European Commission

Erasmus+

Programme Guide

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

Version 2 (2015): 23/10/2014

Erasmus+

TABLE OF CONTENTS

INTRODUCTION 7

PART A - GENERAL INFORMATION ABOUT THE ERASMUS+ PROGRAMME 9

What are the objectives and important features of the Erasmus+ Programme? 11

What is the structure of the Erasmus+ Programme? 15

What is the budget? 17

Who implements the Erasmus+ Programme? 18

Who can participate in the Erasmus+ Programme? 23

PART B – INFORMATION ABOUT THE ACTIONS COVERED BY THIS GUIDE 27

Education and Training 28

Youth 29

Three Key Actions 30
- Key Action 1: Learning Mobility of Individuals 31
  - Which Actions are supported? 31
  - Mobility projects in the field of education, training and youth 33
  - What are the aims of a mobility project? 33
  - What is a mobility project? 33
    - Mobility project for higher education students and staff 35
    - Mobility project for VET learners and staff 51
    - Mobility project for school education staff 59
    - Mobility project for adult education staff 66
    - Mobility project for young people and youth workers 73
  - Large-scale European Voluntary Service events 86
  - Erasmus Mundus Joint Master Degrees 93
  - Erasmus+ Master Degree Loans 103

- Key Action 2: Cooperation for innovation and the exchange of good practices 104
  - Which Actions are supported? 104
  - Strategic Partnerships in the field of education, training and youth 106
  - Knowledge Alliances 123
  - Sector Skills Alliances 132
  - Capacity Building in the field of higher education 145
  - Capacity Building in the field of youth 166

- Key Action 3: Support for policy reform 180
  - Which Actions are supported? 180
  - Meetings between young people and decision-makers in the field of youth 182

Jean Monnet Activities 188
- Which Actions are supported? 188
- Jean Monnet Modules 190
- Jean Monnet Chairs 194

Jean Monnet Centres of Excellence 198
Jean Monnet support to institutions and associations 202
Jean Monnet Networks (policy debate with the academic world) 210
Jean Monnet Projects (policy debate with the academic world) 214

Sport 222
Which Actions are supported? 222
Collaborative Partnerships 223
Not-for-profit European sport events 228

PART C - INFORMATION FOR APPLICANTS 232

What to do in order to submit an Erasmus+ Application? 232
Step 1: Register in the Participant Portal 232
Step 2: Check the compliance with the Programme criteria 233
Step 3: Check the financial conditions 236
Step 4: Fill in and submit the application form 239
What happens once the application is submitted? 240
What happens when the application is approved? 241
Project life-cycle deadlines and payment modalities 244
Other important contractual provisions 246

ANNEX I - SPECIFIC RULES AND INFORMATION RELATING TO MOBILITY ACTIVITIES, STRATEGIC PARTNERSHIPS AND CAPACITY BUILDING IN THE FIELD OF HIGHER EDUCATION 249

ANNEX II – DISSEMINATION AND EXPLOITATION OF RESULTS 297

ANNEX III – GLOSSARY OF KEY TERMS 304

ANNEX IV - USEFUL REFERENCES AND CONTACT DETAILS 313

ABBREVIATIONS

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

INTRODUCTION

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

- participating organisations: meaning those organisations, institutions, bodies organising activities supported by the Programme;

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

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

- for most Actions, all the rules and conditions for receiving a grant from the Programme are specified in this Programme Guide;

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

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

HOW TO READ THE PROGRAMME GUIDE

The Programme Guide has three main parts:

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

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

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

Furthermore, this Guide includes the following Annexes:

- Annex I: Additional rules and information relating to the Actions covered by the Programme Guide
- Annex II: Dissemination Guidelines for beneficiaries
- Annex III: Glossary of the key terms used in this Guide
- Annex IV: Useful references and contact details

PART A - GENERAL INFORMATION ABOUT THE ERASMUS+ PROGRAMME

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020[1]. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the Europe 2020 strategy for growth, jobs, social equity and inclusion.

Too many young people leave school prematurely running a high risk of being unemployed and socially marginalised. Fighting rising levels of unemployment - particularly among young people - has become one of the most urgent- tasks for European governments. The same risk threatens many adults with low skills. Technologies are changing the way in which society operates, and there is a need to ensure the best use is made of them. EU businesses need to become more competitive through talent and innovation. Well-performing education and training systems and youth policies can help to tackle these challenges by providing people with the skills required by the labour market and the economy, while allowing them to play an active role in society and achieve personal fulfilment. Reforms in education, training and youth can strengthen progress towards these goals, on the basis of a shared vision between policy makers and stakeholders, sound evidence and cooperation across different fields and levels.

Another challenge relates to the development of social capital among young people, the empowerment of young people and their ability to participate actively in society, in line with the provisions of the Lisbon Treaty to "encourage the participation of young people in democratic life in Europe". This issue can also be targeted through non-formal learning activities, which aim at enhancing the skills and competences of young people as well as their active citizenship.

Moreover, there is a need to provide youth organisations and youth workers with training and cooperation opportunities, to develop their professionalism and the European dimension of youth work.

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

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

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

This investment in knowledge, skills and competences will benefit individuals, institutions, organisations and society as a whole by contributing to growth and ensuring prosperity and social inclusion in Europe and beyond.

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

The Erasmus+ Programme Guide is drafted in accordance with the Erasmus+ annual Work Programme adopted by the European Commission, and therefore may be revised to reflect the priorities and lines of action defined in the Work Programmes adopted in the following years. The implementation of this Guide is also subject to the availability of the appropriations provided for in the draft budget after the adoption of the budget for the year by the Budgetary Authority or as provided for in the system of provisional twelfths.

BUILDING ON PAST EXPERIENCE, LOOKING TOWARDS THE FUTURE

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

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

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

Erasmus+ aims at going beyond these programmes, by promoting synergies and cross-fertilisation throughout the different fields of education, training and youth, removing artificial boundaries between the various Actions and project formats, fostering new ideas, attracting new actors from the world of work and civil society and stimulating new forms of cooperation. Erasmus+ aims at becoming a more effective instrument to address the real needs in terms of human and social capital development in Europe and beyond.

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

- "Erasmus+: Comenius", in relation to the activities of the Programme exclusively related to the field of school education;
- "Erasmus+: Erasmus", in relation to the activities of the Programme exclusively related to the field of higher education and targeting Programme Countries;
- "Erasmus+: Erasmus Mundus", in relation to the Erasmus Mundus Joint Masters Degrees;
- "Erasmus+: Leonardo da Vinci", in relation to the activities of the Programme exclusively related to the field of vocational education and training;
- "Erasmus+: Grundtvig", in relation to the activities of the Programme exclusively related to the field of adult learning;
- "Erasmus+: Youth in Action", in relation to the activities of the Programme exclusively related to the field of youth non-formal and informal learning;
- "Erasmus+: Jean Monnet", in relation to the activities of the Programme exclusively associated with the field of European Union studies;
- "Erasmus+: Sports", in relation to the activities of the Programme exclusively related to the field of sport.

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

GENERAL OBJECTIVE

The Erasmus+ Programme shall contribute to the achievement of:

- the objectives of the Europe 2020 Strategy, including the headline education target[2];
- the objectives of the strategic framework for European cooperation in education and training (ET 2020), including the corresponding benchmarks;
- the sustainable development of Partner Countries in the field of higher education;
- the overall objectives of the renewed framework for European cooperation in the youth field (2010-2018);
- the objective of developing the European dimension in sport, in particular grassroots sport, in line with the EU work plan for sport;
- the promotion of European values in accordance with Article 2 of the Treaty on the European Union[3].

IMPORTANT FEATURES OF THE ERASMUS+ PROGRAMME

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

RECOGNITION AND VALIDATION OF SKILLS AND QUALIFICATIONS

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

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

In order to fulfil these objectives, the tools should be fit for purpose. They should be able to cater for new phenomena such as internationalisation of education and growing use of digital learning, and support the creation of flexible learning pathways in line with learners' needs and objectives. This means that the tools may need to evolve in the future. This evolution should lead to enhanced coherence and overall simplification of tools and support the creation of a true European area of skills and qualifications where learners and workers can move freely for job purposes or further learning.

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

DISSEMINATION AND EXPLOITATION OF PROJECT RESULTS

Dissemination and exploitation of results is one of the crucial areas of the Erasmus+ project lifecycle. It gives participating organisations the opportunity to communicate and share outcomes and deliverables achieved by their project, thus extending the impact of such projects, improving their sustainability and justifying the European added value of Erasmus+. In order to successfully disseminate and exploit project results, organisations involved in Erasmus+ projects are asked to give the necessary thought to dissemination and exploitation activities

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

[3] The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.

when designing and implementing their project. The level and intensity of such activities should be proportional to the objectives, the scope and the targets of the different Actions of Erasmus+. Results achieved in a particular project may be highly relevant and interesting also in fields not covered by the project and it is up to the individual projects to develop strategies and methods ensuring that others can easily access what has been developed and produced. Specific guidelines in this respect can be found in Annex II to this Programme Guide.

OPEN ACCESS REQUIREMENT FOR EDUCATIONAL MATERIALS, DOCUMENTS AND MEDIA PRODUCED THROUGH ERASMUS+

Erasmus+ promotes the open access to materials, documents and media that are useful for learning, teaching, training, youth work and are produced by projects funded by the Programme. Beneficiaries of Erasmus+ grants producing any such materials, documents and media in the scope of any funded project must make them available for the public, in digital form, freely accessible through the Internet under open licences. Beneficiaries are nonetheless allowed to define the most appropriate level of open access, including limitations (e.g. interdiction of commercial exploitation by third parties) if appropriate in relation to the nature of the project and to the type of material. The open access requirement is without prejudice to the intellectual property rights of the grant beneficiaries.

INTERNATIONAL DIMENSION

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

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

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

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

- **Mobility for young people and youth workers** (under Key Action 1) promoting Youth Exchanges, European Voluntary Service and mobility of youth workers in cooperation with Partner Countries neighbouring the EU;
- **Capacity Building** projects in the youth field (under Key Action 2) promoting cooperation and mobility activities that have a positive impact on the qualitative development of youth work, youth policies and youth systems as well as on the recognition of non-formal education in Partner Countries, notably in African, Caribbean and Pacific (ACP), Asian and Latin American countries;
- Involvement of young people and youth organisations from Partner Countries neighbouring the EU in the youth **Structured Dialogue** (under Key Action 3) through their participation in international meetings, conferences and events that promote dialogue between young people and decision-makers.

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

MULTILINGUALISM

Multilingualism is one of the cornerstones of the European project and a powerful symbol of the EU's aspiration to be united in diversity. Foreign languages have a prominent role among the skills that will help equip people better

for the labour market and make the most of available opportunities. The EU has set the goal that every citizen should have the opportunity to acquire at least two foreign languages, from an early age.

The 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.

Linguistic support is available for the language used by participants for studying, carrying out a traineeship or volunteering abroad in the framework of long-term mobility activities supported under Key Action 1. Linguistic support will mainly be offered online, as e-learning offers advantages for language learning in terms of access and flexibility. Online support includes mandatory assessment of language competences and voluntary language courses. Language assessment is a crucial aspect of the initiative in order to provide the right preparation for each participant and collect evidence on language skills of EU mobility participants. Therefore, a language assessment will be undertaken by participants before mobility and another assessment will be carried out at the end of the mobility period to monitor progress in language competences. The results of the language assessment test carried out by participants before their departure will not preclude them from taking part in the mobility activity, whatever the result is.

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

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

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

EQUITY AND INCLUSION

The Erasmus+ Programme aims at promoting equity and inclusion by facilitating the access to learners with disadvantaged backgrounds and fewer opportunities compared to their peers. These persons have a disadvantage because of personal difficulties or obstacles that limit or prevent them from taking part in transnational projects. The obstacles or difficulties these persons may face are categorised below:

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

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

PROTECTION AND SAFETY OF PARTICIPANTS

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

To this end each organisation participating in the Erasmus+ Programme must have in place effective procedures and arrangements to promote and guarantee the safety and protection of the participants in their project. With this regard, all students, trainees, apprentices, pupils, adult learners, young people, staff and volunteers, involved in a mobility activity under the Key Actions 1 or 2 of the Erasmus+ Programme, must be insured against the risks linked to their participation in these activities. Apart from the European Voluntary Service which foresees a specific insurance policy (see Annex I of this Guide), the Erasmus+ Programme does not define a unique format of insurance, nor does it recommend specific insurance companies. The Programme leaves it up to project organisers to seek the most suitable insurance policy according to the type of project carried out and to the insurance formats available at national level. Furthermore, it is not necessary to subscribe to a project-specific insurance, if the participants are already covered by existing insurance policies of the project organisers.

In either case, the following areas must be covered:

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

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

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

WHAT IS THE STRUCTURE OF THE ERASMUS+ PROGRAMME?

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

KEY ACTION 1 – MOBILITY OF INDIVIDUALS

This Key Action supports:

- **Mobility of learners and staff:** opportunities for students, trainees, young people and volunteers, as well as for professors, teachers, trainers, youth workers, staff of education institutions and civil society organisations to undertake a learning and/or professional experience in another country;
- **Erasmus Mundus Joint Master Degrees:** high-level integrated international study programmes delivered by consortia of higher education institutions that award full degree scholarships to the best master students worldwide;
- **Erasmus+ Master Degree Loans:** higher education students from Programme Countries can get a loan backed up by the Programme to go abroad for a full Master Degree. Students should address themselves to national banks or student loan agencies.

