of the assessment carried out. The lump sum value will be limited to a maximum of 80% of the estimated budget determined after evaluation

The grant parameters (maximum grant amount, funding rate, total eligible costs, etc.) will be fixed in the Grant Agreement.

The project achievements will be evaluated on the outcomes completed. The funding scheme would allow putting focus on the outputs rather than the inputs, thereby placing emphasis on the quality and level of achievement of measurable objectives.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

NOT-FOR-PROFIT EUROPEAN SPORT EVENTS

OBJECTIVES OF THE ACTION

This Action aims to support the organisation of sport events with a European dimension in the following fields:

- Volunteering in sport;
- Social inclusion through sport;
- Fight against discrimination in sport, including gender equality;
- Encouraging the participation in sport and physical activity including a) the implementation of the Council Recommendation on health-enhancing physical activity, the EU Physical Activity Guidelines and the Tartu Call for a Healthy Lifestyle b) the support to the implementation of the European Weeks of Sport c) the promotion of sport and physical activity as a tool for health d) the promotion of all activities encouraging the practice of sport and physical activity including traditional sport and games and intergenerational sport.

The project has to focus on one of these objectives. It can also focus on the remaining objectives but the main objective must be clearly identifiable and prevailing in the proposal.

It provides financial support for the organization of one European-wide sport event in one EU Member State or third country associated to the Programme or for the organisation of European local events in several EU Member States and third countries associated to the Programme.

WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR NOT-FOR-PROFIT EUROPEAN SPORT EVENTS?

ELIGIBILITY CRITERIA

In order to be eligible for an EU+ grant, project proposals for Not-for-profit European Sport Events must comply with the following criteria:

Who can apply?	Any public or private organisation, with its affiliated entities (if any), active in the field of sport, established in an EU Member State or third country associated to the Programme. For example, such organisation can be (non-exhaustive list): • a public body in charge of sport at local, regional or national level; • a sport organisation at local, regional, national, European or international level; • a National Olympic Committee or National Sport confederation; • an organisation representing the 'sport for all' movement; • an organisation active in the field of physical activity promotion; • an organisation representing the active leisure sector; • an organisation active in the field of education, training or youth.
What types of organisations are eligible to participate in the project?	Any public or private organisation, with its affiliated entities (if any), active in the field of sport, established in an EU Member State or third country associated to the Programme.

Number and profile of participating organisations	A Not-for-profit European Sport Event is transnational and involves: **For the European local event (Type I)**: involves between 3 and 5 organisations. Each organisation must come from different EU Member States and third countries associated to the Programme. **For the European local event (Type II)**: a minimum of 6 organisations coming from 6 different EU Member States and third countries associated to the Programme **For the European-wide event**: a minimum of 10 organisations (1 single applicant + 9 participating organisations) coming from 10 different EU Member States and third countries associated to the Programme.
Venue of activities	**For the European local events (Type I and II)** the activities must take place in each EU Member State or third country associated to the Programme involved in the Not-for-profit European Sport Event. **For the European-wide event**, the activities must take place in the EU Member State or third country associated to the Programme of the applicant organisation involved in the Not-for-profit European Sport Event.
Duration of project	The duration must be chosen at application stage (12 or 18 months), based on the objective of the project and on the type of activities foreseen over time.
Where to apply?	To the European Education and Culture Executive Agency (EACEA). Call ID: ERASMUS-SPORT-2022-SNCESE.
When to apply?	Applicants have to submit their grant application by **23 March** at 17:00:00 (Brussels time).

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

SETTING UP A PROJECT

The EU grant will be given to organisations in charge of preparation, organisation and follow up of sporting events.

The following standard activities are supported (non-exhaustive list):

- preparation and organisation of the event;
- organisation of educational activities for athletes, coaches, organisers and volunteers in the run-up to the event;
- organisation of side-activities to the sporting event (conferences, seminars);
- training of volunteers;
- implementation of legacy activities (evaluations, drafting of future plans);
- communication activities linked to the topic of the event.

The following sport events are not supported under this action:

- Sport competitions organised by national, European or international sport federations/associations/leagues on a regular basis (National, European or World Championships) unless the financial support is requested for the organisation of side activities targeting large population.

EXPECTED IMPACT

The expected impact of this action is:

- increased awareness as regards the role of sport in promoting social inclusion, equal opportunities and health enhancing physical activity (HEPA);
- increased participation in sport, physical activity and voluntary activity.

AWARD CRITERIA

Relevance of the project **(maximum score 30 points)**	The extent to which: • the proposal is relevant for objectives and priorities of the Action; • the proposal is based on a genuine and adequate needs analysis; • the proposal is innovative; • the proposal is complementary to other initiatives already carried out by the participating organisations; • the proposal brings added value at EU level through results that would not be attained by activities carried out by a single country •
Quality of the project design and implementation **(maximum score 20 points)**	The extent to which: • the project work plan is clear, complete and effective, including appropriate phases for preparation, implementation, monitoring, evaluation and sharing project results; • the project is cost-effective and allocates appropriate resources to each activity; • the proposed methodology is clear, adequate and feasible; • the project proposes relevant quality control measures to ensure that the project implementation is of high quality, completed in time and on budget; • the project incorporates the use of digital tools and learning methods to complement their physical activities, and to improve the cooperation between partner organisations.
Quality of the partnership and the cooperation arrangements **(maximum score 20 points)**	The extent to which: • the project involves an appropriate mix of participating organisations in terms of profile and expertise to successfully complete all project objectives; • the proposed allocation tasks demonstrates the commitment and active contribution of all participating organisations; • the proposal includes effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders • if applicable, the extent to which the involvement of a participating organisation from a third country not associated to the Programme brings an added value to the project.

Impact **(maximum score 30 points)**	The extent to which: • the project proposal includes concrete and logical steps to integrate the project results in the regular work of participating organisation; • the project has the potential to positively impact its participants and participating organisations, as well as the wider community; • the expected project results have the potential to be used outside the organisations participating in the project during and after the project lifetime, and at local, regional, national or European level; • the project proposal includes appropriate plans and methods to evaluate the project outcomes; • the project proposal includes concrete and effective steps to make the results of the project known within the participating organisations, to share the results with other organisations and the public, and to publicly acknowledge the European Union funding; • the project proposal includes concrete and effective steps to ensure the sustainability of the project, its capacity to continue having an impact and producing results after the EU grant has been used up.

To be considered for funding, proposals must score **at least 60 points**, taking into account the necessary minimum pass score for each of the four award criteria: minimum 15 points for “relevance of the project” and “impact” categories, and 10 points for “quality of the project design and implementation” and “quality of the partnership and the cooperation arrangements” categories. In ex aequo cases, priority will be given to highest scores for "relevance of the project" and then “impact”.

WHAT ARE THE FUNDING RULES?

The contributions for Not–for–profit European Sport Events take the form of lump sums. The amount of the fixed lump sum depends on the number of events and number of organisations involved in the project.

Applicants will choose between the 3 pre-defined amounts according to the number of events and number of organisations involved in the project.

Category of Sport events		**Fixed lump-sum**
European local events: At least one event per country.	**Type I**: from a minimum of 3 organisations coming from 3 different EU Member States and third countries associated to the Programme to a maximum of 5 organisations coming from 5 different EU Member States and third countries associated to the Programme.	200.000 EUR
	Type II: a minimum of 6 organisations coming from 6 different EU Member States	300.000 EUR

	and third countries associated to the Programme	
European-wide events: one event with at least 10 participating organisations from at least 10 EU Member States and third countries associated to the Programme (including the applicant organisation)		450.000 EUR

a) For the European-local event (Type I): **200.000 EUR**

Proposals concern multi-beneficiary projects in which all expenses must be covered by the Applicant and Partner organisations. The participant organisations identified (from 3 to 5) are considered co-beneficiaries and the events and the side activities organised will take place in each EU Member State or third country associated to the Programme involved.

Proposals shall include a specific section with the **distribution of tasks and EU grant among partners**. The timeline for implementation of each project activity and the deadline for the production of project deliverables shall be indicated as well.

Applicants must split the project activities in "**work packages**". Each work package shall be linked to specific objectives, and applicants must identify a set of quantitative and qualitative indicators allowing to assess the level of achievement of those objectives.

b) For the European-local event (Type II): **300.000 EUR**

Proposals concern multi-beneficiary projects in which all expenses must be covered by the Applicant and Partner organisations. The participant organisations identified (minimum 6) are considered co-beneficiaries and the events and the side activities organised will take place in each EU Member State or third country associated to the Programme involved.

Proposals shall include a specific section with the **distribution of tasks and EU grant among partners**. The timeline for implementation of each project activity and the deadline for the production of project deliverables shall be indicated as well.

Applicants must split the project activities in "**work packages**". Each work package shall be linked to specific objectives, and applicants must identify a set of quantitative and qualitative indicators allowing to assess the level of achievement of those objectives.

c) For the European-wide event: **450.000 EUR**

Proposals concern mono-beneficiary projects which means that all expenses must be covered by the Applicant organisation and therefore the event and the side activities organised will take place in the EU Member State or third country associated to the Programme of the Applicant organisation. For contractual management aspects, the participating organisation are not considered to be project partners nor associated partners and they do not receive any funding from the Programme as part of the project and therefore cannot be indicated in the budget proposal.

The timeline for implementation of each project activity and the deadline for the production of project deliverables shall be indicated.

Applicants must split the project activities in "**work packages**". Each work package shall be linked to specific objectives, and applicants must identify a set of quantitative and qualitative indicators allowing to assess the level of achievement of those objectives.

Payment of the Grant

The conditions for the full payment of the grant is the completion of the work packages in line with the quality criteria described in the application. In case one work package is not completed, partially completed or assessed as unsatisfactory in the quality assessment, appropriate reductions of the grant amount may be applied as described in the grant agreement.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

KEY ACTION 3: SUPPORT TO POLICY DEVELOPMENT AND COOPERATION

Key Action 3 provides support to policy cooperation at European Union level, thereby contributing to the development of new policies, which can trigger modernisation and reforms, at European Union, and systems' level, in the fields of education, training youth and sport.

The Actions implemented through this Key Action are aimed to:

- prepare and support the implementation of the EU policy agenda on education, training, youth and sport by facilitating the governance and functioning of the Open Methods of Coordination;
- carry out European policy experimentations, led by high-level public authorities and involving field trials on policy measures in several countries, based on sound evaluation methods;
- gather evidence and knowledge about education, training, youth and sport systems and policies at national and European level, with a view to facilitate reasoned policy-making;
- 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;
- foster policy dialogue with stakeholders within and outside the European Union, through conferences, events and other activities involving policy makers, practitioners and other stakeholders in the fields of education, training, youth and sport, to raise awareness about the relevant European policy agendas and to promote Europe as an excellent study and research destination;
- improve the implementation of the programme in qualitative terms by facilitating knowledge and practice transfer among National Agencies, equipping National Agencies and Commission with "think-tank" resources that allow for elaboration of activities and strategies to implement the programme in stronger connection with policy developments, providing instruments for better exploiting the potential of synergies and complementarities;
- provide opportunities for people at any stage of their life with a learning experience abroad within their field of expertise, such as public governance, agriculture and rural development, new technologies, enterprise etc.;
- allow Erasmus+ implementing bodies to act as facilitators to the scaling-up of Erasmus+ projects to apply for grants or develop synergies through the support of the European Structural and Investment Funds managed at national and regional level, the Framework Programme for Research and Innovation, and the programmes relating to migration, security, justice and citizenship, health and culture;
- support events, campaigns and other activities which will inform citizens and organisations about the Erasmus+ programme and European Union policies in the fields of education, training, youth and sport;
- contribute to identifying and disseminating good practices as well as success stories from the supported projects in order to give them more visibility and scale them up at local, national and European levels.

Which Actions are supported?

The following Action is implemented through this Programme Guide:

- European Youth Together

This Action is managed by the European Education and Culture Executive Agency (EACEA).

Key Action 3 covers many other Actions in support of policy reform in the education, training and youth fields that are implemented directly by the European Commission or through specific calls for proposals managed by the European Education and Culture Executive Agency. These actions are grouped in the following sections:

- Support to European policy development;
- Support to union tools and measures that foster the quality, transparency and recognition of skills, competences and qualifications
- Policy dialogue and cooperation with key stakeholders and international organisations
- Measures that contribute to the qualitative and inclusive implementation of the programme

- Cooperation with other union instruments and support to other union policies
- Dissemination and awareness-raising activities

More information on the supported actions is available on the websites of the European Commission and the Executive Agency.

EUROPEAN YOUTH TOGETHER

European Youth Together projects aim to create networks promoting regional partnerships, to be run in close cooperation with young people from across Europe (EU Member States and third countries associated to the programme). The networks should organise exchanges, promote trainings (for instance for youth leaders) and allow for young people themselves to set up joint projects, all of which can be done through both physical and online activities.

The **European Youth Together** action consists of two parts (two sub-actions).

The **first sub-action** targets youth organisations at grassroots level which want to establish partnerships across borders, i.e. which aim at adding a European dimension to their activities. The purpose is to encourage new applications from organisations that are not already well established at European level.

The **second sub-action** is the large-scale partnerships action. It targets youth organisations, which have the capacity to work together in large-scale partnerships.

OBJECTIVES OF THE ACTION

European Youth Together projects aim to create networks promoting regional partnerships, enabling young people across Europe to set up joint projects, organise exchanges and promote trainings (e.g. for youth leaders) through both physical and online activities. The action will be implemented through two lots supporting transnational partnerships for youth organisations either at grassroots level or in large-scale partnerships, aiming to reinforce the European dimension of their activities, including on how to live better together after the pandemic and helping to design sustainable future ways of living, in line with the European Green Deal and the New European Bauhaus initiative.

Important thematic priorities for both sub-actions are working with and promoting the EU Youth Goals and, in general, the EU Youth Strategy 2019-2027[248]. The European Youth Goals are also reflected in the President von der Leyen Commission's political guidelines[249] Project proposals may also treat the themes of the 'Conference for the Future of Europe'.

Young people and youth organisations are key actors in the recovery from the COVID-19 pandemic. Youth networks should consider ways of forging solidarity and inclusiveness, and how to improve quality of life after the pandemic, which concur with challenges related to digital skills and sustainable green lifestyles[250].

SPECIFIC OBJECTIVES

The action seeks to specifically support:

- the promotion and development of more transnational structured cooperation, online and offline, between different youth organisations to build or strengthen partnerships focusing on solidarity and inclusive democratic participation of all against a backdrop of the backlashes on socio-economic structures and in line with the EU Youth Strategy, the EU Youth Goals and the Youth Dialogue;
- The implementation of EU Frameworks and initiatives such as country specific recommendations from the

248 Council Resolution 2018/C 456/01, published in December 2018 : https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:42018Y1218(01)&from=EN

249 See https://ec.europa.eu/commission/presscorner/detail/en/IP_19_5542

250 See https://europa.eu/new-european-bauhaus/index_en

European Semester[251] as far as they relate to the youth area;

- Initiatives to encourage young people to participate in the democratic process and in society by organising trainings, showcasing commonalities among young Europeans and encouraging discussion and debate on their connection to the EU, its values and democratic foundations, including by providing a meaningful voice to youth in the framework of the Covid-19 recovery process;
- the promotion of participation of under-represented groups of young people in politics, youth organisations and other civil society organisations by engaging vulnerable and socio-economic disadvantaged youth;
- New ways to empower youth organisations in dealing with the aftermath of the Covid-19 pandemic, by supporting innovative ways of cooperation and network creation, development and management. Indicatively, this could include enhancing collaboration between youth organisations in a digital context through non-formal learning methods and organisational models such as alternative modes of exchanges and mutual aid.
- The reinforcement of the European dimension of the activities of youth organisations, including activities on how to live better together after the pandemic and helping to design sustainable future ways of living transnationally.

ACTIVITIES

The action targets NGOs (not for profit) and public bodies, which propose projects with a capacity to mobilise young people in partnerships covering different countries and regions within the EU Member States and third countries associated to the Programme.

Mobility activities for young people should form a key component of European Youth Together projects. This mobility should offer cross-border exchanges and non-formal or informal training opportunities for young people from across Europe (East, West, North and South) that can be prepared and supported through online fora to contribute to the objectives of this action. These mobility activities must be very clearly justified according to the objectives of the action.

All the activities should contribute to broadening the outreach towards youth, reaching young people both within and beyond youth organisations including youth with fewer opportunities, to ensure a diversity of voices is heard.

WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR THE EUROPEAN YOUTH TOGETHER GRASSROOTS ACTION?

ELIGIBILITY CRITERIA

In order to be eligible for an Erasmus grant, project proposals for European Youth Together must comply with the following criteria:

Who can apply?	The following organisations can be involved as co-ordinator and/or partner under both sub-actions: - NGOs (including European Youth NGOs) working in the field of Youth ; - Public authorities at local, regional or national level The organisation applies on behalf of all participating organisations involved in the project and must be legally established and located in an EU Member State or third country associated to the Programme.

[251] HTTPS://EC.EUROPA.EU/INFO/BUSINESS-ECONOMY-EURO/ECONOMIC-AND-FISCAL-POLICY-COORDINATION/EU-ECONOMIC-GOVERNANCE-MONITORING-PREVENTION-CORRECTION/EUROPEAN-SEMESTER_EN.

What types of organisations are eligible to participate in the project?	Any organisation, public or private, with its affiliated entities (if any), working with or for young people outside formal settings established in an EU Member State or third country associated to the Programme. Such organisations can, for example, be: • a non-profit organisation, association, NGO (including European Youth NGOs); • a national Youth Council; • a public authority at local, regional or national level; • an education or research institution; • a foundation; Public or private companies (small, medium or large enterprise (including social enterprises) may be included. Therefore, whereas this action is primarily targeting non-for-profit organisations, for-profit organisations *can* be involved if a clear added value is demonstrated for the project.
Number and profile of participating organisations	**For sub-action 1** Minimum of 4 partners from at least 4 EU Member States and third countries associated to the Programme. At least half of the organisations in the consortia should not have been recipients of EU funds from the Erasmus+ Programme in Key Actions 3 – European Youth Together projects in the previous 2 years. **For sub-action 2** It targets organisations, which would propose projects involving at least 5 partners from 5 EU Member States and third countries associated to the Programme, which have the capacity to mobilise young people in partnerships covering different countries and regions within the EU Member States and third countries associated to the Programme.
Venue of activities	The activities must take place in the EU Member States and third countries associated to the Programme.
Duration of project	24 months for both sub-action 1 and sub-action 2.
Where to apply?	To the European Education and Culture Executive Agency (EACEA), based in Brussels. The same organisation can submit only one application by the deadline. Call ID: ERASMUS-YOUTH-2022-YOUTH-TOG-1 Call ID: ERASMUS-YOUTH-2022-YOUTH-TOG-2
When to apply?	Applicants have to submit their grant application by **22 March at 17:00:00** (Brussels time).

