# Erasmus+

## *Programme Guide*

***In the case of conflicting meanings between language versions,***

***the English version prevails.***

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# Table of Contents

**Table of Contents** ..... 2
**PART A – GENERAL INFORMATION ABOUT THE ERASMUS+ PROGRAMME** ..... 4
WHAT ARE THE OBJECTIVES OF THE ERASMUS+ PROGRAMME? ..... 6
PRIORITIES OF THE ERASMUS+ PROGRAMME ..... 7
IMPORTANT FEATURES OF THE ERASMUS+ PROGRAMME ..... 11
WHAT IS THE STRUCTURE OF THE ERASMUS+ PROGRAMME? ..... 15
WHAT IS THE BUDGET? ..... 18
WHO IMPLEMENTS THE ERASMUS+ PROGRAMME? ..... 19
WHAT OTHER BODIES ARE INVOLVED IN THE IMPLEMENTATION OF THE PROGRAMME? ..... 21
**Part B – INFORMATION ABOUT THE ACTIONS COVERED BY THIS GUIDE** ..... 36
WHICH ACTIONS ARE PRESENTED IN THIS GUIDE? ..... 36
KEY ACTION 1: LEARNING MOBILITY OF INDIVIDUALS ..... 38
WHAT IS A MOBILITY PROJECT? ..... 39
MOBILITY PROJECTS FOR HIGHER EDUCATION STUDENTS AND STAFF ..... 41
ERASMUS ACCREDITATION IN THE FIELDS OF VOCATIONAL EDUCATION AND TRAINING, SCHOOL EDUCATION AND ADULT EDUCATION ..... 72
MOBILITY FOR LEARNERS AND STAFF IN VOCATIONAL EDUCATION AND TRAINING ..... 81
MOBILITY FOR PUPILS AND STAFF IN SCHOOL EDUCATION ..... 102
MOBILITY FOR LEARNERS AND STAFF IN ADULT EDUCATION ..... 121
LEARNING MOBILITY IN THE FIELD OF YOUTH ..... 140
ERASMUS ACCREDITATION IN THE FIELD OF YOUTH ..... 141
MOBILITY OPPORTUNITIES FOR ACCREDITED ERASMUS ORGANISATIONS IN THE FIELD OF YOUTH ..... 146
MOBILITY PROJECTS FOR YOUNG PEOPLE – 'YOUTH EXCHANGES' ..... 149
MOBILITY PROJECTS FOR YOUTH WORKERS ..... 162
YOUTH PARTICIPATION ACTIVITIES ..... 175
MOBILITY PROJECTS FOR YOUNG PEOPLE - "DISCOVEREU INCLUSION ACTION" ..... 191
MOBILITY OF STAFF IN THE FIELD OF SPORT ..... 201
ERASMUS+ VIRTUAL EXCHANGES ..... 211
KEY ACTION 2: COOPERATION AMONG ORGANISATIONS AND INSTITUTIONS ..... 219
PARTNERSHIPS FOR COOPERATION ..... 222
COOPERATION PARTNERSHIPS ..... 232
SMALL-SCALE PARTNERSHIPS ..... 241
PARTNERSHIPS FOR EXCELLENCE ..... 248
CENTRES OF VOCATIONAL EXCELLENCE ..... 248
ERASMUS+ TEACHER ACADEMIES ..... 263
ERASMUS MUNDUS ACTION ..... 275

PARTNERSHIPS FOR INNOVATION ..... 290
ALLIANCES FOR INNOVATION ..... 291
CAPACITY BUILDING IN HIGHER EDUCATION ..... 311
CAPACITY BUILDING IN THE FIELD OF VOCATIONAL EDUCATION AND TRAINING (VET) ..... 327
CAPACITY BUILDING IN THE FIELD OF YOUTH ..... 338
CAPACITY BUILDING IN THE FIELD OF SPORT ..... 347
NOT-FOR-PROFIT EUROPEAN SPORT EVENTS ..... 353
KEY ACTION 3: SUPPORT TO POLICY DEVELOPMENT AND COOPERATION ..... 358
EUROPEAN YOUTH TOGETHER ..... 360
JEAN MONNET ACTIONS ..... 368
JEAN MONNET ACTIONS IN THE FIELD OF HIGHER EDUCATION ..... 369
TEACHING AND RESEARCH ..... 369
JEAN MONNET ACTIONS IN OTHER FIELDS OF EDUCATION AND TRAINING ..... 385
JEAN MONNET POLICY DEBATE ..... 396
**PART C – INFORMATION FOR APPLICANTS** ..... 406
HOW TO SUBMIT AN ERASMUS+ APPLICATION? ..... 406
STEP 1: REGISTRATION ..... 406
STEP 2: CHECK THE COMPLIANCE WITH THE PROGRAMME CRITERIA ..... 408
STEP 3: CHECK THE FINANCIAL CONDITIONS ..... 416
STEP 4: FILL IN AND SUBMIT THE APPLICATION FORM ..... 421
**PART D – GLOSSARY OF TERMS** ..... 429

# PART A – GENERAL INFORMATION ABOUT THE ERASMUS+ PROGRAMME

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the 2021-2027 period. 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 the successful transition to the labour market. Building on the success of the programme in the 2014-2020 period, Erasmus+ strengthens its efforts to increase the number of opportunities offered to even more participants and to a wider range of organisations, focusing on the qualitative impact of the Programme 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 necessary 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 (2024-27).

As the COVID-19 pandemic has shown, access to education is proving, more than ever, to be essential to ensuring swift recovery from crises, 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, young people in particular, to engage and learn to participate in civic society, raising awareness about European Union common values. In 2025, the Programme will also continue the effort to mitigate the socio-economic and educational consequences of the Russian invasion of Ukraine, including by supporting projects that promote educational activities and facilitate the integration of people fleeing the war in Ukraine into their new learning environments, as well as activities supporting organisations, learners and staff in Ukraine.

Furthermore, in line with the objectives of the new European Innovation Agenda on supporting talent development for boosting Europe's innovation capacity, developing digital skills and competences and skills in forward-looking fields, such as combating climate change, clean energy, artificial intelligence, robotics, and big data analysis, 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, as well as 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 objective can also be achieved through non-formal learning activities, which aim to enhance the skills and competences of young people and adult learners, as well as their active citizenship. The programme can contribute to

enhance the development of social and intercultural competences, critical thinking and media literacy, and thus to prevent and counter disinformation and fake news.

In line with the European Union's priorities in making its economy sustainable, Erasmus+ projects should be designed in an eco-friendly manner and should incorporate green practices in all facets. Organisations and participants involved should have an environment-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 to make projects more sustainable on their level, and help them come up with 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, the transmission of best practices and expertise, and the development of digital capabilities. This contributes 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 35 years of European programmes in the fields of education and training, youth and sport, covering both the intra-European and the international partnerships dimension.

The Erasmus+ Programme Guide 2025 constitutes an integral part of the Call for proposals 2025– Erasmus+ Programme (hereinafter the 'Call') and sets out the conditions for participation and funding for the Call. As such, it is based on and subject to the provisions of the Regulation (EU) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education, training, youth and sport[1] (hereinafter 'Erasmus+ Regulation') as well as of the 2025 Annual Work Programme of Erasmus+. Potential applicants are invited to regularly consult the Erasmus+ Annual Work Programme and its amendments, published on the Erasmus+ website 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 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 the 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:

- to 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;
- to 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;
- to 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 participants with fewer opportunities themselves are at the heart of these objectives. With this 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.

National Agencies are also vital in supporting projects with a view to be as inclusive and diverse as possible. Based on the overall principles and mechanisms at the 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 in regard to gathering knowledge and conceiving and running 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 in direct management. In third countries not associated to the Programme, EU Delegations and, where they exist, the National Erasmus+ Offices (NEOs) and Erasmus+ Focal Points are key in bringing the programme closer to the relevant target groups.

In order to implement these principles, the **Framework on inclusion measures**[1] as well as the **Inclusion and Diversity Strategy**[2]covering all programme fields have been developed to support easier access to funding for a wider range of organisations, and to better reach out to more participants with fewer opportunities. They also set up the space and mechanisms for projects which intend to work on inclusion and diversity-related issues. The Strategy aims to help address 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 stand-alone factors and in combination:

- **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[3].
- **Health problems:** Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents someone 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 possibly linked to personal circumstances, mostly result from educational systems which create structural limitations and/or do 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.
- **Cultural differences:** While cultural differences may be perceived as barriers by people from any background, 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 – including but not limited to newly-arrived migrants, people belonging to a national or ethnic minority, sign language users, or people with linguistic adaptation and cultural inclusion difficulties. Being exposed to foreign languages and cultural differences

[1] Commission Implementing Decision - framework of inclusion measures of Erasmus+ and European Solidarity Corps 2021-27: https://erasmus-plus.ec.europa.eu/document/commission-decision-framework-inclusion-2021-27

[2] 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

[3] For more information on this topic, please see the 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

when taking part in any kind of programme activities may put some individuals off and in a way limit the benefits from their participation. 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, for instance a low living standard, low income, learners who need to work to support themselves, dependence on the social welfare system, long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, may represent a barrier. Other difficulties may derive from the limited transferability of services (in particular support to people with fewer opportunities) that need to be "mobile" together with the participant when participating in activities away from their place of residence or, all the more, abroad.
- **Barriers linked to discrimination:** Barriers can occur as a result of discrimination linked to gender, age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of two or several of the mentioned kinds of discrimination).
- **Geographical barriers**: Living in, for example, remote or rural areas, on small islands or in peripheral/outermost regions[4], in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries may constitute a barrier.

**DIGITAL TRANSFORMATION**

To support the successful digital transformation and address societal challenges such as AI or disinformation more effectively Europe needs education, training and youth systems that are fit for the digital age. In line with the strategic priorities of the **Digital Education Action Plan** (2021-2027)[5]and the two Council Recommendations[6] adopted in November 2023 on a) the key enabling factors for successful digital education and training, and b) improving the provision of digital skills in education and training, the Erasmus+ programme plays a key role in supporting citizens of all ages in acquiring the digital skills and competences they need to live, learn, work, exercise their rights, be informed, access online services, communicate, critically consume, create and disseminate digital education content.

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 on how to exploit the opportunities offered by digital technologies for teaching and learning in all types of education and training institutions at all levels and for all sectors, and to develop and implement digital transformation plans for educational institutions.

The programme will also support the second strategic priority of the Action Plan by supporting actions aimed 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 digital skills as well as digital literacy, which has become essential for everyday life and for enabling people to participate fully in civil society and democracy.

In line with these two strategic priorities of the Action Plan, the European Digital Education Hub[7] was established to reinforce cooperation on digital education at the EU level and to contribute to exchange of good practices, co-creation

[4] 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).

[5] European Education Area – Digital Education Action Plan (2021-2027): https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

[6] Council Recommendation on the key enabling factors for successful digital education and training: https://data.consilium.europa.eu/doc/document/ST-15741-2023-INIT/en/pdf; Council Recommendation on improving the provision of digital skills and competences in education and training: https://data.consilium.europa.eu/doc/document/ST-15740-2023-INIT/en/pdf

[7] https://education.ec.europa.eu/focus-topics/digital-education/action-plan/european-digital-education-hub

and experimentation. The aim of the Hub is to support Member States through closer cross-sectoral cooperation by addressing digital education and training in a lifelong learning perspective. The Hub connects 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.

In order to implement this policy framework through the Programme, a **Digital Strategy**[8] covering all programme fields have been designed with the aim to help programme beneficiaries and implementing actors to successfully develop the digital dimension of funded projects.

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**[9] is the European new growth strategy recognising the key role of schools, training institutions and universities in engaging with pupils, parents, and the wider community on the changes needed for a successful transition to climate neutrality by 2050. In addition, the **Council Recommendation on learning for the green transition**[10] emphasizes the need to provide learners of all ages with opportunities to find out about the climate crisis and sustainability through both formal and non-formal education, and to make learning for the green transition a priority in education and training policies and programmes. Sustainability should become a part of the entire spectrum of education and training, including curricula and professional development for educators, as well as buildings, infrastructure and operations.

The Erasmus+ programme is a key instrument for building the knowledge, skills, and attitudes on climate change and supporting sustainable development within the European Union and beyond.

In order to implement this policy framework through the Programme, a **Strategy on green transition and sustainable development**[11] covering all programme fields have been designed with the aim to help programme beneficiaries and implementing actors to successfully develop the green dimension of funded projects.

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 strategic areas 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 climate change is a horizontal priority in selecting projects. Priority will be given to projects aimed at developing competences in various green sectors, including those within the framework of the contribution from education and culture to sustainable development goals, developing green sectorial skills strategies and methodologies and 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).

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[8] Implementation guidelines - Erasmus+ and European Solidarity Corps Digital Strategy: https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-digital_en

[9] European Commission – The European Green deal: https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en

[10] Council recommendation on learning for the green transition and sustainable development: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627(01)

[11] Implementation guidelines - Erasmus+ and European Solidarity Corps Green Strategy: https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-green_en

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.

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

Platforms such as the European School Education Platform (including 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.) who can become active agents in the transition towards climate neutrality by 2050.

**PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT**

The Erasmus+ Programme addresses the citizens' limited participation in 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 and 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.

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, as well as 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 in regards the common EU values and the principles of unity and diversity, as well as their social, cultural and historical heritage.

In the field of youth, the Youth Participation Strategy[12] 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[13]. The Youth Participation Toolkit[14] 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 provides guidance on addressing this horizontal priority in Erasmus+ projects.

[12] Youth Participation Strategy: https://participationpool.eu/resource-category/youth-participation/youth-participation-strategy/
[13] European Youth Goals: https://youth.europa.eu/strategy/european-youth-goals_en
[14] Youth Participation Toolkit: https://participationpool.eu/toolkit/

## IMPORTANT FEATURES OF THE ERASMUS+ PROGRAMME

The following features of the Programme deserve special attention:

### RESPECT FOR EU VALUES

The Erasmus+ programme's implementation, and therefore, the programme beneficiaries and the activities implemented under the programme, have to respect the 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, in full compliance with the values and rights enshrined in the EU Treaties and in the EU Charter of Fundamental Rights.

In line with the grant agreements, the beneficiary's grant may be terminated or reduced if such provisions are not respected.

### PROTECTION, HEALTH AND SAFETY OF PARTICIPANTS

The protection, health and safety of participants involved in the Erasmus+ projects are important principles of the Programme. All participants should have the opportunity to take full advantage of the possibilities for personal and professional development and learning offered through Erasmus+. 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 their wellbeing.

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 activities. When necessary, adults should accompany underage participants (pupils, VET learners, young people) in mobility activities. Accompanying adults should ensure sufficient quality of the learning component of the mobility as well as the protection and safety of underage participants.

In addition, all pupils, students, trainees, apprentices, adult learners, young people and staff involved in mobility activities 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 the age of 18, participating organisations are required to obtain the prior authorisation for 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 learn 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 mobility activity participants. 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 an Erasmus+ project granted by a National Agency 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, notably through an intensification of international mobility and cooperation with third countries and to strengthen 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 (including European Digital Credentials for Learning), Youthpass, the European Qualifications Framework (EQF), the European Skills, Competences, Qualifications and Occupations classification (ESCO), 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 all sectors of 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 training and growing use of digital learning and digital credentialing, as well as support the creation of flexible learning pathways in line with learners' needs and objectives. The tools should also enhance comparability and portability of skills, competences and qualifications across borders, allowing learners and workers to move freely for learning or working.

A number of long-standing policy documents guide the implementation and further development of these tools, including the Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning, the Decision (EU) 2018/646 of the European Parliament and of the Council of 18 April 2018 on a common framework for the provision of better services for skills and qualifications (Europass) and the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning. In addition to these horizontal policy documents, thematic strategies such as the Youthpass Strategy[15] and the European Training Strategy (ETS)[16] in the field of youth aim at offering further support to developments in these areas.

**COMMUNICATING PROJECTS AND THEIR RESULTS TO MAXIMISE IMPACT**

Communicating projects and their results is crucial to ensure impact on different levels. Depending on the action, applicants for funding under Erasmus+ are required to plan their communication activities aimed at sharing 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. 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 of Erasmus+ funding must follow the communication guidelines for project beneficiaries[17] prepared by the European Commission, and monitor and evaluate the success of their communication activities, both qualitatively and quantitatively.

As indicated in the communication guidelines, beneficiaries must clearly acknowledge the European Union's support in all communication and dissemination activities and products, such as events, websites, visual material, and publications. In particular, they must ensure that the European Union emblem is included in all communication materials and that it respects the provisions laid out in the grant agreement or grant decision[18]. The beneficiary's grant may be reduced if such provisions are not respected.

Beneficiaries shall design a communication strategy and a communication plan by taking into consideration the following factors.

- **The communication objectives: A**pplicants should identify what they would like to achieve with specific communication activities, i.e., to raise awareness, promote societal values, develop new partnerships for the future or influence policies and practices.
- **The audience or target group**: Applicants need to define the people they would like to reach out to and that could make use of project results. The audience or target group should be defined as specifically as possible. It can be the general public, specific 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 a good practice guide, a practical tool or product, research report of study, what knowledge and skills were gained and so on. Results should also be shared or promoted via the

[15] Youthpass Strategy: https://www.youthpass.eu/en/about-youthpass/youthpass-strategy/

[16] European Training Strategy (ETS): https://www.salto-youth.net/rc/training-and-cooperation/trainingstrategy/

[17] How to communicate your project: https://op.europa.eu/en/publication-detail/-/publication/429c34ff-7231-11ec-9136-01aa75ed71a1/language-en/format-PDF/source-248841143

[18] Guidance on how to use the European Commission visual identity, including the European Union emblem, can be found at https://ec.europa.eu/info/resources-partners/european-commission-visual-identity_en#documents and https://commission.europa.eu/system/files/2021-05/eu-emblem-rules_en.pdf

Erasmus+ Project Result Platform (https://ec.europa.eu/programmes/erasmus-plus/projects_en).

- **The timing: A**pplicants need to effectively plan when different activities take place (linking it to work plan/ milestones), agree on realistic targets 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 in monitoring progress (and allowing adjustments if needed) during the implementation of the communication and dissemination activities as well as evaluating the degree of success in achieving their objectives. KPIs should be consistent with the corporate Communication Network Indicators[19].

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

Erasmus+ promotes open access to project outputs to support learning, teaching, training, and youth work. In particular, Erasmus+ beneficiaries are obliged 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 to 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 and on a suitable and openly accessible platform. While Erasmus+ encourages beneficiaries to apply the most open licenses[20], 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, provided that this is appropriate to the nature of the project and to the type of material in question, and that 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 outputs through open access pathways, i.e., in ways which are free of cost or other access restrictions for users. Beneficiaries are also encouraged to apply open licenses to research outputs. Whenever possible, data collected through projects should be published as 'open data', i.e., with an open license, in a suitable format and on a suitable open data platform.

[19] Communication Network Indicators and the supporting guide can be found here: https://commission.europa.eu/system/files/2023-02/2022%20EC%20Comm%20indicators.pdf

[20] 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.

**WHAT IS THE STRUCTURE OF THE ERASMUS+ PROGRAMME?**

In order to achieve its objectives, the Erasmus+ Programme foresees the implementation of the following Key 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, adult learners, trainees and young people, as well as for professors, teachers, trainers, educators, youth workers, sport staff, 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.
- **Mobility of staff in the field of sport:** Staff of sport organisations, primarily in grassroots sports, are provided the opportunity to improve their competences and qualifications and acquire new skills through learning mobilities and spending a period of time abroad, thus contributing to the capacity-building and development of sport organisations. This action supports the professional development of coaches and other staff (both paid staff and volunteers) in grassroots sport. Staff in non-grassroots sport, including those engaged in dual sport and non-sport careers, can also enhance the learning impact and knowledge transfer for grassroots sport staff and organisations. Learning mobility opportunities for staff in non-grassroots sport may be supported where the participation of such staff can benefit grassroots sport.
- **DiscoverEU:** The action offers 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 young 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 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**: This action gives the opportunity to organise 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 to widen access to the programme for 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, 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 alliances 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 of Vocational Excellence (CoVE):** This action 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. It provides opportunities for the initial training of young people as well as the continuing up-skilling and re-skilling of adults through a flexible and timely offer of training that meets the needs of a dynamic labour market, including 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. The 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 aims 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: T**his 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 **European School Education Platform** (including **eTwinning)**, the **Electronic Platform for Adult Learning in Europe (EPALE)**, 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 grassroots level and larger organisations and 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, 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 levels, with a view to facilitate reasoned policymaking. 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 support:

- **Jean Monnet Action in the field of Higher Education:** This action supports Higher Education Institutions inside and outside Europe in promoting teaching and research on European integration and promoting policy debate and exchanges involving the academic world and policymakers on Union policy priorities. The following sub-actions are supported: **Jean Monnet Modules:** short teaching programmes in one or more discipline 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[21] 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://commission.europa.eu/strategy-and-policy/eu-budget/how-it-works/annual-lifecycle_enFor information about the available budget by action, please consult the 2025 Erasmus+ Annual Work Programme:

[21] 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.

### THE EUROPEAN EDUCATION AND CULTURE EXECUTIVE AGENCY (EACEA)

At the 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. EACEA implements the programme in direct management. 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 EU Funding & Tenders 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 evaluation of the grant applications, the monitoring of projects, to the dissemination of the projects and Programme's 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.

### NATIONAL AGENCIES

Erasmus+ Programme is mainly implemented through 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[22] (for 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 are the link between the European Commission and participating organisations at local, regional, and national levels. Their tasks are to:

- provide prospective beneficiaries with 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;

[22] Erasmus+ - National Agencies: https://erasmus-plus.ec.europa.eu/contacts/national-agencies?facets__permanent%7Cfield_eac_topics=1964

- 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 policy development and qualitative implementation of the Erasmus+ Programme by:

- carrying out projects and activities outside of 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, such as Training and Cooperation Activities and Networking Activities;
- 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 to increase the impact of the Programme in their respective fields of action, in their country and in the European Union.

The supportive approach of the National Agencies aims to guide the potential applicants and beneficiaries of the Programme through all phases, from the first contact with the Programme and through the application process to the implementation of the project and the final evaluation. This approach is in line with the fairness and transparency principles of the selection procedures. It is based on the idea that, to guarantee equal opportunities to everybody, it is necessary to support the Programme's target groups through advising, counselling, monitoring, and coaching systems tailored to their needs.

The relevant call covering the actions managed by the Erasmus+ National Agencies is published on the Erasmus+ website[23] and publicised on the websites of the National Agencies.

[23] Erasmus+ document library: https://erasmus-plus.ec.europa.eu/resources-and-tools/documents-and-guidelines

## 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.

### 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 Erasmus+ 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.

Each SALTO Resource Centre can fully cover all fields of the Programme, or only some. Depending on their scope of action, the SALTO Resource Centres can have either a thematic or regional focus (Eastern Partnership Countries and Russia, Southern Mediterranean, Western Balkans), or a support focus (European Solidarity Corps, Training and Cooperation Activities). The regional SALTOs, for example, only cover actions in the field of Youth.

Moreover, the SALTO Resource Centres offer a series of online tools and databases through the SALTO Websites, such as an overview of European training activities for youth workers in the European Training Calendar; tools and methods for educational activities; online learning opportunities; a database of trainers and resource persons in the field of youth work; and the possibility to look for partner organisations. The tasks of the SALTO Resources Centres include monitoring and presenting programme achievements, experiences and lessons learnt in their specific areas.

### SALTO RESOURCE CENTRES SUPPORTING ERASMUS+ TRANSVERSAL PRIORITIES

In line with the transversal priorities of Erasmus+, four SALTO Resource centres support these priorities:

#### SALTO INCLUSION AND DIVERSITY

Two SALTO Resource Centres work together to support the priority on Inclusion and Diversity across all programme fields: one in the field of education and training, and one in the field of youth.

The mission of these SALTO Resource Centres is to improve the quality and impact of Erasmus+ projects with a view to making the programme more inclusive and diverse.

More specifically, these SALTOs also act as evidence-based knowledge hubs and impartial brokers based on their expertise and experience with programme management in the field of inclusion and diversity. This means continuously building and channelling the knowledge and lessons learned from programme implementation in this thematic area into the contexts of programme development in cooperation with the NA network and the Commission through appropriate platforms. Moreover, these SALTOs support the National Agencies to implement the programme in a way that puts into practice the relevant policy decisions (e.g., Council conclusions/resolutions), results of mutual learning activities, and decisions on the inclusion and diversity priority.

Key responsibilities on **SALTOs for Inclusion and Diversity** are:

- Raising the quality and impact of projects and activities of Erasmus+, focusing on the inclusion and diversity priority;
- Helping to optimise the implementation, monitoring and follow-up of the inclusion and diversity priority in education,training and youth as defined in the Erasmus+ programme;

- Playing a key role in guiding the National Agencies on analysis and impact evaluation of projects focusing on the inclusion and diversity priority in education,training and youth.

**SALTO ON GREEN TRANSITION AND SUSTAINABLE DEVELOPMENT**

The **SALTO Resource Centre on green transition and sustainable development** covers all fields of the Erasmus+ Programme and contributes to tackling the challenges of climate change through our programmes, addressing climate and environmental-related topics throughout the actions.

This SALTO is supporting the implementation of the priority on environmental protection, sustainability, and fight against climate change in the new Programmes in line with the European Green Deal and the Climate Pact, supporting the actions of the European Education Area in terms of education for climate and sustainability, and contributing directly to the achievement of one of the 11 European Youth Goals (Sustainable Green Europe) included in the EU Youth Strategy. Key responsibilities of **SALTO on green transition and sustainable development** are:

- Raising the quality and impact of projects and activities of Erasmus+, focusing on sustainability and fight against climate change;
- Helping to optimise the implementation, monitoring and follow-up of the priority on environmental protection, sustainability and fight against climate change, as defined in the Erasmus+ and European Solidarity Corps programmes;
- Playing a key role in guiding the National Agencies on analysis and impact evaluation of projects focusing on the environmental protection, sustainability, and fight against climate change priority of the programmes.

**SALTO DIGITAL**

The SALTO Digital Resource Centre covers all fields of the Erasmus+ Programme and, in line with the Digital Education Action Plan, the two Council Recommendations on a) the key enabling factors for successful digital education and training, and b) improving the provision of digital skills in education and training, and key policy documents for youth, supports the implementation of the digital horizontal priority in the Erasmus+ and European Solidarity Corps Programmes, with the goal to continuously raise the quality and inclusion of digital education and training and digital aspects in the field of youth. SALTO Digital Resource Centre acts as an evidence-based knowledge hub in the field of digital education, training and youth, and channels knowledge in the area of its mandate into programme as well as policy development. Key responsibilities on SALTO Digital are:

- Raising the quality and impact of projects and activities of our programmes, focusing on the digital priorities;
- Helping to optimise the implementation, monitoring and follow-up of digital education, training, and youth priorities as defined in the Erasmus+ and European Solidarity Corps programmes;
- Playing a key role in guiding the National Agencies in successful implementation of the digital priorities as well as analysis and impact evaluation of projects focusing on the digital priorities of the programmes, which feeds into policy development and stakeholder fora and in particular the European Digital Education Hub.

**SALTO PARTICIPATION AND INFORMATION**

The SALTO Participation and Information Resource Centre covers all fields of the Erasmus+ Programme and sets up strategic and innovative actions to encourage active participation in democratic life, including through:

- Developing guidance for applicants and beneficiaries, in particular to foster involvement in democratic decision-making and civic and social life through volunteering or taking up a role in community organisations;

- Providing guidance to and support for all National Agencies on state-of-the art strategies for reaching out to a higher number of individuals, increasing quality and impact of information activities as well as their inclusiveness and the sustainability and transferability of project results. In addition to these SALTOs, two field specific SALTO Resource Centres contribute to developing the capacities of the National Agencies and beneficiary organisations to work with Erasmus+, facilitating transnational cooperation, networking and mutual learning among National Agencies and different stakeholders, mainly through Training and Cooperation Activities (TCAs).

TCAs are organized by Erasmus+ National Agencies with the purpose of bringing added value and increasing the overall quality of the Erasmus+ programme. TCAs can be workshops, seminars and other types of events or activities (such as research) that focus on sharing good practices, lessons learnt and provide networking opportunities amongst Erasmus+ stakeholders. In particular, contact making seminars are an efficient way to find partners for newcomers. TCA participants can be the representatives of those institutions which are already participating in the Erasmus+ Program or planning to apply for a grant in the Programme.

**SALTO TRAINING AND COOPERATION FOR EDUCATION AND TRAINING**

- Offers a platform to support European Training and Cooperation Activities (TCAs);
- Enables stakeholders to, inter alia, develop their organizations' capacities to fully seize Erasmus+ opportunities;
- Shares best practices across European countries, find partners, or increase their projects' impact at the European level.

More information is available at: www.salto-et.net.

**SALTO TRAINING AND COOPERATION IN THE FIELD OF YOUTH**

The SALTO Training and Cooperation Resource Centre focuses on developing strategic and innovative actions to ensure the overall quality approach to training strategies and activities in the youth field, and the recognition of non-formal and informal learning in youth work throughout Europe, including through:

- Developing and implementing processes, activities, and tools within the Youthpass Strategy to support and promote the recognition and validation of non-formal and informal learning activities and of youth work;
- Developing and implementing processes, activities, and tools within the European Training Strategy in the field of youth, to support capacity building and quality development of European youth work;
- Enhancing the quality of youth projects through training courses, tools and practical publications and guidance;
- Providing support to National Agencies staff through the Knowledge Management and Staff Training.

**REGIONAL SALTO RESOURCE CENTRES IN THE FIELD OF YOUTH**

The three regional SALTOs: SALTO **SOUTH EAST EUROPE**, SALTO **EASTERN EUROPE** and **CAUCASUS** and SALTO **EUROMED** fosters strategic and innovative cooperation between stakeholders from EU Member States and third countries associated to the Programme and third countries not associated to the Programme in Erasmus+ and the European Solidarity Corps, aiming to:

- Further raise the quantity, quality and impact of projects and partnerships;
- Support youth work and youth policy development in third countries not associated to the Programme in the Western Balkans, Eastern Partnership and Russia and in the South-Mediterranean, respectively.

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

## INFORMATION OFFICES

### National Erasmus+ Offices

In certain third countries not associated to the Programme (Western Balkans, Neighbourhood East, South-Mediterranean countries, 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.

### Erasmus+ National Focal Points

In certain third countries not associated to the Programme (Americas, Sub-Saharan Africa, Middle East, Asia and Pacific) the network of National Focal Points (NFPs) supports 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 is available at 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, please go to: www.youth.europa.eu. For more information on Eurodesk, please go to www.eurodesk.eu.

**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 create partner requests for project ideas.

More information is available at www.salto-et.net or www.salto-youth.net/tools/otlas-partner-finding.

**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.

Project information and results displayed on the platform must be fully compliant with personal data rules and regulations applicable. This is primarily the responsibility of project beneficiaries under the oversight of project officers in the Agencies.

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 at www.ec.europa.eu/programmes/erasmus-plus/projects.

**European School Education Platform (ESEP) and eTwinning**

The **European School Education Platform** is the meeting point for all stakeholders in the school education sector – school staff, researchers, policymakers, and other professionals – spanning every level, from early childhood education and care to primary and secondary school, including initial vocational education and training.

The platform is also home to **eTwinning,** a community of teachers and school staff hosting a secure space accessible only to staff vetted by National Support Organisations (NSO). Participants can take part 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).

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 use of eTwinning, 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 European School Education Platform and the organisation of teacher professional development activities at European level.

You can access the European School Education Platform and eTwinning at www.school-education.ec.europa.eu.

**Electronic Platform for Adult Learning (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 policymakers, 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 www.epale.ec.europa.eu.

**Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies (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 ('SELFIE for Teachers') available in all official EU languages allows 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 October 2021, the new SELFIE tool for work-based learning (WBL) was launched in all official EU-languages. It helps 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 work-based learning 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. Further work on SELFIE for work-based learning will focus on exploring how the tool can support policy monitoring and development at country and EU level. In addition, the impact of SELFIE for WBL on companies should also be further analysed to explore further involvement of companies or to develop further the tool to cover different aspects according to companies' needs.

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 at www.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 the following eight dimensions:

- Leadership and Governance
- Organisational Capacity: People, Resources, Incentives and Rewards
- Entrepreneurial Teaching and Learning
- Preparing and Supporting Entrepreneurs
- Digital Transformation and Capability
- Entrepreneurial Ecosystem and Networks
- The Internationalised Institution
- Impact of the Entrepreneurial HEI

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. An enhanced version of the website was launched in June 2023: it includes updated statements (on which the self-assessment is based) and recommendations for follow-up actions in the form of "action cards".

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

HEInnovate can be accessed at www.heinnovate.eu.

**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 at www.youth.europa.eu.

**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 www.erasmus-plus.ec.europa.eu/european-student-card-initiative/erasmus-app.

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 digital learning agreements and digital inter-institutional agreements. Higher education institutions that are looking for information on how to connect to and use the Erasmus Without Paper Network can access information, guidelines and tutorials by visiting the Erasmus Without Papers Page on the European Student Card Initiative portal at www.erasmus-plus.ec.europa.eu/european-student-card-initiative/ewp.

**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 education 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, as well as Albania, Bosnia and Herzegovina and Montenegro.

More information is available at www.eurydice.eacea.ec.europa.eu.

**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 about 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 to produce country specific information, comparable country descriptions and indicators which contribute towards a better mutual understanding of youth systems and policies in Europe.

More information is available at www.national-policies.eacea.ec.europa.eu/youthwiki.

**Network of Higher Education Reform Experts (HEREs)**

In third countries not associated to the Programme served by National Erasmus+ Offices, 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, vocational excellence 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[24].

The EQAVET NRPs aim to:

- Take concrete initiatives to implement and further develop the EQAVET Framework;
- Inform and mobilise a wide range of stakeholders to contribute to implementing the EQAVET Framework;
- Support self-evaluation as a complementary and effective means of quality assurance;
- Provide an updated description of the national/regional quality assurance arrangements based on the EQAVET Framework;
- 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 a single or several grant agreements:

**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 platform.

More information is available at www.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:

- 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.

More information is available at www.europa.eu/europass.

**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 platform).

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

More information is available at www.euroguidance.eu.

**WHO CAN PARTICIPATE IN THE ERASMUS+ PROGRAMME?**

Individuals constitute the main target population of Erasmus+. The Programme reaches these individuals through organisations, institutions, bodies, or groups that organise activities it supports. The conditions of access to the Programme therefore relate to these two actors: the "participants" (individuals taking part in Erasmus+ project activities and who may

receive part of the EU grant intended to cover their costs of participation) and the "participating organisations"[25] (including informal groups of young people involved in an Erasmus+ project, as either applicants or partners and self-employed persons). 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, youth, and sport, 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[26], 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.

**PARTICIPATING ORGANISATIONS**

Erasmus+ projects are submitted and implemented 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 implementation of their project.

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, youth, and sport.

[25] Natural persons are not eligible to 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 (except for the European Commission Joint Research Centre) cannot be part of an applicant consortium.

[26] 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.

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 participate fully in all actions of the Erasmus+ Programme. In addition, in accordance with article 19 of the Erasmus+ Regulation, the following third countries are associated to the programme:

- 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 Türkiye, 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 20 of the Regulation, legal entities from 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)**[27] | | | |
|---|---|---|---|
| Belgium | Greece | Lithuania | Portugal |
| Bulgaria | Spain | Luxembourg | Romania |
| Czechia | France | Hungary | Slovenia |
| Denmark | Croatia | Malta | Slovakia |
| Germany | Italy | Netherlands | Finland |
| Estonia | Cyprus | Austria | Sweden |
| Ireland | Latvia | Poland | |

[27] 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 an '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 www.ec.europa.eu/international-partnerships/where-we-work/overseas-countries-and-territories_en.

| Third countries associated to the Programme[28] | | |
|---|---|---|
| North Macedonia | Iceland | Norway |
| Serbia | Liechtenstein | Türkiye |

**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. Some of these countries are recipients of official development assistance[29]. Please consult Part B of this Guide for eligible countries for each specific action.

| | |
|---|---|
| **Western Balkans (Region 1)** | Albania, Bosnia and Herzegovina, Kosovo[30], Montenegro |
| **Neighbourhood East (Region 2)** | Armenia, Azerbaijan, Belarus[31], Georgia, Moldova, territory of Ukraine as recognised by international law |
| **South-Mediterranean countries (Region 3)** | Algeria, Egypt, Israel[32], Jordan, Lebanon, Libya, Morocco, Palestine[33], Syria[34], Tunisia |
| **Russian Federation (Region 4)** | territory of Russia as recognised by international law |
| **Region 5 Asia** | a) Bangladesh, Bhutan, Cambodia, China, DPR Korea, India, Indonesia, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand, Vietnam |

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

[29] The list of least developed countries can be found at https://www.oecd.org/content/dam/oecd/en/topics/policy-sub-issues/oda-eligibility-and-conditions/DAC-List-of-ODA-Recipients-for-reporting-2024-25-flows.pdf

[30] 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.

[31] In line with the Council Conclusions of 12 October 2020 and in light of Belarus's involvement in the Russian military aggression against Ukraine, recognised in the European Council Conclusions of February 2022, the EU has stopped engaging with representatives of Belarus public bodies and state-owned enterprises. Should there be a change of the context this may be reconsidered. In the meantime, the EU continues to engage with and, where possible, has stepped up support to non-state, local and regional actors, including within the framework of this programme as appropriate.

[32] 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.

[33] 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.

[34] In line with the April 2018 Council Conclusions on Syria, Syrian public establishments are not eligible for funding under Erasmus+.

| | |
|---|---|
| | b) High income countries and territories[35]: Brunei, Hong Kong, Japan, Republic of Korea, Macao, Singapore, Taiwan |
| **Region 6**<br>**Central Asia** | Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan |
| **Region 7**<br>**Middle East** | a) Iran, Iraq, Yemen<br>b) High income countries: Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates |
| **Region 8**<br>**Pacific** | a) Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste, Tonga, Tuvalu, Vanuatu<br>b) High income countries: Australia, New Zealand |
| **Region 9 Sub-Saharan Africa[36]** | 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**<br>**Latin America** | Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela |
| **Region 11**<br>**Caribbean** | Antigua & Barbuda, Bahamas, Barbados, Belize, Cuba, Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, St Kitts and Nevis, St Lucia, St Vincent & Grenadines, Suriname, Trinidad & Tobago |
| **Region 12**<br>**US and Canada** | United States of America, Canada |
| **Region 13** | Andorra, Monaco, San Marino, Vatican City State |
| **Region 14** | Faroe Islands, Switzerland, United Kingdom |

Funding will be allocated to organisations in the countries within their territories as recognised by international law. Funding 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 Article 2 of the Treaty of the European Union.

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 countries not associated to the Programme hosting the activity. It is a responsibility of

[35] This includes countries and territories according to OECD's High Income country list and is without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city, or area.
[36] The following are migration priority third countries not associated to the Programme: Burkina Faso, Cameroon, Chad, Côte d'Ivoire, Djibouti, Eritrea, Ethiopia, The Gambia, Ghana, Guinea, Mali, Mauritania, Niger, Nigeria, Senegal, Somalia, South Sudan and Sudan.

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

This part of the Erasmus+ Programme Guide contains the following information for all the Actions and activities covered by the Programme:

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

Before applying, applicants are advised to read the entire section concerning the Action under which they wish to apply carefully, as well as familiarise themselves with 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: Learning mobility of individuals

- Mobility projects for learners and staff in higher education, vocational education and training (VET), school education, adult education and youth
- Erasmus accreditations in the fields of higher education, VET, school education and adult education and in the field of youth
- Youth participation activities
- DiscoverEU Inclusion Action
- Mobility of staff in the field of sport
- Virtual exchanges in higher education and youth.

Key Action 2: Cooperation amongst organisations and institutions

- Partnerships for Cooperation, comprising:
    - Cooperation Partnerships
    - Small-scale Partnerships.
- Partnerships for Excellence, including:
    - Centres of Vocational Excellence
    - Erasmus+ Teacher Academies
    - Erasmus Mundus Action.
- Partnerships for Innovation:
    - Alliances for Innovation
- Capacity Building in the fields of higher education, vocational education and training, youth and sport

- Not-for-profit European sport events.

Key Action 3: Support to policy development and cooperation

- European Youth Together.

Jean Monnet Actions

- Jean Monnet actions 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 consult the Erasmus+ Annual Work Programme and visit the websites of the Commission[37] and the Executive Agency[38].

[37] European Commission – Erasmus+: https://erasmus-plus.ec.europa.eu/

[38] European Education and Culture Executive Agency: https://www.eacea.ec.europa.eu/index_en

**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, stimulating policy reforms and attracting new resources for mobility opportunities in Europe and beyond.

In this regard, the Programme will continue in 2025 to be mobilised to mitigate the socio-economic and educational consequences of the Russian invasion of Ukraine by supporting mobility projects that facilitate the integration of people fleeing the war in Ukraine.

**WHAT IS A MOBILITY PROJECT?**

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

- **planning** (including defining the learning outcomes, activity formats, development of a work programme, and 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 evaluation of the activities, validation and formal recognition (where applicable) of the participant learning outcomes, 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 reinforced linguistic support grant for participants in long term mobility in VET, adult education 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 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 are 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.).

The 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. Consequently, under Erasmus+, the applicants 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 the 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 have simplified access to grants during the period of implementation of their accreditation while enabling them to 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 projects for higher education students and staff
- Mobility projects for VET learners and staff
- Mobility projects for school pupils and staff
- Mobility projects 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.

In the field of Sport:

- Mobility of staff in the field of sport.

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

**MOBILITY PROJECTS FOR HIGHER EDUCATION STUDENTS AND STAFF**

This higher education mobility action supports physical and blended mobility of higher education students in any study field 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 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?**

The applicant organisation must be established in an EU Member State or third country associated to the Erasmus+ programme and have a higher education accreditation. It may either apply as an individual higher education institution, requiring an Erasmus Charter for Higher Education (ECHE), or on behalf of a mobility consortium, requiring a consortium accreditation.

**Individual organisation accreditation – the Erasmus Charter for Higher Education**

Higher education institutions (HEIs) must have been awarded the Erasmus Charter for Higher Education (ECHE)[39] 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. Mobile participants can use the Erasmus+ Online Language Support (OLS) to improve their foreign language competences before and/or during mobility.

Among other ECHE principles, the participating HEI must 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 must ensure that it automatically and fully recognises the outcomes from the learning period abroad.

The ECHE is complemented by the ECHE guidelines,[40] 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[41] 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, [42] they must 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 must 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 also apply for funding of a higher education mobility project. Such a group is called a mobility consortium. The mobility consortium needs to have an Erasmus accreditation for higher education mobility consortia.

The coordinator of the mobility consortium applies on behalf of a mobility consortium for the Erasmus accreditation for higher education mobility consortia and for an Erasmus+ grant. 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

39 Erasmus Charter for Higher Education: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/higher-education-charter_en

40 Erasmus Charter for Higher Education 2021-2027 Guidelines: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-charter-higher-education-2021-2027-guidelines_en

41 Self-assessment for the Erasmus Charter for Higher Education: https://ec.europa.eu/programmes/erasmus-plus/eche/start_en

42 With the exception of higher education institutions from Western Balkans, third countries not associated to the Programme, for the purpose of the Call for Proposals on the European Universities initiative, to which they are eligible.

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 criteria must be met:

ELIGIBILITY CRITERIA

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| **Eligible participating organisations** | A mobility consortium in higher education can be composed of the following participating organisations:<br>▪ higher education institutions holding an Erasmus Charter for Higher Education;<br>▪ any public or private organisation active in the labour market or in the fields of education, training and youth.<br>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.<br>All member organisations of the mobility consortium must be identified at the time of applying for the consortium accreditation. |
| **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 HEIs. |
| **Duration of the consortium accreditation** | The whole programming period.<br>After the award of the accreditation, substantial changes to the composition of the mobility consortium require a new application for accreditation. |
| **Where to apply?** | To the National Agency of the country in which the applicant organisation is established. |
| **When to apply?** | Applicants must submit their accreditation application by **19 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

Submitted applications will be assessed by assigning points out of a total of 100, based on the below criteria and scores. 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 four award criteria below.

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| **Relevance of the consortium** | ▪ The relevance of the proposal to: |

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| **(maximum score 30 points)** | - the objectives of the action;<br>- the needs and objectives of the organisations participating in the consortium and of the individual participants.<br><br>▪ The extent to which the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br><br>▪ The extent to which the proposal is suitable for:<br><br>- producing high-quality learning outcomes for participants;<br>- reinforcing the capacities and international scope of the organisations participating in the consortium;<br>- 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:<br><br>- 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;<br>- the consortium coordinator has previous experience in managing a consortium or a similar project type;<br>- the distribution of roles, responsibilities and tasks/resources is well defined and demonstrates the commitment and active contribution of all participating organisations;<br>- tasks/resources are pooled and shared;<br>- the responsibilities are clear for contractual and financial management issues;<br>- 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);<br>▪ The quality of the practical arrangements, management and support modalities (e.g. finding receiving organisations, matchmaking, information, linguistic and intercultural support, monitoring);<br>▪ The quality of cooperation, coordination and communication between the participating organisations, as well as with other relevant stakeholders;<br>▪ 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; |

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| | ▪ 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;<br>▪ The potential impact of the project:<br>▪ on participants and participating organisations during and after the project lifetime;<br>▪ outside the organisations and individuals directly participating in the project, at institutional, local, regional, national and/or international levels.<br>▪ 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. |

**SETTING UP A PROJECT**

The applicant organisation applies for the mobility project grant, signs, and implements the grant agreement and does the reporting.

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. These responsibilities also include grant payments (for those participants 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. These responsibilities also include grant payments (to those participants 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 signed between the beneficiary and the participant. 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' must be in place between the sending and the receiving institutions before the exchanges can start.

***Horizontal dimensions***

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

**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, HEIs 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, HEIs 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, HEIs 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). HEIs should also raise awareness amongst all participants about various measures they can take while abroad to reduce the carbon and environmental footprints of their mobility activities and monitor progress towards achieving more sustainable student and staff mobility activities.

#### DIGITALISATION AND DIGITAL EDUCATION AND SKILLS IN HIGHER EDUCATION MOBILITY

In line with the principles of the ECHE, HEIs should implement digital management of student mobility in line with the technical standards of the European Student Card Initiative[43]. This means that HEIs participating in the programme must connect to the Erasmus Without Paper Network in order to exchange mobility data and manage digital learning agreements and digital inter-institutional agreements as soon as these features become operational. HEIs 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. HEIs 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[44]. Teaching and administrative staff can also benefit from digital skills training to acquire relevant digital skills for making use of digital technologies in courses and for digitalising administration[45].

#### PARTICIPATION AND CIVIC ENGAGEMENT

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

[43] European Student Card Initiative: https://erasmus-plus.ec.europa.eu/european-student-card-initiative

[44] Any student traineeship will be considered 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.

[45] Any staff mobility for training will be considered "digital skills training" when one or more of the following activities are practiced by the staff member: job shadowing/participation in training courses on European Student Card Initiative (ESCI) tools, digital education tools/software, programming, and specialised IT software and systems for the HEI administration.

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, as well as fostering practices of co-creation and co-design of learning activities. Participation in mobilities 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.

***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 must be compatible with the student's degree-related learning and personal development needs.

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. In terms of workload, in countries belonging to the European Higher Education Area (EHEA) an academic year of full-time study is normally made up of educational components totalling 60 ECTS credits (or equivalent units in countries outside the EHEA). It is recommended that for mobility periods shorter than a full academic year, the educational components included in the learning agreement are to be adjusted proportionally.
- **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. In terms of workload, in principle the participants must work full time, based on their receiving organisation's working time.

In the case of **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')[46] can undertake short-term or long-term physical study or traineeship mobility periods abroad. Adding a virtual component to the physical mobility is encouraged.

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.

[46] 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.

**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 must 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:

- 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 HEI to take part in a training activity abroad that is relevant to their day-to-day work at the HEI. 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 HEIs 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 and/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 any HEI, including local students and local staff. 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 with the exception of Belarus and Russia, and is funded by EU internal policy funds.[47]

Another strand supports mobility to and from third countries not associated to the Programme, with the exception of mobility to Belarus and Russia and staff mobility from Belarus and Russia. This strand is funded by EU external action instruments.[48]

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 project grant for outgoing mobility to non-associated countries all over the world. 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 ELIGIBILITY CRITERIA FOR A MOBILITY PROJECT?**

The eligibility criteria determine the conditions for participating in this call for proposals. The following section indicates as well the eligible activities that can be funded, the duration of a project, where and when to apply to a mobility project.

**ELIGIBILITY CRITERIA OF MOBILITY PROJECTS**

In order to be eligible for an Erasmus+ grant an applicant must comply with the following criteria:

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| **Eligible activities** | Higher education institutions (HEIs) may implement one or more of the following eligible activities:<br>▪ Student mobility for studies<br>▪ Student mobility for traineeships<br>▪ Staff mobility for teaching<br>▪ Staff mobility for training<br>▪ Blended intensive programmes (not for mobility projects supported by external policy funds).<br><br>Eligible mobility activity flows:<br>▪ 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 Regions 1 to 3 and 5 to 14). |

[47] EU budget heading 2 - Cohesion, resilience and values.

[48] EU budget heading 6 – Neighbourhood and the world

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| | ▪ 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 Regions 13 and 14.<br><br>**Nota Bene:** Student and staff mobilities to Belarus and Russia and staff mobilities from Belarus and Russia are not eligible. |
| **Who can apply?** | Organisations with the following accreditation may apply for a grant:<br><br>▪ 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).<br>▪ 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 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.<br><br>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:<br><br>▪ any EU Member State or third country associated to the Programme<br>▪ 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 in the case of an application as an individual HEI or, in the case of an application by a mobility consortium, the applicant and the mobility consortium members.<br><br>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.<br><br>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. |

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| **Duration of the project** | Mobility projects supported by internal policy funds: 26 months<br><br>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 must submit their grant application by **19 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 minimum requirements** | A HEI may apply for grants to its National Agency via two different channels:<br><br>• directly as an individual HEI<br>• via a mobility consortium of which it is a coordinator/member.<br><br>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.<br><br>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.<br><br>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. |

In addition to the eligibility criteria indicated above, applicants will be assessed against the eligibility criteria indicated in the following sections and also against the **exclusion, selection and award criteria**. For more information on exclusion criteria please consult Part C of this Guide.

**ELIGIBILITY CRITERIA FOR STUDENT MOBILITY**

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| **Eligible activities** | Please see eligible activities under Eligibility of Mobility Projects. |
| **Eligible participating organisations** | ▪ **Student mobility for studies:**<br><br>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 countries 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. |

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| | ▪ **Student mobility for traineeships**:<br><br>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.<br><br>In case of student mobility for traineeships the receiving organisation can be[49]:<br><br>○ 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:<br><br>– a public or private, a small, medium or large enterprise (including social enterprises);<br>– a public body at local, regional or national level;<br>– embassies or consular offices of the sending EU Member State or third country associated to the Programme;<br>– a social partner or other representative of working life, including chambers of commerce, craft/professional associations and trade unions;<br>– a research institute;<br>– a foundation;<br>– a school/institute/educational centre (at any level, from pre-school to upper secondary education, and including vocational education and adult education);<br><br>○ a non-profit organisation, association, NGO;<br>○ a body providing career guidance, professional counselling and information services;<br>○ 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. |
| **Duration of the activity** | **Student mobility for studies**: from 2 months (or one academic term or trimester) to 12 months of physical mobility, excluding travel time.<br><br>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.<br><br>**Student mobility for traineeships:** from 2 to 12 months of physical mobility, excluding travel time.<br><br>Any student, in particular those who are not able to participate in a long-term physical mobility for studies or for traineeships, for example, due to their study field or because they have fewer opportunities for participation, may combine a shorter physical mobility with a virtual component (blended short-term mobility). In addition, any student may participate in blended |

[49] 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).

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| | intensive programmes. In these cases, physical mobility must last between 5 days and 30 days (excluding travel time) 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.<br><br>**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), excluding travel time.<br><br>**Total eligible duration per study cycle:**<br><br>The same student may participate in mobility periods totalling up to 12 months[50] of physical mobility maximum per each cycle of study[51], independently of the number and type of mobility activities:<br><br>▪ during the first study cycle (Bachelor or equivalent) including the short cycle (EQF levels 5 and 6);<br>▪ during the second study cycle (Master or equivalent - EQF level 7); and<br>▪ during the third cycle as doctoral candidate (doctoral level or EQF level 8).<br><br>The duration of a traineeship by recent graduates counts towards the 12 months maximum of the cycle during which they apply for the traineeship.<br><br>The physical mobility period may be interrupted. The interruption period does not count towards the duration of the mobility activity.<br><br>For traineeships, an enterprise/organisation holiday is not considered as an interruption period. The grant is maintained during that holiday. The holiday period counts towards the minimum duration of a traineeship period. |
| **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 their accommodation during their studies[52]. |
| **Eligible participants** | Students registered in a HEI and enrolled in studies leading to a recognised degree, including double/joint degrees[53], 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.<br><br>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 |

[50] Prior experience under the Erasmus+ Programme and/or as Erasmus Mundus scholarship holders counts towards the 12 months per study cycle.

[51] In one-cycle study programmes, such as medicine, students can be mobile for up to 24 months.

[52] In the case of branch campuses that are legally dependent on the parent institution and not able to sign separate inter-institutional agreements, the country where the parent institution is located will be considered as the sending or receiving country for determining the individual support and the eligibility of the mobility flow. Beneficiaries must use the actual location of the branch(es) when calculating the distance band for travel support. Independent branches must participate in the programme separately from their parent institutions.

[53] Mobility between institutions involved in delivering a joint or double degree is eligible to be funded as long as there is no double funding. In the case of joint or double degrees, the institution sending the participant on mobility is the one funding the mobility supported by internal policy funds. In the case of international mobility, institutions involved in delivering a joint or double degree can use funding from mobility projects supported by internal and external policy funds, while respecting the eligibility of activities and flows in each strand.

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| | their HEI during their last year of study and must carry out and complete their traineeship abroad within one year of obtaining their graduation[54]. |
| **Other requirements** | 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.<br><br>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.<br><br>Following courses at a higher education institution cannot be considered as a traineeship.<br><br>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.<br><br>Regarding international mobility, see section on "International mobility involving third countries not associated to the Programme". |

**ELIGIBILITY CRITERIA FOR STAFF MOBILITY**

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| **Eligible activities** | Please see eligible activities under Eligibility of Mobility Projects. |
| | ▪ **Staff mobility for teaching:**<br><br>**The sending organisation must be:**<br><br>o a HEI from an EU Member State or third country associated to the Programme awarded with an ECHE, or<br>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<br>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:<br><br>– a public or private, a small, medium or large enterprise (including social enterprises);<br>– a public body at local, regional or national level;<br>– a social partner or other representative of working life, including chambers of commerce, craft/professional associations and trade unions;<br>– a research institute;<br>– a foundation; |

[54] 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.

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| **Eligible participating organisations** | – a school/institute/educational centre (at any level, from pre-school to upper secondary education, and including vocational education and adult education);<br>– a non-profit organisation, association, NGO;<br>– a body providing career guidance, professional counselling and information services.<br><br>**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.<br><br>▪ **Staff mobility for training:**<br><br>**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.<br><br>**The receiving organisation must be**:<br><br>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<br>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 mobility activity** | **Staff mobility for teaching and training:**<br><br>The duration of mobility among EU Member States and countries associated to the Programme must be from 2 to 60 days of physical mobility, excluding travel time. In the case of invited staff from enterprises, the minimum duration is 1 day of physical mobility.<br><br>In case of mobility involving third countries not associated to the Programme, the duration must be from 5 to 60 days, excluding travel time. The same applies for invited staff from enterprises.<br><br>In all cases, the minimum number of days must be consecutive.<br><br>The physical mobility period may be interrupted. The interruption period does not count towards the duration of the mobility activity.<br><br>A teaching activity has to comprise a minimum of 8 hours of teaching per week (or any other period of stay shorter than a week). 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:<br><br>• There is no minimum number of teaching hours for invited staff from enterprises. |

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| | • 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 other period of stay shorter than a week) is reduced to 4 hours.<br><br>Any staff may participate in blended intensive programmes. In the case of staff mobility for training to a blended intensive programme, physical mobility must last between 5 and 30 days (excluding travel time) and be combined with a compulsory virtual component facilitating collaborative online learning exchange and teamwork. For staff mobility for teaching to a blended intensive programme supported by internal policy funds, physical mobility must last between 2 and 30 days (excluding travel time), or minimum 1 day for invited staff from enterprises, and the virtual component is optional. |
| **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[55]. |
| **Eligible participants** | **Staff mobility for teaching:**<br><br>• 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.<br>• 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).<br><br>**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 requirements** | 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.<br><br>Teaching mobility can be in any study field.<br><br>Teaching mobility may include providing training for the development of the partner HEI.<br><br>The staff member, the sending and the receiving organisation must sign a mobility agreement.<br><br>Regarding international mobility, see "International mobility involving third countries not associated to the Programme". |

**ELIGIBILITY CRITERIA FOR BLENDED INTENSIVE PROGRAMMES**

[55] In the case of branch campuses that are legally dependent on the parent institution and not able to sign separate inter-institutional agreements, the country where the parent institution is located will be considered as the sending or receiving country for determining the individual support and the eligibility of the mobility flow. Beneficiaries must use the actual location of the branch(es) when calculating the distance band for travel support. Independent branches must participate in the programme separately from their parent institutions.

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| **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.<br><br>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.<br><br>The HEIs sending students and staff to participate as learners in blended intensive programmes must be HEIs 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.<br><br>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).<br><br>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.<br><br>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.<br><br>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** | The duration of the physical component of a blended intensive programme must be between 5 and 30 days for learners. No minimum duration is required for the virtual component but the combined virtual and physical components 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. |

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| **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).<br><br>**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.<br><br>**Teaching and training staff involved in the delivery of the programme:**<br><br>• 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.<br>▪ 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 requirements** | 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.<br><br>Blended intensive programmes have to award at least 3 ECTS credits for students.<br><br>To be eligible for organisational support, a blended intensive programme needs to involve a minimum of 10 Erasmus+ mobile learners supported by internal policy funds (not including teaching/training staff involved in the delivery of the programme). These 10 mobile learners must be undertaking their mobility specifically to attend the blended intensive programme through either one of the following Erasmus+ mobility activities: blended short-term student mobility for studies or blended staff mobility for training.<br><br>The individual support and, when applicable, travel support to participants for the physical activity is provided by the sending HEI (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.

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[56]. 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 the objectives of the EU external action, mobilities for short-, first- and second cycle students carried out with countries eligible for official development assistance (ODA)[57] in regions 2-11[58] are limited to

[56] Erasmus+ Multiannual Indicative Programme: www.international-partnerships.ec.europa.eu/document/download/ae1b61bc-1638-49bd-a2d6-2f9d5bbf609f_en

[57] The list of countries for which this requirement applies can be found in the DAC List of Countries receiving Official Development Assistance https://www.oecd.org/content/dam/oecd/en/topics/policy-sub-issues/oda-eligibility-and-conditions/DAC-List-of-ODA-Recipients-for-reporting-2024-25-flows.pdf. The DAC list is periodically updated, so that countries can move from one category to another or exit the list. Nevertheless, the ODA status of a country and the relative restrictions go on unchanged for the whole life cycle of the projects under the same call.

[58] The list of regions is described in Part A of this Guide.

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 has been awarded a mobility project supported by internal policy funds, the aforementioned non-eligible international outgoing mobility flows to these regions may be funded in a complementary way by this mobility project supported by internal policy funds.

Finally, higher education institutions can apply for 100% staff mobility or 100% student mobility or any combination thereof, provided this complies with any additional eligibility criteria for projects set by the National Agency (see next section).

**ADDITIONAL ELIGIBILITY CRITERIA FOR MOBILITY PROJECTS SUPPORTED BY EXTERNAL POLICY FUNDS SET BY NATIONAL AGENCIES**

Where the budget envelope for a particular partner region is limited, a National Agency may choose to add one or more eligibility criteria from the list below:

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

If a National Agency decides to use these additional eligibility criteria for the projects, this decision will be published in advance of the applications submission deadline, in particular on the National Agency's website.

**WHAT ARE THE AWARD CRITERIA FOR A MOBILITY PROJECT?**

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 based on the following award criteria:

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| **Project-level award criterion: Quality of the project design and cooperation arrangements (maximum 40 points)** | • The extent to which the applicant organisation describes with clarity the responsibilities, roles and tasks between partners.<br>• The extent to which the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, |

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| | freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br><br>• 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). |
| **Region-level award criterion: Relevance of the strategy (maximum 40 points)** | For each regional partnership:<br><br>• The extent to which the planned mobility project is relevant to the internationalisation strategy of the higher education institutions involved.<br>• The rationale for choosing staff and/ or student mobility.<br>• The rationale for targeting cooperation with higher education institutions/organisations in specific countries in the partner region. |
| **Region-level award criterion: Impact and dissemination (maximum 20 points)** | For each regional partnership:<br><br>• The potential impact of the project on participants, applicants, partner organisations, at local, regional and national levels<br>• The quality of measures aimed at disseminating the results of the 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 that of the partner institutions in the third countries not associated to the Programme. The question corresponding to the award criterion **Quality of the project design and cooperation arrangements** must be answered once for the whole project proposal, while the questions corresponding to the award criteria **Relevance of the strategy** and **Impact and dissemination** must be answered once for every region the applicant is planning to involve in the project.

The applicants should cluster their proposal in "regional partnerships", i.e., regrouping all activities involving countries of the same region. Each regional partnership will be scored separately. 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 total grant awarded to the project will be a sum of the grants awarded to the regional partnerships that have secured the minimum quality threshold, depending on a number of elements:

- the number of participants and the activity duration applied for;
- the budget allocated per country or region;
- the geographical balance within a given region.