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

This Key Action supports:

- Transnational **Strategic Partnerships** aimed to develop initiatives addressing one or more fields of education training and youth and promote innovation, exchange of experience and know-how between different types of organisations involved in education, training and youth or in other relevant fields. Certain mobility activities are supported in so far as they contribute to the objectives of the project;
- **Knowledge Alliances** between higher education institutions and enterprises which aim to foster innovation, entrepreneurship, creativity, employability, knowledge exchange and/or multidisciplinary teaching and learning;
- **Sector Skills Alliances** supporting the design and delivery of joint vocational training curricula, programmes and teaching and training methodologies, drawing on evidence of trends in a specific economic sector and skills needed in order to perform in one or more professional fields;
- **Capacity Building** projects supporting cooperation with Partner Countries in the fields of higher education and youth. Capacity Building projects aim to support organisations/institutions and systems in their modernisation and internationalisation process. In certain eligible Partner Countries mobility activities are supported in so far as they contribute to the objectives of the project;
- IT support platforms, such as **eTwinning,** the **European Platform for Adult Learning (EPALE)** and the **European Youth Portal**, offering virtual collaboration spaces, databases of opportunities, communities of practice and other online services for teachers, trainers and practitioners in the field of school and adult education as well as for young people, volunteers and youth workers across Europe and beyond.

KEY ACTION 3 – SUPPORT FOR POLICY REFORM

This Key Action supports:

- **Knowledge in the fields of education, training and youth** for evidence-based policy making and monitoring in the framework of Europe 2020, in particular:
  - country-specific and thematic analysis, including through cooperation with academic networks;
  - peer learning and peer reviews through the Open Methods of Coordination in education, training and youth;
- **Initiatives for policy innovation** to stimulate innovative policy development among stakeholders and to enable public authorities to test the effectiveness of innovative policies through field trials based on sound evaluation methodologies;

- **Support to European policy tools** to facilitate transparency and recognition of skills and qualifications, as well as the transfer of credits, to foster quality assurance, support validation of non-formal and informal learning, skills management and guidance. This Action also includes the support to networks that facilitate cross-European exchanges, the learning and working mobility of citizens as well as the development of flexible learning pathways between different fields of education, training and youth;

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

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

JEAN MONNET ACTIVITIES

The Jean Monnet Activities will support:

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

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

- **Support to institutions and associations,** to organise and carry out statutory activities of associations dealing with EU studies and EU issues, and to publicize EU facts among a wider public enhancing active European citizenship. Jean Monnet Activities also provide operating grants to designated institutions which pursue an aim of European interest;

- **Studies and conferences** with the purpose of providing policy-makers with new insights and concrete suggestions via critical independent academic views, and to reflect on current issues of the EU, in particular through the annual major international conference on highly political subjects with the participation of policy-makers, civil society and top-level academics.

SPORT

Actions in the field of sport will support:

- **Collaborative Partnerships**, aimed at promoting the integrity of Sport (anti-doping, fight against match fixing, protection of minors), supporting innovative approaches to implement EU principles on good governance in sport, EU strategies in the area of social inclusion and equal opportunities, encouraging participation in sport and physical activity (supporting the implementation of EU Physical Activity Guidelines, volunteering, employment in sport as well as education and training in sport), and supporting the implementation of the EU guidelines on dual careers of athletes;

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

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

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

WHAT IS THE BUDGET?

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

For information about the available budget by action, planned number of projects to be granted as well as indicative average grants, please consult the 2015 [4] Erasmus+ Annual Work Programme (http://ec.europa.eu/dgs/education_culture/more_info/awp/index_en.htm)

[4] Actions in the field of higher education targeting mobility and cooperation with Partner Countries are also supported with Heading 4 funds allocated by the 2014 Annual Work Programme (http://ec.europa.eu/dgs/education_culture/more_info/awp/index_en.htm)

WHO IMPLEMENTS THE ERASMUS+ PROGRAMME?

THE EUROPEAN COMMISSION

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

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

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

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

THE NATIONAL AGENCIES

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

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

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

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

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

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

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

EURYDICE NETWORK

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

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

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

More information is available on the website of the Executive Agency.

ETWINNING SUPPORT SERVICES

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

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

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

EPALE

The Electronic Platform for Adult Learning in Europe - known as EPALE - is a new initiative funded by the Erasmus+ programme. It is open to teachers, trainers and volunteers, as well as policy-makers, researchers and academics involved in adult learning. The site offers interactive networks, enabling users to link with others all around Europe, engage in discussions and exchange good practice.

A calendar of European and national events keeps users up to date on professional development opportunities and can be a helpful tool to prepare mobility activities. Partner search features can also support the preparation of cooperation projects. A library of resources, news feeds and feature articles by leading experts in adult learning ensure that the latest adult education policy and debates are accessible to EPALE users. EPALE is implemented by a Central Support Service and a network of National Support Services in Erasmus+ Programme countries, which are in charge of identifying interesting information and encourage stakeholders to use and contribute to the platform. EPALE can be accessed at: http://ec.europa.eu/epale.

NATIONAL ERASMUS+ OFFICES

In the Partner Countries concerned (Western Balkans, Eastern and Southern Mediterranean countries, Russia and Central Asia) the National Erasmus+ Offices (NEOs) assist the Commission, the Executive Agency and the local

authorities in the implementation of the Erasmus+ Programme. They are the focal point in these countries for their stakeholders involved in the Erasmus+ Programme in the area of higher education. They contribute to improving awareness, visibility, relevance, effectiveness and impact of the international dimension of Erasmus+.

The National Erasmus+ Offices are responsible for:

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

NETWORK OF HIGHER EDUCATION REFORM EXPERTS (HEREs)

In the Partner Countries concerned (Western Balkans, Eastern and Southern Mediterranean countries, Russia and Central Asia), the National Teams of Higher Education Reform Experts provide a pool of expertise to local authorities and stakeholders to promote reform and enhance progress in higher education. They participate in the development of policies in higher education in their respective country. HERE activities are based on "peer to peer" contacts. Each national team consist 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 best practices and innovative initiatives and exploiting these for training purposes.

EUROGUIDANCE NETWORK

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

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

The main target group of Euroguidance is guidance practitioners and policy makers from both the educational and employment sectors in all European countries.
More information available at: http://euroguidance.eu/.

EUROPASS NATIONAL CENTRES

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

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

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

NATIONAL ACADEMIC RECOGNITION INFORMATION CENTRES (NARIC)

The NARIC network provides information concerning the recognition of diplomas and periods of study undertaken in other European countries as well as advice on foreign academic diplomas in the country where the NARIC is

established. The NARIC network provides authoritative advice to anyone travelling abroad for the purposes of work or further education, but also to institutions, students, advisers, parents, teachers and prospective employers.

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

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

NETWORK OF NATIONAL TEAMS OF ECVET EXPERTS

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

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

SALTO YOUTH RESOURCE CENTRES

The aim of the SALTO Youth Resource Centres is to help improve the quality of Erasmus+ projects in the field of youth. Through their thematic (Participation, Inclusion, Training and cooperation, Information, Cultural diversity) or geographical (Eastern Partnership Countries and Russia, Southern Mediterranean, Western Balkans) focus, they provide resources, information and training in specific areas for National Agencies and other actors involved in youth work, and foster the recognition of non-formal and informal learning.

Their work involves:

- organising training courses, study visits, forums and partnership-building activities;
- developing and documenting training and youth work methods and tools;
- giving an overview of European training activities that are available to youth workers through the European Training Calendar;
- issuing practical publications;
- providing up-to-date information about European youth work and the different priorities;
- providing a database of trainers and resource persons in the field of youth work and training;
- coordinating the implementation of Youthpass;
- carrying out the accreditation of EVS organisations in Partner Countries neighbouring the EU.

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

Otlas – the partner finding tool

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

More information available at: www.salto-youth.net/otlas or www.otlas.eu.

EURODESK NETWORK

The Eurodesk network offers information services to young people and those who work with them on European opportunities in the education, training and youth fields, and the involvement of young people in European activities.

Present in all Programme Countries, and coordinated at European level by the Eurodesk Brussels-link Office, the Eurodesk network offers enquiry answering services, funding information, events and publications. It also contributes to the animation of the European Youth Portal.

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

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

WHO CAN PARTICIPATE IN THE ERASMUS+ PROGRAMME?

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

PARTICIPANTS

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

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

In general terms:

- For projects relevant for the field of higher education, the main targets are: higher education students (short cycle, first, second or third cycle), higher education teachers and professors, staff of higher education institutions, trainers and professionals in enterprises;
- For projects relevant for the field of vocational education and training, the main targets are: apprentices and students in vocational education, professionals and trainers in vocational training, staff of initial vocational education organisations, trainers and professionals in enterprises;
- For projects relevant for the field of school education, the main targets are: school leaders, school teachers and school staff, pupils in pre-primary, primary and secondary education;
- For projects relevant for the field of adult education, the main targets are: members of adult education organisations, trainers, staff and learners in adult education;
- For projects relevant for the youth field the main targets are: young people from 13 to 30[5], youth workers, staff and members of organisations active in the youth field;
- For projects relevant to the field of sport, the main targets are: professionals and volunteers in the field of sport, athletes and coaches.

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

PARTICIPATING ORGANISATIONS

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

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

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

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

[5] Different age limits apply depending on the different types of activities. For more information please consult Part B and Annex I of this Guide. Please also consider the following:
lower age limits - participants must have reached the minimum age at the start date of the activity.
upper age limits - participants must not be older than the indicated maximum age at the application deadline.

ELIGIBLE COUNTRIES

The Erasmus+ Programme is open to the following countries:

PROGRAMME COUNTRIES

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

Member States of the European Union (EU)[6]			
Belgium	Greece	Lithuania	Portugal
Bulgaria	Spain	Luxembourg	Romania
Czech Republic	France	Hungary	Slovenia
Denmark	Croatia	Malta	Slovakia
Germany	Italy	Netherlands	Finland
Estonia	Cyprus	Austria	Sweden
Ireland	Latvia	Poland	United Kingdom

Non EU Programme Countries		
former Yugoslav Republic of Macedonia	Iceland Liechtenstein	Norway Turkey

PARTNER COUNTRIES

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

PARTNER COUNTRIES NEIGHBOURING THE EU[7]

Western Balkans (Region 1)	Eastern Partnership countries (Region 2)	South-Mediterranean countries (Region 3)	Russian Federation (Region 4)
Albania Bosnia and Herzegovina Kosovo[8] Montenegro Serbia	Armenia Azerbaijan Belarus Georgia Moldova Territory of Ukraine as recognised by international law	Algeria Egypt Israel Jordan Lebanon Libya Morocco Palestine[9] Syria Tunisia	Territory of Russia as recognised by international law

[6] According to Article 33.3 of the Council Decision 2013/755/EU* on the Association of the OCTs with the European Union adopted on 25 November 2013 (http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:344:0001:0118:EN:PDF), the Union shall ensure that individuals and organisations from or to Overseas Countries and Territories (OCT) shall be eligible for the Erasmus+, subject to the rules of the Programme and the arrangements applicable to the Member State with which these OCTs they are connected. The concerned OCTs are listed in annex II of the TFEU.

[7] 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 137 of the EU's Financial Regulation. .

[8] 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.

[9] 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.

OTHER PARTNER COUNTRIES

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

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

Region 5	Andorra, Monaco, San Marino, Vatican City State, Switzerland
Region 6[10] Asia	Afghanistan, Bangladesh, Bhutan, Cambodia, China, DPR Korea, India, Indonesia, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Vietnam
Region 7[11] Central Asia	Kazakstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan
Region 8[12] Latin America	Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela
Region 9[13]	Iran, Iraq, Yemen
Region 10[14]	South Africa
Region 11[15] ACP	Angola, Antigua and Barbuda, Belize, Cape Verde, Comoros, Bahamas, Barbados, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Central African Republic, Chad, Congo (Brazzaville), Congo (Kinshasa), Cook Islands, Côte d'Ivoire,Djibouti, Dominica, Dominican Republic, Eritrea, Ethiopia, Fiji, Gabon, Gambia, Ghana, Grenada, Republic of Guinea, Guinea-Bissau, Equatorial Guinea, Guyana, Haiti, Jamaica, Kenya, Kiribati, Lesotho, Liberia, Madagascar, Malawi, Mali, Marshall Islands, Mauritania, Mauritius, Micronesia, Mozambique, Namibia, Nauru, Niger, Nigeria, Niue, Palau, Papua New Guinea, Rwanda, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Solomon Islands, Samoa, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Sudan, Sudan, Suriname, Swaziland, Tanzania, East Timor, Togo, Tonga, Trinidad and Tobago, Tuvalu, Uganda, Vanuatu, Zambia, Zimbabwe.
Region 12[16] Industrialised: Gulf Cooperation countries	Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates.
Region 13[17] Other Industrialised countries	Australia, Brunei, Canada, Hong Kong, Japan, (Republic of) Korea, Macao, New Zealand, Singapore, Taiwan, United States of America.

[10] Classification used in the framework of the Development and Cooperation Instrument (DCI).
[11] As above.
[12] As above.
[13] As above.
[14] As above.
[15] Classification used in the framework of the European Development Fund (EDF).
[16] Classification used in the framework of the Partnership Instrument (PI).
[17] Classification used in the framework of the Partnership Instrument (PI).

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

REQUIREMENTS REGARDING VISA AND RESIDENCE PERMITS

Participants in Erasmus+ projects may need to obtain a visa for staying abroad in the Programme or Partner Country hosting the activity. It is a responsibility of all the participating organisations to ensure that the authorisations required (short or long-term stay visas or residence permits) are in order before the planned activity takes place. It is strongly recommended that the authorisations are requested from the competent authorities well in advance, since the process may take several weeks. National Agencies and the Executive Agency may give further advice and support concerning visas, residence permits, social security, etc. The EU Immigration Portal contains general information on visa and residence permits, for both short-term and long-term stays: http://ec.europa.eu/immigration/tab2.do?subSec=11&language=7$en.