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

SETTING UP A PROJECT

A 'European Youth Together' project consists of four stages, which start even before the project proposal is selected for funding e.g. 1) Project identification and initiation; 2) Project preparation, design and planning; 3) Project implementation and monitoring of activities; and 4) Project review and impact assessment. Participating organisations and participants involved in the activities should take an active role in all those stages and thus enhance their learning experience.

- Identification and initiation; identify a problem, need or opportunity that you can address with your project idea in the context of the call; identify the key activities and the main outcomes that can be expected from the project; map the relevant stakeholders and potential partners; formulate the project's objective(s); ensure the project's alignment to the participating organisations' strategic objectives; undertake some initial planning to get the project off to a good start, and put together the information required to continue to the next phase etc.;
- Preparation, design and planning; specify the project scope and appropriate approach, decide on a schedule for the tasks involved; estimate the necessary resources and develop the detail of the project e.g. needs assessment; define sound objectives and impact indicators (specific, measurable, achievable, relevant and time-bound); identify project and learning outcomes; development of work programme, activity formats, expected impact, estimated overall budget; preparing a project implementation plan including strategic aspects of project governance, monitoring, quality control, reporting and dissemination of results; defining practical arrangements and confirmation of the target group(s) for the envisaged activities; setting up agreements with partners and writing the proposal etc.;
- Implementation and monitoring of activities: carrying out the project implementation according to plans fulfilling requirements for reporting and communication; monitoring ongoing activities and assessing project performance against project plans; identifying and taking corrective action to address deviations from plans and to address issues and risks; identifying non-conformities with the set quality standards and taking corrective actions etc.;
- Review and impact assessment: assessing project performance against project objectives and implementation plans; evaluation of the activities and their impact at different levels, sharing and use of the project's results, etc.

HORIZONTAL ASPECTS TO BE CONSIDERED WHEN DESIGNING YOUR PROJECT:

In addition to complying with the formal criteria and setting up sustainable cooperation arrangement with all project partners, the following elements can contribute to increasing the impact and qualitative implementation of 'European Youth Together projects' throughout the different project phases. Applicants are encouraged to take these opportunities and dimensions into account when designing their project.

Environmental sustainability

Projects should be designed in an eco-friendly way and should incorporate green practices in all its facets. Organisations and participants should have an environmental-friendly approach when designing the project, which will encourage everyone involved in the project to discuss and learn about environmental issues, reflecting about what can be done at different levels and help organisations and participants come up with alternative, greener ways of implementing project activities.

Inclusion and Diversity

The Erasmus+ Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy has been devised to support a better outreach to participants from more diverse backgrounds, in particular those with fewer opportunities facing obstacles to participate

in European Projects. Organisations should design accessible and inclusive project activities, taking into account the views of participants with fewer opportunities and involving them in decision making throughout the whole process.

As a transversal principle, participating organisations should pursue strategies to connect to young people at grassroots level from a diversity of backgrounds. This covers the involvement of a diverse youth population with fewer opportunities, including those from remote/rural areas and/or with a migrant background. Therefore, all the activities should contribute to widening both the outreach of young people and their active engagement so as to ensure a diversity of voices are brought together.

Digital dimension

Virtual cooperation and experimentation with virtual and blended learning opportunities are key to successful projects. In particular, projects are strongly encouraged to use the European Youth Portal and the European Youth Strategy Platform to work together before, during and after the project activities.

Common values, civic engagement and participation

Projects will support active citizenship and ethics, as well as foster the development of social and intercultural competences, critical thinking and media literacy. The focus will also be on raising awareness on and understanding the European Union context.

EXPECTED IMPACT

The granted projects should demonstrate their expected contribution to EU youth policy by:

- building on the objectives of the EU Youth Strategy 2019-2027 and more specifically by demonstrating how they are contributing to the 'Engage-Connect-Empower' priorities of the Strategy;
- building on outcomes of the European Youth Goals, the Youth Dialogue and other youth debate projects and opinion surveys related to the future of Europe and linking them to policy development at local/regional/national/European level;
- building on country specific recommendations from the European Semester as far as they relate to the youth area;
- improving the involvement of young people in democratic life, in terms of active citizenship and engagement with decision-makers (empowerment, new skills, involvement of young people in project design, etc.);
- helping to improve the capacity of the youth sector active at grassroots level to work transnationally focusing on inclusiveness, solidarity and sustainability and promoting transnational learning and cooperation between young people and decision makers;
- upscaling existing best practices and outreach beyond the regular network(s) including making good use of digital means to stay connected under all circumstances even in situations of remoteness, isolation or confinement;
- disseminating their results in an effective and attractive way among young people involved in youth organisations and also among youngsters who are not affiliated to youth structures or those who come from disadvantaged backgrounds, so as to pave the way for more systematic partnerships.

AWARD CRITERIA

Relevance of the project **(maximum score 30 points)**	• **Purpose and EU added value:** the proposal establishes and develops a project that supports policies at EU level relevant for youth – most notably the EU Youth Strategy 2019-2027. The proposal clearly demonstrates the EU added value at a systemic level, generated through its trans-nationality and potential transferability. • **Objectives**: the proposal objectives are relevant to the general objectives of the action and at least one of its specific objectives; moreover, the proposal objectives are specific and clearly defined, achievable, measurable, realistic and timely; they address issues relevant to the participating organisations and of a clear added value to the chosen target groups. • **Needs**: the proposal demonstrates that is based on a thorough needs assessment based as far as possible on verifiable facts and figures supported by general and specific data relevant to all countries and organisations in the consortium. A clear needs analysis linking to the concrete realities of applicants, partners and target groups is expected. • **Youth engagement**: the partnership demonstrates that it is able to secure an active engagement with a diverse youth population such as those from remote/rural areas, with a migrant background, and/or from disadvantaged social backgrounds already from the design phase of youth related activities.
Quality of the project design and implementation **(maximum score 30 points)**	• **Planning:** The proposal is clear, complete and of high quality and includes appropriate phases for preparation, implementation, monitoring, and evaluation of the project based on robust project management methodologies. • **Methodology:** The implementation is based on suitable methodologies; the objectives are consistent with the activities and are clearly outlined, with logical links between the identified problems, needs and solutions; the work plan is coherent and concrete; there are suitable quality control measures and indicators to ensure that the project will be duly implemented with the required quality, in scope, in time and within budget; there are concrete and suitable risk management and contingency plans. • **Cost effectiveness**: the proposed budget is coherent, detailed enough, suited for the implementation of the project and designed to ensure the best value for money. The resources assigned to work packages are in line with their objectives and deliverables. The budget caters to the needs of grassroots organisations and vulnerable young people in order to encourage their inclusion in the Erasmus+ programme.

Quality of the partnership and the cooperation arrangements **(maximum score 20 points)**	• **Configuration:** the partnership involves an appropriate mix of complementary organisations with the necessary profiles, skills, experience, expertise and management support to achieve its objectives; the added value of the for-profit organisations is clearly demonstrated, if involved in the consortium. • **Geographic composition**: the partnership demonstrates capacity to reflect the European economic, social and/or cultural diversity through its geographic composition (i.e. coverage of East, West, North and South areas across Europe) so as to ensure a truly pan European cooperation. • **Local NGOs development**: the partnership has the ability to develop the capacities and knowledge of local NGOs that are not already well established at European level to achieve enhanced peer-to-peer collaboration between NGOs across Europe. • **Commitment & tasks**: the distribution of responsibilities and tasks in the partnership is clear and appropriate; the coordinator shows high quality management and potential for coordination of transnational networks and leadership in complex environments. • **Cooperation arrangements**: the governance mechanisms proposed will ensure an effective coordination, decision-making, communication and conflict resolution between the participating organisations, participants and any other relevant stakeholders. • **Youth engagement**: young people are suitably involved in all stages of the project implementation and youth inclusion is addressed at all stages and levels of the project, providing empowering roles and/or concrete strategies to ensure their diverse participation.
Impact **(maximum score 20 points)**	• **Impact**: the potential impact of the project on participants and partner organisations is high – in particular towards expanding the grassroots organisations' focus of national, regional or local activities not yet cross border in nature where activities were scaled up or developed at EU level during and after the project lifetime, as well as on the youth community at large. The expected results display the understanding and capacity of the applicant and partners to communicate the European Union's values particularly in regard to citizenship. • **Dissemination**: the proposal demonstrates capacity to undertake youth outreach and ability to communicate effectively on problems and solutions of the communities they represent to a broader global audience; in particular, the proposal provides a sound plan for the communication and dissemination of results and includes appropriate targets, activities and tasks distribution among partners, relevant timing, tools and channels to ensure that the results and benefits will be spread effectively to policy makers and are accessible to end users within and after the project's lifetime. • **Sustainability**: the proposal clearly identifies how the outcomes of the project could contribute to changes at system level in the youth sector both within the project lifetime and beyond, with high potential to enable long lasting cooperation at EU level and/or inspire new EU youth policies and initiatives.

To be considered for funding, applications must score at least **60 points**, also taking into account the necessary minimum pass score for each of the four award criteria (i.e. minimum 15 points for the categories "relevance of the project" and "quality of the project design and implementation"; 10 points for the categories of "quality of the partnership and the cooperation arrangements" and "impact". For ex aequo cases, priority will be given to the scores awarded for the award criterion "relevance" and then "impact".

As a general rule, and within the limits of existing national and European legal frameworks, results should be made available as **open educational resources** (OER) as well as on relevant professional, sectorial or competent authorities'

platforms. The proposal should describe how data, materials, documents and audio-visual and social media activity produced will be made freely available and promoted through open licences, and will not contain disproportionate limitations.

DEADLINE AND INDICATIVE TIMETABLE FOR EVALUATION AND GRANT AGREEMENTS

Stages	Date and time or indicative period
Deadline for submitting applications	22 March - 17:00 (Brussels time)
Evaluation period	April-September 2022
Information to applicants	September 2022
Signature of grant agreement	October –December 2022
Starting date of the action	1/1/2023 to 31/3/2023

WHAT ARE THE FUNDING RULES?

This action follows a lump sum funding model. The amount of the single lump sum contribution will be determined for each grant based on the estimated budget of the action proposed by the applicant. The granting authority will fix the lump sum of each grant based on the proposal, evaluation result, funding rates and the maximum grant amount set in the call.

SUB-ACTION 1 THE MAXIMUM EU GRANT PER PROJECT IS EUR 150,000.

SUB-ACTION 2 The minimum grant per project is EUR 150,000 and the maximum cannot exceed EUR 500,000.

How is the project lump sum determined?

Applicants must fill in a detailed budget table according to the application form, taking into account the following points:

a) The budget should be detailed as necessary by beneficiary/-ies and organized in coherent work packages (for example divided into 'project management', 'training', 'organization of events', 'mobility preparation and implementation', 'communication and dissemination', 'quality assurance', etc.);

b) The proposal must describe the activities covered by each work package;

c) The applicants must provide in their proposal a breakdown of the estimated costs showing the share per work package (and, within each work package, the share assigned to each beneficiary and affiliated entity);

d) Costs described can cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (such as dissemination of information, publishing or translation).

Proposals will be evaluated according to the standard evaluation procedures with the help of internal and/or external experts. The experts will assess the quality of the proposals, against the requirements defined in the call and the expected impact, quality and efficiency of the action.

Following the proposal evaluation, the authorising officer will establish the amount of the lump sum, taking into account the findings of the assessment carried out. The lump sum value will be limited to a maximum of 80% of the estimated budget determined after evaluation.

The grant parameters (maximum grant amount, funding rate, total eligible costs, etc.) will be fixed in the Grant Agreement.

The project achievements will be evaluated on the outcomes completed. The funding scheme would allow putting focus on the outputs rather than the inputs, thereby placing emphasis on the quality and level of achievement of measurable objectives.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

JEAN MONNET ACTIONS

The Jean Monnet actions offer opportunities in the field of higher education and in other fields of education and training. The Jean Monnet actions contribute to spread knowledge about the European Union integration matters. The following actions are supported:

- **Jean Monnet Actions in the field of higher education**
- **Jean Monnet Actions in other fields of education and training**
- **Jean Monnet policy debate (higher education** and **other fields of education and training)**

These actions will be implemented by the European Education and Culture Executive Agency (EACEA).

JEAN MONNET ACTIONS IN THE FIELD OF HIGHER EDUCATION

The Jean Monnet Actions in Higher Education supports **teaching and research** in the field of European Union studies worldwide.

By EU studies it is meant the study of Europe in its entirety, with particular emphasis on the EU dimension, from an internal but also from a global perspective.

The scope of EU studies can be varied so long as the EU angle is explored.

EU studies should promote active European citizenship and values and deal with the role of the EU in a globalised world, enhancing awareness of the Union and facilitating future engagement as well as people-to-people dialogue.

The Jean Monnet Actions also strive to function as a vector of public diplomacy towards third countries, promoting EU values and enhancing the visibility of what the European Union stands for and what it intends to achieve.

The objectives and criteria to apply for teaching and research are described below.

TEACHING AND RESEARCH

OBJECTIVES OF THE ACTIONS

The Jean Monnet "Teaching and Research" actions will:

- promote excellence in teaching and research in the field of European Union studies worldwide;
- foster dialogue between the academic world and society, including local and state level policy-makers, civil servants, civil society actors, representatives of the different levels of education and of the media;
- generate knowledge and insights in support of EU policy-making and strengthen the role of the EU within Europe and in a globalised world;
- reach out to a wider public and spread knowledge about the EU to the wider society (beyond academia and specialised audiences) bringing the EU closer to the public.

The actions also strive to function as a vector for public diplomacy towards third countries not associated to the Programme, promoting EU values and enhancing the visibility of what the European Union actually stands for and what it intends to achieve.

SETTING UP A PROJECT

The Jean Monnet "Teaching and Research" must take one of the following forms: **Modules, Chairs, Centres of Excellence**

- **Modules** are short teaching programmes or courses in the field of European Union studies at offered at a higher education institution. Each Module has a minimum duration of 40 teaching hours per academic year for a duration of three years. Modules may concentrate on one particular discipline in European studies or be multidisciplinary in approach and therefore call upon the academic input of several professors and experts. They can also take the form of short specialised or summer programmes.
- **Chairs** are teaching posts with a specialisation in European Union studies (as described above) for university professors for a duration of three years. A Jean Monnet Chair is held by only one professor, who provides the minimum of 90 teaching hours per academic year. The Chair may also have a team to support and enhance the activities of the Chair, including the provision of additional teaching hours.
- **Jean Monnet Centres of Excellence** are focal points of competence and knowledge on European Union subjects. They should gather the expertise and competences of high-level experts aiming to at develop synergies between the various disciplines and resources in European studies (as described above) as well as at

creating joint transnational activities, they also ensure openness to civil society. Jean Monnet Centres of Excellence have a major role in reaching out to students from faculties not normally dealing with European Union issues as well as to policy makers, civil servants, organised civil society and the general public at large.

Jean Monnet beneficiaries (modules and Chair holders as well as Centre of excellence participants) are requested to organise activities and events that shall ensure openness to policy makers, civil servants, civil society and the general public at large.

WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR JEAN MONNET TEACHING AND RESEARCH ACTION?

ELIGIBILITY CRITERIA

The following eligibility criteria apply for **Jean Monnet Modules**:

Who can apply?	Any higher education institution established in an EU Member State, third country associated to the Programme or third country not associated to the Programme can submit an application. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action. Individuals cannot apply directly for a grant.
What types of organisations are eligible to participate in the project?	HEIs established in an EU Member State, third country associated to the Programme or third country not associated to the Programme, **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action. HEIs established in EU Member States and third countries associated with the Programme must hold a valid ECHE. An ECHE is not required for participating HEIs in Third countries not associated with the Programme.
Number and profile of participating organisations	One HEIs established in an EU Member State, third country associated to the Programme or third country not associated to the Programme. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action.
Duration of project	3 years. A Jean Monnet Module must be taught for a minimum of 40 teaching hours per academic year in the field of European Union studies (as described above) at the applicant higher education institution. Teaching hours are taken to include direct contact hours in the context of group lectures, seminars, tutorials and may include any of the aforementioned in a distance learning format, but do not include individual instruction and/or supervision. Summer courses are eligible.
Where to apply?	To the European Education and Culture Executive Agency (EACEA). Call ID: ERASMUS-JMO-2022-MODULE
When to apply?	Applicants have to submit their grant application by **1 March at 17:00:00 (Brussels time).**

The following eligibility criteria apply for **Jean Monnet Chairs**:

Who can apply?	Any higher education institution established in an EU Member State, third country associated to the Programme or third country not associated to the Programme can submit an application. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action. Individuals cannot apply directly for a grant.
What types of organisations are eligible to participate in the project?	HEIs established in an EU Member State, third country associated to the Programme or third country not associated to the Programme, **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action. HEIs established in EU Member States and third countries associated with the Programme must hold a valid ECHE. A ECHE is not required for participating HEIs in Third countries not associated with the Programme. Higher education institutions have the final responsibility for their applications. They are obliged to maintain the activities of a Jean Monnet Chair during the entire duration of the project. If the institution is obliged to replace a Chair holder, a written request for approval has to be sent to the Executive Agency. Moreover the new proposed chair holder must have the same level of specialisation in European Union studies.
Number and profile of participating organisations	One HEIs established in an EU Member State, third country associated to the Programme or third country not associated to the Programme **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action. Jean Monnet Chair holders must be permanent staff members at the applicant institution. The Jean Monnet Chair is held by only one professor, the Chair holder, who takes sole responsibility for delivering the minimum requirement of 90 teaching hours per academic year. The Chair may also have a team to support the activities of the Chair.
Duration of project	3 years. At least 90 teaching hours per academic year in the field of European Union Studies (as described above) at the applicant Higher Education Institution by the Chair holder. Teaching hours are taken to include direct contact hours in the context of group lectures, seminars, tutorials and may include any of the aforementioned in a distance learning format but do not include individual instruction and/or supervision.
Where to apply?	To the European Education and Culture Executive Agency (EACEA). Call ID: ERASMUS-JMO-2022-CHAIR.
When to apply?	Applicants have to submit their grant application by **1 March at 17:00:00 (Brussels time)**.