Regardless of a regional partnerships's score above 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.

**FUNDING RULES**

**A) FUNDING RULES APPLICABLE TO ALL MOBILITY ACTIVITIES IN HIGHER EDUCATION**

<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 (excluding subsistence and travel for participants).<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the number of mobility participants.</td><td colspan="3">For mobility projects supported by internal policy funds:<br><br>Up to the 100th participant: 400 EUR per participant, and beyond the 100th participant: 230 EUR per additional participant<br><br>For mobility projects supported by external policy funds:<br><br>500 EUR per participant</td></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.<br><br>Below 500 KM, participants will, as a general rule, travel with low-emissions means of transport.<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the travel distance per participant / accompanying person. The applicant must indicate the distance between the place of origin and the venue of the activity[59] by using the distance calculator supported by the European Commission[60].<br><br>If necessary, individual support to cover subsistence costs is eligible for travel time before and after the activity, with a maximum of two travel days for participants/ accompanying persons not using low-emissions means of transport, and a maximum of six travel days using low-emissions means of transport.</td><td>Travel distance</td><td>Green travel</td><td>Non-Green travel</td></tr>
<tr><td>10 – 99 km</td><td>56 EUR</td><td>28 EUR</td></tr>
<tr><td>100 – 499 km</td><td>285 EUR</td><td>211 EUR</td></tr>
<tr><td>500 – 1999 km</td><td>417 EUR</td><td>309 EUR</td></tr>
<tr><td>2000 – 2999 km</td><td>535 EUR</td><td>395 EUR</td></tr>
<tr><td>3000 – 3999 km</td><td>785 EUR</td><td>580EUR</td></tr>
<tr><td>4000 – 7999 km</td><td>1188 EUR</td><td>1188 EUR</td></tr>
<tr><td>8000 km or more</td><td>1735 EUR</td><td>1735 EUR</td></tr>
<tr><td>Inclusion support</td><td>Inclusion support for organisations: Costs related to the organisation of mobility activities</td><td colspan="3">125 EUR per participant</td></tr>
</table>

[59] For example, if a person from Madrid (Spain) is taking part in an activity 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).

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

| | | |
|---|---|---|
| | for participants with fewer opportunities requiring additional support based on real costs.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the number of participants with fewer opportunities receiving additional support based on real costs through the inclusion support category. | |
| | **Inclusion support for participants:** Additional costs directly related to participants with fewer opportunities. In particular, these costs aim at covering the extra financial support required for participants with personal, 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)[61].<br><br>**Financing mechanism**: real costs.<br><br>**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.<br><br>In the case of a mobility project funded with internal policy funds: expensive travel costs.<br><br>**Financing mechanism:** real costs.<br><br>**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<br><br>**Expensive travel costs:** 80% of eligible travel costs |

[61] In case of accompanying persons, the rates for staff as well as exceptional costs for expensive travel may 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 support grant for the beneficiary (higher education institutions or consortia)***

The organisational support linked to the mobilities 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:

- 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 high-quality services and their performance will be monitored and checked by National Agencies, taking into account participant reports provided by students and staff and directly accessible by the National Agencies and the Commission.

The organisational support is calculated on the number of all supported mobile participants (including mobile participants with a zero-grant from Erasmus+ funds for the entire mobility period – see below on zero grant mobilities – and staff from enterprises teaching at a HEI). Mobile participants with a zero-grant from 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. The organisational support calculation does not automatically increase when additional mobilities are organised by transferring funds between budget categories.

In the case of mobility consortia, the organisational support received 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 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.) or 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. Participants with fewer opportunities cannot be participants with a zero-grant.

***Inclusion support***

A person with fewer opportunities faces personal, physical, mental or health-related conditions that make participation in the project/mobility action not possible without extra financial or other support. Higher education institutions that include students and/or staff with fewer opportunities among project participants can apply for additional grant support to the National Agency 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 amount 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.

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 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 travel support.

***Other sources of funding***

Students and staff may receive, on top of the Erasmus+ grant, or in replacement of the Erasmus+ 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). Erasmus+ grants may also be replaced by other funds from the EU budget (ESF, etc.). Grants provided by other sources of funding than the EU budget are not subject to the amounts and min/max ranges set in this call for proposals.

Receiving organisations for traineeships may provide financial support or contribution in kind to the trainees.

**B) FUNDING RULES APPLICABLE TO 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 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 HEIs 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 HEIs.

EU Member States and third countries associated to the Programme and third countries not associated to the Programme from Regions 13 and 14[62] are divided into the following three groups:

| | |
|---|---|
| **Group 1**<br><br>Countries with higher living costs | Austria, Belgium, Denmark, Finland, France, Germany, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Netherlands, Norway, Sweden.<br><br>Third countries not associated to the Programme from Regions 13 and 14. |
| **Group 2**<br><br>Countries with medium living costs | Cyprus, Czechia, Estonia, Greece, Latvia, Malta, Portugal, Slovakia, Slovenia, Spain. |
| **Group 3**<br><br>Countries with lower living costs | Bulgaria, Croatia, Hungary, Lithuania, North Macedonia, Poland, Romania, Serbia, Türkiye. |

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 292 and 606 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.

[62] Third countries not associated to the Programme from regions 13 and 14 are only receiving countries, unless an arrangement is concluded with a neighbouring country to facilitate their participation in the Programme as both sending and receiving country.

- **Higher range EU grant**: corresponds to the medium range applied by the National Agency plus at least 50 EUR and between 348 and 674 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 225 and 550 EUR per month. It applies to mobility activities towards a country of lower living costs: a) Group 1 to Group 2 and 3 countries and b) from Group 2 to Group 3.

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

- 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 FOR LONG-TERM MOBILITY

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 FOR LONG-TERM MOBILITY

Students and recent graduates carrying out traineeships receive a top-up amount to the individual support of their 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. | 786 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 to 3 and 5 to 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 – BASE AMOUNTS OF INDIVIDUAL SUPPORT (BLENDED MOBILITY AND DOCTORAL SHORT-TERM MOBILITY)**

The base amounts of individual support are set as follows:

| Duration of the physical activity | Amount (for 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 | 79 EUR per day |
| 15th to the 30th day of activity | 56 EUR per day |

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 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.

**C) FUNDING RULES APPLICABLE TO STAFF MOBILITY**

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

| Budget category | Eligible costs and applicable rules | Amount |
|---|---|---|
| **Individual support** | Costs directly linked to the subsistence of participants during the activity.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the duration of the stay per participant and the sending and receiving country. | 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.<br><br>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. |

**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 the following two elements:

- 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 must be applied to all receiving countries. It is not possible to give the same amount for all receiving 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 |
| **Austria, Belgium, Denmark, Finland, France, Germany, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, the Netherlands, Norway, Sweden.** | 96-190 | 190 |
| **Third countries not associated to the** | | |

| | | |
|---|---|---|
| **Programme from Regions 13 and 14.** | 96-190 | Not eligible |
| **Cyprus, Czechia, Estonia, Greece, Latvia, Malta, Portugal, Slovakia, Slovenia, Spain.** | 84-170 | 170 |
| **Bulgaria, Croatia, Hungary, Lithuania, North Macedonia, Poland, Romania, Serbia, Türkiye.** | 71-148 | 148 |
| **Third countries not associated to the Programme from Regions 1-3, 5-12.** | 190 | 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, HEIs and mobility consortia are required to respect the following requirements 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 regions and OCTs).

#### E) FUNDING RULES APPLICABLE TO 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).<br><br>**Financing mechanism:** contribution to unit costs. | 400 EUR per participant, with a minimum of 10 and a maximum of 20 funded Erasmus+ mobile learners. |

| | | |
|---|---|---|
| | **Rule of allocation:** based on the number of higher education mobile learners funded from mobility projects supported by internal policy funds, not taking into account teachers/trainers involved in the delivery of the programme.<br><br>The coordinating higher education institution applies for the organisation support on behalf of 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 the form of accredited mobility projects presented in this Guide.

**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[63] and to the European Skills Agenda[64], 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**

[63] https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf

[64] https://ec.europa.eu/social/main.jsp?catId=1223

**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[65] by:**

- 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;
- 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.

[65] https://ec.europa.eu/social/main.jsp?catId=1223

**ELIGIBILITY CRITERIA**

| | |
|---|---|
| **Who can apply?** | In the field of vocational education and training:<br><br>(1) Organisations providing initial or continuing vocational education and training[66]<br>(2) Local and regional public authorities, coordination bodies and other organisations with a role in the field of vocational education and training<br>(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:<br><br>(1) Schools providing general education at pre-primary, primary or secondary level, including organisations providing early childhood education and care[67]<br>(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:<br><br>(1) Organisations providing formal, informal and non-formal adult education[68]<br>(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<br><br>Eligibility of organisations under criterion (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 different educational programmes and activities.<br><br>The competent National Authority in each country will define:<br>▪ the educational programmes and activities that enable organisations to be eligible under criterion (1), and<br>▪ organisations eligible under criterion (2).<br><br>The applicable definitions and examples of eligible organisations will be published in the website of the responsible National Agency. |

[66] VET providers established in an EU Member State or in a third country associated to the Programme that have a special status and function under supervision of national authorities in another country 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. Due to requirements for all mobility activities to be transnational, VET providers in this type of special status cannot organise mobility activities with other organisations in the same status (i.e. supervised by the same National Authority and National Agency), even if the other organisation is located in a different country.

[67] Schools established in an EU Member State or in a third country associated to the Programme that have a special status and function under supervision of national authorities in another country 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. Due to requirements for all mobility activities to be transnational, schools in this type of special status cannot organise mobility activities with other organisations in the same status (i.e. supervised by the same National Authority and National Agency), even if the other organisation is located in a different country.

[68] 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.

| | |
|---|---|
| **Eligible countries** | Applicants must be established in an EU Member State or in a third country associated to the Programme. |
| **Where to apply?** | Applications must be submitted to the National Agency of the country where the applicant organisation is established. |
| **Submission deadline** | **1 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://erasmus-plus.ec.europa.eu/document/erasmus-quality-standards-mobility-projects-vet-adults-schools<br><br>Erasmus quality standards may be updated during the period of implementation 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.<br><br>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.<br><br>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.<br><br>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.<br><br>For eligibility criteria applying to consortium members and further details, please see the section on accredited mobility projects. |
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**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 coordinators,

appropriate capacity to coordinate the consortium. 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 context of operational capacity checks.

The applicants' financial capacity will be checked separately at a later stage, as part of assessment of grant applications for accredited projects.

Please read **Part C of this Guide** for more information about the selection criteria.

#### EXCLUSION CRITERIA AND RULES ON ORIGINAL CONTENT AND AUTHORSHIP

Applicants must submit a signed declaration on honour, certifying that they are not in any of the situations referred to in the exclusion criteria listed in **Part C of this Guide.** In addition, by signing the declaration, the applicants will certify that the submitted Erasmus Plan contains original content authored by them, 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 vocational education and training, school education 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 scores.

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 below.

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| **Relevance (maximum score: 10 points)** | The extent to which:<br>▪ the applicant's profile, experience, activities and target population of learners are relevant for the field of the application, the objectives of Erasmus accreditations, and the type of application (individual organisation or a consortium coordinator)<br>▪ the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>▪ in addition, for organisations applying to become accredited consortium coordinators:<br>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 Erasmus accreditations<br>o the creation of the consortium brings a clear added value for its members in terms of the objectives of Erasmus accreditations |
| **Erasmus Plan: Objectives (maximum score: 40 points)** | The extent to which:<br>▪ the proposed Erasmus Plan is in line with the objectives of Erasmus accreditations |

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| | ▪ the proposed Erasmus Plan objectives address the needs of the applicant, its staff and learners in a clear and concrete way<br>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.<br>▪ the proposed Erasmus Plan objectives and their timing are realistic and sufficiently ambitious to achieve a positive impact for the organisation (or the consortium).<br>▪ the proposed measures for tracking and evaluating the progress of the Erasmus Plan objectives are appropriate and concrete<br>▪ 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:<br>▪ the proposed number of participants in mobility activities is proportional to the applicant organisation's size and experience<br>o for consortium coordinators, the planned size of the consortium will be taken into account<br>▪ the proposed number of participants in mobility activities is realistic and appropriate for the objectives set in the Erasmus Plan<br>▪ the profiles of planned participants are relevant to the field of the application, the proposed Erasmus Plan, and the objectives of Erasmus accreditations<br>▪ 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:<br>▪ the applicant has proposed concrete ways of contributing to the basic principles of the Erasmus accreditation described in the Erasmus quality standards<br>▪ the applicant has proposed a clear and complete allocation of tasks in line with the Erasmus quality standards<br>▪ the applicant has allocated appropriate resources to manage the Programme activities in accordance with the Erasmus quality standards<br>▪ there is appropriate involvement at the level of organisation's management<br>▪ appropriate measures have been defined to ensure continuity of programme activities in case of changes in the staff or management of the applicant organisation<br>▪ the applicant has proposed concrete and logical steps to integrate the results of their mobility activities in the organisation's regular work<br>o for consortium coordinators, this criterion applies to the entire planned consortium |

**MAXIMUM NUMBER OF AWARDED ERASMUS ACCREDITATIONS**

The National Agency will set a maximum number of accreditations to be awarded in each country, based on the available budget. This decision will be made separately for each of the three fields and published in the National Agency's website at least 14 calendar days before the submission deadline for applications under this Call.

The selection will be performed based on a ranking list of applications satisfying the minimum award criteria. 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 score as the last one to be awarded, the maximum number of awarded accreditations will be increased to include all applications with that score.

#### VALIDITY

The validity of Erasmus accreditations awarded under this call for proposals will start on 1 February 2025 and continue for the duration of the current programming period until 31 December 2027.

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. In view of this possibility, the applicants may submit Erasmus Plans between two and five years long. If an accreditation is not prolonged, implementation of previously awarded projects can continue beyond 31 December 2027 until the end of the relevant grant agreements.

The accreditation can be terminated at any time in case the accredited organisation ceases to exist or by agreement of the National Agency and the accredited organisation. The National Agency may terminate the accreditation unilaterally under the conditions described under 'Reporting, monitoring and quality assurance'. Unilateral termination of the accreditation by the accredited organisation is possible only if during at least three consecutive years the accreditation has not been used to submit applications for accredited mobility projects.

#### NON-TRANSFERABILITY

Erasmus accreditation cannot be transferred between organisations. In case of structural changes to an accredited organisation (for example split, merge, change of legal entity, statute, ownership, or formal transfer of tasks and resources between institutions in the public sector), the National Agency may transfer the accreditation to one successor organisation based on a reasoned request.

#### REPORTING, MONITORING AND QUALITY ASSURANCE

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| **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 final report about the implemented activities, as specified in the applicable grant agreement. |
| **Accreditation reports** | Based on the content of the approved Erasmus Plan, and at least once during a period of five years, accredited organisations will be required to:<br>– report on how they have ensured the respect of Erasmus quality standards<br>– report on how their Erasmus Plan objectives are progressing<br>– update their Erasmus Plan<br>The National Agency may decide to request the different elements listed above at the same time, or separately.<br>The National Agency may decide to replace any accreditation report with a structured monitoring visit. |

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| | 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.<br><br>In addition, accredited organisations may voluntarily request to update 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.<br><br>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.

- 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.

- Termination: in case of continued failure to comply with National Agency's instructions and deadlines, very low performance, long-term inactivity, 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 and all ongoing grant agreements awarded under that 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.

**RECOGNITION OF EXCELLENCE**

Best performing accredited organisations will be recognised through excellence labels that will be awarded as part of this Call. The conditions for receiving an excellence label and for its periodic review will be defined by each National Agency and published on their website.

## 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, digital education,** as well as **civic engagement and participation** 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 objective 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 active in vocational education and training. The action will support the implementation of the Council Recommendation on vocational education and training and the Osnabrück Declaration[69], and the European Skills Agenda[70]. 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.

**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.

**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** – these projects provide applicants with an opportunity to organise various mobility activities over a period of six to eighteen months. Short-term projects are the best choice

[69] https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf
[70] https://ec.europa.eu/social/main.jsp?catId=1223

for organisations applying for Erasmus+ for the first time, or for those that wish to organise only a limited number of activities; or

- **Accredited projects for mobility of learners and staff** – these projects 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 for an accreditation. 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; or

- **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 (https://epale.ec.europa.eu/en/practitioners-in-vet), a space for VET teachers, trainers, in-company tutors to collaborate and be informed about European initiatives. eTwinning is an online community funded by Erasmus+ and 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 organisation drafts and submits the application, signs the grant agreement, implements the mobility activities, and reports to the National Agency. The application process for both short-term projects and Erasmus accreditations focuses on the needs and plans of the applicant organisation (or its consortium).

Mobility activities in a mobility project can be outgoing or incoming. 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 incoming 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[71]. 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.

[71] Erasmus quality standards: www.erasmus-plus.ec.europa.eu/document/erasmus-quality-standards-mobility-projects-vet-adults-schools

Language learning is an important part of every mobility project: beneficiary organisations should provide their participants with language learning support before and during the mobility activities. For this purpose, Erasmus+ funds the Online Language Support platform which is free and open for use by all Erasmus+ participants.

**How to find partners for your mobility activities?**

Erasmus+ provides various tools and opportunities to find partners for your mobility activities:

- **European School Education Platform (ESEP)** offers an online partner-finding tool for VET and school education organisations. By registering on the platform, you can post partner-finding announcements and search through announcements made by other organisations: www.school-education.ec.europa.eu/en/connect/partner-search

- **Training and Cooperation Activities** are regularly organised by Erasmus+ National Agencies. They include contact seminars, online events, and other partner-finding opportunities for Erasmus+ applicants and beneficiaries. Information about TCAs is available on relevant National Agency websites and the SALTO Education & Training TCA Resource Centre website: www.salto-et.net/

- **The Erasmus+ Project Results Platform** allows searching for all accredited organisations and approved projects: www.erasmus-plus.ec.europa.eu/projects

**Horizontal dimensions**

All mobility projects should integrate the following dimensions common to the whole Erasmus+ programme:

**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.

Beneficiaries and other 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, to improve the quality and inclusiveness of their learning and teaching and further develop their digital skills. 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[72]. 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 type of activities that can be funded by Erasmus+, within short-term projects as well as in accredited projects.

All mobility activities must be:

- **Learning activities:** intended for participants to improve or gain new knowledge, skills, competences and attitudes;
- **Transnational:** involving interactions between people from different countries with the purpose of mutual exchange and learning;
- **Structured:** having a clear methodology, learning programme and planned learning outcomes;
- **Strategic:** contributing to a wider set of project objectives.

For any activity, additional financial 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**

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| **Eligible activities** | ▪ Job shadowing (2 to 60 days)<br>▪ Teaching or training assignments (2 to 365 days)<br>▪ Courses and training (2 to 10 days)<br><br>In addition to physical mobility, all staff mobility activities can be blended with virtual learning activities. The minimum and maximum durations specified above apply to the physical mobility component. |

[72] 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.

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| | Implemented activities must fulfil the following qualitative requirements:<br><br>**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.<br><br>**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.<br><br>**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.<br><br>The total grant for 'Courses and training' will be limited to a maximum of 50% of the awarded project grant. As an exception, for projects with total awarded grant up to 40 000 EUR, this limit will be set at 20 000 EUR.<br><br>A maximum of three persons from the same sending organisation and a maximum of ten persons from the same mobility consortium can receive funding for attending the same course together. Each person can participate in only one course per project.<br><br>The training must include a clear transnational component, for example by fostering learning interaction between participants from different countries or by integrating other elements of transnational transfer of practices, such as strong involvement of VET staff from the hosting country to interact with and demonstrate their practices to colleagues coming from abroad.<br><br>The content of courses and training must be relevant for professional skills of the participating staff and the objectives of the project or accreditation.<br><br>For example, supported activities can include courses and training organised by public institutions or volunteer organisations, activities organised as part of an exchange of practices between organisations in different countries, as well as commercially available courses and training. Entirely passive activities such as listening to lectures, speeches or mass conferences are not supported. Conferences and similarly titled events can be considered for funding only if participants spend most of their time in structured training, workshops, practical exercises, exchange of practices with colleagues, or other forms of active learning.<br><br>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 beneficiary organisation. The following quality standards are available to guide the applicants in their choice:<br>https://erasmus-plus.ec.europa.eu/resources-and-tools/quality-standards-key-action-1 |
| **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).<br><br>Eligible non-teaching staff includes staff working in initial and continuing VET, either in VET providers (as management staff, international mobility officers, Erasmus+ coordinators etc.) |

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| | or in other organisations active in vocational education and training (e.g., trainers in local partner companies, counsellors, Erasmus+ coordinators, policy coordinators in charge of vocational education and training, etc.).<br><br>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, volunteers, board members, inspectors, etc.).<br><br>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.<br><br>Staff members working remotely from abroad cannot take part in activities in the country they are working from. |
| **Eligible venues** | Activities must take place abroad, in an EU Member State or in a third country associated to the Programme. Activities must take place in the country where the host organisation is legally established. Each mobility activity can take place in only one country[73].<br><br>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 to 3 and 5 to 14 as specified in Part A: Eligible countries).<br><br>**Nota Bene:** Mobilities to Belarus and Russia are not eligible. |
| **Documentation of learning outcomes** | Requirements for documentation of learning outcomes are established in the Erasmus quality standards and further elaborated in the project grant agreement.<br><br>Before the mobility activity, the sending organisation, hosting organisation, and the participant must agree on a learning agreement (or a similar document) specifying the participant's expected learning outcomes. For courses and training, a course programme can be used in place of a learning agreement.<br><br>After the activity, the participant's achieved learning outcomes must be recognised by issuing a Europass Mobility or a similar document. The beneficiary organisation must keep a copy of the issued document as proof of having completed the activity. |

LEARNER MOBILITY

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| **Eligible activities** | ▪ Participation in VET skills competitions (1 to 10 days)<br>▪ Group mobility of VET learners (2 to 30 days, at least two VET learners per group)<br>▪ Short-term learning mobility of VET learners (10 to 89 days)<br>▪ Long-term learning mobility of VET learners (ErasmusPro) (90 to 365 days) |

[73] Short cross-border trips are permitted when relevant for the activity, however for the purpose of grant calculation this will not be considered as a change of the country of venue. If consecutive activities are organised in different countries, each activity must meet all relevant eligibility criteria on its own.

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| | In addition to physical mobility, all learner mobility activities can be blended with virtual learning activities. The minimum and maximum durations specified above apply to the physical mobility component.<br><br>Implemented activities must fulfil with the following qualitative requirements:<br><br>**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[74]. Funding is also provided for staff, mentors or experts accompanying the learners during the activity.<br><br>**Group mobility of VET learners**: a group of learners from the sending organisation can spend time learning together with their peers at a partner VET provider abroad. The sending organisation must design the learning activities in cooperation with a partner VET provider in the hosting country[75]. Teachers, trainers, or other qualified education staff from the sending organisation must accompany the learners for the entire duration of the activity and guide their learning process. If needed, other adults may also act as accompanying persons to support the accompanying staff [76].<br><br>**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.<br><br>**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.<br><br>Please note that the difference between group and individual activity formats is not based on travelling and accommodation arrangements, but rather on requirements for collective or individual learning programmes, as described below under 'Documentation of learning outcomes'. Accordingly, a different level of organisational support is provided for group and individual activities, as defined in the funding rules presented at the end of this chapter. |
| **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[77]. |

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

[75] Group activity programmes consisting entirely or mainly of commercially available activities such as courses in a language school or other commercial 'ready-made' activities are not eligible. Activities at the hosting VET provider can be complemented with a period of time practicing work-based learning in a company. If relevant for the learning programme of the activity, learners can spend a part of the mobility period in joint trips to nature, cultural venues, international competitions, or similar learning activities. However, such content must always be secondary to the main learning activities and embedded in a peer-learning programme designed by the two VET providers.

[76] In all cases, sending and hosting organisations remain responsible for ensuring the full respect of applicable rules and laws in sending and hosting countries.

[77] 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.

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| | 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. Participants in group mobility must be enrolled in an eligible iVET programme[78]. |
| **Eligible venues** | Activities must take place abroad, in an EU Member State or in a third country associated to the Programme. Activities must take place in the country where the host organisation is legally established. Each mobility activity can take place in only one country[79].<br><br>In addition, organisations holding an Erasmus accreditation can send learners for Short-term learning mobility, Long-term learning mobility (ErasmusPro) and Participation in VET skills competitions in third countries not associated to the Programme (Regions 1 to 3 and 5 to 14 as specified in Part A: Eligible countries).<br><br>**Nota Bene:** Mobilities to Belarus and Russia are not eligible.<br><br>Group mobility of VET learners must take place at a hosting VET provider. 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.<br><br>In addition, group mobility of VET 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.[80]<br><br>Regardless of the venue, group activities must involve learners from at least two EU Member States or third countries associated to the Programme. |
| **Documentation of learning outcomes** | Requirements for documentation of learning outcomes are established in the Erasmus quality standards and further elaborated in the project grant agreement.<br><br>Individual mobility activities: before the activity, the sending organisation, hosting organisation, and the participant must agree on a learning agreement (or a similar document) specifying the participant's expected learning outcomes. After the activity, the participant's achieved learning outcomes must be recognised by issuing a Europass Mobility or a similar document. The beneficiary organisation must keep a copy of the issued document as proof of having completed the activity.<br><br>Group mobility activities: a learning programme must be defined for the whole group (individual learning agreements are not required). After the activity, beneficiary organisation must keep the learning programme and a participants list (including accompanying persons) as proof of having completed the activity. |

[78] The competent National Authority will decide whether all or only some iVET programmes are eligible for group mobility activities.

[79] Short cross-border trips are permitted when relevant for the activity, however for the purpose of grant calculation this will not be considered as a change of the country of venue. If consecutive activities are organised in different countries, each activity must meet all relevant eligibility criteria on its own.

[80] 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.

OTHER SUPPORTED ACTIVITIES

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| **Eligible activities** | ▪ Invited experts (2 to 60 days)<br>▪ Hosting teachers and educators in training (10 to 365 days)<br><br>Implemented activities must fulfil the following qualitative requirements: **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.<br><br>**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). |
| **Eligible participants** | **Invited experts** can be any person 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.<br><br>**Hosting teachers and educators in training** is available for participants who are enrolled in or recently graduated[81] 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. |
| **Eligible venues** | The venue for invited experts and teachers/educators in training is always the beneficiary organisation (including consortium members). |
| **Documentation of learning outcomes** | For invited experts, the learning programme that the expert will deliver must be agreed with the hosting organisation before the activity. After the activity, the beneficiary organisation must keep the executed learning programme as proof of having completed the activity.<br><br>For hosted teachers and educators in training, requirements described for individual learner mobility activities are applicable. |

PREPARATORY VISITS

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| **What is a preparatory visit?** | A preparatory visit is a visit to a prospective hosting organisation by staff from the sending organisation with the purpose of better preparing a learner or staff mobility activity. |
| **When can a preparatory visit be organised?** | Each preparatory visit must have a clear reasoning and must serve to improve inclusiveness, scope, and quality of mobility activities. |

[81] 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.

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| | 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.<br><br>Preparatory visits can be organised in preparation for any type of learner or staff mobility, except 'courses and training'. |
| **Who can take part in a preparatory visit?** | Preparatory visits can be carried out by any persons eligible for staff mobility activities and involved in the organisation of the project.<br><br>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.<br><br>A maximum of three persons can take part in a preparatory visit. |
| **Where can preparatory visits take place?** | Preparatory visits take place at the premises of the prospective hosting organisation, or any other venue where mobility activities are planned to take place. Rules applicable to venues of staff and learner mobility activities apply also to preparatory visits linked to those activities.<br><br>Only one preparatory visit can be organised per hosting organisation. |

**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 beneficiaries to set up 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 consortia. 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**

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| **Eligible organisations: who can apply?** | The following organisations are eligible[82] to apply:<br>(1) Organisations providing initial or continuing vocational education and training[83]<br>(2) Local and regional public authorities, coordination bodies and other organisations with a role in the field of vocational education and training<br>(3) Companies and other public or private organisations hosting, training or otherwise working with learners and apprentices in vocational education and training<br>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 apply?** | Applications are submitted to the National Agency of the country where the applicant is established. |
| **Application deadlines** | Round 1 (for all National Agencies): **19 February at 12:00:00 (midday Brussels time)**<br>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 must submit their applications by **1 October at 12:00:00 (midday Brussels time).** |
| **Project start dates** | Projects can choose the following start dates:<br>▪ Round 1: between 1 June and 31 December of the same year<br>▪ Round 2 (if open): between 1 January and 31 May of the following year |
| **Project duration** | From 6 to 18 months |

[82] 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.

[83] VET providers established in an EU Member State or in a third country associated to the Programme that have a special status and function under supervision of national authorities in another country 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. Due to requirements for all mobility activities to be transnational, VET providers in this type of special status cannot organise mobility activities with other organisations in the same status (i.e. supervised by the same National Authority and National Agency), even if the other organisation is located in a different country.

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| **Number of applications** | Per selection round, an organisation may apply for only one short-term project in the field of vocational education and training.<br><br>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.<br><br>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. |
| **Eligible activities** | All types of activities for vocational education and training. For a detailed list and rules, see section 'Activities'. To be eligible, applications must include at least one staff or learner mobility activity. |
| **Project scope** | An application for a short-term project can include a maximum of 30 participants in mobility activities.<br><br>Preparatory visits and participation of accompanying persons will not count towards this limit. |
| **Supporting organisations** | A supporting organisation is an organisation assisting the beneficiary organisation in practical aspects of project implementation that do not concern core project tasks. Core project tasks include financial management of the programme funds, contact with the National Agency, reporting on implemented activities, as well as all decisions that directly affect the content, quality and results of the implemented activities (such as the choice of activity type, duration, and the hosting organisation, definition and evaluation of learning outcomes), etc. Involvement of a supporting organisation is subject to approval of the National Agency).<br><br>The role and obligations of supporting organisations must be formally defined between them and the beneficiary organisation. The supporting organisation acts under the supervision of the beneficiary organisation, who remains ultimately responsible for the results and quality of implemented activities. All contributions of supporting organisations must comply with the Erasmus quality standards.<br><br>In case of poor implementation of quality standards or other form of failure to comply with these requirements, the National Agency may request that the beneficiary stop receiving assistance for certain tasks and implements them itself. As a final remedial measure, the National Agency may terminate the grant agreement.<br><br>Hosting organisations that provide learning content and mentoring to the beneficiary organisation's participants are not considered supporting organisations, unless they are at the same time supporting the beneficiary in other project management tasks that are normally performed by the sending organisation. |

**SELECTION CRITERIA, EXCLUSION CRITERIA AND RULES ON ORIGINAL CONTENT AND AUTHORSHIP**

Applicants must have sufficient operational and financial capacity to implement the proposed project.

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.** In addition, by signing the declaration, the applicants will certify that the submitted application contains original content authored by them, and that no other organisations or external individuals have been paid for drafting the application.

Please read **Part C of this Guide** for more information about the selection criteria, exclusion criteria and rules on original content and authorship.

**AWARD CRITERIA**

Submitted applications will be assessed by assigning points out of a total of 100, based on the below criteria and scores. 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 below.

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| **Relevance (maximum score: 20 points)** | The extent to which:<br>▪ the applicant's profile, experience, activities and target population of learners are relevant for the field of vocational education and training;<br>▪ the project proposal is relevant for the objectives of the action;<br>▪ the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination;<br>▪ the project proposal is relevant for the following specific priorities:<br>– supporting newcomers and less experienced organisations;<br>– supporting participants in ErasmusPro activities;<br>– supporting participants with fewer opportunities. |
| **Quality of project design (maximum score: 50 points)** | The extent to which:<br>▪ the proposed project objectives address the needs of the applicant organisation, its staff and learners in a clear and concrete way;<br>▪ the proposed activities are appropriate for the achievement of the project objectives;<br>▪ the operational and logistical aspects of the project design (such as proposed venues) are appropriate and cost-effective;<br>▪ the project incorporates environmentally sustainable and responsible practices;<br>▪ 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 hosting partner organisations. |
| **Quality of follow-up actions (maximum score: 30 points)** | The extent to which:<br>▪ the applicant has clearly defined the tasks and responsibilities for delivery of activities in accordance with Erasmus quality standards;<br>▪ the applicant has proposed concrete and logical steps to integrate the results of mobility activities in the organisation's regular work;<br>▪ the applicant has proposed an appropriate way of evaluating the project outcomes;<br>▪ 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**

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| **Eligible organisations: who can apply?** | Applicants must hold a valid Erasmus accreditation in vocational education and training on the project start date. |
| **Mobility consortium** | Organisations holding an Erasmus accreditation for mobility consortium coordinators must apply for the mobility consortium format.<br><br>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.<br><br>Any organisation meeting the eligibility criteria for Erasmus accreditation in the same field can become a member of a mobility consortium[84]. 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. The relationship between the consortium coordinator and the consortium members must be based on a cooperative, non-profit basis.<br><br>Consortium members do not need to have an Erasmus accreditation.<br><br>Organisations taking part in a mobility consortium can apply for funding in a maximum of two Key Action 1 applications in the field of vocational education and training under the same Call for proposals. Therefore, within the field of VET, organisations that apply for a grant for a short-term project or an accredited project can additionally take part in only one application for a mobility consortium as member organisations. Other organisations can take part in up to two mobility consortium applications. |
| **Where to apply?** | Applications are submitted to the National Agency of the country where the applicant organisation is established. |
| **Application deadline** | **19 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. If justified, beneficiaries can request a prolongation of their project to a total duration of 24 months. Prolongations will be made after 12 months of implementation, unless otherwise decided by the National Agency. |

[84] For contracting purposes, consortium members may be co-beneficiaries, affiliated entities or third parties receiving financial support. Support to third parties can be provided based on the requirements set out in the Erasmus quality standards for eligible activities and eligible participants defined for this action, up to a maximum amount of 60 000 Euro per recipient organisation. Consortium members that are legally part of the same entity as the consortium coordinator may benefit from the project grant, and will not be considered as co-beneficiaries, affiliated entities or third parties for legal purposes.
The decision on the contractual structure of each mobility consortium project will be made by the National Agency based on the status and formal links of the consortium coordinator and consortium members in the national legal framework. In all cases, the participating consortium members must be listed in the project application and the project grant agreement as part of the project description.

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| **Number of applications** | Accredited organisations may apply only once per selection round. |
| **Eligible activities** | All types of activities for vocational education and training. For a detailed list and rules, see section 'Activities'.<br><br>To be eligible, applications must include at least one staff or learner mobility activity. |
| **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.<br><br>Projects may not allocate more than 20% of the awarded grant to activities with third countries not associated to the Programme[85]. 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. |
| **Supporting organisations** | A supporting organisation is an organisation assisting the beneficiary organisation in practical aspects of project implementation that do not concern core project tasks. Core project tasks include financial management of the programme funds, contact with the National Agency, reporting on implemented activities, as well as all decisions that directly affect the content, quality and results of the implemented activities (such as the choice of activity type, duration, and the hosting organisation, definition and evaluation of learning outcomes), etc. Involvement of a supporting organisation is subject to approval of the National Agency.<br><br>The role and obligations of supporting organisations must be formally defined between them and the beneficiary organisation. The supporting organisation acts under the supervision of the beneficiary organisation, who remains ultimately responsible for the results and quality of implemented activities. All contributions of supporting organisations must comply with the Erasmus quality standards.<br><br>In case of poor implementation of quality standards or other form of failure to comply with these requirements, the National Agency may request that the beneficiary stop receiving assistance for certain tasks and implements them itself. As a final remedial measure, the National Agency may terminate the grant agreement.<br><br>Hosting organisations that provide learning content and mentoring to the beneficiary organisation's participants are not considered supporting organisations, unless they are at the same time supporting the beneficiary in other project management tasks that are normally performed by the sending organisation. |

**BUDGET ALLOCATION**

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

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

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

- 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 components: qualitative performance, policy priorities, and geographical balance (if applied by the National Agency)

The budget available for accredited projects and detailed rules of budget allocation will be published by the National Agency ahead of the call deadline. Budget allocation rules must respect the principles of fairness, transparency and equal treatment. Indicators and metrics used in budget allocation must be objective, verifiable and their values must be known to the applicants ahead of the call deadline.Based on the applicable unit contributions and historical data, the National Agency will estimate the budget required to implement the activities requested by each applicant. Applicants cannot be awarded a grant higher than the resulting estimated budget.

If an applicant is awarded the full estimated budget required to implement their requested activities, then the activities requested in the application will be included in the project grant agreement as targets for delivery. Otherwise, if the applicant is not awarded the full estimated budget, then the targets for delivery will be adjusted to stay proportional to the awarded grant[86].

Budget for cost categories 'Inclusion support for participants' and 'Exceptional costs' cannot be estimated in the same way as budget for cost categories applying unit contributions. The National Agency will assess requests for these types of costs separately, based on provided description and justification. During project implementation, beneficiaries can make further requests for these types of costs when needed. The National Agency will process such additional requests in order of reception, as long as funds remain available.

[86] The National Agency can make limited modifications to the proportional adjustment to allow for a better fit between the awarded grant and target activities, to ensure coherence with the approved Erasmus Plan, to provide adequate support for priority activities, to maintain at least one participant in each activity type and category requested by the applicant, and to comply with the rules of the call.

**WHAT ARE THE FUNDING RULES?**

The following funding rules apply for short-term projects and accredited projects for mobility of learners and staff in vocational education and training. Erasmus+ projects are funded based on the co-financing principle. Accordingly, the unit costs defined in the table below are calculated to cover 80% of actual costs on average.

Projects can include participants whose entire grant or a part of it is funded from sources other than Erasmus+. For any individual participant, the beneficiary can request funding for all eligible budget categories or only some of them, if the rest of the costs are covered in a different way. Funds received from Erasmus+ can be supplemented by the beneficiary organisation, by other EU funds, donations, through participant contributions, third party contributions, etc. Principle of no double funding must be respected: financial support for the same cost cannot be claimed twice, e.g. from different sources. In case the beneficiary requests participant contributions, they must remain in line with the relevant provisions of Erasmus quality standards. In particular, such contributions must not create barriers to inclusion of participants with fewer opportunities.

<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 the project that are not covered by other cost categories.<br><br>For example: preparation (pedagogical, intercultural, and other), mentoring, monitoring and support of participants during mobility, services, tools, and equipment needed for project implementation, virtual components in blended activities, recognition of learning outcomes, sharing results and making the European Union funding visible to the public.<br><br>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.<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the number of participants. Accompanying persons are not participants in learning mobility activities and are not counted for calculation of Organisational support.</td><td colspan="3">100 EUR<br>– Per participant in VET skills competitions<br>– Per participant in group mobility of learners<br>– Per participant in staff mobility for courses and training<br>– Per invited expert<br>– Per hosted teacher or educator in training</td></tr>
<tr><td colspan="3">350 EUR; 200 EUR after one hundred participants in the same type of activity<br>– Per participant in short-term learning mobility of VET learners<br>– Per participant in staff mobility for job shadowing and teaching or training assignments</td></tr>
<tr><td colspan="3">500 EUR<br>– Per participant in long-term learning mobility of VET learners (ErasmusPro)<br>– Per participant in any individual activity taking place in a third country not associated to the Programme</td></tr>
<tr><td rowspan="3">Travel</td><td rowspan="3">Contribution to the return travel costs of participants and accompanying persons from their place of origin to the venue of the activity.<br><br>Below 500 km, participant will, as a general rule, travel using low-emissions means of transport.</td><td>Travel distance</td><td>Green travel</td><td>Non-Green travel</td></tr>
<tr><td>10 – 99 km</td><td>56 EUR</td><td>28 EUR</td></tr>
<tr><td>100 – 499 km</td><td>285 EUR</td><td>211 EUR</td></tr>
</table>

<table>
<tr><td rowspan="5"></td><td rowspan="5">Financing mechanism: contribution to unit costs<br><br>Rule of allocation: based on the travel distance and number of participants and accompanying persons<br><br>The applicant must indicate the one-way air distance between the place of origin and the venue of the activity[87] by using the distance calculator supported by the European Commission[88].</td><td colspan="2">500 – 1999 km</td><td>417 EUR</td><td>309 EUR</td></tr>
<tr><td colspan="2">2000 – 2999 km</td><td>535 EUR</td><td>395 EUR</td></tr>
<tr><td colspan="2">3000 – 3999 km</td><td>785 EUR</td><td>580 EUR</td></tr>
<tr><td colspan="2">4000 – 7999 km</td><td>1188 EUR</td><td>1188 EUR</td></tr>
<tr><td colspan="2">8000 km or more</td><td>1735 EUR</td><td>1735 EUR</td></tr>
<tr><td rowspan="4">Individual support</td><td rowspan="4">Costs of subsistence for participants and accompanying persons[89] during the activity.<br><br>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 non-green travel grant, and a maximum of six travel days in case of a green travel grant.<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the number of participants and accompanying persons, duration of stay and receiving country[90].</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>107-191 EUR</td><td>95-169 EUR</td><td>84-148 EUR</td></tr>
<tr><td>VET learners</td><td>48-127 EUR</td><td>41-110 EUR</td><td>36-93 EUR</td></tr>
<tr><td colspan="4">The above are the allowed ranges for base rates per day of activity. Within these ranges, each National Agency will decide on the exact base rates for projects under their management and will publish this information on its website.</td></tr>
</table>

[87] For example, if a person from Madrid (Spain) is taking part in an activity 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).

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

[89] 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".

[90] **Receiving country groups for EU Member States and third countries associated to the Programme:**
**Country group 1**: Austria, Belgium, France, Denmark, Finland, Germany, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Netherlands, Norway, Sweden. **Country group 2**: Cyprus, Czechia, Estonia, Greece, Latvia, Malta, Portugal, Slovakia, Slovenia, Spain.
**Country group 3**: Bulgaria, Croatia, Hungary, Lithuania, Poland, Romania, Serbia, North Macedonia, Turkiye.
**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 and the Grenadines, United Arab Emirates, Hong Kong, Lebanon, Vietnam, Mexico, Taiwan, Moldova, Malaysia, Tanzania, Canada, Singapore, Australia, Thailand, Faroe Islands, Monaco, San Marino, Vatican City State, Andorra.
**Country group 2:** India, Kazakhstan, Brazil, DR Congo, Chile, Nigeria, Uganda, Liberia, Djibouti, DPR Korea, Uzbekistan, Turkmenistan, Dominican Republic, Jamaica, 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, Jordan, Indonesia, Laos, South Africa,

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| | | The base rate is payable up to the 14th day of activity (including travel days). From the 15th day, 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.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the number of participants with fewer opportunities. | 125 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"). Inclusion support can also be provided to staff with fewer opportunities taking on the role of accompanying persons or participating in a preparatory visit.<br><br>**Financing mechanism:** real costs.<br><br>**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.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the number of participants. | 680 EUR per participant |

Ethiopia, Bangladesh, Ecuador, Paraguay, Costa Rica, Côte d'Ivoire, Sierra Leone, Gabon, Haiti, Bahamas, Papua New Guinea, Micronesia, Ukraine, Kyrgyzstan, Palestine.

**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, Colombia, Gambia, Fiji, Solomon Islands, Vanuatu, Cambodia, Zimbabwe, Burundi, Mongolia, Cameroon, Timor-Leste, Sri Lanka, Madagascar, Mali, Togo, Sao Tome and 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.

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| **Course fees** | Costs covering enrolment fees for staff mobility format 'Courses and training'.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the duration of the course. | 80 EUR per participant per day |
| **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.<br><br>Linguistic support is eligible for participants in the following types of activities: in job shadowing, teaching and training assignments, short-term learning mobility of VET learners and long-term learning mobility of VET learners (ErasmusPro).<br><br>Support is payable only if the participant cannot receive Online Language Support due to unavailability of the required language or level, or due to particular barriers faced by participants with fewer opportunities. The above conditions do not apply to reinforced support provided for participants in Long-term learning mobility of VET learners (ErasmusPro).<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the number of participants. | 150 EUR per participant<br><br>In addition: 150 EUR of reinforced language support per participant in Long-term learning mobility of VET learners (ErasmusPro) |
| **Exceptional costs** | Costs for providing a financial guarantee, if the National Agency asks for it.<br><br>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. If awarded, the exceptional costs for expensive travel replace the travel support based on unit costs.<br><br>Visa and visa-related costs, residence permits, vaccinations, medical certifications.<br><br>**Financing mechanism**: real costs.<br><br>**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 | **Costs for financial guarantee:** 80% of eligible costs<br><br>**Expensive travel costs:** 80% of eligible travel costs<br><br>**Visa and visa-related costs, residence permits, vaccinations, medical certifications**: 100% of eligible costs |

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| | support based on unit cost does not cover 70% of the travel costs of participants. | |

## 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, digital education,** as well as **civic engagement and participation** 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

This action aims 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** – these projects provide applicants 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 applying for Erasmus+ for the first time, or for those that wish to organise only a limited number of activities; or

- **Accredited projects for mobility of pupils and staff** – these projects 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 for an accreditation. 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; or

- **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[91], an online community funded by Erasmus+ and hosted on the European School Education Platform and 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 and teachers to discuss and exchange information 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 tool: 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. The SELFIE tool can be access online at: www.ec.europa.eu/education/schools-go-digitalhttps://ec.europa.eu/education/schools-go-digital_en

**SETTING UP A PROJECT**

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

Mobility activities in a mobility project can be outgoing or incoming. 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.

In addition, there are special types of incoming 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://erasmus-plus.ec.europa.eu/document/erasmus-quality-standards-mobility-projects-vet-adults-schools

[91] European School Education Platform – eTwinning: www.school-education.ec.europa.eu/en/etwinning

Language learning is an important part of every mobility project: beneficiary organisations should provide their participants with language learning support before and during the mobility activities. For this purpose, Erasmus+ funds the Online Language Support platform which is free and open for use by all Erasmus+ participants.

**How to find partners for your mobility activities?**

Erasmus+ provides various tools and opportunities to find partners for your mobility activities:

- **European School Education Platform (ESEP)** offers an online partner-finding tool. By registering on the platform, you can post partner-finding announcements and search through announcements made by other organisations: https://school-education.ec.europa.eu/en/networking/partner-finding

- **Training and Cooperation Activities** are regularly organised by Erasmus+ National Agencies. They include contact seminars, online events and other partner-finding opportunities for Erasmus+ applicants and beneficiaries. Information about TCAs is available on relevant National Agency websites and the SALTO Education & Training TCA Resource Centre website: www.salto-et.net

- **The Erasmus+ Project Results Platform** allows you to search for all accredited organisations and approved projects: https://erasmus-plus.ec.europa.eu/projects

**Horizontal dimensions**

All mobility projects should integrate the following dimensions common to the whole Erasmus+ programme:

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.

Beneficiaries and other 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, participants can benefit from Digital Opportunity Traineeships: mobility activities allowing them to acquire digital skills and letting staff 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 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 funded by Erasmus+, within short-term projects as well as in accredited projects.

All mobility activities must be:

- **Learning activities:** intended for participants to improve or gain new knowledge, skills, competences and attitudes;
- **Transnational:** involving interactions between people from different countries with the purpose of mutual exchange and learning;
- **Structured:** having a clear methodology, learning programme and planned learning outcomes;
- **Strategic:** contributing to a wider set of project objectives.

For any activity, additional financial 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

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| **Eligible activities** | ▪ Job shadowing (2 to 60 days)<br>▪ Teaching or training assignments (2 to 365 days)<br>▪ Courses and training (2 to 10 days)<br><br>In addition to physical mobility, all staff mobility activities can be blended with learning virtual activities. The minimum and maximum durations specified above apply to the physical mobility component.<br><br>Implemented activities must fulfil the following qualitative requirements:<br><br>**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 |

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| | and interaction with peers, experts or other practitioners in their daily work at the hosting organisation.<br><br>**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.<br><br>**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.<br><br>The total grant for 'Courses and training' will be limited to a maximum of 50% of the awarded project grant. As an exception, for projects with total awarded grant up to 40 000 EUR, this limit will be set at 20 000 EUR.<br><br>A maximum of three persons from the same sending organisation and a maximum of ten persons from the same mobility consortium can receive funding for attending the same course together. Each person can participate in only one course per project.<br><br>The training must include a clear transnational component, for example by fostering learning interaction between participants from different countries or by integrating other elements of transnational transfer of practices, such as strong involvement of school education staff from the hosting country to interact with and demonstrate their practices to colleagues coming from abroad.<br><br>The content of courses and training must be relevant for professional skills of the participating staff and the objectives of the project or accreditation.<br><br>For example, supported activities can include courses and training organised by public institutions or volunteer organisations, activities organised as part of an exchange of practices between organisations in different countries, as well as commercially available courses and training. Entirely passive activities such as listening to lectures, speeches or mass conferences are not supported. Conferences and similarly titled events can be considered for funding only if participants spend most of their time in structured training, workshops, practical exercises, exchange of practices with colleagues, or other forms of active learning.<br><br>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 beneficiary organisation. The following quality standards are available to guide the applicants in their choice:<br>https://erasmus-plus.ec.europa.eu/resources-and-tools/quality-standards-key-action-1 |
| **Eligible participants** | Eligible participants include teachers, school leaders and all other non-teaching experts and staff working in school education.<br><br>Eligible non-teaching staff includes staff working in school education, either in schools (teacher assistants, pedagogical advisors, psychologists, Erasmus+ coordinators etc.) or in other organisations active in school education (e.g. school inspectors, counsellors, Erasmus+ coordinators, policy coordinators in charge of school education, etc.). |

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| | 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, volunteers, board members, inspectors, etc.).<br><br>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.<br><br>Staff members working remotely from abroad cannot take part in activities in the country they are working from. |
| **Eligible venues** | Activities must take place abroad, in an EU Member State or in a third country associated to the Programme. Activities must take place in the country where the host organisation is legally established. Each mobility activity can take place in only one country[92]. |
| **Documentation of learning outcomes** | Requirements for documentation of learning outcomes are established in the Erasmus quality standards and further elaborated in the project grant agreement.<br><br>Before the activity, the sending organisation, hosting organisation, and the participant must agree on a learning agreement (or a similar document) specifying the participant's expected learning outcomes. For courses and training, a course programme can be used in place of a learning agreement.<br><br>After the activity, the participant's achieved learning outcomes must be recognised by issuing a Europass Mobility or a similar document. The beneficiary organisation must keep a copy of the issued document as proof of having completed the activity. |

LEARNER MOBILITY

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| **Eligible activities** | ▪ Group mobility of school pupils (2 to 30 days, at least two pupils per group)<br>▪ Short-term learning mobility of pupils (10 to 29 days)<br>▪ Long-term learning mobility of pupils (30 to 365 days)<br><br>In addition to physical mobility, all pupil mobility activities can be blended with virtual learning activities. The minimum and maximum durations specified above apply to the physical mobility component.<br><br>Implemented activities must fulfil the following qualitative requirements:<br><br>**Group mobility of school pupils:** a group of pupils from the sending school can spend time learning together with their peers in another country. The sending school must design and |

[92] Short cross-border trips are permitted when relevant for the activity, however for the purpose of grant calculation this will not be considered as a change of the country of venue. If consecutive activities are organised in different countries, each activity must meet all relevant eligibility criteria on its own.

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| | implement the learning activities in cooperation with a partner school in the hosting country[93]. Teachers or other qualified education staff from the sending school must accompany the pupils for the entire duration of the activity and guide their learning process. If needed, other adults may also act as accompanying persons to support the accompanying teachers[94].<br><br>**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.<br><br>**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.<br><br>Please note that the difference between group and individual activity formats is not based on travelling and accommodation arrangements, but rather on requirements for collective or individual learning programmes, as described below under 'Documentation of learning outcomes'. Accordingly, a different level of organisational support is provided for group and individual activities, as defined in the funding rules presented at the end of this chapter. |
| **Eligible participants** | Participating pupils must be enrolled in an education programme at the sending school[95].<br><br>Participation is also possible for pupils schooled outside an institutional setting in countries where such practice exists[96]. |
| **Eligible venues** | Activities must take place abroad, in an EU Member State or in a third country associated to the Programme. Activities must take place in the country where the host organisation is legally established. Each mobility activity can take place in only one country[97].<br><br>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 |

[93] Group activity programmes consisting entirely or mainly of commercially available activities such as courses in a language school or other commercial 'ready-made' activities are not eligible. If relevant for the learning programme of the activity, pupils can spend a smaller part of the mobility period in joint trips to nature, cultural venues, companies or public institutions, international competitions or similar learning activities. However, such content must always be embedded in a peer-learning programme designed by the two schools.

[94] In all cases, sending and hosting schools remain responsible for ensuring the full respect of applicable rules and laws in sending and hosting countries.

[95] 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.

[96] The legality and conditions for schooling outside of the institutional setting are governed by the national legislation in each country. In countries where such possibilities exist, the competent National Authority will decide which schools may act as sending schools for pupils being schooled in this way.

[97] Short cross-border trips are permitted when relevant for the activity, however for the purpose of grant calculation this will not be considered as a change of the country of venue. If consecutive activities are organised in different countries, each activity must meet all relevant eligibility criteria on its own.

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| | venue will not be considered as a transnational mobility activity. Additional funds therefore cannot be requested for this purpose.<br><br>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[98].<br><br>Regardless of the venue, group activities must involve pupils from at least two EU Member States or third countries associated to the Programme. |
| **Documentation of learning outcomes** | Requirements for documentation of learning outcomes are established in the Erasmus quality standards and further elaborated in the project grant agreement.<br><br>Individual mobility activities: before the activity, the sending organisation, hosting organisation, and the participant must agree on a learning agreement (or a similar document) specifying the participant's expected learning outcomes. After the activity, the participant's achieved learning outcomes must be recognised by issuing a Europass Mobility or a similar document. The beneficiary organisation must keep a copy of the issued document as proof of having completed the activity.<br><br>Group mobility activities: a learning programme must be defined for the whole group (individual learning agreements are not required). After the activity, beneficiary organisation must keep the learning programme and a participants list (including accompanying persons) as proof of having completed the activity. |

OTHER SUPPORTED ACTIVITIES

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| **Eligible activities** | ▪ Invited experts (2 to 60 days)<br>▪ Hosting teachers and educators in training (10 to 365 days)<br><br>Implemented activities must fulfil the following qualitative requirements:<br><br>**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.<br><br>**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). |
| **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. |

[98] 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.

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| | **Hosting teachers and educators in training** is available for participants who are enrolled in or recently graduated[99] 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. |
| **Eligible venues** | The venue for invited experts and teachers in training is always the beneficiary organisation (including consortium members). |
| **Documentation of learning outcomes** | For invited experts, the learning programme that the expert will deliver must be agreed with the beneficiary organisation before the activity. After the activity, the beneficiary organisation must keep the executed learning programme as proof of having completed the activity.<br><br>For hosted teachers and educators in training, requirements described for individual learner mobility activities are applicable. |

PREPARATORY VISITS

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| **What is a preparatory visit?** | A preparatory visit is a visit to a prospective hosting organisation by staff from the sending organisation with the purpose of better preparing a learner or staff mobility activity. |
| **When can a preparatory visit be organised?** | Each preparatory visit must have a clear reasoning and must serve to improve inclusiveness, scope and quality of mobility activities.<br><br>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.<br><br>Preparatory visits can be organised in preparation for any type of learner or staff mobility, except 'courses and training'. |
| **Who can take part in a preparatory visit?** | Preparatory visits can be carried out by any persons eligible for staff mobility activities and involved in the organisation of the project.<br><br>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.<br><br>A maximum of three persons can take part in a preparatory visit. |
| **Where can preparatory visits take place?** | Preparatory visits take place at the premises of the prospective hosting organisation, or any other venue where mobility activities are planned to take place. Rules applicable to venues of staff and learner mobility activities apply also to preparatory visits linked to those activities.<br><br>Only one preparatory visit can be organised per hosting organisation. |

[99] 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 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 set up 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**

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| **Eligible organisations: who can apply?** | The following organisations are eligible[100] to apply:<br>(1) Schools providing general education at pre-primary, primary or secondary level, including organisations providing early childhood education and care[101]<br>(2) Local and regional public authorities, coordination bodies and other organisations with a role in the field of school education<br>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 apply?** | Applications are submitted to the National Agency of the country where the applicant organisation is established. |
| **Application deadlines** | Round 1 (for all National Agencies): **19 February at 12:00:00 (midday Brussels time)**<br>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 **1 October at 12:00:00 (midday Brussels time).** |
| **Project start dates** | Projects can choose the following start dates:<br>▪ Round 1: between 1 June and 31 December of the same year<br>▪ Round 2 (if open): between 1 January and 31 May of the following year |
| **Project duration** | From 6 to 18 months |

[100] 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.

[101] Schools established in an EU Member State or in a third country associated to the Programme that have a special status and function 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. Due to requirements for all mobility activities to be transnational, schools in this type of special status cannot organise mobility activities with other organisations in the same status (i.e. supervised by the same National Authority and National Agency), even if the other organisation is located in a different country.

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| **Number of applications** | Per selection round, an organisation may apply for only one short-term project in the field of school education.<br><br>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.<br><br>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. |
| **Eligible activities** | All types of activities for school education. For a detailed list and rules, see section 'Activities'.<br><br>To be eligible, applications must include at least one staff or learner mobility activity. |
| **Project scope** | An application for a short-term project can include a maximum of 30 participants in mobility activities.<br><br>Preparatory visits and participation of accompanying persons will not count towards this limit. |
| **Supporting organisations** | A supporting organisation is an organisation assisting the beneficiary organisation in practical aspects of project implementation that do not concern core project tasks. Core project tasks include financial management of the programme funds, contact with the National Agency, reporting on implemented activities, as well as all decisions that directly affect the content, quality and results of the implemented activities (such as the choice of activity type, duration, and the hosting organisation, definition and evaluation of learning outcomes), etc.. Involvement of a supporting organisation is subject to approval of the National Agency.<br><br>The role and obligations of supporting organisations must be formally defined between them and the beneficiary organisation. The supporting organisation acts under the supervision of the beneficiary organisation, who remains ultimately responsible for the results and quality of implemented activities. All contributions of supporting organisations must comply with the Erasmus quality standards.<br><br>In case of poor implementation of quality standards or other form of failure to comply with these requirements, the National Agency may request that the beneficiary stop receiving assistance for certain tasks and implements them itself. As a final remedial measure, the National Agency may terminate the grant agreement.<br><br>Hosting organisations that provide learning content and mentoring to the beneficiary organisation's participants are not considered supporting organisations, unless they are at the same time supporting the beneficiary in other project management tasks that are normally performed by the sending organisation. |

**SELECTION CRITERIA, EXCLUSION CRITERIA AND RULES ON ORIGINAL CONTENT AND AUTHORSHIP**

Applicants must have sufficient operational and financial capacity to implement the proposed project.

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.** In addition, by signing the declaration, the applicants will certify that

the submitted application contains original content authored by them, and that no other organisations or external individuals have been paid for drafting the application.

Please read **Part C of this Guide** for more information about the selection criteria, exclusion criteria and rules on original content and authorship.

**AWARD CRITERIA**

Submitted applications will be assessed by assigning points out of a total of 100, based on the below award criteria and scores. 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 below

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| **Relevance (maximum score: 20 points)** | The extent to which:<br>▪ the applicant's profile, experience, activities and target population of learners are relevant for the field of school education;<br>▪ the project proposal is relevant for the objectives of the action;<br>▪ the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination;<br>▪ the project proposal is relevant for the following specific priorities:<br>– supporting newcomers and less experienced organisations;<br>– supporting participants in long-term learning mobility of pupils;<br>– supporting participants with fewer opportunities. |
| **Quality of project design (maximum score: 50 points)** | The extent to which:<br>▪ the proposed project objectives address the needs of the applicant organisation, its staff and learners in a clear and concrete way;<br>▪ the proposed activities are appropriate for the achievement of the project objectives;<br>▪ the operational and logistical aspects of the project design (such as proposed venues) are appropriate and cost-effective;<br>▪ the project incorporates environmentally sustainable and responsible practices;<br>▪ 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 hosting partner organisations. |
| **Quality of follow-up actions (maximum score: 30 points)** | The extent to which:<br>▪ the applicant has clearly defined the tasks and responsibilities for delivery of activities; in accordance with Erasmus quality standards;<br>▪ the applicant has proposed concrete and logical steps to integrate the results of mobility activities in the organisation's regular work;<br>▪ the applicant has proposed an appropriate way of evaluating the project outcomes;<br>▪ 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**

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| **Eligible organisations: who can apply?** | Applicants must hold a valid Erasmus accreditation in school education on the project start date. |
| **Mobility consortium** | Organisations holding an Erasmus accreditation for mobility consortium coordinators must apply for the mobility consortium format.<br><br>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.<br><br>Any organisation meeting the eligibility criteria for Erasmus accreditation in the same field can become a member of a mobility consortium[102]. 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[103]. The relationship between the consortium coordinator and the consortium members must be based on a cooperative, non-profit basis.<br><br>Consortium members do not need to have an Erasmus accreditation.<br><br>Organisations taking part in a mobility consortium can apply for funding in a maximum of two Key Action 1 applications in the field of school education under the same Call for proposals. Therefore, within the school education field, organisations that apply for a grant for a short-term project or an accredited project can additionally take part in only one application for a mobility consortium as member organisations. Other organisations can take part in up to two mobility consortium applications. |
| **Where to apply?** | Applications are submitted to the National Agency of the country where the applicant organisation is established. |
| **Application deadline** | **19 February at 12:00:00 (midday Brussels time)** |
| **Project start date** | 1 June of the same year |

[102] For contracting purposes, consortium members may be co-beneficiaries, affiliated entities or third parties receiving financial support. Support to third parties can be provided based on the requirements set out in the Erasmus quality standards for eligible activities and eligible participants defined for this action, up to a maximum amount of 60 000 Euro per recipient organisation. Consortium members that are legally part of the same entity as the consortium coordinator may benefit from the project grant, and will not be considered as co-beneficiaries, affiliated entities or third parties for legal purposes.
The decision on the contractual structure of each mobility consortium project will be made by the National Agency based on the status and formal links of the consortium coordinator and consortium members in the national legal framework. In all cases, the participating consortium members must be listed in the project application and the project grant agreement as part of the project description.