PART B – INFORMATION ABOUT THE ACTIONS COVERED BY THIS GUIDE

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

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

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

EDUCATION AND TRAINING

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

WHICH ACTIONS ARE SUPPORTED?

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

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

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

WHAT ARE THE AIMS OF THESE ACTIONS?

SPECIFIC OBJECTIVES

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

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

YOUTH

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

WHICH ACTIONS ARE SUPPORTED?

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

- Mobility projects for young people (Youth Exchanges and European Voluntary Service) and youth workers;
- Large-scale European Voluntary Service events;
- Strategic Partnerships;
- Capacity Building in the field of youth;
- Meetings between young people and decision-makers in the field of youth.

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

WHAT ARE THE AIMS OF THESE ACTIONS?

SPECIFIC OBJECTIVES

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

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

Over the 2014-2020 period, 10% of the budget will be allocated in support of non-formal and informal learning opportunities in the youth field.

THREE KEY ACTIONS

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

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

This approach will also avoid unnecessary repetitions in this Guide.

KEY ACTION 1: LEARNING MOBILITY OF INDIVIDUALS

WHICH ACTIONS ARE SUPPORTED?

This Key Action supports:

- Mobility projects in the field of education, training and youth;
- Large scale European Voluntary Service events;
- Erasmus Mundus Joint Master Degrees;
- Erasmus+ Master Loans.

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

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

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

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

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

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

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

- innovative and improved way of operating towards their target groups, by providing for example: more attractive programmes for students, trainees, apprentices, young people and volunteers in line with their needs and expectations; improved qualifications of teaching and training staff; improved processes of recognition and validation of competences gained during learning periods abroad; more effective activities for the benefit of local communities, improved youth work methods and practices to actively involve young people and/or to address disadvantaged groups, etc.;

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

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

MOBILITY PROJECTS IN THE FIELD OF EDUCATION, TRAINING AND YOUTH

WHAT ARE THE AIMS OF A MOBILITY PROJECT?

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

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

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

- enhance the attractiveness of higher education in Europe and support European higher education institutions in competing on the higher education market worldwide;
- support the priorities identified in the Communications "Increasing the impact of EU Development Policy: an Agenda for Change"[18] and "European Higher Education in the World"[19].
- support the internationalisation, attractiveness quality, equity of access and modernisation of higher education institutions outside Europe in view of promoting the development of Partner Countries;
- promote the development and external policy objectives and principles including national ownership, social cohesion, equity, proper geographical balance and diversity. Special attention will be given to the least developed countries as well as to disadvantaged students from poor socio-economic backgrounds and to students will special needs.
- promote non-formal learning and cooperation in the field of youth with Partner Countries.

WHAT IS A MOBILITY PROJECT?

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

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

- Implementation of the mobility activities;

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

An important innovation introduced in Erasmus+ compared to many actions of mobility supported under past European programmes is that Erasmus+ reinforces the support offered to the participants of mobility activities in

[18] Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Brussels, 13.10.2011, COM(2011) 637 Final
[19] Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Brussels, 11.07.2013 COM(2013) 499 final

improving their foreign language competences before and during their stay abroad. A European online linguistic support service was gradually introduced by the European Commission starting from the year 2014. The service provides the participants in long-term mobility activities with the opportunity to assess their knowledge of the language they will use to study, work or volunteer abroad as well as to follow an online language course to improve their competences (more details on the support to language learning can be found in Annex I).

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

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

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

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

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

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

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

MOBILITY PROJECT FOR HIGHER EDUCATION STUDENTS AND STAFF

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

Student mobility:

- a **study period** abroad at a partner higher education institution (HEI);
- a **traineeship (work placement)** abroad in an enterprise or any other relevant workplace[20].

A study period abroad may include a traineeship period as well.

To ensure high-quality mobility activities with maximum impact on the students, the mobility activity has to be compatible with the student's degree-related learning and personal development needs. The study period abroad must be part of the student's study programme to complete a degree at a short cycle, first cycle (Bachelor or equivalent), second cycle (Master or equivalent) and third or doctoral cycle.

Traineeships abroad[21] at a workplace are also supported during short cycle, first, second, third cycle studies and within a maximum of one year after the student's graduation. This also includes the 'assistantships' for student teachers.

Wherever possible, the traineeships should be an integrated part of the student's study programme.
Student mobility can be in any subject area/academic discipline.

Staff mobility:

- **teaching periods:** this activity allows HEI teaching staff or staff from enterprises to teach at a partner HEI abroad. Staff mobility for teaching can be in any subject area/academic discipline.

- **training periods:** this activity supports the professional development of HEI teaching and non-teaching staff in the form of training events abroad (excluding conferences) and job shadowing/observation periods/training at a partner HEI, or at another relevant organisation abroad.

A period abroad can combine teaching and training activities.

The majority of the budget of this Action will support activities involving mobility between Programme Countries. However, a limited amount of the budget available for this Action can fund international activities between Programme and all Partner Countries of the world, except regions 5, 9, and 12 (see section "eligible countries" in Part A of this Guide).

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN THIS PROJECT?

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

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

[20] Following courses at a higher education institution cannot be considered as a traineeship.
[21] Traineeships between Programme and Partner Countries are not foreseen in 2015.

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

The sending and receiving organisations, together with the students/staff, must have agreed on the activities to be undertaken by the students - in a 'Learning Agreement' - or by staff members - in a 'Mobility Agreement' - prior to the start of the mobility period. These agreements define the target learning outcomes for the learning period abroad, specify the formal recognition provisions and list the rights and obligations of each party. When the activity is between two higher education institutions (student mobility for studies and staff mobility for teaching), an 'inter-institutional agreement' has to be in place between the sending and the receiving institutions before the exchanges can start.

By signing the Erasmus Charter for Higher Education (ECHE), higher education institutions commit to provide all the necessary support to mobile participants, including linguistic preparation. To support them, online linguistic support is being gradually implemented in the course of the Programme for all long-term mobility activities of two months and longer. It is made available by the European Commission to eligible participants to assess their foreign language competences and to offer, where necessary, the most appropriate language learning before and/or during mobility (for more details, see Annex I of this Guide). Partner Country higher education institutions are not eligible to sign the ECHE, therefore details of the linguistic support offered to mobile participants should be made explicit in the inter-institutional agreement.

WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?

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

GENERAL ELIGIBILITY CRITERIA

Who can apply?	▪ For an application as individual HEI: higher education institutions established in a Programme Country and awarded with an Erasmus Charter for Higher Education (ECHE). For more information on the Charter, see the section "Erasmus Charter for Higher Education" below and the Annex I of this Guide). ▪ For an application as national mobility consortium: coordinating organisations established in a Programme Country and coordinating a consortium awarded with a higher education Mobility Consortium Certificate. Organisations that do not hold a valid Mobility Consortium Certificate can apply for this Certificate on behalf of a Mobility Consortium at the same time of applying for a mobility project grant. All the involved higher education institutions from eligible Programme countries must hold an Erasmus Charter for Higher Education (ECHE). These organisations will be eligible for a mobility project only if their application for the Mobility Consortium Certificate is successful. Higher education students and staff cannot apply directly for a grant; the selection criteria for participation in the mobility activities are defined by the higher education institution in which they study or are employed.
Eligible activities	A higher education mobility project must comprise one or more of the following activities: ▪ Student mobility for studies; ▪ Student mobility for traineeships[22]; ▪ Staff mobility for teaching; ▪ Staff mobility for training.

[22] Traineeships between Programme and Partner Countries are not foreseen in 2015.

Eligible countries	Mobility between Programme Countries: ▪ any Programme Country Mobility between Programme and Partner Countries: ▪ any Programme Country; and ▪ any Partner Country of the world, except regions 5, 9 and 12 (see section "eligible countries" in Part A of this Guide)
Number of participating organisations	The number of organisations in the application form is one (the applicant). It is either a single HEI or a national mobility consortium coordinator established in a Programme Country. During the implementation of the mobility project, a minimum of two organisations (at least one sending and at least one receiving organisation) from different Programme Countries must be involved. For mobility projects involving Partner Countries, the minimum is one from a Programme Country and one from an eligible Partner Country.
Duration of project	16 or 24 months. The applicant must choose the duration at application stage, based on the scale of the project and on the type of activities planned over time.
Where to apply?	To the National Agency of the country in which the applicant organisation is established.
When to apply?	Applicants have to submit their grant application by **4 March at 12:00 (midday Brussels time)** for projects starting on 1 June of the same year.
How to apply?	Please see part C of this Guide for details on how to apply.
Other criteria	A HEI or national mobility consortium can apply only once per selection round for a mobility project between Programme Countries and only once per selection round for a mobility project between Programme Countries and Partner Countries. However a HEI may be part of or coordinate several different consortia applying at the same time.

ADDITIONAL ELIGIBILITY CRITERIA DURING IMPLEMENTATION FOR STUDENT MOBILITY

Eligible participating organisations	▪ **Student mobility for studies:** All participating Programme Country organisations (both sending and receiving) must be HEIs awarded with an ECHE. All Partner Country organisations must be HEIs and have signed inter-institutional agreements with their Programme Country partners before the mobility takes place. ▪ **Student mobility for traineeships[23]:** The sending organisation must be a HEI awarded with an ECHE. The receiving organisation can be[24]: o any public or private organisation active in the labour market or in the fields of education, training and youth. For example, such organisation can be: – a public or private, a small, medium or large enterprise (including social enterprises); – a public body at local, regional or national level; – a social partner or other representative of working life, including chambers of commerce, craft/professional associations and trade unions; – a research institute; – a foundation; – a school/institute/educational centre (at any level, from pre-school to upper secondary education, and including vocational education and adult education); o a non-profit organisation, association, NGO; o a body providing career guidance, professional counselling and information services. o a Programme Country HEI awarded with an ECHE
Duration of the activity	**Study periods**: from 3[25] to 12 months (including a complementary traineeship period, if planned). **Traineeships**: from 2 to 12 months. The same student may participate in mobility periods totalling up to 12 months[26] maximum per each cycle of study[27], independently from the number and type of mobility activities. Participation with a zero-grant from EU funds counts as well towards this maximum duration : ▪ during the first study cycle (Bachelor or equivalent) including the short-cycle (EQF levels 5 and 6); ▪ during the second study cycle (Master or equivalent - EQF level 7); and ▪ during the third cycle as doctoral candidate (doctoral level or EQF level 8). The duration of a traineeship by recent graduates counts towards the 12 months maximum of the cycle during which they apply for the traineeship.
Venue(s) of the activity	Students must carry out their mobility activity in a Programme or Partner Country different from the country of the sending organisation and the country where the student has his/her accommodation during his/her studies.

[23] Traineeships between Programme and Partner Countries are not foreseen in 2015.
[24] The following types of organisations are not eligible as receiving organisations for student traineeships:
- EU institutions and other EU bodies including specialised agencies (their exhaustive list is available on the website ec.europa.eu/institutions/index_en.htm); organisations managing EU programmes such as national agencies (in order to avoid a possible conflict of interests and/or double funding).

[25] Minimum duration of a study period is 3 months, or 1 academic term or trimester.
[26] Prior experience under LLP-Erasmus Programme counts towards the 12 months per study cycle.
[27] In one-cycle study programmes, such as Medicine, students can be mobile for up to 24 months.

Eligible participants	Students registered in a HEI and enrolled in studies leading to a recognised degree or another recognised tertiary level qualification (up to and including the level of doctorate). In case of mobility for studies, the student must be enrolled at least in the second year of higher education studies. For traineeships, this condition does not apply. Recent higher education graduates may participate in a traineeship. Recent graduates must be selected by their HEI during their last year of study, and must carry out and complete their traineeship abroad within one year of obtaining their graduation.

ADDITIONAL ELIGIBILITY CRITERIA DURING IMPLEMENTATION FOR STAFF MOBILITY

Eligible participating organisations	▪ **Staff mobility for teaching:** The receiving organisation must be a Programme Country HEI awarded with an ECHE or a Partner Country HEI having signed an inter-institutional agreement with the sending Programme Country partner before the mobility takes place. The sending organisation must be: ○ a Programme Country HEI awarded with an ECHE, or a Partner Country HEI having signed an inter-institutional agreement with the receiving Programme Country partner; or ○ any Programme Country public or private organisation active in the labour market or in the fields of education, training and youth. For example, such organisation can be: – a public or private, a small, medium or large enterprise (including social enterprises); – a public body at local, regional or national level; – a social partner or other representative of working life, including chambers of commerce, craft/professional associations and trade unions; – a research institute; – a foundation; – a school/institute/educational centre (at any level, from pre-school to upper secondary education, and including vocational education and adult education); – a non-profit organisation, association, NGO; – a body providing career guidance, professional counselling and information services. ▪ **Staff mobility for training:** The sending organisation must be a Programme Country HEI awarded with an ECHE or a Partner Country HEI having signed an inter-institutional agreement with the receiving Programme Country partner. before the mobility takes place. The receiving organisation must be: ○ a Programme Country HEI awarded with an ECHE, or a Partner Country HEI having signed an inter-institutional agreement with the receiving Programme Country partner; or ○ any Programme Country public or private organisation active in the labour market or in the fields of education, training and youth. See examples in the previous page.
Duration of the activity	From 2 days (5 days from and to Partner Countries) to 2 months, excluding travel time. In all cases, a teaching activity has to comprise a minimum of 8 hours of teaching per week (or any shorter period of stay).
Venue(s) of the activity	Staff must carry out their mobility activity in any Programme Country different from the country of the sending organisation and the staff country of residence.

Eligible participants	Staff mobility for teaching: staff employed in a Programme or Partner Country HEI or in any Programme Country public or private organisation active in the labour market or in the fields of education, training and youth (including employed doctoral candidates) that has been invited to teach at an HEI. Staff mobility for training: staff employed in a Programme or Partner Country HEI.