The following eligibility criteria apply for **Jean Monnet Centres of Excellence:**

Who can apply?	One HEI established in an EU Member State, third country associated to the Programme or third country not associated to the Programme. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action. Individuals cannot apply directly for a grant. Only one Jean Monnet Center of Excellence will be supported at the same time in any participating HEI. The host institution coordinates the activities for one or more Faculties/Departments
What types of organisations are eligible to participate in the project?	HEIs established in an EU Member State, third country associated to the Programme or third country not associated to the Programme. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action. HEIs established in EU Member States and third countries associated with the Programme must hold a valid ECHE. A ECHE is not required for participating HEIs in third countries not associated with the Programme.
Number and profile of participating organisations	One HEIs established in an EU Member State, third country associated to the Programme or third country not associated to the Programme. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action.
Duration of project	3 years
Where to apply?	To the European Education and Culture Executive Agency (EACEA). Call ID: ERASMUS-JMO-2022-COE
When to apply?	Applicants have to submit their grant application by **1 March at 17:00:00 (Brussels 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

The following award criteria apply for **Jean Monnet Modules:**

Relevance of the project **(maximum score 25 points)**	The extent to which the proposal meets the objectives of the Jean Monnet action: • addresses EU Studies (as described in the introductory paragraph), • fosters dialogue between the academic world and society, including local and state level policy-makers, civil servants, civil society actors, representatives of the different levels of education and of the media, • generates knowledge and insights that can support EU policy-making and strengthen the role of the EU in a globalised world, • includes active outreach and educational work that will spread knowledge about EU subjects to wider society (beyond academia and specialised audiences) and will bring the EU closer to the public. The extent the proposal reaches priority target groups: • higher education students of European Union Studies (as described in the introductory paragraph), • higher education students who do not automatically come into contact with EU studies (in fields beyond law, economics, and political sciences), • for third countries not associated to the Programme, the potential to enhance EU public diplomacy.
Quality of the project design and implementation **(maximum score 25 points)**	• Methodology: quality, novelty and feasibility of the project itself and the viability of the proposed methodology; • The extent to which the work programme: o Is presented in a clear, complete and coherent manner, with due care taken to present the appropriate planning of preparation, implementation, evaluation, follow-up and dissemination phases; o demonstrates coherence with the project objectives and activities; • Monitoring and evaluation strategy
Quality of the partnership and cooperation arrangements **(maximum score 25 points)**	• Level of competence and added value of the team: Pertinence and complementarity of the profile and expertise of the key staff involved in the activities proposed (in the academic and non-academic fields, if appropriate) in terms of European Union Studies (as described in the introductory paragraph) and in terms of the specific theme addressed by the proposal

Impact **(maximum score 25 points)**	➢ The expected impact of the project by having long lasting effects • on the institution hosting the Jean Monnet Action, • on the students and learners benefiting from the Jean Monnet Action, o improved or innovative curricula, o increased capacity to attract excellent students, o reinforced cooperation with partners from other countries, o increased allocation of financial resources to teaching and research on EU subjects within the institution, o increased capacity to teach and research on EU subjects. • on other organisations and individuals involved at local, regional, national, and/or European levels. ➢ Dissemination and communication: • The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action: o spreading the word, o raising awareness of projects and results, enhancing visibility of participants and organizations, o reaching out to groups outside the higher education institutions, o transferability and translation into new policies and improved practices. • The extent to which the dissemination tools foreseen will reach the target audience via: o media exposure (including social media, publications, etc.), o events. ➢ Sustainability and continuation: the proposal includes appropriate measures and resources to ensure that the project results and benefits will be sustained beyond the project lifetime.

To be considered for funding, proposals must score at least **70 points** in total and **15 points in each award criterion**. The ex aequo proposals within the same topic will be prioritised according to the scores they have been awarded for the award criterion "relevance of the project" and then "impact".

The following award criteria apply for **Jean Monnet Chairs**:

Relevance of the project **(maximum score 25 points)**	The extent to which the proposal meets the objectives of the Jean Monnet action: • fosters dialogue between the academic world and society, including local and state level policy-makers, civil servants, civil society actors, representatives of the different levels of education and of the media, • generates knowledge and insights that can support EU policy-making and strengthen the role of the EU in a globalised world, • includes active outreach and educational work that will spread knowledge about EU subjects to wider society (beyond academia and specialised audiences) and will bring the EU closer to the public. The extent the proposal reaches priority target groups: • higher education students of European Union Studies (as described in the introductory paragraph), • higher education students who do not automatically come into contact with EU studies (as described in the introductory paragraph), • for third countries not associated with the Programme, the potential to enhance EU public diplomacy.

Quality of the project design and implementation
 	
(maximum score 25 points)
	• Methodology: quality, novelty and feasibility of the project itself and the viability of the proposed methodology.
	• Management: the extent to which the work programme is
	  o presented in a clear, complete and coherent manner, with due care taken to present the appropriate planning of preparation, implementation, evaluation, follow-up and dissemination phases,
	  o demonstrates coherence with the project objectives and activities.
	• Monitoring and evaluation strategy.

Quality of the partnership and cooperation arrangements **(maximum score 25 points)**	• Excellent profile and expertise of the Chair holder in European Union studies. (as described in the introductory paragraph). • Pertinence and complementarity of the profile and expertise of the Chair Holder and the key staff involved in the activities proposed in the project both in terms of European Union Studies (as described in the introductory paragraph) and in terms of the specific themes addressed by the proposal. • Evidence of the level of experience in research in EU subjects.

Impact
 	
(maximum score 25 points)
	➢ The expected impact of the project by having long lasting effects
	• on the institution hosting the Jean Monnet Action,
	• on the students and learners benefiting from the Jean Monnet Action:
	  o improved or innovative curricula,
	  o increased capacity to attract excellent students,
	  o reinforced cooperation with partners from other countries,
	  o increased allocation of financial resources to teaching and research on EU subjects within the institution,
	  o increased capacity to teach and research on EU subjects.
	• on other organisations and individuals involved at local, regional, national, and/or European levels.
	➢ Dissemination and communication:
	• The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action:
	  o spreading the word,
	  o raising awareness of projects and results, enhancing visibility of participants and organizations,
	  o reaching out to groups outside the higher education institutions,
	  o transferability and translation into new policies and improved practices.
	• The extent to which the dissemination tools foreseen will reach the target audience via:
	  o media exposure (including social media, publications, etc.)
	  o events.
	➢ Sustainability and continuation: the proposal includes appropriate measures and resources to ensure that the project results and benefits will be sustained beyond the project lifetime.

To be considered for funding, proposals must score at least **70 points** in total and **15 points in each award criterion**. The ex aequo proposals within the same topic will be prioritised according to the scores they have been awarded for the award criterion “relevance of the project” and then “impact”.

The following award criteria apply for **Jean Monnet Centres of Excellence**:

Relevance of the project **(maximum score 25 points)**	The extent to which the proposal meets the objectives of the Jean Monnet activities: • addresses EU Studies (as described in the introductory paragraph), • fosters dialogue between the academic world and society, including local and state level policy-makers, civil servants, civil society actors, representatives of the different levels of education and of the media, • generates knowledge and insights that can support EU policy-making and strengthen the role of the EU in a globalised world, • includes active outreach and educational work that will spread knowledge about EU subjects to wider society (beyond academia and specialised audiences) and will bring the EU closer to the public. The extent the proposal reaches more target groups: • kind of beneficiaries of the expertise of the proposed Centre, • involvement of Faculties/Departments not in contact with EU specific studies, • for third countries not associated to the Programme, the potential to enhance EU public diplomacy.
Quality of the project design and implementation **(maximum score 25 points)**	• Methodology: quality, novelty and feasibility of the project itself and the viability of the proposed methodology. • The extent to which the work programme o is presented in a clear, complete and coherent manner, with due care taken to present the appropriate planning of preparation, implementation, evaluation, follow-up and dissemination phases, o demonstrates coherence with the project objectives and activities. • The extent to which the resources assigned to work packages are in line with their objectives and deliverables. • Monitoring and evaluation strategy.
Quality of the partnership and the cooperation arrangements **(maximum score 25 points)**	• Quality and added value of the participants in the Centre. • Pertinence and complementarity of the profile and expertise of the staff involved in the activities proposed in the project both in terms of European Union Studies and in terms of the specific themes addressed by the proposal. • Cooperation arrangements inside the Higher Educating Institution and distribution of roles. • Commitment of the institution to develop and maintain the Centre.

Impact **(maximum score 25 points)**	➢ The expected impact of the project by having long lasting effects • on the institution hosting the Jean Monnet Action, • on the Faculties/Departments benefiting from the Jean Monnet Action o improved or innovative content, development of new angles of specific research, o increased capacity to attract excellent students and researchers, o reinforced cooperation and capacity to connect with partners from other countries, o increased allocation of financial resources to teaching and research on EU subjects within the institution, o increased capacity to teach and research on EU subjects. • on other organisations and individuals involved at local, regional, national, and/or European levels. ➢ Dissemination and communication: • The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action: o spreading the word, o raising awareness of projects and results, enhancing visibility of participants and organizations, o reaching out to groups outside the higher education institutions, o transferability and translation into new policies and improved practices. • The extent to which the dissemination tools foreseen will reach the target audience via: o media exposure (including social media, publications, etc.), o Events. ➢ Sustainability and continuation: the proposal includes appropriate measures and resources to ensure that the project results and benefits will be sustained beyond the project lifetime.

To be considered for funding, proposals must score at least **70 points** in total and **15 points in each award criterion**. The ex aequo proposals within the same topic will be prioritised according to the scores they have been awarded for the award criterion "relevance of the project" and then "impact".

GEOGRAPHICAL TARGETS

The EU's external action instruments are contributing to this action. The budget available is divided between different regions and the size of each budgetary envelope is different. Further information on the amounts available under each budgetary envelope will be published on the Funding and Tender Opportunities Portal (FTOP).

The geographical targets set for this action are the following:

For Asia: A maximum of 75% of funding may be allocated to high-income countries in this region, 12% for China and 11% for India;
For Sub-Sahara Africa: Priority will be given to the least developed countries; a special emphasis shall also be put on migration priority countries and on regional projects involving HEIs from several countries. No country can obtain more than 8% of the funding foreseen for the Region.

EXPECTED IMPACT

QUANTITATIVE

An increasing number of Higher Education institutions enhancing the European Union dimension of the disciplines they cover.

An increasing number of European Union subjects introduced in the teaching and research of Faculties/Departments where the EU angle is not usually developed - beyond the subjects typically known for their EU association.

QUALITATIVE

As regards the participants directly involved in the actions, the Jean Monnet "teaching and research" actions will produce positive and long-lasting effects on both students and researchers/professors and:

- promote democracy and a sense of belonging to a common area; a measure of increased interest from youth in European policies could be assessed through specific surveys;
- increased interest in deepening the knowledge on the European Union specific policies, possibly leading to a more active participation in EU activities and the public service;
- an increase in opportunities for young researchers to enhance their professional competences and boost their career.

As regards the participating organisations, the Jean Monnet "teaching and research" strand will enhance a new dynamic and:

- increase the capacity of the Higher Education Institutions to teach European Union subjects
- attract more and new learners and teachers interested in acquiring knowledge about the European Union
- create structured centers providing European Union specific high-level knowledge and advanced research to Faculties/Departments requiring support.

WHAT ARE THE FUNDING RULES?

This action follows a lump sum funding model. This funding scheme would allow putting focus on the outputs rather than the inputs, thereby placing emphasis on the quality and level of achievement of measurable objectives.

The **maximum EU grant** per project is as follows:

- Jean Monnet Modules: **30.000 euros**
- Jean Monnet Chairs: **50.000 euros**
- Jean Monnet Centres of Excellence: **100.000 euros**

The lump sum contributions will cover costs staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (dissemination of information, publishing, translation).

Jean Monnet Modules and Chairs

Applicants must request in the application the predefined amount of the single lump sum indicated in the tables below. The tables below show the total lump sum per country that corresponds to the total number of teaching hours. The amounts in the table are the final EU contribution as the co-financing of 75% is embedded.

a.1) For Jean Monnet Modules for EU Member States and third countries associated to the Programme

Country/ teaching hours over the 3 years period (min 40h/year)	Bulgaria, Romania, North Macedonia, Liechtenstein, Serbia	Turkey, Croatia, Latvia	Hungary, Poland, Lithuania, Czech Republic, Estonia, Slovakia	Portugal, Greece, Slovenia, Malta	Cyprus, Iceland, Spain, Italy	Ireland, France, Finland	Belgium, Denmark, Germany, Luxemburg, Netherlands, Austria, Sweden, Norway
120-150	11.500€	13.500€	15.000€	19.000€	22.000€	26.000€	28.000€
151-180	14.500€	16.500€	18.500€	23.000€	27.500€	30.000€	30.000€
181-210	16.500€	19.500€	22.000€	27.000€	30.000€	30.000€	30.000€
211-240	19.000€	22.500€	25.500€	30.000€	30.000€	30.000€	30.000€
241-270	21.500€	25.500€	29.000€	30.000€	30.000€	30.000€	30.000€
271-300	24.000€	28.500€	30.000€	30.000€	30.000€	30.000€	30.000€
301-330	26.500€	30.000€	30.000€	30.000€	30.000€	30.000€	30.000€
331-360	30.000€	30.000€	30.000€	30.000€	30.000€	30.000€	30.000€

a.2) Jean Monnet Modules for third countries not associated with the Programme

Country/ teaching hours over the 3 years period (min 40h/year)	Chile, Saint Kitts and Nevis, Mexico, Libya, Antigua and Barbuda, Barbados, Other countries	Territory of Russia as recognised by international law, Bahrain, Trinidad and Tobago	Saudi Arabia, Seychelles, Equatorial Guinea, Oman, Israel	Korea, Republic of New-Zealand	Japan, United Kingdom	Australia, Brunei, Canada, Hong Kong, Kuwait, Qatar, Singapore, Switzerland, United Arab Emirates, United States of America
120-150	11.500€	15.000€	19.000€	22.000€	26.000€	28.000€
151-180	14.000€	18.500€	23.000€	27.500€	30.000€	30.000€
181-210	16.500€	22.000€	27.000€	30.000€	30.000€	30.000€

211-240	19.000€	25.500€	30.000€	30.000€	30.000€	30.000€
241-270	21.500€	29.000€	30.000€	30.000€	30.000€	30.000€
271-300	24.000€	30.000€	30.000€	30.000€	30.000€	30.000€
301-330	26.500€	30.000€	30.000€	30.000€	30.000€	30.000€
331-360	30.000€	30.000€	30.000€	30.000€	30.000€	30.000€

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

b.1) Jean Monnet Chairs for EU Member States and third countries associated to the Programme

Country/ teaching hours over the 3 years period (min 90h/year)	**Bulgaria, Romania, North Macedonia, Liechtenstein, Serbia**	**Turkey, Croatia, Latvia**	**Hungary, Poland, Lithuania, Czech Republic, Estonia, Slovakia**	**Portugal, Greece, Slovenia, Malta**	**Cyprus, Iceland, Spain, Italy**	**Ireland, France, Finland**	**Belgium, Denmark, Germany, Luxemburg, Netherlands, Austria, Sweden, Norway**
270-300	18.000€	19.000€	25.000€	31.000€	37.000€	43.000€	47.000€
301-330	20.000€	21.000€	28.000€	34.000€	41.000€	47.000€	50.000€
331-360	22.000€	23.000€	31.000€	37.000€	45.000€	50.000€	50.000€
361-390	24.000€	25.000€	34.000€	40.000€	49.000€	50.000€	50.000€
391-420	26.000€	27.000€	37.000€	43.000€	50.000€	50.000€	50.000€
421-450	28.000€	29.000€	40.000€	46.000€	50.000€	50.000€	50.000€
451-480	30.000€	31.000€	43.000€	49.000€	50.000€	50.000€	50.000€
481-510	32.000€	33.000€	46.000€	50.000€	50.000€	50.000€	50.000€
511-540	34.000€	35.000€	49.000€	50.000€	50.000€	50.000€	50.000€
541-570	36.000€	37.000€	50.000€	50.000€	50.000€	50.000€	50.000€
571-600	38.000€	39.000€	50.000€	50.000€	50.000€	50.000€	50.000€

601-630	40.000€	41.000€	50.000€	50.000€	50.000€	50.000€	50.000€
631-660	42.000€	43.000€	50.000€	50.000€	50.000€	50.000€	50.000€
661-690	44.000€	45.000€	50.000€	50.000€	50.000€	50.000€	50.000€
691-720	46.000€	47.000€	50.000€	50.000€	50.000€	50.000€	50.000€
721-750	48.000€	49.000€	50.000€	50.000€	50.000€	50.000€	50.000€
>750	50.000€	50.000€	50.000€	50.000€	50.000€	50.000€	50.000€

b.2) Jean Monnet Chair for third countries not associated to the Programme

Country/ teaching hours over the 3 years period (min 90h/year)	**Chile, Saint Kitts and Nevis, Mexico, Libya, Antigua and Barbuda, Barbados, Other countries**	**Territory of Russia as recognised by international law, Bahrain, Trinidad and Tobago**	**Saudi Arabia, Seychelles, Equatorial Guinea, Oman, Israel**	**Republic of Korea, New-Zealand**	**Japan, United Kingdom**	**Australia, Brunei, Canada, Hong Kong, Kuwait, Qatar, Singapore, Switzerland, United Arab Emirates, United States of America**
270-300	21.000€	24.000€	31.000€	37.000€	43.000€	47.000€
301-330	23.000€	27.000€	34.000€	41.000€	47.000€	50.000€
331-360	25.000€	30.000€	37.000€	45.000€	50.000€	50.000€
361-390	27.000€	33.000€	40.000€	49.000€	50.000€	50.000€
391-420	29.000€	36.000€	43.000€	50.000€	50.000€	50.000€
421-450	31.000€	39.000€	46.000€	50.000€	50.000€	50.000€
451-480	33.000€	42.000€	49.000€	50.000€	50.000€	50.000€
481-510	35.000€	45.000€	50.000€	50.000€	50.000€	50.000€
511-540	37.000€	48.000€	50.000€	50.000€	50.000€	50.000€
541-570	39.000€	50.000€	50.000€	50.000€	50.000€	50.000€

571-600	41.000€	50.000€	50.000€	50.000€	50.000€	50.000€
601-630	43.000€	50.000€	50.000€	50.000€	50.000€	50.000€
631-660	45.000€	50.000€	50.000€	50.000€	50.000€	50.000€
661-690	47.000€	50.000€	50.000€	50.000€	50.000€	50.000€
691-720	49.000€	50.000€	50.000€	50.000€	50.000€	50.000€
721-750	50.000€	50.000€	50.000€	50.000€	50.000€	50.000€
>750	50.000€	50.000€	50.000€	50.000€	50.000€	50.000€

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

a) Jean Monnet Centres of Excellence

This action follows a lump sum funding model. The amount of the single lump sum contribution will be determined for each grant based on the estimated budget of the action proposed by the applicant. The granting authority will fix the lump sum of each grant based on the proposal, evaluation result, funding rates and the maximum grant amount set in the call.