[103] 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 at the same time in projects managed by National Agencies in two different countries. A mobility consortium that involves schools in the aforementioned special status cannot organise mobility activities between the different organisations in the consortium, nor learner or staff mobility activities where the destination country is the country of the supervising NA.

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| **Project duration** | All accredited projects will have an initial duration of 15 months. If justified, beneficiaries can request a prolongation of their project to a total duration of 24 months. Prolongations will be made after 12 months of implementation, unless otherwise decided by the National Agency. |
| **Number of applications** | Accredited organisations may apply only once per selection round. |
| **Eligible activities** | All types of activities for school education. For a detailed list and rules, see section 'Activities'.<br><br>To be eligible, applications must include at least one staff or learner mobility activity. |
| **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. |
| **Supporting organisations** | A supporting organisation is an organisation assisting the beneficiary organisation in practical aspects of project implementation that do not concern core project tasks. Core project tasks include financial management of the programme funds, contact with the National Agency, reporting on implemented activities, as well as all decisions that directly affect the content, quality and results of the implemented activities (such as the choice of activity type, duration, and the hosting organisation, definition and evaluation of learning outcomes), etc. Involvement of a supporting organisation is subject to approval of the National Agency.<br><br>The role and obligations of supporting organisations must be formally defined between them and the beneficiary organisation. The supporting organisation acts under the supervision of the beneficiary organisation, who remains ultimately responsible for the results and quality of implemented activities. All contributions of supporting organisations must comply with the Erasmus quality standards.<br><br>In case of poor implementation of quality standards or other form of failure to comply with these requirements, the National Agency may request that the beneficiary stop receiving assistance for certain tasks and implements them itself. As a final remedial measure, the National Agency may terminate the grant agreement.<br><br>Hosting organisations that provide learning content and mentoring to the beneficiary organisation's participants are not considered supporting organisations, unless they are at the same time supporting the beneficiary in other project management tasks that are normally performed by the sending organisation. |

**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. All 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 components: qualitative performance, policy priorities, and geographical balance (if applied by the National Agency)

The budget available for accredited projects and detailed budget allocation rules will be published by the National Agency ahead of the call deadline. Budget allocation rules must respect the principles of fairness, transparency and equal treatment. Indicators and metrics used in budget allocation must be objective, verifiable and their values must be known to the applicants ahead of the call deadline.

Based on the applicable unit contributions and historical data, the National Agency will estimate the budget required to implement the activities requested by each applicant. Applicants cannot be awarded a grant higher than the resulting estimated budget.

If an applicant is awarded the full estimated budget required to implement their requested activities, then the activities requested in the application will be included in the project grant agreement as targets for delivery. Otherwise, if the applicant is not awarded the full estimated budget, then the targets for delivery will be adjusted to stay proportional to the awarded grant[104].

Budget for cost categories 'Inclusion support for participants' and 'Exceptional costs' cannot be estimated in the same way as budget for cost categories applying unit contributions. The National Agency will assess requests for these types of costs separately, based on provided description and justification. During project implementation, beneficiaries can make further requests for these types of costs when needed. The National Agency will process such additional requests in order of reception, as long as funds remain available.

**WHAT ARE THE FUNDING RULES?**

The following funding rules apply for short-term projects and accredited projects for mobility of pupils and staff in school education. Erasmus+ projects are funded based on the co-financing principle. Accordingly, the unit costs defined in the table below are calculated to cover 80% of actual costs on average. Projects can include participants whose entire grant or a part of it is funded from sources other than Erasmus+. For any individual participant, the beneficiary can request funding for all eligible budget categories or only some of them, if the rest of the costs are covered in a different way. Funds received from Erasmus+ can be supplemented by the beneficiary organisation, by other EU funds, donations, participant contributions, third party contributions, etc. Principle of no double funding must be respected: financial support for the same cost cannot be claimed twice, e.g. from different sources. In case the beneficiary requests participant contributions, they must remain in line with the relevant provisions of Erasmus quality standards. In particular, such contributions must not create barriers to inclusion of participants with fewer opportunities.

| Budget category | Eligible costs and applicable rules | Amount |
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| **Organisational support** | Costs directly linked to the implementation of the project that are not covered by other cost categories.<br><br>For example: preparation (pedagogical, intercultural and other), mentoring, monitoring and support of participants during mobility, services, tools and equipment needed for project implementation, virtual components in blended activities, recognition | 100 EUR<br>– Per pupil in group mobility<br>– Per participant in staff mobility for courses and training<br>– Per invited expert<br>– Per hosted teacher or educator in training |

[104] The National Agency can make limited modifications to the proportional adjustment to allow for a better fit between the awarded grant and target activities, to ensure coherence with the approved Erasmus Plan, to provide adequate support for priority activities, to maintain at least one participant in each activity type and category requested by the applicant, and to comply with the rules of the call.

<table>
<tr><td></td><td>of learning outcomes, sharing results and making the European Union funding visible to the public.<br><br>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.<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the number of participants. Accompanying persons are not participants in learning mobility activities and are not counted for calculation of Organisational support.</td><td>350 EUR; 200 EUR after one hundred participants in the same type of activity<br>– Per participant in short-term learning mobility of pupils<br><br>– Per participant in staff mobility for job shadowing and teaching or training assignments<br><br>500 EUR<br>– Per participant in long-term learning mobility of pupils</td></tr>
<tr><td>Travel</td><td>Contribution to the return travel costs of participants and accompanying persons from their place of origin to the venue of the activity.<br><br>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.<br><br>Below 500 km, participant will, as a general rule, travel with low-emissions means of transport<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the travel distance and number of participants and accompanying persons.<br><br>The applicant must indicate the one-way air distance between the place of origin and the venue of the activity[105] by using the distance calculator supported by the European Commission[106].</td><td><table>
<tr><th>Travel distance</th><th>Green travel</th><th>Non-Green travel</th></tr>
<tr><td>10 – 99 km</td><td>56 EUR</td><td>28 EUR</td></tr>
<tr><td>100 – 499 km</td><td>285EUR</td><td>211 EUR</td></tr>
<tr><td>500 – 1999 km</td><td>417 EUR</td><td>309EUR</td></tr>
<tr><td>2000 – 2999 km</td><td>535 EUR</td><td>395 EUR</td></tr>
<tr><td>3000 – 3999 km</td><td>785 EUR</td><td>580 EUR</td></tr>
<tr><td>4000 – 7999 km</td><td>1188 EUR</td><td>1188 EUR</td></tr>
<tr><td>8000 km or more</td><td>1735 EUR</td><td>1735 EUR</td></tr>
</table></td></tr>
<tr><td>Individual support</td><td>Costs of subsistence for participants and accompanying persons[107] during the activity.<br><br>If necessary: subsistence costs are eligible for travel time before and after the activity, with a maximum of</td><td><table>
<tr><th>Category of participants</th><th>Country group 1</th><th>Country group 2</th><th>Country group 3</th></tr>
<tr><td>Staff</td><td>107-191 EUR</td><td>95-169 EUR</td><td>84-148 EUR</td></tr>
</table></td></tr>
</table>

[105] For example, if a person from Madrid (Spain) is taking part in an activity 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).

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

[107] 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".

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| | two travel days for participants and accompanying persons receiving non-green travel grant, and a maximum of six travel days in case of a green travel grant.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the number of participants and accompanying persons, duration of stay and receiving country[108]. | School pupils | 48-85 EUR | 41-74 EUR | 36-64 EUR |
| | | The above are the allowed ranges for base rates per day of activity. Within these ranges, each National Agency will decide on the exact base rates for projects under their management and will publish this information on its website.<br><br>The base rate is payable up to the 14th day of activity (including travel days). From the 15th day, 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.<br><br>**Financing mechanism:** contribution to unit costs<br><br>**Rule of allocation:** based on the number of participants with fewer opportunities | 125 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"). Inclusion support can also be provided to staff with fewer opportunities taking on the role of accompanying persons or participating in a preparatory visit.<br><br>**Financing mechanism:** real costs.<br><br>**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.<br><br>**Financing mechanism:** unit costs. | 680 EUR per participant | | | |

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

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| | **Rule of allocation:** based on the number of participants. | |
| **Course fees** | Costs covering enrolment fees for staff mobility format 'Courses and training'.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the duration of the course. | 80 EUR per participant per day |
| **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.<br><br>Linguistic support is eligible for participants in the following types of activities: in job shadowing, teaching and training assignments, short-term learning mobility of school pupils and long-term learning mobility of school pupils.<br><br>Support is payable only if the participant cannot receive Online Language Support due to unavailability of the required language or level, or due to particular barriers faced by participants with fewer opportunities. The above conditions do not apply to reinforced support provided for participants in long-term learning mobility of pupils.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the number of participants. | 150 EUR per participant<br><br>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.<br><br>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. If awarded, the exceptional costs for expensive travel replace the travel support based on unit costs.<br><br>Visa and visa-related costs, residence permits, vaccinations, medical certifications.<br><br>**Financing mechanism:** real costs. | **Costs for financial guarantee:** 80% of eligible costs<br><br>**Expensive travel costs:** 80% of eligible travel costs<br><br>**Visa and visa-related costs, residence permits, vaccinations, medical certifications:** 100% of eligible costs |

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| | **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. | |

## 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.

The action is open to a very diverse range of organisations, such as adult education schools and learning centres; civil society, non-governmental and volunteering organisations; counselling centres, libraries, museums, cultural, community and social centres; as well as other organisations working for persons with disabilities, senior citizens, persons at the risk of poverty or social exclusion, etc.

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

Adult learners can include any persons benefitting from activities and services provided by organisations active in adult education. Projects can organise activities focusing on citizenship, learning about Europe, community services, volunteering, intergenerational exchanges, critical thinking, active aging, etc.

The participating organisations should actively promote **inclusion and diversity, environmental sustainability**, **digital education,** as well as **civic engagement and participation** 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**

This action aims 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 Area. Specifically, the objectives of this action are:

- 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
- 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

**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** – these projects provide applicants 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 applying for 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** – these projects 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 for an accreditation. 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 organisation 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 Erasmus accreditations focuses on the needs and plans of the applicant organisation (or its consortium).

Mobility activities in a mobility project can be outgoing and incoming. 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 incoming 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.

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://erasmus-plus.ec.europa.eu/document/erasmus-quality-standards-mobility-projects-vet-adults-schools

Language learning is an important part of every mobility project: beneficiary organisations should provide their participants with language learning support before and during the mobility activities. For this purpose, Erasmus+ funds the Online Language Support platform which is free and open for use by all Erasmus+ participants.

**How to find partners for your mobility activities?**

Erasmus+ provides various tools and opportunities to find partners for your mobility activities:

- **EPALE - the Electronic Platform for adult learning in Europe** offers an online partner-finding tool. By registering on the platform, you can post partner-finding announcements and search through announcements made by other organisations: https://epale.ec.europa.eu/en/erasmus-adult-education

- **Training and Cooperation Activities** are regularly organised by Erasmus+ National Agencies. They include contact seminars, online events and other partner-finding opportunities for Erasmus+ applicants and beneficiaries. Information about TCAs is available on relevant National Agency websites and the SALTO Education & Training TCA Resource Centre website: www.salto-et.net

- **The Erasmus+ Project Results Platform** allows you to search for all accredited organisations and approved projects: https://erasmus-plus.ec.europa.eu/projects

**Horizontal dimensions**

All mobility projects should integrate the following dimensions common to the whole Erasmus+ programme:

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.

Beneficiaries and other 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, participants can benefit from Digital Opportunity Traineeships: mobility activities allowing them to acquire digital skills and letting staff 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 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[109] needed for personal development and fulfilment, employability, active citizenship and social inclusion. Participating organisations should offer training and 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 funded by Erasmus+, within short-term projects as well as in accredited projects.

All mobility activities must be:

- **Learning activities:** intended for participants to improve or gain new knowledge, skills, competences and attitudes;
- **Transnational:** involving interactions between people from different countries with the purpose of mutual exchange and learning;
- **Structured:** having a clear methodology, learning programme and planned learning outcomes;
- **Strategic:** contributing to a wider set of project objectives.

For any activity, additional financial 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

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| **Eligible activities** | ▪ Job shadowing (2 to 60 days)<br>▪ Teaching or training assignments (2 to 365 days)<br>▪ Courses and training (2 to 10 days)<br><br>In addition to physical mobility, all staff mobility activities can be blended with virtual learning activities. The minimum and maximum durations specified above apply to the physical mobility component.<br><br>Implemented activities must fulfil the following qualitative requirements:<br><br>**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. |

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

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| | **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.<br><br>**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.<br><br>A maximum of three persons from the same sending organisation and a maximum of ten persons from the same mobility consortium can receive funding for attending the same course together. Each person can participate in only one course per project.<br><br>The training must include a clear transnational component, for example by fostering learning interaction between participants from different countries or by integrating other elements of transnational transfer of practices, such as strong involvement of adult education staff from the hosting country to interact with and demonstrate their practices to colleagues coming from abroad.<br><br>The content of courses and training must be relevant for professional skills of the participating staff and the objectives of the project or accreditation.<br><br>For example, supported activities can include courses and training organised by public institutions or volunteer organisations, activities organised as part of an exchange of practices between organisations in different countries, as well as commercially available courses and training. Entirely passive activities such as listening to lectures, speeches or mass conferences are not supported. Conferences and similarly titled events can be considered for funding only if participants spend most of their time in structured training, workshops, practical exercises, exchange of practices with colleagues, or other forms of active learning.<br><br>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 beneficiary organisation. The following quality standards are available to guide the applicants in their choice:<br>https://erasmus-plus.ec.europa.eu/resources-and-tools/quality-standards-key-action-1 |
| **Eligible participants** | Eligible participants include teachers, trainers, and all other non-teaching experts and staff in adult education.<br><br>Eligible non-teaching staff includes staff working in adult education, either in adult education providers (e.g. management staff, Erasmus+ coordinators, etc.) or in other organisations active in adult education (e.g. volunteers, counsellors, Erasmus+ coordinators, policy coordinators in charge of adult education, etc.).<br><br>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, volunteers, board members, inspectors, etc.).<br><br>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 |

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| | transparent and consistent practice on what constitutes acceptable working relationships and supporting documentation in their national context.<br><br>Staff members working remotely from abroad cannot take part in activities in the country they are working from. |
| **Eligible venues** | Activities must take place abroad, in an EU Member State or in a third country associated to the Programme. Activities must take place in the country where the host organisation is legally established. Each mobility activity can take place in only one country[110]. |
| **Documentation of learning outcomes** | Requirements for documentation of learning outcomes are established in the Erasmus quality standards and further elaborated in the project grant agreement.<br><br>Before the mobility activity, the sending organisation, hosting organisation, and the participant must agree on a learning agreement (or a similar document) specifying the participant's expected learning outcomes. For courses and training, a course programme can be used in place of a learning agreement.<br><br>After the activity, the participant's achieved learning outcomes must be recognised by issuing a Europass Mobility or a similar document. The beneficiary organisation must keep a copy of the issued document as proof of having completed the activity. |

LEARNER MOBILITY

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| **Eligible activities** | ▪ Group mobility of adult learners (2 to 30 days, at least two learners per group)<br>▪ Short-term learning mobility of adult learners (2 to 29 days)<br>▪ Long-term learning mobility of adult learners (30 to 365 days)<br><br>In addition to physical mobility, all learner mobility activities can be blended with virtual learning activities. The minimum and maximum durations specified above apply to the physical mobility component.<br><br>Implemented activities must fulfil the following qualitative requirements:<br><br>**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. |

[110] Short cross-border trips are permitted when relevant for the activity, however for the purpose of grant calculation this will not be considered as a change of the country of venue If consecutive activities are organised in different countries, each activity must meet all relevant eligibility criteria on its own.

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| | **Short-term 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.<br><br>**Long-term learning mobility of adult learners**: adult learners can spend a longer 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.<br><br>Please note that the difference between group and individual activity formats is not based on travelling and accommodation arrangements, but rather on requirements for collective or individual learning programmes, as described below under 'Documentation of learning outcomes'. Accordingly, a different level of organisational support is provided for group and individual activities, as defined in the funding rules presented at the end of this chapter. The group mobility format is recommended for simple activities that make use of existing resources and content, while individual formats are better suited for activities that require specific investment from the sending and receiving organisations (including in cases where several participants will be travelling and staying together). |
| **Eligible participants** | Eligible participants are learners benefitting from adult education programmes or activities[111] at the sending organisation.<br><br>In the context of informal and non-formal adult education, eligible learners can include any persons benefitting from activities (including guidance and counselling services, or similar support) provided by organisations active in adult education (such as libraries, life-long learning centres, community centres, etc.) if those organisations and their activities are recognised as eligible in their national context.<br><br>When selecting participants, all projects should aim for an inclusive and balanced mix of participant profiles and significant involvement of participants with fewer opportunities, in line with the objectives of the action. |
| **Eligible venues** | Activities must take place abroad, in an EU Member State or in a third country associated to the Programme. Activities must take place in the country where the host organisation is legally established. Each mobility activity can take place in only one country[112].<br><br>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 |

[111] The definition of eligible adult education programmes and activities 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. Education staff (teachers, trainers, educators, youth staff, etc.) or other employed adults are not considered to be adult learners in the context of this eligibility criterion unless they are at the same time participating as learners in a specific adult education programme or activity that is included in the above-mentioned definition by the competent National Authority. Adult education staff can participate in staff mobility activities described earlier in this section. Similarly, education staff working in other fields of education, training, youth and sport can participate in Erasmus+ mobility activities for staff, as described in the relevant sections of this Programme Guide.

[112] Short cross-border trips are permitted when relevant for the activity, however for the purpose of grant calculation this will not be considered as a change of the country of venue. If consecutive activities are organised in different countries, each activity must meet all relevant eligibility criteria on its own.

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| | 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.<br><br>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[113]. |
| **Documentation of learning outcomes** | Requirements for documentation of learning outcomes are established in the Erasmus quality standards and further elaborated in the project grant agreement.<br><br>Individual mobility activities: before the activity, the sending organisation, hosting organisation, and the participant must agree on a learning agreement (or a similar document) specifying the participant's expected learning outcomes. After the activity, the participant's achieved learning outcomes must be recognised by issuing a Europass Mobility or a similar document. The beneficiary organisation must keep a copy of the issued document as proof of having completed the activity.<br><br>Group mobility activities: a learning programme must be defined for the whole group (individual learning agreements are not required). After the activity, beneficiary organisation must keep the learning programme and a participants list (including accompanying persons) as proof of having completed the activity. |

OTHER SUPPORTED ACTIVITIES

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| **Eligible activities** | ▪ Invited experts (2 to 60 days)<br>▪ Hosting teachers and educators in training (10 to 365 days)<br><br>Implemented activities must fulfil the following qualitative requirements:<br><br>**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.<br><br>**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). |
| **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. |

[113] 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.

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| | **Hosting teachers and educators in training** is available for participants who are enrolled in or recently graduated[114] 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. |
| **Eligible venues** | The venue for invited experts and teachers in training is always the beneficiary organisation (including consortium members). |
| **Documentation of learning outcomes** | For invited experts, the learning programme that the expert will deliver must be agreed with the hosting organisation before the activity. After the activity, the beneficiary organisation must keep the executed learning programme as proof of having completed the activity.<br><br>For hosted teachers and educators in training, requirements described for individual learner mobility activities are applicable. |

PREPARATORY VISITS

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| **What is a preparatory visit?** | A preparatory visit is a visit to a prospective hosting organisation by staff from the sending organisation with the purpose of better preparing a learner or staff mobility activity. |
| **When can a preparatory visit be organised?** | Each preparatory visit must have a clear reasoning and must serve to improve inclusiveness, scope and quality of mobility activities.<br><br>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.<br><br>Preparatory visits can be organised in preparation for any type of learner or staff mobility, except 'courses and training'. |
| **Who can take part in a preparatory visit?** | Preparatory visits can be carried out by any persons eligible for staff mobility activities and involved in the organisation of the project.<br><br>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.<br><br>A maximum of three persons can take part in a preparatory visit.. |
| **Where can preparatory visits take place?** | Preparatory visits take place at the premises of the prospective hosting organisation, or any other venue where mobility activities are planned to take place. Rules applicable to venues of staff and learner mobility activities apply also to preparatory visits linked to those activities.<br><br>Only one preparatory visit can be organised per hosting organisation. |

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

[114] 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 are a straightforward and simple way to benefit from Erasmus+. Their purpose is to allow organisations to set up 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.

**ELIGIBLITY CRITERIA**

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| **Eligible organisations: who can apply?** | The following organisations are eligible[115] to apply:<br>(1) Organisations providing formal, informal and non-formal adult education[116]<br>(2) Local and regional public authorities, coordination bodies and other organisations with a role in the field of adult education<br>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 apply?** | Applications are submitted to the National Agency of the country where the applicant organisation is established. |
| **Application deadlines** | Round 1 (for all National Agencies): **19 February at 12:00:00 (midday Brussels time)**<br>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 **1 October at 12:00:00 (midday Brussels time).** |
| **Project start dates** | Projects can choose the following start dates:<br>▪ Round 1: between 1 June and 31 December of the same year<br>▪ Round 2 (if open): between 1 January and 31 May of the following year |
| **Project duration** | From 6 to 18 months |

[115] 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.

[116] 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.

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| **Number of applications** | Per selection round, an organisation may apply for only one short-term project in the field of adult education.<br><br>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.<br><br>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. |
| **Eligible activities** | All types of activities for adult education. For a detailed list and rules, see section 'Activities'.<br><br>To be eligible, applications must include at least one staff or learner mobility activity. |
| **Project scope** | An application for a short-term project can include a maximum of 30 participants in mobility activities.<br><br>Preparatory visits and participation of accompanying persons will not count towards this limit. |
| **Supporting organisations** | A supporting organisation is an organisation assisting the beneficiary organisation in practical aspects of project implementation that do not concern core project tasks. Core project tasks include financial management of the programme funds, contact with the National Agency, reporting on implemented activities, as well as all decisions that directly affect the content, quality and results of the implemented activities (such as the choice of activity type, duration, and the hosting organisation, definition and evaluation of learning outcomes), etc.. Involvement of a supporting organisation is subject to approval of the National Agency.<br><br>The role and obligations of supporting organisations must be formally defined between them and the beneficiary organisation. The supporting organisation acts under the supervision of the beneficiary organisation, who remains ultimately responsible for the results and quality of implemented activities. All contributions of supporting organisations must comply with the Erasmus quality standards.<br><br>In case of poor implementation of quality standards or other form of failure to comply with these requirements, the National Agency may request that the beneficiary stop receiving assistance for certain tasks and implements them itself. As a final remedial measure, the National Agency may terminate the grant agreement.<br><br>Hosting organisations that provide learning content and mentoring to the beneficiary organisation's participants are not considered supporting organisations, unless they are at the same time supporting the beneficiary in other project management tasks that are normally performed by the sending organisation. |

**SELECTION CRITERIA, EXCLUSION CRITERIA AND RULES ON ORIGINAL CONTENT AND AUTHORSHIP**

Applicants must have sufficient operational and financial capacity to implement the proposed project.

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.** In addition, by signing the declaration, the applicants will certify that

the submitted application contains original content authored by them, and that no other organisations or external individuals have been paid for drafting the application.

Please read **Part C of this Guide** for more information about the selection criteria, exclusion criteria and rules on original content and authorship.

**AWARD CRITERIA**

Submitted applications will be assessed by assigning points out of a total of 100, based on the below criteria and scores. 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 below

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| **Relevance (maximum score: 20 points)** | The extent to which:<br>▪ the applicant's profile, experience, activities and target population of learners are relevant for the field of adult education;<br>▪ the project proposal is relevant for the objectives of the action;<br>▪ the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination;<br>▪ the project proposal is relevant for the following specific priorities:<br>– supporting newcomers and less experienced organisations;<br>– supporting participants with fewer opportunities; |
| **Quality of project design (maximum score: 50 points)** | The extent to which:<br>▪ the proposed project objectives address the needs of the applicant organisation, its staff and learners in a clear and concrete way;<br>▪ the proposed activities are appropriate for the achievement of the project objectives;<br>▪ the operational and logistical aspects of the project design (such as proposed venues) are appropriate and cost-effective;<br>▪ the project incorporates environmentally sustainable and responsible practices;<br>▪ 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 hosting partner organisations. |
| **Quality of follow-up actions (maximum score: 30 points)** | The extent to which:<br>▪ the applicant has clearly defined the tasks and responsibilities for delivery of activities in accordance with Erasmus quality standards;<br>▪ the applicant has proposed concrete and logical steps to integrate the results of mobility activities in the organisation's regular work;<br>▪ the applicant has proposed an appropriate way of evaluating the project outcomes;<br>▪ 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**

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| **Eligible organisations: who can apply?** | Applicants must hold a valid Erasmus accreditation in adult education on the project start date. |
| **Mobility consortium** | Organisations holding an Erasmus accreditation for mobility consortium coordinators must apply for the mobility consortium format.<br><br>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.<br><br>Any organisation meeting the eligibility criteria for Erasmus accreditation in the same field can become a member of a mobility consortium[117]. 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. The relationship between the consortium coordinator and the consortium members must be based on a cooperative, non-profit basis.<br><br>Consortium members do not need to have an Erasmus accreditation.<br><br>Organisations taking part in a mobility consortium can apply for funding in a maximum of two Key Action 1 applications in the field of adult education under the same Call for proposals. Therefore, within the field of adult education, organisations that apply for a grant for a short-term project or an accredited project can additionally take part in only one application for a mobility consortium as member organisations. Other organisations can take part in up to two mobility consortium applications. |
| **Where to apply?** | Applications are submitted to the National Agency of the country where the applicant organisation is established. |
| **Application deadline** | **19 February at 12:00:00 (midday Brussels time)** |
| **Project start date** | 1 June of the same year |

[117] For contracting purposes, consortium members may be co-beneficiaries, affiliated entities or third parties receiving financial support. Support to third parties can be provided based on the requirements set out in the Erasmus quality standards for eligible activities and eligible participants defined for this action, up to a maximum amount of 60 000 Euro per recipient organisation. Consortium members that are legally part of the same entity as the consortium coordinator may benefit from the project grant, and will not be considered as co-beneficiaries, affiliated entities or third parties for legal purposes.
The decision on the contractual structure of each mobility consortium project will be made by the National Agency based on the status and formal links of the consortium coordinator and consortium members in the national legal framework. In all cases, the participating consortium members must be listed in the project application and the project grant agreement as part of the project description.

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| **Project duration** | All accredited projects will have an initial duration of 15 months. If justified, beneficiaries can request a prolongation of their project to a total duration of 24 months. Prolongations will be made after 12 months of implementation, unless otherwise decided by the National Agency. |
| **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'.<br><br>To be eligible, applications must include at least one staff or learner mobility activity. |
| **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. |
| **Supporting organisations** | A supporting organisation is an organisation assisting the beneficiary organisation in practical aspects of project implementation that do not concern core project tasks. Core project tasks include financial management of the programme funds, contact with the National Agency, reporting on implemented activities, as well as all decisions that directly affect the content, quality and results of the implemented activities (such as the choice of activity type, duration, and the hosting organisation, definition and evaluation of learning outcomes), etc. Involvement of a supporting organisation is subject to approval of the National Agency.<br><br>The role and obligations of supporting organisations must be formally defined between them and the beneficiary organisation. The supporting organisation acts under the supervision of the beneficiary organisation, who remains ultimately responsible for the results and quality of implemented activities. All contributions of supporting organisations must comply with the Erasmus quality standards.<br><br>In case of poor implementation of quality standards or other form of failure to comply with these requirements, the National Agency may request that the beneficiary stop receiving assistance for certain tasks and implements them itself. As a final remedial measure, the National Agency may terminate the grant agreement.<br><br>Hosting organisations that provide learning content and mentoring to the beneficiary organisation's participants are not considered supporting organisations, unless they are at the same time supporting the beneficiary in other project management tasks that are normally performed by the sending organisation. |

**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. All 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 components: qualitative performance, policy priorities, and geographical balance (if applied by the National Agency)

The budget available for accredited projects and detailed budget allocation rules will be published by the National Agency ahead of the call deadline. Budget allocation rules must respect the principles of fairness, transparency and equal treatment. Indicators and metrics used in budget allocation must be objective, verifiable and their values must be known to the applicants ahead of the call deadline.

Based on the applicable unit contributions and historical data, the National Agency will estimate the budget required to implement the activities requested by each applicant. Applicants cannot be awarded a grant higher than the resulting estimated budget.

If an applicant is awarded the full estimated budget required to implement their requested activities, then the activities requested in the application will be included in the project grant agreement as targets for delivery. Otherwise, if the applicant is not awarded the full estimated budget, then the targets for delivery will be adjusted to stay proportional to the awarded grant[118].

Budget for cost categories 'Inclusion support for participants' and 'Exceptional costs' cannot be estimated in the same way as budget for cost categories applying unit contributions. The National Agency will assess requests for these types of costs separately, based on provided description and justification. During project implementation, beneficiaries can make further requests for these types of costs when needed. The National Agency will process such additional requests in order of reception, as long as funds remain available.

**WHAT ARE THE FUNDING RULES?**

The following funding rules apply for short-term projects and accredited projects for mobility of learners and staff in adult education. Erasmus+ projects are funded based on the co-financing principle. Accordingly, the unit costs defined in the table below are calculated to cover 80% of actual costs on average. Projects can include participants whose entire grant or a part of it is funded from sources other than Erasmus+. For any individual participant, the beneficiary can request funding for all eligible budget categories or only some of them, if the rest of the costs are covered in a different way. Funds received from Erasmus+ can be supplemented by the beneficiary organisation, by other EU funds, donations, participant contributions, third party contributions, etc. Principle of no double funding must be respected: financial support for the same cost cannot be claimed twice, e.g. from different sources. In case the beneficiary requests participant contributions, they must remain in line with the relevant provisions of Erasmus quality standards. In particular, such contributions must not create barriers to inclusion of participants with fewer opportunities.

| Budget category | Eligible costs and applicable rules | Amount |
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| **Organisational support** | Costs directly linked to the implementation of the project that are not covered by other cost categories. | 100 EUR<br>- Per participant in staff mobility for courses and training |

[118] The National Agency can make limited modifications to the proportional adjustment to allow for a better fit between the awarded grant and target activities, to ensure coherence with the approved Erasmus Plan, to provide adequate support for priority activities, to maintain at least one participant in each activity type and category requested by the applicant, and to comply with the rules of the call.

<table>
<tr><td></td><td>For example: preparation (pedagogical, intercultural and other), mentoring, monitoring and support of participants during mobility, services, tools and equipment needed for project implementation, virtual components in blended activities, recognition of learning outcomes, sharing results and making the European Union funding visible to the public.<br><br>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.<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the number of participants. Accompanying persons are not participants in learning mobility activities and are not counted for calculation of Organisational support.</td><td>– Per invited expert<br><br>– Per hosted teacher or educator in training</td></tr>
<tr><td></td><td></td><td>125 EUR<br><br>– Per learner in group mobility.</td></tr>
<tr><td></td><td></td><td>350 EUR; 200 EUR after one hundred participants in the same type of activity<br>– Per participant in short-term learning mobility of adult learners<br><br>– Per participant in staff mobility for job shadowing and teaching or training assignments</td></tr>
<tr><td></td><td></td><td>500 EUR<br>Per participant in long-term learning mobility of adult learners</td></tr>
<tr><td>Travel</td><td>Contribution to the return travel costs of participants and accompanying persons from their place of origin to the venue of the activity.<br><br>Below 500 km, participant will, as a general rule, travel with low-emissions means of transport<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the travel distance and number of participants and accompanying persons.<br><br>The applicant must indicate the one-way air distance between the place of origin and the venue of the activity[119] by using the distance calculator supported by the European Commission[120].</td><td colspan="3"><table>
<tr><th>Travel distance</th><th>Green travel</th><th>Non-Green travel</th></tr>
<tr><td>10 – 99 km</td><td>56 EUR</td><td>28 EUR</td></tr>
<tr><td>100 – 499 km</td><td>285 EUR</td><td>211 EUR</td></tr>
<tr><td>500 – 1999 km</td><td>417 EUR</td><td>309 EUR</td></tr>
<tr><td>2000 – 2999 km</td><td>535 EUR</td><td>395 EUR</td></tr>
<tr><td>3000 – 3999 km</td><td>785 EUR</td><td>580 EUR</td></tr>
<tr><td>4000 – 7999 km</td><td>1188 EUR</td><td>1188 EUR</td></tr>
<tr><td>8000 km or more</td><td>1735 EUR</td><td>1735 EUR</td></tr>
</table></td></tr>
</table>

[119] For example, if a person from Madrid (Spain) is taking part in an activity 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).

[120] 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[121] during the activity.<br><br>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 non-green travel grant, and a maximum of six travel days in case of a green travel grant.<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the number of persons, duration of stay and receiving country[122].</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>107-191 EUR</td><td>95-169 EUR</td><td>84-148 EUR</td></tr>
<tr><td>Learners</td><td>48-127 EUR</td><td>41-110 EUR</td><td>36-93 EUR</td></tr>
<tr><td colspan="4">The above are the allowed ranges for base rates per day of activity. Within these ranges, each National Agency will decide on the exact base rates for projects under their management, and will publish this information on its website.<br><br>The base rate is payable up to the 14th day of activity (including travel days). From the 15th day, 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.<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the number of participants with fewer opportunities.</td><td colspan="4">125 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"). Inclusion support can also be provided to staff with fewer opportunities taking on the role of accompanying persons or participating in a preparatory visit.<br><br>Financing mechanism: real costs.</td><td colspan="4">100% of eligible costs</td></tr>
</table>

[121] 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".

[122] Receiving country groups:

Country group 1: Austria, Belgium, France, Denmark, Finland, Germany, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Netherlands, Norway, Sweden

Country group 2: Cyprus, Czechia, Estonia, Greece, Latvia, Malta, Portugal, Slovakia, Slovenia, Spain

Country group 3: Bulgaria, Croatia, Hungary, Lithuania, Poland, Romania, Serbia, North Macedonia, Turkiye

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| | **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency. | |
| **Preparatory visits** | Costs covering travel and subsistence for participation in a preparatory visit.<br><br>**Financing mechanism:** unit costs.<br><br>**Rule of allocation:** based on the number of participants. | 680 EUR per participant |
| **Course fees** | Costs covering enrolment fees for staff mobility format 'Courses and training'.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the duration of the course. | 80 EUR per participant per day |
| **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.<br><br>Linguistic support is eligible for participants in the following types of activities: job shadowing, teaching and training assignments, short-term learning mobility of adult learners and long-term learning mobility of adult learners.<br><br>Support is payable only if the participant cannot receive Online Language Support due to unavailability of the required language or level, or due to particular barriers faced by participants with fewer opportunities. The above conditions do not apply to reinforced support provided for participants in long-term learning mobility of adult learners.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the number of participants. | 150 EUR per participant<br><br>In addition: 150 EUR of reinforced language support per participant in long-term learning mobility of adult learners. |
| **Exceptional costs** | Costs for providing a financial guarantee, if the National Agency asks for it.<br><br>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. If awarded, the | **Costs for financial guarantee:** 80% of eligible costs<br><br>**Expensive travel costs:** 80% of eligible travel costs |

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| | exceptional costs for expensive travel replace the travel support based on unit costs.<br><br>Visa and visa-related costs, residence permits, vaccinations, medical certifications.<br><br>**Financing mechanism:** real costs<br><br>**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. | **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 organise a limited number of activities, or
- **Accredited projects** 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 section below 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[123] 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 accreditation in the field of youth gives simplified access to funding opportunities under Key Action 1 - learning mobility activities in the field of youth.

Applicants will be required to lay down their approach to project management, their longer-term objectives and plans in terms of activities to be supported with Erasmus funds and expected benefits. The award of the Erasmus accreditation in the field of youth 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.

**OBJECTIVES OF THE ACTION**

The Erasmus accreditation in the field of youth action has the following objectives:

- Strengthening the personal and professional development of young people through non formal and informal learning mobility activities;
- Fostering the empowerment of young people, their active citizenship and participation in democratic life;
- Fostering 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;
- Promoting 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 accreditations in the field of youth will gain simplified access to the following Key Action 1 funding opportunities in the youth field:

- Mobility projects for young people - Youth exchanges
- Mobility projects for youth workers.

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

[123] 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, up to 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).

ELIGIBILITY CRITERIA

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| **Who can apply?** | The following types of organisations are eligible to apply:<br>• 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.<br>Applicant organisations must be established in an EU Member State or third country associated to the Programme.<br>Applicant organisations must have been legally established at least two years before the application deadline and have relevant experience implementing activities in the youth field. |
| **Where to apply?** | Applications must be submitted to the National Agency of the country where the applicant organisation is established. |
| **Submission deadline** | **1 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://erasmus-plus.ec.europa.eu/document/erasmus-quality-standards-mobility-projects-youth |

**SELECTION CRITERIA**

Applicants must have sufficient operational and financial 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 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 them 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 scores. 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 below.

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| **Relevance (maximum 20 points)** | The relevance of the organisation to the youth field and objectives of the action in terms of:<br>• The organisation's objectives and principles;<br>• The organisation's target groups;<br>• The organisation's regular activities;<br>• The organisation's experience in the youth field.<br>The proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination. |
| **Strategic development (maximum 40 points)** | The extent to which:<br>• The objectives identified are relevant and in line with the objectives of the Action and contribute to the EU Youth Strategy;<br>• 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);<br>• The objectives and planned activities are integrated in the organisation's regular work and activities;<br>• The organisation contributes to the Inclusion and Diversity strategy;<br>• 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:<br>• The objectives, the activities and targets planned are clear and realistic in relation to the applicant's human resources and internal organisation; |

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

**MAXIMUM NUMBER OF AWARDED ERASMUS ACCREDITATIONS IN THE FIELD OF YOUTH**

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

If the National Agency does not set a maximum number of approved accreditations, all applications satisfying the criteria set in this Call will be approved.

If the National Agency sets a maximum number of approved accreditations, a ranking list of applications satisfying the minimum award 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**

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 four 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. If an accreditation is not prolonged, implementation of previously awarded projects can continue beyond 31 December 2027 until the end of the relevant grant agreements.

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 may terminate the accreditation unilaterally under the conditions described under 'Reporting, monitoring and quality assurance'. Unilateral termination of the accreditation by the accredited organisation is possible only if during at least three consecutive years the accreditation has not been used to submit applications for accredited mobility projects.

**NON-TRANSFERABILITY**

The accreditation cannot be transferred between organisations. As an exception, in case of structural changes to an accredited organisation (for example split, merge, change of legal entity, statute or ownership), the National Agency may transfer the accreditation to one successor organisation based on a reasoned request.

**REPORTING, MONITORING AND QUALITY ASSURANCE**

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| **Closing reports at the end of each grant agreement** | At the end of each grant agreement approved under the Erasmus accreditation in the field of youth, the accredited organisation will submit a final report about the delivered activities and targets, as specified in the applicable grant agreement. |
| **Accreditation report** | At least once during the period of implementation of the accreditation, organisations will be required to:<br>• report on how they are progressing towards reaching their objectives;<br>• report on how they are ensuring that the Erasmus Youth quality standards are respected;<br>• update their activity plan.<br>The National Agency may decide to request a progress report on the different elements listed above at the same time, or separately.<br>The National Agency may decide to replace the reporting requirements on objectives and Erasmus Youth quality standards with a monitoring visit.<br>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.<br>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.<br>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.

The accreditation can also 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 consecutive years.

**MOBILITY OPPORTUNITIES FOR ACCREDITED ERASMUS ORGANISATIONS IN THE FIELD OF YOUTH**

Accredited organisations have the possibility to apply for funding 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[124] must comply with the minimum requirements 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 a partner in those projects.

ELIGIBILITY CRITERIA

The eligibility criteria below apply for grant requests.

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| **Who can apply?** | Any organisation holding a valid Erasmus accreditation in the field of youth on the project start date. |

[124] 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, up to 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).

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| **Eligible activities** | • Youth Exchanges<br>• Youth workers professional development activities<br><br>Additionally, the following activities can be implemented:<br><br>• Preparatory visits<br>• System development and outreach activities (only in conjunction with youth workers professional development activities)<br><br>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:<br><br>• **12 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 minimum requirements** | An accredited organisation can apply only once per call (year) for an accredited project. |

**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[125], 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, to connect them to the European project and 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 in democratic life.

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 is the framework for EU cooperation in the youth field based on the 2018 Council Resolution[126]. 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 includes 11 European Youth Goals which identify cross-sectoral areas that affect young people's lives.

Under the core area 'Connect', the EU Youth Strategy facilitates connections 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, such as Youth Exchanges and DiscoverEU. Under 'Engage', the Strategy facilitates youth participation through, for example, Youth Participation activities and the EU Youth Dialogue. Under 'Empower', the Strategy facilitates quality youth work through, for example, Youth Worker mobility and cooperation, training and networking.

Projects and activities in all formats and sectors can take inspiration from and contribute to the EU Youth Strategy. This can be done by identifying if and how the project contributes to realising:

- European Youth Goals;[127]
- EU youth work policy;[128,129]
- EU learning mobility policy;[130,131]

[125] 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, up to 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).

[126] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C_.2018.456.01.0001.01.ENG&toc=OJ%3AC%3A2018%3A456%3AFULL

[127] https://youth.europa.eu/strategy/european-youth-goals_en

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

[129] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C_202403526

[130] https://eur-lex.europa.eu/eli/C/2024/3364

[131] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H0411%2801%29

- Legacy of the European Year of Youth.[132]

For support on how projects can be linked with the EU Youth Strategy, please contact your National Agency or the SALTO Resource Centres.

The European Union Youth Strategy is available here: https://youth.europa.eu/strategy_en.

**Thematic strategies in the youth field**

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)[133].

**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[134]. 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.

**Preparatory Visits**

As part of Youth Exchanges, projects could also include 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 Exchange activities that include young people with fewer opportunities, the preparatory visit should ensure that the specific needs of those participants can be catered for. The preparatory visit takes place in the country of one of the receiving organisations before the start of the Youth Exchange activity.

[132] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2024:1:FIN

[133] The strategies can be found here: HTTPS://WWW.SALTO-YOUTH.NET/

[134] 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://youth.europa.eu/strategy/european-youth-goals_en

**SETTING UP A PROJECT**

A project is implemented by at least two organisations. All organisations involved need to be identified at application stage, as a solid partnership is a fundamental condition for high quality project delivery. To ensure that the involved organisations benefit from their participation, the project should be of relevance for the organisations' regular work with young people and in line with their objectives and needs. Organisations involved assume the roles of "sending" participants and/or "receiving" participants, i.e., hosting the activity. One of the organisations also takes on the role of coordinator and applies for funding on behalf of the partnership.

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

- **planning**: defining the needs, objectives, learning outcomes, activity formats, development of work programme, schedule of activities etc. before submitting the application;
- **preparation**: practical arrangements, setting up 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, both of whom should take an active role in all four project stages, 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 appropriate learning opportunities. Young people taking part in project activities should contribute to the identification of their own 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 feedback on the activity, reflect on what they have learnt and how they can make use of those learning outcomes. Furthermore, participants should consider possible follow-up to the activity. This can be done individually and, where possible, as a group.

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

**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

**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 enable a safe, respectful and non-discriminatory environment and protection of project participants. During the planning and preparation of a Youth Exchange, the issue of protection and safety of participants should be addressed and all necessary measures to prevent/reduce risks should be foreseen.

**HORIZONTAL DIMENSIONS**

When designing a mobility project, the following horizontal dimensions must be considered.

**Inclusion and diversity**

The Erasmus+ Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. Organisations that receive support under this action 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 as:

- group mobility offers the international mobility experience in the safety of a group;
- 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.

**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 transformation in the field of youth**

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 learning mobilities.

National Agencies offer a range of training opportunities for youth workers and youth leaders through their Training and Cooperation Activities, including on supporting the digital transformation in the youth field. These offers are published in the European Training Calendar: https://www.salto-youth.net/tools/european-training-calendar/. Inspiration can also be found under SALTO Tools: https://www.salto-youth.net/tools/.

**Participation in democratic life, common values and civic engagement**

The Erasmus+ Programme supports participation of young people. Wherever possible, projects under this action should offer opportunities for democratic participation, including civic engagement and the opportunity to impact and participate in decision-making in matters affecting them, through meaningful learning experiences that encourage young people to be civically engaged before, during and after their participation in a mobility activity. Mobility projects for young people should also offer relevant opportunities for young people to actively engage and participate in the conception and implementation of project activities as a pathway for participants to further engage in democratic life.[135] Further, they should improve participants' understanding of the European Union and common European values, including respect for democratic principles, human dignity, unity and diversity and intercultural dialogue, as well as European social, cultural and historical heritage.

**ELIGIBILITY CRITERIA**

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

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| **Who can apply?** | Any eligible participating organisation or informal group of young people 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.[136] |
| **Eligible participating organisations** | A participating organisation can be:<br>• 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<br>• an informal group of young people[137]<br>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). |

[135] For resources and inspiration, please see modules 7 (Mobility projects for young people) and 12 (Planning for participation) of the Youth Participation Toolkit prepared by SALTO PI: https://participationpool.eu/toolkit/

[136] Participating organisations will need to sign an accession form to the applicant organisation. The accession forms 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.

[137] 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".

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| **Number of participating organisations** | Minimum two participating organisations (at least one sending and at least one receiving organisation) from different countries must be involved.<br><br>The same organisation (one OID) cannot be involved in more than 5 applications per deadline in this action, either as applicant or partner. |
| **Duration of project** | From 3 to 24 months. |
| **Where to apply?** | To the National Agency of the country in which the applicant is established |
| **When to apply?** | Applicants have to submit their grant applications by the following dates:<br><br>• **12 February at 12:00:00 (midday Brussels time)** for projects starting between 1 June and 31 December of the same year<br>• **1 October at 12:00:00 (midday Brussels time)** for projects starting between 1 January and 31 May of the following year<br><br>**Possible additional round:**<br><br>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.<br><br>If an additional round is organised, applicants have to submit their applications by **7 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 timetable of each of the Youth Exchanges and Preparatory Visits planned in the project must be annexed to the application form. |

**Minimum requirements for Youth Exchanges**

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| **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.<br><br>**Exception:** Activities cannot take place in Belarus or Russia. |

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| **Number of participating organisations** | Minimum two participating organisations (at least one sending and at least one receiving organisation) from different countries must be involved[138].<br><br>**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.<br><br>**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 to 4). |
| **Eligible participants** | Young people aged between 13 and 30[139] residing in the countries of their sending and receiving organisations.<br><br>Group leaders and facilitators and accompanying persons are not to be considered as participants of the activity but are eligible for support under certain budget categories. They 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, minimum 4 participants per group. Group leaders, facilitators and accompanying persons are not to be counted in the number of participants.<br><br>In the cases of Youth Exchanges involving only young people with fewer opportunities, the minimum number of participants is 10.<br><br>Minimum two groups of young people from two different countries.<br><br>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. |

[138] If more organisations from the same country form one national group, each organisation may have its own group leader.

[139] 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.

**Minimum requirements for preparatory visits**

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| **Venue(s) of the activity** | The activity must take place in the country of one of the receiving organisations for the youth exchange activity.<br><br>**Exception:** Activities cannot take place in Belarus or Russia. |
| **Eligible participants** | Representatives of the participating organisations, facilitators, group leaders and young people[140]. |

AWARD CRITERIA

Submitted applications will be assessed by assigning points out of a total of 100, based on the below criteria and scores. 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 below.

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| **Relevance, rationale and impact (maximum score 30 points)** | The extent to which:<br><br>• the applicant's profile, experience, activities and target population of young people are relevant for the field of youth<br>• the project will address one or more of the priorities of the EU Youth Dialogue or the Youth Goals,<br>• the project is suitable for contributing to the inclusion and diversity, green, digital and participatory dimensions of the Programme;<br>• the project is relevant for the objectives of the Action<br>• the project is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>• the project and the proposed activities address needs of the participating organisations and participants of the exchange;<br>• the project is suitable for producing high-quality learning outcomes for the participants<br>• the project is likely to have an impact on participants and participating organisations during and after the project lifetime and outside the organisations and individuals directly participating in the project, at local, regional, national and/or European or global level.<br>• the project introduces newcomers and less experienced organisations to the Action. |

[140] Persons taking part in preparatory visits are expected to also participate in the main activity.

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| **Quality of project design (maximum score 40 points)** | The extent to which:<br><br>• the proposal describes in a clear and comprehensive manner all the phases of the project: preparation, implementation of activities and follow-up and the involvement of young people in all phases of the activities;<br>• the balanced representation of participants in terms of countries and gender is respected and the activities are designed in an accessible and inclusive way and are open to participants with diverse backgrounds and abilities;<br>• the activities incorporate sustainable and environmental-friendly practices<br>• the proposed learning methods, including of any online/digital components are appropriate for the activities;<br>• the reflection process, the identification and documentation of the participants' learning outcomes, and the use of European transparency and recognition tools, in particular Youthpass are appropriate. |
| **Quality of project management (maximum score 30 points)** | The extent to which:<br><br>• the quality of the practical arrangements, management and support modalities are satisfying;<br>• the measures foreseen to ensure safety and protection of participants are adequate and effective;<br>• the tasks and responsibilities for the activities are clearly defined in accordance with Erasmus quality standards;<br>• the plan for the cooperation and communication between the participating organisations, as well as with other relevant stakeholders provides a supporting framework for the management of the project;<br>• the applicant has proposed an appropriate way of evaluating the different phases and outcomes of the project in relation to its objectives<br>• the applicant has proposed an appropriate way of disseminating project outcomes within and outside the participating organisations;<br>• the project contains measures aimed at making its results sustainable beyond the project's lifetime. |

**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.<br><br>Financing mechanism: contribution to unit costs<br><br>Rule of allocation: based on the number of participants. Group leaders, facilitators and accompanying persons are not eligible for organisational support.</td><td colspan="3">125 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.<br><br>Below 500 km, participants will, as a general rule, travel with low-emissions means of transport.<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the travel distance and number of persons.<br><br>The applicant must indicate the distance between the place of origin and the venue of the activity[141] by using the distance calculator supported by the European Commission[142].<br><br>For itinerant activities, the applicant should add up the distances between individual venues and choose the distance band corresponding to the total.[143]</td><td>Travel distance</td><td>Green travel</td><td>Non-Green travel</td></tr>
<tr><td>10 – 99 km</td><td>56 EUR</td><td>28 EUR</td></tr>
<tr><td>100 – 499 km</td><td>285 EUR</td><td>211 EUR</td></tr>
<tr><td>500 – 1999 km</td><td>417 EUR</td><td>309 EUR</td></tr>
<tr><td>2000 – 2999 km</td><td>535 EUR</td><td>395 EUR</td></tr>
<tr><td>3000 – 3999 km</td><td>785 EUR</td><td>580 EUR</td></tr>
<tr><td>4000 – 7999 km</td><td>1188 EUR</td><td>1188 EUR</td></tr>
<tr><td>8000 km or more</td><td>1735 EUR</td><td>1735 EUR</td></tr>
</table>

[141] For example, if a person from Madrid (Spain) is taking part in an activity 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).

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

[143] 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.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the receiving country, the duration of the activity per participant, 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, for group leaders, accompanying persons and facilitators 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 involving participants with fewer opportunities. Group leaders, facilitators and accompanying persons are not eligible for inclusion support for organisations.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the number of participants with fewer opportunities | 125 EUR per participant in a Youth Exchange |
| | **Inclusion support for participants:** Additional costs directly linked to participants with fewer opportunities and their accompanying persons, 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").<br><br>**Financing mechanism:** real costs.<br><br>**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.<br><br>**Financing mechanism:** unit costs.<br><br>**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. | 680 EUR per participant per preparatory visit. |

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| | 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.<br><br>Visa and visa-related costs, residence permits, vaccinations, medical certifications.<br><br>Expensive travel costs of participants, including accompanying persons, group leaders, trainers and facilitators that cannot be supported with the standard "Travel" category due to geographical remoteness or other barriers (i.e. where the use of cleaner, lower carbon emission means of transport results in expensive travel costs). If awarded, the exceptional costs for expensive travel replaces the travel support based on unit costs.<br><br>**Financing mechanism:** real costs.<br><br>**Rule of allocation:** the request must be justified by the applicant and approved by the National Agency.<br><br>Expensive travel applies in cases where the travel support based on unit cost does not cover 70% of the travel costs of participants. If awarded, the exceptional costs for expensive travel replaces the non-green travel grant. | **Financial guarantee:** 80% of eligible costs<br><br>**Expensive travel costs:** 80% of eligible travel costs<br><br>**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** | 78 |
| **Belgium** | 78 |
| **Bulgaria** | 45 |
| **Croatia** | 57 |
| **Cyprus** | 63 |
| **Czechia** | 53 |
| **Denmark** | 81 |
| **Estonia** | 48 |
| **Finland** | 79 |
| **France** | 67 |
| **Germany** | 71 |

| | |
|---|---|
| **Greece** | 68 |
| **Hungary** | 60 |
| **Iceland** | 76 |
| **Ireland** | 73 |
| **Italy** | 69 |
| **Latvia** | 48 |
| **Liechtenstein** | 77 |
| **Lithuania** | 49 |
| **Luxembourg** | 77 |
| **Malta** | 57 |
| **Netherlands** | 69 |
| **North Macedonia** | 41 |
| **Norway** | 83 |
| **Poland** | 51 |
| **Portugal** | 57 |
| **Romania** | 46 |
| **Serbia** | 47 |
| **Slovakia** | 48 |
| **Slovenia** | 54 |
| **Spain** | 58 |
| **Sweden** | 72 |
| **Türkiye** | 50 |
| **Neighbouring third countries not associated to the Programme** | 44 |

## MOBILITY PROJECTS FOR YOUTH WORKERS

Under this Action[144], organisations can receive support to carry out projects comprising of one or more learning activities for the professional development and capacity building 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[145] 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 is the framework for EU cooperation in the youth field based on the 2018 Council Resolution[146]. 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 includes 11 European Youth Goals which identify cross-sectoral areas that affect young people's lives.

Under the core area 'Connect', the EU Youth Strategy facilitates connections 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, such as Youth Exchanges and DiscoverEU. Under 'Engage', the Strategy facilitates youth participation through, for example, Youth Participation activities and the EU Youth Dialogue. Under 'Empower', the Strategy facilitates quality youth work through, for example, Youth Worker mobility and cooperation, training and networking.

Projects and activities in all formats and sectors can take inspiration from and contribute to the EU Youth Strategy. This can be done by identifying if and how the project contributes to realising:

- European Youth Goals;[147]

[144] 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, up to 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).

[145] 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.
More information on the implementation of the European Youth Work Agenda can be found at www.bonn-process.net.

[146] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C_.2018.456.01.0001.01.ENG&toc=OJ%3AC%3A2018%3A456%3AFULL

[147] https://youth.europa.eu/strategy/european-youth-goals_en

- EU youth work policy;[148,149]
- EU learning mobility policy;[150,151]
- Legacy of the European Year of Youth.[152]

For support on how projects can be linked with the EU Youth Strategy, please contact your National Agency or the SALTO Resource Centres.

The European Union Youth Strategy is available here: https://youth.europa.eu/strategy_en.

**Thematic strategies in the youth field**

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)[153].

**DESCRIPTION OF THE ACTIVITIES**

**Professional Development Activities (PDAs)**

Professional development activities are transnational or international 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[154]).
- **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.

**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[155] 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

[148] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2020.415.01.0001.01.ENG
[149] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C_202403526
[150] https://eur-lex.europa.eu/eli/C/2024/3364
[151] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H0411%2801%29
[152] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2024:1:FIN
[153] The strategies can be found here: https://www.salto-youth.net/
[154] Council conclusions on smart youth work: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017XG1207(01)
[155] http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2020.415.01.0001.01.ENG and https://www.bonn-process.net/

"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 activities, which are part of the normal project lifecycle, 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, international 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 Professional Development Activities. They 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 a fundamental condition for high quality project delivery. To ensure that the involved organisations benefit from their participation, the project should be of relevance for the organisations' regular work with young people and in line with their objectives and needs. Organisations involved assume the roles of "sending" participants and/or "receiving" participants, 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** (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[156] needs notably around quality, innovation and recognition, and accompanied by appropriate selection, preparation and follow-up measures;

[156] 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.

**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.

**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.

**HORIZONTAL DIMENSIONS**

When designing a mobility project, the following horizontal dimensions must be considered.

**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.

**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 transformation**

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 participants 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 learning mobilities.

The National Agencies offer a range of training opportunities for youth workers and youth leaders through their Training and Cooperation Activities, including on supporting the digital transformation in the youth field. These offers are published in the European Training Calendar: https://www.salto-youth.net/tools/european-training-calendar/. Inspiration can also be found among SALTO Tools: https://www.salto-youth.net/tools/.

**Participation in democratic life, common values and civic engagement**

The Erasmus+ Programme supports all dimensions of youth participation. Mobility activities for youth workers should reinforce the participants' participatory skills, social and intercultural competences, critical thinking and media literacy, as well as their professional competences for supporting youth participation. Wherever possible, projects should offer youth workers opportunities for democratic participation, including civic engagement and the opportunity to impact and participate in decision-making in matters affecting them. They should also embed a participatory dimension, namely offering relevant opportunities for youth workers to actively engage and participate in the conception and implementation of project activities.[157] Projects 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.

**ELIGIBILITY CRITERIA**

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| **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[158]. |

[157] For resources and inspiration, please see module 12 (Planning for participation) of the Youth Participation Toolkit prepared by SALTO PI and aiming to provide know-how, recommendations, tools and practical guidance and reflection for youth workers on how to promote youth participation: https://participationpool.eu/toolkit/.

[158] Participating organisations will need to sign an accession form to the applicant organisation. The accession forms should be provided at application stage and at the latest by the time of the grant agreement signature. For further information, please see Part C of this guide.

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| **Eligible participating organisations** | A participating organisation can be:<br>• 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;<br>• 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)[159]<br>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). |
| **Number of participating organisations** | Minimum two participating organisations (at least one sending and at least one receiving organisation) from different countries must be involved.<br>The same organisation (one OID) cannot be involved in more than 5 applications per deadline in this action, either as applicant or partner. |
| **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:<br>• **12 February at 12:00:00 (midday Brussels time)** for projects starting between 1 June and 31 December of the same year<br>• **1 October at 12:00:00 (midday Brussels time)** for projects starting between 1 January and 31 May of the following year<br>**Possible additional round:**<br>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.<br>If an additional round is organised, applicants have to submit their applications by **7 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** | Each project must include at least one Professional Development Activity.<br>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. |

**Minimum requirements for Professional Development Activities**

[159] 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.

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|---|---|
| **Duration of activities** | From 2 to 60 days, excluding travel days.<br><br>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.<br><br>**Exception:** Activities cannot take place in Belarus or Russia. |
| **Number of participating organisations** | Minimum two participating organisations (at least one sending and at least one receiving organisation) from different countries must be involved.<br><br>**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.<br><br>**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 to 4). |
| **Eligible participants** | No age limit.<br><br>Participants must be resident in the country of their sending or receiving organisation.<br><br>Trainers, accompanying persons and facilitators are not to be considered as participants of the activity, but are eligible for support under certain budget categories. |
| **Number of participants** | Number of participants: Up to 50 participants in each activity planned by the project.<br><br>Trainers, accompanying persons and facilitators are not to be counted in the number of participants<br><br>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. |

**Minimum requirements for preparatory visits**

| | |
|---|---|
| **Venue(s) of the activity** | The activity must take place in the country of one of the receiving organisations for the professional development activity.<br><br>**Exception:** Activities cannot take place in Belarus or Russia. |
| **Eligible participants** | Representatives of the participating organisations, trainers and facilitators.[160] |

[160] Persons taking part in preparatory visits are expected to also participate in the main activity.