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

AWARD CRITERIA

AWARD CRITERIA FOR A MOBILITY PROJECT WITHIN PROGRAMME COUNTRIES[28]

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

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

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

- the number of mobility periods and months/days applied for;
- the past performance of the applicant in terms of number of mobility periods, good quality in the implementation of activities and sound financial management, in case the applicant has received a similar grant in previous years;
- the total national budget allocated for the mobility Action.

AWARD CRITERIA FOR A MOBILITY PROJECT BETWEEN PROGRAMME AND PARTNER COUNTRIES

Eligible grant applications (after having passed the eligibility check) will be assessed, for each mobility project with a Partner Country, on the following criteria:

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

To be considered for funding, proposals must score at least 70 points. Furthermore, they must score minimum 15 points for the categories "relevance of the strategy" and "quality of the cooperation arrangements"; and 10 points for the categories "quality of the activity design and implementation" and "impact and dissemination".

[28] mobility in both directions

Secondary Criteria

In addition to the general criteria outlined above, where the National Agency budget envelope for a particular Partner Region or Country is limited, a National Agency may choose to limit demand by adding one or more secondary criteria from the list below. In the event that a National Agency chooses to use secondary criteria this decision must be clearly publicised and communicated to all stakeholders in advance of the deadline, in particular on the National Agency's website.

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

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

- the number of mobility periods and months/days applied for;
- the budget allocated for the mobility Action in the respective Partner Country or Region;
- the geographical balance within a given region or sub-region.

WHAT ACCREDITATION DO APPLICANTS NEED FOR THIS MOBILITY PROJECT?

ERASMUS CHARTER FOR HIGHER EDUCATION

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

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

MOBILITY CONSORTIUM CERTIFICATE FOR HIGHER EDUCATION

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

ELIGIBILITY CRITERIA

Eligible participating organisations	A national mobility consortium in higher education can be composed of the following participating organisations: ▪ higher education institutions holding a valid Erasmus Charter for Higher Education (for more information on the Charter, see the section "Erasmus Charter for Higher Education" above and the Annex I of this Guide); and ▪ any public or private organisation active in the labour market or in the fields of education, training and youth (see examples of eligible participating organisations in the previous page). Each participating organisation must be established in the same Programme Country.
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 national mobility consortium must comprise minimum three eligible participating organisations, including two sending HEIs. All member organisations of the national mobility consortium must be identified at the time of applying for the Mobility Consortium Certificate.
Duration of the certificate	Three consecutive annual calls and no later than 2020/2021.
Where to apply?	To the National Agency of the country in which the applicant organisation is established.
When to apply?	Applicants have to submit their accreditation application by **4 March at 12:00 (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.

AWARD CRITERIA

The national mobility consortium application will be assessed against the following criteria:

Relevance of the consortium (maximum 30 points)	▪ The relevance of the proposal to: - the objectives of the Action (see section "What are the aims of a mobility project") - the needs and objectives of the organisations participating in the consortium and of the individual participants ▪ The extent to which the proposal is suitable for: - producing high-quality learning outcomes for participants - reinforcing the capacities and international scope of the organisations participating in the consortium - bringing added value at EU level through results that would not be attained by activities carried out by each single HEI
Quality of the consortium composition and the cooperation arrangements (maximum 20 points)	▪ The extent to which: - the consortium involves an appropriate composition of sending higher education institutions with, where relevant, complementary participating organisations from other socio-economic sectors with the necessary profile, experience and expertise to successfully deliver all aspects of the project - the consortium coordinator has previous experience in managing a consortium or a similar project type - the distribution of roles, responsibilities and tasks/resources is well defined and demonstrates the commitment and active contribution of all participating organisations - tasks/resources are pooled and shared - the responsibilities are clear for contractual and financial management issues - the consortium involves newcomers to the Action
Quality of the consortium activity design and implementation (maximum 20 points)	▪ The clarity, completeness and quality of all the phases of a mobility project (preparation, implementation of mobility activities, and follow-up) ▪ The quality of the practical arrangements, management and support modalities (e.g. finding receiving organisations, matchmaking, information, linguistic and intercultural support, monitoring) ▪ The quality of cooperation, coordination and communication between the participating organisations, as well as with other relevant stakeholders ▪ Where relevant, the quality of arrangements for the recognition and validation of participants' learning outcomes, as well as the consistent use of European transparency and recognition tools ▪ If applicable, the appropriateness of measures for selecting participants in the mobility activities and for promoting disadvantaged persons to participate in mobility activities
Impact and dissemination (maximum 30 points)	▪ The quality of measures for evaluating the outcomes of the activities led by the consortium ▪ The potential impact of the project: - on participants and participating organisations during and after the project lifetime - outside the organisations and individuals directly participating in the project, at institutional, local, regional, national and/or international levels ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the activities led by the consortium within and outside the participating organisations and partners

WHAT ELSE YOU SHOULD KNOW ABOUT THIS ACTION?

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

WHAT ARE THE FUNDING RULES?

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

- number of students and staff that are supposed to take part in mobility activities;
- total duration per participant of the planned mobility activities;
- number and total duration of mobility activities (students and staff) realised in the previous two years.

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

If the applicant submits mobility projects with Partner Countries, it will fill in a separate application form dedicated to mobility to and from Partner Countries.
A separate grant will be awarded for mobilities with Partner Countries.

The following rules will apply to support financially these activities:

A) FUNDING RULES APPLYING TO ALL MOBILITY ACTIVITIES

Eligible costs		Financing mechanism	Amount	Rule of allocation
Organisational Support	Costs directly linked to the implementation of mobility activities (excluding subsistence and travel for participants)	Unit costs	up to the 100th participant: 350 EUR per participant + beyond the 100th participant: 200 EUR per additional participant	Based on the number of mobility participants
Special needs support	Additional costs directly related to participants with disabilities (excluding travel and subsistence of accompanying persons)	Real costs	100% of eligible costs, as approved by the National Agency	Conditional: the request for financial support must be motivated in a specific application form once participants have been selected

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

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

- organisational arrangements with partner institutions, including visits to potential partners, to agree on the terms of the inter-institutional agreements for the selection, preparation, reception and integration of mobile participants; and to keep these inter-institutional agreements updated;
- provide updated course catalogues for international students;
- provide information and assistance to students and staff;
- selection of students and staff;
- preparation of the learning agreements to ensure full recognition of the students' educational components; preparation and recognition of mobility agreements for staff;
- linguistic and intercultural preparation provided to both incoming and outbound students and staff;
- facilitate the integration of incoming mobile participants in the HEI;
- ensure an efficient mentoring and supervision arrangements of mobile participants;
- specific arrangements to ensure the quality of student traineeships in enterprises;
- ensure recognition of the educational components and related credits, issuing transcript of records and

diploma supplements;
- support the reintegration of mobile participants and build on their acquired new competences for the benefit of the HEI and peers.

Higher education institutions in both Programme and Partner Countries commit themselves to comply with all the principles of the Charter to ensure mobility of high quality, including these ones: "ensure that outgoing mobile participants are well prepared for the mobility, including having attained the necessary level of linguistic proficiency" and "provide appropriate linguistic support to incoming mobile participants". Advantages can be taken of existing facilities within the institutions for language training. Those HEIs which would be able to provide student and staff mobility of high quality, including linguistic support, at a lower cost (or because it is funded under other sources than EU funding) would have the possibility to transfer 50% of the organisational support grant to fund more mobility activities.

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

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

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

MOBILE PARTICIPANTS WITH A ZERO-GRANT FROM EU FUNDS

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

SPECIAL NEEDS SUPPORT

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

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

As regards the accompanying persons for students and staff with special needs, they are entitled to receive a contribution as foreseen for the mobility of staff (if the total duration of the stay abroad of the accompanying person is up to 60 days) or as foreseen for the mobility of students (if the total duration of the stay abroad is above 60 days).

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

OTHER SOURCES OF FUNDING

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

B) GRANT SUPPORT FOR THE MOBILITY OF STUDENTS

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

CRITERION 1 – SENDING AND RECEIVING COUNTRIES OF THE STUDENT

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

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

Programme Countries are divided into the three following groups:

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

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

- Medium range EU grant: a medium range, between **200 and 450 EUR per month,** will apply to mobility activities towards a country of similar living costs: a) from Group 1 to Group 1, b) from Group 2 to Group 2 and c) from Group 3 to Group 3.

- Higher range EU grant: corresponds to the medium range applied by the National Agency plus at least 50 EUR and between **250 and 500 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 **150 and 400 EUR per month.** It applies to mobility activities towards a country of lower living costs: a) Group 1 to Group 2 and 3 countries and b) from Group 2 to Group 3.

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

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

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

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

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

Students in traineeships
Students carrying out traineeships will receive an additional top-up from the EU grant with an amount **between 100 and 200 EUR per month**. The precise level will be determined by National Agencies and/or higher education institutions according to the level of demand and level of co-financing for this type of mobility. In all cases, the same level should be given to all students within the same higher education institution, independently from any top-up and/or contribution in kind that the student may receive from the host enterprise. The top-up for students with disadvantaged backgrounds would not apply in this case. In case of mobility of participants from Partner Countries, the first criterion for selecting students will be academic merit, but with equivalent academic level, preference should be assigned to students from less advantaged socio-economic backgrounds.

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

From	To	Amount
Outermost regions, Cyprus, Iceland and Malta, Overseas Countries and Territories	Group 1 countries	750 EUR per month
	Group 2 countries	700 EUR per month
	Group 3 countries	650 EUR per month

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

Travel distances[29]	Amount
Between 100 and 499 KM:	180 EUR per participant
Between 500 and 1999 KM:	275 EUR per participant
Between 2000 and 2999 KM:	360 EUR per participant
Between 3000 and 3999 KM:	530 EUR per participant
Between 4000 and 7999 KM:	820 EUR per participant
8000 KM or more:	1100 EUR per participant

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

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

- The rates must be defined and/or applied in an objective and transparent manner, taking into account all the principles and the methodology described above (i.e. considering the mobility flow as well as the additional specific funding);
- The same level of grant must be given to all students going to the same group of countries for the same type of mobility – studies or traineeships (except for students from disadvantaged backgrounds or with special

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

needs).

Students from or to Partner Countries

The amounts for individual support defined by National Agencies will be set as follows:

From	To	Amount
Eligible Partner Countries	Group 1 Programme Countries	850 EUR per month
	Group 2 Programme Countries	800 EUR per month
	Group 3 Programme Countries	750 EUR per month
Programme Countries	Partner Countries	650 EUR per month

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

Travel distances[30]	Amount
Between 100 and 499 KM:	180 EUR per participant
Between 500 and 1999 KM:	275 EUR per participant
Between 2000 and 2999 KM:	360 EUR per participant
Between 3000 and 3999 KM:	530 EUR per participant
Between 4000 and 7999 KM:	820 EUR per participant
8000 KM or more:	1100 EUR per participant

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

C) GRANT SUPPORT FOR THE MOBILITY OF STAFF

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

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, from their place of origin to the venue of the activity and return	Unit costs	For travel distances between 100 and 499 KM: 180 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission[31]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[32]
			For travel distances between 500 and 1999 KM: 275 EUR per participant	
			For travel distances between 2000 and 2999 KM: 360 EUR per participant	
			For travel distances between 3000 and 3999 KM: 530 EUR per participant	
			For travel distances between 4000 and 7999 KM: 820 EUR per participant	
			For travel distances of 8000 KM or more: 1100 EUR per participant	
Individual support	Costs directly linked to the subsistence of participants during the activity	Unit costs	up to the 14th day of activity: A1.1 per day per participant + between the 15 th and 60 th day of activity: 70% of A1.1 per day per participant	Based on the duration of the stay per participant (if necessary, including also one travel day before the activity and one travel day following the activity.

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

[32] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

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

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

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

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

Receiving country	Staff from Programme Countries	Staff from Partner Countries
	Min-Max (per day)	Amount (per day)
	A1.1	A1.2
Denmark, Ireland, Netherlands, Sweden, United Kingdom	80-160	160
Belgium, Bulgaria, Czech Republic, Greece, France, Italy, Cyprus, Luxembourg, Hungary, Austria, Poland, Romania, Finland, Iceland, Liechtenstein, Norway, Turkey	70-140	140
Germany, Spain, Latvia, Malta, Portugal, Slovakia, former Yugoslav Republic of Macedonia	60-120	120
Estonia, Croatia, Lithuania, Slovenia	50-100	100
Partner Countries	160	Not eligible

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

MOBILITY PROJECT FOR VET LEARNERS AND STAFF

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

Learners' mobility:

- a **VET traineeship** abroad for up to 12 months.

This activity is open to both apprentices and students in vocational training schools. These learners undertake a vocational training placement in another country. Learners are hosted either at a workplace (in an enterprise or other relevant organisation) or at a VET school (with periods of work-based learning in an enterprise or other relevant organisation).

Each mobility activity is set within a quality framework previously agreed upon by the sending and receiving organisations to ensure a high level of quality for the activity, including a "Learning Agreement".
The learning outcomes are formally recognised and validated at an institutional level, course contents are adapted as necessary to ensure that the mobility period abroad fits well with the course in which the apprentice/VET student is enrolled.
In order to strengthen the employability of young people and to facilitate their transition to the labour market, recent graduates from VET schools or companies providing VET to apprentices can participate in this activity as well.

Staff mobility:

- **teaching/training assignments**: this activity allows staff of VET schools to teach at a partner VET school abroad. It also allows staff of enterprises to provide training at a VET organisation abroad.

- **staff training**: this activity supports the professional development of VET staff in the form of a work placement or a job shadowing/observation period abroad in an enterprise or any other VET organisation.