The maximum EU contribution per project is 100.000 EUR

How is the project lump sum determined?

Applicants must fill in a detailed budget table according to the application form, taking into account the following points:

a) The budget should be detailed as necessary in coherent work packages (for example divided into 'project management', 'training', 'organization of events', 'mobility preparation and implementation', 'communication and dissemination', 'quality assurance', etc.);

b) The proposal must describe the activities covered by each work package;

c) Applicants must provide in their proposal a breakdown of the estimated costs showing the share per work package;

d) Costs can cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (such as dissemination, publishing or translation).

Proposals will be evaluated according to the standard evaluation procedures with the help of internal and/or external experts. The experts will assess the quality of the proposals, against the requirements defined in the call and the expected impact, quality and efficiency of the action.

Following the proposal evaluation, the authorising officer will establish the amount of the lump sum, taking into account the findings of the assessment carried out. The lump sum value will be limited to a maximum of 80% of the estimated budget determined after evaluation.

The grant parameters (maximum grant amount, funding rate, total eligible costs, etc) will be fixed in the Grant Agreement.

The project achievements will be evaluated on the outcomes completed. The funding scheme would allow putting focus on the outputs rather than the inputs, thereby placing emphasis on the quality and level of achievement of measurable objectives.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

JEAN MONNET ACTIONS IN OTHER FIELDS OF EDUCATION AND TRAINING

Learning about the objectives and the functioning of the European Union is an important part of promoting active citizenship and the common values of freedom, tolerance and non-discrimination.

Teachers and trainers are keen to engage in opportunities for their own professional development; a significant number of teachers express the need to expand their competences for developing an inclusive classroom atmosphere using Information and Communication Technologies (ICT), and teaching in multilingual and multicultural classrooms. They also need opportunities for professional expansion regarding the European dimension of teaching at school, in particular on teaching about the European Union in engaging ways.

The overall objective is to promote a better understanding, both in general education and vocational training (ISCED 1 – 4), of the European Union and the functioning of its Institutions and to address the widespread lack of knowledge of the European Union and a lot of disinformation, these in turn increase people's disenchantment about the Union and its policies.

JEAN MONNET TEACHER TRAINING

Higher Education Institutions or Teacher Training Institutes/Agencies will organise activities under this action enabling teachers in schools and Vocational Education and Training (VET) providers to develop new skills, to teach and engage on EU matters, thus empowering them through a better understanding of the EU and its functioning.

Teacher training bodies (both for initial teacher education and for continuous professional development for teachers) will strengthen their internal knowledge and skills on teaching about EU matters, and this will, leave teachers better equipped when introducing EU content in their activities.

Teacher Training activities will support educational staff in schools and VET providers (ISCED 1 – 4).

OBJECTIVES OF THE ACTION

Jean Monnet Teacher Training aims to support schools and VET providers in planning, organising and delivering EU content in their curricular and extra-curricular activities. The main objectives are to:

- allow schools and VET providers (ISCED 1- 4) to build knowledge about the EU among their teaching staff;
- Offer structured training proposals on EU subjects for schools and VET providers, provide content and methodologies for teacher teaching at various levels, from different backgrounds and experience;
- deliver specific individual or group training courses (modular, residential, blended or online) for teachers interested in the EU and willing to integrate EU subjects in their daily work;
- foster the confidence of teachers in integrating an EU angle in their daily work.

WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR JEAN MONNET TEACHER TRAINING/ EDUCATION?

ELIGIBILITY CRITERIA

Who can apply?	One Higher Education Institution or one Teacher Training / Education Institution/Agency providing initial and/or in-service training to teachers of schools and/or VET institution **(ISCED 1 - 4).** The applicant should be established in an Erasmus + EU Member State or third country associated to the Programme. Higher Education Institutions must hold a valid ECHE. Individuals cannot apply directly for a grant.
Participating organisations	HEIs or Teacher Training Institute/Agency established in an EU Member State or third country associated to the Programme.
Number and profile of participating organisations	One HEIs or one Teacher Training Institute/Agency established in an EU Member State or third country associated to the Programme.
Duration of project	3 years
Where to apply?	To the European Education and Culture Executive Agency (EACEA) Call ID: ERASMUS-JMO-2022-OFET-TT
When to apply?	Applicants have to submit their grant application by **1 March at 17.00.00 (Brussels time)**

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

SETTING UP A PROJECT

Teachers equipped with new and innovative methodologies for proposing content on the European Union to learners will help introduce facts and knowledge about the European Union in curricular and extra-curricular activities.

Teacher training Institute/Agency is an institution that has among its main activities the provision of teacher training/ education.

The Jean Monnet **Teacher Training/education** should include the preparation and delivery of teacher training / education. These activities may take the form of targeted courses or modules including distance learning (MOOC and/or blended activities). **Teacher Training / Education** should be formal and end with a certificate.

The proposed activities should also include support to participants (e.g. contribution to travel and subsistence, provision of handbooks and other specific tools, exemption from fees).

Jean Monnet **Teacher Training**/ **Education** must respect one of the following:

- training about teaching methodologies in order to address European Union matters;
- training on European Union matters;
- learning experiences on European Union subjects which complement already existing courses (collaborative learning among classes, co-teaching);

- seminars, summer and intensive courses, other kinds of EU experiences involving other stakeholders.

The above can be done through:

- Provision of ad hoc guidance for selecting the training;
- Physical, on line and/or blended training.

EXPECTED IMPACT

Quantitative

- number of beneficiaries by EU Member State or third country associated to the Programme / region
- number **of teacher training / education** beneficiaries by country / region

Qualitative

Jean Monnet Teacher Training/ Education is expected to bring positive and long-lasting effects both to the institutions providing initial and/or in-service teacher training and to the participants to their activities.

Teacher Training will increase opportunities for teaching staff in terms of professional and career development.

Activities supported under **Jean Monnet Teacher Training / Education** aim to produce the following outcomes:

- better equipped teachers through the acquisition of methodologies to teach European Union matters;
- increased capacity to teach EU subjects;
- increased knowledge on EU subjects;
- extended offer of specific training by organisations providing initial and/or in-service teacher training.

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project
 	
(maximum score 25 points)
	• The extent to which the proposal meets the objectives of the Jean Monnet action:
	  ○ addresses EU Studies (as described in the introductory paragraph),
	  ○ enables teachers in schools to develop new skills,
	  ○ engenders a better understanding of the EU and its functioning,
	  ○ enables teachers to introduce EU content in their activities.
	• The extent to which the proposal reaches priority target groups:
	  ○ schools and VET providers (ISCED 1 - 4),
	  ○ Teachers.

Quality of the project design and implementation **(maximum score 25 points)**	• Methodology: quality, novelty and feasibility of the proposal itself and the viability of its methodology. • The extent to which the work programme: o is presented in a clear, complete and coherent manner, with due care taken to present the appropriate planning of preparation, implementation, evaluation, follow-up and dissemination phases, o demonstrates coherence with the objectives and activities of the proposal, o includes support to participants (e.g. contribution to travel and subsistence, provision of handbooks and other specific tools, exemption from fees). • The extent to which the resources assigned to work packages are in line with their objectives and deliverables. • Monitoring and evaluation strategy.
Quality of the partnership and the cooperation arrangements **(maximum score 25 points)**	• Level of competence and added value of the team: o Pertinence and complementarity of the profile and expertise of the key staff involved in the activities proposed (in the academic and non-academic fields, if appropriate): ▪ in terms of European Union Studies (as described in the introductory paragraph), ▪ in terms of the specific theme addressed by the proposal.
Impact **(maximum score 25 points)**	• The expected impact of the teacher training and the long lasting effects: On schools and VET providers (ISCED 1 - 4), o increased capacity to teach on EU subjects, o improved or innovative content, development of new angles to include EU subjects in the curricula, o on the institution organising the activities, o reinforced cooperation and capacity to connect with partners, o number and level of the training proposed and potential number of beneficiaries, o increased allocation of financial resources to enhance more targeted training activities within the institution. On the beneficiaries from the Jean Monnet Action o Strengthen teachers skills on EU content in their activities. • Dissemination and communication: o The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action, o raising awareness of projects and results, enhancing visibility of participants and organizations, o reaching out to groups outside the direct target group, o The extent to which the dissemination tools foreseen will reach the target audience, o Sustainability and continuation: the proposal includes appropriate measures and resources to ensure that the project results and benefits will be sustained beyond the project lifetime.

To be considered for funding, proposals must score at least **70 points** in total and at least **15 points in each award criterion.** The ex aequo proposals within the same topic will be prioritised according to the scores they have been awarded for the award criterion "relevance of the project" and then "impact".

WHAT ARE THE FUNDING RULES?

This action follows a lump sum funding model. The amount of the single lump sum contribution will be determined for each grant based on the estimated budget of the action proposed by the applicant. The granting authority will fix the lump sum of each grant based on the proposal, evaluation result, funding rates and the maximum grant amount set in the call.

Maximum EU contribution per project is 300.000 EUR

How is the project lump sum determined?

Applicants must fill in a detailed budget table according to the application form, taking into account the following points:

a) The budget should be detailed as necessary by beneficiary/-ies and organized in coherent work packages (for example divided into 'project management', 'training', 'organization of events', 'mobility preparation and implementation', 'communication and dissemination', 'quality assurance', etc.);

b) The proposal must describe the activities covered by each work package;

c) Applicants must provide in their proposal a breakdown of the estimated costs showing the share per work package (and, within each work package, the share assigned to each beneficiary and affiliated entity);

d) Costs can cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (such as dissemination of information, publishing or translation).

Proposals will be evaluated according to the standard evaluation procedures with the help of internal and/or external experts. The experts will assess the quality of the proposals, against the requirements defined in the call and the expected impact, quality and efficiency of the action

Following the proposal evaluation, the authorising officer will establish the amount of the lump sum, taking into account the findings of the assessment carried out. The lump sum value will be limited to a maximum of 80% of the estimated budget determined after evaluation.

The grant parameters (maximum grant amount, funding rate, total eligible costs, etc) will be fixed in the Grant Agreement.

The project achievements will be evaluated on the outcomes completed. The funding scheme would allow putting focus on the outputs rather than the inputs, thereby placing emphasis on the quality and level of achievement of measurable objectives.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

LEARNING EU INITIATIVES IN OTHER FIELDS OF EDUCATION AND TRAINING

Learning EU initiatives will support schools & Vocational education and training institutions (VETs), ISCED 1 – 4, enabling them to provide specific content on EU based subjects (democracy, EU history, how the EU works, cultural diversity – among others). Activities should be taught during the school year and could include project weeks, study visits, and other immersive activities.

Activities will be offered by schools and VETs (ISCED 1 – 4). They may design and deliver content on EU issues and create learning experiences themselves or with the support of higher education institutions or other relevant organisations (NGOs, Associations, etc.). Activities organised under this section will boost learning about the European Union in ways that inspire. They will help students to strengthen their sense of belonging to the EU, the impact it has on their lives and their understanding of EU mechanisms and policies.

OBJECTIVES OF THE ACTION

Jean Monnet **Learning EU initiatives** will foster the introduction of a European Union angle in the educational culture of schools and VETs (ISCED 1 –4) and contribute to strengthen European identity and active citizenship among students and teachers.

- To **empower teachers** to teach about the EU using engaging methods and to bring facts and knowledge about the European Union to their learners;
- To **improve learning outcomes** on EU matters;
- To strengthen **EU literacy** in schools (ISCED 1- 4);
- To create interest in the European Union and constitute a basis to **enhance participation of pupils and students in the democratic process** and leave them better equipped to become active citizens.

WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR JEAN MONNET LEARNING EU INITIATIVES?

ELIGIBILITY CRITERIA

Who can apply?	One school or one vocational education and training institution (VET) ISCED 1 – 4 established in an EU Member State or third country associated to the Programme.
Duration of project	3 years A Jean Monnet **Learning EU initiative** must be implemented for a minimum of 40 hours per school year for three consecutive years on EU based subjects
Where to apply?	To the European Education and Culture Executive Agency (EACEA) Call ID: ERASMUS-JMO-2022-OFET-LEARNING-EU
When to apply?	Applicants have to submit their grant application by **1 March at 17:00:00 (Brussels time**)

SETTING UP A PROJECT

Jean Monnet Learning EU initiatives specifically targets schools and vocational education & training institutions (VETs) (ISCED 1 – 4). Jean Monnet **Learning EU initiatives** must respect one or more of the following:

- teaching on European Union matters officially embedded in the curricula (teaching in one or more existing subjects)
- learning experiences on European Union subjects which complement already existing courses: collaborative learning, co-teaching, among other subjects
- extracurricular seminars, study visits, other kinds of EU experiences involving other organisations

For the purpose of the action, a teaching hour is understood to be an hour of learning experience in the context of school or VET activities. It can be classroom or not classroom learning (i.e workshops, meetings with experts, study visits) but needs to be linked to concrete learning outcomes and to EU studies / EU values.

EXPECTED IMPACT

Quantitative

- an increased number of schools and VETs (ISCED 1 –4) teaching European Union issues by EU Member State or third country associated to the Programme.
- an increased number of classes in schools and VETs (ISCED 1 –4) involved in learning experiences on European Union subjects
- increased number of key subject areas, or extra-curricular activities, where the EU is being taught in schools and VETs (ISCED 1 –4) for each EU Member State or third country associated to the Programme.
- an increased number of teachers to engage with the improvement of EU literacy

Qualitative

As regards **participants** directly involved in the actions, the Jean Monnet **Learning EU initiatives** will produce positive and long-lasting effects on schools and VETs (ISCED 1 –4), for **learners and teachers, including through**:

- increased quality of EU innovative teaching and learning methods, with particular attention to the EU priorities[252]
- an increase in opportunities for teaching staff in terms of professional development
- improved learning results about the EU of students who are better equipped with knowledge and understanding of the EU, its history, values, objectives as well as the institutions, decision making processes which influence the daily lives of young Europeans
- strengthened critical thinking on EU through delivery of facts & knowledge in classroom situations and other school activities such as study visits, exchanges, projects, to illustrate the importance of EU citizenship and rights

As regards participating organisations, the Jean Monnet **Learning EU initiatives** will enhance a new dynamic and:

- increase and systematise their capacity to teach on European Union subjects with a multi-disciplinary approach
- attract more and new teachers and learners interested in acquiring facts & knowledge about the EU

AWARD CRITERIA

[252] Information about the European Commission priorities for 2019-2024 are available here: https://ec.europa.eu/info/strategy/priorities-2019-2024_en

Projects will be assessed against the following criteria *(please respect the structure of the bullet points for each of the criteria)*:

Relevance of the project **(maximum score 25 points)**	The proposal has to demonstrate relevance against the objectives of this action and among other, relevance will be considered, through: • the type and number of EU subjects proposed for the project • innovation and creativity in the proposal • use of digital methodology – where possible • new teaching and learning methodologies in order to make the European Union subjects more attractive and tailored to the needs of pupils and students
Quality of the project design and implementation **(maximum score 25)**	In terms of quality the proposal should illustrate: • the quality and feasibility of the methodology proposed • teaching methodologies used including group lectures, seminars, tutorials, distance-learning but not individual instruction • evidence of clarity and substance of the work programme proposed, in all its phases (preparation, implementation, evaluation and follow-up)
Quality of the partnership and the cooperation arrangements **(maximum score 25)**	The project proposal should provide: • evidence of clear commitment of school / VET management • evidence of clear commitment in support of teachers in the preparation of content as well as in their teaching activities • evidence of monitoring of activities and visibility of the results obtained by staff involved in this initiative • evidence of involvement of staff with the relevant pedagogical skills
Impact, dissemination and sustainability **(maximum score 25)**	The project proposal should provide: • evidence of appropriate measures and resources to ensure that the results and benefits will be sustained beyond the project lifetime • clear description of the dissemination strategy within the institution and beyond • explanation of the impact expected on the schools and VETs (ISCED 1 –4), on the pupils, students and teachers benefiting from the activities

To be considered for funding, proposals must score at least **70 points** in total and at least **15 points in each award criterion.** The ex aequo proposals within the same topic will be prioritised according to the scores they have been awarded for the award criterion "relevance of the project" and then "impact".

WHAT ARE THE FUNDING RULES?

This action follows a lump sum funding model. This funding scheme would allow putting focus on the outputs rather than the inputs, thereby placing emphasis on the quality and level of achievement of measurable objectives. The maximum EU grant per project is **30.000 euros.**

The lump sum contributions will cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (dissemination of information, publishing, translation).

Applicants must request the predefined amount of the single lump sum indicated, corresponding to country, as indicated in the table below. Note that the lump sum per country reflects the total number of teaching hours over 3 years. The amounts in the table represent the final EU contribution at a 80 % co-financing rate.