**AWARD CRITERIA**

Submitted applications will be assessed by assigning points out of a total of 100, based on the below criteria and scores. 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 below

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| **Relevance, rationale and impact (maximum score 30 points)** | The extent to which:<br>• the applicant's profile, experience and activities are relevant to the youth work field<br>• the project will address one or more of the priorities of the EU Youth Dialogue or the Youth Goals;<br>• the project is suitable for contributing to the inclusion and diversity, green, digital and participatory dimensions of the Programme;<br>• the project proposal is relevant for the objectives of the Action;<br>• the project is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>• the project and the proposed activities address the needs of development of the participating youth workers and youth work organisations;<br>• the project is suitable for:<br>o reinforcing or transforming the participating organisations' practice, in relation to quality, innovation and recognition of youth work, as well as their scope, from local to global as appropriate.<br>o producing high-quality learning outcomes for participating youth workers;<br>o involving participants active in youth work in the participating organisations as well as organisations who undertake concrete youth work and regular work with young people on local level.<br>o producing impact on participating youth workers and participating organisations during and after the project lifetime.<br>o Producing impact outside the organisations and on individuals not directly participating in the project, at local, regional, national and/or European or global level.<br>• (if applicable) the proposed system development and outreach activities are contributing to the development of youth work environment<br>• the project introduces newcomers and less experienced organisations to the Action. |

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| **Quality of the project design and implementation**<br>**(maximum score 40 points)** | The extent to which:<br>• The proposal demonstrates a consistency between identified needs, project objectives, participant profiles and activities proposed<br>• The proposal describes in a clear and convincing manner all the phases of the project (preparation, implementation and follow-up) and the active involvement of the participants in all the phases;<br>• The balanced representation of participants in terms of countries and gender is respected<br>• the measures for selecting youth workers are appropriate and in line with youth worker definition in legal base<br>• the activities are designed in an accessible and inclusive way and are open to participants with diverse backgrounds and abilities.<br>• the activities incorporate sustainable and environmental-friendly practices;<br>• The proposed learning methods, including digital tools or virtual components, are appropriate for the activities<br>• the support measures for reflection process, the identification and documentation of the participants' learning outcomes, and the use of transparency and recognition tools, in particular Youthpass, are appropriate;<br>• (if applicable) The tools and practices proposed under "system development and outreach activities" are appropriate and can be replicated and inspire other organisations. |
| **Quality of project management**<br>**(maximum score 30 points)** | The extent to which:<br>• the quality of the practical arrangements, management and support modalities are satisfying;<br>• the measures foreseen to ensure safety and protection of participants are adequate and effective;<br>• The tasks and responsibilities for the activities are clearly defined in accordance with Erasmus quality standards;<br>• The plan for cooperation and communication between the participants of the group(s), participating organisations, as well as with other relevant stakeholders provides a supporting framework for the management of the project;<br>• The applicant has proposed an appropriate way of evaluating the different phases and outcomes of the project in relation to its objectives<br>• the applicant has proposed an appropriate way of disseminating project outcomes within and outside the participating organisations.<br>• the project contains measures aimed at making its results sustainable beyond the project's life-time |

**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.<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the number of participants. Accompanying persons, trainers and facilitators are not eligible for organisational support.</td><td colspan="3">125 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.<br><br>Below 500 km, participant will, as a general rule, travel with low-emissions means of transport.<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the travel distance and number of persons.<br><br>The applicant must indicate the distance between the place of origin and the venue of the activity[161] by using the distance calculator supported by the European Commission[162].<br><br>For itinerant activities, the applicant should add up the distances between individual venues and choose the distance band corresponding to the total.[163]</td><td>Travel distance</td><td>Green travel</td><td>Non-Green travel</td></tr>
<tr><td>10 – 99 km</td><td>56 EUR</td><td>28 EUR</td></tr>
<tr><td>100 – 499 km</td><td>285 EUR</td><td>211 EUR</td></tr>
<tr><td>500 – 1999 km</td><td>417 EUR</td><td>309 EUR</td></tr>
<tr><td>2000 – 2999 km</td><td>535 EUR</td><td>395 EUR</td></tr>
<tr><td>3000 – 3999 km</td><td>785 EUR</td><td>580 EUR</td></tr>
<tr><td>4000 – 7999 km</td><td>1188 EUR</td><td>1188 EUR</td></tr>
<tr><td>8000 km or more</td><td>1735 EUR</td><td>1735 EUR</td></tr>
</table>

[161] For example, if a person from Madrid (Spain) is taking part in an activity 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).

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

[163] 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).

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| **Individual Support** | Costs linked to subsistence.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the receiving country, the duration of the stay per participant, 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, for trainers, facilitators and accompanying person receiving a green travel grant. | Table A2.2 per participant per day. This table applies also for trainers, facilitators and accompanying persons.<br><br>Maximum 1.100 EUR per participant, trainers, facilitators and accompanying persons. |
| **Inclusion support** | **Inclusion support for organisations:** Costs related to the organisation of mobility activities involving participants with fewer opportunities. Trainers, accompanying persons and facilitators are not eligible for inclusion support for organisations.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the number of participants with fewer opportunities. | 125 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").<br><br>**Financing mechanism:** real costs.<br><br>**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.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**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/trainer from any of the participating organisations can also be funded per preparatory visit. Conditional: the need for a Preparatory Visit, objectives and participants must be justified by the applicant and approved by the | 680 EUR per participant per preparatory visit |

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| | National Agency. This condition does not apply for projects funded under the accreditation system. | |
| **System development and outreach activities** | Costs linked to the implementation of the complementary activities.<br><br>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.).<br><br>**Financing mechanism:** real costs for direct costs and flat rate for indirect costs.<br><br>**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.<br><br>Visa and visa-related costs, residence permits, vaccinations, medical certifications.<br><br>Expensive travel costs of participants, accompanying persons, trainers and facilitators that cannot be supported with the standard "Travel" category due to geographical remoteness or other barriers (i.e. where the use of cleaner, lower carbon emission means of transport results in expensive travel costs). If awarded, the exceptional costs for expensive travel replace the travel support based on unit costs.<br><br>**Financing mechanism:** real costs.<br><br>**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. If awarded, the exceptional costs for expensive travel replace the non-green travel grant. | **Financial guarantee:** 80% of eligible costs<br><br>**Expensive travel costs**: 80% of eligible travel costs<br><br>**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** | 84 |
| **Belgium** | 88 |
| **Bulgaria** | 60 |
| **Croatia** | 75 |
| **Cyprus** | 81 |
| **Czechia** | 65 |
| **Denmark** | 95 |
| **Estonia** | 76 |
| **Finland** | 93 |
| **France** | 85 |
| **Germany** | 77 |
| **Greece** | 80 |
| **Hungary** | 77 |
| **Iceland** | 99 |
| **Ireland** | 91 |
| **Italy** | 85 |
| **Latvia** | 66 |
| **Liechtenstein** | 84 |
| **Lithuania** | 65 |
| **Luxembourg** | 84 |
| **Malta** | 77 |
| **Netherlands** | 92 |
| **North Macedonia** | 57 |
| **Norway** | 94 |
| **Poland** | 68 |
| **Portugal** | 78 |
| **Romania** | 64 |
| **Serbia** | 59 |
| **Slovakia** | 67 |
| **Slovenia** | 78 |
| **Spain** | 81 |
| **Sweden** | 87 |
| **Türkiye** | 68 |
| **Neighbouring third countries not associated to the Programme** | 62 |

**YOUTH PARTICIPATION ACTIVITIES**

This action[164] supports 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, transnational and international participation projects 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 by offering 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, misinformation 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 is the framework for EU cooperation in the youth field based on the 2018 Council Resolution[165]. 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 includes 11 European Youth Goals which identify cross-sectoral areas that affect young people's lives.

Under the core area 'Connect', the EU Youth Strategy facilitates connections 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, such as Youth Exchanges and DiscoverEU. Under 'Engage', the Strategy facilitates youth participation through, for example, Youth Participation activities and the EU Youth Dialogue. Under 'Empower', the Strategy facilitates quality youth work through, for example, Youth Worker mobility and cooperation, training and networking.

Projects and activities in all formats and sectors can take inspiration from and contribute to the EU Youth Strategy. This can be done by identifying if and how the project contributes to realising:

- European Youth Goals;[166]
- EU youth work policy;[167,168]

[164] 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, up to 25% of the budget available can fund international 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).

[165] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C_.2018.456.01.0001.01.ENG&toc=OJ%3AC%3A2018%3A456%3AFULL

[166] https://youth.europa.eu/strategy/european-youth-goals_en

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

[168] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C_202403526

- EU learning mobility policy;[169,170]
- Legacy of the European Year of Youth;[171]

For support on how projects can be linked with the EU Youth Strategy, please contact your National Agency or the SALTO Resource Centres.

The European Union Youth Strategy is available here: https://youth.europa.eu/strategy_en.

**Thematic strategies in the youth field**

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)[172].

**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 and impose change.

Youth participation activities can be either transnational (implemented in one or more participating countries and involving informal group(s) of young people and/or organisations 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.

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169 https://eur-lex.europa.eu/eli/C/2024/3364

170 https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H0411%2801%29

171 https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2024:1:FIN

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

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:

- 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 project activities that together contribute to achieving the planned objectives.

These activities should be financed primarily through the budget category “project management”, which is a monthly unit contribution. These project activities will typically include project management meetings and ongoing, regular activities of the project**. Project activities can be both digital and/or physical and include the young people who are directly involved in the project.**

The project may also include one or more Youth participation events.

The term “Youth participation event” covers events that are central to achieving the objectives of the project; they could mark milestones in the project and should stand clearly out from ongoing project activities, by either their content, their size or the profile of their participants. Furthermore, a Youth participation event is a physical event, involving the physical presence of young people and, where relevant, also other participants. A Youth participation event will be attended not only by the members of the informal group or young people in the beneficiary organisations that are directly involved in the overall project activities, but also by a wider audience of young people and/or decision-makers. The duration of the event should be appropriate to the planned activities and expected achievements, and events can be both very short (hours) or have a longer duration. Specific support for the organisation of Youth participation events is available on a “per participant per event” basis, regardless of the event’s duration.

Youth participation projects that have physical project activities or physical Youth participation events that require participants to travel to a venue different from where they reside, can apply for additional funding for mobilities, which is composed of travel and subsistence support. Mobility in Youth participation projects can be both national and international but should always support a project activity funded through project management costs or a youth participation event (funded through Youth participation events support).

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[173].

**SETTING UP A PROJECT**

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

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. Other young people may be involved in the project as participants in some of the activities or as part of the target group for activities. If only an informal group of young people is involved, one of the group members 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[174] 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 of all participants [i.e. also participants beyond the informal group(s) of young people implementing the project and/or beyond the young people actively involved in the preparation and implementation of the project], in particular through Youthpass.

**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**

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

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

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.

**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.

**HORIZONTAL DIMENSIONS**

When designing a mobility project, the following horizontal dimensions must be considered.

**Inclusion and diversity**

The Erasmus+ Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. Applicants 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:

- 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**[175].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.

**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 transformation in the field of youth**

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

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

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 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 support for participants.

The National Agencies offer a range of training opportunities for youth workers and youth leaders through their Training and Cooperation Activities, including on supporting the digital transformation in the youth field. These offers are published in the European Training Calendar https://www.salto-youth.net/tools/european-training-calendar/. Inspiration can also be found under the SALTO Tools https://www.salto-youth.net/tools/ .

**Participation in democratic life, common values and civic engagement**

The Erasmus+ Programme supports all dimensions of participation of young people. Youth participation activities should reinforce young people's participatory and citizenship skills, social and intercultural competences, and improve their critical thinking and media literacy skills. Supported activities should create opportunities for democratic participation, including civic engagement and the opportunity to impact and participate in decision-making in matters affecting them through meaningful learning experiences for young people and all involved in the process. Projects can also support youth workers, decision-makers and other professionals involved in gaining understanding and skills on how to provide adequate opportunity, spaces, means and support for youth participation. They should also embed a participatory dimension, namely encouraging and supporting young people to actively lead and/or engage and participate in the conception and implementation of project activities as a pathway for participants to further engage in democratic life.[176] Projects 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.

**ELIGIBILITY CRITERIA**

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| **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[177]. |

[176] For resources and inspiration, please see module 12 "Planning for participation" of Youth Participation Toolkit prepared by the SALTO PI and aiming to provide know-how, recommendations, tools and practical guidance on promoting participation of young people: https://participationpool.eu/toolkit.

[177] Participating organisations will need to sign an accession form to the applicant organisation. The accession forms 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.

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| **Eligible participating organisations** | A participating organisation can be:<br>• 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;<br>• an informal group of young people.[178].<br>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). |
| **Number and profile of participating organisations** | • National Youth participation projects: minimum one participating organisation must be involved.<br>• Transnational and international Youth participation projects: minimum two participating organisations from different countries must be involved.<br>The same organisation (one OID) cannot be involved in more than 5 applications per deadline in this action, either as applicant or partner. |
| **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[179], even in a national youth participation activity or if in the project there are no participating organisations from the country that hosts the Institution.<br>**Exception:** Activities cannot take place in Belarus or Russia. |
| **Eligible participants** | Young people aged between 13 and 30[180] residing in the country of the participating organisations and decision-makers relevant to the topics addressed by the project.<br>Facilitators and accompanying persons are not to be considered as participants of the activity but are eligible for support under certain budget categories. |
| **Where to apply?** | To the National Agency of the country in which the applicant organisation is established. |

[178] 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".

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

[180] 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.

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| **When to apply?** | Applicants have to submit their grant applications by the following dates:<br>• **12 February at 12:00:00 (midday Brussels time)** for projects starting between 1 June and 31 December of the same year<br>• **1 October at 12:00:00 (midday Brussels time)** for projects starting between 1 January and 31 May of the following year<br><br>**Possible additional round:**<br><br>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.<br><br>If an additional round is organised, applicants have to submit their applications by **7 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** | If the project plans to implement mobility activities and/or physical events: A timetable of the planned mobility activities and/or physical events must be annexed to the application form. |

**AWARD CRITERIA**

Submitted applications will be assessed by assigning points out of a total of 100, based on the below criteria and scores. 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 below

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| **Relevance, rationale and impact (maximum score 30 points)** | The extent to which:<br>• the applicant's profile, experience, activities and target group(s) are relevant for the field of youth;<br>• the project will address one or more of the priorities of the EU Youth Dialogue or the Youth Goals;<br>• the project is suitable for contributing to the inclusion and diversity, green, digital and participatory dimensions of the Programme;<br>• the project is relevant for the objectives of the Action;<br>• the project is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>• the project and the proposed activities address the needs of the young people and participating organisations;<br>• the project provides a European added value;<br>• The extent to which the project is suitable for producing high-quality learning outcomes for the participants;<br>• the project is likely to have an impact for participants and participating organisations, as well as for young people and organisations not directly participating in the project, at local, regional, national and/or European or global level;<br>• the project introduces newcomers and less experienced organisations to the Action, including groups of young people. |

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| **Quality of project design (maximum score 40 points)** | The extent to which:<br>• The proposal demonstrates a consistency between identified needs, project objectives, participant profiles and activities proposed;<br>• the proposal describes in a clear and convincing manner the preparation, implementation and follow-up phases of the project, and the involvement of young people in all phases;<br>• the activities are designed in an accessible and inclusive way and are open to participants with diverse backgrounds and abilities;<br>• the activities incorporate sustainable and environmental-friendly practices;<br>• the project makes use of alternative, innovative and smart forms of youth participation;<br>• the proposed learning methods, including digital tools or virtual components, are appropriate for the activities and include a reflection process to identify and document the participants' learning outcomes and use the European transparency and recognition tools, in particular Youthpass. |
| **Quality of project management (maximum score 30 points)** | The extent to which:<br>• practical arrangements, management, and support modalities are satisfying;<br>• measures to ensure safety and protection of participants, are adequate and effective;<br>• the tasks and responsibilities are clearly defined for the activities in accordance with Erasmus quality standards;<br>• the plan for cooperation and communication between the participants, participating organisations, as well as with other relevant stakeholders provides a supporting framework for the management of the project;<br>• the applicant has proposed an appropriate way of evaluating the project outcomes in relation to its objectives;<br>• the applicant has proposed an appropriate way of disseminating project outcomes within and outside the participating organisations;<br>• the project contains measures aimed at making its results sustainable beyond the project's life-time. |

**FUNDING RULES**[181]

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**[182] |
|---|

| **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 and activities, cooperation and communication between partners, evaluation, dissemination and follow-up)<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**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.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the venue country and the working days.<br><br>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.<br><br>Maximum 12 days. |
| **Inclusion support for participants** | Additional costs directly linked to participants with fewer opportunities their accompanying persons and facilitators in project activities and events (including justified costs related to travel and subsistence if a grant for these participants is not requested through budget categories "Travel" and "Individual support").<br><br>**Financing mechanism:** real costs.<br><br>**Rule of allocation:** the request must be justified by the applicant and approved by the National Agency. | 100% of eligible costs |

[181] For the purpose of the Youth participation activities action, take note that "participant" refers to young people aged between 13 and 30 residing in the country of the participating organisations and decision-makers relevant to the topics addressed by the project.

[182] This maximum amount does not include costs corresponding to the category "inclusion support for participants".

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| **Exceptional costs** | Costs for providing a financial guarantee, if the National Agency asks for it.<br><br>**Financing mechanism:** real costs.<br><br>**Rule of allocation:** the request must be justified by the applicant and approved by the National Agency. | **Financial guarantee**: 80% of eligible costs |

**Table B3 Coaching costs**

| | **Teacher/Trainer/Researcher/ Youth worker Unit contribution per day** |
|---|---|
| **Country group 1: Austria, Belgium,Denmark, Finland, France, Germany, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Netherlands, Norway, Sweden, Norway** | 241 |
| **Country group 2: Czechia, Estonia, Greece, Spain, Cyprus, Malta, Portugal, Slovenia, Slovakia, Latvia** | 137 |
| **Country group 3: Bulgaria, Croatia, Lithuania, Hungary, Poland, Romania, Serbia, North Macedonia, Türkiye** | 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 and international 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 to such | EUR 100 per participant |

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| | events by these persons should be covered by the budget category “project management”.<br><br>When relevant, Youth participation events support can be combined with funding for mobilities within Youth participation activities according to the applicable rules below.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the number of persons attending the event, excluding staff of the participating organisation(s)/ members of the informal group(s) of young people and facilitators. | |

**Additional funding for mobilities carried out in the framework of the project[183]**

<table>
<tr><th>Budget category</th><th>Eligible costs and applicable rules</th><th colspan="3">Amount</th></tr>
<tr><td rowspan="8">Travel</td><td rowspan="8">Contribution to the travel costs of participants, their accompanying persons and facilitators, from their place of origin to the venue of the project activity or the physical event and return, regardless of whether the travel is national or transnational.<br><br>Below 500 km, participant will, as a general rule, travel with low-emissions means of transport.<br><br>Participants travelling less than 10 km to the venue may be eligible for individual and inclusion support for organisations for activity days that overlap with the presence of participants eligible for travel support.<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the travel distance and number of persons.<br><br>The applicant must indicate the distance between the place of origin and the venue of the activity[184] by using the distance calculator supported by the European Commission[185].</td><td>Travel distance</td><td>Green travel</td><td>Non-Green travel</td></tr>
<tr><td>10 – 99 km</td><td>56 EUR</td><td>28 EUR</td></tr>
<tr><td>100 – 499 km</td><td>285 EUR</td><td>211 EUR</td></tr>
<tr><td>500 – 1999 km</td><td>417 EUR</td><td>309 EUR</td></tr>
<tr><td>2000 – 2999 km</td><td>535 EUR</td><td>395 EUR</td></tr>
<tr><td>3000 – 3999 km</td><td>785 EUR</td><td>580 EUR</td></tr>
<tr><td>4000 – 7999 km</td><td>1188 EUR</td><td>1188 EUR</td></tr>
<tr><td>8000 km or more</td><td>1735 EUR</td><td>1735 EUR</td></tr>
</table>

[183] Local participants, travelling less than 10 km to the venue, may be eligible for Individual and Inclusion support for organisations for activity days that overlap with the presence of participants eligible for Travel support.

[184] For example, if a person from Madrid (Spain) is taking part in an activity 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).

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

| | | | | |
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| | For itinerant activities, the applicant should add up the distances between individual venues and choose the distance band corresponding to the total.[186] | | | |
| **Individual Support** | Costs linked to subsistence.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the receiving country, duration of the stay per participant, accompanying persons, 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, accompanying persons and facilitators receiving a green travel grant | Table A2.1 per participant per day<br><br>The table applies also for accompanying persons and facilitators. | | |
| **Inclusion support for organisations** | Costs related to the organisation of mobility activities involving participants involving fewer opportunities. Facilitators and accompanying persons are not eligible for inclusion support for organisations.<br><br>**Financing mechanism**: contribution to unit costs.<br><br>**Rule of allocation**: based on the number of participants with fewer opportunities. | 125 EUR per participant | | |
| **Exceptional costs** | Visa and visa-related costs, residence permits, vaccinations, medical certifications.<br><br>Expensive travel costs of participants, members of the informal group(s), accompanying persons and facilitators that cannot be supported with the standard "Travel" category due to geographical remoteness or other barriers (i.e. where the use of cleaner, lower carbon emission means of transport results in expensive travel costs).<br><br>**Financing mechanism:** real costs.<br><br>**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. If awarded, exceptional costs for | **Visa and visa-related costs, residence permits, vaccinations, medical certifications:** 100% of eligible costs<br><br>**Expensive travel:** 80% of eligible travel costs | | |

[186] 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).

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| | expensive travel replace travel support based on unit costs. | |

| Table A2.1: Individual Support for youth participation mobility activities | Youth Participation Activities (euro per day) |
|---|---|
| **Austria** | 78 |
| **Belgium** | 78 |
| **Bulgaria** | 45 |
| **Croatia** | 57 |
| **Cyprus** | 63 |
| **Czechia** | 53 |
| **Denmark** | 81 |
| **Estonia** | 48 |
| **Finland** | 79 |
| **France** | 67 |
| **Germany** | 71 |
| **Greece** | 68 |
| **Hungary** | 60 |
| **Iceland** | 76 |
| **Ireland** | 73 |
| **Italy** | 69 |
| **Latvia** | 48 |
| **Liechtenstein** | 77 |
| **Lithuania** | 49 |
| **Luxembourg** | 77 |
| **Malta** | 57 |
| **Netherlands** | 69 |
| **North Macedonia** | 41 |
| **Norway** | 83 |
| **Poland** | 51 |
| **Portugal** | 57 |
| **Romania** | 46 |
| **Serbia** | 47 |
| **Slovakia** | 48 |
| **Slovenia** | 54 |
| **Spain** | 58 |
| **Sweden** | 72 |
| **Türkiye** | 50 |

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|---|---|
| **Neighbouring third countries not associated to the Programme** | 44 |

**MOBILITY PROJECTS FOR YOUNG PEOPLE - "DISCOVEREU INCLUSION ACTION"**

DiscoverEU and DiscoverEU Inclusion Action give young people the chance to explore Europe through short-term individual or group travel experiences by rail or other modes of transport where necessary.

While DiscoverEU offers young people aged 18 this opportunity, the DiscoverEU Inclusion Action extends to young people between 18 and 21 years old.

Launched in 2022, the DiscoverEU Inclusion Action allows organisations and informal groups of young people to receive extra support to carry out projects for young people with fewer opportunities to explore Europe on equal footing with the DiscoverEU participants.

**OBJECTIVES OF THE ACTION**

The common objectives of DiscoverEU and the DiscoverEU Inclusion Action are to:

- give young people the chance to learn about Europe and 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.

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 application rounds 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 the DiscoverEU Inclusion Action.

**POLICY CONTEXT**

The European Union Youth Strategy 2019-2027 is the framework for EU cooperation in the youth field based on the 2018 Council Resolution on the European Union Youth Strategy[187]. 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 the 11 European Youth Goals which identify cross-sectoral areas that affect young people's lives.

Under the core area 'Connect', the EU Youth Strategy facilitates connections 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, such as Youth Exchanges and DiscoverEU. Under 'Engage', the Strategy facilitates youth participation through e.g. Youth Participation activities and the EU Youth Dialogue. Under 'Empower', the Strategy facilitates quality youth work through, for example, Youth Worker mobility and cooperation, training and networking.

Projects and activities in all formats and sectors can take inspiration from and contribute to the EU Youth Strategy. This can be done by identifying if and how the project contributes to realising:

[187] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A42018Y1218%2801%29

- European Youth Goals;[188]
- EU youth work policy;[189,190]
- EU learning mobility policy;[191,192]
- Legacy of the European Year of Youth.[193]

For support on how projects can be linked with the EU Youth Strategy, please contact your National Agency or the SALTO Resource Centres.

The European Union Youth Strategy is available here: https://youth.europa.eu/strategy_en.

**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[194] 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:

[188] https://youth.europa.eu/strategy/european-youth-goals_en
[189] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2020.415.01.0001.01.ENG
[190] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C_202403526
[191] https://eur-lex.europa.eu/eli/C/2024/3364
[192] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H0411%2801%29
[193] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2024:1:FIN
[194] See the Youth Participation Toolkit prepared by the SALTO PI, module 9 "DiscoverEU" (https://participationpool.eu/wp-content/uploads/2021/05/Discover-EU-1.pdf) as inspiration.

- 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.

**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 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.

**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 Action, the issue of protection and safety of the participants should be addressed and all necessary measures to prevent/reduce risks should be foreseen.

**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

**HORIZONTAL DIMENSIONS**

When designing a mobility project, the following horizontal dimensions must be considered.

**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.

**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. 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 learning mobilities.

**Participation in democratic life, common values and civic engagement**

The Erasmus+ Programme supports all dimensions of participation of young people. Wherever possible, DiscoverEU inclusion action projects should offer opportunities for democratic participation, including civic engagement and the opportunity to impact and participate in decision-making in matters affecting them) through meaningful learning experiences that encourage young people to be civically engaged before, during and after their participation in a mobility activity.

Projects should also embed a participatory dimension, namely offering relevant opportunities for young people to actively engage and participate in the conception and implementation of project activities, as a pathway for participants to further engage in democratic life.[195] Projects 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.

**ELIGIBILITY CRITERIA**

The eligibility criteria below apply.

[195] For resources and inspiration, please see module 12 "Planning for participation" of Youth Participation Toolkit prepared by the SALTO PI and aiming to provide know-how, recommendations, tools and practical guidance on promoting participation of young people: https://participationpool.eu/toolkit/.

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| **Who can apply?** | Any eligible participating organisation or informal group of young people, established in an EU Member State or third country associated to the Programme can be the applicant. |
| **Eligible participating organisations** | An eligible participating organisation can be:<br>• 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;<br>• an informal group of young people[196].<br>established in an EU Member State or third country associated to the Programme.<br>The same organisation (one OID) cannot be involved in more than 5 applications per deadline in this action, either as applicant or partner. |
| **Number of participating organisations** | One participating organisation. |
| **Duration of project** | From 3 up to 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:<br>**12 February at 12:00:00 (midday Brussels time) for projects starting between 1 July of the same year and 31 March of the following year**<br>**Possible additional round:**<br>National Agencies may decide to open an additional round. 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:<br>**1 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. |

**Minimum requirements for DiscoverEU Inclusion Action**

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| **Duration per DiscoverEU travel** | From 1 to 30 days.<br>The organisation can organise several DiscoverEU travels (with 1-5 participants and, if needed, accompanying person(s) each time) during the project lifecycle. |

[196] 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".

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| **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** | Only one participating organisation can be involved. |
| **Eligible participants** | Young people with fewer opportunities[197] aged between 18 and 21 years old[198] and legally residents in the countries of their sending organisation.<br><br>Group leaders[199], facilitators and accompanying persons are not to be considered as participants of the activity but are eligible for support under certain budget categories. Group leaders, facilitators or accompanying persons involved must be at least 18 years old. |
| **Number of participants and composition of national groups** | Minimum 1 and maximum 5 participants per DiscoverEU travel.<br><br>Groups can travel alone or can be accompanied. Maximum two accompanying persons per participant when duly justified. |

**AWARD CRITERIA**

Submitted applications will be assessed by assigning points out of a total of 100, based on the below criteria and scores. 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 below.

[197] See definition under glossary on "participant with fewer opportunities".

[198] Please consider the following:

lower age limits - participants must have reached the minimum age of 18 years at the start date of the activity.

upper age limits - participants must not be older than the indicated maximum age of 21 years at the start date of the activity.

[199] A group leader is an adult who joins the young people to ensure their effective learning, protection and safety.

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| **Relevance, rationale and impact (maximum score 40 points)** | • The relevance of the project to:<br>- the objectives of the Action;<br>- the needs of the participating organisations and participants.<br>• The extent to which the project enables learning through discovery;<br>• The extent to which the project is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>• The potential impact of the project:<br>- on participants and participating organisations during and after the project lifetime;<br>• The extent to which the organisation can prove previous experience in working with young people with fewer opportunities at grass root level.<br>• The extent to which the project is suitable of contributing to the inclusion and diversity, green, digital and participatory dimensions of the Programme;<br>• 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 proposal demonstrates a consistency between identified needs, project objectives, participant profiles and activities proposed.<br>• 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;<br>• The extent to which the participants are involved in all phases of the activities;<br>• The activities are designed in an accessible and inclusive way.<br>• The quality of arrangements and support for the reflection process, the identification and documentation of the participants' learning outcomes, and the use of Youthpass;<br>• The adequacy and effectiveness of the measures foreseen to ensure safety and protection of participants;<br>• The extent to which the activities incorporate sustainable and environmental-friendly practices. |

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| **Quality of project management (maximum score 20 points)** | • The quality of the practical arrangements, management and support modalities;<br>• The quality of the cooperation and communication with other relevant stakeholders if applicable;<br>• The quality of measures for evaluating the different phases and outcomes of the project;<br>• 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="8">Travel costs</td><td rowspan="8">Travel pass: Number of travel passes for the participants.<br><br>Number of travel passes of any accompanying person (using the same means of transport as the participants).<br><br>Participants will, as a basic rule, travel in the transport mode with the overall lowest greenhouse gas emissions[200].<br><br>Financing mechanism:<br>▪ Contribution to real costs for the travel pass;<br>▪ 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.<br>▪ 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[201] 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>Green travel</td><td>Non-Green travel</td></tr>
<tr><td>10 – 99 km</td><td>56 EUR</td><td>28 EUR</td></tr>
<tr><td>100 – 499 km</td><td>285 EUR</td><td>211 EUR</td></tr>
<tr><td>500 – 1999 km</td><td>417 EUR</td><td>309 EUR</td></tr>
<tr><td>2000 – 2999 km</td><td>535 EUR</td><td>395 EUR</td></tr>
<tr><td>3000 – 3999 km</td><td>785 EUR</td><td>580 EUR</td></tr>
</table>

[200] https://www.eea.europa.eu/data-and-maps/indicators/energy-efficiency-and-specific-co2-emissions/energy-efficiency-and-specific-co2-9

[201] The travel pass is specifically provided for DiscoverEU Inclusion Action and is intended to be used on the dedicated platform. 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 is at the discretion of the participant.

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| | | 4000 – 7999 km | 1188 EUR | 1188 EUR |
| | | 8000 km or more | 1735 EUR | 1735 EUR |
| **Organisational Support** | Costs directly linked to the implementation of mobility activities.<br><br>**Financing mechanism:** contribution to unit costs<br><br>**Rule of allocation:** based on the number of participants, excluding group leaders, accompanying persons and facilitators. | 125 EUR per participant | | |
| **Individual Support** | Costs linked to subsistence.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the duration of the stay per participant, including group leaders, accompanying persons and facilitators. | 78 EUR per participant per day.<br><br>Maximum 21 days of support per participant. | | |
| **Inclusion support** | Costs related to the organisation of mobility activities for participants with fewer opportunities.<br><br>Group leaders, facilitators and accompanying persons are not eligible for inclusion support for organisations.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the number of participants with fewer opportunities, excluding group leaders, accompanying persons and facilitators. | 125 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").<br><br>**Financing mechanism:** real costs.<br><br>**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. | **Financial guarantee:** 80% of eligible costs<br><br>**Visa and visa-related costs, residence permits, vaccinations,** | | |

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| | Visa and visa-related costs, residence permits, vaccinations, medical certifications.<br><br>**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.<br><br>Expensive travel costs of participants, including accompanying persons, group leaders and facilitators, that cannot be supported with the standard "Travel" category due to geographical remoteness or other barriers (i.e. where the use of cleaner, lower carbon emission means of transport results in expensive travel costs). If awarded, the exceptional costs for expensive travel replaces the travel support based on unit costs.<br><br>**Financing mechanism:** real costs.<br><br>**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. If awarded, the exceptional costs for expensive travel replaces the non-green travel grant. | **medical certifications**: 100% of eligible costs<br><br>**Reservation costs:** 100% of eligible reservation costs<br><br>**Expensive travel costs:** 80% of eligible travel costs |

## MOBILITY OF STAFF IN THE FIELD OF SPORT

This action aims to contribute to the development of sport organisations by supporting the learning mobility of their staff.

The participating organisations should actively promote inclusion and diversity, environmental sustainability, digital education as well as civic engagement and participation 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.

The general objective of this action is to give the opportunity to staff in sport organisations, primarily in grassroots sport, to improve their competences, qualifications and acquire new skills through learning mobility by spending a period of time abroad, thus contributing to the capacity-building and development of sport organisations.

This action supports the professional development of coaches and other staff (both paid staff and volunteers) in grassroots sport. Staff in non-grassroots sport, including those engaged in dual sport and non-sport careers, can also enhance the learning impact and knowledge transfer for grassroots sport staff and organisations. Learning mobility opportunities for staff in non-grassroots sport may be supported where the participation of such staff can benefit grassroots sport.

The Action contributes to the objectives of the EU Work Plan for Sport 2024-2027[202].

**Specifically, mobility projects in the field of sport aim to:**

- focus on grassroots sport, taking into account the important role that sport play in promoting physical activity and a healthy lifestyle, interpersonal relations, social inclusion and equality;
- develop the European dimension in sport and international cooperation in the field of learning mobility in sport;
- build capacity of grassroots organisations;
- improve the knowledge and know-how of sport staff;
- promote common European values through sport, good governance and integrity in sport, sustainable development, as well as education, training and skills in and through sport.
- Promote active and environment-friendly lifestyle and active citizenship;
- Establish European networks of coaches and sport staff.

[202] https://data.consilium.europa.eu/doc/document/ST-9771-2024-INIT/en/pdf

**HORIZONTAL PRIORITIES**

All mobility projects should integrate the following dimensions common to the whole Erasmus+ programme:

**Inclusion and Diversity**

The Erasmus+ Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. 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. Selection of participants should ensure that benefits of their professional development are fully transferable within their sending 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.

**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, e.g., by integrating sustainable practices, such as opting for reusable or eco-friendly materials, reducing waste and recycling. 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.

**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.

**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.

**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 with the Erasmus+ National Agency, implements the mobility activities, and reports to their Erasmus+ National Agency. Both types of supported 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.

A project can include one or more activities. Activities may be combined, depending on the objectives of the project and the needs of the participating organisation(s) and participants themselves.

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

- Planning (define the needs, objectives, learning outcomes, activity formats, development of a structured work programme, schedule of learning activities, clear methodology, etc.)
- Preparation (practical arrangements, selection of participants, linguistic/intercultural/learning- and task-related preparation of participants before departure, virtual preparatory meetings etc.); Protection and safety of participants should be properly addressed and all necessary measures to prevent and reduce risks should be foreseen.
- Implementation of learning activities;
- Follow-up (evaluation of the activities, identification and documentation of the planned learning outcomes of participants, as well as dissemination and exploitation of the project's outcomes, virtual follow-up meetings).

**ACTIVITIES**

The following activities are supported:

- Job shadowing and observation periods (2-14 days)
- Coaching or training assignments (7-45 days)

Job shadowing is when participants can spend a period of time (2-14 days) at a hosting organisation in another country with the aim of learning new practices and gathering new ideas through observation and interaction with peers, coaches, volunteers or other staff members in their daily work at the hosting organisation.

Coaching or training assignments are when participants can spend a period of time (7-45 days) coaching or providing training at a hosting organisation in another country, as a way to learn through completing their tasks and exchanging with peers. It contributes to capacity building of grassroots organisations.

Activities cannot have a profit making purpose.

In addition to physical mobility, all staff mobility activities can be blended with virtual learning activities. The minimum and maximum durations specified above apply to the physical mobility component.

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.

Attending courses (paid or unpaid ones) is not an eligible activity for mobility of staff in the field of sport.

**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.

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. 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 for both types of staff mobility.

**Eligibility Criteria**

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| **Who can apply?** | A participating organisation can be:<br>• A public or private organisation active in the sport and physical activity field and organising sport and physical activities at grassroots level (eg, non-profit organisation, local public authority, sport club)<br>• A non-grassroot sport organisation if its staff participation benefits grassroot sports (e.g., international organisation, national sport federation).<br>Applicant organisations must be established in an EU Member State or in a third country associated to the Programme. |
| **Where to apply?** | Applications are submitted to the National Agency in the country where the applicant organisation is established. |
| **When to apply?** | Applicants must submit their grant applications by the following date:<br>**12 February at 12:00:00 (midday Brussels time)**<br>**Possible additional round:**<br>National Agencies may decide to open an additional round. National Agencies will inform the applicants about the opening of the additional round through their website.<br>If an additional round is organised, applicants must submit their applications **by 1 October at 12:00:00 (midday Brussels time)**. |
| **Project start dates** | Projects will start **between 1 June and 31 December of the same year**.<br>If an optional round is opened, projects will start **between 1 January and 31 May of the following year.** |
| **How to apply?** | Please see part C of this Guide for details on how to apply. |
| **Duration of the project** | From 3 to 18 months. |
| **Number of applications** | An organisation may submit only one application per selection round.<br>Organisations that receive a grant for a project under the first round of applications may not apply for the second round of the same call for proposals. |

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| **Duration of the activities** | Job shadowing and observation periods: 2-14 consecutive days (excluding travel days)<br><br>Coaching and training assignments: 7 – 45 consecutive days (excluding travel days) |
| **Eligible participants** | • Coaches and other sport staff in sports organisations at grassroots' level<br><br>• Staff in non-grassroots sport, including those engaged in dual careers and non-sport careers, where the participation of such staff can benefit grassroots sport.<br><br>• Volunteers (other than coaches) in sports organisations.<br><br>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.<br><br>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).<br><br>Participants can not engage in mobility activity in a capacity of athletes. |
| **Number of participants** | Maximum 10 participants per project<br><br>Participants in preparatory visits and people accompanying participants with fewer opportunities are not counted in this maximum of 10 participants. |
| **Venue of the activities** | Activities must take place abroad, in an EU Member State or in a third country associated to the Programme. Each activity must take place in one country. |

**Minimum requirements for Preparatory Visits**

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| **Venue(s) of the activity** | Preparatory Visits take place in the country of the receiving organisation before the start of the activity. |
| **Eligible participants** | Representatives of the participating organisations taking part in the main activity. Preparatory visits can be carried out by staff directly involved in the organisation of project or staff participating in mobility. |

**AWARD CRITERIA**

Submitted applications will be assessed by assigning points out of a total of 100, based on the below criteria and scores. 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 below

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| **Relevance and impact**<br>**(maximum score 30 points)** | The extent to which:<br>• The project proposal is relevant to grassroots sport;<br>• The project proposal is relevant for<br>  • the objectives of the action<br>  • the needs and development of the applicant organisation<br>  • the needs and development of the participating staff<br>• the project proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>• The extent to which the project is suitable for:<br>  • producing high-quality learning outcomes for participating staff;<br>  • reinforcing or transforming the participating organisations' work practices, increasing its quality, capacities and innovation<br>  • producing potential impact on participating organisations and staff during and after project lifetime<br>• The extent to which the project defines concrete learning outcomes<br>• The extent to which the project introduces newcomers and less experienced organisations to the action. |
| **Quality of project design and implementation**<br>**(maximum score 40 points)** | The extent to which:<br>• The proposed project objectives address the needs of the applicant organisation and its staff in a clear and concrete way<br>• The quality of the practical arrangements, management and support modalities;<br>• The project incorporates environmentally sustainable and responsible practices<br>• The project incorporates the use of digital tools and learning methods to complement their physical mobility activities, and to improve the cooperation with partner organisations<br>• The extent to which the activities are designed in an accessible and inclusive way and are open to participants with fewer opportunities<br>• The balanced representation of participants in terms of gender;<br>• For staff from non-grassroot organisations, a clear explanation how participation of such staff will benefit grassroot sport |

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| **Quality of follow-up actions (maximum score 30 points)** | The extent to which:<br>• the applicant has proposed concrete and logical steps to integrate the results of mobility activities in the organisation's regular work<br>• 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 |

<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 that are not covered by other cost categories.<br><br>For example, preparation, mentoring, monitoring and support of participants during mobility, services, tools and equipment needed for project implementation, virtual components in blended activities, sharing results and making the European Union funding visible to the public.<br><br>Organisational support covers the costs incurred by both sending and hosting organisations. The division of the received grant will be agreed between the two organisations.<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the number of participants, excluding accompanying persons.</td><td colspan="3">350 EUR per participant</td></tr>
<tr><td rowspan="8">Travel</td><td rowspan="8">Contribution to travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return.<br><br>Below 500 km, participant will, as a general rule, travel with low-emissions means of transport<br><br>Financing mechanism: contribution to unit costs.<br><br>Rule of allocation: based on the travel distance and number of persons.<br><br>The applicant must indicate the distance between the place of origin and the venue of the activity[203] by using the distance calculator supported by the European Commission[204].</td><td>Travel distance</td><td>Green travel</td><td>Non-Green travel</td></tr>
<tr><td>10 – 99 km</td><td>56 EUR</td><td>28 EUR</td></tr>
<tr><td>100 – 499 km</td><td>285 EUR</td><td>211 EUR</td></tr>
<tr><td>500 – 1999 km</td><td>417 EUR</td><td>309 EUR</td></tr>
<tr><td>2000 – 2999 km</td><td>535 EUR</td><td>395 EUR</td></tr>
<tr><td>3000 – 3999 km</td><td>785 EUR</td><td>580 EUR</td></tr>
<tr><td>4000 – 7999 km</td><td>1188 EUR</td><td>1188 EUR</td></tr>
<tr><td>8000 km or more</td><td>1735 EUR</td><td>1735 EUR</td></tr>
</table>

[203] For example, if a person from Madrid (Spain) is taking part in an activity 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).
[204] http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

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| **Individual Support** | Costs of subsistence for participants and accompanying persons during the activity.<br><br>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 non-green travel grant, and a maximum of six travel days in case of a green travel grant.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the duration of stay per participant and accompanying person and receiving country[205] | **Country group 1**: 107 - 191 EUR<br><br>**Country group 2**: 95 - 169 EUR<br><br>**Country group 3**: 84 - 148 EUR<br><br>The above are base rates per day of activity. Each NA will decide on exact base rates within the allowed ranges.<br><br>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.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the number of participants with fewer opportunities, excluding accompanying persons. | 125 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").<br><br>**Financing mechanism:** real costs.<br><br>**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.<br><br>**Financing mechanism:** contribution to unit costs. | 680 EUR per participant, with a maximum of 2 participants per preparatory visit. |
| **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 coach or train during their activity.<br><br>Linguistic support is eligible for participants in the following types of activities: in job shadowing and | 150 EUR per participant |

[205] **Country group 1**: Austria, Belgium, France, Denmark, Finland, Germany, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Netherlands, Norway, Sweden
**Country group 2**: Cyprus, Czechia, Estonia, Greece, Latvia, Malta, Portugal, Slovakia, Slovenia, Spain
**Country group 3**: Bulgaria, Croatia, Hungary, Lithuania, Poland, Romania, Serbia, North Macedonia, Turkiye

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| | observation periods and coaching and training assignments. Support is payable only if the participant cannot receive Online Language Support due to unavailability of the required language or level, or due to particular barriers faced by participants with fewer opportunities.<br><br>**Financing mechanism:** contribution to unit costs.<br><br>**Rule of allocation:** based on the number of participants. | |
| **Exceptional costs** | Costs for providing a financial guarantee, if the National Agency asks for it.<br><br>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. If awarded, the exceptional costs for expensive travel replace the travel support based on unit costs.<br><br>Visa and visa-related costs, residence permits, vaccinations, medical certifications.<br><br>**Financing mechanism:** real costs.<br><br>**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<br><br>**Expensive travel costs**: 80% of eligible costs<br><br>**Visa and visa-related costs, residence permits, vaccinations, medical certifications:** 100% of eligible costs |

## ERASMUS+ VIRTUAL EXCHANGES

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 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 the international educational experience. 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, virtual exchanges can give ideas and prepare the ground for future physical exchanges not funded under this action.

Virtual exchanges in higher education and youth 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 in eligible regions.

**OBJECTIVES OF THE ACTION**

The action will aim to:

- encourage intercultural dialogue with third countries not associated to the Programme and increase tolerance through online people-to-people interactions, building on digital, youth-friendly technologies;
- promote various types of virtual exchanges as a complement to Erasmus+ physical mobility, allowing more young people to benefit from intercultural and international experience;
- enhance critical thinking and media literacy, particularly in the use of internet and social media, such as to counter discrimination, indoctrination, polarization and violent radicalisation;
- foster the digital and soft skills[206] development of students, young people and youth workers[207], including the practice of foreign languages and teamwork, notably to enhance employability;
- promote citizenship and the common values of freedom, tolerance and non-discrimination through education;
- strengthen the youth dimension in the relations of the EU with third countries.

**THEMATIC AREAS / SPECIFIC OBJECTIVES**

The Virtual Exchanges should be organised in one or more of the following thematic areas, which correspond to the priorities of the Erasmus+ Programme:

- Inclusion and diversity;
- Digital transformation;
- Environment and fight against climate change;
- Participation in democratic life, common values and civic engagement.

Within this broad framework, since virtual Exchanges are a bottom-up initiative, participating organisations are free to choose the topics on which they will focus, but proposals must demonstrate their expected impact in relation to one or more of the objectives mentioned above (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 aspects in the

[206] 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).

[207] Youth workers are professional or volunteers involved in non-formal learning who support young people in their personal socio-educational and professional development.

trainings). Special attention needs to be given to the inclusion of socially and economically vulnerable people and persons unable to apply for physical mobility.

**ACTIVITIES**

Projects will be funded based on work plans that integrate online cooperation activities, including:

- 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;
- Facilitated online 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[208];
- 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);
- Finally, they must foresee a method of recognition of participation and learning outcomes for young people at the end of the exchange.

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.

In order to carry out their activities, projects should rely, as far as possible, on existing tools and platforms.

**ELIGIBILITY CRITERIA**

In order to be eligible for an Erasmus+ grant, project proposals for Erasmus+ Virtual Exchanges must comply with the following criteria:

[208] https://ec.europa.eu/info/law/law-topic/data-protection/eu-data-protection-rules_en

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| **Eligible participating organisations (Who can apply?)** | The applicants (beneficiaries and affiliated entities, if applicable) must be legal entities (public or private bodies) and may fall under the following categories:<br>• entities active in the field of higher education or youth (non-formal education)<br>• youth organisations[209]<br>• higher education institutions, associations or organisations of higher education institutions, as well as legally recognised national or international rector, teacher or student organisations.<br>Applicants (beneficiaries and affiliated entities, if applicable) must be established in one of the eligible countries, i.e.:<br>• an EU Member State<br>• a third country associated to the Programme or<br>• a third country not associated to the Programme from an eligible region. The eligible regions covered by this action are **Regions 1, 2[210], 3 and 9** (see section 'Eligible countries' in Part A of this Guide).<br>**The coordinating organisation must be a youth organisation or higher education institution and be legally established and located in an EU Member State or third country associated to the Programme.** The coordinating organisation applies on behalf of all participating organisations involved in the project. It cannot be an affiliated entity. Organisations from third countries not associated to the Programme cannot be coordinators.<br>Other entities may participate in other consortium roles, such as associated partners. **Exception**: organisations from Belarus and Russia are not eligible to participate in this action as associated partners. |
| **Consortium composition (Number and profile of participating organisations)** | Proposals must be submitted by a consortium of **at least 4 applicants** (beneficiaries, not affiliated entities), which complies with the following conditions:<br>• Minimum **4 independent entities** (beneficiaries, not affiliated entities) from **4 different eligible countries**;<br>• Minimum **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 eligible region**;<br>• Organisations from different eligible regions cannot participate in the same project. Cross-regional projects are not eligible;<br>• The number of organisations from EU Member States and third countries associated to the Programme **must not be higher** than the number of organisations from third countries not associated to the Programme.<br>Only beneficiaries (not affiliated entities) count for the consortium composition. Associated partners do not count for the consortium composition. |
| **Geographic location (Venue of the activities)** | Activities must take place in the countries of the participating organisations. |

[209] 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.

[210] Organisations from Belarus are not eligible to participate in this action.

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| **Duration of the project** | Projects should normally last 36 months (extensions are possible, if duly justified and through an amendment of the grant agreement). |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA) via the EU Funding & Tenders Portal.<br>**Call IDs:**<br>• **ERASMUS-EDU-2025-VIRT-EXCH-SSA** - Erasmus+ Virtual Exchanges in Sub-Saharan Africa<br>• **ERASMUS-EDU-2025-VIRT-EXCH-WB** - Erasmus+ Virtual Exchanges in Western Balkans<br>• **ERASMUS-EDU-2025-VIRT-EXCH-SMC** - Erasmus+ Virtual Exchanges in South-Mediterranean Countries<br>• **ERASMUS-EDU-2025-VIRT-EXCH-NE** - Erasmus+ Virtual Exchanges in Neighbourhood East<br>Before applying, please, see the relevant FAQs on the EU Funding & Tenders Portal. |
| **When to apply?** | Applicants have to submit their grant application by **29 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.

**AWARD CRITERIA**

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| **Relevance (maximum score 30 points)** | ▪ **Relevance**: The application is relevant to the chosen general and specific objectives of the call. It is consistent with the requirements of the call and is clearly explained. The application addresses the thematic areas identified for this call.<br>▪ **EU Values**: the application is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>▪ **Needs analysis**: The application is based on an adequate analysis of challenges and needs. The different needs of the different partners have been identified and are well taken into account.<br>▪ **Consistency**: The different components of the application are coherent and consistent. The objectives of the application are clearly defined, realistic and address issues relevant to the participating organisations and target groups.<br>▪ **Activities**: The virtual exchanges are clearly defined and promote intercultural dialogue and soft skills development, as well as principally contribute to the educational, personal or professional development of participants from third countries not associated to the Programme. Evidence of the effectiveness of the proposed virtual exchange approach is provided.<br>▪ **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.<br>▪ **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. |

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| **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 application presents a coherent and comprehensive set of appropriate activities to meet the identified needs and lead to the expected results.<br>▪ **Methodology**: The quality and feasibility of the methodology proposed and its appropriateness for addressing the needs identified, including those of the different partners. 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.<br>▪ **Learning outcomes**: Learning outcomes are evaluated and recognised (e.g. Youthpass). Learning outcomes are clearly defined before each virtual exchange activity and measured after each activity, progress recorded and achievements recognised.<br>▪ **Work plan**: The quality and effectiveness of the work plan are clear and cover all project phases.<br>▪ **Management**: The project management plan is sound, with adequate resources allocated to the different tasks. Timelines, organisation, tasks and responsibilities are well defined and realistic.<br>▪ **Budget**: 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.<br>▪ **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. There is a clear quality assurance plan which also covers project management adequately. The monitoring strategy includes risk identification and a mitigating action plan. |
| **Quality of the partnership and the cooperation arrangements (maximum score 20 points)** | ▪ **Configuration**: The partnership can ensure 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.<br>▪ **Commitment**: Each participating organisation demonstrates full involvement corresponding to its capacities and specific area of expertise.<br>▪ **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. |

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| **Impact (maximum score 20 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.<br>▪ **Exploitation**: The application demonstrates that the selected virtual exchange approach(es) can be successfully disseminated, 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.<br>▪ **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. 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.<br>▪ **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** (out of 100 points in total). 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').

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality of the project design and implementation'. When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

**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 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.

**GEOGRAPHICAL TARGETS**

The EU's external action instruments are contributing to this action. The budget available is divided between different regions of the world (i.e. Western Balkans, Neighbourhood East, South-Mediterranean countries and Sub-Saharan Africa) and the size of each budgetary envelope is different. Proposals will be ranked per region (see above 'Where to apply' as per Topic ID), according to the specific budgetary envelope. Further information on the amounts available under each budgetary envelope will be published on the EU Funding & Tenders Portal.

**Sub-Saharan Africa**: Applicants are encouraged to give priority to least developed countries in this region and to put a special emphasis on migration priority countries; no country will access more than 8% of funding foreseen for this region. Applicants are also encouraged to involve participants from a wide range of countries in their proposal, including partners that have less experience in Erasmus+.

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 amount will be fixed by the granting authority on the basis of the estimated project budget, evaluation result and a funding rate of **95%**.

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| The maximum EU grant per project is EUR 500 000. Beneficiaries can receive at most EUR 200 per Virtual Exchange participant (i.e., young participant or facilitator). For example, beneficiaries receiving the maximum grant of EUR 500 000 must involve at least 2 500 participants in virtual exchanges.<br><br>The grant awarded may be lower than the amount requested. |

Financial support to third parties in the form of grants or prizes is not allowed.

Costs for financial audits are not allowed.

Volunteer costs are allowed. They shall take the form of unit costs as defined in the to the Commission Decision on unit costs for volunteers[211].

SME unit costs for SME owners are allowed. They should take the form of unit costs as defined in the Commission Decision on unit costs for SMEs owners[212].

**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:

- 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.);
- The proposal must describe the activities covered by each work package;
- 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);
- 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).

211 https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/unit-cost-decision-volunteers_en.pdf

212 https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/unit-cost-decision-sme-owners-natural-persons_en.pdf

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 grant parameters (maximum grant amount, funding rate, total eligible costs, etc.) will be fixed in the Grant Agreement. Please refer to Part C of this Programme Guide, section 'Eligible direct costs'.

The project achievements will be evaluated on the outcomes completed. This funding scheme will 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 & Tenders Portal[213].

[213] https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/how-to-participate/reference-documents;programCode=ERASMUS2027?programmePeriod=2021-2027&frameworkProgramme=43353764

**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 and Erasmus Mundus Action;
- Partnerships for Innovation, including Alliances and Forward-looking projects;
- Capacity Building projects in the fields of higher education, vocational education and training, youth and sport;
- 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 Sections 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; more effective ways of teaching and learning basic skills, with specific focus on preventing underachievement among disadvantaged students, as well as boosting top performance in basic skills; 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 intended impacts of this Key Action are:

- 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: literacy, numeracy, 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 digital technologies 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 following pages. The information included in the upcoming two sections will help you to choose the type of partnership that best suits 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 toward achieving Programme priorities with their results.

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[214].

[214] 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 may 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 2025, Partnerships for Cooperation must address one or more of the following priority areas:

**PRIORITIES APPLYING TO ALL ERASMUS+ SECTORS**

The following four priorities can be addressed through applications in all Erasmus+ sectors. Applicants must clearly explain the impact of their proposal and the horizontal priority they selected on the field in which they are applying.

- **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 such as outermost regions, people facing gender inequalities, 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. Under this priority, the Programme will support projects that promote educational activities and facilitate the integration of people fleeing the war in Ukraine into their new learning environments.

- **Environment and fight against climate change:** the Programme aims to support, across all sectors, awareness-raising about the green transition, 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[215]; 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 emerging digital technologies and innovation, including AI, 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, digital well-being (for both learners and staff), tackling disinformation and promoting digital literacy. Equally, it includes developing the digital skills and competences through appropriate programmes and initiatives, for example on informatics. Particular attention will be given to promoting gender equality, for example the participation of girls and women in STEM fields of study, including through a STEAM approach, 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

[215] For more information on the New European Bauhaus initiative, please visit https://europa.eu/new-european-bauhaus/index_en

educators[216], citizens[217] and organisations[218], the SELFIE tools[219], the Ethical guidelines on the use of artificial intelligence and data in teaching and learning for educators[220] and the Guidelines on tackling disinformation and promoting digital literacy through education and training[221]

- **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, including promoting fundamental academic values and the standards and guidelines for quality assurance, and tools to enhance mobility for all; d) support for higher education institutions, in strong cooperation with the representatives of Member States to pilot innovative cooperation and actions; e) support for implementing Erasmus Without Paper, deploying the European Student Identifier and the European Student Card.

- **Stimulating innovative learning and teaching practices** to tackle societal challenges and promote innovation and entrepreneurship through support for: a) the development of learning outcomes oriented and student-centred curricula that better meet the learning needs of students and reduce skills mismatches, and promote entrepreneurship, while also being relevant for the labour market and for the wider society, for example by

[216] Digital Competence Framework for Educators (DigCompEdu): https://joint-research-centre.ec.europa.eu/digcompedu_en
[217] https://op.europa.eu/en/publication-detail/-/publication/50c53c01-abeb-11ec-83e1-01aa75ed71a1/language-en
[218] DigComp 2.2, The Digital Competence framework for citizens: https://joint-research-centre.ec.europa.eu/european-framework-digitally-competent-educational-organisations-digcomporg/digcomporg-framework_en
[219] SELFIE tool: https://education.ec.europa.eu/selfie AND SELFIE for teachers: https://education.ec.europa.eu/selfie-for-teachers
[220] Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators: https://op.europa.eu/en/publication-detail/-/publication/d81a0d54-5348-11ed-92ed-01aa75ed71a1/language-en
[221] Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training: https://op.europa.eu/en/publication-detail/-/publication/a224c235-4843-11ed-92ed-01aa75ed71a1/language-en

inviting staff from enterprises and the world of work or by codesigning curricula with the industry, including SMEs; 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 exploring the possibilities for 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, research-based learning and blended intensive programmes, which support the acquisition of transferable forward-looking skills and entrepreneurship through a challenge-based approach;

- **Developing a STEAM approach in higher education, and foster 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, enhanced quality of study experience and teaching for learners with fewer opportunities, student-centred learning and teaching in higher education, as well as through support for flexible and attractive academic careers, valuing teaching, research, entrepreneurship, management and leadership activities; b) training of academics in new and innovative pedagogies, including teaching in online or blended environments, trans-disciplinary approaches, new curriculum design, delivery and assessment methods linking education with research and innovation where relevant, c) developing new practices in instructional design, based on educational research and creativity.

- **Supporting digital and green capabilities of the higher education sector**; through support for a) digital transformation of higher education institutions (including interoperability) and the digitalisation of student mobility linked to the European Student Card initiative, b) the development of digital skills of students and staff, and c) graduate tracking databases. With regard to the green transition, the programme will support a) whole-institutional approaches, b) transdisciplinary approaches coupled with a strong disciplinary background and life-long learning, including through micro-credentials, c) curricula development in line with the required green skills, d) supporting transnational partnerships between students, academics, universities, employers, communities and other stakeholders on climate challenges to create true higher education climate frontrunners.

- **Building inclusive higher education systems**: The programme will foster inclusive approaches for mobility and cooperation activities such as a) support to the education of refugee students and staff, and support to the institutions and staff of host countries in dealing with this endeavour, b) increased access, participation and completion rates of people with fewer opportunities, including underrepresented groups, also through developing voluntary quantitative targets; c) active support to incoming mobile participants throughout the process of finding accommodation, including through collaboration with the relevant stakeholders for the provision of appropriate and affordable housing; d) support to mental health of students and academics; e) foster gender balance in higher education institutions, across fields of study and in leadership positions; f) 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 innovation and entrepreneurial skills of students:** The programme will provide support for innovation and entrepreneurship in higher education, including for example through a) support for the set-up and functioning of living labs and incubators within higher education institutions, in close cooperation with the entrepreneurial sector and other relevant actors, to support innovative learning and teaching and help student

entrepreneurs to develop their ideas into businesses, b) support for learning and teaching partnerships with commercial and non-commercial organisations in the private sector that foster students' exposure to innovation and entrepreneurship.

- **Supporting higher education institutions in their cooperation with Ukrainian counterparts to respond to the war in Ukraine:** This action will aim at supporting Ukraine in reshaping and re-building its higher education system, through cooperation with higher education institutions in Europe, on, among others, quality and relevance of teaching and learning accessible to a wide range of learners; innovative pedagogical approaches; student-centred, challenge-based and interdisciplinary approaches; digital and green skills; lifelong learning practices; system of qualifications; effective management practices; protection of academic values; cooperation with the innovation ecosystem; development and implementation of joint educational activities and programmes.

**In the field of school education:**

- **Tackling learning disadvantage, early school leaving and low proficiency in basic skills**: The aim of this priority is to help improve educational outcomes and hence make success at school possible for all learners, particularly those belonging to more vulnerable groups. This priority supports holistic, whole-school approaches to teaching, learning and assessment, and collaboration among all actors within schools, as well as with families, local services, professionals and other external stakeholders. The priority includes early identification of pupils at risk, preventive and early intervention approaches for learners with difficulties through targeted and individualised actions, promotion of more learner-centred approaches and support to school leaders and educators. The priority also includes a focus on data collection and monitoring, improving transitions between different stages of education, enhancing school planning and quality assurance systems.

- **Promoting wellbeing at school:** The aim of this priority is to help build capacity of schools, educators and school leaders to address well-being at school, in a whole-school approach perspective. Projects under this priority can focus on promotion of well-being (both in terms of mental and physical health) for learners and teachers, establish a positive school climate, integrate social and emotional learning into curriculum starting from early childhood education and care to secondary education, ensure creation of safe schools and protection from all forms of violence at school, including bullying, cyber-bullying, and gender-based violence. A second focus of this priority is to enhance professional learning communities and cooperation with the wider community, in particular with health and welfare professionals as well as parents.

- **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, including via support to their wellbeing, 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 and boosting excellence, 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, and foster girls' interest in STEM:** This priority supports projects that promote the STEM approach to education through interdisciplinary teaching in cultural, environmental, economic, design and other contexts, promoting in particular girls' interest in STEM. 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[222]. 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.

- **Supporting innovators at school:** In line with the Commission Communication on a European strategy for universities[223], this priority aims to involve leading personalities from start-ups to act as ambassadors and mentors to inspire young people, and invite them to develop new ideas and solutions.

- **Supporting response of European education and training systems to war in Ukraine:** This priority supports projects aiming to implement, share and promote inclusive pedagogical approaches and work-based practices targeting pupils and staff fleeing the war in Ukraine. Projects under this priority should build on high quality standards and substantial experience in the integration of newcomers in learning and training environments. They can aim at providing language facilities, applying and expanding research, exchanging with Ukrainian institutions, exploring good practices supporting psycho-social well-being of learners and staff fleeing war, etc.

**In the field of vocational education and training (both initial and continuing):**

- **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. With a view to combat deteriorating proficiency levels of basic skills in the EU, VET programmes should ensure developing solid numeracy, literacy, language and digital skills as strong foundations for resilience, lifelong learning, lifelong employability, social inclusion. This priority also fosters the development of VET curricula, programme offers and

[222] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32019H0605%2801%29&qid=1638446515934
[223] https://education.ec.europa.eu/document/commission-communication-on-a-european-strategy-for-universities

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 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 supports 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)[224], 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.

- **Tackling low proficiency in basic skills:** The aim of this priority is ensuring that VET programmes develop solid numeracy, literacy, language and digital skills as strong foundations for resilience, lifelong learning, lifelong employability and social inclusion.