Erasmus+ supports learning mobility of staff that:

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

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

- Applicant organisation: in charge of applying for the mobility project, signing and managing the grant agreement and reporting. The applicant can be a consortium coordinator: leading a national mobility consortium of partner organisations of the same country aimed at sending VET learners and staff to activities abroad. The national mobility consortium coordinator can also – but not necessarily – act as sending organisation.
- Sending organisation: in charge of selecting VET learners/staff and sending them abroad.
- Receiving organisation: in charge of receiving foreign VET learners/staff and offering them a programme of activities, or benefiting from a training activity provided by VET staff.
- Intermediary organisation: this is an organisation active in the labour market or in the fields of education, training and youth. It is a partner in a national mobility consortium, but is not a sending organisation. Its role may be to share and facilitate the administrative procedures of the sending VET organisations and to better match apprentice/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 target learning outcomes for the learning period abroad, specify the formal recognition provisions and list the rights and obligations of each party.

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

WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?

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

GENERAL ELIGIBILITY CRITERIA

Eligible activities	A VET mobility project must comprise one or more of the following activities: ▪ VET learners traineeships in vocational institutes abroad; ▪ VET learners traineeships in companies abroad; ▪ Teaching/training assignments abroad; ▪ Staff training abroad.
Eligible participating organisations	A participating organisation can be: ▪ any public or private organisation active in the field of vocational education and training (defined as a VET Organisation); or ▪ any public or private organisation active in the labour market or in the fields of education, training and youth. For example, such organisations can be: – a vocational education school/institute/centre; – a public or private, a small, medium or large enterprise (including social enterprises); – a social partner or other representative of working life, including chambers of commerce, craft/professional associations and trade unions; – a public body at local, regional or national level; – a research institute; – a foundation; – a school/institute/educational centre (at any level, from pre-school to upper secondary education, and including adult education); – a non-profit organisation, association, NGO; – a body providing career guidance, professional counselling and information services; – a body responsible for policies in the field of vocational education and training. Each organisation must be established in a Programme Country.
Who can apply?	▪ A VET organisation sending learners and staff abroad; ▪ The coordinator of a national mobility consortium. Individuals cannot apply directly for a grant.
Number of participating organisations	A mobility activity is transnational and involves minimum two participating organisations (at least one sending and at least one receiving organisation) from different countries. In the case of projects presented by a national mobility consortium, all members of the consortium must be from the same Programme Country and need to be identified at the time of applying for a grant. A consortium must comprise at least 3 VET organisations.
Duration of project	1 or 2 years. The applicant must choose the duration at application stage, based on the objective of the project and on the type of activities planned over time.
Where to apply?	To the National Agency of the country in which the applicant organisation is established.

When to apply?	Applicants have to submit their grant application by **4 March at 12:00 (midday Brussels time)** for projects starting on 1 June of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.
Other criteria	A VET organisation or national mobility consortium can apply only once per selection round. However, a VET organisation may be part of or coordinate several different national mobility consortia applying at the same time.

ADDITIONAL ELIGIBILITY CRITERIA FOR LEARNERS MOBILITY

Duration of activity	From 2 weeks to 12 months.
Venue(s) of the activity	Participants must carry out their mobility activity abroad, in another Programme Country.
Eligible participants	Apprentices or VET students (whose studies typically include work-based learning) resident in the country of the sending organisation. Persons accompanying VET learners abroad.. Recent graduates of a VET school or company (i.e. former apprentices) may also participate in the activity. Recent graduates must undertake their training placement abroad within one year of their graduation.

ADDITIONAL ELIGIBILITY CRITERIA FOR STAFF MOBILITY

Duration of activity	From 2 days to 2 months, excluding travel time.
Venue(s) of the activity	Participants must carry out their mobility activity abroad, in another Programme Country.
Eligible participants	Staff in charge of VET (such as teachers, trainers, international mobility officers, staff with administrative or guidance functions, etc.) working in the sending organisation(s). In addition, in case of teaching/training assignments, the Action is also open to persons from enterprises, public sector and/or civil society organisations.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (maximum 30 points)	▪ The relevance of the proposal to: - the objectives of the Action (see section "What are the aims of a mobility project") - the needs and objectives of the participating organisations and of the individual participants ▪ The extent to which the proposal is suitable to: - producing high-quality learning outcomes for participants - reinforcing the capacities and international scope of the participating organisations

Quality of the project design and implementation (maximum 40 points)	▪ The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of mobility activities, and follow-up) ▪ The consistency between project objectives and activities proposed ▪ The quality of the practical arrangements, management and support modalities ▪ The quality of the preparation provided to participants ▪ The quality of arrangements for the recognition and validation of participants' learning outcomes as well as the consistent use of European transparency and recognition tools ▪ The appropriateness of measures for selecting and/or involving participants in the mobility activities ▪ If applicable, the quality of cooperation and communication between the participating organisations, as well as with other relevant stakeholders
Impact and dissemination (maximum 30 points)	▪ The quality of measures for evaluating the outcomes of the project ▪ The potential impact of the project: - on participants and participating organisations during and after the project lifetime - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations

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

GRANT AWARD

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

- the number and duration of mobility periods applied for;
- the past performance of the applicant in terms of number of mobility periods, good quality in the implementation of activities and sound financial management, in case the applicant has received a similar grant in previous years;
- the total national budget allocated for the mobility Action.

ACCREDITATION IN VET MOBILITY – The "Erasmus + VET Mobility Charter"

In 2014 the European Commission will launch a call for proposals to award the Erasmus+ VET Mobility Charter. The Erasmus+ VET Mobility Charter is intended to encourage organisations that have track records of proven quality in organising VET mobility for learners and staff to further develop their European strategies. The Charter aims to simplify the procedures through which sending organisations apply for funding, organise mobility for learners and staff and report on their activities, whilst at the same time rewarding, promoting and further developing quality in mobility.
Charter holders will be selected as of 2015 and will be given the possibility to apply in a simplified way under the Key Action 1 mobility for VET learners and staff as of 2016. The Charter will be awarded for the entire period of the Erasmus+ Programme, although it may be withdrawn if Charter holders do not maintain the quality standards that allowed them to obtain the Charter.

WHAT ELSE YOU SHOULD KNOW ABOUT THIS ACTION?

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

WHAT ARE THE FUNDING RULES?

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

A) FUNDING RULES APPLYING TO ALL MOBILITY ACTIVITIES

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return	Unit costs	For travel distances between 100 and 499 KM: 180 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission[33]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[34].
			For travel distances between 500 and 1999 KM: 275 EUR per participant	
			For travel distances between 2000 and 2999 KM: 360 EUR per participant	
			For travel distances between 3000 and 3999 KM: 530 EUR per participant	
			For travel distances between 4000 and 7999 KM: 820 EUR per participant	
			For travel distances of 8000 KM or more: 1100 EUR per participant	
Organisational Support	Costs directly linked to the implementation of mobility activities (excluding subsistence for participants), including preparation (pedagogical, intercultural, linguistic), monitoring and support of participants during mobility, validation of learning outcomes	Unit costs	up to the 100th participant: 350 EUR per participant + beyond the 100th participant: 200 EUR per additional participant	Based on the number of participants
Special needs support	Additional costs directly related to participants with disabilities and accompanying persons (including costs related to travel and subsistence, if justified and as long as a grant for these participants is not requested through budget categories "travel" and "individual support").	Real costs	Up to 100% of eligible costs	Conditional: the request for financial support to cover special needs support must be motivated in the application form

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

[34] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

Exceptional costs	Additional costs to support the participation of learners with fewer opportunities (excluding costs for travel and individual support for participants and accompanying persons). Costs for providing a financial guarantee, if the National Agency asks for it.	Real costs	Costs for financial guarantee: 75% of eligible costs Other costs: 100% of eligible costs	Conditional: the request for financial support to cover exceptional costs must be motivated in the application form.

B) ADDITIONAL FUNDING APPLYING TO MOBILITY OF VET LEARNERS

Eligible costs		Financing mechanism	Amount	Rule of allocation
Individual support	Costs directly linked to the subsistence of participants, including accompanying persons, during the activity.	Unit costs	up to the 14th day of activity: A2.1 per day per participant + between the 15 th and 60 th day of activity: 70% of A2.1 per day per participant + between the 61th day of activity and up to 12 months: 50% of A2.1 per day per participant[35]	Based on the duration of the stay per participant (if necessary, including also one travel day before the activity and one travel day following the activity.
Linguistic support	Costs linked to the support offered to participants - prior to departure or during the activity – in order to improve the knowledge of the language they will use to study or receive training during their activity.	Unit costs	Only for activities lasting between 1 and 12 months: 150 EUR per participant needing linguistic support	Conditional: applicants must request the support in the instruction language of the activity, on the basis of participants' needs for languages not offered by the central online service.

C) ADDITIONAL FUNDING APPLYING TO MOBILITY OF VET STAFF

Eligible costs	Financing mechanism	Amount	Rule of allocation

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

Individual support	Costs directly linked to the subsistence of participants, including accompanying persons, during the activity	Unit costs	up to the 14th day of activity: A2.2 per day per participant + between the 15 th and 60 th day of activity: 70% of A2.2 per day per participant	Based on the duration of the stay per participant (if necessary, including also one travel day before the activity and one travel day following the activity.

TABLE 1 – INDIVIDUAL SUPPORT (AMOUNTS IN EURO PER DAY)

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

	Learners mobility	**Staff mobility (or accompanying persons)**
	Min-Max (per day)	**Min-Max (per day)**
	A2.1	**A2.2**
Belgium	23-92	70-140
Bulgaria	23-92	70-140
Czech Republic	23-92	70-140
Denmark	27-108	80-160
Germany	21-84	60-120
Estonia	18-72	50-100
Ireland	25-100	80 - 160
Greece	22-88	70-140
Spain	21-84	60-120
France	25-100	70-140
Croatia	18-72	50-100
Italy	23-92	70-140
Cyprus	24-96	70-140
Latvia	21-84	60-120
Lithuania	18-72	50-100
Luxembourg	24-96	70-140
Hungary	22-88	70-140
Malta	21-84	60-120
Netherlands	26-104	80-160
Austria	23-92	70-140
Poland	22-88	70-140
Portugal	20-80	60-120
Romania	22-88	70-140
Slovenia	18-72	50-100
Slovakia	21-84	60-120
Finland	24-96	70-140
Sweden	26-104	80-160
United Kingdom	28-112	80-160
former Yugoslav Republic of Macedonia	21-84	60-120
Iceland	25-100	70-140
Liechtenstein	22-88	70-140
Norway	22-88	70-140
Turkey	22-88	70-140

MOBILITY PROJECT FOR SCHOOL EDUCATION STAFF

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

Staff mobility:

- **teaching assignments:** this activity allows teachers or other school education staff to teach at a partner school abroad.
- **staff training:** this activity supports the professional development of teachers, school leaders or other school education staff in the form of: a) participation in structured courses or training events abroad; b) a job shadowing/observation period abroad in a partner school or another relevant organisation active in the field of school education.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN THIS PROJECT?

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

- Applicant organisation: in charge of applying for the mobility project, signing and managing the grant agreement and reporting. If the applicant organisation is a school, it also acts as sending organisation. The applicant can be a consortium coordinator: leading a national mobility consortium of partner organisations of the same country aimed at sending school education staff to activities abroad.
- Sending organisation: in charge of selecting teachers and other school education staff and sending them abroad.
- Receiving organisation: in charge of receiving teachers and other school education staff and offering them a programme of activities, or benefiting from a teaching activity provided by them.

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

- a course provider (in the case of participation in a structured course or training event);
- a partner school or other relevant organisation (in the case of e.g. job shadowing or teaching assignments). In this case, the sending and receiving organisations, together with the participants, should establish an agreement before the start of the activity. This agreement should define the objectives and activities for the period abroad, and specify the rights and obligations of each party.

Erasmus+ supports learning mobility of staff that:

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

WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?

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

ELIGIBILITY CRITERIA

Eligible activities	A school mobility project must comprise one or more of the following activities: ▪ Teaching assignments; ▪ Staff training.
Eligible participating organisations	▪ **Teaching assignments:** The sending and receiving organisations must be schools (i.e. institutions providing general, vocational, or technical education on any level from pre-school to upper secondary education)[36]. ▪ **Staff training:** The sending organisation must be a school. The receiving organisation can be: o a school; or o any public or private organisation established active in the labour market or in the fields of education, training and youth. For example, such organisation can be: – a VET or adult education school/institute/educational centre; – a higher education institution; – a public or private, a small, medium or large enterprise (including social enterprises); – a social partner or other representative of working life, including chambers of commerce, craft/professional associations and trade unions; – a public body at local, regional or national level; – a non-profit organisation, association, NGO; – a research institute; – a foundation; – a body providing career guidance, professional counselling and information services; – an organisation providing courses or training. For applications presented by a national mobility consortium: The coordinating organisation can be: o a local or regional school authority; or o school coordination body[37] The other organisations involved in the national consortium must be schools. Each participating organisation must be established in a Programme Country.
Who can apply?	A school sending its staff abroad (individual application); ▪ The coordinator of a national mobility consortium (consortium application) Individuals cannot apply directly for a grant.
Number of participating organisations	A mobility activity is transnational and involves minimum two participating organisations (at least one sending and at least one receiving organisation) from different countries. Receiving organisations do not need to be identified at the time of applying for a grant. In the case of projects presented by a national mobility consortium, all members of the consortium must be from the same Programme Country and need to be identified at the time of applying for a grant. A consortium must comprise at least 3 organisations (the coordinator and at least two schools). The schools in the consortium must have an organisational link to the organisation acting as consortium coordinator.
Duration of project	1 or 2 years. The applicant must choose the duration at application stage, based on the objective of the project and on the type of activities planned over time.
Duration of activity	From 2 days to 2 months, excluding travel time.