Learning EU initiatives					
Countries / teaching hours over the 3 years period (min 40h/year)	**120-150 teaching hours**	**151-180 teaching hours**	**181-210 teaching hours**	**211 - 240 teaching hours**	**≤241 teaching hours**
Bulgaria, Romania, North Macedonia, Lichtenstein, Serbia	10.250 EUR	12.500 EUR	14.750 EUR	17.000 EUR	19.250 EUR
Turkey, Croatia, Latvia	12.000 EUR	14.750 EUR	17.500 EUR	20.000 EUR	22.750 EUR
Hungary, Poland, Lithuania, Czech Republic, Estonia, Slovakia	13.500 EUR	16.500 EUR	19.750 EUR	22.750 EUR	26.000 EUR
Portugal, Greece, Slovenia, Malta	17.000 EUR	20.500 EUR	24.000 EUR	27.750 EUR	30.000 EUR
Cyprus, Iceland, Spain, Italy	19.750 EUR	24.500 EUR	29.000 EUR	30.000 EUR	30.000 EUR
Ireland, France, Finland	23.250 EUR	28.500 EUR	30.000 EUR	30.000 EUR	30.000 EUR
Belgium, Denmark, Germany, Luxembourg, Netherlands, Austria, Sweden, Norway	25.000 EUR	30.000 EUR	30.000 EUR	30.000 EUR	30.000 EUR

JEAN MONNET POLICY DEBATE

Large thematic networks in Higher Education (one network on internal EU issues and one network on foreign policy issues addressing one specific priority will be supported each year) will have as primary objective to collect, share and discuss among the partners research findings, content of courses and experiences, products (studies, articles, etc.). Each network will establish a tool allowing the partners to share their academic works and run peer review exercises, also commenting on the posted documents. The coordinator of the network will regularly make a selection of the most innovative and interesting results to be provided to the Commission.

The Network on internal EU issues shall address the following thematic: "Future of Europe"

The Network on foreign policy issues shall address the following thematic: "Europe in the world"

The final aim of the thematic networks is to provide regular feedback (e.g. an online newsletter) on the most advanced and innovative practices in the field, supporting and adding value to the debate.

Jean Monnet Networks in other fields of education and training will foster the creation and development of networks of schools and VET institutions that aim to exchange good practices, share experiences on both content and methodologies and build knowledge in teaching European issues. Networks should in particular focus on bringing facts and knowledge about the EU to their learners in an innovative and creative way.

Applicants targeted by this call are schools and vocational training institutes established in an EU Member State or third country associated to the programme.

THEMATIC NETWORKS IN HIGHER EDUCATION

The following eligibility criteria apply for Jean Monnet **networks** (in higher education)

Who can apply?	Any higher education institution established in a EU Member State, third country associated to the Programme or third country not associated to the Programme can submit an application. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action. HEIs located in EU Member States and third countries associated to the Programme must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in third countries not associated to the Programme. The designated European institutions (identified in the Regulation establishing the Erasmus+ Programme) pursuing an aim of European interest are not eligible to apply under this Action.
Participating organisations	Any higher education institution established in a EU Member State, third country associated to the Programme or third country not associated to the Programme. **Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action.
Number and profile of participating	Network on internal EU issues: a minimum of 12 higher education institutions from 7 different EU Member States and third countries associated to the Programme.

organisations	Network on foreign policy issues: a minimum of 12 higher education institutions with at least 6 participants from third countries not associated to the Programme and funded by EU external action instruments.
Duration of project	3 years
Where to apply?	To the European Education and Culture Executive Agency (EACEA) Call ID: • For Jean Monnet Policy Debate - Internal EU issues: ERASMUS-JMO-2022-NETWORKS-HEI-EU - • For Jean Monnet Policy Debate - Foreign policy issues: ERASMUS-JMO-2022-NETWORKS-HEI-NON-EUT
When to apply?	Applicants have to submit their grant application by **1 March at 17:00:00 (Brussels time**)

The following award criteria apply for **Networks**:

Relevance of the project **(maximum score 25 points)**	• The relevance of the proposal to the priority subject as defined in the call; • The extent to which the proposal is suitable for fostering the development of new teaching, research or debating activities • The evidence of academic added value;
Quality of the project design and implementation **(maximum score 25 points)**	• Methodology: quality, novelty and feasibility of the proposed activities • Quality of the proposed system for analysing and reviewing the academic production • Quality of the proposed model for feeding EU policy • The extent to which the work programme is presented in a clear, complete and coherent manner, with due care taken to present the appropriate planning of preparation, implementation, evaluation, follow-up and dissemination phases, • The extent to which the resources assigned to the activities are in line with their objectives and deliverables. • Monitoring and evaluation strategy.

Quality of the partnership and the cooperation arrangements **(maximum score 25 points)**	• Composition of the Network in terms of geographical coverage and complementarity of competencies. • Internal organisation of the partnership: ○ Pertinence and complementarity of the profile and expertise of participants involved in the activities proposed, in line with the specific theme addressed by the proposal. • Cooperation arrangements and distribution of roles, responsibilities and tasks.

Impact
 	
(maximum score 25 points)
	The expected impact of the networks having long lasting effects.
	
	Dissemination and communication:
	• The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution involved in the networks:
	  ○ raising awareness of activities and results, enhancing visibility of participants and organisations,
	• The extent to which the dissemination tools foreseen will reach out
	  ○ (including social media, publications, etc.),
	  ○ events.
	• Sustainability and continuation: the proposal includes appropriate measures and resources to ensure that results and benefits will be sustained beyond the project lifetime.

To be considered for funding, proposals must score at least **70 points** in total and at least **15 points in each award criterion.** The ex aequo proposals within the same topic will be prioritised according to the scores they have been awarded for the award criterion "relevance of the project" and then "impact".

WHAT ARE THE FUNDING RULES?

This action follows a lump sum funding model. The amount of the single lump sum contribution will be determined for each grant based on the estimated budget of the action proposed by the applicant. The granting authority will fix the lump sum of each grant based on the proposal, evaluation result, funding rates and the maximum grant amount set in the call.

Maximum EU contribution per network on internal EU issues is 1.000.000 EUR

Maximum EU contribution per network on foreign policy issues is 1.200.000 EUR

How is the project lump sum determined?

Applicants must fill in a detailed budget table according to the application form, taking into account the following points:

a) The budget should be detailed as necessary by beneficiary/-ies and organized in coherent work packages (for example divided into 'project management', 'training', 'organization of events', 'mobility preparation and implementation', 'communication and dissemination', 'quality assurance', etc.);

b) The proposal must describe the activities covered by each work package;

c) Applicants must provide in their proposal a breakdown of the estimated costs showing the share per work package (and, within each work package, the share assigned to each beneficiary and affiliated entity);

d) Costs can cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (such as dissemination of information, publishing or translation).

Proposals will be evaluated according to the standard evaluation procedures with the help of internal and/or external experts. The experts will assess the quality of the proposals, against the requirements defined in the call and the expected impact, quality and efficiency of the action

Following the proposal evaluation, the authorising officer will establish the amount of the lump sum, taking into account the findings of the assessment carried out. The lump sum value will be limited to a maximum of 80% of the estimated budget determined after evaluation.

The grant parameters (maximum grant amount, funding rate, total eligible costs, etc) will be fixed in the Grant Agreement.

The project achievements will be evaluated on the outcomes completed. The funding scheme would allow putting focus on the outputs rather than the inputs, thereby placing emphasis on the quality and level of achievement of measurable objectives.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

JEAN MONNET NETWORKS IN OTHER FIELDS OF EDUCATION AND TRAINING

Networks of schools & Vocational education and training institutions (VETs), ISCED 1 – 4, and/or higher education Institutions providing Teacher Training /Education should serve the purpose of giving an international aspect to the new Jean Monnet strand and allow exchange of good practices as well as experiencing co-teaching within a group of countries.

The activities will facilitate a common understanding on learning methodologies about European Union matters among practitioners working in different contexts, facing different challenges and constraints due the national legislations and the structure of the curricula.

OBJECTIVES OF THE ACTION

The Jean Monnet **Networks** aim to offer support to schools & VETs, (ISCED 1 – 4), and/or higher education Institutions involved in Teacher Training /Education for boosting knowledge on how to teach European Union subjects, they will also give an international edge to the learning exercise.

Teachers' exchange of knowledge (collaborative working on specific subjects and on methodologies, co-teaching experiences, common activities are the basis of the network activities. For example:

- Exchanging information on content and promoting results of methodologies applied;
- Enhancing cooperation between different schools/VETs (ISCED 1 – 4), teacher training /education providers giving them international experience and a European standing;
- Exchanging knowledge and mobility for co-teaching;
- Fostering cooperation and creating a solid and sustainable knowledge platform among schools & VETs (ISCED 1 – 4), and/or higher education Institutions involved in Teacher Training /Education.

WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR JEAN MONNET NETWORKS IN OTHER FIELDS OF EDUCATION AND TRAINING?

ELIGIBILITY CRITERIA

Who can apply?	One school, one VET institute or one Higher Education institution providing initial and/or in-service training to teachers of schools and/or VET institution (ISCED 1 - 4) established in EU Member States and third countries associated to the Programme on behalf of the partners in the proposed network.
Participating organisations	Schools, VET providers (ISCED levels 1 to 4) or higher education providing initial and/or in-service training to teachers of schools and/or VET institution (ISCED 1 - 4) established in an EU Member State or third country associated to the Programme. They should ensure that the largest possible number of learners benefit from their activities
Number and profile of participating organisations	Minimum 6 Institutions, established in at least 3 different EU Member States and third countries associated to the Programme. Minimum of 4 schools and/or VET providers (ISCED levels 1 to 4) and maximum 2 a higher education institution providing initial and/or in-service training to teachers of schools and/or VET institution (ISCED 1 - 4)
Duration of project	3 years

Where to apply?	To the European Education and Culture Executive Agency (EACEA) Call ID: ERASMUS-JMO-2022-NETWORKS-SCHOOLS
When to apply?	Applicants have to submit their grant application by **1 March at 17:00:00 (Brussels time)**.

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

SETTING UP A PROJECT

Jean Monnet **Networks** must respect one or more of the following:

- gather and discuss teaching methodologies for curricular and extracurricular activities;
- collect and share good practices on learning about European Union subjects;
- organise co-teaching and collaborative teaching experiences both via mobility or online.

The above can be done through:

- Production of documents and guidance for disseminating good practices;
- Physical and on line meeting;
- Co-teaching and collaborative teaching.

EXPECTED IMPACT

Quantitative

- number of beneficiaries by EU Member State or third country associated to the Programme / region

Qualitative

Jean Monnet **Networks** are expected to bring positive and long-lasting effects to general education and VET education (ISCED 1- 4) providing the participants knowledge about successful practices on bringing facts and knowledge about the European Union to pupils and students.

The **Networks** will increase opportunities for general education institutions and VET institutions to extend their activities integrating European Union content.

Activities supported under Jean Monnet **Networks** also aim to produce the following outcomes on participating organisations:

- increased capacity to integrate EU subjects in their activities;
- enhanced international exposure.

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project **(maximum score 25 points)**	• The extent to which the proposal meets the objectives of the Jean Monnet action: o addresses EU Studies (as described in the introductory paragraph), o enables teachers in schools to develop new skills, o helps to exchange information and practices on what and how they make their learners become more knowledgeable about the EU, o facilitates mobility experiences of teachers to deliver co-teaching / co-tutoring with their partners, o brings about a better understanding of the EU and its functioning, o enables teachers to introduce EU content in their activities. • The extent to which the proposal reaches priority target groups: o schools and VET providers (ISCED 1 – 4), o Teachers, o Students.
Quality of the project design and implementation **(maximum score 25 points)**	• Methodology: quality, novelty and feasibility of the proposed activities. • The extent to which the work programme o is presented in a clear, complete and coherent manner, with due care taken to present the appropriate planning of preparation, implementation, evaluation, follow-up and dissemination phases, o demonstrates coherence with the project objectives and activities. • The extent to which the resources assigned to work packages are in line with their objectives and deliverables. • Monitoring and evaluation strategy.
Quality of the partnership and the cooperation arrangements **(maximum score 25 points)**	• Internal organisation of the partnership: o Pertinence and complementarity of the profile and expertise of participants involved in the activities proposed, in terms of European Union Studies (as described in the introductory paragraph) and in terms of the specific theme addressed by the proposal. • Cooperation arrangements and distribution of roles, responsibilities and tasks.

Impact
 	
(maximum score 25 points)
	• The expected impact of the networks having long lasting effects
	  • on schools and VET providers:
	  ○ increased capacity to teach on EU subjects,
	  ○ innovative content in the development of new angles of EU subjects at schools,
	  ○ reinforced cooperation and capacity to connect with partners,
	  ○ increased allocation of financial resources to teaching on EU subjects within the institution.
	  • on the teachers directly and indirectly involved in the networks:
	  ○ Strengthening of their skills on EU issues and progress in delivering EU content in their activities.
	
	• Dissemination and communication:
	  • The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution involved in the networks:
	  ○ raising awareness of activities and results, enhancing visibility of participants and organisations,
	  ○ reaching out to groups outside schools and VET providers.
	  • The extent to which the dissemination tools foreseen will reach the target audience via:
	  ○ media exposure (including social media, publications, etc.),
	  ○ events.
	
	• Sustainability and continuation: the proposal includes appropriate measures and resources to ensure that the project results and benefits will be sustained beyond the project lifetime.

To be considered for funding, proposals must score at least **70 points** in total and at least **15 points in each award criterion.** The ex aequo proposals within the same topic will be prioritised according to the scores they have been awarded for the award criterion "relevance of the project" and then "impact".

WHAT ARE THE FUNDING RULES?

This action follows a lump sum funding model. The amount of the single lump sum contribution will be determined for each grant based on the estimated budget of the action proposed by the applicant. The granting authority will fix the lump sum of each grant based on the proposal, evaluation result, funding rates and the maximum grant amount set in the call.

Maximum EU contribution per project is 300,000 EUR

How is the project lump sum determined?

Applicants must fill in a detailed budget table according to the application form, taking into account the following points:

a) The budget should be detailed as necessary by beneficiary/-ies and organized in coherent work packages (for example divided into 'project management', 'training', 'organization of events', 'mobility preparation and implementation', 'communication and dissemination', 'quality assurance', etc.);

b) The proposal must describe the activities covered by each work package;

c) Applicants must provide in their proposal a breakdown of the estimated costs showing the share per work package (and, within each work package, the share assigned to each beneficiary and affiliated entity);

d) Costs can cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (such as dissemination of information, publishing or translation).

Proposals will be evaluated according to the standard evaluation procedures with the help of internal and/or external experts. The experts will assess the quality of the proposals, against the requirements defined in the call and the expected impact, quality and efficiency of the action. The lump sum value will be limited to a maximum of 80% of the estimated budget determined after evaluation

Following the proposal evaluation, the authorising officer will establish the amount of the lump sum, taking into account the findings of the assessment carried out.

The grant parameters (maximum grant amount, funding rate, total eligible costs, etc) will be fixed in the Grant Agreement.

The project achievements will be evaluated on the outcomes completed. The funding scheme would allow putting focus on the outputs rather than the inputs, thereby placing emphasis on the quality and level of achievement of measurable objectives.

More details are described in the model Grant Agreement available in the Funding and Tender Opportunities Portal (FTOP).

PART C – INFORMATION FOR APPLICANTS

All potential applicants who intend to submit a project proposal in order to receive financial support from the EU under the Erasmus+ Programme are invited to read carefully this section which is drafted in accordance with the applicable provisions of the Regulation (EU, Euratom) 2018/1046 of the European Parliament and of the Council of 18 July 2018 applicable to the general budget of the European Union[253] (hereafter "EU Financial Regulation").

All the contractual and financial provisions that apply to the grants awarded are presented in the model grant agreements, which are made available on the websites of the European Commission or the Erasmus+ National Agencies, and for the Executive Agency in the Funding and Tender Opportunities Portal[254]. In case of discrepancies with the information presented in this Guide, provisions of the Model Grant Agreements prevail on those of Part C.

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

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

1) Registration. Each applicant must be registered as follows:

    a. For actions managed by the Executive Agency, applicants, affiliated entities and associated partners must register in the Funding & tender opportunities portal (FTOP) and receive a Participant Identification Code (PIC). Organisations/groups that have already obtained a PIC through their participation in other EU programmes do not need to register again. The PIC obtained from this previous registration is valid also for applying under Erasmus+;

    b. For actions managed by National Agencies, applicants must if not already done, register through the Organisation Registration system https://webgate.ec.europa.eu/erasmus-esc for Erasmus+ and European Solidarity Corps and receive an Organisation ID.

2) Check the compliance with the programme criteria for the relevant Action/field;
3) Check the financial conditions;
4) Fill in the application form and submit the application form.

STEP 1: REGISTRATION

All applicants must be registered https://webgate.ec.europa.eu/erasmus-esc if not already done.

For actions managed by the Executive Agency:

To register in the Funding & tender opportunities portal, the legal representative of the applicant must carry out the following steps:

- Create an EU Login account (unless the person representing the applicant already has an account). New EU Login accounts can be created via the following website:

[253] Regulation (EU, Euratom) 2018/1046of the European Parliament and of the Councilof 18 July 2018on the financial rules applicable to the general budget of the Union, amending Regulations (EU) No 1296/2013, (EU) No 1301/2013, (EU) No 1303/2013, (EU) No 1304/2013, (EU) No 1309/2013, (EU) No 1316/2013, (EU) No 223/2014, (EU) No 283/2014, and Decision No 541/2014/EU and repealing Regulation (EU, Euratom) No 966/2012 (1)OJ-L 193/30.07.2018, p.1. The EU Financial Regulation can be found at: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018R1046&from=EN

254 https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home

https://webgate.ec.europa.eu/cas/

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

  The applicant needs to register only once. Once the registration is completed, the applicant will obtain a PIC[255]. The PIC, which is a unique identifier and is necessary for the submission of applications, enables the applicant to fill-in the application form in a simpler manner (i.e. by inserting the PIC number in the form, all the information provided by the applicant at registration stage will be automatically displayed in the form).

For actions managed by the Erasmus+ National Agencies:

To register in the Organisation Registration system of Erasmus+ and European Solidarity Corps, the legal representative of the applicant must carry out the following steps:

- Create an EU Login account (unless the applicant has an account). New EU Login accounts can be created via the following website: https://webgate.ec.europa.eu/cas/eim/external/register.cgi;

- Access the Organisation Registration system for Erasmus+ and European Solidarity Corps https://webgate.ec.europa.eu/erasmus-esc and register (if applicable) on behalf of the organisation/group they represent.

  The applicants need to register only once. Once the registration is completed, the applicant will obtain an Organisation ID.

  An applicant can check its Organisation ID or change some of the information linked to it through the Organisation Registration system for Erasmus+ and European Solidarity Corps.