[224] https://op.europa.eu/en/publication-detail/-/publication/2aeac659-5ef4-4f95-aa7d-7e867fa8b0d2

- **Supporting response of European education and training systems to the war in Ukraine:** This priority supports projects aiming to implement, share and promote inclusive pedagogical approaches and work-based learning practices, including apprenticeships, targeting VET learners and staff fleeing the war in Ukraine. Projects under this priority should build on high quality standards and substantial experience in the integration of newcomers in learning and training environments. They can focus on language training, integration of learners into VET, including into work-based learning and apprenticeship schemes (with support, as possible, from Ukrainian teacher and trainers fleeing the war), processes of recognition of skills and qualifications, with Ukrainian institutions, practices supporting psycho-social well-being of learners and staff fleeing war, etc.

**In the field of adult education:**

- **Increasing take-up and improving inclusiveness and accessibility of adult education:** Priority will be given to projects that empower and enable adults to participate in training in order to reduce skills gaps and labour market shortages as well as promote and facilitate the participation of adults in learning. In particular, projects that build on individual learning accounts and enabling frameworks (including validation and guidance opportunities and effective motivation strategies).

- **Improving the availability of high quality, flexible and recognised learning 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 certified by micro-credentials or acquired through informal and non-formal learning.

- **Promoting local learning centres and innovative learning spaces**: 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 and including measures for outreach and the engagement of learners. Projects could, for example, encourage local learning centres, libraries, museums, prisons, 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 upskilling and reskilling pathways:** 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 learning staff:** Priority is given particularly to projects that develop staff competences that lead to overall improvements in provision, in line with the green and digital transitions. In particular, priority will be given to projects that support educators, including leadership teams, to teach and act for sustainability and to develop the digital competences of educators, e.g., through the Digital Opportunity Traineeships (DOTs) and improve teaching methods and tools through effective use of innovative solutions and digital technologies. Priority will be given to projects that target the development of skills to recognise and respond to individual learning needs e.g., designing tailored paths or plans adapted to learner background and circumstances, the 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.

- **Creating and promoting learning opportunities among all citizens and generations:** Priority is given to projects that create and promote inter-generational learning, including learning opportunities and exchanges of experiences of all age groups, including seniors, with a view to building better understanding of the European Union and its values, and strengthening European identity.

- **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.

- **Supporting response of European education and training systems to war in Ukraine:** This priority supports projects aiming to implement, share and promote inclusive pedagogical approaches and work-based practices targeting adult learners and staff fleeing the war in Ukraine. Projects under this priority should build on high quality standards and substantial experience in the integration of newcomers in learning and training environments. They can aim at providing language facilities, applying and expanding research, exchanging with Ukrainian institutions, exploring good practices supporting psycho-social well-being of learners and staff fleeing war, etc.

**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.

- **Supporting response of the Youth field in Europe to war in Ukraine:** This priority supports projects aiming to implement, share and promote inclusive approaches and practices targeting young people and youth workers fleeing the war in Ukraine and youth work providers of receiving countries actively involved in such activities. Activities should adhere to the principles of youth work, including non-formal and intercultural learning, and should contribute to promoting and understanding of human rights and democracy and to increase the capacity of participating organisations. They can aim at providing language facilities, applying and expanding research, enhancing synergies and complementarities with organisations active in the field of youth in Ukraine, exploring

good practices supporting psycho-social well-being of young refugees and refugee youth workers from Ukraine, and fostering capacity-building of youth work organisations – in Ukraine and in receiving countries – etc.

**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 (2024-2027)[225] or the Council recommendation of health-enhancing physical activity[226]. Specific priorities in the sport field include:

- **Encouraging healthy lifestyles for all:** projects under this priority will mainly focus on: a) encouraging healthy lifestyles for all, including through awareness raising of the benefits of healthy and active lifestyles, 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.

- **Promoting equality and European values in and through sport**: projects under this priority will focus mainly on promoting a) equality in sport, including gender equality[227], b) European values including using sport as a mean for peace and inclusion, c) values of non-discrimination on any ground, anti-racism, openness and tolerance to others.

[225] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A42020Y1204%2801%29

[226] https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2013:354:0001:0005:EN:PDF

[227] Implementing the 2022 Recommendations and action plan from the High Level Group on Gender Equality in sport, "Towards more gender equality in sport": https://op.europa.eu/en/publication-detail/-/publication/684ab3af-9f57-11ec-83e1-01aa75ed71a1/language-en

## 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, upscalable 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?

To be eligible for an Erasmus+ grant, project proposals for Cooperation Partnerships must comply with the following eligibility criteria.

##### ELIGIBILITY CRITERIA

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| **Who can apply?** | Any participating organisation established in an EU Member State or third country associated to the Programme can be the applicant/coordinator. This organisation applies on behalf of all participating organisations involved in the project.<br><br>In order to be eligible, applicant organisations must have been legally established at least 2 years before the application deadline.<br><br>For Partnerships in the fields of education and training or youth submitted by European NGOs and managed by the European Education and Culture Executive Agency (EACEA), the applicant |

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| | coordinator must be a European NGO[228] active in the field of education and training or youth. The European body/secretariat of the European NGO applies on behalf of the European NGO. |
| **Which types of organisations are eligible to participate in the project?** | Any public or private organisation[229], established in an EU Member State or third country associated to the Programme or in any third country not associated to the Programme in regions 1 to 3 (see section "Eligible Countries" in Part A of this Guide) can participate in a Cooperation Partnership[230].<br><br>**Exception:** organisations from Belarus (Region 2) are not eligible to participate in this action.<br>**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**.<br><br>**Organisations in third countries not associated to the Programme cannot participate as project coordinators**.<br><br>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).<br><br>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.<br><br>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. |

[228] 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 two years 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 with the European body/secretariat;
- be active in the field of education, training or youth.

Therefore, a European NGO must be composed of at least nine entities (the European body/secretariat + eight national organisations/branches) established in nine different EU Member States and third countries associated to the Programme.
For a definition of statutory links for the purpose of the Erasmus+ Programme, please see Part D of this Guide.

[229] 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).

[230] Any higher education institution (HEI) established in an 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.

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| **Number and profile of participating organisations** | **A Cooperation Partnership is a transnational project** and must involve **minimum three organisations** from **three different EU Member States or third countries associated to the Programme.**<br><br>There is no maximum number of participating organisations in one partnership.<br><br>All participating organisations must be identified at the time of applying for a grant.<br><br>For applications submitted to National Agencies in the fields of school education, vocational education and training, adult education and youth, the same organisation (one OID) cannot be involved in more than **10 applications** overall per deadline, either as applicant or partner[231].<br><br>As a general rule, **Cooperation Partnerships target the cooperation between organisations established in EU Member States or third countries associated to the Programme**.<br><br>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 or third countries associated to the Programme is fulfilled. |
| **Priorities addressed** | To be considered for funding, Cooperation Partnerships must address:<br><br>• **at least one horizontal priority and/or**<br><br>• **at least one specific priority relevant to the field of education, training, youth and sport that is mostly impacted**.<br><br>For projects in the field of education, training and youth managed by the Erasmus+ National Agencies in indirect management, 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").<br><br>National Agencies must duly inform potential applicants through their official websites.<br><br>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 partners or as associated partners.<br><br>In addition, if duly justified in relation to the objectives or implementation of the project:<br><br>• Activities can also take place at the seat of an Institution of the European Union[232], even if in the project there are no participating organisations from the country that hosts the Institution.<br><br>• 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 eligible third countries not associated to the Programme. |
| | Between 12 and 36 months. |

[231] This maximum takes into account all cooperation partnership applications submitted to the National Agencies for all these fields together.

[232] Seats of the institutions of the European Union are Brussels, Frankfurt, Luxembourg, Strasbourg and The Hague.

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| **Duration of project** | 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.<br><br>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**:<br><br>• To **the National Agency** of the country in which the applicant organisation is established.<br><br>**For Partnerships in the fields of education and training or youth submitted by European NGOs[233]**:<br><br>• To the **European Education and Culture Executive Agency (EACEA**), via the EU Funding & Tenders Portal:<br><br>- European NGOs - Call IDs:<br>▪ ERASMUS-EDU-2025-PCOOP-ENGO (Education and training)<br>▪ ERASMUS-YOUTH-2025-PCOOP-ENGO (Youth)<br><br>**For Partnerships in the field of sport:**<br><br>• To the **European Education and Culture Executive Agency (EACEA**):<br><br>- Sport - Call ID: ERASMUS-SPORT-2025-SCP<br><br>In all cases, the **same consortium of partners** can submit **only one application and to one Agency only per deadline**[234] |
| **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**:<br><br>• Applicants have to submit their grant application by **5 March at 12:00:00 (midday Brussels time)** for projects starting between 1 September and 31 December of the same year.<br><br>**Possible additional deadline in the fields of education, training and youth submitted by any organisation in these fields, with the exception of European NGOs:**<br><br>• National Agencies in the field of education, training and youth 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.<br>• If a second round is organised, applicants must submit their grant application by **1 October at 12:00:00 (midday Brussels time)** for projects starting between 1 January and 31 August of the following year.<br><br>**For Partnerships in the fields of education, training and youth submitted by European NGOs**: |

[233] For a definition of what is considered a European NGO for the purpose of the Erasmus+ Programme, please see Part D of this Guide.
[234] This includes both the Erasmus+ National Agencies and the European Education and Cultural Executive Agency (EACEA), based in Brussels.

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| | • Applicants have to submit their grant application by **5 March at 17:00:00 (Brussels time)**.<br><br>**For Partnerships in the field of sport:**<br><br>• Applicants have to submit their grant application by **5 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 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 a 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.

**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[235] 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. Cooperation partnerships are especially suitable to work on inclusion and diversity as the subject of the project, further developing inclusive and diversity-sensitive practices and methods, in accordance with the corresponding policy priority for the action. Also, independently from the thematic of their 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.

**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

[235] https://erasmus-plus.ec.europa.eu/document/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity-strategy

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.

**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 European School Education Platform (including 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.

**Participation and civic engagement**

The Programme supports participation and active engagement throughout all its actions. Cooperation Partnership 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.

**EXCLUSION AND SELECTION CRITERIA**

In addition to the eligibility criteria indicated above, applicants will be assessed against the relevant exclusion and selection criteria. For more information, please consult Part C of this Guide.

**AWARD CRITERIA**

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| **Relevance (maximum score 25 points)** | The extent to which:<br>▪ the proposal is relevant for objectives and priorities of the Action. In addition the proposal will be considered as highly relevant if:<br>– it addresses the priority "inclusion and diversity";<br>– In case of projects managed by the Erasmus+ National Agencies: if it addresses one or more "European Priorities in the national context", as announced by the National Agency;<br>– In case of projects submitted by ENGOs in the fields of education, training or 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.<br>▪ the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>▪ the profile, experience and activities of the participating organisations are relevant for the field of the application;<br>▪ the proposal is based on a genuine and adequate needs analysis;<br>▪ 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;<br>▪ the proposal is innovative;<br>▪ the proposal is complementary to other initiatives already carried out by the participating organisations;<br>▪ the proposal brings added value at EU level through results that would not be attained by activities carried out in a single country. |

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| **Quality of the project design and implementation (maximum score 30 points)** | The extent to which:<br><br>▪ the project objectives are clearly defined, realistic and address needs and goals of the participating organisations and the needs of their target groups;<br>▪ the proposed methodology is clear, adequate and feasible:<br><br>- the project work plan is clear, complete and effective, including appropriate phases for preparation, implementation and sharing project results;<br>- the project is cost-effective and allocates appropriate resources to each activity;<br>- 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;<br><br>▪ the activities are designed in an accessible and inclusive way and are open to people with fewer opportunities.<br>▪ the project incorporates the use of digital tools and learning methods to complement their physical activities, and to improve the cooperation between partner organisations.<br><br>− 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 (European School Education Platform, including eTwinning, EPALE, European Youth Portal, EU Youth Strategy Platform) as tools for preparation, implementation and follow-up of the project activities.<br><br>▪ The project is designed in an eco-friendly way and incorporates green practices in different project phases<br><br>If the project plans training, teaching or learning activities:<br><br>▪ the extent to which these activities are appropriate for the project's objectives and involve the appropriate profile and number of participants;<br>▪ the quality of practical arrangements, management and support modalities in learning, teaching and training activities;<br>▪ 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:<br><br>▪ 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;<br>▪ for partnerships in the fields of education and training or youth submitted by European NGOs: the consortium includes partner organisations outside the applying European NGO, opening it up to cooperation beyond its national organisations/branches<br>▪ the project involves newcomers and less experienced organisations to the Action;<br>▪ the proposed allocation of tasks demonstrates the commitment and active contribution of all participating organisations;<br>▪ the proposal includes effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders.<br>▪ 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). |

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| **Impact (maximum score 25 points)** | The extent to which:<br>▪ the project proposal includes concrete and logical steps to integrate the project results in the regular work of participating organisations;<br>▪ the project has the potential to positively impact its participants and participating organisations, as well as their wider communities;<br>▪ 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;<br>▪ 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;<br>▪ 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;<br>▪ 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 70 points (out of 100 points in total). Furthermore, they must score at least half of the maximum points in each of the categories of award criteria mentioned above (i.e. minimum 13 points[236] for the categories "relevance of the project" and "impact"; 15 points for the category "quality of the project design and implementation" and 10 points for the category "quality of the partnership and the cooperation arrangements").

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?**

There are three pre-defined lump sums grants available, corresponding to the total grant amount for the project: **EUR 120 000, EUR 250 000 and EUR 400 000.** 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 most appropriate lump sum** amount to cover the costs of their projects, based on their needs and objectives.

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 should be based on the applicant’s estimate for the overall cost of the project. Based on this estimate, applicants must **choose the lump sum amount that best suits their needs** while ensuring an efficient use of the funds and the respect of the co-financing principle (i.e. projects are expected to be co-financed with other funding sources, therefore the estimated 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.

[236] As decimal points are not applicable in the assessment of this action, the minimum score for these criteria is rounded up to 13 points.

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.

**Description of the project**

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.

Applicants must describe the project activities in each "**work package**". The project description shall make a distinction between the work package for project management and those for implementation.

A work package is defined as a set of activities contributing to the achievement of common specific objectives.

The specific objectives and deliverables shall be clearly described for each work package. Applicants are recommended to have a maximum of 5 work packages per project, 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. For projects with a specific work package for project management, the portion of the lump sum allocated to this work package shall be maximum 20% of the total budget.

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 detailed 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 tasks subcontracted must be clearly identified and described in the application.

**Payment arrangements**

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;

**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**

To be eligible for an Erasmus+ grant, project proposals for Small-scale Partnerships must comply with the following eligibility criteria:

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| **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.<br><br>For applications submitted to National Agencies in the fields of school education, vocational education and training, adult education and youth, an organisation can apply only once per deadline[237]. |

[237] This maximum concerns all small-scale partnership applications submitted for all eligible fields.

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| **Which types of organisations are eligible to participate in the project?** | Any public or private organisation[238], 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[239].<br><br>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).<br><br>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 organisations** | A Small-scale Partnership is transnational and involves minimum two organisations from two different EU Member States or third countries associated to the Programme.<br><br>There is no maximum number of participating organisations in one partnership.<br><br>All participating organisations must be identified at the time of applying for a grant.<br><br>For applications submitted to National Agencies in the fields of school education, vocational education and training, adult education and youth, the same organisation (one OID) cannot be involved in more than **5 applications** overall per deadline, either as applicant or partner[240]. |
| **Priorities addressed** | To be considered for funding, Small-scale Partnerships must address either:<br><br>• at least one horizontal priority and/or<br>• at least one specific priority relevant to the field of education, training, youth and sport that is mostly impacted.<br><br>For projects in the fields of vocational education and training, school education, adult education and youth managed by the Erasmus+ National Agencies, 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.<br><br>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. |

[238] 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).

[239] Any higher education institution (HEI) established in an EU Member State or third country associated to the Programme and wanting to participate in a Small-scale 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.

[240] This maximum concerns all small-scale partnership applications submitted for all eligible fields.

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| | 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[241], even if in the project there are no participating organisations from the country that hosts the Institution. |
| **Duration of the project** | Between 6 and 24 months.<br><br>The duration must be chosen at application stage, based on the objectives of the project and on the type of activities planned over time.<br><br>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 organisation in these fields:**<br><br>• To the National Agency of the country in which the applicant organisation is established.<br><br>**For Small-scale Partnerships in the field of sport**:<br><br>• To the European Education and Culture Executive Agency:<br><br>Call ID: ERASMUS-SPORT-2025-SSCP<br><br>In both cases, the same consortium of partners can submit only one application and to one Agency per deadline[242]. |
| **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:<br><br>Applicants have to submit their grant application **by 5 March at 12:00:00 (midday Brussels time**) for projects starting between 1 September and 31 December of the same year.<br><br>**Possible additional deadline for Small-scale Partnerships in the fields of vocational education and training, school education, adult education and youth:**<br><br>• National Agencies may organise an additional around for applications for projects in the fields of vocational education and training, school education, adult education and youth, for which the rules set out in this Guide will also apply. National Agencies will inform of this possibility via their website.<br>• If the additional round is organised, applicants have to submit their grant application **by 1 October 12:00:00 (midday Brussels time)** for projects starting between 1 January and 31 August of the following year. |

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

[242] This includes both the Erasmus+ National Agencies and the European Education and Culture Executive Agency (EACEA), based in Brussels.

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| | **For Small-scale Partnerships in the field of sport**:<br>• Applicants have to submit their grant application by **5 March at 17:00:00 (Brussels time)** |

**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 a 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.

**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[243] 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. Small-scale partnerships are especially suitable to work on inclusion and diversity as the subject of the project, further developing inclusive and diversity-sensitive practices and methods, in accordance with the corresponding policy priority for the action. Also, independently from the thematic of their 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.

**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

[243] https://erasmus-plus.ec.europa.eu/document/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity-strategy

different levels and help organisations and participants come up with alternative, greener ways of implementing project activities.

**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 European School Education Platform, 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.

**Participation and civic engagement**

The Programme supports participation and active engagement throughout all its actions. Small-scale Partnership 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.

**EXCLUSION AND SELECTION CRITERIA**

In addition to the eligibility criteria indicated above, applicants will be assessed against the relevant exclusion and selection criteria. For more information, please consult Part C of this Guide.

**AWARD CRITERIA**

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| **Relevance (maximum score 30 points)** | The extent to which:<br>▪ 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:<br>– it addresses the priority "inclusion and diversity";<br>– In case of projects managed by the Erasmus+ National Agencies: if it addresses one or more "European Priorities in the national context", as announced by the National Agency;<br>▪ the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>▪ the profile, experience and activities of the participating organisations are relevant for the field of the application;<br>▪ 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:<br>▪ the project objectives are clearly defined, realistic and address the needs and goals of the participating organisations and the needs of their target groups;<br>▪ the activities are designed in an accessible and inclusive way and are open to people with fewer opportunities.<br>▪ the proposed methodology is clear, adequate and feasible:<br>– the project work plan is clear, complete and effective, including appropriate phases for preparation, implementation and sharing project results;<br>– the project is cost-effective and allocates appropriate resources to each activity;<br>▪ the project incorporates the use of digital tools and learning methods to |

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| | complement their physical activities, and to improve the cooperation with partner organisations<br>o If applicable: the extent to which the project makes use of Erasmus+ online platforms (European School Education Platform, EPALE, European Youth Portal, EU Youth Strategy Platform) as tools for preparation, implementation and follow-up of the project activities.<br>▪ 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:<br>▪ the project involves an appropriate mix of participating organisations in terms of profile;<br>▪ the project involves newcomers and less experienced organisations to the Action;<br>▪ the proposed allocation of tasks demonstrates the commitment and active contribution of all participating organisations;<br>▪ the proposal includes effective mechanisms for coordination and communication between the participating organisations. |
| **Impact (maximum score 20 points)** | The extent to which:<br>▪ the project proposal includes concrete and logical steps to integrate the project results in the regular work of participating organisation;<br>▪ the project has the potential to positively impact its participants and participating organisations, as well as the wider community;<br>▪ the project proposal includes an appropriate way to evaluate the project outcomes;<br>▪ 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 partnership 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?**

There are two pre-defined lump sums grants : **EUR 30 000 and EUR 60 000.** Applicants will choose between the 2 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 most appropriate lump sum** amount to cover the costs of their projects, based on their needs and objectives.

Proposals must **describe the activities** that applicants commit to carry out with the lump sum amount opted for and must satisfy the principles of economy, efficiency and effectiveness.

The choice of the lump sum amount should be based on the applicant’s estimate for the overall cost of the project. Based on this estimate, applicants must choose the lump sum amount that best suits 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 co-financed with other funding sources, therefore the estimated overall cost of the project shall be higher than the fixed lump sum amount opted for).

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 opted for, together with their relevance for the project objectives, will be important elements of the quality assessment, in line with the award criteria described above.

**Description of the project**

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. 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 tasks subcontracted must be clearly identified and described in the application.

**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?

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
    - Erasmus Mundus Design Measures.

These actions are managed by the European Education and Culture Executive Agency (EACEA).

### CENTRES OF VOCATIONAL EXCELLENCE

Implementing vocational excellence approaches features prominently in the overall EU policy agenda for skills and for Vocational Education and Training (VET). The European Skills Agenda, the European Education Area, the 2020 Council Recommendation on VET[244], as well as the Osnabrück Declaration[245] all include very clear references to vocational excellence as a driving force for reforms in the VET sector.

The initiative on Centres of Vocational Excellence (CoVE) aims to respond to this policy priority supporting reforms in the VET sector, ensuring high quality skills and competences that lead to quality employment and career-long opportunities, meeting the needs of an innovative, inclusive and sustainable economy[246]. The CoVE initiative also supports the implementation of the European Green Deal, the Communication on attracting Skills and Talent and the new Industrial and SME Strategies, as skills are key to their success, as well as the Communication on skills and talent mobility adopted in 2023[247], the Action Plan on labour and skills shortages, and the Council Recommendation 'Europe on the Move'[248].

CoVEs 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 establish 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 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, including in the context of the green and digital transitions. They act as catalysts for local business development and innovation, by working closely with companies (in particular SMEs) on applied research projects, creating knowledge and innovation hubs, as well as supporting entrepreneurial initiatives of their learners.

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.

This initiative introduces a European dimension to vocational excellence by supporting the implementation of EU VET policy and actions agreed with member states, social partners and VET providers.

The concept of vocational excellence proposed here is characterised by a holistic, learner-centred approach in which VET:

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244 https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32020H1202%2801%29

245 https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf

246 See the brochure on VET skills for today and for the future

247 https://commission.europa.eu/publications/communication-skills-and-talent-mobility_en

248 https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32018H0502(01)

- is an integrated part of **skills ecosystems**[249], contributing to regional development[250], innovation[251], smart specialisation[252] and clusters strategies[253], as well as to specific value chains and industrial ecosystems;
- is part of **knowledge triangles**[254], working closely with other education and training sectors, the scientific community and business;
- enables learners to acquire both **vocational** (job-specific) as well as **key competences**[255] through **high-quality provision** that is underpinned by quality assurance;
- builds **innovative forms of partnerships**[256] 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.

**OBJECTIVES OF THE ACTION**

This action supports the gradual establishment and development of international collaborative networks of **Centres of Vocational Excellence**. The Centres of Vocational Excellence aim at achieving the following objectives:

- to ensure high quality skills through flexible and learner-centred VET provisions that lead to quality employment and career-long opportunities, swiftly responding to the needs of an innovative, inclusive and sustainable economy as well as to societal needs;
- to support and act as drivers for local and regional development, innovation and social inclusion in the context of the green and digital transitions;
- to contribute to upward convergence on VET excellence, to increase the quality of VET at system level in more and more countries;
- to ensure that outputs and results are taken into use and have impact beyond the project partner organisations and beyond the project period.

Centres of Vocational Excellence 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:

[249] **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 A guide to the skill ecosystem approach to workforce development

[250] **Regional Development Policy** - Regional development is a broad term but can be seen as a general effort to reduce regional disparities by supporting (employment and wealth-generating) economic activities in regions.

[251] 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.

[252] 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.

[253] 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 European Cluster Collaboration Platform (ECCP).

[254] See Education in the knowledge triangle

[255] As defined in the Council Recommendation of 22 May 2018 on key competences for lifelong learning

[256] See ETF work on Public-Private Partnerships for inclusive skills development

- specific sectors[257] or industrial ecosystems[258];
- innovative approaches to tackle economic and societal challenges (e.g. climate change, digitalisation, artificial intelligence, sustainable development goals[259], integration of migrants and disadvantaged groups, 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 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[260] by collaborating with the communities involved in the local transformations fostered by the initiative.

CoVEs achieve their objectives by bringing together and working closely with a set of local/regional partners such initial and continuing VET providers, higher education institutions including universities of applied sciences and polytechnics, research institutions, science parks, innovation agencies, companies, other employers, chambers and their associations, social partners, social enterprises, sectoral skills councils, professional/sector associations, national and regional authorities and development agencies, employment services, qualifications authorities, social inclusion and reintegration organisations, etc.

This call will thus support projects bringing together local or regional partners from various countries developing a set of activities under three clusters; 1) Teaching and learning, 2) Cooperation and partnerships, and 3) Governance and Funding.

CoVEs are required to apply EU wide instruments and tools[261] whenever relevant.

They 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 labour market actors at the appropriate level. It should include the identification of appropriate governance structures, as well as plans for scalability and financial sustainability.

While the Erasmus+ CoVE initiative promotes a European dimension to VET Excellence, the **EU policy on VET Excellence also has an international dimension**, supported by the **European Training Foundation** (ETF). ETF has developed a self-assessment tool (ISATCOVE), a concept for a label for excellence, and is providing support services to organisations interested in vocational excellence.

To see the list of CoVEs already funded, please check EU Funding & Tenders Portal. Factsheets for the funded projects are also available on the website of DG Employment, Social Affairs and inclusion[262].

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[257] See for example the agricultural European Innovation Partnership (EIP-AGRI) works to foster competitive and sustainable farming and forestry.

[258] See 14 industrial ecosystems as described in Commission Communication on Updating the 2020 New Industrial Strategy, as well as the SWD(2021) 351, Annual Single Market Report 2021

[259] See Berlin Declaration on Education for SDG

[260] https://new-european-bauhaus.europa.eu/index_en

[261] Such as the EQF, EQAVET, Council Recommendation on a European Framework for Quality and Effective Apprenticeships, Council Recommendation on key competences, etc.

[262] HTTPS://EC.EUROPA.EU/SOCIAL/BLOBSERVLET?DOCID=25692&LANGID=EN; HTTPS://EC.EUROPA.EU/SOCIAL/BLOBSERVLET?DOCID=25693&LANGID=EN; HTTPS://EC.EUROPA.EU/SOCIAL/BLOBSERVLET?DOCID=26252&LANGID=EN; https://ec.europa.eu/social/BlobServlet?docId=26951&langId=en

**ELIGIBILITY CRITERIA**

In order to be eligible for an Erasmus+ grant, project proposals for Centres of Vocational Excellence must comply with the following criteria:

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| **Eligible participating organisations (Who can apply?)** | In order to be eligible, the applicants (beneficiaries and affiliated entities, if applicable) must:<br>▪ be **legal entities** (public or private bodies);<br>▪ be established in one of the **eligible countries**, i.e., EU Member State or third country associated to the Programme);<br>▪ be **active in the field of vocational education and training or in the world of work**.<br>Organisations active in the field of vocational education and training or in the world of work from third countries not associated to the Programme in Regions 1 to 3 may also participate - as beneficiary or affiliated entity- but **not as coordinator**. Organisations from other third countries not associated to the Programme may participate as associated partners.<br>**Exception**: organisations from Belarus (Region 2) are not eligible to participate in this action.<br>Participating organisations can be, for example (non-exhaustive list):<br>▪ VET providers<br>▪ VET provider representative organisations<br>▪ Companies, industry, other employers or sector representative organisations<br>▪ National/regional qualification authorities<br>▪ Research institutes<br>▪ Innovation agencies<br>▪ Regional development authorities<br>▪ International organisations active in the VET field. |
| **Consortium composition (Number and profile of participating organisations)** | The partnership must include at least **8 applicants** (beneficiaries) from a minimum of **4 EU Member States or third countries associated to the Programme**.<br>**Each** EU Member State or third country associated to the Programme must include:<br>a) at least **1 enterprise, industry, other employers or sector representative organisation**, and<br>b) at least **1 vocational education and training provider** (at secondary and/or tertiary level).<br>Affiliated entities and associated partners do not count in this minimum configuration of the consortium. They can not be the coordinating organisation.<br>The **coordinating organisation** must be from an EU Member State or a third country associated to the Programme.<br>Organisations from eligible **third countries not associated to the Programme from regions 1 to 3** can also participate as beneficiaries or affiliated entities, to the extent it is demonstrated that their participation brings an essential added value to the project.<br>**Exception**: organisations from Belarus (Region 2) are not eligible to participate in this action. |

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| **Eligible activities** | The applicant must address 3 clusters of activities (providing details on the concrete actions and deliverables). For each cluster, a minimum number of activities must be selected from the list below:<br>▪ **at least 4** activities under **Cluster 1 – Teaching and learning,**<br>▪ **at least 3** activities under **Cluster 2 – Cooperation and partnership**, and<br>▪ **at least 2** activities under **Cluster 3 – Governance and funding**.<br>The Clusters are described below in the section "Setting up a project".<br>Vocational education and training activities, 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.) are eligible. However, applications cannot include only activities that target learners at tertiary level; if they focus on VET at post-secondary level (EQF levels 6 to 8), they must include at least one other **VET qualification level between EQF levels 3 to 5**, as well as a strong **work-based learning component.** |
| **Geographic location (Venue of the activities)** | Activities must take place in any eligible country (see Part A of this Guide) |
| **Duration of the project** | Projects should normally last 48 months (extensions are possible, if duly justified and through an amendment of the grant agreement). |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA) via the EU Funding & Tenders Portal.<br>Call ID: **ERASMUS-EDU-2025-PEX-COVE**.<br>Before applying, please see the relevant FAQs in FTOP. |
| **When to apply?** | Applicants have to submit their grant application by **11 June 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. CoVEs are expected to go far beyond the simple provision of a quality vocational qualification.

Below, we present a list of typical activities provided by CoVEs. Projects will reach their objectives by building on a combination of these activities (bullet points are indicative examples of possible actions under each activity)[263].

**Description of the Clusters:**

**Cluster 1 – Teaching and learning**

**Activity 1**. Providing people with **labour market relevant skills** by:

[263] Can also be complemented with other activities agreed among the partners.

- anticipating future skill needs using effective means to rapidly identify changing labour market needs[264], and matching skill provision with job opportunities, also taking into account work undertaken by Sectoral Blueprint[265] where relevant and available;
- focusing both on **technical skills** and **key competences;**[266]
- including the skills necessary for the **green** and **digital** transitions.[267]

**Activity 2**. Pursuing a **lifelong learning and inclusive** approach in VET by:

- ensuring learning opportunities to people of all ages and socio-economic backgrounds;[268]
- combining offers of **initial VET** qualifications and of **continuing training** for upskilling and reskilling that are informed by skills intelligence;[269]
- providing higher-level VET programmes, developing flexible pathways, and cooperation mechanisms between VET and higher education institutions.[270]

**Activity 3**. Developing **VET curricula and qualifications,** allowing flexibility and individualisation of delivery by:

- developing individual learning plans[271] or pathways for each learner[272], including for adults;
- integrating international learner mobility[273] in the curricula, ensuring the validation and recognition of the learning outcomes acquired abroad;
- designing qualifications that integrate both school-based as well as work-based learning[274] components;
- developing European Vocational Core profiles[275], that contributes to the mobility of learners and workers, while ensuring its recognition, as well as the transparency, understanding and portability of learning outcomes;[276]
- developing and/or using micro-credentials[277] to recognise the outcome of short learning opportunities adapted to a fast-changing society and labour market;
- making use of the European Digital Credentials for Learning, allowing to easily authenticate, validate and recognise credentials of any size, shape or form;
- building on the Sectoral Blueprints where relevant and available.

**Activity 4**. Developing **innovative learner-centred teaching and learning materials and methodologies** by:

- including interdisciplinary, project-based, competence-based learning, "Learning factories", makerspaces[278]and positive education;[279]

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264 See Cedefop work on Skills for the labour market, and Matching skills

265 https://ec.europa.eu/social/main.jsp?catId=1415&langId=en

266 As defined in the Council Recommendation of 22 May 2018 on key competences for lifelong learning

267 See Cedefop publications on "Digital, greener and more resilient" and on "The green employment and skills transformation" as well as the ESCO taxonomy of skills for the green transition.

268 ILO Guide on making TVET and skills development inclusive for all

269 Also building on existing Skills Intelligence tools such as those provided by Cedefop OVATE tool, and other Skills initiatives aimed at deliver training relevant for the labour market (e.g. Pact for Skills and Sectoral Blueprints)

270 See Process model for the cooperation between VET and HE institutions and the upcoming OECD study on "Pathways to Professions: Understanding higher vocational and professional tertiary education systems".

271 See Michele Schweisfurtha in Learner-Centred Education in International Perspective

272 See Finland's example.

273 Including "internationalisation at home", 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

274 See ETF publication "A handbook for policy makers and social partners" on Work based learning

275 European Vocational Core profiles describe sets of key learning outcomes corresponding to occupational profiles that are common and relevant for national VET programmes across EU countries in specific occupational/vocational fields.

276 See Cedefop study on Comparing Vocational Education and Training Qualifications

277 https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H0627%2802%29&qid=1656349729862

278 Makerspaces are collaborative workspaces for making, learning, exploring and sharing (see JRC report)

279 See The state of positive education and IPEN International positive education network

- making use of European competence frameworks[280] and derivative tools such as DigComp[281], EntreComp[282], FreenComp, LifeComp[283], GreenComp[284], SELFIE WBL[285], Test your digital skills[286], and the European Digital Skill Certificate;[287]
- exploiting innovative teaching equipment and digital technologies such as MOOC's, simulators, virtual and augmented reality, artificial intelligence, for both school-based as well as work-based learning;
- fostering **learner excellence**[288] through actions that incentive VET learners to explore their **innovation and creative potential**[289], leading to a virtuous cycle of benefits for the learners, teachers/trainers and the VET institution that can integrate best practices into regular programmes.[290]

**Activity 5**. Investing in the **initial** and **continuing professional development of teachers and trainers**[291]

- For pedagogical, technical, green, and digital skills including those needed for online and distance learning
- Embedding teachers' and trainers' mobility in learning, development and internationalisation strategies292
- Supporting the implementation of a quality culture based on defined management systems[293]

**Activity 6**. Establishing strong **quality assurance** mechanisms

- Based on European tools and instruments such as EQAVET
- 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)

**Activity 7**. Establishing **effective feedback loops** and **graduate tracking systems**

- Setting-up procedures, mechanisms and instruments for effective feedback and review as part of a strategic learning process in the VET organisation, to support the development of high-quality- provision and improve opportunities for learners
- Enabling the timely adaptation of learning provision based on effective graduate tracking systems294

**Activity 8**. Providing **guidance services**

- Ensuring quality guidance[295] for both young people and adults to support their career and education and training choices, as well as and their participation in lifelong learning
- Providing tailor made support to people with vulnerabilities

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280 See Margherita Bacigalupo paper on Competence frameworks as orienteering tools

281 The European Digital Competence Framework

282 EntreComp the entrepreneurship competence framework

283 The European framework for the personal, social and learning to learn key competence

284 See the European sustainability competence framework, 'GreenComp', and UNESCO-UNEVOC's Greening Technical and Vocational Education and Training: A Practical Guide for Institutions

285 All information on SELFIE for Work-Based Learning online

286 See Test your digital skills | Europass

287 The EDSC is an action foreseen in the Digital Education Action Plan

288 See example of the Dutch MBO Excellence initiative

289 JRC has studied how creativity is fostered in LLL including in VET

290 For examples, see Table 3 in JRC's study Creativity – a transversal skill for lifelong learning.

291 See Cedefop work on Teachers and trainers' professional development

292 See Council conclusions on enhancing teachers' and trainers' mobility, in particular European mobility, during their initial and in-service education and training

293 See also the EU initiative on Teacher Academies

294 See Tracking Learning and Career Paths of VET graduates to improve quality of VET provision, the Mapping of VET graduate tracking measures, as well as Mapping the state of graduate tracking policies and practices, and the Council Recommendation on tracking graduates

295 See The Euroguidance Network, the Council Resolution on improving the role of lifelong guidance in lifelong learning strategies, the publication on Investing in career guidance, as well as Cedefop work on Lifelong Guidance

- Enabling adults to make use of their entitlements to training

**Activity 9.** Providing **validation** of prior learning

- Providing validation of skills, no matter how they were acquired, including outside formal education and training: at work, at home or in voluntary activities[296], as a basis for personalised training provision

**Cluster 2 – Cooperation and partnerships**

**Activity 10**. Establishing **business-education partnerships**

- Cultivating mutually beneficial relationships with the business sector by forming long-term business-education partnerships, including for innovation and skills anticipation
- Working together to continuously review and update curricula to ensure its relevance to learner and labour market needs, in particular for work based learning and apprentices, in line with the European Framework on Quality and Effective Apprenticeships and building synergies with the European Alliance for Apprenticeships[297]
- Supporting companies, other employers and in particular SMEs' with tailor made training for **up-skilling and reskilling**
- Co-operation with Public Employment Services and civil society to up-skill and re-skill unemployed and inactive
- Supporting sector-based and regional co-operation, including joining the **Pact for Skills**[298], and creating synergies with Sectoral Blueprint, as relevant and available.
- Providing SMEs with technical support, skill needs assessment, tools and methodologies
- Organising work-based learning, apprenticeships, and internships opportunities for learners, sharing of equipment, as well as exchanges of teachers and trainers between companies and VET centres[299]

**Activity 11**. **Applied research** and **Innovation**

- Working together with companies, in particular SMEs on **applied research**[300] projects involving VET learners and staff
- Making use or co-creating **innovation hubs** and **technology diffusion centres**[301] to support SME innovation process with the involvement of VET learners and staff
- Contributing to creation and dissemination of new knowledge[302]

**Activity 12**. **VET internationalisation** and **mobility abroad**

- Developing strategic planning for international activities, closely linked to the development of the VET institution, and the quality of teaching and learning practices[303]
- Creating support structures and measures to foster and ensure the quality of VET mobility experiences (including virtual mobility) among the partners in the CoVE network in compliance with the Erasmus Quality Standards[304]

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296 See Cedefop work on Validation of non-formal and informal learning, as well as the Council Recommendation on the validation of non-formal and informal learning

297 European Alliance for Apprenticeships - Employment, Social Affairs & Inclusion - European Commission (europa.eu)

298 See the Pact for Skills

299 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

300 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, and NCVER publication on Developing VET applied research: steps towards enhancing VET's role in the innovation system as well as SMEs and TAFEs collaborating through applied research for growth

301 See example from Fraunhofer on transfer of knowledge from institutes' research to private companies

302 See EU valorisation policy: making research results work for society and the Commission recommendation on a code of practice on industry-academia co-creation for knowledge valorisation

303 See GO-international – A practical guide on strategic internationalisation in VET

304 See Erasmus Quality Standards - mobility projects - VET, adults, schools, and models for Mobility and learning agreements

- Launching initiatives to mobilise learners, teachers and trainers (including in-company trainers), as well as experts, to take advantage of the opportunities offered by the Erasmus+ programme (Ka1) to engage in mobility abroad

**Activity 13**. Fostering **entrepreneurial skills and initiatives**

- Developing an entrepreneurial culture within VET organisations305 including leaders, staff, teachers and trainers as well as learners[306]
- Working with local partners to develop learners' entrepreneurial skills and attitudes that respond to real world challenges
- Providing or linking with local business incubators for VET learners to develop their entrepreneurship[307] initiatives

**Activity 14.** Raising **VET attractiveness**

- By launching and actively participating in communication campaigns and activities[308], aimed at raising the attractiveness of VET
- Informing of job opportunities through VET and attracting young people and adults (including learners in primary and secondary schools) to VET learning pathways
- Setting-up **International VET campus or summer camps**[309] aimed at learners, teachers and trainers, leaders in VET institutions, Trade unions, 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

**Activity 15**. **Skills competitions**

- Fostering the participation of learners in sectorial, national and international skills competitions, aimed at raising the attractiveness and excellence in VET (e.g. World Skills and/or EuroSkills competitions). Please note that prizes are not an eligible cost in the budget.

**Cluster 3 – Governance and funding**

**Activity 16. Autonomy** and effective **VET governance**

- Developing the capacity of VET providers to take decisions, independently and with accountability, on educational, organisational, financial, staff-related and other matters, in pursuit of activity carried out within the scope defined by national rules and regulations[310]
- Involving relevant stakeholders, particularly companies, chambers, professional and sector associations, trade unions, national and regional authorities and social partners, including representatives of learners, in the governance of VET systems

**Activity 17**. Strategic approach to **skills development and governance**

- Actively engaging in the national and regional skills governance systems

[305] See UNESCO-UNEVOC practical guide on Entrepreneurial learning for TVET institutions

[306] See EntreComp: entrepreneurship competence framework. See JA Europe on preparing people for employment and entrepreneurship

[307] See final report on Entrepreneurship in Vocational Education and Training, the example of Austria national action plan for entrepreneurship education, and A guide for fostering entrepreneurship education

[308] See example of the German Sommer der Berufsausbildung

[309] See example of a Summer camp, a Tech Camp, and a Summer Camp for children with disabilities.

[310] 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

- Contributing with a skills perspective to employment and social policy making at local, regional, national and European level

**Activity 18**. Co-creating **skills ecosystems**

- Mobilising relevant economic and social partners as well as other educational and training institutions to engage or create local skills ecosystems aimed at supporting innovation, smart specialisation strategies, clusters, and sectors and value chains (industrial ecosystems)
- Enabling local skills ecosystems contribute to attract foreign investment311, by ensuring timely provision of skills for companies investing locally
- Engaging with other Erasmus+ CoVEs projects, in particular through the Community of Practice[312] of the Centres of Vocational Excellence, by sharing experiences and results, thereby contributing to the broader impact of the CoVE initiative

**Activity 19.** Developing **sustainable financial models**

- Combining public and private funding[313], as well as income generating activities, and taking full advantage of performance-based funding schemes (if relevant)

**Activity 20**. Making full use of **national** and **EU financial instruments**

- 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.

The project must **clearly identify and explain the choice of each of the selected activities in the application form** and describe how the work to be carried out through those activities will concretely contribute to the relevant work packages, and with the overall objectives of the project.

**EXPECTED IMPACT**

The gradual establishment and development of European networks of Centres of Vocational Excellence is expected to increase VET systems' responsiveness to adapt skills provision to evolving economic and social needs, ensuring that VET 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" – projects should foster the collaboration between businesses, education and research – and playing a fundamental role in providing skills to support innovation and smart specialisation, the Centres 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.

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 development and 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:

311 See examples of Canada and Singapore

312 See Community of Practice Centres of Vocational Excellence (copcoves.eu)

313 See OECD Education GPS, and Funding Mechanisms for Financing Vocational Training: An Analytical Framework

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| **Relevance of the project (maximum score 35 points)** | ▪ **Link to policy**: the proposal demonstrates how the transnational cooperation network of Centres of Vocational Excellence will contribute to achieve the goals of the policy priorities covered by the Council Recommendation on VET for sustainable competitiveness, social fairness and resilience[314], as well as the Osnabrück Declaration[315];<br>▪ **EU Values**: the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>▪ **Consistency**: the extent to which the proposal addresses the objectives of the call, the goals are clearly defined, realistic and address issues relevant to the participating organisations; the extent to which the proposal delivers an adequate needs analysis;<br>▪ **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);<br>▪ **Regional dimension**: the proposal demonstrates its contribution to regional development and smart specialisation strategies, based on the identification of local/regional challenges in each of the participating countries;<br>▪ **Cooperation and partnerships**: the extent to which the proposal adequately identifies and involves the most relevant partners, that are necessary to realise the objectives of the project, and explains how it will establish strong and enduring relationships 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;<br>▪ **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;<br>▪ **Internationalisation**: the proposal demonstrates its contribution to the international dimension of VET excellence, including the development of strategies to foster VET transnational mobility of learners and staff, as well as sustainable partnerships;<br>▪ **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;<br>▪ **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 green economy;<br>▪ **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. |

[314] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2020.417.01.0001.01.ENG

[315] https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf

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| **Quality of the project design and implementation (maximum score 25 points)** | ▪ **Coherence**: the overall project design ensures consistency between project objectives and activities. The proposal presents a coherent and comprehensive set of appropriate activities and services to meet the identified needs and lead to the expected results;<br>▪ **Activities:** The work to be carried out under each of the activities selected from the three clusters are clearly described in terms of their expected outcomes/deliverables, their concrete contribution to the relevant work packages, and to the overall objectives of the project;<br>▪ **Methodology**: the quality and feasibility of the methodology proposed and its appropriateness for producing the expected results;<br>▪ **Management**: the coordinator shows high quality management, the ability to coordinate transnational networks and leadership in complex environment, and establishes solid management arrangements. Timelines, organisation, tasks and responsibilities are well defined and realistic. A clear set of *Key Performance Indicators*, and a timeline for their assessment and achievement are defined;<br>▪ **Budget**: the budget provides for appropriate resources necessary for success, it is neither overestimated nor underestimated; the proposal is cost-effective and allocates appropriate resources to each activity;<br>▪ **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; there are appropriate phases for preparation, implementation, monitoring, exploitation, evaluation and dissemination;<br>▪ **Quality control**: control measures (continuous quality evaluation, peer reviews, benchmarking activities, etc.) and quality indicators ensure that the project implementation is of high quality. 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;<br>▪ If the project includes **mobility activities** (for learners and/or staff):<br>- The quality of practical arrangements, management and support modalities;<br>- The extent to which these activities are appropriate to the project's aims and involve the appropriate number of participants;<br>- The quality of arrangements for the recognition and validation of participants' learning outcomes, in line with European transparency and recognition tools and principles. |

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| **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; the role of each partner is clearly identified, and its added value explained;<br>▪ **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;<br>▪ **Geographical dimension**: the extent to which the partnership includes relevant partners from different geographical regions, 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, **including public authorities to the extent possible;**<br>▪ **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;<br>▪ **Collaboration**: decision-making and communication between the participating organisations, participants and any other relevant stakeholder are clearly and reasonably described in detail (such as: number and timing of meetings, configuration of groups, description of aims and achievements expected, etc.) and illustrated in the project's Gantt chart/timeline. |
| **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 the project lifetime and after;<br>▪ **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;<br>▪ **Impact**: the proposal demonstrates the potential impact of the project:<br>- On participants and participating organisations, during and after the project lifetime;<br>- Outside the organisations and individuals directly participating in the project, as well as its potential for mainstreaming into regional, national and/or European VET skills development.<br>The proposal includes measures as well as clearly defined targets and indicators to monitor progress and assess the expected impact (short- and long-term);<br>▪ **Sustainability**: the proposal explains how the CoVE will be further developed; the proposal includes a long-term action plan for the progressive roll-out of project deliverables and sustained partnerships between education and training providers and key industry stakeholders at the appropriate level; the established plan includes 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 **75 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".

Ex-aequo proposals will be established according to the scores they have been awarded for the award criterion 'Relevance". When these scores are equal, priority will be based on their scores for the criterion "Quality of the project design and implementation". When these scores are equal, priority will be based on their scores for the criterion "Impact".

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

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.

**Seal of Excellence**

The project proposals evaluated above the quality thresholds, with a total score **equal to or higher than 75**, but that cannot be funded under Erasmus+ due to lack of available budget under this call for proposals, may be awarded with a **Seal of Excellence** certificate to attest the quality of the proposal and to facilitate its alternative funding at national or regional level.

The Seal of Excellence is a quality label certificate awarded to quality project proposals that cannot be funded under Erasmus+ due to insufficient funds[316]. The label recognises the quality of the proposal and facilitates the search for alternative funding. Funding bodies at national or regional level may decide to directly fund the Seal holder project proposal on the basis of the high-quality evaluation process performed by the Commission's independent experts, without performing a new full evaluation process. The award of the Seal of Excellence may also facilitate the alternative funding from the European Regional Development Fund (ERDF) or the European Social Fund Plus (ESF+),[317].

Applicants should be made aware that the award of a Seal of Excellence certificate does not provide guarantee for automatic alternative funding, since the decision to potentially fund Seal holder project proposals is entirely **discretionary** to the Cohesion policy funds Managing Authorities, under ERDF or ESF+, or other funding bodies at national and regional level.

If prior authorisation is provided by the applicant in the application form, the data of the Seal holders project proposal may be shared with Cohesion policy funds Managing Authorities and other potentially interested funding bodies at national or regional level through the National Agencies, in full respect of the rules governing the confidentiality of the proposal and the protection of personal data.

**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 amount will be fixed by the granting authority on the basis of the estimated project budget, evaluation result and a funding rate of **80%.**

| The maximum EU grant per project is EUR 4 000 000. |
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Financial support to third parties in the form of grants or prizes is not allowed.

Costs for financial audits are not allowed.

[316] Article 32(3) of Erasmus+ Regulation (EU) 2021/817

[317] Article 73(4) of Common Provisions Regulation (CPR) (EU) 2021/1060, EUR-Lex - 32021R1060 - EN - EUR-Lex (europa.eu).

Volunteer costs are allowed. They shall take the form of unit costs as defined in the to the Commission Decision on unit costs for volunteers[318]

SME unit costs for SME owners are allowed. They should take the form of unit costs as defined in the Commission Decision on unit costs for SMEs owners[319].

The relevant work package should include costs for at least one annual meeting (1 representative from each full partner of the project) organised or recommended by the European Commission/European Education and Culture Executive Agency for the exchange of good practices and mutual learning between Centres of Vocational Excellence.

**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 organised 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 grant parameters (maximum grant amount, funding rate, total eligible costs, etc.) will be fixed in the Grant Agreement. Please refer to Part C of this Programme Guide, section 'Eligible direct costs'.

The project achievements will be evaluated on the outcomes completed. This funding scheme will 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 EU Funding & Tenders Portal.

[318] https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/unit-cost-decision-volunteers_en.pdf

[319] unit-cost-decision-sme-owners-natural-persons_en.pdf (europa.eu)

## ERASMUS+ TEACHER ACADEMIES

The Council Conclusions on European Teacher and Trainers for the Future of May 2020[320] reiterated 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 stressed the benefits of mobility of teachers and the need of embedding mobility as part of teachers' initial and continuous education. Moreover, the Conclusions invited 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[321] 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)[322] 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.

In November 2023, the Council adopted the Recommendation on the key enabling factors for successful digital education and training"[323], calling on EU member states to ensure universal access to inclusive and high-quality digital education and training. The recommendation invites EU member states to develop national strategies for digital education and skills, to work closely with stakeholders, to invest in digital equipment, infrastructure, tools and content and to encourage targeted training to support teachers in the use of digital technologies in teaching and learning. Further, the Council adopted the Recommendation on improving the provision of digital skills and competences in education and training"[324], calling on EU member states to provide digital skills in a coherent way through all sectors of education and training. The recommendation suggests that EU member states take actions to boost the development of digital skills at all levels of education and training, from basic to advanced and specialist digital skills, including AI.

The Council Recommendation on "Pathways to School Success"[325] further acknowledges the teachers, trainers and school leaders as indispensable driving force of education and training and emphasises the need to further develop and update their competences. Among the measures proposed, it recommends that Member States embed inclusion, equity and diversity, understanding underachievement and disengagement, and addressing well-being, mental health and bullying in all statutory initial teacher education (ITE) programmes. Moreover, the recommendation emphasises the need of high-quality and research-based initial teacher education and continuous professional development (CPD) to prepare school leaders, teachers, trainers and other educational staff to understand risk and protective factors that might have an impact on academic performance, disengagement or early leaving from education and training, as well as social, emotional and behavioural difficulties; to understand well-being, disability and mental health issues, including post-traumatic stress, and support the development of social and emotional competences of learners.

Despite the positive impact of learning mobility abroad on the professional development of teachers as well as on education systems, it is still not embedded in teacher education effectively, due to many practical obstacles that should be removed by more consistent policies. To that end, the Council Recommendation 'Europe on the move' –learning mobility opportunities for everyone"[326], includes a dedicated annex focusing on mobility of teachers. This annex outlines a set of actions in order to address obstacles to the mobility of teachers identified in EU Member States , for example,

[320] https://www.consilium.europa.eu/media/44115/st08269-en20.pdf
[321] https://ec.europa.eu/education/resources-and-tools/document-library/eea-communication-sept2020_en
[322] https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en
[323] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32024H01115
[324] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C_202401030
[325] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H1209%2801%29
[326] https://erasmus-plus.ec.europa.eu/document/proposal-for-a-council-recommendation-europe-on-the-move-learning-mobility-for-everyone

integrating mobility into the initial education and professional development of teachers, improving cooperation at local level bey developing and implementing a strategic approach towards teacher mobility, embedding teacher mobility in the overall development of schools, allocating the necessary resources; promoting the benefits of learning mobility and supporting it with the necessary training.

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. Despite wide offer of continuous professional development, teachers still self-report a lack of professional development opportunities according to the OECD's TALIS survey.

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.

The 2023 Education and Training Monitor indicates also that nearly all 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.

The Erasmus+ Teacher Academies aim to address these issues by promoting close cooperation between organisations active in initial and continuing teacher education and training, 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 are to build on the innovations and effective practice that exists within national teacher education and European cooperation and develop them further. Specific attention is to 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[327] education institutions and training providers to set up Teacher Academies that will develop a European and international outlook in teacher education.

These Academies aim to 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 action focuses on networking, mobility and innovative methods, and will also embrace multilingualism, language awareness and cultural diversity topics.

The Erasmus+ Teacher Academies have 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 (preservice 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.
- 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.

[327] For the purpose of this call, the term "teacher" is to be understood in an enlarged way, including trainers and early childhood education and care (ECEC) staff.

- Develop **sustainable collaboration between teacher education providers** with an impact on the quality of teacher education in Europe and with a view **to inform teacher education policies at European and national levels**.
- 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.

Teacher Academies should identify and work on one or more priorities that are particularly relevant for their partnership and explore synergies with the other priorities, with a view to enhancing a high-quality education/professional development, and addressing (future) teachers' pressing needs, notably by offering teachers courses, modules and other learning opportunities on:

1. **Inclusion and diversity, notably:**

   To help teachers acquire the necessary competences e.g. knowledge, skills and attitudes for the educational inclusion of children/students with fewer opportunities, including children/students with disabilities or special needs, with a migrant/refugee background, as well as children/students living in rural and remote areas such as outermost regions, children/students facing gender inequalities, 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. This also means understanding underachievement, as evidenced in the results of the Programme for International Student Assessment (PISA) 2022[328]. Examples include: Developing competences to teach in multilingual and multicultural settings, on gender-sensitive practices, inclusive education for children with special needs, on creating supportive learning environments and strategies addressing learners' and teachers' well-being at school, on providing psycho-social support, on how to use a variety of learning approaches and blended learning, including interdisciplinary pedagogy across different subjects and with a focus on arts, as well as formative assessment methods and tools.

   To equip teachers to addressing the barriers faced by these groups in accessing education, as well as contributing to creating a positive learning climate and inclusive environments that foster equity and equality, and that are responsive to the needs of the wider community; building relationships of trust with learners, parents, families and carers; using collaborative practices and work in multi-disciplinary teams in schools.

   Further references:

   - Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching[329]
   - Council Recommendation on Pathways to School Success (replacing the Council Recommendation of 28 June 2011 on policies to reduce early school leaving)[330]
   - Outputs of the European Education Area Working Group on pathways to school success[331]

2. **Well-being, notably:**
   To fully integrate well-being principles into **Initial Teacher Education (ITE) programs**: set the foundation to empower future teachers to take ownership of their well-being (e.g. self-help intervention strategies, social and emotional learning), to develop competences needed for building warm, caring and collaborative relationships with (future) students, colleagues, parents, including competences for constructive conflict resolution, provide mentorship to student teachers and role model programmes.

[328] Also see the EU comparative analysis of the PISA 2022 results: https://op.europa.eu/en/publication-detail/-/publication/d9d9adad-c71b-11ee-95d9-01aa75ed71a1/language-en

[329] https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0607(01)&from=EN

[330] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H1209%2801%29&qid=1671106078506

[331] https://wikis.ec.europa.eu/display/EAC/Pathways+to+School+Success

To provide **continuous professional development (CPD) and support to teachers, educators and school leaders on well-being**: design CPD training, guidance and standards that incorporate the dual perspective of training teachers to for their personal well-being and provide them with tools to support their learners.

3. **Environment, climate change and sustainability, notably:**
   To support learners to become agents of change and to reflect and act, both individually and collectively, locally and globally, for a more sustainable world. Addressing climate change and embedding sustainability into teaching and learning is an urgent task for education and training. Teacher education is one of the most significant catalysts for the green transition, as it leads to the development of sustainability competences thus supporting learners to shape this transition.
   To offer (future) teachers professional training/education on the climate, environmental crises and sustainability; develop sustainability competences of (future)teachers/educators and education leaders; promote self-evaluation approaches and reflective practice.
   To support teachers in adopting pedagogies and testing innovative practices, such as interdisciplinary approaches and problem-based approaches that enhance teaching and learning for sustainability, including the socio-emotional aspects and dealing with eco-anxiety. To offer integrated approaches combining thematic and pedagogical aspects.
   To explore how digital tools and technologies can enhance teaching and learning about the climate, environmental crisis and sustainability and how the digital and green transitions can be dealt with in mutually reinforcing ways in teacher education.
   To foster whole institution approaches to sustainability, assessing sustainability learning, developing quality teaching resources as well as future-oriented curricula.
   To explore the certification of teacher training on sustainability through micro-credentials; develop guidelines to evaluate the effectiveness of professional development programmes and resources related to sustainability.

   Further references:
   - Council Recommendation on learning for the green transition and sustainable development[332]
   - GreenComp framework[333]
   - Outputs of the European Education Area Working Group on learning for sustainability[334]

4. **Digital capacity building of teachers, learners and organisations, notably:**
   To support the need to engage (future) teachers in digital transformation, with a view to harness the potential of digital technologies, including AI, for teaching and learning while fully understanding and addressing ethical aspects of such technologies; to develop digital skills for all; to support the digital well-being of teachers and students and to build the digital capacity and readiness of institutions.
   To contribute to the strategic priorities of the Digital Education Action Plan, (1) the development of a high-performing digital education ecosystem, by building capacity and critical understanding on how to exploit the opportunities and manage the risks offered by digital technologies for teaching and learning at all levels and to develop and implement digital strategies of educational institutions; and (2) Enhancing digital skills and competences for the digital transformation, including by using the Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education.
   To support the purposeful use of digital technologies for professional engagement; teaching, learning, and assessment; empowering learners and supporting them to build their digital skills.
   To promote self-reflection as a mechanism for teacher agency, self-efficacy and action.
   To support 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. Particular attention will be given to promoting gender equality and addressing differences in relation to the access and use by under-represented groups.

[332] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32022H0627(01)
[333] https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en
[334] https://wikis.ec.europa.eu/display/EAC/Learning+for+Sustainability

Use of the European frameworks on digital competences of educators, citizens and organisations as well as the SELFIE and SELFIE for Teachers tools is encouraged.

Further references:

- Digital Education Action Plan (2021-2027)[335]
- Council Recommendation on the key enabling factors for successful digital education and training[336]
- Council Recommendation on improving the provision of digital skills and competences in education and training[337]
- DigCompEdu framework[338]
- SELFIE tools.[339]

5. **STEM and STEAM**

To help teachers acquire necessary competences through initial teacher training and continuous professional development to make STEM teaching and learning more relevant and inclusive. This includes innovative pedagogies and assessment methods, e.g. integrated/interdisciplinary STE(A)M learning in cultural, environmental, economic, and other contexts, with the involvement of all academic disciplines; raising student's STEM competences, engagement, participation, and (career) aspirations; building partnerships within local community actors and parents to support STEM education opportunities within and outside school systems; supporting girls interest in STEM and overcoming gender stereotypes in education and educational careers (see also Action 13 of the Digital Education Action Plan); addressing the needs of students from diverse cultural and socio-economic background.

6. **Common values, civic engagement and participation, notably to:**

- train and equip (future) teachers.
- promote active citizenship and ethics in their teaching, and foster the development of social and intercultural competences, critical thinking and media literacy.
- offer opportunities for children/students' participation in democratic life, social and civic engagement notably through formal or non-formal learning activities.
- raise 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.

Further reference:

- Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching[340].

[335] https://education.ec.europa.eu/focus-topics/digital-education/action-plan
[336] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32024H01115
[337] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C_202401030
[338] https://joint-research-centre.ec.europa.eu/digcompedu_en
[339] https://education.ec.europa.eu/focus-topics/digital-education/tools-for-schools-and-educators
[340] https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0607(01)&from=EN

**ELIGIBILITY CRITERIA**

In order to be eligible for an Erasmus+ grant, project proposals for Erasmus+ Teacher Academies must comply with the following criteria.