[36] Please refer to the list of eligible schools in each country. For more information, contact the National Agency in the country.
[37] Please refer to the list of eligible organisations in each country. For more information, contact the National Agency in the country.

Venue(s) of the activity	Mobility Activities must be carried out abroad, in another Programme Country.
Eligible participants	Staff in charge of school education (teaching and non-teaching, including school managers, heads, etc.), working in the sending school(s) as well as other educational staff (school inspectors, school counsellors, pedagogical advisors, phychologists, etc.) involved in the strategic development of the sending school(s).
Where to apply?	To the National Agency of the country in which the applicant organisation is established[38].
When to apply?	Applicants have to submit their grant application by **4 March at 12:00 (midday Brussels time)** for projects starting on 1 June of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.
Other criteria	An organisation or national mobility consortium can apply only once per selection round. However, a consortium coordinator may coordinate several different consortia applying at the same time.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (maximum 30 points)	▪ The relevance of the proposal to: - the objectives of the Action (see section "What are the aims of a mobility project") - the needs and objectives of the participating organisations and of the individual participants as specified in the European Development Plan ▪ The extent to which the proposal is suitable for: - producing high-quality learning outcomes for participants - reinforcing the capacities and international scope of the participating organisations
Quality of the project design and implementation (maximum 40 points)	▪ The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of mobility activities and follow-up) ▪ The consistency between project objectives and proposed activities ▪ The quality of the European Development Plan of the applicant organisation ▪ The appropriateness of measures for selecting and/or involving participants in the mobility activities ▪ The quality of the practical arrangements, management and support modalities ▪ The quality of the preparation provided to participants ▪ The quality of arrangements for the recognition and validation of participants' learning outcomes, as well as the consistent use of European transparency and recognition tools

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

Impact and dissemination (maximum 30 points)	▪ The quality of measures for evaluating the outcomes of the project ▪ The potential impact of the project: - on individual participants and on the participating organisations during and after the project lifetime - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations

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

WHAT ELSE YOU SHOULD KNOW ABOUT THIS ACTION?

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

WHAT ARE THE FUNDING RULES?

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

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return	Unit costs	For travel distances between 100 and 499 KM: 180 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission[39]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[40].
			For travel distances between 500 and 1999 KM: 275 EUR per participant	
			For travel distances between 2000 and 2999 KM: 360 EUR per participant	
			For travel distances between 3000 and 3999 KM: 530 EUR per participant	
			For travel distances between 4000 and 7999 KM: 820 EUR per participant	
			For travel distances of 8000 KM or more: 1100 EUR per participant	
Organisational Support	Costs directly linked to the implementation of mobility activities (excluding subsistence for participants), including preparation (pedagogical, intercultural, linguistic), monitoring and support of participants during mobility, validation of learning outcomes	Unit costs	up to the 100th participant: 350 EUR per participant + beyond the 100th participant: 200 EUR per additional participant	Based on the number of participants
Individual support	Costs directly linked to the subsistence of participants, including accompanying persons, during the activity	Unit costs	up to the 14th day of activity: A3.1 per day per participant + between the 15th and 60th day of activity: 70% of A3.1 per day per participant	Based on the duration of the stay per participant (if necessary, including also one travel day before the activity and one travel day following the activity.
Course fees	Costs directly linked to payment of fees for the enrolment in courses	Unit costs	70 EUR per participant per day Maximum of 700 EUR per participant in the mobility project	Conditional: the request for financial support to cover course fees, special needs support and exceptional costs

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

[40] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

Special needs support	Additional costs directly related to participants with disabilities and accompanying persons (including costs related to travel and subsistence, if justified and as long as a grant for these participants is not requested through budget categories "travel" and "individual support").	Real costs	100% of eligible costs	must be motivated in the application form
Exceptional costs	Costs for providing a financial guarantee, if the National Agency asks for it.	Real costs	75% of eligible costs	

TABLE 1 – INDIVIDUAL SUPPORT (AMOUNTS IN EURO PER DAY)

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

Receiving country	Staff mobility
	Min-Max (per day)
	A3.1
Denmark, Ireland, Netherlands, Sweden, United Kingdom	80-160
Belgium, Bulgaria, Czech Republic, Greece, France, Italy, Cyprus, Luxembourg, Hungary, Austria, Poland, Romania, Finland, Iceland, Liechtenstein, Norway, Turkey	70-140
Germany, Spain, Latvia, Malta, Portugal, Slovakia, former Yugoslav Republic of Macedonia	60-120
Estonia, Croatia, Lithuania, Slovenia	50-100

MOBILITY PROJECT FOR ADULT EDUCATION STAFF

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

Staff mobility:

- **teaching/training assignments:** this activity allows staff of adult education organisations to teach or provide training at a partner organisation abroad.
- **staff training:** this activity supports the professional development of adult education staff in the form of: a) participation in structured courses or training events abroad; b) a job shadowing/observation period abroad in any relevant organisation active in the adult education field.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN THIS PROJECT?

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

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

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

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

Erasmus+ supports learning mobility of staff that:

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

WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?

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

ELIGIBILITY CRITERIA

Eligible activities	An adult education mobility project must comprise one or more of the following activities: ▪ Teaching/training assignments; ▪ Staff training.
Eligible participating organisations	A participating organisation can be: ▪ any public or private organisation active in the field of adult education (defined as adult education organisation) or ▪ any public or private organisation active in the labour market or in the fields of education, training and youth. For example, such organisations can be: – an adult education school/institute/centre; – an establishment for adult learners with special needs; – a higher education institution (including those providing educational opportunities for adults); – a public or private, a small, medium or large enterprise (including social enterprises); – a social partner or other representative of working life, including chambers of commerce, craft/professional associations and trade unions; – a public body at local, regional or national level; – a research institute; – a foundation; – a school/institute/educational centre; – a non-profit organisation, association, NGO; – a cultural organisation, library, museum; – a body providing career guidance, professional counselling and information services. Each organisation must be established in a Programme Country.
Who can apply?	▪ An adult education organisation sending its staff abroad; ▪ An adult education organisation, acting as coordinator of a national mobility consortium of adult education organisations. Individuals cannot apply directly for a grant.
Number of participating organisations	Only the sending organisation needs to be identified at the time of applying for a grant. However, in the case of projects presented by a national mobility consortium, all members of the consortium must be from the same Programme Country and need to be identified at the time of applying for a grant. A consortium must comprise at least three adult education organisations. During the stage of implementation of the mobility project, minimum two organisations (at least one sending and at least one receiving organisation) from different Programme Countries must be involved.
Duration of project	1 or 2 years. The applicant must choose the duration at application stage, based on the objective of the project and on the type of activities planned over time.
Duration of activity	From 2 days to 2 months, excluding travel time.
Venue(s) of the activity	Participants must carry out their mobility activity abroad, in another Programme Country.
Eligible participants	Staff in charge of adult education, working in the sending adult education organisation(s).

Where to apply?	To the National Agency of the country in which the applicant organisation is established.
When to apply?	Applicants have to submit their grant application by **4 March at 12:00 (midday Brussels time)** for projects starting on 1 June of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.
Other criteria	An adult education organisation or national mobility consortium of adult education organisations can apply only once per selection round. However an adult education organisation may be part of or coordinate several different consortia applying at the same time.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (maximum 30 points)	▪ The relevance of the proposal to: - the objectives of the Action (see section "What are the aims of a mobility project") - the needs and objectives of the participating organisations and of the individual participants ▪ The extent to which the proposal is suitable of: - producing high-quality learning outcomes for participants - reinforcing the capacities and international scope of the participating organisations
Quality of the project design and implementation (maximum 40 points)	▪ The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of mobility activities and follow-up) ▪ The consistency between project objectives and activities proposed ▪ The quality of the European Development Plan of the applicant organisation ▪ The quality of the practical arrangements, management and support modalities ▪ The quality of the preparation provided to participants ▪ The quality of arrangements for the recognition and validation of participants' learning outcomes, as well as the consistent use of European transparency and recognition tools ▪ The appropriateness of measures for selecting and/or involving participants in the mobility activities ▪ If applicable, the quality of cooperation and communication between the participating organisations, as well as with other relevant stakeholders
Impact and dissemination (maximum 30 points)	▪ The quality of measures for evaluating the outcomes of the project ▪ The potential impact of the project: - on participants and participating organisations during and after the project lifetime - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations

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

WHAT ELSE YOU SHOULD KNOW ABOUT THIS ACTION?

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

WHAT ARE THE FUNDING RULES?

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

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return	Unit costs	For travel distances between 100 and 499 KM: 180 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission[41]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[42].
			For travel distances between 500 and 1999 KM: 275 EUR per participant	
			For travel distances between 2000 and 2999 KM: 360 EUR per participant	
			For travel distances between 3000 and 3999 KM: 530 EUR per participant	
			For travel distances between 4000 and 7999 KM: 820 EUR per participant	
			For travel distances of 8000 KM or more: 1100 EUR per participant	
Organisational Support	Costs directly linked to the implementation of mobility activities (excluding subsistence for participants), including preparation (pedagogical, intercultural, linguistic), monitoring and support of participants during mobility, validation of learning outcomes	Unit costs	up to the 100th participant: 350 EUR per participant + beyond the 100th participant: 200 EUR per additional participant	Based on the number of participants
Individual support	Costs directly linked to the subsistence of participants, including accompanying persons, during the activity	Unit costs	up to the 14th day of activity: A4.1 per day per participant + between the 15th and 60th day of activity: 70% of A4.1 per day per participant	Based on the duration of the stay per participant (if necessary, including also one travel day before the activity and one travel day following the activity.
Course fees	Costs directly linked to payment of fees for the enrolment in courses	Unit costs	70 EUR per participant per day Maximum of 700 EUR per participant in the mobility project	Conditional: the request for financial support to cover course fees, special needs support and exceptional costs

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

42 For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

Special needs support	Additional costs directly related to participants with disabilities and accompanying persons (including costs related to travel and subsistence, if justified and as long as a grant for these participants is not requested through budget categories "travel" and "individual support").	Real costs	100% of eligible costs	must be motivated in the application form
Exceptional costs	Costs for providing a financial guarantee, if the National Agency asks for it.	Real costs	75% of eligible costs	

TABLE 1 – INDIVIDUAL SUPPORT (AMOUNTS IN EURO PER DAY)

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

Receiving country	Staff mobility
	Min-Max (per day)
	A4.1
Denmark, Ireland, Netherlands, Sweden, United Kingdom	80-160
Belgium, Bulgaria, Czech Republic, Greece, France, Italy, Cyprus, Luxembourg, Hungary, Austria, Poland, Romania, Finland, Iceland, Liechtenstein, Norway, Turkey	70-140
Germany, Spain, Latvia, Malta, Portugal, Slovakia, former Yugoslav Republic of Macedonia	60-120
Estonia, Croatia, Lithuania, Slovenia	50-100

MOBILITY PROJECT FOR YOUNG PEOPLE AND YOUTH WORKERS

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

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

Mobility of young people:

- **Youth Exchanges:**

Youth Exchanges allow groups of young people from different countries to meet and live together for up to 21 days. During a Youth Exchange, participants jointly carry out a work programme (a mix of workshops, exercises, debates, role-plays, simulations, outdoor activities, etc.) designed and prepared by them before the Exchange. Youth Exchanges allow young people to: develop competences; become aware of socially relevant topics/thematic areas; discover new cultures, habits and life-styles, mainly through peer-learning; strengthen values like solidarity, democracy, friendship, etc. The learning process in Youth Exchanges is triggered by methods of non-formal education. Youth Exchanges are based on a transnational cooperation between two or more participating organisations from different countries within and outside the European Union.

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

- **European Voluntary Service:**

This activity allows young people aged 17-30 to express their personal commitment through unpaid and full-time voluntary service for up to 12 months in another country within or outside the European Union. Young volunteers are given the opportunity to contribute to the daily work of organisations dealing with youth information and policies, young people's personal and socio-educational development, civic engagement, social care, inclusion of disadvantaged, environment, non-formal education programmes, ICTs and media literacy, culture and creativity, development cooperation, etc.
A project can include between 1 and 30 volunteers who can do their voluntary service either individually or in group.

Participating organisations are responsible for:

- arranging subsistence, lodging and local transports of volunteers;
- envisaging tasks and activities for volunteers that respect the qualitative principles of the European Voluntary Service, as described in the EVS Charter;
- providing to volunteers an on-going task-related, linguistic, personal and administrative support throughout the duration of the activity.

The participation in an EVS activity must be free of charge for volunteers, with the exception of a possible contribution for travel costs (if the Erasmus+ grant does not fully cover these costs) and additional expenses not linked to the implementation of the activity. The essential costs for volunteers' participation in the EVS activity are covered by the Erasmus+ grant or through other means afforded by the participating organisations.

Besides the support provided to the volunteers by the participating organisations, the National Agencies or regional SALTOs organise a Training and Evaluation Cycle to be attended by each volunteer and consisting of: a) an on-arrival training; b) a mid-term evaluation, for voluntary services lasting more than 6 months.

The following activities are not considered as a European Voluntary Service within the framework of Erasmus+: occasional, unstructured, part-time volunteering; a work placement in an enterprise; a paid job; a recreation or tourist activity; a language course; exploitation of a cheap workforce; a period of study or vocational training abroad.

Mobility of youth workers:

- **Youth workers' training and networking:**

This activity supports the professional development of youth workers, through the implementation of activities such as transnational/international seminars, training courses, contact-making events, study visits, etc. or job shadowing/observation periods abroad in an organisation active in the youth field. All these activities are arranged by the organisations participating in the project.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN THIS PROJECT?