  Inserting the Organisation ID in the form will load all the information provided by the applicant at registration stage and display it in the form

PROOF OF LEGAL STATUS:

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

- the Legal Entity form (to be downloaded from the European Commission's website at: http://ec.europa.eu/budget/contracts_grants/info_contracts/legal_entities/legal_entities_en.cfm). In case of consortium, the Legal Entity Form should be provided by all members of the consortium;

- the Financial Identification form (to be downloaded from the European Commission's website at: http://ec.europa.eu/budget/contracts_grants/info_contracts/financial_id/financial_id_en.cfm). Please fill in the form relating to the country in which the bank is located, even if the applicant is officially registered in another country. In case of consortium, the Financial Identification form should be provided only for the coordinator.

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

255 PIC is a mandatory information in the application form.

STEP 2: CHECK THE COMPLIANCE WITH THE PROGRAMME CRITERIA

When developing their project and before applying for EU funding, participants must verify that they and their project respect the following criteria: admissibility, eligibility, exclusion, selection and award.

Admissibility criteria

Applications must be sent **no later than the deadline for submitting applications as indicated in the call**.

- **For actions managed by the Executive Agency**, applications must be submitted **electronically** via the Funding & Tenders Portal Electronic Submission System: https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home. Applications (including annexes and supporting documents) must be submitted using the forms provided in the Submission System. Applications are limited to 40 pages for calls for low value grants (EUR 60 000 or below); 120 pages for calls with high value grants (EUR 4 000 000) and 70 for all other calls. Evaluators will not consider any additional pages.
- **For actions managed by the Erasmus+ National Agencies**, applications must be submitted **electronically** via the forms available in the Erasmus+ website and the websites of the Erasmus+ National Agencies.

The applications must be readable and accessible.

Applications must be complete containing all parts and mandatory annexes. Only clerical errors can be corrected after the submission deadline upon request of the managing agency.

Eligibility criteria

The eligibility criteria are used to determine whether the applicant is allowed to participate in a call for proposals and to submit a proposal for an action. They apply to the applicants and to the activities for which the grant is requested: (e.g. type of project or/and activities, implementation period, profile and/or the number of participants involved).

To be eligible, the applicant and the project must meet all the eligibility criteria relating to the Action under which the proposal is submitted. If the project does not meet the eligibility criteria at application stage, it will be rejected without being further evaluated. If it appears at implementation or final report stage that these criteria have not been fulfilled, the activities may be considered ineligible with a consequent recovery of the EU grant initially awarded to the project.

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

Exclusion criteria

An applicant will be excluded from participating in calls for proposals under the Erasmus+ Programme if it is found to be in one of the exclusion situations described below, in accordance with articles 136-141 of the Financial Regulation:

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

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

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

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

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

(iii) violating intellectual property rights;

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

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

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

(i) fraud, within the meaning of Article 3 of Directive (EU) 2017/1371 of the European Parliament and of the Council[256] and Article 1 of the Convention on the protection of the European Communities' financial interests, drawn up by the Council Act of 26 July 1995[257];

(ii) corruption, as defined in Article 4(2) of Directive (EU) 2017/1371 or active corruption within the meaning of Article 3 of the Convention on the fight against corruption involving officials of the European Communities or officials of Member States of the European Union, drawn up by the Council Act of 26 May 1997258, or conduct referred to in Article 2(1) of Council Framework Decision 2003/568/JHA259, or corruption as defined in other applicable laws;

(iii) conduct related to a criminal organisation as referred to in Article 2 of Council Framework Decision 2008/841/JHA[260];

iv) money laundering or terrorist financing within the meaning of Article 1(3), (4) and (5) of Directive (EU) 2015/849 of the European Parliament and of the Council[261];

(v) terrorist offences or offences linked to terrorist activities, as defined in Articles 1 and 3 of Council Framework Decision 2002/475/JHA[262], respectively, or inciting, aiding, abetting or attempting to commit such offences, as referred to in Article 4 of that Decision;

(vi) child labour or other ***offences concerning*** trafficking in human beings as ***referred to*** in Article 2 of Directive 2011/36/EU of the European Parliament and of the Council[263];

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

(i) ***led to the early termination of a legal commitment***;

(ii) ***led to the application of liquidated damages or other contractual penalties; or***;

[256] Directive (EU) 2017/1371 of the European Parliament and of the Council of 5 July 2017 on the fight against fraud to the Union's financial interests by means of criminal law (OJ L 198, 28.7.2017, p. 29).
[257] OJ C 316, 27.11.1995, p. 48.
[258] OJ C 195, 25.6.1997, p. 1.
[259] Council Framework Decision 2003/568/JHA of 22 July 2003 on combating corruption in the private sector (OJ L 192, 31.7.2003, p. 54).
[260] Council Framework Decision 2008/841/JHA of 24 October 2008 on the fight against organised crime (OJ L 300, 11.11.2008, p. 42).
[261] Directive (EU) 2015/849 of the European Parliament and of the Council of 20 May 2015 on the prevention of the use of the financial system for the purposes of money laundering or terrorist financing, amending Regulation (EU) No 648/2012 of the European Parliament and of the Council, and repealing Directive 2005/60/EC of the European Parliament and of the Council and Commission Directive 2006/70/EC (OJ L 141, 5.6.2015, p. 73).
[262] Council Framework Decision 2002/475/JHA of 13 June 2002 on combating terrorism (OJ L 164, 22.6.2002, p.3).
[263] Directive 2011/36/EU of the European Parliament and of the Council of 5 April 2011 on preventing and combating trafficking in human beings and protecting its victims, and replacing Council Framework Decision 2002/629/JHA (OJ L 101, 15.4.2011, p. 1).

(iii) ***been discovered by an authorising officer, OLAF, the European Public Prosecutor's Office (EPPO), or the Court of Auditors following checks, audits or investigations***;

f) a final judgment or final administrative decision has established that the applicant has committed an irregularity within the meaning of Article 1(2) of Council Regulation (EC, Euratom) No 2988/95[264];

g) a final judgment or final administrative decision has established that the applicant has created an entity in a different jurisdiction with the intent to circumvent fiscal, social or any other legal obligations in the jurisdiction of its registered office, central administration or principal place of business;

h) a final judgment or final administrative decision has established that an entity has been created with the intent referred to in point (g);

i) in the absence of a final judgement or where applicable a final administrative decision, the applicant is in one of the cases provided in (c), (d), (f), (g) and (h) above based in particular on :

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

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

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

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

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

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

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

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

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

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

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

[264] Council Regulation (EC, Euratom) No 2988/95 of 18 December 1995 on the protection of the European Communities financial interests (OJ L 312, 23.12.1995, p. 1).

In the cases provided in (c) to (h) above, in the absence of a final judgement or where applicable a final administrative decision, the National or Executive Agency may exclude an applicant provisionally from participating in a call for proposals.

If the action is implemented by an applicant who has affiliated entities, they need to comply as well with the same exclusion criteria as the lead applicant.

An applicant may be rejected from an award procedure if any of the declarations or information provided as a condition for participating in the procedure prove to be false.

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

(a) the name of the applicant concerned;

(b) the exclusion situation;

(c) the duration of the exclusion and/or the amount of the financial penalty.

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

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

In accordance with Articles 136(1)(e) and 138(1) of the Financial Regulation, financial penalties may be imposed on a recipient of EU funds with whom a legal commitment has been entered into and who has shown significant deficiencies in complying with main obligations in the implementation of a legal commitment financed by the EU.

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

- National Authorities in charge of supervising National Agencies and the implementation of the Erasmus+ Programme in their country cannot apply or participate in any Action managed by National Agencies in any country, but may apply for participation (as applicants or partners) in Actions managed by the Executive Agency or by DG EAC unless that is explicitly excluded for the Action concerned (as indicated in Part B of the Guide);

- National Agencies (sole activity of their legal entity) or National Agencies departments of legal entities dealing with activities outside the remit of National Agencies cannot apply or participate in any Action implemented through this Guide;

- Structures and networks identified or designated in the Erasmus+ Programme or in any Annual Commission Work programme adopted for the implementation of the Erasmus+ Programme for specifically receiving a financial contribution from the Commission under the implementation of the Erasmus Programme+, which are hosted by the legal entity that also hosts the National Agency, cannot apply or participate in any Action managed by Erasmus+ National Agencies in any country, but may apply for participation (as applicants or partners) in Actions managed by the Executive Agency or by DG EAC unless that is explicitly excluded for the Action concerned (as indicated in Part B of the Guide); they should be able to demonstrate, before being awarded a grant or a contract, that they are not in a conflict of interest either because precautionary measures are taken by them or because their internal organisation is such that there is a clear separation of interests. Furthermore, costs and revenues of each action or activity for which the EU funds are awarded must be identified. The decision for admitting there is sufficient assurance they are not in an actual conflict of interest is

taken by the Executive Agency or by DG EAC, under their own responsibility and accountability, to which they apply;

- Legal entities hosting the Erasmus+ National Agencies but dealing with other activities inside or outside the remit of the Erasmus+ Programme, as well as entities affiliated to these legal entities, cannot apply or participate in any Action managed by National Agencies in any country, but may in principle apply for participation in Actions managed by the Executive Agency or DG EAC unless that is explicitly excluded for the Action concerned (as indicated in Part B of the Guide). However, they have to demonstrate, before being awarded a grant or a contract, that they are not in a conflict of interest either because precautionary measures are taken by them or because their internal organisation is such that there is a clear separation of interests (e.g. a minimum separation of accounts, separation of reporting and decision making lines, measures to prevent access to privileged information). Furthermore, costs and revenues of each action or activity for which the EU funds are awarded must be identified. The decision for admitting there is sufficient assurance they are not in an actual conflict of interest is taken by the Institution, under their own responsibility and accountability, to which they apply.

SELECTION CRITERIA

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

Financial capacity

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

The verification of the financial capacity does not apply to:

- public bodies, including Member States organisations [265];
- international organisations;
- if the individual requested grant amount is not more than EUR 60 000.

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

In case of EU grant requests exceeding 60 000 EUR and submitted by other types of entities than those mentioned above, the applicant must submit, in addition to the declaration of honour, the following documents through the Funding & tender opportunities portal / Organisation Registration System:

- The applicant's profit and loss account;
- The balance sheet for the last financial year for which accounts were closed.
- Other documents, if requested.

[265] Including schools, higher education institutions and organisations in the fields of education, training, youth and sport that have received over 50 % of their annual revenue from public sources over the last two years shall be considered as having the necessary financial, professional and administrative capacity to carry out activities under the Programme.

For the actions managed by the Executive Agency, for more information, see “Rules for Legal Entity Validation, LEAR Appointment and Financial Capacity Assessment”: https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/rules-lev-lear-fca_en.pdf

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

For entities which cannot provide the above documents because they are newly created, a estimated financial data/financial declaration or an insurance declaration stating the applicant's financial risks may replace the above documents.

Applicants must upload these documents in the Funding & tender opportunities portal / Organisation Registration System either at the time of their registration (see section "Step1: Register the organisation" above) or when contacted by the EU validation services requesting the applicant to provide the necessary supporting documents. In case of centralised actions, this request will be sent via the messaging system embedded in the respective system.

In case of proposals submitted on behalf of a consortium of partners, should the National Agency or the Executive Agency have doubts on the financial capacity of the consortium, it should carry out a risk-assessment based on which the same documents as indicated above may be requested from all the participating organisations in the consortium. This is applicable regardless the granted amount.

If, following the analysis of these documents, the National or Executive Agency conclude that the required financial capacity is weak, then they may:

- request further information
- require an enhanced financial responsibility regime, i.e. joint and several responsibility for all co-beneficiaries or joint and several liability of affiliated entities
- decide to give pre-financing paid in instalments
- decide to give (one or more) pre-financing covered by a bank guarantee or
- decide not to give pre-financing

If the financial capacity is considered insufficient the corresponding proposal shall be rejected.

Operational capacity

Operational capacity means that the applicant has the necessary professional competencies and qualifications to carry out the proposed project. Applicants must have the **know-how, qualifications** and **resources** to successfully implement the projects and contribute their share (including sufficient experience in projects of comparable size and nature). Public bodies, Member State organisations and international organisations are exempted from the operational capacity check.

For applications submitted to National Agencies:

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

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

In addition, applicants for accreditation in the fields of adult education, vocational education and training, school education and youth must have at least two years of experience implementing activities making them eligible as applicants for the accreditation. Experience preceding mergers or similar structural changes of public entities (e.g. schools or education centres) will be taken into account as relevant experience in the meaning of this clause.

For mobility consortium coordinators: the applicant organisation must have the ability to coordinate the consortium according to the proposed Erasmus Plan, the purpose of the consortium, planned allocation of tasks, and Erasmus quality standards (presented on the Europa website: https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/eac-a02-2020-quality-standards.pdf).

The above conditions will be verified based on the application (including information about the applicant's past participation in the 2014-2020 Erasmus+ programme) and the documents submitted in the Organisation Registration System. Applicants that do not complete the information requested in the application form may be disqualified on this basis.

For applications submitted to the Executive Agency:

The operational capacity will be assessed in parallel to the 'Quality' award criterion, on the basis of the competence and experience of the applicants and their project teams, including operational resources (human, technical and other).

The applicants are considered to have sufficient operational capacity when the requirements referring to the operational capacity set in the call for proposals are met.

Applicants will have to show their capacity via the following information in the Application Form (Part B):

- general profiles (qualifications and experiences) of the staff responsible for managing and implementing the project
- description of the consortium participants
- list of EU-funded projects for the last 4 years.

The National Agency or the Executive Agency may ask for additional supporting documents to verify the information included in the application.

Award criteria

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

Proposals that pass the individual thresholds and the overall quality threshold will be considered for funding, within the limits of the available call budget. The rest of proposals will be unsuccessful.

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

STEP 3: CHECK THE FINANCIAL CONDITIONS

Forms of grant

The grant may take the following form:

- reimbursement of a specified proportion of the eligible costs actually incurred: e.g. the amount awarded under Key Action 1 mobility actions to cover costs for providing a financial guarantee.
- reimbursement on the basis of unit costs, which cover all or certain specific categories of eligible costs which are clearly identified in advance by reference to an amount per unit: e.g. the amount awarded for the individual support in the framework of mobility projects in the field of education, training and youth;
- lump sums, which cover in global terms all or certain specific categories of eligible costs which are clearly identified in advance: e.g. the amount awarded to contribute to the implementation of Small scale partnership projects.
- flat-rate financing, which covers specific categories of eligible costs, which are clearly identified in advance, by applying a percentage: e.g. the amount awarded to cover System development and outreach activities in youth workers mobility projects;
- a combination of the above.

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

To know which type of grant is applied to each funding item under each Erasmus+ Action covered by this Guide, please refer to Part B.

PRINCIPLES APPLYING TO EU GRANTS

Non-retroactivity

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

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

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

Multiple submissions

In case of multiple submissions of the same application in the same selection round to the same National Agency or the Executive Agency, the National or Executive Agency will always consider valid the last version submitted before the deadline has expired.

For actions managed by the National Agencies, in case of multiple submissions of the same application by the same applicant to different Agencies, all applications will be rejected. Should almost identical or similar applications be submitted by the same or different applicant to the same or different Agencies, they will all be subject to a specific assessment and may all be rejected.

All applications for projects and accreditations must contain original content authored by the applicant or other organisations jointly applying for a grant. No other organisations or external individuals can be paid for drafting the application.

Non-cumulative award

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

To avoid the risk of double-funding, the applicant must indicate the sources and the amounts of any other funding received or applied for in the year, whether for the same project or for any other project, including operating grants. For actions managed by the National Agencies, this will be indicated in the application form. For actions managed by the Executive Agency, this will be checked through the Declaration of Honour.

No-Profit

A grant financed from the Union budget must not have the purpose or effect of producing a profit within the framework of the project carried out by the beneficiary. Profit is defined as surplus calculated at the payment of the balance, of receipts over the eligible costs of the action or work programme, where receipts are limited to the Union grant and the revenue generated by that action or work programme[266]. The no-profit principle does not apply to grants provided in the form of a unit cost, a lump sum or a flat-rate financing, including scholarships, neither to grant requests that do not exceed 60 000 EUR.

Where a profit is made, the Commission shall be entitled to recover the percentage of the profit corresponding to the Union contribution to the eligible costs actually incurred by the beneficiary in carrying out the action or work programme.

For the purpose of calculating the profit generated by the grant, co-financing in the form of contributions in kind will not be taken into account.

Co-financing

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

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

However, the payment of the grant based on the reimbursement on the basis of unit costs, lump sums, or flat-rate financing is without prejudice to the right of access to the beneficiaries' statutory records. Where a check or audit reveals that the generating event has not occurred (e.g. project activities not realised as approved at application stage, participants not taking part in the activities, etc.) and an undue payment has been made to the beneficiary on a grant

[266] To this aim, the receipts are limited to income generated by the project, as well as financial contributions specifically assigned by donors to the financing of eligible costs. The profit (or the loss) as defined above is then the difference between:

- the provisionally accepted amount of the grant and the income generated by the action and
- the eligible costs incurred by the beneficiary.

In addition, whenever a profit is made, it will be recovered. The National Agency or Executive Agency are entitled to recover the percentage of the profit corresponding to the Union contribution to the eligible costs actually incurred by the beneficiary to carry out the action. Further clarifications on the calculation of the profit will be provided for actions for which grants take the form of reimbursement of a specified proportion of eligible costs.

based on the reimbursement on the basis of contribution to unit costs, lump sums, or flat-rate financing, the National or Executive Agency shall be entitled to recover up to the amount of the grant. Similarly, if the activities undertaken or the outputs produced are not implemented or are implemented poorly (including failure to comply with a contractual obligation), the grant may be reduced, taking into account the extent to which the action has been completed. In addition, for statistical and monitoring purposes the European Commission may carry out surveys on samples of beneficiaries aimed at quantifying the actual costs incurred in projects funded based on the reimbursement on the basis of contribution to unit costs, lump sums, or flat-rate financing.

SPECIFIC PROVISIONS APPLYING TO GRANTS PAID ON THE BASIS OF REIMBURSEMENT OF A SPECIFIED PORTION OF ELIGIBLE COSTS

When the EU grant is provided as a reimbursement of a specified portion of eligible costs, the following provisions apply[267]:

Eligible costs

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

- they are incurred during the duration of the project, with the exception of costs relating to final reports and audit certificates;
- they are indicated in the estimated budget of the project;
- they are necessary for the implementation of the project which is the subject of the grant;
- they are identifiable and verifiable, in particular being recorded in the accounting records of the beneficiary and determined according to the applicable accounting standards of the country where the beneficiary is established and according to the usual cost accounting practices of the beneficiary;
- they comply with the requirements of applicable tax and social legislation;
  they are reasonable, justified, and comply with the principle of sound financial management, in particular regarding economy and efficiency.