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| **Eligible participating organisations (Who can apply?)** | In order to be eligible, the applicants (beneficiaries and affiliated entities, if applicable) must:<br>▪ be **legal entities** (public or private bodies);<br>▪ be established in one of the eligible countries, i.e. **EU Member State or third country associated to the Programme** (see section "Eligible Countries" in Part A of this Guide).<br>Organisations established in third countries not associated to the Programme **cannot** participate in the action.<br>The **coordinating organisation** must be a **Teacher Education Institution**. It applies on behalf of all participating organisations involved in the project. It cannot be an affiliated entity.<br>The applicants (beneficiaries and affiliated entities, if applicable) can be, for example (non-exhaustive list):<br>▪ Teacher Education Institutions (colleges, institutes, universities providing initial teacher education and/or continuing professional development) for teachers and Early childhood education and care (ECEC) staff at ISCED levels 0-3, including VET teachers;<br>▪ Ministries or similar public bodies responsible for school education policies;<br>▪ 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;<br>▪ Teacher associations or other nationally recognised providers of teacher education and continuous professional development;<br>▪ Authorities responsible for education and training of teachers and supervision of their continuous professional development and qualifications;<br>▪ Schools working with teacher education providers to allow for practical training as part of teacher education;<br>▪ Other early childhood education and care (ECEC) organisations or schools (from primary schools to initial VET) or other organisations (e.g. NGOs, teacher associations) relevant for the project.<br>Other entities may participate in other consortium roles, such as associated partners. |

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| **Consortium composition (Number and profile of participating organisation)** | **A minimum of_6 applicants** (beneficiaries; not affiliated entities), from a minimum of **4 EU Member States or third countries associated to the Programme**, which complies with the following conditions:<br>▪ A minimum of **4 nationally established providers of initial teacher education** from **3** different EU Member States and third countries associated to the Programme, and<br>▪ a minimum of **1 nationally established provider of continuing professional development (in-service training) for teachers**, and<br>▪ a minimum of **1 practice/training school**.<br>The consortium may also include affiliated entities or associated partners, other organisations with relevant expertise in teacher education and/or bodies defining standards, qualifications or quality assurance for teacher education. |
| **Geographic location (Venue of the activities)** | Activities must take place in EU Member States or third countries associated to the Programme.<br>Activities taking place in third countries not associated to the Programme are not eligible. |
| **Duration of the project** | Projects should normally last 36 months (extensions are possible, if duly justified and through an amendment of the grant agreement). |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA) via the EU Funding & Tenders Portal.<br>Call ID: **ERASMUS-EDU-2025-PEX-TEACH-ACA**<br>Before applying, please, see the relevant FAQs in FTOP. |
| **When to apply?** | Applicants have to submit their grant application by **26 March at 17:00:00** (Brussels time). |
| **How to apply?** | For information, please consult Part C of this Guide. |

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

**SETTING UP THE PROJECT**

Each Teacher Academy shall implement a coherent and comprehensive set of activities, such as:

- Collaborate and establish **networks and international communities of practice** between 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) and should be based on a thorough needs analysis and tested during the project.
- **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, for example **eTwinning as part of the European School Education Platform**, for virtual mobility, collaboration, communication for testing and sharing results and On-Line Language Support (OLS) for improving language skills for mobility.

**AWARD CRITERIA**

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| **Relevance of the project (maximum score 35 points)** | ▪ **Link to the objectives of the call** : the extent to which the proposal establishes a Teacher Academy with a view to improve initial and continuing teacher education with innovative learning offer to teachers in relation to at least one of the priorities of the action:<br>o Inclusion and diversity;<br>o Well-being;<br>o Environment, climate change, and sustainability;<br>o Digital capacity building of teachers, learners and organisations;<br>o STEM and STEAM;<br>o Common values, civic engagement and participation.<br>▪ **EU Values**: the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>▪ **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.<br>▪ **Innovative approach**: the proposal clearly describes the state-of-the-art methods and techniques, and added-value of the project results. The project 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).<br>▪ **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 European School Education Platform for collaboration, communication, and for testing and sharing results.<br>▪ **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.<br>▪ **Gender sensitivity**: the proposal addresses gender equality and helps to find solutions to effectively foster gender sensitive teaching in schools. |

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| **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.<br>▪ **Methodology**: the quality and feasibility of the methodology proposed and its appropriateness for producing the expected results.<br>▪ **Structure**: the clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, exploitation, evaluation and dissemination.<br>▪ **Management**: solid management arrangements are foreseen. Timelines, organisation, tasks and responsibilities are well defined and realistic. The proposal allocates appropriate resources to each activity.<br>▪ **Budget**: the budget provides for appropriate resources necessary for success, it is neither overestimated nor underestimated.<br>▪ **Risk management**: challenges/risks of the project are clearly identified and mitigating actions properly addressed.<br>▪ **Quality Assurance**: control measures (continuous quality evaluation, peer reviews, benchmarking activities, etc.) are adequately put in place.<br>▪ **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.<br>▪ **Cooperation with stakeholders**: the partnership establishes strong and on-going networks and communities of practice at both local, national and transnational levels with pre- and in-service 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 stakeholders.<br>▪ **Geographical balance**: the partnership includes relevant partners from different geographical areas, with active roles in the project; the applicant has justified the geographical composition of the partnership and demonstrated its relevance to the achievement of the objectives of the Teacher Academies; the partnership includes a wide and appropriate range of relevant actors at local and regional levels.<br>▪ **Virtual collaboration and mobility**: the cooperation is linked to existing Erasmus+ tools, such as the eTwinning and the European School Education Platform.<br>▪ **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.<br>▪ **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.<br>▪ **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. |

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| **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.<br>▪ **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 the European School Education Platform.<br>▪ **Impact**: the proposal demonstrates the potential impact of the project:<br>o On participants and participating organisations, and what is expected to change during and after the project lifetime;<br>o Outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels.<br>The proposal includes measures as well as targets and indicators to monitor progress and assess the expected impact (short- and long-term).<br>▪ **Sustainability**: 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 **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 25 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'.

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality of the project design and implementation'. When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

**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. Teachers, educators and school leaders will be better equipped to address current and emerging societal and other challenges in and outside the classroom.

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.

**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 amount will be fixed by the granting authority on the basis of the estimated project budget, evaluation result and a funding rate of **80%**.

| The maximum EU grant per project is **EUR 1 500 000** |
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Financial support to third parties in the form of grants or prizes is not allowed.

Costs for financial audits are not allowed.

Volunteer costs are allowed. The unit costs indicated must be aligned with those in the Decision on unit costs for volunteers[341].

SME unit costs for SME owners are allowed. The unit costs indicated must be aligned with those in the Decision on unit costs for SMEs owners[342].

The relevant work package should include costs for at least one annual meeting (1 representative from each full partner of the project) organised by or at the initiative of the European Commission/European Education and Culture Executive Agency for the exchange of good practices and mutual learning between Erasmus+ Teacher Academies.

**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);

[341] https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/unit-cost-decision-volunteers_en.pdf

[342] unit-cost-decision-sme-owners-natural-persons_en.pdf (europa.eu)

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 grant parameters (maximum grant amount, funding rate, total eligible costs, etc.) will be fixed in the Grant Agreement. Please refer to Part C of this Programme Guide, section 'Eligible direct costs'.

The project achievements will be evaluated on the outcomes completed. This funding scheme will 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 EU Funding & Tenders Portal.

**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[343] 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:

[343] Level 7 of the International Standard Classification of Education ISCED 2011.

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| **Eligible participating organisations (Who can apply?)** | In order to be eligible, the applicants (beneficiaries and affiliated entities) must:<br>• be legal entities (public or private bodies).<br>• be Higher Education Institutions (HEIs) established in one of the eligible countries, i.e.an EU Member State, third country associated to the Programme or an eligible third country not associated to the Programme.<br><br>HEIs established in an EU Member State or third country associated to the Programme must be holders of the ECHE certificate (Erasmus Charter for Higher Education).<br><br>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. Associations or organisations of HEIs, public or private organisations (including their affiliated entities) that contribute directly and actively to the delivery of EMJM (Erasmus Mundus Joint Masters), established in an EU Member State, third country associated to the Programme or in an eligible third country not associated to the Programme, may also participate but not as coordinator.<br><br>Additionally, the EMJM study programme may also benefit from the involvement of associated partners (optional). At application stage[344] full partner HEIs must demonstrate to have fulfilled the external Quality Assurance (QA) requirements of their jurisdiction 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.<br><br>**Exception:** organisations from Belarus (Region 2) and the Russian Federation (Region 4) are not eligible to participate in this action. |
| **Consortium composition (Number and profile of participating organisations)** | Proposals must be submitted by a consortium of at least 3 HEIs (beneficiaries; not affiliated entities) from 3 different countries, of which at least 2 different EU Member States and/or third countries associated to the Programme. |
| **Geographic location (Venue of the activities)** | Activities must take place in the eligible Countries. |
| **Duration of the project** | Projects should normally last 74 months (extensions are possible, if duly justified and through an amendment).<br><br>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. |

[344] 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).

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| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA).<br><br>Call ID: ERASMUS-EDU-2025-PEX-EMJM-MOB<br><br>Before applying, please see the relevant FAQs in FTOP. |
| **When to apply?** | Applicants have to submit their grant application by **13 February at 17:00:00 (Brussels time).** |
| **How to apply?** | For information, please consult Part C of this Guide. |

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)[345] 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

[345] HTTPS://WWW.EQAR.EU/KB/JOINT-PROGRAMMES/AGREED-STANDARDS/

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 must be provided at application stage.

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.

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.

   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. The first generation of enrolled students should not start studying later than the academic year following the year of project selection.

   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.

   EMJM must include 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).[346] The rest of the study periods can be freely organised. 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).

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.

7) **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.

[346] Exceptionally, for study programmes of 60 ECTS credits each of the mandatory study periods can correspond to at least 20 ECTS or equivalent.

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.

The items here below should be included in the application as **main expected deliverables** during project implementation:

- Project website
- Promotion material
- Student Agreement template
- Degree template(s)
- Signed minutes of the selection meetings
- Internal / external quality review reports
- Sustainability / business plan.

Applicants are recommended to limit the number of deliverable categories to a maximum of 15 in total.

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**

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| **Relevance of the project (maximum score 30 points)** | **Background and general objectives**<br><br>• Overall aims and general objectives of the project and their relevance in relation to the EMJM.<br><br>**EU Values**:<br><br>• The proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br><br>**Needs analysis and specific objectives**<br><br>• Project rationale and needs analysis on which the proposal is built;<br>• Issues/challenges/gaps and specific objectives that the project aims to address in academic terms, and with regard to societal and labour market needs.<br><br>**Complementarity with other actions and innovation**<br><br>• Strategy to foster excellence and innovation;<br>• Support to the modernisation and internationalisation strategy of the partner HEIs;<br>• Project uniqueness and added value when compared with the existing offer of master programmes;<br>• Strategy to increase the attractiveness, integration, internationalisation, and contribute to the policy objectives of the European Higher Education Area. |

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| **Quality of the project design and implementation (maximum score 30 points)** | **Concept and methodology**<br><br>• Jointness/integration of the EMJM, taking into account the requirements described under the section 'Setting up a project'. In particular, the proposal describes:<br><br>- The academic programme and how excellence and innovative elements in the learning experience will be ensured across the consortium;<br><br>- The organisation of study periods including the minimum mobility requirements and the mutual recognition of the learning outcomes/credits;<br><br>- The principles and requirements for student application, selection, participation in the course, and student scholarship allocation;<br><br>- The services offered to students;<br><br>- The contribution of mobile staff and invited scholars to teaching, training, research and administrative activities;<br><br>- 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.<br><br>**Quality assurance, monitoring and evaluation strategy**<br><br>• The internal and external quality assurance measures of the master programme;<br><br>• 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;<br><br>• 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.<br><br>**Project teams, staff and experts**<br><br>• Project teams and how they will work together to implement the project.<br><br>**Cost effectiveness and financial management**<br><br>• Management of EU funding, mobilisation of complementary funding, and budget plan.<br><br>**Risk management**<br><br>• Identification of risks in the project implementation, and planning of adequate mitigating measures. |

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| **Quality of the partnership and the cooperation arrangements (maximum score 20 points)** | **Consortium set-up**<br>• 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;<br>• Innovative character of the consortium and inclusion of partners with different levels of experience with the Erasmus Mundus action. If applicable:<br>- how the existing Erasmus Mundus consortium has been enhanced<br>- how the cooperation with non-educational actors is organised and for which purpose<br>• Definition of roles and tasks of each partner, and level of involvement in project activities.<br>**Consortium management and decision-making**<br>• Cooperation arrangements, governing bodies and management tools in particular concerning the administrative and financial management;<br>• Institutional commitment of the partner institutions for the implementation of the EMJM;<br>• Adequacy of the draft Partnership Agreement for an effective management of the EMJM. |
| **Impact (maximum score 20 points)** | **Impact and ambition**<br>• 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);<br>• Projections in terms of number of enrolled students within the timeframe of the project. Measures to ensure country balance in the recruitment of students.<br>**Communication, dissemination and visibility**<br>• 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;<br>• Dissemination, exploitation and visibility strategy.<br>**Sustainability and continuation**<br>• Mid/long-term development and sustainability strategy beyond the EU funding period, including the mobilisation of other funding sources;<br>• Synergies/complementary with other (EU and non-EU funded) activities that can build on the project results |

To be considered for funding, applications must score at least 70 points, and must comply with the minimum pass score for each of the four award criteria (i.e. minimum 22 points for the category 'Relevance of the project', minimum 15 points for the category 'Quality of the project design and implementation"; minimum 10 points for the categories 'Quality of the partnership and the cooperation arrangements' and 'Impact').

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality of the project design and implementation'. When these scores are equal, priority will be based on their scores for the criterion 'Impact'. If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

**WHAT ARE THE FUNDING RULES?**

The EMJM grant is calculated based on 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

This contribution is intended to finance at least 4 editions of the Master programme, each lasting 1 to 2 academic years (60, 90 or 120 ECTS credits).

**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 <u>enrolled</u> 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.

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).

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).

<u>Calculation of the maximum scholarship per student:</u>

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 50, excluding top up scholarships for targeted regions of the world, if applicable)

**Contribution to individual needs of students with disabilities**

Contribution for individual needs is 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 18 additional scholarships (including the corresponding institutional costs) funded by the Neighbourhood, Development and International Cooperation – Global Europe Instrument (NDICI)[347], and up to 2 additional scholarships (including the corresponding institutional costs) funded by the Instrument for Pre-Accession Assistance (IPA III)[348] for the entire duration of the Master course. These additional scholarships are offered to respond to the set 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 EU Funding & Tenders Portal. 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. 22% of this amount should be allocated to Tunisia.
- 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.

[347] https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=OJ:L:2021:209:TOC
[348] https://eur-lex.europa.eu/eli/reg/2021/1529

More details are described in the model Grant Agreement available in the EU Funding & Tenders Portal.

## Lot 2: Erasmus Mundus Design Measures

To reinforce the international dimension of the European Education Area, Erasmus Mundus Design Measures aim to enhance the capacities of higher education institutions in Europe to modernise and internationalise their curricula by developing new master programmes in partnership with universities worldwide.

Developing international master programmes is crucial for universities in Europe. International collaboration brings diverse academic perspectives and teaching methodologies, enriching the curriculum and broadening students' educational experiences. International master programmes also attract students from around the world, thus increasing diversity and the talent pool, as well as enhancing the universities' reputation and competitiveness on the global stage.

By collaborating with institutions worldwide, universities in Europe can pool resources and knowledge to address pressing global issues such as climate change, digital transformation and sustainable development. In the long run, Erasmus Mundus Design Measures will foster the development of common mechanisms in higher education related to quality assurance, accreditation and recognition of degrees and credits.

Therefore, the main objective of the Erasmus Mundus Design Measures is to encourage the development of innovative, highly integrated **new international study programmes** at Master level. These international study programmes are jointly delivered by an international consortium of higher education institutions 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.

Beneficiaries should provide a level of education corresponding to level 7 of the international standard classification of education ISCED 2011.

**WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR ERASMUS MUNDUS DESIGN MEASURES?**

**ELIGIBILITY CRITERIA**

In order to be eligible for an Erasmus+ grant, project proposals for Erasmus Mundus Design Measures must comply with the following criteria:

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| **Eligible participating organisations (Who can apply?)** | In order to be eligible, applicants must be:<br>• legal entities (public or private bodies);<br>• higher education institutions (HEIs) established in one of the eligible countries, i.e. an EU Member State or third country associated to the Programme;<br>• holders of the ECHE certificate (Erasmus Charter for Higer Education).**Exception:** organisations from Belarus (Region 2) and the Russian Federation (Region 4) are not eligible to participate in this action. |
| **Geographic location (Venue of the activities)** | The project must include activities that involve higher education institutions from one or more countries not associated to the Erasmus+ programme.<br>Where relevant, other educational and/or non-educational partners with specific expertise and interest in the concerned study areas/professional domains may also be involved in these activities. |
| **Duration of the project** | Projects should normally last 15 months (extensions are possible, if duly justified and through an amendment. |

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| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA).<br><br>Call ID: ERASMUS-EDU-2025-EMJM-DESIGN<br><br>Before applying, please see the relevant FAQs in FTOP |
| **When to apply?** | Applicants must submit their grant application by **13 February at 17:00:00** (Brussels time). |
| **How to apply?** | For information, please consult Part C of this Guide. |

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**

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 one must be from a EU Member State or third country associated to the Programme and one from a third country not 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 the HEIs involved in the consortium), or multiple degrees (i.e. different diplomas awarded by the HEIs involved in the consortium), or a combination (some HEIs involved in the consortium delivering a joint degree, and other HEIs of the consortium delivering their own diploma).

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 and integrated teaching/training activities;
- A plan for common services offered to students (e.g. language courses, visa support);
- Joint promotion and awareness-raising strategy;
- Joint administrative and financial management strategy;
- A joint degree policy;
- A draft joint partnership agreement involving at least three HEIs. 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 above-mentioned items should be included in the application as **main expected deliverables** at the end of project implementation.

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)[349].

[349] https://www.eqar.eu/kb/joint-programmes/agreed-standards/

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 worldwide;
- 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**

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| **Relevance of the project (maximum score 30 points)** | • The proposal is relevant for the objectives of the Action.<br>• The proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>• The proposal is innovative, as compared to the offer of existing Master programmes.<br>**Needs analysis and specific objectives**<br>Rationale for the design of a highly integrated Master programme.<br>The proposal is based on a genuine and adequate needs analysis. |
| **Quality of the project design and implementation (maximum score 25 points)** | **Concept and methodology**<br>• Adequacy and feasibility of the planned activities to achieve the objectives and expected outcomes.<br>**Project management and quality assurance**<br>• Measures foreseen to ensure that the project implementation is of high quality and completed in time.<br>• 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.<br>**Project teams, staff and experts**<br>• Foreseen operational resources (including participating organisations) in relation to the planned activities and outcomes.<br>• Definition of roles and distribution of tasks in the project team. |
| **Quality of the partnership and cooperation arrangements (maximum score 25 points)** | **Consortium set-up**<br>• Expected role of the participating organisations. Their contribution to the implementation of the project, and the design of the master programme.<br>• Rationale of their participation, added value and complementarity. |

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| **Impact (maximum score 20 points)** | **Impact and ambition**<br>• Expected impact and ambition of the new EMDM project, including the appeal to students, professors and partner organisations worldwide.<br>**Communication, dissemination and visibility**<br>• Activities foreseen for the promotion and dissemination of the new Master programme and project outcomes.<br>**Sustainability and continuation**<br>• Envisaged steps to successfully launch/implement the new Master programme (including institutional endorsement) and foreseen measures to ensure its sustainability (including identification of possible sources of funding). |

To be considered for funding, applications must score at least 60 points, and must comply with the minimum pass score for each of the four award criteria (i.e. minimum 16 points for the category 'Relevance of the project', 12 points for the categories 'Quality of the project design and implementation" and 'Quality of the partnership and the cooperation arrangements' and 10 points for the category 'Impact').

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality of the project design and implementation'. When these scores are equal, priority will be based on their scores for the criterion 'Impact'. If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

**WHAT ARE THE FUNDING RULES?**

This action follows a lump-sum funding model.

The EU grant per project is as follows: EUR 60 000.

The lump sum contribution will cover 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 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 and outcomes foreseen in their application have been completed in a full and satisfactory manner.

More details are described in the model Grant Agreement available in the EU Funding & Tenders Portal.

**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. The following actions are comprised under this type of partnerships:

- Alliances for innovation

These actions are 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 **talent and skills** development. Firstly, digital competences have become increasingly important in all job profiles across the entire labour market. Secondly, 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. Thirdly, the twin digital and green transition requires an accelerated adoption of new technologies, in particular in the highly innovative deep tech domains, across all sectors of our economy and society.

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, digitisation, the emergence of new, disruptive (deep tech) technologies such as 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. The cooperation between VET and higher education organisations should be relevant and should benefit both sectors.

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;
- **Supporting skills development in the deep tech[350] domains**; supporting Europe's innovation capacity by broadening its talent pool in these new, disruptive technologies;
- Fostering the **setting up of incubators** within education and training institutions across Europe;
- 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

[350] Please see the definition at https://www.eitdeeptechtalent.eu/the-initiative/what-is-deep-tech/.

and other workers, in line with the Entrepreneurship Competence Framework (EntreComp)[351];

- Improving the **quality and relevance of skills** developed and certified through education and training systems (including new skills and tackling skills mismatches);
- Facilitating the **exchange 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, inclusive and contribute to innovation.

Higher education institutions are encouraged to use the HEInnovate self-assessment tool[352] before applying, above all if they are coordinating the proposal. HEInnovate will help them identify their strengths and weaknesses in terms of entrepreneurship and innovation. The proposal and the consortium composition can therefore be better prepared and combine all the necessary expertise.

**Lot 2: Alliances for Sectoral Cooperation on Skills (implementing the 'Blueprint'[353])**

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 areas implementing a major action of the European Skills Agenda for sustainable competitiveness, social fairness and resilience, the Pact for Skills. The initiative provides large-scale partnerships established under the Pact for Skills, already 20 up until now with more in preparation, with the opportunity to support the development of sector skills strategies, as well as the revision and development of job profiles and of related training programmes. 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 ecosystem-based large-scale 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[354] (see eligibility criteria).

The large-scale Pact for Skills partnerships in ecosystems will build on the Blueprint for sectoral cooperation on skills. Therefore, Alliances under Lot 2 will support the implementation of the commitments under the Pact by developing sectoral skills strategies. These strategies have 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 strategies 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 implementation of ecosystem-based large-scale skills partnerships under the Pact. The Alliances aim to build the bases for these Skills partnerships and define the pathway that should be continued after the projects are 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. For this, Alliances should base their proposals on existing work of Centres of Vocational Excellence[355], of regions implementing smart specialization strategies[356], of

351 https://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf
352 https://heinnovate.eu/en
353 European Skills Agenda for sustainable competitiveness, social fairness and resilience: https://ec.europa.eu/social/main.jsp?catId=1223
354 COM/2020/102 final: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52020DC0102
355 https://ec.europa.eu/social/main.jsp?catId=1501
356 https://s3platform.jrc.ec.europa.eu/home

European Cluster Partnerships[357] and of Knowledge and Innovation Communities (KICs) of the European Institute of Technology (EIT)[358] that are active in the same industrial ecosystem.

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.

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 ALLIANCES 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:

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| **Eligible participating organisations (Who can apply?)** | The applicants (beneficiaries and affiliated entities, if applicable) must be: public or private organisations established in an EU Member State or third country associated to the Programme, such as 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 and bodies providing career guidance, professional counselling, information services and employment services.<br><br>Organisations from third countries not associated to the Programme in Regions 1 to 3 may also participate as beneficiaries, affiliated entities or associated partners, but not as coordinator. Organisations from other third countries not associated to the Programme can only participate as associated partners.<br><br>**Exception:** organisations from Belarus (Region 2)are not eligible to participate in this action.<br><br>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. |

[357] https://www.clustercollaboration.eu
[358] https://eit.europa.eu/

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| **Consortium composition (Number and profile of participating organisations)** | Alliances for Education and Enterprises must cover at least **4 EU Member States or third countries associated to the Programme**, involving a minimum **of 8 applicants (beneficiaries, not affiliated entities).** The consortium 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 applicants **(beneficiaries, not affiliated entities)**. There should be at least **one HE institution and one VET provider** involved as applicants **(beneficiaries, not affiliated entities**) **in each proposal**.<br>Affiliated entities and associated partners do not count towards the minimum eligibility criteria for the consortium composition and cannot be coordinators. |
| **Duration of the project** | Projects should normally last 24 or 36 months (extensions are possible, if duly justified and through an amendment).<br>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) via the EU Funding & Tenders Portal.<br>Call ID Lot 1: ERASMUS-EDU-2025-PI-ALL-INNO-EDU-ENTERP |
| **When to apply?** | Applicants have to submit their grant application by **6 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.

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:

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| **Eligible participating organisations (Who can apply?)** | The applicants (beneficiaries and affiliated entities, if applicable) must be:<br>• Registered members of the Pact for Skills[359]<br>• Public or private organisations legally established in an **EU Member State** or **third country associated** to the programme, such as**:**<br>– higher education institutions<br>– VET providers<br>– networks of VET providers<br>– small and medium-sized or large enterprises (including social enterprises)<br>– research institutes<br>– non-governmental organisations<br>– public bodies at local, regional or national level<br>– organisations active in education, training and youth<br>– intermediaries that represent education, training or youth organisations or enterprises<br>– accreditation, certification, recognition or qualification bodies<br>– chambers of commerce, industry or labour, chambers of skilled crafts<br>– european or national social partners<br>– hospitals or other care institutions, including long-term care<br>– authorities responsible for education, training or employment at regional or national level<br>– employment services<br>– national statistics offices<br>– economic development agencies<br>– sectoral or professional associations<br>– sector skills councils<br>– bodies providing career guidance, professional counselling, information services and employment services.<br>Organisations from third countries not associated to the Programme may also participate but only as associated partners.<br>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). |
| **Consortium composition (Number and profile of participating organisation)** | Alliances for Sectoral Cooperation on Skills (Blueprint) must cover at least **8 EU Member States or third countries associated to the Programme** and involve at least **12** applicants (**beneficiaries, not affiliated entities).** The consortium 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 **applicants** (**beneficiaries, not affiliated entities)**. **There should be at least one HE institution and one VET provider involved as** applicants (**beneficiaries, not affiliated entities**) **in each proposal.**<br>Affiliated entities and associated partners do not count towards the minimum eligibility criteria for the consortium composition and cannot be coordinator. |

[359] https://pact-for-skills.ec.europa.eu/index_en

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| **Sectors or areas** | **The 14 industrial ecosystems as identified in the Annual Single Market Report 2021[360]:**<br><br>**1. Mobility-Transport-Automotive**:<br>Production of motor vehicles, ships and trains, and accessories; Their repair and maintenance; Freight Transport etc.<br><br>**2. Textile:**<br>Production of textiles, wearing apparel, footwear, leather and jewellery etc.<br><br>**3. Renewable Energy:**<br>Electric motors, engines and turbines; Electric power generation; Manufacturing and distribution of gas etc.<br><br>**4. Electronics:**<br>Production of electronics etc.<br><br>**5. Retail**:<br>Retail sales, Wholesale connected to consumers etc<br><br>**6. Construction**:<br>Building of residential and non-residential estates; Building of roads and railways; Building of utilities and civil engineering; Associated activities; etc.<br><br>**7. Aerospace & Defence:**<br>Aircraft production; space manufacturing and services; defence products and technologies, etc.<br><br>**8. Low-carbon energy Intensive Industries:**<br>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.<br><br>**9. Tourism:**<br>Passenger transport and travel; Hotels, short term accommodation; Restaurants and catering; Events, theme parks etc.<br><br>**10. Agri-food:**<br>Plant and animal production; Processing of food; Veterinary activities etc.<br><br>**11. Creative & Cultural Industries:**<br>Newspapers, books and periodicals; Motion picture, video and television; Radio and music; etc..<br><br>**12. Digital:**<br>Telecommunications; Software and programming; Web portals; Manufacturing of computers and equipment, etc.<br><br>**13. Proximity & Social Economy:**<br>Social enterprises, associations and cooperatives aiming at generating a social impact, etc. |

[360] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52020DC0102

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| | **14. Health:**<br>Pharmaceutical products and equipment; Hospitals, nursing homes, residential care etc.<br><br>For their proposal, alliances must choose a single industrial ecosystem which their project will address[361].<br><br>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[362]. |
| **Duration of the project** | Projects should normally last 48 months (extensions are possible, if duly justified and through an amendment of the grant agreement (GA)) |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA) via the EU Funding & Tenders Portal.<br>Call ID Lot 2: ERASMUS-EDU-2025-PI-ALL-INNO-BLUEPRINT |
| **When to apply?** | Applicants have to submit their grant application by **6 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**

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) should 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, using innovative technologies and making greater use of micro-credentials);
- Developing and testing continuous education programmes and activities with and within enterprises;
- Developing and implementing educational and training programmes to support the development of skills needed in the deep tech domains**;**
- Setting up incubators within education and training institutions across Europe, in close cooperation with the entrepreneurial sector, to help student entrepreneurs to develop their ideas into businesses. This could be achieved, for example, by providing a wide range of services starting with skills, financial, business and management training, as well as provision of office space, and facilitating venture capital financing.
- Developing and testing solutions to pressing social demands not addressed by the market and directed towards vulnerable groups in society; addressing societal challenges or challenges relating to changes in attitudes and values, strategies and policies, organisational structures and processes, delivery systems and services;

[361] 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.

[362] https://ec.europa.eu/social/main.jsp?catId=1415&langId=en

- 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**

- 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 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 and VET systems and enterprises through mutual trust, cross-border recognition and certification, flexible pathways between VET and HE, fostering VET at higher EQF levels, as well as enhancing 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. Where relevant the projects could link to the European Alliance for Apprenticeships[363].

**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 and real-world learning environments;
- Identifying those skills that are needed in the public domain to solve societal challenges (e.g. climate change, health, deep tech skills) 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 should 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;

[363] https://ec.europa.eu/social/main.jsp?catId=1147&langId=en#:~:text=The%20European%20Alliance%20for%20Apprenticeships%20%28EAfA%29%20unites%20governments,through%20national%20commitments%20and%20voluntary%20pledges%20from%20stakeholders

- 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 deep tech technologies. It should identify and define occupational profiles 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 Cedefop's Skills Intelligence[364] 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 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[365];
- 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[366], to regions implementing smart specialisation strategies[367], to European Cluster Partnerships[368] and to Knowledge and Innovation Communities (KICs) of the European Institute of Technology (EIT)[369] that are active in the same industrial ecosystem.

➢ **Throughout the project (proactive response)**

[364] https://www.cedefop.europa.eu/en/tools/skills-intelligence

[365] For example, the Digital Competence Framework for Citizens, the Entrepreneurship Competence Framework and the European e-Competence Framework (e-CF).

[366] https://ec.europa.eu/social/main.jsp?catId=1501

[367] https://s3platform.jrc.ec.europa.eu/home

[368] https://www.clustercollaboration.eu

[369] https://eit.europa.eu/

Projects should then work on **developing occupational profiles and training content for changing and emerging occupational profiles**:

- 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 competences[370], that include notably transversal skills and STEAM disciplines[371];
- 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 (that include European Vocational Core Profiles[372]) 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[373]);
- 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"[374]. 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.

**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-

[370] 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

[371] Science, technology, engineering, arts and mathematics

[372] European Vocational Core Profiles describe sets of key learning outcomes corresponding to occupational profiles that are common and relevant for national VET programmes across EU countries in specific occupational/vocational fields

[373] 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.

[374] 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

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 networks 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 (including European Digital Credentials for Learning and the European Learning Model[375]), EQAVET and ESG, whenever relevant. If proposals suggest, for example, creating communities of practices or developing web sites for collaboration, they should, where relevant, build on, and make use of, existing online platforms like the School Education Platform, EPALE, or the EPALE Community of VET practitioners[376].

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 to 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 innovation eco-systems and directly provide a valuable input to the economy, integrating work-based learning. While universities have research knowledge and data that allow them to directly provide input to small and medium sized enterprises to boost local economies, VET providers supply skills needed by enterprises and 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 to address key areas such as innovation challenges, skills provision, climate change, green economy, demography, digitisation 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 modernisation 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.

[375] https://europass.europa.eu/en/node/2128

[376] https://epale.ec.europa.eu/en/practitioners-in-vet

In addition, the Alliances will help to implement the EU Communication on the Renewed Agenda for Higher Education[377] and contribute to the creation of a European Education Area[378]. They will also contribute to implement the new European Innovation Agenda[379] and the EU Industrial and SMEs strategies (2021). The Alliances can also contribute to and cooperate with the Knowledge and Innovation Communities (KICs) of the European Institute of Technology and Innovation (EIT)[380] in the sectors they operate in.

The Alliances for Innovation will also take into account the Agenda 2030 Sustainable Development Goals[381] and the Paris Declaration on Climate Change[382] as overarching parameters of the action, thus helping the European Commission to implement its new Green Deal[383] and the Europe Recovery Plan[384]. The Alliances will also contribute to the New European Bauhaus initiative[385], which aims to design new sustainable and inclusive 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 partnerships and activities persist. For that, results/deliverables should not be stand-alone but linked to/integrated into existing undertakings, schemes, projects, platforms, ventures etc.

**AWARD CRITERIA**

The award criteria below apply to **Lot 1 - Alliances for Education and Enterprises**.

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| **Relevance of the project (maximum score 25 points)** | **Background and general objectives**<br><br>• **Link to EU policies and initiatives**: the proposal takes into account and contributes to achieving the European Commission's policy priorities as well as their specific objectives in the fields of higher education, VET, skills and innovation; the proposal takes into account and contributes to giving visibility to existing EU tools and initiatives for skills and talent development;<br>• **Purpose**: the proposal is relevant to the objectives and activities of the Action;<br>• **EU Values**: the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br><br>**Needs analysis and specific objectives**<br><br>• **Consistency and problem-based approach**: the objectives and activities are based on a comprehensive, well-grounded and high-quality problems and needs analysis; they are clearly defined, realistic and address issues relevant to the participating organisations, to the Action and to the European Commission's priorities;<br>• **Digital skills**: the extent to which the proposal integrates digital skills (including AI) in the training content for one, or several related occupational profiles;<br>• **Green skills**: the extent to which the proposal integrates skills linked to the transition to a circular and greener economy in the training content for one, or several related occupational profiles; |

[377] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52017DC0247
[378] https://ec.europa.eu/education/education-in-the-eu/european-education-area_en
[379] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52022DC0332
[380] https://eit.europa.eu/
[381] https://www.un.org/sustainabledevelopment/sustainable-development-goals/
[382] https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement
[383] https://ec.europa.eu/info/sites/info/files/european-green-deal-communication_en.pdf
[384] https://ec.europa.eu/info/strategy/recovery-plan-europe_en
[385] https://europa.eu/new-european-bauhaus/index_en

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| | • **Resilience skills**: the extent to which the proposal integrates skills linked to the capacity to adapt, manage change, and care for each other as a community.<br>• **Deep tech skills**: if applicable, the extent to which the proposal integrates skills linked to deep tech domains.<br><br>**Complementarity with other actions and innovation – European added value**<br><br>• **Innovation**: the proposal considers state-of-the-art methods and techniques, such as the setting up of incubators and real-world learning environments within education and training institutions, and leads to project-specific innovative results and solutions for market needs, for instance by contributing to the Deep Tech Talent Initiative (DTTI) under the New European Innovation Agenda;<br>• **European added value**: the proposal clearly demonstrates the added value generated through its trans-nationality and potential transferability;<br>• **Education & training representation**: the Alliance includes partners that adequately represent education & training providers, and clearly shows benefits/relevance for both higher education and VET. |
| **Quality of the project design and implementation (maximum score 30 points)** | **Concept and methodology**<br><br>• **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 to be used by the end-beneficiaries/target groups leading to intermediate outcomes and long-term impacts;<br>• **Structure**: the work programme is clear and intelligible, and covers all phases (preparation, implementation, exploitation, monitoring, evaluation and dissemination);<br>• **Methodology**: the proposal makes use of EU instruments and tools related to skills and occupations whenever relevant, such as EQF, ESCO, Europass, European Learning Model, EQAVET, ESG.<br><br>**Project management, quality assurance and monitoring and evaluation strategy**<br><br>• **Management**: solid management arrangements are foreseen. Timelines, organisation, tasks and responsibilities are well defined and realistic. The proposal allocates appropriate resources to each activity;<br>• **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;<br>• **Quality of arrangements for the recognition and validation of qualifications**: in line with European transparency and recognition tools and principles, including for micro-credentials.<br><br>**Cost effectiveness and financial management**<br><br>• **Budget**: the budget provides for appropriate resources necessary for success, it is neither overestimated nor underestimated;<br>• **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** | **Consortium set-up**<br><br>• **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 |

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| **(maximum score 25 points)** | profiles and skills, appropriate experience linked to their roles in the project, 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;<br>• **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;<br>• **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.<br><br>**Consortium management and decision-making**<br><br>• **Tasks**: the coordinator shows experience in high-quality management and coordination of transnational networks and leadership in complex environments. Individual tasks are allocated on the basis of the specific know-how of each partner;<br>• **Collaboration/Team spirit**: a solid mechanism is proposed to ensure efficient coordination, conflict resolution, decision-making and communication processes among the participating organisations, participants and any other relevant stakeholder;<br>• **Reward**: the Alliance provides clear added-value and benefits to each partner organisation. |
| **Impact (maximum score 20 points)** | **Impact and ambition**<br><br>• **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;<br>• **Impact**: the proposal shows societal, economic and policy relevance and outreach. It ensures an impact at local/regional, national and European level on the relevant target groups and 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 (including, where applicable, on the number of trained people) and assess the expected impact (short- and long-term). If relevant, the potential impact on and support to policy-making should also be considered.<br><br>**Communication, dissemination and visibility**<br><br>• **Dissemination**: the proposal provides a clear definition of target audiences (stakeholders, experts, practitioners, end users, policy-makers...) and a solid plan for the dissemination of results, which includes appropriate activities and their timing, tools and channels to ensure that the results and benefits will be spread effectively during and after the project's lifetime. The proposal should also include indicators to measure the impact of dissemination activities.<br><br>**Sustainability and continuation**<br><br>• **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;<br>• **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. If relevant, the proposal should explain how it will ensure the policy uptake of the project's outcomes at European, national or regional level. |

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”.

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion ‘Relevance’. When these scores are equal, priority will be based on their scores for the criterion ‘quality of the project design and implementation’. When these scores are equal, priority will be based on their scores for the criterion ‘Impact’.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

The award criteria below apply for **Lot–2 - Alliances for Sectoral Cooperation (implementing the "Blueprint").**

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| **Relevance of the project (maximum score 25 points)** | **Background and general objectives**<br><br>• **Link to EU policy and initiatives**: the proposal takes into account and contributes to achieving the European objectives in the field of HE, VET and sectoral EU policies relevant for the industrial ecosystem addressed, and supports skills development in this industrial ecosystem. It contributes to the European Skills Agenda and takes into account EU tools. A proposal addressing an industrial ecosystem in which a Blueprint Alliance was already implemented must clearly specify how it will build on the former Blueprint project; there must not be any overlaps in scope, outputs and activities. At equal quality, a proposal addressing an ecosystem that is not at all covered by an ongoing Blueprint Alliance will be assessed as more relevant than a proposal addressing an ecosystem where a Blueprint is already ongoing;<br>• **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.<br>• **EU Values:** The proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br><br>**Needs analysis and specific objectives**<br><br>• **Consistency**: the objectives and activities are based on a comprehensive, well-grounded and high-quality problems and needs analysis; they are clearly defined, realistic and address issues relevant to the participating organisations and to the Action;<br>• **Sector/area representation**: the Alliance includes partners that adequately represent the industrial ecosystem concerned;<br>• **Digital skills:** the extent to which the proposal integrates digital skills in the training content for one, or several related occupational profiles;<br>• **Green skills**: the extent to which the proposal integrates skills linked to the transition to a circular and greener economy in the training content for one, or several related occupational profiles;<br>• **Resilience skills**: the extent to which the proposal integrates skills linked to the capacity to adapt, manage change, and care for each other as a community;<br>• **Deep tech skills**: if applicable, the extent to which the proposal integrates skills linked to deep tech domains.<br><br>**Complementarity with other actions and innovation – European added value**<br><br>• **Innovation**: the proposal considers state-of-the-art methods and techniques, and leads to innovative results and solutions;<br>• **European added value**: the proposal demonstrates clearly the added value generated through its transnationality;<br>• **Education & training representation**: the Alliance includes partners that adequately represent education & training providers. |

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| **Quality of the project design and implementation (maximum score 30 points)** | **Concept and methodology**<br><br>• **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;<br>• **Structure**: the work programme is clear and intelligible, and covers all phases (preparation, implementation, exploitation, monitoring, evaluation and dissemination);<br>• **Methodology**: the proposal makes use of EU instruments and tools related to skills and occupations whenever relevant, such as EQF, ESCO, Europass, EQAVET, ESG.<br><br>**Project management, quality assurance and monitoring and evaluation strategy**<br><br>• **Management**: solid management arrangements are foreseen. Timelines, organisation, tasks and responsibilities are well defined and realistic. The proposal allocates appropriate resources to each activity;<br>• **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;<br>• **Quality of arrangements for the recognition and validation of qualifications**: in line with European transparency and recognition tools and principles.<br><br>**Cost effectiveness and financial management**<br><br>• **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;<br>• **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. |

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| **Quality of the partnership and the cooperation arrangements (maximum score 25 points)** | **Consortium set-up**<br><br>• **Configuration**: the partnership is composed of registered members of the Pact for Skills; 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 partnership proposed in the application demonstrates expertise and representativeness of the relevant industrial ecosystem. 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 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);<br>• **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;<br>**Consortium management and decision-making**<br><br>• **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;<br>• **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;<br>• **Reward**: the Alliance provides clear added value and benefits to the relevant large-scale skills partnership. |
| **Impact (maximum score 20 points)** | **Impact and ambition**<br><br>• **Exploitation**: the proposal demonstrates how the outcomes of the Alliance will be rolled out in line with the objectives and commitments of the relevant members of the Pact for Skills;<br>• **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 ecosystem 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 (including, where applicable, on the number of trained people), and assess the expected impact (short-and long-term).<br><br>**Communication, dissemination and visibility**<br><br>• **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.<br><br>**Sustainability and continuation**<br><br>• **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;<br>• **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. |

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.

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'quality of the project design and implementation'. When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

**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 amount will be fixed by the granting authority on the basis of the estimated project budget, evaluation result and a funding rate of **80%.**

**The maximum EU grant** per project is:

- **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)**

Financial support to third parties in the form of grants or prizes is not allowed.

Volunteer costs are allowed. They shall take the form of unit costs as defined in the Commission Decision on unit costs for volunteers.[386] SME unit costs for SME owners without a salary are allowed. They should take the form of unit costs as defined in the Commission Decision on unit costs for SMEs owners[387,388].

**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).

386 https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/unit-cost-decision-volunteers_en.pdf

388 HTTPS://EC.EUROPA.EU/INFO/FUNDING-TENDERS/OPPORTUNITIES/DOCS/2021-2027/COMMON/GUIDANCE/UNIT-COST-DECISION-SME-OWNERS-NATURAL-PERSONS_EN.PDF

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, etc.) will be fixed in the Grant Agreement. Please refer to Part C of this Programme Guide, section 'Eligible direct costs'.

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 EU Funding & Tenders Portal.

## 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. 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. In line with the Sustainable Development Goals (SDGs) and the Paris Agreement, this action supports the relevance, quality, modernisation and responsiveness of higher education in third countries not associated to the Programme in addressing 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. Projects in capacity building in higher education are envisioned to contribute to the broader policy objectives that are being pursued between the European Commission and the third countries not associated to the Programme or region concerned, including the Global Gateway investment packages.

**OBJECTIVES OF THE ACTION**

In third countries not associated to the Programme the action will specifically:

- Enhance the relevance of higher education for the successful implementation of the EU's Global Gateway strategy and the investment priorities set within;
- Improve the quality of HE and enhance its relevance for the labour market and society;
- Improve the level of competences, skills and employability potential of students in HEIs by developing new, relevant and innovative education programmes;
- Promote inclusive education, equality, equity, non-discrimination and the promotion of civic competences in HE;
- 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;
- Increase the capacities of HEIs, bodies in charge of HE and competent authorities 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;
- Stimulate cooperation of institutions, capacity building and exchange of good practice;
- Foster cooperation across different regions of the world through joint initiatives.

**EXPECTED IMPACT**

- Increased relevance, impact and visibility of higher education investments for the implementation of the EU's Global Gateway strategy in the EU's partner countries;
- 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.

**PRIORITIES OF THE ACTION**

The action is expected to contribute to the following priorities:

**Green Deal** - Higher Education systems are crucial for supporting the Green Deal, through developing knowledge, competences, skills and values, and potentially enabling a profound change in people's behaviour. In this context, priority will be given to projects that aim to:

- support the modernisation of economies, making them more competitive and innovative, while ensuring a just green transition, stimulating green jobs and paving the way to a climate neutral society; with a gender-transformative approach, not exclusively focusing on male-dominated fields
- provide applicable answers to environmental challenges, including urban and rural development, green and efficient energy, health, water and waste management, sustainable transport, desertification, biodiversity loss and sustainable use of natural resources, strengthening agri-food value chains at national and regional level;
- increase climate awareness, sustainability and resilience, in all sectors of society and economy;
- accelerate the transition towards a just green and circular economy and tackle regional and trans-regional environmental challenges, in particular by strengthening links with the private sector and by enhancing the knowledge and green skills needed for a modern work force;
- 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.

**Digital transformation** - Raising the quality and inclusiveness of education through digital technologies, whilst also enabling learners to acquire essential digital competences and sector-specific digital skills is of strategic importance for the EU and many countries of the world. The higher education system is increasingly impacted by the digital transformation, but also has an essential role to harness its benefits and opportunities and tackle digital divides. In this context, priority will be given to projects that aim to:

- support the development and uptake of digital skills to make the digital transformation as comprehensive and inclusive as possible;
- help to bridge the digital divide by promoting digital literacy, digital entrepreneurship, gender-sensitive programmes and strategies, specifically in remote and rural areas and vulnerable communities;
- develop connectivity solutions empowering citizens through distance learning and teaching innovations;
- support the digital economy and reinforce scientific, technical and innovation capacities by fostering links between education, research and business in the area of digitalisation, including through projects related to data infrastructure, data management, artificial intelligence and SME/business digitalisation;
- improving digital education eco-systems, by reinforcing digital skills and competences of teachers and academic staff.

**Integration of migrants** - Education and training systems play a key role in addressing the challenges of migration as well as unlocking migration's benefits. They help newcomers acquire necessary labour market skills, understand the cultures of the host country, and help the native population with being open to diversity and change. In this context, priority will be given to projects that aim to:

- support recognition of degrees and credentials and contribute to a regional credit transfer system to build regional higher education areas and intra-regional connectivity;
- granting access to education to migrants and displaced persons in receiving countries, including language education and scholarships;
- develop holistic models that address the unique needs of refugee students and ensure access to education with a strong support for academic, social, physical and psychological development.

**Governance, peace, security and human development** - Commitment to the rule of law, human and fundamental rights, equality, democracy and good governance are the bedrock of stable, fair and prosperous societies. This action can help lay the foundations for strengthening active citizenship and building specific expertise in these areas. CBHE projects can help identify long-term solutions to problems of weak governance in higher education. In this context, priority will be given to projects that aim to supporting academic cooperation and initiatives in the following areas:

- governance, rule of law, democracy, fundamental values, protection of human rights, and the fight against corruption;
- fight against discrimination, promote media literacy and the role of an independent media and civil society;
- peace and security, human development, intercultural dialogue, respect for diversity, tolerance, gender equality, women and youth empowerment;
- social, economic and cultural rights, health and well-being.

**Sustainable growth and jobs** - Higher education is needed to build skills for life and work. Higher education also supports employability and is a precondition for sustainable growth. A key objective is to tackle the existing mismatch between education outcomes and labour market demands, including through the development of work-based learning. In this context, priority will be given to projects that aim to:

- foster the offer and uptake of Science, Technology, Engineering, Arts and Maths (STEAM) skills - and related gender inclusiveness - with linkages with the just green transition towards climate neutrality;
- promote youth and women entrepreneurship, develop innovation hubs and start-ups to help generate local employment opportunities and prevent brain drain;
- strengthen links between the academic sector, research and business to address current and future skills needs, primarily entrepreneurship, and skills needed for value chains development on national, regional level;
- support the upskilling of the young population;
- strengthen links with the labour market to promote jobs creation, job opportunities and private sector involvement in skills-development;
- develop primary and secondary teacher education and in-service trainings to address structural causes of school dropouts and counter persisting economic and gender inequalities.

For Strands 1 and 2, the above priorities apply as follows in each regional context:

- **Western Balkans:** Green Deal; Digital transformation; Integration of migrants; Governance, peace, security and human development; Sustainable growth and jobs
- **Neighbourhood East:** Green Deal; Digital transformation; Integration of migrants; Governance, peace, security and human development; Sustainable growth and jobs
- **South Mediterranean:** Green Deal; Digital transformation; Integration of migrants; Governance, peace, security and human development; Sustainable growth and jobs
- **Asia:** Green Deal; Digital transformation; Integration of migrants; Governance, peace, security and human development; Sustainable growth and jobs
- **Central Asia:** Green Deal; Digital transformation; Sustainable growth and jobs
- **Middle East:** Green Deal; Digital transformation; Sustainable growth and jobs
- **Pacific:** Green Deal; Digital transformation; Sustainable growth and jobs
- **Sub-Saharan Africa:** Green Deal; Digital transformation; Sustainable growth and jobs; Human development; Integration of migrants; Governance, peace and security
- **Latin America:** Green Deal; Digital transformation; Governance, peace, security and human development; Sustainable growth and jobs
- **Caribbean:** Green Deal; Digital transformation; Governance, peace, security and human development; Sustainable growth and jobs

**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 Programme;
- Multi-country (**Regional) projects** within one single eligible Region;

- Multi-country projects involving more than one eligible Region **(Cross-regional)**. Cross-regional projects must address priority areas relevant for of all Regions involved, demonstrate their relevance for each Region and justify this by a detailed analysis of common needs and objectives.

The budget of the CBHE action will be used to support projects as follows:

- National and Regional projects: Indicatively 90% of the budget of the action
- Cross-regional projects: Indicatively 10% of the budget of the action

The action will aim at supporting a thematic variety of projects and a sufficient geographical representation within a Region in terms of number of projects per country. For each Region there is a defined budget. For Sub-Saharan Africa strands 1 and 2, no country should obtain more than 8% of the funding allocated to the Region.

Further information on the amounts available are published on the EU Funding & Tenders Portal: 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 organisations389. 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. The projects that fall under this Strand will primarily focus on the following areas within third countries not associated with the Programme:

- HEIs from least developed third countries not associated to the Programme
- HEIs located in remote regions/areas of third countries not associated to the Programme
- Newcomers or less experienced HEIs and Faculties from third countries not associated to the Programme
- 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.

**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;

389 Please see definition of newcomer organisation in Part D - Glossary.

- developing capacities for postgraduate students and academic staff as well as promoting their 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;
- developing or strengthening relevant study programmes that align with the Global Gateway strategy and which inform the country and/or regional priorities.

**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 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 society at large. The projects' outcomes should have a significant and long-term impact on the targeted HEIs beyond the projects' lifetime and as such benefit 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 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 to network effectively in research, scientific and technological innovation.

- **Promoting reform in HEIs** to become catalysts of economic and social development. Projects should support HEIs to develop and implement the institutional reforms that will make them more democratic, inclusive, equitable, accountable and fully-fledged constituents of 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 professionalisation and professional development of leadership, 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 means 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, interinstitutional mobility schemes), and their capacity to network effectively in research, scientific and technological innovation (scientific cooperation and knowledge transfer, etc.);
- development, adaptation and delivery of tools and methods for the upskilling, evaluation/assessment, professionalisation and professional development of academic and administrative staff, for the initial training of teachers and continuous career development;
- developing or strengthening relevant study programmes, new training schemes and learning methods that align with the Global Gateway strategy and which inform the country and/or regional priorities.

**ELIGIBILITY CRITERIA - Strand 1 and Strand 2**

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| **Eligible participating organisations (Who can apply?)** | In order to be eligible, applicants (beneficiaries and affiliated entities, if applicable) must be public or private legal entities falling under the following categories:<br><br>- higher education institutions (HEIs) or organisations of HEIs;<br>- organisations or institutions active in the labour market or in the fields of education, training and youth.<br><br>These entities must be established in one of the eligible countries:<br><br>- an EU Member State;<br>- a third country associated to the Programme;<br>- a third country not associated to the Programme from an eligible region. The eligible regions covered by this action are **Regions 1, 2[390], 3, 5a, 6, 7a, 8a, 9, 10 and 11**.<br><br>**Coordinator** |

[390] Organisations from Belarus (Region 2) are not eligible to participate in this action.

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| | Among the entities described above, **only higher education institutions (HEIs) or organisations of HEIs** can be coordinators of a CBHE application.<br><br>**General rules for HEIs:**<br><br>• HEIs located in an EU Member State or in a third country associated to the Programme must hold a valid Erasmus Charter for Higher Education (ECHE).<br>• HEIs established in eligible third countries not associated to the Programme must be recognised as such by the competent authorities, with their affiliated entities (if any). They have to offer full study programmes leading to higher education degrees and recognised diplomas at tertiary education qualifications level[391]. |
| **Consortium composition** | The following minimum composition must be respected:<br><br>**National projects** (open only for Regions 2[392],3, 5a, 6, 7a, 8a, 9)**:**<br><br>• at least 2 EU Member States or third countries associated to the Programme;<br>  ○ each of these countries must involve at least 1 HEI.<br>• only 1 eligible third country not associated to the Programme;<br>  ○ involving at least 2 HEIs[393].<br>• The number of participating organisations from third countries not associated to the Programme **must be equal to or higher than** the number of participating organisations from EU Member States and third countries associated to the Programme.<br><br>**Multi-country projects** (open for all eligible regions):<br><br>• at least 2 EU Member States or third countries associated to the Programme;<br>  ○ each of these countries must involve at least 1 HEI.<br>• at least 2 eligible third countries not associated to the Programme;<br>  ○ Each of these countries must involve at least 2 HEIs[394]. Third countries not associated to the programme can be from the same Region (regional projects) or from different Regions (cross-regional projects).<br>• the number of participating organisations from third countries not associated to the Programme **must be equal to or higher than** the number of participating organisations from EU Member States and third countries associated to the Programme.<br><br>**General rules for all consortia:**<br><br>• In relation to compliance with the minimum criteria on the composition of the consortium described above, an organisation of HEIs will **not be considered** as a HEI.<br>• Affiliated entities and associated partners do not count towards the consortium composition. |
| **Geographic location** | Activities must take place in the countries of the organisations participating in the project. |

[391] 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.

[392] Organisations from Belarus (Region 2) are not eligible to participate in this action.

[393] Exception: In third countries not associated to the Programme where the number of HEIs recognised by the competent national authorities 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.

[394] **Exception:** see previous footnote.

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| **(Venue of the activities)** | |
| **Duration of the project** | Projects should normally last 24 or 36 months (extensions are possible, if duly justified and through an amendment). |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA) through the Electronic Submission System of the EU Funding & Tenders Portal.<br><br>**Strand 1**<br><br>Call ID: ERASMUS-EDU-2025-CBHE<br>Topic ID: ERASMUS-EDU-2025-CBHE-STRAND-1<br><br>**Strand 2**<br><br>Call ID: ERASMUS-EDU-2025-CBHE<br>Topic ID: ERASMUS-EDU-2025-CBHE-STRAND-2 |
| **When to apply?** | Applicants must submit their grant application by **6 February at 17:00:00 (Brussels time)**. |

### Strand 3: Structural reform projects

Projects under this Strand shall support efforts in third countries not associated to the Programme to develop coherent, inclusive 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 Programme to reform and modernise their systems by supporting sustainable, systemic and structural improvement and innovation at the level of the higher education sector. They should involve the competent National Authorities (notably Ministries of Education) of third countries not associated to the Programme, as well as HEIs, research institutions and other relevant authorities/bodies and stakeholders.

**Strand 3 and Global Gateway priorities**

Projects under Strand 3 in the following regions **must be aligned** with the Global Gateway priorities. This requirement is essential and will be carefully evaluated as part of the Relevance award criterion:

- 5a (Asia)
- 6 (Central Asia)
- 7a (Middle East)
- 8a (Pacific)
- 9 (Sub-Saharan Africa)
- 10 (Latin America)
- 11 (Caribbean)

**The priorities relevant to respective countries are available here:** https://international-partnerships.ec.europa.eu/policies/global-gateway/erasmus-global-gateway-priorities_en

**ELIGIBILITY CRITERIA – Strand 3**

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| **Eligible participating organisations (Who can apply?)** | In order to be eligible, applicants (beneficiaries and affiliated entities, if applicable) must be (public or private) legal entities falling under the following categories:<br><br>- higher education institutions (HEIs) or organisations of HEIs;<br>- organisations or institutions active in the labour market or in the fields of education, training and youth.<br><br>These entities must be established in one of the eligible countries:<br><br>- an EU Member State,<br>- a third country associated to the Programme<br>- a third country not associated to the Programme from an eligible region. The eligible regions covered by this action are **Regions 1, 2[395], 3[396], 5a, 6, 7a, 8a, 9, 10 and 11**.<br><br>**Coordinator**<br><br>Among the entities described above, **only higher education institutions (HEIs) or organisations of HEIs** can be coordinators of a CBHE application.<br><br>**General rules for HEIs:**<br><br>• HEIs located in an EU Member State or in a third country associated to the Programme must hold a valid Erasmus Charter for Higher Education (ECHE).<br>• HEIs established in eligible third countries not associated to the Programme must be recognised as such by the competent authorities, with their affiliated entities (if any). They have to offer full study programmes leading to higher education degrees and recognised diplomas at tertiary education qualifications level[397]. |
| **Consortium composition** | The following <u>minimum</u> composition must be respected:<br><br>• at least 2 EU Member States or third countries associated to the Programme;<br>  o each of these countries must involve at least 1 HEI.<br>• at least 1 eligible third country not associated to the Programme;<br>  o each participating country must involve at least **2 HEIs**[398] and<br>  o the **national competent authority** (e.g. Ministry) responsible for higher education in the country.<br>• The number of participating organisations from third countries not associated to the Programme **must be equal to or higher than** the number of participating organisations from EU Member States and third countries associated to the Programme.<br><br>**General rules for all consortia:**<br>In relation to compliance with the minimum criteria on the composition of the consortium described above, an organisation of HEIs will **not be considered** as a HEI.<br><br>Affiliated entities and associated partners do not count towards the consortium composition. |

[395] Organisations from Belarus (Region 2) are not eligible to participate in this action.

[396] Organisations from Syria (Region 3) are not eligible to participate in this Strand.

[397] 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.

[398] **Exception:** In third countries not associated to the Programme where the number of HEIs recognised by the competent national authorities **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.

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| **Geographic location (Venue of the activities)** | Activities must take place in the countries of the organisations participating in the project. |
| **Duration of the project** | Projects should normally last 36 or 48 months (extensions are possible, if duly justified and through an amendment). |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA) through the Electronic Submission System of the EU Funding & Tenders Portal.<br><br>**Strand 3**<br>Call ID: ERASMUS-EDU-2025-CBHE<br>Topic ID: ERASMUS-EDU-2025-CBHE-STRAND-3 |
| **When to apply?** | Applicants have to submit their grant application by **6 February at 17:00:00 (Brussels time)**. |

## AWARD CRITERIA APPLICABLE TO ALL STRANDS

The project will be assessed in a **two-step procedure** against the following criteria:

**Step 1**

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| **Relevance of the project (maximum score 30 points)** | • **Purpose**: The proposal contributes to broader EU policy objectives, in particular the Global Gateway strategy. The proposal clearly addresses the pre-defined regional priorities for the target Region(s) and is relevant to the objectives and activities of the CBHE action and the Strand. It constitutes an adequate response to the current needs and constraints of the target country(ies) or Region(s) and the target groups and final beneficiaries. The needs of the targeted participants with fewer opportunities are taken into account.<br><br>• **EU Values**: The proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br><br>• **Objectives**: the objectives are based on a sound needs analysis; they are clearly defined and specific, measurable, achievable, realistic and time bound (SMART). 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.<br><br>• **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.<br><br>**In particular for Strand 2**<br><br>• The proposal provides a clear analysis of how the area of intervention is responding to priority areas for socio-economic growth and autonomy in the given region and focuses on innovative elements and state-of-the-art methods and techniques in the identified area of intervention.<br><br>**In particular for Strand 3** |

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| | • 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.<br><br>• Important: Regarding Regions 5a, 6, 7a, 8a, 9, 10 and 11 the proposal addresses the priority area(s) identified[399]. Please be aware that for these regions, non-alignment with these priority areas means that the proposal will fail to fulfil the minimum score under the Relevance criterion. |
| **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.<br><br>• **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 proposal is adequate, i.e. the choice of objectively verifiable indicators, data availability, baseline data, target values, etc.<br><br>• **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, timelines, clear deliverables and milestones.<br><br>• **Budget**: the proposal is cost efficient and allocates the appropriate financial resources necessary for a successful implementation of the project.<br><br>• **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.<br><br>• **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.<br><br>• **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. For Region 2 countries: for Strands 1 and 2 priority will be given to projects that involve HEIs from non-capital and/or rural and/or more remote regions. For Region 5a, 6, 7a, 8a countries: for Strands 1 and 2 priority will be given to projects that involve HEIs or organisations from least developed countries.<br><br>• **Tasks**: roles and tasks are assigned on the basis of the specific know-how, profiles and experience of each partner and are appropriate. |

[399] https://international-partnerships.ec.europa.eu/policies/global-gateway/erasmus-global-gateway-priorities_en

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| | • **Collaboration**: effective mechanisms are proposed to ensure efficient collaboration, communication and conflict resolution between the partner organisations and any other relevant stakeholders.<br><br>• **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.<br><br>**In particular for Strand 2**<br><br>• The proposal involves relevant non-academic organisations and stakeholders that will bring an innovative added-value to the proposal objectives. For proposals that aim to supporting value chains in key priority areas of investment at national or regional level, the private sector are included in the partnership and clearly engaged at all necessary levels.<br><br>**In particular for Strand 3**<br><br>• The proposal demonstrates that the competent national authorities for higher education are strongly 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.<br><br>• **Communication and dissemination**: the proposal provides a clear and efficient communication plan and a strategy 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.<br><br>• **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.<br><br>• **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) how the local ownership will be ensured and where relevant, how the private sector will be engaged during and after the project funding.<br><br>**In particular for Strand 1**<br><br>• 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.<br><br>• The proposal is likely to increase the international cooperation capacities of institutions in third countries not associated to the Programme.<br><br>**In particular for Strand 2**<br><br>• 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 |

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| | capacities and the modernisation of their governance, in opening themselves up to the society at large, the labour market and the wider world.<br><br>• The proposal demonstrates its potential for wider impact on the society and/or the economic sector.<br><br>**In particular for Strand 3**<br><br>• The proposal demonstrates how the project results will lead to policy reforms or modernisation in higher education at systemic level.<br><br>• In regions 5a, 6, 7a, 8a, 9,10 and 11, the proposal demonstrates how the project results will lead to a sustainable engagement of the higher education institutions and sector in the given Global Gateway priority area. |

The applications may score up to 100 points. 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 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').