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

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

Young volunteers doing a European Voluntary Service lasting two months or longer are eligible to receive linguistic support. Online linguistic support is being gradually implemented in the course of the Programme. It is made available by the European Commission to eligible participants to assess their foreign language competences and to offer, where necessary, the most appropriate language learning before and/or during mobility (for more details, see Annex I of this Guide).

WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?

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

GENERAL ELIGIBILITY CRITERIA

Eligible activities	A youth mobility project must comprise one or more of the following activities: ▪ Youth Exchanges; ▪ European Voluntary Service; ▪ Youth workers' training and networking.
Eligible participating organisations	A participating organisation can be: ▪ a non-profit organisation, association, NGO; ▪ a European Youth NGO; ▪ a social enterprise; ▪ a public body at local level; ▪ a group of young people active in youth work but not necessarily in the context of a youth organisation (i.e. informal group of young people). as well as: ▪ a public body at regional or national level[43]; ▪ an association of regions ; ▪ a European Grouping of Territorial Cooperation; ▪ a profit-making body active in Corporate Social Responsibility. established in a Programme Country or in a Partner Country neighbouring the EU (regions 1 to 4; see section "Eligible Countries" in Part A of this Guide).

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

Who can apply?	Any participating organisation or group[44] established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project. A youth mobility project is funded in a specific way (see the section "funding rules") if the applicant is: ▪ a public body at regional or national level[45]; ▪ an association of regions; ▪ a European Grouping of Territorial Cooperation; ▪ a profit-making body active in Corporate Social Responsibility.
Number and profile of participating organisations	A mobility activity is transnational and involves at least two participating organisations (sending and receiving organisation) from different countries. If a Youth mobility project foresees only one activity, the coordinator must also act either as sending or receiving organisation. If a youth mobility project foresees more than one activity, the project coordinator can – but not necessarily has to – act as sending organisation or receiving organisation. In all cases, the coordinator cannot be an organisation from a Partner Country neighbouring the EU. **Activities within Programme Countries:** all participating organisations must be from a Programme Country. **Activities with Partner Countries neighbouring the EU:** the activity must involve at least one participating organisation from a Programme Country and one participating organisation from a Partner Country neighbouring the EU.
Duration of project	From 3 to 24 months.
Where to apply?	To the National Agency of the country in which the applicant organisation is established.
When to apply?	Applicants have to submit their grant application by the following dates: ▪ **4 February at 12:00 (midday Brussels time)** for projects starting between 1 May and 30 September of the same year; ▪ **30 April at 12:00 (midday Brussels time)** for projects starting between 1 August and 31 December of the same year; ▪ **1 October at 12:00 (midday Brussels time)** for projects starting between 1 January and 31 May of the following year..
How to apply?	Please see Part C of this Guide for details on how to apply.
Other criteria	A timetable for each of the activities planned in the project must be annexed to the application form.

ADDITIONAL ELIGIBILITY CRITERIA FOR YOUTH EXCHANGES

Duration of activity	From 5 to 21 days, excluding travel time.
Venue(s) of the activity	The activity must take place in the country of one of the participating organisations.
Eligible participants	Young people aged between 13 and 30[46] resident in the countries of the sending and receiving organisations. Group leaders[47] involved in the Youth Exchange must be at least 18-years old.

[44] In case of an informal group, one of the members of the group who is at least 18-years old assumes the role of representative and takes responsibility on behalf of the group).
[45] See previous note.
[46] Please consider the following:
lower age limits - participants must have reached the minimum age at the start date of the activity.
upper age limits - participants must not be older than the indicated maximum age at the application deadline.
47 A group leader is an adult who joins the young people participating in a Youth Exchange in order to ensure their effective learning, protection and safety.

Number of participants and composition of national groups	Minimum 16 and maximum of 60 participants (group leader(s) not included). Minimum 4 participants per group (group leader(s) not included). Each national group must have at least one group leader.
Other criteria	Link with the country funding the Youth Exchange: In order to maintain a clear link to the country where the National Agency is based, at least one of the sending organisations or the receiving organisation in each activity must be from the country of the National Agency to which the application is submitted. Advance Planning Visit (APV): If the project foresees an APV, then the following eligibility criteria must be respected: ▪ duration of the APV: maximum 2 days (travel days excluded); ▪ number of participants: 1 participant per group. The number of participants can be raised to 2 under the condition that at least 1 of the participants is a young person taking part in the activity.

ADDITIONAL ELIGIBILITY CRITERIA FOR EUROPEAN VOLUNTARY SERVICE

Accreditation	All participating organisations involved in a European Voluntary Service activity must hold a valid EVS accreditation (for more information, please consult the EVS section of the Annex I of this Guide).
Duration of activity	From 2 to 12 months. To facilitate the organisation of on-arrival training, the activity must start at the beginning of the month (i.e. within the first seven days of the month). In addition, in case of activities involving at least 10 volunteers who are doing their service together (group service) or involving young people with fewer opportunities, the European Voluntary Service can last from 2 weeks to 2 months (short term EVS).
Venue(s) of the activity	**A volunteer from a Programme Country** must carry out her/his activity in another Programme Country or in a Partner Country neighbouring the EU. **A volunteer from a Partner Country neighbouring the EU** must carry out her/his activity in a Programme Country.
Eligible participants	Young people aged between 17 and 30[48], resident in the country of their sending organisation. A volunteer can take part in only one European Voluntary Service[49]. **Exception:** volunteers who carried out an EVS activity lasting maximum 2 months can take part in an additional European Voluntary Service.
Number of participants	Maximum 30 volunteers for the whole project.
Other criteria	In order to maintain a clear link to the country where the National Agency is based, at least one of the sending organisations or the receiving organisation in each activity must be from the country of the National Agency to which the application is submitted Advance Planning Visit (APV): only for EVS involving young people with fewer opportunities. If the project foresees an APV, then the following eligibility criteria must be respected: ▪ duration of the APV: maximum 2 days (travel days excluded); ▪ number of participants: 1 participant per group. The number of participants can be raised to 2 under the condition that at least 1 of the participants is a young person taking part in the activity.

48 See note above on age limits.
[49] This applies for EVS under Erasmus+ and previous programmes.

ADDITIONAL ELIGIBILITY CRITERIA FOR MOBILITY OF YOUTH WORKERS

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

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (maximum 30 points)	▪ The relevance of the proposal to: - the objectives of the Action (see section "What are the aims of a mobility project") - the needs and objectives of the participating organisations and of the individual participants ▪ The extent to which the proposal is suitable of: - producing high-quality learning outcomes for participants - reinforcing the capacities and international scope of the participating organisations ▪ The extent to which the project involves young people with fewer opportunities
Quality of the project design and implementation (maximum 40 points)	▪ The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of mobility activities and follow-up) ▪ The consistency between project objectives and activities proposed ▪ The quality of the practical arrangements, management and support modalities ▪ The quality of the preparation provided to participants ▪ The quality of the non-formal learning participative methods proposed and active involvement of young people at all levels of the project ▪ The quality of arrangements for the recognition and validation of participants' learning outcomes, as well as the consistent use of European transparency and recognition tools ▪ The appropriateness of measures for selecting and/or involving participants in the mobility activities • The quality of cooperation and communication between the participating organisations, as well as with other relevant stakeholders

Impact and dissemination (maximum 30 points)	▪ The quality of measures for evaluating the outcomes of the project. ▪ The potential impact of the project: - on participants and participating organisations during and after the project lifetime - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations

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

WHAT ELSE YOU SHOULD KNOW ABOUT THIS ACTION?

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

WHAT ARE THE FUNDING RULES?

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

A) YOUTH EXCHANGES

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return. In addition, if applicable, travel costs for a possible Advance Planning Visit.	Unit costs	For travel distances between 10 and 99KM: 20 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission[50]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[51].
			For travel distances between 100 and 499 KM: 80 EUR per participant	
			For travel distances between 500 and 1999 KM: 170 EUR per participant	
			For travel distances between 2000 and 2999 KM: 270 EUR per participant	
			For travel distances between 3000 and 3999 KM: 400 EUR per participant	
			For travel distances between 4000 and 7999 KM: 620 EUR per participant	
			For travel distances of 8000 KM or more: 830 EUR per participant	
Organisational Support	Costs directly linked to the implementation of mobility activities	Unit costs	A5.1 per day of activity per participant[52]	Based on the duration of the activity per participant(if necessary, including also one travel day before the activity and one travel day following the activity.

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

[51] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

[52] Including group leaders and accompanying persons.

Special needs support	Additional costs directly related to participants with disabilities and accompanying persons (including costs related to travel and subsistence, if justified and as long as a grant for these participants is not requested through budget categories "travel" and "organisational support").	Real costs	100% of eligible costs	Conditional: the request for financial support to cover special needs support and exceptional costs must be motivated in the application form
Exceptional costs	Visa and visa-related costs, residence permits, vaccinations. Costs to support the participation of young people with fewer opportunities (excluding costs for travel and organisational support for participants and accompanying persons). Costs connected to lodging of participants during an Advance Planning Visit. Costs for providing a financial guarantee, if the National Agency asks for it.	Real costs	Costs for financial guarantee: 75% of eligible costs Other costs: 100% of eligible costs	

B) EUROPEAN VOLUNTARY SERVICE

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return In addition, if applicable, travel costs for a possible Advance Planning Visit.	Unit costs	For travel distances between 100 and 499 KM: 180 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission[53]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[54].
			For travel distances between 500 and 1999 KM: 275 EUR per participant	
			For travel distances between 2000 and 2999 KM: 360 EUR per participant	
			For travel distances between 3000 and 3999 KM: 530 EUR per participant	
			For travel distances between 4000 and 7999 KM: 820 EUR per participant	
			For travel distances of 8000 KM or more: 1100 EUR per participant	
Organisational Support	Costs directly linked to the implementation of mobility activities.	Unit costs	EVS lasting less than 2 months: A5.2 per day per volunteer + EVS lasting from 2 to 12 months: A5.3 per month per volunteer	Based on the duration of the stay per participant (if necessary, including also one travel day before the activity and one travel day following the activity.
Individuals support	"Pocket money" to the volunteer for additional personal expenses.	Unit costs	EVS lasting less than 2 months: A5.4 per day per volunteer + EVS lasting from 2 to 12 months:A5.5 per month per volunteer	Based on the duration of the stay per participant
Linguistic support	Costs linked to the support offered to participants - prior to departure or during the activity – in order to improve the knowledge of the language they will use to carry out their volunteering tasks.	Unit costs	Only for activities lasting between 2 and 12 months: 150 EUR per participant needing linguistic support	Conditional: applicants must request the support in the instruction language of the activity, on the basis of participants' needs for languages not offered by the central online service.

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

[54] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

Special needs support	Costs for subsistence of accompanying persons and costs related to travel if justified and as long as a grant for these participants is not requested through budget category "travel". Additional costs directly related to participants with disabilities (including costs related to travel and subsistence, if justified and as long a grant for these participants is not requested through budget categories "travel" and "organisational support").	Real costs	100% of eligible costs	Conditional: the request for financial support to cover special needs support must be motivated in the application form.
Exceptional costs	Visa and visa-related costs, residence permits, vaccinations. Costs connected to lodging of participants during an Advance Planning Visit. Costs in support of reinforced mentorship and specific preparation in the case of participation of young people with fewer opportunities. Costs for providing a financial guarantee, if the National Agency asks for it.	Real costs	Costs for financial guarantee: 75% of eligible costs Other costs: 100% of eligible costs	Conditional: the request for financial support to cover exceptional costs must be motivated in the application form.

C) MOBILITY OF YOUTH WORKERS

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return	Unit costs	For travel distances between 100 and 499 KM: 180 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission[55]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[56].
			For travel distances between 500 and 1999 KM: 275 EUR per participant	
			For travel distances between 2000 and 2999 KM: 360 EUR per participant	
			For travel distances between 3000 and 3999 KM: 530 EUR per participant	
			For travel distances between 4000 and 7999 KM:	

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

[56] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

			820 EUR per participant For travel distances of 8000 KM or more: 1100 EUR per participant	
Organisational Support	Costs directly linked to the implementation of mobility activities	Unit costs	A5.6 per day of activity per participant. Maximum 1 100 EUR per participant[57]	Based on the duration of the stay per participant (if necessary, including also one travel day before the activity and one travel day following the activity.
Special needs support	Additional costs directly related to participants with disabilities and accompanying persons (including costs related to travel and subsistence, if justified and as long as a grant for these participants is not requested through budget categories "travel" and "organisational support").	Real costs	100% of eligible costs	Conditional: the request for financial support to cover special needs support and exceptional costs must be motivated in the application form
Exceptional costs	Visa and visa-related costs, residence permits, vaccinations Costs for providing a financial guarantee, if the National Agency asks for it.	Real costs	Costs for financial guarantee: 75% of eligible costs Other costs: 100% of eligible costs	

[57] Including trainers, facilitators and accompanying persons.

D) ORGANISATIONAL SUPPORT (AMOUNTS IN EURO PER DAY/MONTH)

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

	Youth Exchanges (euro per day)	European Voluntary Service		Mobility of youth workers (euro per day)
		14 to 59 days (euro per day)	2 to 12 months (euro per month)	
	A5.1	A5.2	A5.3	A5.6
Belgium	37	20	590	65
Bulgaria	32	17	500	53
Czech Republic	32	17	490	54
Denmark	40	21	630	72
Germany	33	18	520	58
Estonia	33	18	520	56
Ireland	39	21	610	74
Greece	38	21	610	71
Spain	34	18	530	61
France	37	19	570	66
Croatia	35	19	570	62
Italy	39	21	610	66
Cyprus	32	21	610	58
Latvia	34	19	550	59
Lithuania	34	18	540	58
Luxembourg	36	21	610	66
Hungary	33	17	510	55
Malta	37	20	600	65
Netherlands	39	21	620	69
Austria	39	18	540	61
Poland	34	18	540	59
Portugal	37	20	600	65
Romania	32	17	500	54
Slovenia	34	20	580	60
Slovakia	35	19	550	60
Finland	39	21	630	71
Sweden	39	21	630	70
United Kingdom	40	21	630	76
former Yugoslav Republic of Macedonia	28	15	440	45
Iceland	39	21	610	71
Liechtenstein	39	21	610	74
Norway	40	21	630	74
Turkey	32	17	500	54
Partner Country	29	15	440	48

E) INDIVIDUAL SUPPORT (AMOUNTS IN EURO PER DAY/MONTH)

The amounts depend on the country where the mobility activity takes place.