Eligible costs may be direct or indirect.

Eligible direct costs

The eligible direct costs for the action are those costs which with due regard to the conditions of eligibility set out above, are identifiable as specific costs directly linked to the performance of the action and which can therefore be booked to it directly. In addition to the direct eligible costs that will be indicated in the call for proposals the following categories of costs are also considered eligible:

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

[267] For actions managed by the Executive Agency, the detailed applicable financial provisions are presented in the Model Grant Agreement published in the Funding and Tender Opportunity Portal.

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

Value Added Tax (VAT)

Value added tax will be considered as an eligible cost only if it is not recoverable under the applicable national VAT legislation[2]. The only exception relates to activities or transactions in which states, regional and local government authorities and other public bodies engage as public authorities[3]. In addition:

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

Eligible indirect costs

Indirect costs are costs that are not directly linked to the action implementation and therefore cannot be attributed directly to it.
For certain types of projects (for details of the funding rules for Actions, please consult Part B of this Guide) a flat-rate amount not exceeding 7% of the eligible direct costs of the project (except volunteer costs, if any) is eligible under indirect costs, representing the beneficiary's general administrative costs which are not already covered by the eligible direct costs (e.g. electricity or Internet bills, cost for premises, etc.) but which can be regarded as chargeable to the project.

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

Ineligible costs

The following costs shall not be considered eligible:

- return on capital and dividends paid by a beneficiary;
- debt and debt service charges;
- provisions for losses or debts;
- interest owed;
- doubtful debts;
- exchange losses;
- costs declared by the beneficiary under another action receiving a grant financed from the Union budget
- excessive or reckless expenditure;
- contributions in kind from third parties;
- in the case of renting or leasing of equipment, the cost of any buy-out option at the end of the lease or rental period;

[2] In the Member States the VAT national legislation translates the VAT Directive 2006/112/EC.
[3] See article 13(1) of the Directive.

- costs of opening and operating bank accounts (including costs of transfers from/to the National or Executive Agency charged by the bank of the beneficiary).
- VAT, when it is considered as recoverable under the applicable national VAT legislation (see above paragraph on Value Added Tax);

Sources of financing

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

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

STEP 4: FILL IN AND SUBMIT THE APPLICATION FORM

To request an EU grant under the Erasmus+ Programme, applicants must use the forms specific for each action and available on the websites of the European Commission or of the National Agencies (for the contact details, please consult the following link: http://ec.europa.eu/programmes/erasmus-plus/contact_en).

In case of projects submitted in consortium, the coordinator submits a single application for the whole project on behalf of all the members of the consortium. The application must be submitted to the appropriate National or Executive Agency (see sections "where to apply" for each Action, in Part B of this Guide).

Applications sent by post, courier service, fax or email will not be accepted.

In case of actions managed by a National Agency, the electronic form must be completed in one of the official languages used in EU Member States and third countries associated to the Programme. In case of actions managed by the Executive Agency, applicants must fill in the form in one of the EU official languages.

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

For more information on how to fill in and submit the application form, please visit the following websites:

For actions managed by Erasmus+ National Agencies: please consult the guidelines on how to fill in and submit an electronic form. These guidelines also provide information on what to do in case of technical problems; they are available on the websites of the National Agencies (for Actions managed by them) and the European Commission.

- **For actions managed by the Executive Agency**: Applications must be submitted electronically via the Funding & Tenders Portal Electronic Submission System. For more information about the submission process (including IT aspects), consult the Online Manual available at: https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/om_en.pdf

Respect the deadline

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

N.B.:

For actions managed by the Erasmus+ National Agencies, irrespective of the day of the deadline, the deadline for submission of electronic forms is always set at 12:00:00 (midday Brussels time).

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

Applicants established in countries that have a different time zone should carefully consider the time differences to avoid rejections.

WHAT HAPPENS ONCE THE APPLICATION IS SUBMITTED?

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

The evaluation procedure

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

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

The National or Executive Agency will appoint an evaluation committee to manage the whole selection process. On the basis of the assessment carried out by the evaluation committee – if needed with the support of experts - will select and establish a list of projects proposed for the grant award.

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

Final decision

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

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

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

Notification of grant award decisions

All applicants will be informed about the evaluation result through an evaluation result letter. This letter will contain further instructions about the next steps in the process towards the signature of the grant agreement.

For actions managed by the Executive Agency:

Successful applications will be invited for grant preparation; other ones will be put on the reserve list or rejected. Invitation to grant preparation does not constitute a formal commitment for funding. We will still need to make various legal checks before grant award: legal entity validation, financial capacity, exclusion check, etc. At this time, applicants will be requested to submit their organization's financial data and appoint a LEAR.

If the applicant believes that the evaluation procedure was flawed, he/she can submit a complaint (following the deadlines and procedures set out in the notification letter on the outcome of the evaluation). Please note that notifications which have not been opened within 10 days after sending are considered to have been accessed and that deadlines will be counted from opening/access (see also Funding & Tenders Portal Terms and Conditions: https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/ftp/tc_en.pdf). Please also be aware that for complaints submitted electronically, there may be character limitations.

Indicative timeline for notification of the grant award decision and signature of the grant agreement:

In the case of Key Action 1 projects managed by the Erasmus+ National Agencies, the notification of the award decision and the signature of the grant agreement will take place, indicatively, 4 months after the submission deadline.

In the case of Key Action 2 projects managed by the Erasmus+ National Agencies, the notification of the award decision and the signature of the grant agreement will take place, indicatively, 5 months after the submission deadline.

In the case of Key Action 2 and Key Action 3 projects managed by the Executive Agency, the notification of the award decision will take place, indicatively, 6 months after the submission deadline and the signature of the grant agreement will take place, indicatively, 9 months from the submission deadline.

WHAT HAPPENS WHEN THE APPLICATION IS APPROVED?

Grant agreement

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

- a grant agreement is signed between the National or Executive Agency and the applicant. The applicant will receive the grant agreement, to be signed and returned to the National or Executive Agency; the National or Executive Agency is the last party to sign. When the grant is signed by both parties, the applicant becomes beneficiary of an EU grant and can start the project[268].

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

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

The models of grant agreement used under the Erasmus+ Programme will be made available in the course of the year on the websites of the European Commission or the Erasmus+ National Agencies and for the Executive Agency through the Funding and Tender Opportunities Portal.

Grant amount

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

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

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

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

Payment procedures

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

[268] See footnote above.

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

The payment procedures applied under Erasmus+ are described below.

Pre-financing payment

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

Further pre-financing payments

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

Interim or progress/technical reports

Under some Actions, beneficiaries will be asked to submit a periodic or interim report accompanying the request for an interim payment.

In other cases, beneficiaries can be as well requested to submit a progress report informing on the state of implementation of the project. Progress reports do not trigger a further payment. The interim and the progress reports must be submitted by the deadline indicated in the grant agreement.

Payment or recovery of the balance

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

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

Pre-financing payments (or parts of them) may be offset (without the beneficiaries' consent) against amounts owed by a beneficiary to the granting authority — up to the amount due to that beneficiary.

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

OTHER IMPORTANT CONTRACTUAL PROVISIONS

Financial guarantee

If the financial capacity is considered weak, the National or Executive Agency may require any beneficiary which has been awarded a grant exceeding 60 000 EUR to lodge a guarantee in advance in order to limit the financial risks connected with the pre-financing payment. This guarantee can be requested for up to the same amount of the pre-financing payment(s).

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

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

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

The guarantee will be released after the pre-financing is gradually cleared against an interim payment or payment of the balance to the beneficiary, in accordance with the conditions laid down in the grant agreement. In case the payment of the balance takes the form of a recovery, either the guarantee will be released after the beneficiary is notified or will remain explicitly in force until the final payment and, if the final payment takes the form of a recovery, until three months after the debit note is notified to a beneficiary.

Subcontracting and award of procurement contract

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

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

In the event of implementation contract exceeding a value of 60 000 EUR, the National or Executive agency may impose special rules on the beneficiary, in addition to those referred to in the previous paragraph. Those special rules would be published on the websites of the National Agencies or the Executive Agency.

Information on the grants awarded

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

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

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

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

Upon a reasoned and duly substantiated request by the beneficiary, the publication shall be waived if such disclosure risks threatening the rights and freedoms of individuals concerned as protected by the Charter of Fundamental Rights of the European Union or harm the commercial interests of the beneficiaries.

As far as personal data referring to natural persons are concerned, the information published shall by removed two years after the end of the financial year in which the funds were awarded.

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

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

Publicity

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

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

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

Checks and audits

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

execution of the recovery by the National or Executive Agency. Therefore, beneficiaries shall keep records, original supporting documents, statistical records and other documents connected with the grant during this period.

For projects managed at centralised level by the Executive Agency, different types of audit procedures may be applied according to the type of Action concerned, the size of the grant awarded and the form of the grant. More information is available on the website of the Executive Agency.

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

Data protection

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

- For all processing that is required by any official guidance or instructions from the European Commission or necessary for the implementation of the Erasmus+ Programme: Regulation (EU) 2018/1725 of the European Parliament and of the Council of 23 October 2018[1] on the protection of natural persons with regard to the processing of personal data by the Union institutions, bodies, offices and agencies and on the free movement of such data, and repealing Regulation (EC) No 45/2001 and Decision No 1247/2002/EC (Text with EEA relevance.);
- For all processing for other purposes, not required by any official guidance or instructions from the European Commission nor necessary for the implementation of the Erasmus+ Programme:
    - the General Data Protection Regulation (GDPR or EU Regulation 2016/679 of the European Parliament and of the Council of 27 April 2016[2]) for:
        - all personal data processed by a controller or processor in the EU/EEA;
        - all personal data on data subjects who are in the EU/EEA at the start of the processing;
    - the national data protection legislation for all other processing.

In these cases the entity deciding on the means and purposes of the processing for these other purposes shall replace the European Commission as accountable and responsible Data Controller under their applicable data protection legislation.

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

Concerning the processing of personal data under the Erasmus+ Programme, a detailed privacy statement, including contact information, is available on the website of the Commission and Executive Agency: https://ec.europa.eu/programmes/erasmus-plus/help/erasmus-and-data-protection_en

For actions managed by EACEA: https://ec.europa.eu/research/participants/data/support/legal_notice/h2020-ssps-grants-sedia_en.pdf

The applicant shall inform the individuals whose personal data is contained in the proposal of the relevant privacy statement as indicated above, before submitting their proposals.

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

PART D – GLOSSARY OF TERMS

The following section presents definitions of key concepts and commonly used terms related to the Erasmus+ Programme. The glossary is divided into sections organised in alphabetical order, covering common terminology and specific blocks with concepts that only relate to a given sector.

Common terms

Accompanying person	An accompanying person accompanies participants (learners, staff, or youth workers) in a mobility activity to ensure their safety, provide support and assistance, and facilitate effective learning during the mobility experience. In individual activities, an accompanying person may accompany participants with fewer opportunities or minors and youngsters with little experience outside their own country. In case of group activities, qualified education staff must accompany the group to facilitate the learning process.
Accreditation	Process to ensure that the organisations wishing to receive funding under an Action of the Erasmus+ Programme comply with a set of qualitative standards or pre-requisites laid down by the European Commission for that Action.
Affiliated entity	The following can be considered Affiliated Entities (in accordance with Article 187 of the Financial Regulation): • legal entities having a legal or capital link with beneficiaries; this link is neither limited to the action nor established for the sole purpose of its implementation; • several entities which satisfy the criteria for being awarded a grant and together form one entity which may be treated as the sole beneficiary, including where the entity is specifically established for the purpose of implementing the action. The Affiliated Entities must comply with the eligibility and non-exclusion criteria, and where applicable also with the selection criteria applying to applicants.
Applicant	Any participating organisation or informal group of young people which submits a grant application. Applicants may apply either individually or on behalf of other organisations involved in the project. In the latter case, the applicant is also defined as coordinator
Application deadline	Final date for submission of the application form to the National or Executive Agency to be considered eligible.

Associated partners	These are partners from the public or private sector that contribute to the implementation of specific project tasks/activities or support the promotion and sustainability of the project, but that for contractual management aspects are not considered to be beneficiaries, and do not receive any funding from the Programme as part of the project (they do not have the right to charge costs or claim contributions.).
Basic skills	Literacy, mathematics, science and technology; these skills are included in the key competences.
Beneficiary	When a project is approved for an Erasmus+ grant, the applicant organisation becomes a beneficiary by signing a contract with the National or Executive Agency that has selected the project. If the application was made on behalf of other participating organisations, the partners may become co-beneficiaries of the grant.
Blended mobility	Combination of physical mobility and a virtual component, facilitating collaborative online learning exchange/teamwork.
Call for proposals	Invitation published by or on behalf of the Commission to present, within a given deadline, a proposal for action that corresponds to the objectives pursued and meets the required conditions. Calls for proposals are published in the Official Journal of the European Union (C series) and/or on relevant websites of the Commission, National or Executive Agency.
Certificate	In the context of Erasmus+, this is a document which is issued to any person who has completed a learning activity in the field of education, training and youth, where applicable. It certifies the attendance and, where applicable, the learning outcomes of the participant in the activity.
Clerical error	A minor mistake or inadvertence unintentionally made in a document that changes its meaning, such as a typographical error or the unintentional addition or omission of a word, phrase, or figure.
Co-financing	The principle under which part of the costs of a project supported by the EU must be born by the beneficiary, or covered through external contributions other than the EU grant.
Company	Legal persons established under civil or commercial law, including cooperative societies, and other legal persons governed by public or private law, except those which are non-profit-making.
Consortium	Two or more participating organisations teaming up to prepare, implement and follow up a project or an activity within a project. A consortium may be national (i.e. involving organisations established in the same country) or international (involving participating organisations from different countries).
Coordinator/Coordinating organisation	A participating organisation applying for an Erasmus+ grant on behalf of a consortium of partner organisations. The coordinator has special obligations foreseen in the grant agreement.

Digital competence	Involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.
Enterprise	Any undertaking engaged in an economic activity, irrespective of its size, legal form or of the economic sector in which it operates.
European Qualifications Framework (EQF)	A common European reference tool that serves as a translation device between different education and training systems and their levels. It aims to improve the transparency, comparability and portability of qualifications across Europe, promoting workers' and learners' mobility and facilitating their lifelong learning, as defined in the 2008/C 111/01 Recommendation of the European Parliament and the Council.
ESCO (multilingual classification of European Skills, Competences, Qualifications and Occupations)	Identifies and categorises skills and competences, qualifications and occupations relevant for the EU labour market and education and training, in 25 European languages. The system provides occupational profiles showing the relationships between occupations, skills, competences and qualifications. ESCO has been developed in an open IT format and can be used by anyone free of charge.
Established	Relates to an organisation or body fulfilling certain national conditions (registration, statement, publication, etc.) that allow such organisation or body to be formally recognized by its national authority. In case of an informal group of young people, the legal residence of its legal representative is considered as having the equivalent effects for the purposes of eligibility to an Erasmus+ grant.
European Union Member States and third countries associated to the Programme	EU and non-EU countries that have established a National Agency which participates fully in the Erasmus+ Programme. The list of EU Member States and third countries associated to the Programme is provided in Part A of this Guide, section "Who can participate in the Erasmus+ Programme?".
Europass	The Europass online platform, an action of the European Skills Agenda, provides individuals and organisations with web-based tools and information on learning opportunities, qualifications frameworks and qualifications, guidance, skills intelligence, self-assessment tools and documentation of skills and qualifications, and connectivity with learning and employment opportunities. The Europass platform also offers tools and software to support digitally-signed credentials, as announced in the Digital Education Action Plan. The platform interconnects with national data sources for learning opportunities and national qualifications databases or registers.

European NGO	**For the purpose of this programme**, these are NGOs that operate through a formally recognised structure composed of a European body/secretariat legally established for at least one year in an EU Member State or third country associated to the Programme and of national organisations/branches in at least nine EU Member States and third countries associated to the Programme. These national organisations/branches must: • have a proven statutory link[269] with the European body/secretariat; • be active in the field of education, training or youth;
First time applicant	Any organisation or institution that has not previously received support as a project coordinator (applicant) under a given type of action supported by this Programme or its predecessor programme in the last seven years.
Force majeure	An unforeseeable exceptional situation or event beyond the participant's control and not attributable to error or negligence on his/her part.
Green skills	Fundamental skills to the transition to a low-carbon economy, which can be general such as sustainable agriculture, soil protection, energy use and waste reduction, or more technical such as knowledge on renewable energy.
Sustainable means of transport (green travel)	Sustainable means of transport (green travel) is defined as the travel that uses low-emissions means of transport for the main part of the travel, such as bus, train or car-pooling.
Informal learning	Learning resulting from daily activities and experiences which is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective.
International	In the context of Erasmus+, relates to any action involving at least one EU Member State or third country associated to the Programme and at least one third country not associated to the Programme.
Job shadowing	A stay at a partner organisation in another country with the aim of receiving training by following practitioners in their daily work in the receiving organisation, exchanging good practices, acquiring skills and knowledge and/or building long-term partnerships through participative observation.
Key competences	The basic set of knowledge, skills and attitudes which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment, as described in the Council Recommendation of 22 May 2018 on key competences for lifelong learning.
Learning mobility	Means moving physically to a country other than the country of residence, in order to undertake study, training or non-formal, or informal learning.
Learning outcomes	Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

[269] Defined under the term "statutory link" in this Glossary.