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality of the project design and implementation'. When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

Following this, proposals will be ranked in descending order by Region and by Strand.

**STEP 2**

In a second step, for proposals that are proposed by the Evaluation committee for funding (and the reserve list), the EU Delegation(s) in the relevant eligible third country(ies) not associated to the Programme will be consulted.

Only projects that have passed successfully the consultation of the EU Delegation(s) will be maintained for an EU funding, within the limits of the available budget per region.

An indicative budget is foreseen for each of the three Strands, however a budget transfer from one Strand to another is possible.

**ADDITIONAL INFORMATION**

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 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' 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**

<u>The following points should be taken into consideration:</u>

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.

3. **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 and should normally not be shorter than one week. 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.
- **Consortium agreement**: For practical and legal reasons it is strongly recommended to set up internal arrangements among the members of the consortium that allow to deal with exceptional or unforeseen circumstances. It could be signed by the members of the consortium at the beginning of the project.

- **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.
- **Open access**: The proposal should ensure that the materials, documents and media produced will be made freely available and promoted through open licences and without 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, the funding rate of 90% and the maximum grant amount.

The EU grants per project are 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 600 000 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:

- 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.).
- The proposal must describe the activities/deliverable covered by each work package.
- 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).
- 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).
- The costs for equipment should present a maximum of 35% of the awarded EU grant and the EU grant will cover 100% of the eligible costs.
- The subcontracting should represent a maximum of 10% of the awarded EU grant.
- Financial support to third parties is not allowed.

- Costs relating to volunteers involved in the project are allowed. They shall take the form of unit costs as defined in the to the Commission Decision on unit costs for volunteers[400] .

- SME unit costs are not allowed.

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 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 available in part C "Check the financial conditions", as well as described in the model Grant Agreement available in the EU Funding & Tenders Portal: https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home

[400] https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/unit-cost-decision-volunteers_en.pdf

**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.

Through joint initiatives that foster cooperation across different regions of the world, this action intends to increase the capacity of VET providers - especially in the fields of management, governance, inclusion, quality assurance, and innovation - so that they are better equipped to engage with private sector/enterprises/business associations to explore employment opportunities and jointly develop responsive VET interventions. International partnerships should contribute to improving the quality of VET in the third countries not associated to the Programme, notably by reinforcing the capacities of VET staff and teachers as well as by strengthening the link between VET providers and the labour market.

It is envisaged that the capacity building projects VET contribute to the broader policy objectives that are being pursued between the European Commission and the third countries not associated to the Programme or region concerned, including Global Gateway investment packages and the development of Talent partnerships and the Talent pool as laid down in the Commission Communication on attracting skills and talent to the EU of April 2022.[401]

**OBJECTIVES OF THE ACTION**

Specifically, the action will:

- Build capacity of VET providers to strengthen cooperation between private and public stakeholders in the field of vocational education and training for demand-oriented and opportunity-driven VET interventions;
- Improve the quality and responsiveness of VET to socio-economic opportunities and social developments to enhance the labour market relevance of skills provision;
- Align VET provision to local, regional and national development strategies.

**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 and citizenship competence;
- Public Private Dialogue and Partnerships in VET;
- Innovation in VET;
- Green and digital skills for the twin transition;
- Skills matching with current and future job opportunities, including in promising value chains under development;
- Development of curricula and training modules.

In addition, the applicants 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**

[401] eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52022DC0657

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.

**REGIONAL PRIORITIES**

The budget available is divided between different regions of the world (i.e. Western Balkans, Neighbourhood East, South-Mediterranean countries, Sub-Saharan Africa, Latin America and Caribbean) and the size of each budgetary envelope is different. Proposals will be ranked per Region (see below, Topic ID), according to the specific budgetary envelope.

Further information on the amounts available under each budgetary envelope will be published on the EU Funding & Tenders Portal.

The EU has set a number of priorities regarding geographical balance and specific objectives. In addition, organisations are encouraged to work with partners in the poorest and least developed third countries not associated to the Programme.

The regional priorities set for this action are the following:

If the application involves one or more ETF (European Training Foundation) partner countries, the proposal should provide evidence of responding to ETF recommendations formulated in the relevant Torino process[402] country reports[403].

**Western Balkans**

[402] The Torino Process (TRP) is a participatory process leading to an evidence-based analysis of the vocational education and training (VET) policies in a country. Introduced in 2010 and carried out every two years, the Torino Process provides a snapshot of the state of development of VET systems in the ETF's partner countries, an overview of progress made and priorities for the future.
[403] https://www.etf.europa.eu/en/publications-and-resources/publications/trp-assessment-reports

- Priority will be given to projects that contribute to its Economic and Investment Plan[404] and/or the European Training Foundation recommendations under the Torino process (see above);
- Mobility of learners (students) and staff (teachers, trainers, directors, managers etc.) will be privileged.

**Neighbourhood East**

- Priority will be given to projects that contribute to its Economic and Investment Plan[405] and/or the European Training Foundation recommendations under the Torino process (see above).

**South-Mediterranean countries**

- Priority will be given to projects that contribute to its Economic and Investment Plan[406] and/or the European Training Foundation recommendations under the Torino process (see above).

**Sub-Saharan 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;
- Priority will be given to projects that contribute to the EU-Africa Global Gateway Investment Package[407];
- Priority will be given to projects that contribute to foster public-private dialogue between VET institutions and the private sector.

**Latin America**

- 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 upper middle income countries;
- Priority will be given to projects that contribute to the EU-Latin America and Caribbean Global Gateway investment agenda.[408]

**Caribbean**

- Priority will be given to regional projects (projects involving more than one eligible third country not associated to the Programme) or projects in least developed, lower and upper middle income countries;
- Priority will be given to projects that contribute the EU-Latin America and Caribbean Global Gateway investment agenda.[409]

In case the above regional priorities are addressed, projects will have to demonstrate how and to which extent they do so.

**SETTING UP A PROJECT**

A capacity building project in the field of VET consists of four stages:

- Project identification and initiation;
- Project preparation, design and planning;
- Project implementation and monitoring of activities;

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[404] https://ec.europa.eu/commission/presscorner/detail/en/IP_20_1811

[405] https://www.eeas.europa.eu/sites/default/files/swd_2021_186_f1_joint_staff_working_paper_en_v2_p1_1356457_0.pdf (Annex 1 contains the Economic and Investment Plan)

[406] https://neighbourhood-enlargement.ec.europa.eu/joint-staff-working-document-renewed-partnership-southern-neighbourhood-economic-and-investment-plan_en

[407] https://international-partnerships.ec.europa.eu/policies/global-gateway/initiatives-region/initiatives-sub-saharan-africa/eu-africa-global-gateway-investment-package_en

[408] https://international-partnerships.ec.europa.eu/policies/global-gateway/eu-lac-global-gateway-investment-agenda_en

[409] https://international-partnerships.ec.europa.eu/policies/global-gateway/eu-lac-global-gateway-investment-agenda_en

- 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.

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:

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| **Eligible participating organisations (Who can apply?)** | In order to be eligible, the applicants (**beneficiaries** and **affiliated entities**, if applicable) must:<br>• be **legal entities** (public or private bodies);<br>• be **active in the VET field or in the labour market**;<br><br>Participating organisations can be, for example (non-exhaustive list):<br>- VET providers<br>- Companies, industry, other employers or sector representative organisations<br>- National/regional qualification authorities<br>- Employment services<br>- Research institutes<br>- Innovation agencies<br>- Regional development authorities<br>- International organisations<br><br>• and must be established in one of the eligible countries, i.e. **EU Member State, third country associated to the Programme, third country not associated to the Programme from an eligible region.**<br><br>The eligible regions covered by this action are **Regions 1, 2[410], 3, 9, 10 and 11** (please see Part A of this Guide).<br><br>The **coordinator** must be an organisation **active in the VET field**. It applies on behalf of all participating organisations involved in the project. It cannot be an affiliated entity. **Organisations from third countries not associated to the Programme cannot be coordinators**.<br><br>Other entities may participate in other consortium roles, such as **associated partners**. **Exception**: organisations from Belarus and Russia are not eligible to participate in this action as associated partners. |

[410] Organisations from Belarus (Region 2) are not eligible to participate in this action.

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| **Consortium composition (Number and profile of participating organisations)** | Proposals must be submitted by a consortium of at least **4 applicants** (beneficiaries, not affiliated entities) **from minimum 3 eligible countries**:<br>• at least 2 EU Member States or third countries associated to the Programme;<br>  o each of these participating countries must involve at least 1 organisation.<br>• at least 1 eligible third country not associated to the Programme:<br>  o at least 2 organisations from the participating eligible third country/countries not associated to the Programme from the same region<br>  o Organisations from different eligible regions cannot participate in the same projects. Cross-regional projects are not eligible.<br>**The consortium must include at least one VET provider at <u>non-tertiary education level</u>.**<br>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 eligible third countries not associated to the Programme.<br>Affiliated entities and associated partners do not count for the consortium composition. |
| **Geographic location (Venue of the activities)** | Activities must take place in the **countries of the organisations participating in the project**.<br>If **duly justified** in relation to the objectives or implementation of the project:<br>▪ 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;<br>▪ 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 eligible third countries not associated to the Programme. |
| **Duration of the project** | Projects should normally last **24 or 36 months** (extensions are possible, if duly justified and through an amendment of the grant agreement). |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA) via the EU Funding & Tender Portal.<br>**Call IDs:**<br>• **ERASMUS-EDU-2025-CB-VET-WB** - Capacity building in VET in Western Balkans<br>• **ERASMUS-EDU-2025-CB-VET-NE** - Capacity building in VET in Neighbourhood East<br>• **ERASMUS-EDU-2025-CB-VET-SMC** - Capacity building in VET in South-Mediterranean Countries<br>• **ERASMUS-EDU-2025-CB-VET-SSA** - Capacity building in VET in Sub-Saharan Africa<br>• **ERASMUS-EDU-2025-CB-VET-LA** - Capacity building in VET in Latin America<br>• **ERASMUS-EDU-2025-CB-VET-CA** - Capacity building in VET in Caribbean<br>Before applying, please, see the relevant FAQs on the EU Funding & Tenders Portal. |
| **When to apply?** | Applicants have to submit the grant application by **27 February at 17:00:00 (Brussels time)**. |
| **How to apply?** | For information, please consult Part C of this Guide. |

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 criteria apply:

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| **Relevance of the project (maximum score 30 points)** | ▪ **Link to objectives, thematic areas and capacity building:** the proposal is clear and in line with the objectives and thematic areas of the action; in particular, the capacity building activities are clearly defined and aim at realistically reinforcing the capacities, principally of the participating organisations from third countries not associated to the Programme;<br>▪ **Regional priorities:** the proposal explicitly refers to and addresses the regional priorities, **including relevant policy documents listed under this action** (EU Africa Global Gateway investment package, EU-Latin America and Caribbean Global Gateway Investment agenda, Economic and Investment Plans and Torino process country reports (for relevant countries))**;**<br>▪ **EU Values**: The proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination. |
| **Quality of the project design and implementation (maximum score 30 points)** | ▪ **Local needs and context:** the proposal is based on a strong needs analysis of participating organisations, final beneficiaries and target groups from third countries not associated to the programme and is feasible in their local context(s);<br>▪ **Coherence:** the overall project design ensures consistency between project objectives and activities. 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;<br>▪ **Methodology:** the appropriateness and quality of the methodology proposed for addressing the needs identified;<br>▪ **Work plan:** 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, how are qualitative and quantitative indicators used for activities and deliverables;<br>▪ **Selection of participants:** the quality of arrangements for the selection of participants involved in the proposal activities in relation to inclusion and diversity objectives;<br>▪ **Recognition and validation:** the existence and quality of arrangements for the recognition and validation of participants' learning outcomes as well as the consistent use of European transparency and recognition tools (EQF[411], EQAVET[412], Europass[413], ESCO[414] and relevant competence frameworks such as DigComp[415], EntreComp[416], LifeComp[417], GreenComp[418]);<br>▪ **Quality control measures:** the existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget; |

[411] The European Qualifications Framework (EQF) | Europass

[412] EQAVET - European Quality Assurance in Vocational Education and Training - Employment, Social Affairs & Inclusion - European Commission (europa.eu)

[413] Europass digital tools | Europass

[414] ESCO (European Skills, Competences, Qualifications and Occupations)

[415] DigComp (Digital Competence Framework)

[416] EntreComp (The entrepreneurship competence framework)

[417] LifeComp (The European Framework for Personal, Social and Learning to Learn Key Competence)

[418] GreenComp (The European sustainability competence framework)

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| | ▪ **Cost-effectiveness:** the proposal is cost-effective and allocates appropriate resources to each activity; the budget is balanced and takes into account the aim of CB VET projects: to support the relevance, accessibility, and responsiveness of VET institutions and systems in third countries not associated to the Programme;<br>▪ **Mobility activities:** the appropriateness of measures for selecting and/or involving participants in mobility activities (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) – if applicable, i.e. if mobility activities are part of the application.<br>▪ **Innovation**: the proposal considers state-of-the-art methods, techniques and previous similar initiatives already carried out by the participating organisations; it leads to innovative results and solutions for its field in general, or for the geographical context in which the project is implemented |
| **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, experience and expertise to successfully deliver all aspects of the project.<br>• **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.<br>• **Collaboration:** 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)** | • **Impact:** the potential impact of the project:<br>o on participants and participating organisations, during (short term effects) and after the project lifetime (medium and long term effects);<br>o outside the organisations and individuals directly participating in the project, at local, regional, national and/or international levels;<br>o are impact indicators sound (specific, measurable, achievable, relevant and time-bound)?<br>• **Dissemination:** 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;<br>• **Exploitation:** the proposal demonstrates how the outcomes of the project will be used by the partners and other stakeholders. It describes exploitation measures within project lifetime and after;<br>• **Open access:** 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;<br>• **Sustainability:** 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. Were relevant, how the private sector will be engaged during and after the project funding. |

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 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').

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality of the project design and implementation'. When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

**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.

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 amount will be fixed by the granting authority on the basis of the estimated project budget, evaluation result, and a funding rate of **80%.**

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| The EU grant per project will vary from a **minimum of EUR 100 000 EUR to a maximum of EUR 400 000** |

Financial support to third parties in the form of grants or prizes is not allowed.

Costs for financial audits are not allowed.

Volunteer costs are allowed. They shall take the form of unit costs as defined in the to the Commission Decision on unit costs for volunteers[419].

[419] https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/unit-cost-decision-volunteers_en.pdf

SME unit costs for SME owners are allowed. They should take the form of the unit costs as defined in the Commission Decision on unit costs for SMEs owners[420].

**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:

- 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.);
- the proposal must describe the activities covered by each work package;
- 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);
- 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 grant parameters (maximum grant amount, etc.) will be fixed in the Grant Agreement. Please refer to Part C of this Programme Guide, section 'Eligible direct costs'.

The project achievements will be evaluated on the outcomes completed. This funding scheme will 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 EU Funding & Tenders Portal.

420 https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/unit-cost-decision-sme-owners-natural-persons_en.pdf

## CAPACITY BUILDING IN THE FIELD OF YOUTH

Capacity-building in the field of youth projects are international cooperation projects based on multilateral partnerships between organisations active in the field of youth in the EU and countries associated to the Programme, on the one hand, and in third countries not associated to the Programme, on the other hand. For the latter, this action targets exclusively countries in Region 1 (Western Balkans), Region 2 (Eastern Partnership), Region 3 (Southern Mediterranean) and Region 9 (Sub-Saharan Africa). Projects aim at supporting international cooperation in the field of youth and non-formal learning, as a driver of sustainable socio-economic development and well-being among youth organisations and young people.

**OBJECTIVES OF THE ACTION**

The action targets organisations active in the field of youth and aims at:

- raising the capacity of organisations working with young people outside formal learning;
- promoting non-formal learning activities in the eligible third countries not associated to the Programme, especially in organisations that target young people with fewer opportunities, and foster the participation of young people in all their diversity, with a view to improving their level of competences and opportunities to act, thus enabling them to ensure the active participation of young people in society;
- supporting the development of youth work in the eligible third countries not associated to the Programme, improving its quality and recognition;
- fostering the development, testing and launching of schemes and programmes allowing organisations to enhance non-formal learning mobility in the eligible third countries not associated to the Programme;
- supporting organisations in the eligible third countries not associated to the Programme to contribute to the implementation of the EU Youth Strategy (2019-2027) including the 11 European Youth Goals; the European Youth Work Agenda; the Youth Action Plan in the EU External Action (2022-2027), including the Africa-Europe Youth Academy; and to the follow-up of the European Year of Skills launched in 2023;
- fostering cooperation through joint initiatives between youth organisations of, on the one hand, EU Member States and third countries associated to the programme, and, on the other hand, third countries not associated to the programme in the different regions of the world eligible for this action;
- fostering participation of smaller organisations, as well as organisations from remote areas and smaller localities
- enhancing synergies and complementarities of youth organisations working with young people outside formal learning with formal education systems and/or the labour market.

**ADDITIONAL SPECIFIC OBJECTIVES FOR PROJECTS TARGETING REGION 9 (SUB-SAHARAN AFRICA)**

The general objectives outlined in the section above also apply to projects targeting Region 9. In addition, for Region 9 only, this action will also contribute to achieving the goals of the Youth Mobility for Africa flagship initiative[421]. This initiative is part of the Global Gateway Africa-Europe Investment Package to increase strategic engagement between the EU and Africa on learning mobility and youth on both continents. The initiative contributes to the Youth Action Plan in External Action (2022-2027) and the commitments made at the 6th EU-African Union Summit in 2022.

In this framework, Capacity Building in the field of youth, targeting Sub-Saharan Africa, aims also to support projects that promote the mobility of young people with a view to promoting their active participation in society as well as to helping them acquire and develop competences for life and for their professional future.

**THEMATIC AREAS**

Proposals should focus on supporting youth organisations working with young people outside formal learning in one or more of the following thematic areas:

- political participation, civic engagement and dialogue with decision-makers;
- inclusion of young people with fewer opportunities;

[421] https://international-partnerships.ec.europa.eu/policies/global-gateway/youth-mobility-africa_en

- democracy, rule of law and values, youth leadership;
- empowerment / engagement / employability of young people;
- peace and post-conflict reconciliation;
- environment and climate;
- anti-discrimination and gender equality;
- digital and entrepreneurial skills.

**ACTIVITIES**

**Activities relevant for projects targeting all eligible regions**

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. Importantly, in the context of this international action, project activities must focus on building and strengthening the capacities of **youth organisations, so that they are better equipped to support 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 of** youth organisations working with young people outside formal learning 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 active on 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 by youth organisations, particularly in eligible third countries not associated to the Programme, of information and awareness campaigns, as well as the development of information, communication and media tools;
- help youth organisations, particularly in eligible third countries not associated to the Programme, to develop youth work methods, tools and materials, including encouraging initiatives of co-creation and co-design of projects, allowing participatory project creation;
- help youth organisations, particularly in eligible third countries not associated to the Programme, to 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 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

**Additional compulsory activities for projects targeting Region 9 (Sub-Saharan Africa)**

For proposals targeting Region 9, Youth Exchanges **and/or** Youth Participation Activities must be included in the application, as described below.

*Youth Exchanges*[422]

Youth Exchanges are meetings of groups of young people[423] from different countries – for this action, from EU Member States and third countries associated to the Programme, on the one hand, and from Sub-Saharan Africa countries, on the other hand - who gather for a short period to implement jointly a non-formal learning programme (workshops, exercises, debates, role-plays, simulations, outdoor activities, etc.) on a topic of their interest[424]. A quality Youth Exchange:

- is based on clearly identified needs of the young participants; it relies on their active and direct involvement the preparation, implementation and follow up of the activities;
- involves diverse groups of participants and builds on this diversity;
- encourages the participants to reflect on topics of common interest and values;
- must have in place effective procedures and arrangements to promote and guarantee the safety, protection and non-discrimination of the participants, especially in case of underage participants;
- ensures the recognition by the participating organisations of the non-formal and informal learning outcomes of the participants.

*Youth Participation Activities*
Activities outside formal education and training that encourage, foster and facilitate young people's participation in democratic life. They consist of workshops, meetings, seminars or other events gathering young people from different countries (both from Sub-Saharan Africa and from EU Member States and third countries associated to the Programme) and offering them space for information, debate and active participation on issues relevant to their daily lives. These activities aim to:

- provide young people with opportunities to engage and learn to participate in civic society;
- raise their awareness about common values and fundamental rights and contribute to the achievement of one or more of the 11 EU Youth Goals[425];
- increasing young people's resilience to disinformation, misinformation and propaganda;
- empower young people to have influence on policies that affect their lives, by bringing them together with decision makers at local, regional, national and international level.

**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[426] 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

[422] Applicants who wish to organise Youth Exchanges with Regions 1, 2 and 3 are reminded that that is possible through Key Action 1 – See section "Learning mobility in the field of Youth" of this programme guide.
[423] For this action, between 18 and 30 years old.
[424] The following activities are not possible: 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.
[425] https://youth.europa.eu/strategy/european-youth-goals_en
[426] 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.

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; define practical arrangements and confirmation of the target group(s) for the envisaged activities; set up agreements with partners and write the proposal etc.;
- **Implementation and monitoring of activities**: carry out the project implementation according to plans fulfilling requirements for reporting and communication; monitor ongoing activities and assessing project performance against project plans; identify and taking corrective action to address deviations from plans and to address issues and risks; identify non-conformities with the set quality standards and taking corrective actions etc.;
- **Review and impact assessment**: assess project performance against project objectives and implementation plans; evaluate the activities and their impact at different levels, share and use the project's results, etc.

**Horizontal aspects to be considered when designing a 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:

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| **Who can apply?** | In order to be eligible, the applicants (beneficiaries and affiliated entities, if applicable) must be:<br><br>- legal entities:<br><br>• NGOs (including European Youth NGOs and national Youth Councils) working in the field of youth or<br>• public bodies at local, regional or national level working in the field of Youth;<br>• other public or private organisations may also participate but not as coordinator.<br><br>- legally established in an EU Member State or third country associated to the Programme, or in third countries not associated to the Programme from regions 1 (Western Balkans), Region 2 (Neighbourhood East[427]), Region 3 (South Mediterranean countries) or region 9 (Sub-Saharan Africa)[428]. Please see section "Eligible Countries" in Part A of Programme Guide.<br><br>The same organisation can submit as coordinator only one application by the deadline per region within the same call. |
| **Consortium composition (Number and profile of participating organisation)** | Proposals must be submitted by a consortium of at least 4 applicants (beneficiaries, not affiliated entities), which complies with the following conditions:<br><br>• minimum 1 legal entity from an EU Member State or third country associated to the Programme;<br><br>• minimum 2 legal entities from 2 different eligible third countries not associated to the Programme belonging to the same eligible Region mentioned above in "Who can apply".<br><br>o Organisations from different eligible regions cannot participate in the same projects. Cross-regional projects are not eligible.<br><br>Affiliated entities and associated partners do not count for the consortium composition. |
| **Geographical location (venue of the activities)** | Activities must take place in the countries of the applicant organisations (coordinator, beneficiaries and affiliated entities if any).<br><br>In duly justified cases, activities can also take place in other eligible countries of this action. |
| **Duration of the project** | Projects should normally last between 12 and 36 months (extensions are possible, if duly justified and through an amendment). |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA).<br><br>Call ID: ERASMUS-YOUTH-2025-CB |
| **When to apply?** | Applicants have to submit their grant application by **6 March at 17:00:00** (Brussels time). |

[427] Organisations from Belarus are not eligible to participate in this action. Organisations from Armenia and Azerbaijan are eligible to participate, but not as coordinators.

[428] Organisations from Sub-Saharan African countries are eligible to participate, but not as coordinators.

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

**AWARD CRITERIA**

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| **Relevance of the project (maximum score 30 points)** | ▪ The relevance of the proposal to the objectives of the Action;<br>▪ The proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>▪ The extent to which:<br>o the needs analysis is based on verifiable general and specific data linking to the concrete realities of applicants, partners and target groups;<br>o the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups;<br>o the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations;<br>o the capacity-building activities are clearly defined and aim at reinforcing the capacities of the participating organisations;<br>o the project improves the capacity of youth organisations, particularly in eligible third countries not associated to the programme, to involve young people with fewer opportunities.<br>For projects targeting Region 9 only: the relevance of the Youth Exchanges or the Youth Participation Activities for the overall capacity building goals of the project. |
| **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;<br>▪ The appropriateness and quality of the methodology proposed for addressing the needs identified;<br>▪ The consistency between project objectives and activities promoted;<br>▪ 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;<br>▪ The quality of the non-formal learning methods proposed;<br>▪ 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;<br>▪ The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget;<br>▪ The extent to which the project is cost-effective and allocates appropriate resources to each activity.<br>▪ The evidence justifying the need and 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.)<br>▪ For projects targeting Region 9 only: the appropriateness of the measures to ensure the quality of the Youth Exchanges or Youth Participation Activities and the safety and protection of participants and the consideration of actual obstacles to mobility (for example the visa process); the application of the principle of active youth participation and the planned involvement of participants in all phases of the Youth Exchanges or Youth Participation Activities; and the measures to be taken by the participating organisations to ensure a solid learning dimension of the youth exchanges and the recognition of learning outcomes. |

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| **Quality of the partnership and the cooperation arrangements (maximum score 20 points)** | ▪ The extent to which:<br>- 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;<br>- the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations.<br>▪ 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;<br>▪ The potential impact of the project:<br>- on participants and participating organisations, during and after the project lifetime;<br>- as regards the capacity acquired by participating organisations to empower young people and foster their active involvement in activities implemented outside the project;<br>- outside the organisations and individuals directly participating in the project, at local, regional, national and/or international levels.<br>▪ 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;<br>▪ If relevant, the description of how the materials, documents and media produced will be made freely available and promoted through open licences, without disproportionate limitations;<br>▪ 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.<br>▪ For projects targeting Region 9 only: the extent to which the Youth Exchanges or Youth Participation Activities brings a real benefit to the participating organisations and the individual participants involved, and has a potential broader impact (e.g. on the local, regional, national or transnational level). |

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").

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality of the project design and implementation". When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

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.

**EXPECTED IMPACT**

The granted projects should demonstrate their expected impact by improving the capacity of youth organisations, particularly in eligible third countries not associated to the Programme to:

- contribute to the 'Engage-Connect-Empower' priorities of the EU Youth Strategy 2019-2027 and the European Youth Work Agenda.
- building on outcomes of the European Youth Goals, the Youth Dialogue and other youth projects;
- improve 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;
- improve the entrepreneurial and innovative capacities of young people in eligible third countries not associated to the Programme;
- work transnationally while ensuring inclusiveness, solidarity and sustainability;
- promote and contribute to transnational learning and cooperation between young people and decision makers, in particular in the eligible third countries not associated to the Programme;
- upscale 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;
- link their 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;
- demonstrate inclusion and accessibility of target groups with fewer opportunities and individuals in third countries not associated to the Programme;
- develop 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;
- disseminate their results in an effective and attractive way among young people involved in youth organisations;
- for projects targeting Region 9 only, and in line with the objectives of the flagship initiative on youth mobility for Africa, the planned Youth Exchanges or Youth Participation Activities should support the empowerment of African youth, e.g. for sustainable employability and active citizenship, as well as increase policy dialogue, coordination and valorisation of cooperation between African and European partners.

**WHAT ARE THE FUNDING RULES?**

The grant will be a lump-sum grant. This means that it will reimburse a fixed amount, based on a lump sum or financing not linked to costs. The amount will be fixed by the granting authority on the basis of the estimated project budget and a funding rate of 80%.

**Projects targeting regions 1, 2 and 3:** the maximum EU contribution per project is EUR 300 000.

**Projects targeting Region 9 (Sub-Saharan Africa):** the maximum EU contribution per project is EUR 450 000, including the Youth Exchanges and Youth Participation Activities.

Financial support to third parties in the form of grants or prizes is not allowed.

Volunteers' costs are not allowed.

**HOW IS THE PROJECT LUMP SUM DETERMINED?**

- The budget should be detailed as necessary by beneficiary/-ies and organized in coherent work packages[429] (for example divided into 'project management', 'training', 'organization of events', 'mobility preparation and implementation', 'communication and dissemination', 'quality assurance', etc.);

[429] A work package is defined as a set of activities contributing to the achievement of common specific objectives.

- The proposal must describe the activities covered by each work package;
- 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);
- 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).

For projects targeting Region 9 only: applications must include a specific work package per Youth Exchange or Youth Participation Activity. The budget of this work package must be consistent with the projects´ proposed outputs in terms of number of mobilities, with due consideration of all other factors; the duration of the proposed activities; the travel costs; and the possible exceptional costs incurred.

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 authorizing officer will establish the amount of the lump sum, considering the findings of the assessment. 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 EU Funding & Tenders Portal.

## 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 in Region 1 (Western Balkans) and Region 2 (Neighbourhood East). 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 (through 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 or from Region 2.

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 before the project proposal is selected for funding[430] - project identification and initiation, project preparation, design and planning, project implementation and monitoring of activities and 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 a 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**

Erasmus+ seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, the 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.

**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

[430] 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.

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.

**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:

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| **Who can apply?** | In order to be eligible, the applicants (beneficiaries and affiliated entities, if applicable) must:<br>- be legal entities (public or private bodies)<br>- be active in the field of sport<br>- be established in an EU Member State or third country associated to the Programme or in third country not associated to the Programme from Region 1 (Western Balkans) or Region 2 (Neighbourhood East) [431].<br>The coordinator of the consortium must be a non-for-profit organisation.<br>Such organisations can, for example, be:<br>• a public body in charge of sport at local, regional or national level;<br>• a sport organisation at local, regional, national, European or international level;<br>• a National Olympic Committee or National Sport confederation;<br>• an organisation representing the 'sport for all' movement;<br>• an organisation active in the field of physical activity promotion;<br>• an organisation representing the active leisure sector. |

[431] Organisations from Belarus are not eligible to participate in this action. Organisations from Armenia and Azerbaijan are eligible to participate, but not as coordinators.

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| **Consortium composition** | Capacity Building projects are transnational and involve at least **4 organisations from minimum 3 countries and respect the following conditions**.<br><br>- A minimum of 1 and a maximum of 2 organisations from EU Member States or third countries associated to the Programme. If 2 organisations are involved, they cannot be from the same EU Member State or third country associated to the Programme.<br>- A minimum of 2 organisations from at least 1 eligible third country not associated to the Programme from Region 1 (Western Balkans) or Region 2 (Neighborhood East). Organisations from Region 1 and Region 2 cannot participate in the same proposal (i.e. partnerships including Regions 1 and 2 are not eligible).<br><br>The number of organisations from EU Member States and third countries associated to the Programme cannot be higher than the number of organisations from third countries not associated to the Programme. Affiliated entities and associated partners do not count for the consortium composition. |
| **Geographical location (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:<br><br>- 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;<br>- 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 should normally last between 12 and 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. Extensions are possible if duly justified and through an amendment of the Grant Agreement. |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA).<br>Call ID: ERASMUS-SPORT-2025-CB |
| **When to apply?** | Applicants have to submit their grant application by **5 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.

**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**

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| **Relevance of the project (maximum score 30 points)** | • relevance of the proposal to the objectives of the Action;<br>• the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination;<br>• the extent to which:<br>  ○ the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups;<br>  ○ the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations;<br>  ○ 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)** | • clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination;<br>• appropriateness and quality of the methodology proposed for addressing the needs identified;<br>• consistency between project objectives and activities proposed;<br>• 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;<br>• quality of the non-formal learning methods proposed, if any;<br>• existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget;<br>• 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:<br>• 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;<br>• the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations;<br>• 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)** | • quality of measures for evaluating the outcomes of the project;<br>• potential impact of the project:<br>  ○ on participants and participating organisations, during and after the project lifetime;<br>  ○ outside the organisations and individuals directly participating in the project, at local, regional, national and/or international levels;<br>• 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;<br>• 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;<br>• 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). Furthermore, they must score at least half of the maximum score points in each of the categories of the award criteria mentioned above.

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality of the project design and implementation'. When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

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.

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| The EU grant per project should vary between **EUR 100 000 and EUR 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:

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 co-financing rate of 80% will be applied to the total estimated eligible costs determined after evaluation.

The grant parameters (maximum grant amount, 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 EU Funding & Tenders Portal.

## 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 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.

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 Erasmus+ grant, project proposals for Not-for-profit European Sport Events must comply with the following criteria:

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| **Who can apply?** | In order to be eligible, the applicants (beneficiaries and affiliated entities, if applicable) must:<br><br>- be legal entities (public or private bodies);<br>- be established in EU Member State or third country associated to the Programme;<br>- be active in the field of sport.<br><br>For example, such organisation can be (non-exhaustive list):<br><br>• a public body in charge of sport at local, regional or national level;<br>• a sport organisation at local, regional, national, European or international level;<br>• a National Olympic Committee or National Sport confederation;<br>• an organisation representing the 'sport for all' movement;<br>• an organisation active in the field of physical activity promotion;<br>• an organisation representing the active leisure sector;<br>• an organisation active in the field of education, training or youth. |

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| **Consortium composition** | A Not-for-profit European Sport Event is transnational and involves:<br>• **For the European local event (Type I – EUR 200.000)**: at least 3 organisations from 3 countries and at most 5 organisations from 5 countries which are EU Member States or third countries associated to the Programme<br>• **For the European local event (Type II – EUR 300.000)**: a minimum of 6 organisations coming from 6 different EU Member States or third countries associated to the Programme.<br>• **For the European-wide event (EUR 450.000)**: a minimum of 10 organisations (1 single applicant + 9 participating organisations presented as associated partners) coming from 10 different EU Member States or third countries associated to the Programme.<br>The consortium composition must meet the requirement for the grant requested. |
| **Eligible activities** | **For the European local events (Type I and II)** not-for-profit sport events must take place in each EU Member State or third country associated to the Programme involved in the Not-for-profit European Sport Event.<br>**For the European-wide event,** the eligible activity is a unique sport event taking place in the country of establishment of the applicant or, if duly justified in the application, one of the participating organisations |
| **Duration of project** | Projects should normally last 12 or 18 months, based on the objective of the project and on the type of activities foreseen over time. Extensions are possible, if duly justified and through an amendment of the grant agreement. |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA).<br>Call ID: ERASMUS-SPORT-2025-SNCESE. |
| **When to apply?** | Applicants have to submit their grant application by **5 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:<br>• the proposal is relevant for objectives and priorities of the Action;<br>• the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>• the proposal is based on a genuine and adequate needs analysis;<br>• the proposal is innovative;<br>• the proposal is complementary to other initiatives already carried out by the participating organisations;<br>• 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:<br>• the project work plan is clear, complete and effective, including appropriate phases for preparation, implementation, monitoring, evaluation and sharing project results;<br>• the project is cost-effective and allocates appropriate resources to each activity;<br>• the proposed methodology is clear, adequate and feasible;<br>• the project proposes relevant quality control measures to ensure that the project implementation is of high quality, completed in time and on budget;<br>• 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:<br>• the project involves an appropriate mix of participating organisations in terms of profile and expertise to successfully complete all project objectives;<br>• the proposed allocation tasks demonstrates the commitment and active contribution of all participating organisations;<br>• the proposal includes effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders. |

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| **Impact (maximum score 30 points)** | The extent to which:<br>• the project proposal includes concrete and logical steps to integrate the project results in the regular work of participating organisation;<br>• the project has the potential to positively impact its participants and participating organisations, as well as the wider community;<br>• 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;<br>• the project proposal includes appropriate plans and methods to evaluate the project outcomes;<br>• 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;<br>• 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 score points in each of the categories of the award criteria mentioned above.

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality of the project design and implementation'. When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

**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 eligible countries to a maximum of 5 organisations coming from 5 different eligible countries. | EUR 200 000 |
| | **Type II**: a minimum of 6 organisations coming from 6 different eligible countries. | EUR 300 000 |
| **European-wide events**: one event with at least 10 participating organisations from at least 10 different eligible countries (including the applicant organisation). | | EUR 450 000 |

a) **For the European-local event (Type I): EUR 200 000**

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): EUR 300 000**

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: EUR 450 000**

Proposals concern mono-beneficiary projects, which means that the funding can only be allocated to the single applicant organisation. The participating organisations are not considered to be project partners. As associated partners, they cannot receive any funding from the Programme as part of the project.

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 EU Funding & Tenders Portal.

## 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 implementation of existing policies and 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, foster quality assurance, digital credentialing, 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.

**OBJECTIVES OF THE ACTION**

European Youth Together projects aim to create cooperation, enabling young people across Europe to set up joint projects, organise exchanges and promote trainings (e.g. for youth leaders/ youth workers) through both physical and online activities. The action will support transnational partnerships for youth organisations from both grassroots and large-scale level, aiming to reinforce the European dimension of their activities.

Important thematic priorities are working with and promoting the EU Youth Strategy 2019-2027[432] and the European Youth Goals. The European Youth Goals are also reflected in the President von der Leyen Commission's political guidelines[433]. Project proposals may also treat the legacy of the European Year of Youth 2022 (e.g., exploration of youth check or youth mainstreaming processes) and the outcomes of the 'Conference for the Future of Europe'.

Youth networks should consider ways of forging solidarity and inclusiveness in the recovery from the COVID-19 pandemic.

**SPECIFIC OBJECTIVES**

The action seeks to specifically support at least one of the following specific objectives:

- 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 2019-2027, the European Youth Goals, the EU Youth Dialogue and the European Year of Youth 2022 legacy (e.g. youth participation, youth mainstreaming, youth check processes).
- the promotion of the six core EU values[434] that form the basis of our society: Respect for human dignity; Freedom; Democracy; Equality, Rule of law and Respect for human rights, including those of minorities.
- youth organisations involved in initiatives to encourage young people to participate in the democratic process and in society by organising trainings, showcase commonalities among young Europeans and encourage discussion and debate on their connection to the EU, its values and democratic foundations. This includes organising events linked to the promotion of participation of under-represented groups of young people in politics, youth organisations and other civil society organisations by engaging youth with fewer opportunities such as vulnerable and socio-economic disadvantaged youth;
- new ways to empower youth organisations, 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 grassroots youth organisations, including activities on how to live better together and helping to design sustainable future ways of living transnationally, in line with the European Green Deal and the New European Bauhaus initiative[435].

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[432] 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

433 See https://ec.europa.eu/commission/presscorner/detail/en/IP_19_5542

434 https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:12012M002&from=EN

**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 and to contribute to the development and implementation of the EU Youth Strategy, policy formulation and interaction with major stakeholders in the field of Youth.

Mobility activities for young people may 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 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 and principles of value for money. 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[436].

**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:

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| **Eligible participating organisations (Who can apply?)** | In order to be eligible, the applicants (beneficiaries and affiliated entities, if applicable) must be:<br><br>- legal entities established in an EU Member State or third country associated to the Programme:<br><br>• NGOs (including European Youth NGOs and national Youth Councils) working in the field of youth<br>• public bodies at local, regional or national level working in the field of youth<br>• for-profit organisations may also participate but not as coordinator.<br><br>Beneficiaries can, for example, be:<br><br>• a non-profit organisation, association, NGO (including European Youth NGOs);<br>• a national Youth Council;<br>• a public authority at local, regional or national level;<br>• an education or research institution;<br>• a foundation.<br><br>The same organisation can submit only one application as coordinator by the deadline. |
| **Consortium composition (Number and profile of participating organisation)** | Proposals must be submitted by a consortium of minimum of 5 applicants (beneficiaries, not affiliated entities) from at least 5 EU Member States and/or third countries associated to the Programme.<br><br>Associated partners are allowed. Affiliated entities and associated partners do not count towards the minimum eligibility criteria for the consortium composition. |

[436] Implementation guidelines - Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy - https://erasmus-plus.ec.europa.eu/document/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity-strategy

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| **Geographic location (Venue of the activities)** | Activities must take place in an EU Member State or third country associated to the Programme. |
| **Duration of the project** | Projects should normally last 24 months (extensions are possible, if duly justified and through an amendment). |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA), based in Brussels.<br><br>Call ID: ERASMUS-YOUTH-2025-YOUTH-TOG |
| **When to apply?** | Applicants have to submit their grant application by **6 March at 17:00:00** (Brussels time). |
| **How to apply?** | For information, please consult Part C of this Guide. |

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.

**<u>Horizontal aspects to be considered when designing a project:</u>**

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.

**AWARD CRITERIA**

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| **Relevance of the project (maximum score 30 points)** | • **Purpose and EU added value:** the proposal establishes and develops an EU added-value project that supports policies at EU level relevant for youth – most notably the EU Youth Strategy 2019-2027, e.g. supporting the creation/implementation of policies, policy discussion, and collaboration with youth stakeholders in line with the EU Youth Strategy 2019-2027, the legacy of the European Year of Youth 2022 and the European Youth Work Agenda.<br>• **EU Values**: The proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>• **Objectives**: the proposal objectives are relevant to at least one of 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.<br>• **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.<br>• **Youth engagement**: the proposal demonstrates an active engagement of the partnership with a diverse youth population including those from remote/rural areas and/or with fewer opportunities. |
| **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.<br>• **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.<br>• **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. |

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| **Quality of the partnership and the cooperation arrangements (maximum score 20 points)** | • **Partnership profile:** 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.<br>• **Geographic spread**: the partnership demonstrates capacity to reflect the European economic, social and/or cultural diversity through its geographic spread so as to ensure a truly pan European cooperation.<br>• **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.<br>• **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; young people are suitably involved in all stages of the project implementation.<br>• **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. |
| **Impact (maximum score 20 points)** | • **Impact & Sustainability**: The proposal identifies pathways for contributing to at least one of the expected impact areas of the action. The steps towards the achievement of the expected impact(s) of the project are clearly identified, logical and credible. Moreover, the project outcomes will have positive and tangible impact on participants and partner organisations. In particular, the project is likely to contribute 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 proposal identifies how the outcomes of the project could potentially contribute to changes at system level in the youth sector both within the project lifetime and beyond, to enable long lasting cooperation at EU level and/or inspire new EU youth policies and initiatives.<br>• **Communication & 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. All measures are proportionate to the scale of the project, and contain concrete actions to be implemented both during and after the end of the project. |

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').

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the combined criteria 'Quality'. When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

**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 EU Youth Dialogue, the European Year of Youth 2022 legacy and other youth debate projects and opinion surveys related to the future of Europe such as the European Youth Work Agenda[437] and linking them to policy development at local/regional/national/European level;
- 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 young people who are not affiliated to youth structures or those with fewer opportunities, so as to pave the way for more systematic partnerships.

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.

**WHAT ARE THE FUNDING RULES?**

The grant will be a lump-sum grant[438]. This means that it will reimburse a fixed amount, based on a lump sum or financing not linked to costs. The amount will be fixed by the granting authority on the basis of the estimated project budget, evaluation result and a funding rate of 80%.

Maximum EU contribution per project: EUR 500 000

Financial support to third parties (FSTP) is allowed for grants and prizes under the following conditions:

- the calls must be open, published widely and conform to EU standards concerning transparency, equal treatment, conflict of interest and confidentiality
- the calls must remain open for at least two months
- the outcome of the call must be published on the participants' websites, including a description of the selected projects, award dates, project durations, and final recipient legal names and countries
- the calls must have a clear European dimension.

Financial support to third parties will be accepted in projects which allow for young people themselves to set up joint projects.

[437] EUR-Lex - 42020Y1201(01) - EN - EUR-Lex (europa.eu)

[438] Decision of 18/10/2022 authorising the use of lump sum contributions and unit contributions under the Erasmus+ Programme 2021-2027.

The project application must clearly specify why financial support to third parties is needed, how it will be managed and provide a list of the different types of activities for which a third party may receive financial support. The proposal must also clearly describe the results to be obtained.

The maximum amount per FSTP is EUR 60 000.

Volunteers are not allowed.

**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 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 EU Funding & Tenders Portal.

**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 spreading 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 are managed by the European Education and Culture Executive Agency (EACEA).

## JEAN MONNET ACTIONS IN THE FIELD OF HIGHER EDUCATION

Jean Monnet Actions in Higher Education support **teaching and research** in the field of European Union studies worldwide.

European Union studies refer to the teaching, learning and research about the European Union, its history, aims, structures, functions and/or its policies.

By focussing on the European Union dimension, Jean Monnet activities should promote active European citizenship and the foundational values of the European Union: respect for human dignity, freedom, democracy, equality, rule of law and respect for human rights, including the rights of persons belonging to minorities (Article 2 of the Treaty on European Union[439]).

In the case of European Union policies, Jean Monnet actions must contribute to spreading knowledge about how these policies can benefit the daily lives of citizens in the EU and/or abroad and/or how these can influence the policy-making systems in similar fields, either at the Member State level or abroad at a national, regional or global level. A very clear link between the subject of the proposal and the EU policy and/or EU topic that it refers to should be displayed.

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.

Jean Monnet actions contribute to boost the offer of teaching, learning and research on Science, Technology, Engineering and Maths (STEM) with linkages to the related European Union policies.

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 and facilitate career development on EU studies for next generation;
- foster dialogue between the academic world and society, including local, regional, state and EU 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 policymaking 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;
- 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 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 or Centres of Excellence.**

- **Modules** are short teaching programmes or courses in the field of European Union studies 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

[439] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A12016M002

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, Chair holders and Centre of Excellence participants) are requested to organise activities and events that 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**:

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| **Eligible participating organisations (Who can apply?)** | In order to be eligible, the applicants (beneficiaries and affiliated entities, if applicable) must be:<br>- a higher education institution (HEI); and<br>- established in an EU Member State, third country associated to the Programme or a third country not associated to the Programme.<br><br>HEIs established in EU Member States and third countries associated to the Programme must be holders of the ECHE Certificate (Erasmus Charter for Higher Education).<br><br>Only applications by single applicants are allowed.<br><br>Exception**:** organisations from Belarus (Region 2) and the Russian Federation (Region 4) are not eligible to participate in this action. |
| **Eligible activities** | 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).<br><br>Teaching hours are taken to include direct contact hours in the context of group lectures, seminars and tutorials and may include any of the aforementioned in a distance learning format, but do not include individual instruction and/or supervision. For Modules, summer courses are eligible. |
| **Geographic location (Venue of the activities)** | Activities must take place in eligible countries (see Part A of this Guide). |
| **Duration of the project** | Projects should normally last 36 months (extensions are possible, if duly justified and through an amendment of the grant agreement). |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA).<br><br>Call ID: ERASMUS-JMO-2025-MODULE |
| **When to apply?** | Applicants must submit their grant application by **12 February at 17:00:00 (Brussels time).** |

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| How to apply? | For information, please consult Part C of this Guide. |

The following eligibility criteria apply for **Jean Monnet Chairs**:

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| **Eligible participating organisations (Who can apply?)** | In order to be eligible, the applicants (beneficiaries and affiliated entities, if applicable) must be:<br>- a higher education institution (HEI); and<br>- established in an EU Member State or third country associated to the Programme or in a third country not associated to the Programme.<br>HEIs established in EU Member States and third countries associated with the Programme must be holders of the ECHE Certificate.<br>Only applications by single applicants are allowed.<br>Exception: organisations from Belarus (Region 2) and the Russian Federation (Region 4) are not eligible to participate in this action. | |
| **Eligible activities** | A Jean Monnet Chair must be taught for a minimum of 90 teaching hours per academic year in the field of European Union studies (as described in the Programme Guide) at the applicant Higher Education Institution by the Chair holder, who must be a permanent staff member at the applicant institution.<br>Teaching hours are taken to include direct contact hours in the context of group lectures, seminars and 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 not eligible. | |
| **Geographic location (Venue of the activities)** | Activities must take place in eligible countries (see Part A of this Guide). | |
| **Duration of project** | Projects should normally last 36 months (extensions are possible if duly justified and through an amendment of the grant agreement). | |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA).<br>Call ID: ERASMUS-JMO-2025-CHAIR | |
| **When to apply?** | Applicants must submit their grant application by **12 February at 17:00:00 (Brussels time)**. | |
| | **How to apply?** | For information, please consult Part C of this Guide. |

The following eligibility criteria apply for **Jean Monnet Centres of Excellence:**

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| **Eligible participating organisations (Who can apply?)** | In order to be eligible, the applicants (beneficiaries and affiliated entities, if applicable) must be:<br>- a higher education institution (HEI); and<br>- established in an EU Member State or third country associated to the Programme or in a third country not associated to the Programme.<br>HEIs established in EU Member States and third countries associated with the Programme must be holders of the ECHE Certificate.<br>Only one Jean Monnet Centre of Excellence will be supported at the same time in any participating HEI.<br>Only applications by single applicants are allowed.<br>Exception: organisations from Belarus (Region 2) and the Russian Federation (Region 4) are not eligible to participate in this action. |
| **Geographic location (Venue of the activities)** | Activities must take place in eligible countries (see Part A of the Guide). |
| **Duration of project** | Projects should normally last 36 months (extensions are possible, if duly justified and through an amendment of the grant agreement). |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA).<br>Call ID: ERASMUS-JMO-2025-COE |
| **When to apply?** | Applicants must submit their grant application by **12 February at 17:00:00 (Brussels time)**. |
| **How to apply?** | For information, please consult Part C of this Guide. |

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 award criteria below apply for **Jean Monnet Modules:**

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| **Relevance of the project (maximum score 25 points)** | The extent to which the proposal meets the objectives of the Jean Monnet action:<br>• addresses EU Studies (as described in the introductory paragraph)<br>• fosters dialogue between the academic world and society, including local, regional, state and EU level policymakers, civil servants, civil society actors, representatives of the different levels of education and of the media<br>• generates knowledge and insights that can support EU policymaking and strengthen the role of the EU in a globalised world<br>• 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.<br><br>The extent to which the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br><br>The extent the proposal reaches priority target groups:<br>• higher education students of European Union Studies (as described in the introductory paragraph)<br>• higher education students who do not automatically come into contact with EU studies (in fields beyond law, economics, and political sciences)<br>• 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.<br><br>The extent to which the work programme:<br>• 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;<br>• demonstrates coherence with the project objectives and activities.<br><br>Monitoring and evaluation strategy. |
| **Quality of the partnership and cooperation arrangements (maximum score 25 points)** | Level of competence and added value of the team.<br><br>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. |

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| **Impact (maximum score 25 points)** | The expected impact of the project by having long lasting effects:<br><br>• on the institution hosting the Jean Monnet Action;<br>• on the students and learners benefiting from the Jean Monnet Action;<br>  o improved or innovative curricula;<br>  o increased capacity to attract excellent students;<br>  o reinforced cooperation with partners from other countries;<br>  o increased allocation of financial resources to teaching and research on EU subjects within the institution;<br>  o increased capacity to teach and research on EU subjects;<br>• on other organisations and individuals involved at local, regional, national, and/or European levels.<br><br>Dissemination and communication:<br><br>• The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action:<br>  o spreading the word<br>  o raising awareness of projects and results, enhancing visibility of participants and organizations<br>  o reaching out to groups outside the higher education institutions<br>  o transferability and translation into new policies and improved practices.<br>• The extent to which the dissemination tools foreseen will reach the target audience via:<br>  o media exposure (including social media, publications, etc.);<br>  o events.<br><br>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. Furthermore, they must score at least 15 points in each of the categories of the award criteria mentioned above.

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality of the project design and implementation". When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

The award criteria below apply for **Jean Monnet Chairs**:

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| **Relevance of the project (maximum score 25 points)** | The extent to which the proposal meets the objectives of the Jean Monnet action:<br>• addresses European Union Studies (as described in the introductory paragraph),<br>• fosters dialogue between the academic world and society, including local, regional, state and EU level policy-makers, civil servants, civil society actors, representatives of the different levels of education and of the media,<br>• generates knowledge and insights that can support EU policy-making and strengthen the role of the EU in a globalised world,<br>• 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.<br><br>The extent to which the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br><br>The extent the proposal reaches priority target groups:<br>• higher education students of European Union Studies (as described in the introductory paragraph),<br>• higher education students who do not automatically come into contact with EU studies (as described in the introductory paragraph),<br>• 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.<br><br>The extent to which the work programme:<br>• 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,<br>• demonstrates coherence with the project objectives and activities.<br><br>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).<br>• 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.<br>• Evidence of the level of experience in research in EU subjects. |

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| **Impact (maximum score 25 points)** | The expected impact of the project by having long lasting effects<br><br>• on the institution hosting the Jean Monnet Action,<br>• on the students and learners benefiting from the Jean Monnet Action:<br>  o improved or innovative curricula,<br>  o increased capacity to attract excellent students,<br>  o reinforced cooperation with partners from other countries,<br>  o increased allocation of financial resources to teaching and research on EU subjects within the institution,<br>  o increased capacity to teach and research on EU subjects.<br>• on other organisations and individuals involved at local, regional, national, and/or European levels.<br><br>Dissemination and communication:<br><br>• The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action:<br>  o spreading the word,<br>  o raising awareness of projects and results, enhancing visibility of participants and organizations,<br>  o reaching out to groups outside the higher education institutions,<br>  o transferability and translation into new policies and improved practices.<br>• The extent to which the dissemination tools foreseen will reach the target audience via:<br>  o media exposure (including social media, publications, etc.)<br>  o events.<br><br>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. Furthermore, they must score at least 15 points in each of the categories of the award criteria mentioned above.

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality of the project design and implementation". When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

The award criteria below apply for **Jean Monnet Centres of Excellence**:

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|---|---|
| **Relevance of the project**<br><br>**(maximum score 25 points)** | The extent to which the proposal meets the objectives of the Jean Monnet activities:<br><br>• addresses EU Studies (as described in the introductory paragraph),<br>• fosters dialogue between the academic world and society, including local, regional, state and EU level policy-makers, civil servants, civil society actors, representatives of the different levels of education and of the media,<br>• generates knowledge and insights that can support EU policy-making and strengthen the role of the EU in a globalised world,<br>• 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.<br><br>The extent to which the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br><br>The extent the proposal reaches more target groups:<br><br>• kind of beneficiaries of the expertise of the proposed Centre,<br>• involvement of Faculties/Departments not in contact with EU specific studies,<br>• for third countries not associated to the Programme, the potential to enhance EU public diplomacy. |
| **Quality of the project design and implementation**<br><br>**(maximum score 25 points)** | • Methodology: quality, novelty and feasibility of the project itself and the viability of the proposed methodology.<br>• The extent to which the work programme<br>  ○ 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,<br>  ○ demonstrates coherence with the project objectives and activities.<br>• The extent to which the resources assigned to work packages are in line with their objectives and deliverables.<br>• 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.<br>• 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.<br>• Cooperation arrangements inside the Higher Educating Institution and distribution of roles.<br>• Commitment of the institution to develop and maintain the Centre. |

| | |
|---|---|
| **Impact**<br><br>**(maximum score 25 points)** | The expected impact of the project by having long lasting effects:<br><br>• on the institution hosting the Jean Monnet Action,<br>• on the Faculties/Departments benefiting from the Jean Monnet Action<br>  ○ improved or innovative content, development of new angles of specific research,<br>  ○ increased capacity to attract excellent students and researchers,<br>  ○ reinforced cooperation and capacity to connect with partners from other countries,<br>  ○ increased allocation of financial resources to teaching and research on EU subjects within the institution,<br>  ○ increased capacity to teach and research on EU subjects.<br>• on other organisations and individuals involved at local, regional, national, and/or European levels.<br><br>Dissemination and communication:<br><br>• The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action:<br>  ○ spreading the word,<br>  ○ raising awareness of projects and results, enhancing visibility of participants and organizations,<br>  ○ reaching out to groups outside the higher education institutions,<br>  ○ transferability and translation into new policies and improved practices.<br>• The extent to which the dissemination tools foreseen will reach the target audience via:<br>  ○ media exposure (including social media, publications, etc.),<br>  ○ events.<br><br>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. Furthermore, they must score at least 15 points in each of the categories of the award criteria mentioned above.

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality of the project design and implementation". When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

**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 EU Funding & Tenders Portal[440].

[440] https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home

**EXPECTED IMPACT**

For 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, to be measured via quantitative and qualitative indicators listed below.

Quantitative indicators:

- number of higher education institutions enhancing the EU dimension of the disciplines they cover;
- number of EU topics 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;
- number of students reached by the Jean Monnet actions;
- number of new Chair Holders;
- number of publications on EU-related topics;
- number of policy papers to support policy makers on EU-related topics;
- number of Jean Monnet projects in third countries not associated to the programme;
- extent to which fora and platforms aiming at improving the cooperation and dialogue between the academic and non- academic world are in place;
- increased opportunities for young researchers to enhance their professional competences and boost their career.

Qualitative indicators:

- increased knowledge on European policies;
- extent to which higher education institutions engage with the wider society and the non–academic world on EU topics;
- increased awareness on EU-related issues in the non-academic world;
- improved dissemination of Jean Monnet projects results across society, including policy makers.

**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: EUR 35 000
- Jean Monnet Chairs: EUR 60 000
- Jean Monnet Centres of Excellence: EUR 100 000

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.

**Jean Monnet Modules**

**1) For Jean Monnet Modules for EU Member States and third countries associated to the Programme:**

| **Country/ teaching hours over the 3 years** | **Bulgaria, Romania, North Macedonia,** | **Türkiye, Croatia, Latvia** | **Hungary, Poland, Lithuania, Czechia,** | **Portugal, Greece,** | **Cyprus, Iceland, Spain, Italy** | **Ireland, France, Finland** | **Belgium, Denmark, Germany, Luxemburg,** |
|---|---|---|---|---|---|---|---|

| period (min 40h/year) | Liechtenstein, Serbia | | Estonia, Slovakia | Slovenia, Malta | | | Netherlands, Austria, Sweden, Norway |
|---|---|---|---|---|---|---|---|
| **120-150** | EUR 13 500 | EUR 16 000 | EUR 18 000 | EUR 23 000 | EUR 26 000 | EUR 31 000 | EUR 33 000 |
| **151-180** | EUR 17 000 | EUR 19 500 | EUR 22 000 | EUR 27 000 | EUR 32 000 | EUR 35 000 | EUR 35 000 |
| **181-210** | EUR 19 500 | EUR 23 000 | EUR 26 000 | EUR 32 000 | EUR 35 000 | EUR 35 000 | EUR 35 000 |
| **211-240** | EUR 22 500 | EUR 26 500 | EUR 30 000 | EUR 35 000 | EUR 35 000 | EUR 35 000 | EUR 35 000 |
| **241-270** | EUR 25 500 | EUR 30 000 | EUR 34 000 | EUR 35 000 | EUR 35 000 | EUR 35 000 | EUR 35 000 |
| **271-300** | EUR 28 500 | EUR 33 000 | EUR 35 000 | EUR 35 000 | EUR 35 000 EUR | EUR 35 000 | EUR 35 000 |
| **301-330** | EUR 31 500 | EUR 35 000 | EUR 35 000 | EUR 35 000 | EUR 35 000 | EUR 35 000 | EUR 35 000 |
| **331-360** | EUR 35 000 | EUR 35 000 | EUR 35 000 | EUR 35 000 | EUR 35 000 | EUR 35 000 | EUR 35 000 |

**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 | 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 |
|---|---|---|---|---|---|---|
| **120-150** | 13 500 EUR | 18 000 EUR | 23 000 EUR | 26 000 EUR | 31 000 EUR | 33 000 EUR |
| **151-180** | 16 500 EUR | 22 000 EUR | 27 000 EUR | 32 000 EUR | 35 000 EUR | 35 000 EUR |
| **181-210** | 19 500 EUR | 26 000 EUR | 32 000 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR |

| | | | | | | |
|---|---|---|---|---|---|---|
| **211-240** | 22 500 EUR | 30 000 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR |
| **241-270** | 25 500 EUR | 34 000 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR |
| **271-300** | 28 500 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR |
| **301-330** | 31 500 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR |
| **331-360** | 35 000 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR |

More details are described in the model Grant Agreement available in the EU Funding & Tenders Portal.