Legal entity	A natural person or a legal person created and recognised as such under national law, Union law or international law which has legal personality and which may, acting in its own name, exercise rights and be subject to obligations, or an entity which does not have legal personality as referred to in point (c) of Article 197(2) of the Financial Regulation.
Legal Entity Appointed Representative (LEAR)	For action managed by the European Education and Culture Executive Agency, parallel to the validation of an organisation in the Participant Register, its legal representative(s) must nominate a Legal Entity Appointed Representative (LEAR). The LEAR role, is key: once validated by the Commission, the LEAR will be authorised to: • manage the legal and financial information about the organisation • manage access rights of persons in the organisation (but not at the project level) • appoint representatives of the organisation to electronically sign grant agreements ('Legal Signatories' - LSIGN) or financial statements ('Financial Signatories' - FSIGN) via the Funding & Tenders Portal. All the steps for the LEAR validation are clarified in the Funding & Tenders Portal.
Less experienced organisation	any organisation or institution that has not received support in a given type of action supported by this Programme or its predecessor programme more than twice in the last seven years. This category includes the category of “first-time applicants”, as defined above.
Life-long learning	Lifelong learning means learning in all its forms, whether formal, non-formal or informal, taking place at all stages in life and resulting in an improvement or update in knowledge, skills, competences and attitudes or participation in society from a personal, civic, cultural, social or employment-related perspective, including the provision of counselling and guidance services; it includes early childhood education and care, general education, vocational education and training, higher education, adult education, youth work and other learning settings outside formal education and training and it typically promotes cross-sectoral cooperation and flexible learning pathways.
Newcomer organisation	Any organisation or institution that has not previously received support in a given type of action supported by this Programme or its predecessor programme either as a coordinator or a partner.
Micro-credential	A micro-credential is a recognised proof of the learning outcomes that a learner has achieved following a short learning experience, according to transparent standards and requirements and upon assessment. The proof is contained in a certified document that lists the name of the holder, the achieved learning outcomes, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Micro-credentials are owned by the learner, are shareable, portable and may be combined into larger credentials or qualifications.
Mobility/Learning agreement	An agreement between the sending and receiving organisation and the participating individuals, defining the aims and content of the mobility period in order to ensure its relevance and quality. It can also be used as a basis for recognition of the period abroad by the receiving organisation.

Month	In the context of the Erasmus+ Programme and for the purpose of calculating the grants, a month is equal to 30 days.
MOOC	Stands for "Massive Open Online Course," a type of course that is completely delivered online, is open to be accessed by anyone without cost, entry qualifications or other restrictions; participant numbers are often high. These courses can have in-person components, e.g. encouraging local participant meetings, and formal assessment, but tend to use peer review, self-assessment and automated grading. There are many variations of MOOCs, focused on specific sectors, target groups (e.g. vocational focus, teachers, etc.) or teaching methods. MOOCs funded under Erasmus+ have to be open to all and both the participation and a certificate or badge of completion are free of charge for participants. The open access requirement for educational resources applies also to MOOCs and other complete courses.
National Agency	A body in charge of managing the implementation of the Programme at national level in a Member State or in a third country associated to the Programme. One or more National Agencies may exist in each country.
National Authority	An authority in charge, at national level, of monitoring and supervising the management of the Programme in a Member State or in a third country associated to the Programme. One or more National Authorities may exist in each country.
Non-formal learning	Learning which takes place outside formal education and training through planned activities in terms of learning objectives and learning time and where some form of learning support is present.
Occupational profile	The set of skills, competences, knowledge and qualifications that is usually relevant for a specific occupation.
OID	The Organisation ID (OID) uniquely identifies your organisation among all organisations participating in the Erasmus+ and European Solidarity Corps actions managed by National Agencies. You can use your organisation's OID when applying for an accreditation or grant under the Erasmus+ and European Solidarity Corps actions managed by National Agencies
Open Access	A general concept of publishing materials of a specific kind openly, i.e. designed to be accessible and usable by the broadest possible user group and the greatest number of use cases. Erasmus+ has an Open Access Requirement for educational resources and encourages Open Access of research results and data.
Open Educational Resources (OER)	Educational materials of any kind (e.g. textbooks, worksheets, lesson plans, instructional videos, entire online courses, educational games) which can be freely used, adapted and shared. OERs have either been released under an open licence or are in the public domain (i.e. copyright protection has expired). Cost-free materials that cannot be adapted and shared by the public are not OERs.

Open licence	A way for copyright holders (creators or other rightsholders) to grant the general public the legal permission to freely use their work. Under the Erasmus+ Open Access Requirement, any such open license must permit at least use, adaptation and distribution. The open license should be indicated on the work itself or wherever the work is distributed. Educational materials with an open license are called Open Educational Resources (OERs).
Participants in Erasmus+ project activities	Erasmus+ participants are those individuals who are fully involved in a project and who may receive part of the European Union grant intended to cover their costs of participation (notably travel and subsistence).
Participating organisation	An organisation or informal group of young people involved in a Erasmus+ project, as either applicant or partner.
Partner organisation	a partner organisations is an organisation formally involved in the project (co-beneficiaries) but not taking the role of applicant.
Partnership	An agreement between a group of institutions or organisations to carry out joint activities and projects.
Participant with fewer opportunities	People with fewer opportunities means people who, for economic, social, cultural, geographical or health reasons, a migrant background, or for reasons such as disability and educational difficulties or for any other reasons, including those that can give rise to discrimination under article 21 of the Charter of Fundamental rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the programme.
Peer Learning	A reciprocal learning activity, which is mutually beneficial and involves the sharing of knowledge, ideas and experience between the participants. Peer learning practices enable to interact with other participants, their peers, and participate in activities where they can learn from each other and meet educational, professional and/or personal development goals.
Preparatory Visit	Visits to the country of the receiving organisation prior to the start of mobility activities to prepare and ensure high quality of those activities. Examples include tasks to facilitate administrative arrangements and build trust and understanding between organisations involved.
Professional development	Process of enhancing the professional capabilities of participants (learners and staff) by developing competences and expertise and acquiring new skills, which are normally identified in a development needs analysis. Professional development encompasses all types of learning opportunities, ranging from structured trainings and seminars to informal learning opportunities.
Profit-making body active in Corporate Social Responsibility	A private company that a) carries out its business in compliance with ethical standards and/or b) on top of its business activities, carries out some actions that have social value.
Project	A coherent set of activities which are designed and organised in order to achieve defined objectives and results.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

Receiving organisation	Under some Actions of Erasmus+ (notably mobility Actions) the receiving organisation is the participating organisation receiving one or more participants and organising one or more activities of an Erasmus+ project.
School	An institution providing general, vocational or technical education, at any level from pre-school to upper secondary education, including early childhood education and care. To verify eligibility under the field of 'school education', please consult the definition of eligible schools in each country on the website of the relevant National Agency.
School pupil	A person enrolled in a learning capacity at an institution providing general education at any level from early childhood education and care to upper secondary education, or a person schooled outside an institutional setting considered by the competent authorities as eligible to participate in the Programme in their respective territories.
Sending organisation	Under some Actions of Erasmus+ (notably mobility Actions) the sending organisation is the participating organisation sending one or more participants to an activity of an Erasmus+ project.
Small and medium-sized enterprises (SMEs)	Enterprises (see definition above) which employ fewer than 250 people and which have an annual turnover not exceeding 50 million EUR, and/or an annual balance sheet total not exceeding 43 million EUR.
Social enterprise	An undertaking, irrespective of its legal form, which is not listed on a regulated market within the meaning of point (14) of Article 4(1) of Directive 2004/39/EC, and which: 1) in accordance with its articles of association, statutes or any other statutory document establishing the business, has as its primary objective the achievement of measurable, positive social impacts rather than generating profit for its owners, members and stakeholders, where the undertaking: a) provides innovative services or goods which generate a social return and/or b) employs an innovative method of production of goods or services and that method of production embodies its social objective; 2) reinvests its profits first and foremost to achieve its primary objective and has in place predefined procedures and rules for any circumstances in which profits are distributed to shareholders and owners, in order to ensure that any distribution of profits does not undermine the primary objective; 3) is managed in an entrepreneurial, accountable and transparent way, in particular by involving workers, customers and/or stakeholders affected by its business activities.
Staff	A person who, on either a professional or a voluntary basis, is involved in education, training or non-formal learning at all levels. Includes professors, teachers (including pre-school teachers), trainers, school leaders, youth workers, sport staff, early childhood education and care staff, non-educational staff and other practitioners involved on a regular basis in promoting learning.

Statutory link	This notion implies that the cooperation between the organisations concerned is based on a formalized/documented relation, which is neither limited to the project they apply for, nor established for the sole purpose of its implementation. This link can cover many forms, from a very integrated one (e.g. one “mother organization" with its national branches/affiliated entities with or without proper legal entity) to a looser one (e.g. a network functioning through a clearly defined membership modality requiring for instance: the payment of a fee, the signature of a membership contract/agreement, the definition of rights and obligations from the two parties, etc.)
Study visit	A trip where the participant gets to know and study another organisation or institution, its practices and systems. It enables the participant to have a learning experience based on direct contact and on observation of the host organisation’s methods and practices.
Third countries not associated to the Programme	Countries which do not participate fully in the Erasmus+ Programme, but which may take part (as partners or applicants) in certain Actions of the Programme. The list of third countries not associated to the Programme is set out in Part A of this Guide, in the section "Who can participate in the Erasmus+ Programme?".
Traineeship (work placement)	Time spent in an enterprise or organisation in another country, with a view to acquiring specific competences that are needed by the labour market, gaining work experience and acquiring more understanding of the economic and social culture of that country.
Transnational	In the context of Erasmus+, relates, unless otherwise indicated, to any activity involving at least two EU Member States and third countries associated to the Programme.
Transversal (soft; life) skills	Include the ability to think critically, be curious and creative, to take initiative, to solve problems and work collaboratively, to be able to communicate efficiently in a multicultural and interdisciplinary environment, to be able to adapt to context and to cope with stress and uncertainty. These skills are part of the key competences.
Union transparency and recognition tools	Instruments to help stakeholders understand, appreciate and, where appropriate, recognise learning outcomes and qualifications throughout the European Union.
Validation of non-formal and informal learning	A process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and consists of the following four distinct phases: 1.Identification through dialogue of particular experiences of an individual; 2.Documentation to make visible the individual's experiences; 3.A formal assessment of these experiences; and 4.Certification of the results of the assessment which may lead to a partial or full qualification
Virtual cooperation	Any form of cooperation using information and communication technology tools to facilitate and support any relevant Programme actions.
Virtual learning	Acquisition of knowledge, skills and competences through the use of information and communication technology tools that allow participants to have a meaningful transnational or international learning experience.

Work Package	A component of the project work breakdown. It represents a group of project activities targeting common specific objectives.
Young people	In the context of the Erasmus+ Programme, individuals aged between 13 and 30.

Higher Education

Credit	A set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications.
Credit mobility	A limited period of study or traineeship abroad set within on-going studies at a home institution - for the purpose of gaining credits. After the mobility phase, students return to their home institution to complete their studies.
Degree mobility	A period of study abroad aimed at acquiring a full degree or certificate in the destination country/ies.
Diploma Supplement	An annex to the official qualification documentation, which is designed to provide more detailed information on the studies completed according to an agreed format, which is internationally recognized; a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. It is produced by higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO. In the context of an international joint study programme, it is recommended to deliver a "joint diploma supplement" covering the entire programme and endorsed by all the degree awarding universities.
Double degree/multiple degree	(At least) two separate degree certificates awarded to a student upon successful completion of a joint programme. A double degree is a specific type of multiple degree. Each degree must be signed by the competent authority of the institution concerned, and recognised officially in the countries where the different awarding institutions are located.
ECHE (Erasmus Charter for Higher Education)	An accreditation granted by the European Commission giving the possibility to higher education institutions from EU Member States and third countries associated to the Programme to be eligible to apply and participate in learning mobility and cooperation activities under Erasmus+. The Charter outlines the fundamental principles an institution should adhere to in organising and implementing high quality mobility and cooperation. It states the requisites the institution agrees to comply with in order to ensure high quality services and procedures, as well as the provision of reliable and transparent information.

ECTS (European Credit Transfer and Accumulation System)	A learner-centred system for credit accumulation and transfer, based on the transparency of learning, teaching and assessment processes. Its objective is to facilitate planning, delivery and evaluation of study programmes and learner mobility through the recognition of qualifications and periods of learning. A system that helps to design, describe and deliver study programmes and award higher education qualifications. The use of ECTS, in conjunction with outcomes-based qualifications frameworks, makes study programmes and qualifications more transparent and facilitates the recognition of qualifications.
Higher education institution	Means an institution which, in accordance with national law or practice, offers recognised degrees or other recognised tertiary level qualifications, regardless of what such an establishment is called, or a comparable institution at tertiary level which is considered by the national authorities as eligible to participate in the Programme in their respective territories.
Joint degree	Single degree certificate awarded to a student upon successful completion of a joint programme. The joint degree must be signed by the competent authorities of two or more of the participating institutions jointly and recognised officially in the countries where those participating institutions are located.
Joint programmes	Higher education (study or research) programmes jointly designed, delivered and fully recognised by two or more higher education institutions. Joint programmes can be implemented at any higher education cycle, i.e. bachelor, master or doctorate or even short cycle. Joint programmes can be national (i.e. when all universities involved are from the same country) or transnational/international (i.e. when at least two different countries are represented among the higher education institutions involved).
One-cycle study programmes	Integrated/long programmes leading either to a first or a second-cycle degree and which, in some countries, can still be better characterised by duration in years rather than credits. In most of these countries, the programmes outside the Bologna first-cycle model are in the fields of medicine, dentistry, veterinary medicine, nursing and midwifery and in most cases involve 1-8 % of the student population. The typical length of integrated programmes leading to regulated professions is in general 300-360 ECTS/five-six years depending on the regulated profession in question.
Third cycle	The third cycle level in the Qualifications Framework for the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process. The descriptor of the third cycle of the QF EHEA corresponds to the learning outcomes for EQF level 8.

Vocational Education and Training[270]

Apprenticeship (Apprentice) [271]	Without prejudice to national terminology, apprenticeships are understood as formal vocational education and training schemes that: a) combine learning in education or training institutions with substantial work-based learning in companies and other workplaces, b) lead to nationally recognised qualifications, c) are based on an agreement defining the rights and obligations of the apprentice, the employer and, where appropriate, the vocational education and training institution, and d) include payment or other compensation to the apprentice for the work-based component.
EQAVET (European Quality Assurance Reference Framework for Vocational Education and Training)	A reference tool for policy-makers based on a four-stage quality cycle that includes goal setting and planning, implementation, evaluation and review. It respects the autonomy of national governments and is a voluntary system to be used by public authorities and other bodies involved in quality assurance.
VET skills competitions	International sectoral events in which competitive demonstration of skills by VET learners is central for promotion, recognition and exchange of experience, know-how and technological innovations in VET. The events are a result of close cooperation between businesses, VET providers, chambers of commerce and other relevant stakeholders that aim at improving attractiveness and excellence in VET, creating global training standards and benchmarking systems, and influencing industry, government, and educators through cooperation and research. The purpose of skills competitions is to raise the profile and recognition of skilled people, and show how important skills are in achieving economic growth and personal success. They are designed to inspire young people to develop a passion for skills and pursuing excellence, through competitions and promotions.

[270] For other VET terminology please use the official Cedefop publication: https://www.cedefop.europa.eu/files/4117_en.pdf
[271] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0502%2801%29

Vocational education and training (VET)	Vocational education and training is to be understood as the education and training which aims to equip young people and adults with knowledge, skills and competences required in particular occupations or more broadly on the labour market. It may be provided in formal and in non-formal settings, at all levels of the European Qualifications Framework (EQF), including tertiary level, if applicable. For the purpose of Erasmus+, projects focusing on initial or continuing vocational education and training are eligible under VET actions.
Vocational education and training (VET) learner	A person enrolled in an initial or continuous vocational education and training programme or a person who has recently graduated or obtained a qualification from such a programme.
Work-based learning	Acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a vocational education and training institution.

Adult education

Adult education	All forms of non-vocational adult education, whether of a formal, non-formal or informal nature (for continuous vocational training see "VET").
Adult learner	Any adult who, having completed or being no longer involved in initial education or training, returns to some forms of non-vocational continuing learning (formal, non-formal or informal). For the purpose of the Erasmus+ projects, educational staff (teachers, trainers, educators, academic and youth staff, etc.) in any of the Erasmus+ sector cannot be considered as adult learners in Adult Education. Staff members formally linked to their working educational organization (school, vocational education and training, school education, higher education and adult education organization, etc.) may participate in activities for staff in a relevant sector of the Erasmus+ programme.

Youth

Coach	A resource Person - not member of the group – who supports young people in in the preparation, implementation and evaluation of their project.
Community building	Creation or enhancement of a community among individuals who share a common need or interest or who lived a joint experience which created common ground. The community created through the community building process is a lively group of members who exchange practices and ideas for further development to the benefit of the community itself.

Dialogue mechanisms	Dialogue with young people and youth organisations and decision makers which serves as a forum for continuous joint reflection on the priorities, implementation and follow-up of European cooperation in the youth field.
Digital Youth Work	Proactively using or addressing digital media and technology in youth work. Digital media and technology can be either a tool, an activity or a content in youth work. Digital youth work is not a youth work method, it can be included in any youth work setting and it has the same goals as youth work in general.
Group Leader	In youth mobility projects, a group leader is an adult of at least 18 years old who joins the young people participating in a Youth Exchange or DiscoverEU Inclusion Action in order to ensure their effective learning (Youthpass), protection and safety.
Informal group of young people	Group of at least four young people which does not have legal personality under the applicable national law, provided that their representatives have the capacity to undertake legal obligations on their behalf. These groups of young people can be applicants and partners in some Actions of Erasmus+. For the purpose of simplification, they are assimilated to legal persons (organisations, institutions, etc.) in this Guide and fit within the notion of Erasmus+ participating organisations for the Key Action 1 actions in which they can take part. The group must be composed of at least four young persons and their age should be according with the overall age of the young people in the programme (13-30). In exceptional cases and if all young people are minors, the group could be represented by an adult. This would allow a group of young people (where all are minors) with a help of a youth worker/coach to submit an application.
Itinerant activity	An activity taking place in more than one country. Itinerant activities imply the movement of all participants at the same time.
Smart Youth Work	The innovative development of youth work encompassing digital youth work practice, and including a research, quality and policy component.
Youth activity	An out-of-school activity (such as youth exchange, volunteering or youth training) carried out by a young person, either individually or in a group, in particular through youth organisations, and characterised by a non-formal learning approach.
Youth worker	A professional or a volunteer involved in non-formal learning who supports young people in their personal socio-educational, and professional development.

Youthpass	The European tool to improve the recognition of the learning outcomes of young people and youth workers from their participation in projects supported by the Erasmus+ Programme. Youthpass consists of: a) certificates that can be obtained by participants in several Actions of the Programme; and b) a defined process which supports young people, youth workers and youth organisations to reflect about the learning outcomes from an Erasmus+ project in the field of youth and non-formal learning. Youthpass is also part of a broader European Commission strategy which aims to enhance the recognition of non-formal and informal learning and of youth work in Europe and beyond.