**Chairs**

**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** | **Türkiye, Croatia, Latvia** | **Hungary, Poland, Lithuania, Czechia, Estonia, Slovakia** | **Portugal, Greece, Slovenia, Malta** | **Cyprus, Iceland, Spain, Italy** | **Ireland, France, Finland** | **Belgium, Denmark, Germany, Luxemburg, Netherlands, Austria, Sweden, Norway** |
|---|---|---|---|---|---|---|---|
| **270-300** | 21 500 EUR | 22 500 EUR | 30 000 EUR | 37 000 EUR | 44 000 EUR | 51 000 EUR | 55 500 EUR |
| **301-330** | 24 000 EUR | 25 000 EUR | 33 500 EUR | 40 500 EUR | 48 500 EUR | 55 000 EUR | 60 000 EUR |
| **331-360** | 26 000 EUR | 27 000 EUR | 37 000 EUR | 44 000 EUR | 53 000 EUR | 59 000 EUR | 60 000 EUR |
| **361-390** | 28 000 EUR | 29 000 EUR | 40 500 EUR | 47 500 EUR | 57 500 EUR | 60 000 EUR | 60 000 EUR |
| **391-420** | 30 000 EUR | 31 000 EUR | 44 000 EUR | 51 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **421-450** | 32 500 EUR | 33 500 EUR | 47 500 EUR | 54 500 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **451-480** | 35 000 EUR | 36 000 EUR | 51 000 EUR | 58 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **481-510** | 37 500 EUR | 38 500 EUR | 54 500 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **511-540** | 40 000 EUR | 41 000 EUR | 58 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **541-570** | 42 500 EUR | 43 500 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **571-600** | 45 000 EUR | 46 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **601-630** | 47 500 EUR | 48 500 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **631-660** | 50 000 EUR | 51 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **661-690** | 52 500 EUR | 53 500 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **691-720** | 55 000 EUR | 56 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **721-750** | 57 500 EUR | 58 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **>750** | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |

**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** | **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** | 25 000 EUR | 29 000 EUR | 37 000 EUR | 44 000 EUR | 51 000 EUR | 55 500 EUR |
| **301-330** | 27 500 EUR | 32 500 EUR | 40 500 EUR | 48 500 EUR | 55 000 EUR | 60 000 EUR |
| **331-360** | 30 000 EUR | 36 000 EUR | 44 000 EUR | 53 000 EUR | 59 000 EUR | 60 000 EUR |
| **361-390** | 32 500 EUR | 39 500 EUR | 47,500 EUR | 57 500 EUR | 60 000 EUR | 60 000 EUR |
| **391-420** | 35 000 EUR | 41 000 EUR | 51 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **421-450** | 37 000 EUR | 46 500 EUR | 54 500 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |

| | | | | | | |
|---|---|---|---|---|---|---|
| **451-480** | 39 000 EUR | 50 000 EUR | 58 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **481-510** | 41 000 EUR | 53 500 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **511-540** | 43 500 EUR | 57 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **541-570** | 46 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **571-600** | 48 500 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **601-630** | 51 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **631-660** | 53 500 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **661-690** | 56 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **691-720** | 58 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **721-750** | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |
| **>750** | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR | 60 000 EUR |

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 75% co-financing rate.

More details are described in the model Grant Agreement available in the EU Funding & Tenders Portal.

**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 EUR 100 000.

**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 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 co-financing rate of 80% will be applied to the total estimated eligible costs determined after evaluation.

Financial support to third parties in the form of grants or prizes is allowed.

Project applications must clearly specify why financial support to third parties is needed, how i will be managed and provide a list of the different types of activities for which a third party may receive financial support. The proposal must also clearly describe the results to be obtained.

Maximum amount of financial support that can be paid to a third party shall not exceed EUR 60 000.

Volunteer costs are allowed. They shall take the form of unit costs as defined in the Commission Decision on unit costs for volunteers[441]

The grant parameters (maximum grant amount, 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 EU Funding & Tenders Portal[442].

[441] https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/unit-cost-decision-volunteers_en.pdf

[442] https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home

## 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.

#### 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 include 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, online and/or blended training.

**WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR JEAN MONNET TEACHER TRAINING?**

**ELIGIBILITY CRITERIA**

| | |
|---|---|
| **Eligible participating organisations (Who can apply?)** | In order to be eligible, the applicants (beneficiaries and affiliated entities, if applicable) must be:<br>- a higher education institution providing initial and/or in service training to teachers of schools and/or VET institutions (ISCED 1 - 4) and holders of the ECHE Certificate; or<br>- a teacher training / education institution or agency providing initial and/or in service training to teachers in schools and/or VET institutions (ISCED 1 - 4).<br>Applicants must be established in an EU Member State or third country associated to the Programme.<br>Only applications by a single applicant are allowed. |
| **Geographic location (Venue of the activities)** | Proposals must relate to activities taking place in the eligible countries (see Part A of this Guide). |
| **Duration of the project** | Projects should normally last 36 months (extensions are possible, if duly justified and through an amendment of the grant agreement). |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA).<br>Call ID: ERASMUS-JMO-2025-OFET-TT |
| **When to apply?** | Applicants have to submit their grant application by **12 February** at 17:00:00 (Brussels time). |
| **How to apply?** | For information, please consult Part C of this Guide. |

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

**AWARD CRITERIA**

| | |
|---|---|
| **Relevance of the project (maximum score 25 points)** | The proposal must demonstrate relevance against the objectives of this action and among other, relevance will be considered, if the proposal:<br><br>- addresses EU Studies (as described in the introductory paragraph);<br>- enables teachers in schools to develop new skills;<br>- engenders a better understanding of the EU and its functioning;<br>- enables teachers to introduce EU content in their activities.<br><br>The extent to which the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br><br>The extent to which the proposal reaches priority target groups:<br><br>- schools and VET providers (ISCED 1 - 4);<br>- teachers. |
| **Quality of the project design and implementation**<br><br>**(maximum score 25 points)** | - Methodology: quality, novelty and feasibility of the proposal itself and the viability of its methodology.<br>- The extent to which the work programme:<br>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;<br>o demonstrates coherence with the objectives and activities of the proposal;<br>o includes support to participants (e.g. contribution to travel and subsistence, provision of handbooks and other specific tools, exemption from fees).<br>- The extent to which the resources assigned to work packages are in line with their objectives and deliverables.<br>- 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.<br>- 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):<br>o in terms of European Union Studies (as described in the introductory paragraph);<br>o 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:<br>a) on schools and VET providers (ISCED 1 - 4):<br>o increased capacity to teach on EU subjects;<br>o improved or innovative content, development of new angles to include EU subjects in the curricula;<br>o on the institution organising the activities;<br>o reinforced cooperation and capacity to connect with partners;<br>o number and level of the training proposed and potential number of beneficiaries;<br>o increased allocation of financial resources to enhance more targeted training activities within the institution.<br>b) On teachers benefitting from the Jean Monnet Action:<br>o Strengthen teaching skills on EU content in their activities.<br>- Dissemination and communication:<br>o The appropriateness and quality of actions aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action,<br>o raising awareness of projects and results, enhancing visibility of participants and organizations,<br>o reaching out to groups outside the direct target group,<br>o The extent to which the dissemination tools foreseen will reach the target audience.<br>- 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. Furthermore, they must score at least 15 points in each of the categories of the award criteria mentioned above.

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality the project design and implementation". When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

**EXPECTED IMPACT**

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.

The impact of Jean Monnet Teacher Training/ Education is measured through quantitative and qualitative indicators (see table below), linked to the objectives of the Action which are described in the introductory section, "Objectives of the Action".

Applicants are encouraged to use the following indicators in their applications, and to set their target values:

| Objectives | Indicators |
|---|---|
| Allow schools and VET providers (ISCED 1- 4) to build knowledge about the EU among their teaching staff. | Number of classes and students involved in the Action (disaggregated by gender). |
| 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. | Number of teachers involved in the Action (disaggregated by gender). |
| 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. | Number of teachers involved in the Action (disaggregated by gender). |
| Foster the confidence of teachers in integrating an EU angle in their daily work. | Percentage of success rate in learning assessment about the EU. |

**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 amount will be fixed by the granting authority on the basis of the estimated project budget, the evaluation results, a funding rate of 80 % and the maximum grant amount set in the call.

**Maximum EU contribution** per project is EUR 300 000.

**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) 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 co-financing rate of 80% will be applied to the total estimated eligible costs determined after evaluation.

The grant parameters (maximum grant amount, etc.) will be fixed in the Grant Agreement.

Financial support to third parties in the form of grants or prizes is allowed.

The project application must clearly specify why financial support to third parties is needed, how it will be managed and provide a list of the different types of activities for which a third party may receive financial support. The proposal must also clearly describe the results to be obtained.

Maximum amount of financial support that can be paid to a third party shall not exceed EUR 60 000.Volunteer costs are allowed. They shall take the form of unit costs as defined in the to the Commission Decision on unit costs for volunteers.[443]

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 EU Funding & Tenders Portal.

[443] https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/unit-cost-decision-volunteers_en.pdf

## 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.

In particular, the main objectives are:

- increased number of schools and VETs (ISCED 1 –4) teaching European Union issues by EU Member State or third country associated to the Programme;
- 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;
- increased number of teachers to engage with the improvement of EU literacy;
- increased quality of EU innovative teaching and learning methods, with particular attention to the EU priorities;
- 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 and enhanced active citizenship among students and teachers.

**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.

National Authorities may be informed about the public schools applying to this Action per country, including limited personal data such as the name and email of the contact person, in order to facilitate the validation process of their entities.

**WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR JEAN MONNET LEARNING EU INITIATIVES?**

**ELIGIBILITY CRITERIA**

| | |
|---|---|
| **Eligible participating organisations (Who can apply?)** | In order to be eligible, the applicants (beneficiaries and affiliated entities, if applicable) must be:<br>- school or vocational education and training institution (VET) (ISCED 1 - 4);<br>- established in an EU Member State or third country associated to the Programme.<br><br>Only applications by single applicants are allowed. |
| **Eligible activities** | A Jean Monnet Learning EU initiative must be implemented for a minimum of 40 teaching hours per school year for three consecutive years on EU based subjects. |
| **Duration of the project** | Projects should normally last 36 months (extensions are possible, if duly justified and through an amendment of the grant agreement). |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA)<br><br>Call ID: ERASMUS-JMO-2025-OFET-LEARNING-EU |
| **When to apply?** | Applicants have to submit their grant application by **12 February at 17:00:00 (Brussels time**) |
| **How to apply?** | For information, please consult Part C of this Guide. |

**AWARD CRITERIA**

Projects will be assessed against the following 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:<br>• the type and number of EU subjects proposed for the project;<br>• innovation and creativity in the proposal;<br>• use of digital methodology – where possible;<br>• new teaching and learning methodologies in order to make the European Union subjects more attractive and tailored to the needs of pupils and students.<br><br>The proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination. |

| | |
|---|---|
| **Quality of the project design and implementation (maximum score 25)** | In terms of quality the proposal should illustrate:<br>• the quality and feasibility of the methodology proposed;<br>• teaching methodologies used including group lectures, seminars, tutorials, distance-learning but not individual instruction;<br>• 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:<br>• evidence of clear commitment of school / VET management;<br>• evidence of clear commitment in support of teachers in the preparation of content as well as in their teaching activities;<br>• evidence of monitoring of activities and visibility of the results obtained by staff involved in this initiative;<br>• evidence of involvement of staff with the relevant pedagogical skills. |
| **Impact (maximum score 25)** | The project proposal should provide:<br>• evidence of appropriate measures and resources to ensure that the results and benefits will be sustained beyond the project lifetime;<br>• clear description of the dissemination strategy within the institution and beyond;<br>• 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. Furthermore, they must score at least 15 points in each of the categories of the award criteria mentioned above.

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality of the project design and implementation". When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

**EXPECTED IMPACT**

Jean Monnet Learning EU Initiatives is expected to bring positive and long-lasting effects both to the schools and VET providers and to the participants to their activities, in particular teachers and students.

The impact of Jean Monnet Learning EU Initiatives is measured through quantitative and qualitative indicators (see table below), linked to the objectives of the Action which are described in the introductory section, "Objectives of the Action".

Applicants are encouraged to use the following indicators in their applications, and to set their target values:

| **Objectives** | **Indicators** |
|---|---|
| Increased number of classes in schools and VETs (ISCED 1 –4) involved in learning experiences on European Union subjects | Number of classes and students involved in the Action (disaggregated by gender). |

| | |
|---|---|
| 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. | Number and type of subject areas and events in which the EU is being taught. |
| Increased number of teachers to engage with the improvement of EU literacy | Number of teachers involved in the Action (disaggregated by gender). |
| Increased quality of EU innovative teaching and learning methods, with particular attention to the EU priorities | Number of projects embedding innovative methods. |
| 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 | Percentage of success rate in learning test about the EU (disaggregated by gender). |

**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 EUR 35 000**.**

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).

| **Learning EU initiatives** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Countries / teaching hours over the 3 years period (min 40h/year)** | **Bulgaria, Romania, North Macedonia, Lichtenstein, Serbia** | **Türkiye, Croatia, Latvia** | **Hungary, Poland, Lithuania, Czechia, Estonia, Slovakia** | **Portugal, Greece, Slovenia, Malta** | **Cyprus, Iceland, Spain, Italy** | **Ireland, France, Finland** | **Belgium, Denmark, Germany, Luxembourg, Netherlands, Austria, Sweden, Norway** |
| **120-150 teaching hours** | 12 250 EUR | 14 250 EUR | 16 000 EUR | 20 000 EUR | 23 500 EUR | 27 000 EUR | 30 000 EUR |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **151-180 teaching hours** | 14 750 EUR | 17 500 EUR | 19 500 EUR | 24 000 EUR | 29 000 EUR | 33 000 EUR | 35 000 EUR |
| **181-210 teaching hours** | 17 250 EUR | 20 750 EUR | 23 500 EUR | 28 000 EUR | 34 000 EUR | 35 000 EUR | 35 000 EUR |
| **211 - 240 teaching hours** | 19 750 EUR | 24 000 EUR | 27 000 EUR | 32 000 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR |
| **≥241 teaching hours** | 22 000 EUR | 27 250 EUR | 31 000 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR | 35 000 EUR |

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.

**JEAN MONNET POLICY DEBATE**

Large thematic networks in Higher Education 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.

In 2025, two thematic networks are foreseen:

- Jean Monnet Network on internal policy: EU enlargement as a catalyst for progress
- Jean Monnet Network on external policy: EU-North America.

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

In order to be eligible for an Erasmus+ grant, project proposals for Jean Monnet Network on internal policy: EU enlargement as a catalyst for progress must comply with the following criteria.

| | |
|---|---|
| **Eligible participating organisations (Who can apply?)** | In order to be eligible, the applicants (beneficiaries and affiliated entities, if applicable) must:<br>- be a Higher Education Institution (HEI) established in EU Member State or third Country Associated to the Erasmus+ Programme;<br>- be holders of the ECHE Certificate (Erasmus Charter for Higher Education).<br>**Nota Bene**: 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. |
| **Consortium composition (Number and profile of participating organisation)** | Proposals must be submitted by a consortium of at least 12 applicants which complies with the following condition:<br>- a minimum of 7 entities from different EU Member States and/or third countries Associated to the Erasmus+ Programme.<br>Only beneficiaries (not affiliated entities) count for the consortium composition. |
| **Geographic location (Venue of the activities)** | Activities must take place in the eligible countries (see part A of this Guide). |
| **Duration of the project** | Projects should normally last 36 months (extensions are possible, if duly justified and through an amendment of the grant agreement). |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA). |

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|---|---|
| | Call ID: ERASMUS-JMO-2025-NETWORKS-HEI-EU |
| **When to apply?** | Applicants have to submit their grant application by **12 February at 17:00:00** (Brussels time). |
| **How to apply?** | For information, please consult Part C of this Guide. |

In order to be eligible for an Erasmus+ grant, project proposals for Jean Monnet Network on external policy: **EU-North America** must comply with the following criteria.

| | |
|---|---|
| **Eligible participating organisations (Who can apply?)** | In order to be eligible, the applicants (beneficiaries and affiliated entities, if applicable) must:<br>• be a Higher Education Institutions (HEIs) established in EU Member States and third country associated with the Erasmus+ Programme, or<br>• be a Higher Education Institutions (HEIs) established in the following third countries not associated to the Erasmus+ Programme: Canada and United States (region 12) may also participate, but not as coordinator.<br><br>HEI established in an EU Member States and third Country Associated with the Erasmus+ Programme must be holders of the ECHE Certificate (Erasmus Charter for Higher Education).<br><br>Organisations from Belarus (Region 2) and the Russian Federation (Region 4) are not eligible to participate in this action.<br><br>Nota Bene: 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. |
| **Consortium composition (Number and profile of participating organisation)** | Proposals must be submitted by a consortium of at least 12 applicants (beneficiaries, not affiliated entities) which complies with the following conditions:<br>• minimum 3 entities from Canada and 3 entities from United States (region 12);<br>• The coordinator has to be established in a EU Member States or a third country associated with the Erasmus+ Programme.<br><br>Only beneficiaries (not affiliated entities) count for the consortium composition. |
| **Geographic location (Venue of the activities)** | Activities must take place in the eligible countries (see Part A of this Guide). |
| **Duration of the project** | Projects should normally last 36 months (extensions are possible, if duly justified and through an amendment of the grant agreement). |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA).<br><br>Call ID: ERASMUS-JMO-2025-NETWORKS-HEI-NON-EU-NORTH-AMERICA |
| **When to apply?** | Applicants have to submit their grant application by **12 February at 17:00:00** (Brussels time). |
| **How to apply?** | For information, please consult Part C of this Guide. |

The award criteria below 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;<br>• The relevance of the proposal for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>• The extent to which the proposal is suitable for fostering the development of new teaching, research or debating activities<br>• 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<br>• Quality of the proposed system for analysing and reviewing the academic production<br>• Quality of the proposed model for feeding EU policy<br>• 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,<br>• The extent to which the resources assigned to the activities are in line with their objectives and deliverables.<br>• 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.<br>• Internal organisation of the partnership:<br>o 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.<br>• Cooperation arrangements and distribution of roles, responsibilities and tasks. |
| **Impact (maximum score 25 points)** | The expected impact of the networks having long lasting effects.<br><br>Dissemination and communication:<br>• The appropriateness and quality of actions aimed at disseminating the outcomes of the activities within and outside the institution involved in the networks:<br>o raising awareness of activities and results, enhancing visibility of participants and organisations,<br>• The extent to which the dissemination tools foreseen will reach the target audience via:<br>media exposure (including social media, publications, etc.),<br>o events.<br>• 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. Furthermore, they must score at 15 score points in each of the categories of the award criteria mentioned above.

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality of the project design and implementation". When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

**EXPECTED IMPACT**

The Networks in Higher Education will support the academic and public "debate on European integration matters" in line with Article 8 of the Erasmus+ regulation through collecting, sharing and discussing among the partners research findings, content of courses and experiences, products (studies, articles, etc.). By regularly providing the Commission with the innovative and interesting results of the networks' cooperation, the networks shall contribute to the Commission's policymaking by offering evidence and new insights on policy developments of the calls' thematic priorities.

**GEOGRAPHICAL TARGETS**

The Network on internal policy should focus its activities on Member States and third countries associated to the Erasmus+ Programme. The Networks on external policy "EU-North America" support the academic cooperation on the priorities of the Jean Monnet actions between European and North American Higher Education institutions and is therefore limited to Member States, third countries associated to the Erasmus+ Programme and North American countries (region 12).

**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.

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| **Maximum EU contribution** per network on internal EU issues is EUR 1 000 000. |
| **Maximum EU contribution** per network on external policy issues is EUR 1 200 000. |

**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:

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 co-financing rate of 80% will be applied to the total estimated eligible costs determined after evaluation.

The grant parameters (maximum grant amount, funding rate, total eligible costs, etc) will be fixed in the Grant Agreement.

Financial support to third parties in the form of grants or prizes is allowed.

Project applications must clearly specify why financial support to third parties is needed, how it will be managed and provide a list of the different types of activities for which a third party may receive financial support. The proposal must also clearly describe the results to be obtained.

Maximum amount of financial support that can be paid to a third party shall not exceed EUR 60 000.Volunteer costs are allowed. They shall take the form of unit costs as defined in the Commission Decision on unit costs for volunteers.[444]

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 EU Funding & Tenders Portal.

**JEAN MONNET NETWORKS IN OTHER FIELDS OF EDUCATION AND TRAINING**

Networks of schools and 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 in other fields of education and training 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.

**SETTING UP A PROJECT**

Jean Monnet Networks in other fields of Education and Training 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.

444 https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/unit-cost-decision-volunteers_en.pdf

The above can be done through:

- Production of documents and guidance for disseminating good practices;
- Physical and online meeting;
- Co-teaching and collaborative teaching.

National Authorities may be informed about the public schools applying to this Action per country, including limited personal data such as the name and email of the contact person in order to facilitate the validation process of their entities.

**WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR JEAN MONNET NETWORKS IN OTHER FIELDS OF EDUCATION AND TRAINING?**

**ELIGIBILITY CRITERIA**

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| **Who can apply?** | In order to be eligible, the applicants (beneficiaries and affiliated entities, if applicable) must be:<br>- a school, VET institution (ISCED 1 - 4) or higher education institution must be a holder of an ECHE Certificate and provide initial and/or in service training to teachers of schools and/or VET institution (ISCED 1 - 4);<br>established in an EU Member State or third country associated to the Programme. |
| **Consortium composition** | Proposals must be submitted by a consortium of at least 6 applicants which complies with the following conditions:<br>- Minimum 3 entities from different EU Member States and/or third countries associated to the Programme.<br>- minimum 4 schools and/or VET providers (ISCED 1 - 4) ;<br>- maximum 2 higher education institutions providing initial and/or in-service training to teachers of schools and/or VET institution (ISCED 1 – 4);<br>Only beneficiaries (not affiliated entities) count for the consortium composition. |
| **Geographic location (Venue of the activities)** | Activities must take place in the eligible countries (see Part A of this Guide). |
| **Duration of the project** | Projects should normally last 36 months (extensions are possible, if duly justified and through an amendment of the grant agreement ). |
| **Where to apply?** | To the European Education and Culture Executive Agency (EACEA)<br>Call ID: ERASMUS-JMO-2025-NETWORKS-SCHOOLS |
| **When to apply?** | Applicants have to submit their grant application by **12 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.

**AWARD CRITERIA**

Projects will be assessed against the following award criteria:

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| **Relevance of the project (maximum score 25 points)** | • The extent to which the proposal meets the objectives of the Jean Monnet action:<br>  ○ addresses EU Studies (as described in the introductory paragraph),<br>  ○ enables teachers in schools to develop new skills,<br>  ○ helps to exchange information and practices on what and how they make their learners become more knowledgeable about the EU,<br>  ○ facilitates mobility experiences of teachers to deliver co-teaching / co-tutoring with their partners,<br>  ○ brings about a better understanding of the EU and its functioning,<br>  ○ enables teachers to introduce EU content in their activities.<br>• The extent to which the proposal is relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.<br>• The extent to which the proposal reaches priority target groups:<br>  ○ schools and VET providers (ISCED 1 – 4)<br>  ○ teachers<br>  ○ students. |
| **Quality of the project design and implementation (maximum score 25 points)** | • Methodology: quality, novelty and feasibility of the proposed activities.<br>• The extent to which the work programme<br>  ○ 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,<br>  ○ demonstrates coherence with the project objectives and activities.<br>• The extent to which the resources assigned to work packages are in line with their objectives and deliverables.<br>• Monitoring and evaluation strategy. |
| **Quality of the partnership and the cooperation arrangements (maximum score 25 points)** | • Internal organisation of the partnership:<br>  ○ 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.<br>• Cooperation arrangements and distribution of roles, responsibilities and tasks. |

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| **Impact (maximum score 25 points)** | • The expected impact of the networks having long lasting effects<br>  • on schools and VET providers:<br>  o increased capacity to teach on EU subjects,<br>  o innovative content in the development of new angles of EU subjects at schools,<br>  o reinforced cooperation and capacity to connect with partners,<br>  o increased allocation of financial resources to teaching on EU subjects within the institution.<br>  • on the teachers directly and indirectly involved in the networks:<br>  o Strengthening of their skills on EU issues and progress in delivering EU content in their activities.<br>• Dissemination and communication:<br>  • The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution involved in the networks:<br>  o raising awareness of activities and results, enhancing visibility of participants and organisations,<br>  o reaching out to groups outside schools and VET providers.<br>  • The extent to which the dissemination tools foreseen will reach the target audience via:<br>  o media exposure (including social media, publications, etc.),<br>  o events.<br>• 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. Furthermore, they must score at least 15 points in each of the categories of the award criteria mentioned above.

Ex-aequo proposals will be prioritised according to the scores they have been awarded for the award criterion 'Relevance'. When these scores are equal, priority will be based on their scores for the criterion 'Quality of the project design and implementation". When these scores are equal, priority will be based on their scores for the criterion 'Impact'.

If this does not allow to determine the priority, a further prioritisation can be done by considering the overall project portfolio and the creation of positive synergies between projects, or other factors related to the objectives of the call. These factors will be documented in the panel report.

**EXPECTED IMPACT**

Quantitative: the number of beneficiaries by EU Member State or third country associated to the Programme / region .

Qualitative: Jean Monnet Networks in other fields of education and training 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 in other fields of education and training will increase opportunities for general education institutions and VET institutions to extend their activities integrating European Union content.

Activities supported under Jean Monnet Networks in other fields of education and training also aim to produce the following outcomes on participating organisations:

- increased capacity to integrate EU subjects in their activities;
- enhanced international exposure.

**GEOGRAPHICAL TARGETS**

The activities funded shall focus on EU Member States and third countries associated to the Programme in line with the eligibility criteria.

**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 EUR 300 000. |
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**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 co-financing rate of 80% will be applied to the total estimated eligible costs 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, etc.) will be fixed in the Grant Agreement. Please refer to Part C of this Programme Guide, section 'Eligible direct costs'.

Financial support to third parties in the form of grants or prizes is allowed.

The project application must clearly specify why financial support to third parties is needed, how it will be managed and provide a list of the different types of activities for which a third party may receive financial support. The proposal must also clearly describe the results to be obtained.

Maximum amount of financial support that can be paid to a third party shall not exceed EUR 60 000.

Volunteer costs are allowed. They shall take the form of unit costs as defined in the Commission Decision on unit costs for volunteers[445]

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 EU Funding & Tenders Portal.

[445] https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/unit-cost-decision-volunteers_en.pdf

# 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) 2024/2509 of the European Parliament and of the Council of 23 September 2024 applicable to the general budget of the European Union[446] (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 for projects implemented by the Executive Agency (EACEA) in the EU Funding & Tenders Portal[447] and for projects implemented by the National Agencies on the website of the relevant Erasmus+ National Agency[448]. In case of discrepancies with the information presented in this Guide, provisions of the model grant agreements prevail on those of Part C.

**HOW 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 & Tenders Portal and receive a Participant Identification Code (PIC)[449]. 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 for Erasmus+ and European Solidarity Corps[450] 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 and submit the application form.

**STEP 1: REGISTRATION**

**For actions managed by the Executive Agency**

To register in the Electronic Submission System of the EU Funding & Tenders Portal, the legal representative of the applicant must carry out the following steps.

- Create a user account, the so-called EU Login account (unless the person representing the applicant already has an account). New EU Login accounts can be created via the following website: https://webgate.ec.europa.eu/cas/.
- Access the EU Funding & Tenders Portal at

[446] Regulation (EU, Euratom) 2024/2509 of the European Parliament and of the Council of 23 September 2024 on the financial rules applicable to the general budget of the Union (recast), OJ L, 2024/2509, 26.0.2024. The EU Financial Regulation can be found at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:L_202402509

[447] EU Funding and Tenders Portal: https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home

[448] Erasmus+ National Agencies: https://erasmus-plus.ec.europa.eu/contacts/national-agencies?facets__permanent%7Cfield_eac_topics=1964

[449] PIC is mandatory information in the application form

[450] Erasmus+ and European Solidarity Corps Organisation Registration system: https://webgate.ec.europa.eu/erasmus-esc/index/organisations/register-my-organisation

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 through the European Commission's Participant Register[451]. Once the registration is completed, the applicant will obtain a PIC[452]. The PIC, which is a 9-digit 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/.
- Access the Organisation Registration system for Erasmus+ and European Solidarity Corps at https://webgate.ec.europa.eu/erasmus-esc and register (if applicable) on behalf of the organisation/group they represent.

Organisations need to register only once. Once the registration is completed, the organisation will obtain an Organisation ID. Organisations can check their Organisation ID or change information linked to it through the Organisation Registration system for Erasmus+ and European Solidarity Corps.

Inserting the Organisation ID into the application form will load all the information provided by the organisation at registration stage and display it in the form.

Applicants must have explicit consent to use another organisation's Organisation ID in an application form. Such proof can be requested in case of disagreements and applicants may be disqualified if they are not able to present it.

**Proof of legal status**

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

- 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 the case of applications by a consortium, the Legal Entity Form should be provided by all members of the consortium.
- 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 the case of consortium applications, 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.

[451] The European Commission has an online register of the organisations participating in various EU programmes called the Participant Register.

[452] PIC is 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**.

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 for duly justified cases.

**For actions managed by the Executive Agency**, applications must be submitted **electronically** via the EU Funding & Tenders Portal. Applications (including annexes and supporting documents) must be submitted using the forms provided in the Submission System.

Proposals must be complete and contain all the requested information and all required annexes and supporting documents:

- Application Form Part A — contains administrative information about the participants (future coordinator, beneficiaries and affiliated entities) and the summarised budget for the project (to be filled in directly online);
- Application Form Part B — contains the technical description of the project (to be downloaded from the Portal Submission System, completed, and then assembled and re-uploaded); and
- Part C (to be filled in directly online, if any) containing additional project data

Applications (Part B) 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. The following actions make exception to this rule: 40 pages for "Capacity Building in Higher Education" (CBHE) and 70 pages for the action Erasmus Mundus Joint Masters. 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+ and European Solidarity Corps website.

**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 projects/activities for which the grant is requested (e.g., profile, number of participating organisations involved, type of project or/and activities, duration of the activities, 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 eligibility criteria applying to each of the Actions implemented through the Erasmus+ Programme Guide are described in Part B of the Guide.

**Exclusion criteria**

In accordance with Article 137(2) of the Financial Regulation, in direct and indirect management, the early detection and exclusion system shall apply to:

a) participants and recipients;
b) entities on whose capacity the candidate or tenderer intends to rely on or subcontractors of a contractor;

c) any person or entity receiving Union funds where the budget is implemented pursuant to Article 62(1), first subparagraph, point (c), and to Article 157(4) on the basis of information notified in accordance with Article 158(7);
d) guarantors;
e) sponsors as referred to in Article 26;
f) beneficial owners and any affiliate of the excluded entity as referred to in Article 138(6);
g) natural persons as referred to in Article 138(5), first subparagraph, points (a) to (c).

This is without prejudice to Article 157(7) and the rules laid down in contribution agreements, in the case of persons or entities receiving Union funds where the budget is implemented pursuant to Article 62(1), first subparagraph, point (c).

In accordance with Article 138 of the Financial Regulation, the authorising officer responsible shall exclude a person or entity referred to above from participating in award procedures under the Erasmus+ Programme or from implementing Union funds where that person or entity it is in one of the following exclusion situations:

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

c) it has been established by a final judgement or a final administrative decision has established that the person or entity 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) unduly influencing or attempting to unduly influence the decision-making process to obtain Union funds by taking advantage, through misrepresentation, of a conflict of interest involving any financial actors or other persons, referred to in Article 61(1) of the Financial Regulation;

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

(vi) incitement to discrimination, hatred or violence against a group of persons or a member of a group or similar activities that are contrary to the values on which the Union is founded enshrined in Article 2 TEU, where such misconduct has an impact on the person or entity's integrity which negatively affects or concretely risks affecting the performance of the legal commitment;

d) it has been established by a final judgement 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[453] 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[454];

(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

[453] 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).
[454] OJ C 316, 27.11.1995, p. 48.

of Member States of the European Union, drawn up by the Council Act of 26 May 1997[455], or conduct referred to in Article 2(1) of Council Framework Decision 2003/568/JHA[456], 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[457];

(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[458];

(v) terrorist offences or offences related to terrorist activities as defined in Articles 3 to 12 of Directive (EU) 2017/541 of the European Parliament and of the Council[459] , or inciting, aiding, abetting or attempting to commit such offences, as referred to in Article 14 of that Directive;

(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[460];

e) the person or entity has shown significant deficiencies in complying with main obligations in the implementation of a legal commitment financed by the budget which has:

(i) led to the early termination of the legal commitment;

(ii) led to the application of liquidated damages or other contractual penalties; or;

(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) it has been established by a final judgment or final administrative decision that the person or entity has committed an irregularity within the meaning of Article 1(2) of Council Regulation (EC, Euratom) No 2988/95[461];

g) it has been established by a final judgment or final administrative decision that the person or entity 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) it has been established by a final judgment or final administrative decision that an entity has been created with the intent referred to in point (g);

(i) the entity or person has intentionally and without proper justification resisted an investigation, check or audit carried out by an authorising officer or its representative or auditor, OLAF, the EPPO, or the Court of Auditors. It shall be considered that the person or entity resists an investigation, check or audit when it carries out actions with the goal or effect of preventing, hindering or delaying the conduct of any of the activities needed to perform the investigation, check or audit. Such actions shall include, in particular, refusing to grant the necessary access to its premises or any other areas used for business purposes, concealing or refusing to disclose information or providing false information.

In the absence of a final judgement or, where applicable, a final administrative decision in the cases referred to in points (c) to (i) above, the authorising officer responsible shall exclude a person or entity on the basis of a preliminary

[455] OJ C 195, 25.6.1997, p. 1.

[456] 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).

[457] Council Framework Decision 2008/841/JHA of 24 October 2008 on the fight against organised crime (OJ L 300, 11.11.2008, p. 42).

[458] 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).

[459] 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).

[460] 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).

[461] 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).

classification in law of a conduct as referred in those points, having regard to established facts or other findings contained in a recommendation of the panel referred to in Article 145 FR.

The facts and findings referred above shall include in particular:

(a) facts established in the context of audits or investigations carried out by EPPO in respect of 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;
(b) 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;
(c) facts referred to in decisions of persons and entities implementing Union funds pursuant to Article 62(1), first subparagraph, point (c);
(d) 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.

The authorising officer responsible shall exclude a person or entity referred to in Article 137 FR where:

(a) a natural or legal person who is a member of the administrative, management or supervisory body of the person or entity referred to in Article 137(2) FR (see also above), or who has powers of representation, decision or control with regard to that person or entity, is in one or more of the situations referred to in points (c) to (i) above;
(b) a natural or legal person that assumes unlimited liability for the debts of the applicant referred to in Article 137(2) is in one or more of the situations referred to in point (a) or (b) above;
(c) 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 (i) above.

In the cases referred to in Article 138(3), the authorising officer responsible may exclude a person or entity provisionally without the recommendation of the panel referred to in Article 145 FR, where their participation in an award procedure or their selection for implementing Union funds would constitute a serious and imminent threat to the financial interest of the Union. In such cases, the authorising officer responsible shall immediately refer the case to the panel referred to in Article 145 FR and shall take a final decision no later than 14 days after having received the recommendation of the panel.

The authorising officer responsible, having regard, where applicable, to the recommendation of the panel referred to in Article 145, shall not exclude a person or entity referred to in Article 137(2) from participating in an award procedure or from being selected for implementing Union funds where:

(a) the person or entity has taken remedial measures, as specified in Article 138(10) FR to an extent that is sufficient to demonstrate its reliability. This point shall not apply in the case referred to in Article 138(1) point (d);
(b) it is indispensable to ensure the continuity of service, for a limited duration and pending the adoption of remedial measures mentioned in Article 138(7) FR;
(c) such an exclusion would be disproportionate based on the criteria referred to in Article 138(3) FR.

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.

The authorising officer responsible shall reject from an award procedure an applicant who:

(a) is in an exclusion situation established in accordance with Article 138;
(b) has misrepresented the information required as a condition for participating in the procedure or has failed to supply that information;
(c) was previously involved in the preparation of documents used in the award procedure where this entails a breach of the principle of equality of treatment, including distortion of competition, that cannot be remedied otherwise.

The National or Executive Agency may publish on their website the following information related to the exclusion and, where applicable, the financial penalty in the cases referred to in points (c) to (i) of paragraph 1 above:

(a) the name of the person or entity 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. In line with Article 199(1)(b) FR, the grant application shall contain a declaration on the applicant's honour in accordance with Article 139(1) FR (Declaration and evidence of absence of an exclusion situation) and on compliance with the eligibility (see above) and selection criteria (see below).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 137(4) and 140 FR, financial penalties may be imposed on a recipient of EU funds with whom a legal commitment has been entered into and who is in an exclusion situation as referred to in Article 138(1), points (c) to (i).

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 ineligible 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, the 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.

**EU restrictive measures**

Special rules apply for certain entities (e.g. entities subject to EU restrictive measures under Article 29 of the Treaty on the European Union (TEU) and Article 215 of the Treaty on the Functioning of the EU (TFEU)[462]). Such entities are not eligible to participate in any capacity, including as beneficiaries, affiliated entities, associated partners, subcontractors or recipients of financial support to third parties (if any).

**SELECTION CRITERIA**

Through the selection criteria, the National or Executive Agency assess the applicant's financial and operational capacity to complete the proposed project based on information requested in the application form. Regardless of the requested grant amount, the relevant agency may request that the applicant submit additional documents and information in line with the provisions below.

**Financial capacity**

Financial capacity means that the applicant has stable and sufficient sources of funding to maintain its activity throughout the period for which the grant is awarded and to participate in its funding.

The verification of the financial capacity will normally be done for all coordinators (including sole project beneficiaries), except:

- natural persons in receipt of education support;
- public bodies, including Member States organisations [463];
- international organisations;
- persons or entities applying for interest rate rebates and guarantee fee subsidies where the objective of those rebates and subsidies is to reinforce the financial capacity of a beneficiary or to generate an income;
- public legal entities, and institutions and organisations in the fields of education and training, youth and sport that have received over 50% of their annual revenue from public sources over the last two years[464];
- international organisations;
- if the project requested grant amount is not more than EUR 60 000.

If needed, it may also be done for affiliated entities.

In case of EU grant requests not exceeding EUR 60 000 and submitted by other types of entities than those mentioned above, applicants must provide a declaration on honour certifying that they have the financial capacity to implement the project. This declaration on honour constitutes a specific section of the application form. The relevant agency may request that the applicant submit additional documents and information.

In case of EU grant requests exceeding EUR 60 000 and submitted by other types of entities than those mentioned above, the applicant must submit, in addition to the declaration on honour, the following documents through the EU Funding & Tenders Portal (Participant Register – "Financial capacity" tab) / Organisation Registration System:

- The coordinator's profit and loss account;
- The balance sheet; and
- Other documents, if requested.

[462] Please note that the EU Official Journal contains the official list and, in case of conflict, its content prevails over that of the EU Sanctions Map (https://www.sanctionsmap.eu).

[463] 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.

[464] Art 21(3) Erasmus Regulation (EU) 2021/817; national, European or other project grants shall not be considered public funds for the purposes of the financial capacity check.

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 where available, and always in cases where a statutory audit is required by Union or national law, certifying the accounts for up to the last three available financial years. In all other cases, the applicant shall provide a self-declaration signed by its authorised representative certifying the validity of its accounts for up to the last three available financial years.

For entities which cannot provide the above documents because they are newly created, an estimated financial data/financial declaration or an insurance declaration stating the applicant's financial risks may replace the above documents.

The coordinator must upload these documents on the EU Funding & Tenders Portal (Participant Register – "Financial capacity"-tab) / Organisation Registration System only when contacted by the EU central validation services via Participant Register or by the relevant National Agency requesting the applicant to provide the necessary supporting documents. In case of actions managed directly by the Executive Agency, 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, 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, such as adequate resources in terms of skilled personnel, specific qualifications, professional experience, and references in the field concerned, materials and equipment. The operational capacity assessment can also be extended to the partnership as a whole as the quality of implementation will depend on the capacity of all partner organisations. The authorising officer responsible may, depending on a risk assessment, waive the obligation to verify the operational capacity of public bodies, Member State organisations, or international organisations.

**For applications submitted to National Agencies:**

Applicants will have to show their operational capacity via the information they provide in the application form, such as:

- general presentation of the organisation(s);
- general profile (qualifications and experience) of the staff responsible for managing and implementing the project;
- description of the consortium composition (if applicable).

In addition, applicants must provide a declaration on honour certifying that they have the operational capacity to implement the project.

If the grant exceeds 60 000 EUR, applicants must submit with the application:

- CVs of the key persons involved in the project to demonstrate their relevant professional experience;
- a list of relevant publications of participating organisations;[465]
- an exhaustive list of previous and ongoing projects and activities performed and connected to the policy field or to the specific action.

In case of doubt,[466] the National Agency may also use other sources of information, such as findings of previous audits, feedback (including from other National Agencies) from the management of previous or current projects, reports of monitoring visits or information from the organisation's website or social media profiles in order to assess the operational capacity and ability to obtain it. The National Agency may also ask for additional supporting documents and information to verify the information included in the application.

The National Agency may request and assess similar information on partner organisations.

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.

Mobility consortium coordinators 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 and 2021-2027 Erasmus+ programme) and the documents submitted in the Organisation Registration System. Applicants that do not complete the information requested in the application form or fail to provide additional information requested by the National Agency in a timely manner may be rejected.

If the operational capacity is considered insufficient, the application shall be rejected.

**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 present 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 composition

[465] This requirement is only applicable if the participating organisations have produced publications relevant to the policy field or to the specific action.

[466] This applies for any grant amount.

- 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/accreditation proposals submitted in light of the objectives and priorities set in the framework of the Key Actions of the Erasmus+ Programme and of the expected results;
- award grants/accreditations to projects which maximise the overall effectiveness of the Union funding;
- evaluate the grant/accreditation applications.

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 either put on the reserve list or declared unsuccessful.

The 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 forms:

1) mixed actual cost grant:
   - reimbursement of a percentage of the reimbursable costs actually incurred: e.g. the exceptional costs under Key Action 1 mobility actions.
   - reimbursement on the basis of unit costs, which cover certain specific categories of eligible costs which are clearly identified in advance by reference to an amount per unit: e.g. the individual support under Key Action 1 mobility projects;

2) lump sums contributions:
   This means that the grant will reimburse a fixed amount, based on a lump sum or financing not linked to costs. The lump sum amounts are calculated in accordance with the methodology set out in the Commission's decision authorising the use of lump sums and unit costs under Erasmus+ Programme 2021-2027[467] and using the detailed budget table/calculator provided (if any).

   It could be:

   - **budget-based Lump Sum Grants**: The amount will be fixed by the granting authority on the basis of the estimated project budget, the result of the evaluation, and a funding rate fixed in the Call (Part B of this Guide). The estimated budget must comply with the basic eligibility conditions for EU actual cost grants (for actions managed by the EACEA, see AGA — Annotated Grant Agreement, art 6);

   - **prefixed Lump Sum Grants**: The amount is prefixed by the granting authority in the Call (Part B of this Guide);

[467] Decision authorising the use of lump sums and unit costs under the Erasmus+ Programme 2021-2027: https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/erasmus/guidance/ls-and-unit-cost-decision_erasmus_en.pdf

- 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 the description of each action in Part B, section "What are the funding rules?".

**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**

Applicants may submit more than one proposal for different projects under the same call (and be awarded a funding for them). Organisations may participate in several proposals.

For actions managed by the Executive Agency, if there are several proposals for very similar projects, only one proposal will be accepted and evaluated; the applicants will be asked to withdraw the others (or it will be rejected).

Proposals may be changed and re-submitted until the deadline for submission.

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.

**Original content and authorship**

All applications for projects and accreditations must contain original content authored by the applicant or other organisations jointly applying for a grant. If considering the use of generative artificial intelligence (AI) tools for the preparation of the application, applicants should be conscious of the potential of plagiarism and should exercise careful consideration to ensure the application's appropriateness and accuracy, its compliance with intellectual property regulations, as well as its original content. Higher education institutions applying for international mobility activities may involve in the drafting of their application their partner HEIs from countries not associated to the programme. No other organisations or external individuals can be paid or otherwise compensated for drafting the application. The National Agency may reject the applicant from the selection process or may terminate an awarded project/accreditation at any time if it determines that these rules have not been complied with.

**Non-cumulative award**

Each project may give rise to the award of only one grant from the budget to any one beneficiary. In no circumstances shall the same costs be financed twice by the Union budget.

To avoid the risk of double funding, the applicant must indicate 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 on 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, where receipts are limited to the Union grant and the revenue generated by that action or[468]. The no-profit principle does not apply to:

(a) actions the objective of which is the reinforcement of the financial capacity of a beneficiary, or actions which generate income to ensure their continuity after the period of Union financing provided for in the grant agreement;
(b) study, research, training or education support paid to natural persons or other direct support paid to natural persons most in need, such as unemployed persons and refugees;
(c) actions implemented by non-profit organisations;
(d) grants provided in the form of a unit or lump sums contribution;
(e) low value grants, defined as grants of EUR 60 000 or less.

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.

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**

Grants shall involve co-financing. As a result, the resources necessary to carry out the action shall not be provided entirely by the grant. Co-financing may be provided in the form of the beneficiary's own resources, income generated by the action or financial or in-kind 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-ratesThe respect of the no-profit and co-financing principles is generally assumed and therefore, applicants do not 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 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,

[468] 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.

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.

**COST ELIGIBILITY RULES**

In order to be eligible, costs and contribution must meet the eligibility conditions set in the grant agreement and as indicated below[469]:

**Eligible costs – general conditions**

1) For actual/real costs:

- they must be actually incurred by the beneficiary;
- they must be incurred during the period of implementation set up in the grant agreement, with the exception of costs relating to final reports and audit certificates, which may be incurred afterwards;
- they must be declared under one of the budget categories set out in the grant agreement;
- they must be incurred in connection with the action as described in the grant agreement and necessary for its implementation;
- they must be identifiable and verifiable, in particular being recorded in the account 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 must comply with the requirements of applicable taxes, labour and social security;
- they are reasonable, justified, and comply with the principle of sound financial management, in particular regarding economy and efficiency.

2) For unit costs and contributions:

- they must be declared under one of the budget categories set out in the grant agreement;

(i) the units must:

- be actually used or produced by the beneficiary in the period of implementation;
- be necessary for the implementation of the action and

(ii) the number of units must be identifiable and verifiable and, when necessary, supported by records and documentation;

3) Lump sum contributions:

- they must be declared under one of the activities/work packages set out in the grant agreement;
- the work must be properly implemented by the beneficiary in accordance with the grant agreement;
- the deliverables/outputs must be achieved in the implementation period.

For actions managed by the Executive Agency and using a lump sum model, the Lump Sum amount will be fixed by the granting authority (EACEA) on the basis of the estimated project budget. Details are provided in Part B of this Guide. Furthermore:

- Since the detailed budget table serves as the basis for fixing the lump sums for the grants (and since lump sums must be reliable proxies for the actual costs of a project), the costs included must comply with the basic eligibility conditions for EU actual cost grants (see *AGA — Annotated Grant Agreement, art 6*). This is particularly important for purchases and subcontracting, which must comply with best value for money (or if appropriate the lowest price) and be free of any conflict of interests. If the budget table contains ineligible costs, the grant may be reduced (even later on during the project implementation or after their end);
- if costs for volunteers unit cost[470] can be included in the detailed budget table for a concrete lump sum action please check Part B of this Guide. Volunteers' costs are not a classic cost category. There are no costs because

[469] 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.

[470] Commission Decision of 10 April 2019 authorising the use of unit costs for declaring personnel costs for the work carried out by volunteers under an action or a work programme (C(2019)2646).

volunteers work for free, but they may nonetheless be added to the budget in the form of a pre-fixed unit cost (per volunteer) and thus allow you to benefit from the volunteers' work for the grant (by increasing the amount of reimbursement up to 100% of the normal costs, i.e. cost categories other than volunteers). More information is available in the AGA — Annotated Grant Agreement, art 6.2.A.5. ;

- if SME owner/natural person unit cost[471]are allowed in a lump sum grant and can be included in the detailed budget table for a concrete action please check Part B;
- the travel and subsistence costs under a lump sum grant please use travel and subsistence unit cost[472]
- if costs for financial support to third parties are allowed and can be included in the detailed budget table for a concrete lump sum action please check Part B. The maximum amount per third party is EUR 60 000 unless differently specified in Part B;
- if there is a specific regime for equipment costs, please check Part B;
- communication costs for presenting the project on the participants' websites or social media accounts are eligible; costs for separate project websites are not eligible.

**Eligible costs - Specific conditions**

Eligible actual/real costs may be direct or indirect.

**Direct costs**

The eligible direct costs are specific costs directly linked to the performance of the action and which can therefore be booked to it directly. Please see Part B of this Guide for the budget categories reimbursed as actual costs.

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)**

Non-deductible and non-refundable value added tax (VAT) under the applicable national VAT legislation is eligible[473]. The only exception relates to activities or transactions in which states, regional and local government authorities and other public bodies engage as public authorities[474]. 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 Youth Workers mobility projects (for details of the funding rules for Actions, please consult Part B of this Guide) a flat-rate amount not exceeding 7% of the eligible direct costs of the project is eligible under indirect costs, representing the beneficiary's general administrative costs which are not already covered by the eligible direct costs (e.g. electricity or Internet bills, cost for premises, etc.) but which can be regarded as chargeable to the project.

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[471] Commission Decision of 20 October 2020 authorising the use of unit costs for the personnel costs of the owners of small and medium-sized enterprises and beneficiaries that are natural persons not receiving a salary for the work carried out by themselves under an action or work programme (C(2020)7115).

[472] Commission Decision of 12 January 2021 authorising the use of unit costs for travel, accommodation and subsistence costs under an action or work programme under the 2021-2027 multi-annual financial framework (C(2021)35).

[473] In the Member States the VAT national legislation translates the VAT Directive 2006/112/EC.

[474] See article 13(1) of the Directive.

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:

- costs or contributions that do not comply with the conditions set in Part B of this Guide;
- costs related to return on capital and dividends paid by a beneficiary;
- debt and debt service charges;
- provisions for losses or debts;
- interest owed;
- currency exchange losses;
- bank costs charged by the beneficiary's bank for transfers from the granting authority;
- excessive or reckless expenditure;
- deductible or refundable VAT (including VAT paid by public bodies acting as public authority) (see paragraph above on Value Added Tax);
- costs incurred or contributions for activities implemented during grant agreement suspension;
- in-kind contribution by third parties;
- costs or contributions declared by the beneficiary under other EU grants (or grants awarded by an EU Member State, non-EU country or other body implementing the EU budget), except the following cases:
    - if the action grant is combined with an operating grant running during the same period and the beneficiary can demonstrate that the operating grant does not cover any (direct or indirect) costs of the action grant;
- costs or contributions for staff of a national (or regional/local) administration, for activities that are part of the administration's normal activities (i.e. not undertaken only because of the grant);
- costs or contributions (especially travel and subsistence) for staff or representatives of EU institutions, bodies or agencies;
- in the case of renting or leasing of equipment, the cost of any buy-out option at the end of the lease or rental period;
- costs of opening and operating bank accounts (including costs of transfers from/to the National charged by the bank of the beneficiary).

**Sources of financing**

The applicant must indicate in the application form the contribution from sources other than the EU grant. Co-financing may take the form, for example, of the beneficiary's own resources or financial contributions from third parties. If, at the time of the final report and request of payment of the balance, there is evidence that there is a surplus, please refer to sections above on No-profit and Co-financing).

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 specific forms for each action:

- **For actions managed by the Executive Agency**, applications must be submitted **electronically** via the Funding & Tenders Portal to the relevant Call for proposals[475]. Applications (including annexes and

[475] Please access the application forms through the EU Funding & Tenders Portal section on Calls for proposals at https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/calls-for-proposals?order=DESC&pageNumber=1&pageSize=50&sortBy=startDate&isExactMatch=true&status=31094501,31094502&frameworkProgramme=43353764.

supporting documents) must be submitted using the forms provided in the 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.

- **For actions managed by the Erasmus+ National Agencies**, applications (including annexes and supporting documents) must be submitted **electronically** via the application forms available in the Opportunities section of the Erasmus+ and European Solidarity Corps website[476]. For more information about the submission process, consult the Erasmus+ and European Solidarity Corps guides available at https://wikis.ec.europa.eu/display/NAITDOC .

In case of projects submitted by a consortium, the coordinator submits a single application for the project on behalf of all members. 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. However, the project abstract/summary should always be in English.

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 National Agencies, all applications may be automatically rejected (see section on non-cumulative award).

**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.

Note bene: 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 EU Funding & Tenders Portal, 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,

[476] Please access the application forms through the Opportunities section of the Erasmus+ and European Solidarity Corps page at https://webgate.ec.europa.eu/erasmus-esc/index/.

- 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. Based on 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 results**

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.

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.

The National Agency or Executive Agency will still need to make various legal checks before grant award: legal entity validation, financial capacity, exclusion check, etc. For actions managed by the Executive Agency 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).

For actions managed by the Executive Agency, 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[477]. 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:**

[477] Please also see the EU Funding & Tenders Portal Terms and Conditions: https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/ftp/tc_en.pdf.

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 a 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.

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 an accession form to confer to the coordinator the responsibility of acting as coordinator. The accession forms of each partner to the coordinator should be provided at application stage. If these accession forms are provided at a later stage, they must be made available at the latest by the time of the grant agreement signature.

**Nota bene:** Accession forms 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 an accession form to the applicant organisation.

**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. If the National Agency is the granting authority, for actions using a unit cost-based model, the grant amount foreseen by the agreement could be increased with exceptional costs.

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.

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, when any appropriate financial 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, further pre-financing payments will be transferred to the beneficiary within 60 calendar days of the receipt, by the National Agency or the 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**

Beneficiaries may 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.

**Final 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-financings. 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.

The final payment 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 EUR 60 000 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, which are part of the action tasks, 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 EUR 60 000, 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 EUR 60 000, after final payment. Therefore, beneficiaries shall keep records, original supporting documents, statistical records and other documents connected with the grant during this period.

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.

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 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[478] 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:

[478] https://eur-lex.europa.eu/eli/reg/2018/1725/oj

- the General Data Protection Regulation (GDPR or EU Regulation 2016/679 of the European Parliament and of the Council of 27 April 2016[479]) 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 their personal data and the right to rectify any such data. Should the applicant have any queries concerning the processing of their 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 Erasmus+ actions managed by the National Agencies or the Executive Agency EACEA, 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.

[479] https://eur-lex.europa.eu/eli/reg/2016/679/oj

# PART D – GLOSSARY OF TERMS

This section presents definitions of key concepts related to the Erasmus+ Programme. The glossary is divided into sections organised in alphabetical order, covering both common terms as well as specific concepts only relevant to a given sector.

## Common terms

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| **Accompanying person** | A person who accompanies participants (learners, staff, young people or youth workers) in a mobility activity in order to ensure their safety, provide support and assistance, as well as assist with the participant's effective learning during the mobility experience. In individual activities, an accompanying person may accompany participants with fewer opportunities or minors and young people with little experience outside their own country. In case of group activities in the field of education and training, qualified education staff must accompany the group to facilitate the learning process. |
| **Accreditation** | Administrative procedure to ensure that the organisations wishing to have simplified access to Erasmus+ funding under an Action comply with a set of criteria and minimum requirements . |
| **Affiliated entity** | The following can be considered Affiliated Entities (in accordance with Article 190 of the Financial Regulation):<br>• 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;<br>• 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.<br>The Affiliated Entities must comply with the eligibility and non-exclusion criteria, and where applicable also with the selection criteria applying to applicants but they do not count toward the minimum eligibility criteria for the consortium composition (if any). |
| **Applicant** | Any participating organisation or informal group of young people that submits a grant application.<br>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.<br>For actions managed by the Executive Agency EACEA, the applicants are those participants who will become beneficiaries and affiliated entities in the Grant Agreement if their application is funded. |
| **Application deadline** | Final date for submission of the application to the National or Executive Agency to be considered admissible. |
| **Associated partners** | Entities 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. |

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| **Beneficiary** | When a project is awarded an Erasmus+ grant, the applicant(s) organisation becomes a beneficiary(ies) 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** | A mobility activity that 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 submit, 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. |
| **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 person 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. 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 reference framework of eight levels of qualifications, expressed as learning outcomes with increasing levels of proficiency. They serve as a translation device between different qualifications systems and their levels. The purpose of the European Qualifications Framework for lifelong learning (EQF) is to improve the transparency, comparability and portability of people's qualifications (OJ 2017/C 189/03). |
| **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. |

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| **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.<br>The Europass platform also offers tools and software to support digitally-signed credentials, as announced in the Digital Education Action Plan, through the European Digital Credentials for Learning. 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 two years 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:<br>• have a proven statutory link[480] with the European body/secretariat;<br>• be active in the field of education, training or youth;<br>A European NGO must be composed of at least nine entities (the European body/secretariat and at least eight national organisations/branches) established in nine different EU Member States and third countries associated to the Programme. |
| **First time applicant** | Any participating organisation 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** | Any situation or event that prevents organisations and individuals from fulfilling their obligations in the implementation of the project activities. This situation or event has to be unforeseeable, exceptional situation and beyond the parties' control. The force majeure cannot be due to error or negligence of the organisations or other participants involved in the action, and proves to be inevitable in spite of exercising all due diligence. |
| **Green skills** | Competences and knowledge necessary 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. |
| **Green travel** | Travel that uses low-emissions means of transport for the main part of the travel, such as bus, train, bike or car-pooling. |

[480] Defined under the term "statutory link" in this Glossary.

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| **Hosting / receiving organisation** | The (main) organisation that provides learning content to participants in mobility activities by using its own resources and expertise. The hosting organisation cooperates with the sending organisation to define the expected learning outcomes and the methods that will be used to achieve them. It then executes the learning programme and conducts monitoring and mentoring during the activity. |
| **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, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship, as described in the Council Recommendation 2018/C 189/01 of 22 May 2018 on key competences for lifelong learning. |
| **Learning mobility** | 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 participant knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence. |
| **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:<br>• manage the legal and financial information about the organisation<br>• manage access rights of persons in the organisation (but not at the project level)<br>• appoint representatives of the organisation to electronically sign grant agreements ('Legal Signatories' - LSIGN) or financial statements ('Financial Signatories' - FSIGN) via the Funding & Tenders Portal.<br>All the steps for the LEAR validation are clarified in the Funding & Tenders Portal. |
| **Less experienced organisation** | Any participating organisation 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. |

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| **Life-long learning** | 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 participating organisation 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.<br><br>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** | For the purpose of calculating the grants, a month is equal to 30 days. |
| **MOOC (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 designated 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 through planned learning activities where some form of learning support is present, but which is not part of the formal education and training system. |
| **Occupational profile** | The set of skills, competences, knowledge and qualifications that is usually relevant for a specific occupation. |

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| **OID (Organisation ID)** | A unique number that corresponds to an organisation. This number can be used when applying for an accreditation or grant under the Erasmus+ and European Solidarity Corps actions managed by National Agencies. |
| **Open Access** | Making grant outputs, such as publishing materials freely accessible to the public without restrictions, typically through digital platforms and repositories. 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 license or are in the public domain (i.e., copyright protection has expired). Cost-free materials that cannot be adapted and shared by the public are not 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). |
| **Participant in Erasmus+ project activities** | Individual who is fully involved in a project and who may receive European Union funding intended to cover the costs of participation (notably travel and subsistence). |
| **Participating organisation** | An organisation or informal group of young people involved in an Erasmus+ project, as either coordinator or partner. |
| **Partner organisation** | In actions managed by National Agencies, an organisation formally involved in the project (co-beneficiaries) but not taking the role of coordinator. |
| **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. |
| **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** | Company integrating social, environmental, and ethical concerns into their core operations and strategies. |
| **Project** | A coherent set of activities which are designed and organised in order to achieve defined objectives and results. |

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| **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** | A participating organisation receiving participants and organising 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** | A 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 Article 4(21) of Directive 2014/65/EU, 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** | The cooperation between the organisations concerned is based on a formalised/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 organisation" 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.). |

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| **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:<br>1.Identification through dialogue of particular experiences of an individual;<br>2.Documentation to make visible the individual's experiences;<br>3.A formal assessment of these experiences; and<br>4.Certification of the results of the assessment which may lead to a partial or full qualification |
| **Venue** | The physical location where an activity is taking place. |
| **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**

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| **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. |

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| **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+. Higher Education institutions from the Western Balkans third countries not associated to the programme can apply for and be granted an ECHE for the purposes of the Call for Proposals on the European Universities, to which they are eligible. 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 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. |

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| **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**[481]

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| **Apprenticeship (Apprentice)** [482] | Without prejudice to national terminology, apprenticeships are understood as formal vocational education and training schemes that:<br>a) combine learning in education or training institutions with substantial work-based learning in companies and other workplaces,<br>b) lead to nationally recognised qualifications,<br>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<br>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. |

[481] For other VET terminology please use the official Cedefop publication: https://www.cedefop.europa.eu/files/4117_en.pdf

[482] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0502%2801%29

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| **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.<br><br>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. |
| **Vocational education and training (VET)** | 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**

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| **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). |

**Youth**

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| **Coach** | A resource person who is not a member of the group and who supports young people 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. |

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| **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. |
| **Facilitator** | A person who helps a group of (young) people to work together better, understand their common objectives, and plan how to achieve these objectives through Erasmus+ activities |
| **Group Leader** | In youth mobility projects, an adult of at least 18 years of age 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** | A group of at least four young people which does not have legal personality under the applicable national law, provided that their representatives have the legal 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. |
| **Local participant in youth activities** | A participant in a learning mobility activity travelling less than 10 km to the venue of the activity. Such participants are not eligible for travel support, but, depending on the action, may be eligible for Individual Support, Organisational support and/or Inclusion support. |
| **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 a 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:<br>• certificates that can be obtained by participants in several Actions of the Programme; and<br>• 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. |

**Sport**

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| **Grassroots sport** | Physical leisure activities practised regularly at non-professional level by people of all ages for health, educational or social purposes. |
| **Sport staff** | A person involved in the instruction, training and management of a sports team or individual sports people, either on a paid basis or on a voluntary basis. |