	EVS	
	14 to 59 days (euro per day)	2 to 12 months (euro per month)
	A5.4	A5.5
Belgium	4	110
Bulgaria	3	70
Czech Republic	4	90
Denmark	5	145
Germany	4	110
Estonia	3	85
Ireland	5	125
Greece	4	100
Spain	4	105
France	5	115
Croatia	4	90
Italy	4	115
Cyprus	4	110
Latvia	3	80
Lithuania	3	80
Luxembourg	4	110
Hungary	4	90
Malta	4	110
Netherlands	4	110
Austria	4	115
Poland	3	85
Portugal	4	100
Romania	2	60
Slovenia	3	85
Slovakia	4	95
Finland	4	125
Sweden	4	115
United Kingdom	5	140
former Yugoslav Republic of Macedonia	2	60
Iceland	5	135
Liechtenstein	5	120
Norway	5	135
Turkey	3	80
Partner Country	2	55

LARGE-SCALE EUROPEAN VOLUNTARY SERVICE EVENTS

WHAT ARE THE AIMS OF A LARGE-SCALE EVS EVENT?

This Action aims to support large-scale volunteering projects (involving at least 30 EVS volunteers) in the framework of European or worldwide events in the field of youth, culture and sport (e.g. World Youth Summits, European Capitals of Culture; European Youth Capitals, European sport championships, etc.).

WHAT IS A LARGE SCALE EVS EVENT?

Supported projects will consist of the following stages:

- Preparation (including practical arrangements, selection of participants, linguistic/intercultural/task-related preparation of participants before departure);
- Implementation of the European Voluntary Service activities and complementary activities;
- Follow-up (including the evaluation of the EVS activities, the formal recognition - where applicable - of the learning outcomes of participants during the activities, as well as the dissemination and use of the project's outcomes).

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

- **European Voluntary Service**

Allowing young people aged 17-30 to express their personal commitment through unpaid and full-time voluntary service for up to 2 months in another country. Volunteers are given the opportunity to contribute to the run-up of the activities and initiatives organised in the framework of a European/international event.

A large-scale EVS event must involve at least 30 volunteers.

Participating organisations are responsible for:

- arranging subsistence, lodging and local transports of volunteers;
- envisaging tasks and activities for volunteers that respect the qualitative principles of the European Voluntary Service, as described in the EVS Charter;
- providing volunteers with on-going task-related, linguistic, personal and administrative support throughout the duration of the EVS activity.

The participation in an EVS activity must be free of charge for volunteers, with the exception of a possible contribution for travel costs (if the Erasmus+ grant does not fully cover these costs) and superfluous expenses not linked to the implementation of the activity. The essential costs for volunteers' participation in the EVS activity are covered by the Erasmus+ grant or through other means afforded by the participating organisations.

The following activities are not considered as a European Voluntary Service within the framework of Erasmus+: occasional, unstructured, part-time volunteering; a work placement in an enterprise; a paid job; a recreation or tourist activity; a language course; exploitation of a cheap workforce; a period of study or vocational training abroad.

- **Complementary activities**

The project may include the organisation of side-activities – such as conferences, seminars, meetings and workshops - aimed at promoting the value of volunteering (and notably of the European Voluntary Service) during the event.

WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?

Here below are listed the formal criteria that the Large-scale EVS event must respect in order to be eligible for an Erasmus+ grant:

ELIGIBILITY CRITERIA

Who can apply?	Any public or private organisation established in a Programme Country and directly involved in the organisation of the European/international event in the field of youth, culture or sport, or having concluded a formal written cooperation agreement with the event organisers. Individuals cannot apply for a grant.
Eligible activities	In addition to the European Voluntary Service activities, a large-scale EVS event may also include complementary activities, such as conferences, seminars, meetings and workshops.
Duration of project	From 3 to 12 months.
Venue of the project	A large-scale EVS project must take place in the Programme Country where the European/international event in the field of youth, culture or sport is held.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by **3 April at 12:00 (midday Brussels time)** for projects starting between 1 October of the same year and 31 July of the following year.
How to apply?	Please see Part C of this Guide for details on how to apply.

ADDITIONAL ELIGIBILITY CRITERIA FOR EUROPEAN VOLUNTARY SERVICE

Duration of activity	From 14 days to 2 months, excluding travel time.
Eligible participants	Young people aged between 17 and 30, from a Programme Country (except the country where the project is taking place) or from a Partner Country neighbouring the EU. A volunteer can only take part in one large-scale EVS project during the lifetime of the Erasmus+ Programme.
Number of participants	Minimum 30 volunteers.

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (maximum 30 points)	▪ The relevance of the proposal to: - the objectives of the Action (see section "What are the aims of a mobility project") ▪ The extent to which the proposal is suitable of: - producing high-quality learning outcomes for participants - raising awareness about the value of volunteering - raising awareness about the opportunities offered by the European Voluntary Service ▪ The extent to which the project involves young people with fewer opportunities

Quality of the project design and implementation (maximum 40 points)	▪ The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of the activities and follow-up) ▪ The consistency between project objectives and activities proposed ▪ The quality of the practical arrangements, management and support modalities ▪ The quality of the preparation provided to participants ▪ The quality of the non-formal learning participative methods proposed and active involvement of young people at all levels of the project ▪ The quality of arrangements for the recognition and validation of participants' learning outcomes, as well as the consistent use of European transparency and recognition tools ▪ The appropriateness of measures for selecting and/or involving participants in the mobility activities • The quality of cooperation and communication between the participating organisations, as well as with other relevant stakeholders • The adherence of the participating organisations to the principles of the EVS Charter
Impact and dissemination (maximum 30 points)	▪ The quality of measures for evaluating the outcomes of the project ▪ The potential impact of the project: - on participants and participating organisations during and after the project lifetime - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations

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

WHAT ARE THE FUNDING RULES?

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

Maximum grant awarded for a large scale EVS event: 200 000 EUR

FUNDING RULES FOR EUROPEAN VOLUNTARY SERVICE ACTIVITIES CARRIED OUT DURING THE EVENT

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, including costs for accompanying persons, from their place of origin to the venue of the project and return.	Unit costs	For travel distances between 100 and 499 KM: 180 EUR per participant[58]	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission[59]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[60].
			For travel distances between 500 and 1999 KM: 275 EUR per participant	
			For travel distances between 2000 and 2999 KM: 360 EUR per participant	
			For travel distances between 3000 and 3999 KM: 530 EUR per participant	
			For travel distances between 4000 and 7999 KM: 820 EUR per participant	
			For travel distances of 8000 KM or more: 1100 EUR per participant	
Organisational Support	Costs directly linked to the implementation of mobility activities within the project	Unit costs	A 6.1 per day of activity per volunteer	Based on the duration of the stay per participant
Individual support	"Pocket money" to the volunteer for additional personal expenses.	Unit costs	A6.2 per day of activity per volunteer	Based on the duration of the stay per participant

[58] No contrubution to the travel costs is foreseen for travel distances less than 100 KM

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

[60] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

Special needs support	Costs for subsistence of accompanying persons and costs related to travel if justified and as long as a grant for these participants is not requested through budget category "travel". Additional costs directly related to participants with disabilities (including costs related to travel and subsistence, if justified and as long as a grant for these participants is not requested through budget categories "travel" and "organi-sational support").	Real costs	100% of eligible costs	Conditional: the request for financial support to cover special needs and exceptional costs support must be motivated in the application form
Exceptional costs	Costs in support of reinforced mentorship and specific preparation in the case of participation of young people with fewer opportunities Visa and visa-related costs, residence permits, vaccinations	Real costs	100% of eligible costs	

FUNDING RULES FOR COMPLEMENTARY ACTIVITIES CARRIED OUT DURING THE EVENT (OPTIONAL FUNDING)

Eligible costs		Financing mechanism	Amount	Rule of allocation
Activity costs	Costs directly linked to the implementation of the complementary activities of the project, including: ▪ Organisation of seminars, meetings, workshops; ▪ Dissemination; ▪ Intercultural/Task-related preparation of volunteers; ▪ Permanent staff costs: these costs cannot be covered through the EU grant; they can be eligible if supported through other sources than the EU funds. In such cases, these costs can represent maximum 30% of the total external co-financing. Indirect costs: 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 can be regarded as chargeable to the project (e.g. electricity or internet bills, costs for	Real costs	Maximum 80% of the total eligible costs.	Conditional: the budget requested is justified in relation to the planned activities.

	premises, cost of permanent staff, etc.)			

TABLE A – EUROPEAN VOLUNTARY SERVICE ACTIVITIES (AMOUNTS IN EURO PER DAY)

The amounts depend on the country where the European Voluntary Service event takes place.

	Organisational support	Individual support
	A6.1	A6.2
Belgium	20	4
Bulgaria	17	3
Czech Republic	17	4
Denmark	21	5
Germany	18	4
Estonia	18	3
Ireland	21	5
Greece	21	4
Spain	18	4
France	19	5
Croatia	19	4
Italy	21	4
Cyprus	21	4
Latvia	19	3
Lithuania	18	3
Luxembourg	21	4
Hungary	17	4
Malta	20	4
Netherlands	21	4
Austria	18	4
Poland	18	3
Portugal	20	4
Romania	17	2
Slovenia	20	3
Slovakia	19	4
Finland	21	4
Sweden	21	4
United Kingdom	21	5
former Yugoslav Republic of Macedonia	15	2
Iceland	21	5
Liechtenstein	21	5
Norway	21	5
Turkey	17	3

ERASMUS MUNDUS JOINT MASTER DEGREES

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

Erasmus Mundus Joint Master Degrees (EMJMD) aim to:

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

In this regard, EMJMDs are expected to contribute to the objectives of the Europe 2020 Strategy and of the Education and Training strategic framework 2020 (ET2020), including the corresponding benchmarks established in those policies. EMJMDs will continue and strengthen the successful experience initiated with the Erasmus Mundus Master Courses (EMMCs) in raising the attractiveness of the EHEA worldwide and demonstrating the excellence and high level of integration of the joint study programmes delivered by European HEIs.

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

WHAT IS AN ERASMUS MUNDUS JOINT MASTER DEGREE?

An Erasmus Mundus Joint Master Degree (EMJMD) is a high-level integrated international study programme of 60, 90 or 120 ECTS credits, delivered by an international consortium of HEIs from different countries and - where relevant - other educational and/or non-educational partners with specific expertise and interest in the study areas/professional domains covered by the joint programme. Their specificity lies in their high integration/"jointness"[61] and the excellent academic content and methodology they offer. There is no limitation in terms of discipline. The list of joint programmes funded under the previous programme can be found on the Executive Agency website.

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

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

In return, selected EMJMDs will receive high levels of funding for a period of 4 to 5 years[62] so as to allow them to increase their worldwide visibility and reinforce their sustainability prospects.

The sections below describe the nature, selection and funding conditions of newly selected EMJMDs, as well as the conditions applicable to already funded EMMCs/EMJMDs which can be funded through the "shared funding" principle.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

This Action will support the following activities:

- the delivery of a EMJMD programme corresponding to 60, 90 or 120 ECTS credits, organised through an

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

[62] one preparatory year followed by three student intakes

international consortium of higher education institutions including the participation of invited scholars (guest lecturers) for teaching, training and/or research purposes;
- the award of scholarships to excellent students worldwide for their participation in one of these EMJMD programmes.

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

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

The EMJMD consortium is composed of the:

- Applicant/coordinator: a HEI that submits the project proposal on behalf of all the partners. When the EMJMD is granted, the applicant/coordinator will become the main EU grant beneficiary and will sign a multi-beneficiary grant agreement on behalf of the EMJMD consortium. Its coordinating role stands for the following duties:
  - represents and acts on behalf of the group of participating organisations vis-à-vis the European Commission;
  - bears the financial and legal responsibility for the proper operational, administrative and financial implementation of the entire project;
  - coordinates the EMJMD in cooperation with all other project partners.

- Partners: degree-awarding HEIs recognised as such by the relevant authorities of the Programme or Partner Country in which they are established and any private or public organisation that contributes actively to the preparation, implementation and evaluation of the EMJMD. Each full partner must sign a mandate by which the signatory grants power of attorney to the coordinator to act in his name and on his account during the implementation of the project.

- Associated partners (optional): additionally the EMJMD 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 EMJMD. Such contribution may for example take the form of knowledge and skills transfer, the provision of complementary courses or backing possibilities for secondment or placement. For contractual management issues, "associated partners" are not considered as part of the EMJMD consortium because they have a more limited role in the implementation of the EMJMD, as their expertise is called upon on an ad-hoc basis.

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

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

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

ELIGIBILITY CRITERIA

Eligible participating organisations	A participating organisation can be any public or private organisation, established in a Programme Country or in a Partner Country that contributes directly and actively to the delivery of the EMJMD. For example, such organisation can be: ▪ a higher education institution; ▪ a public or private, a small, medium or large enterprise (including social enterprises); ▪ a public body at local, regional or national level; ▪ a non-profit organisation, association, NGO; ▪ a research institute. HEIs established in a Programme Country must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries. If necessary, the European Commission may be asked to check that degree awarding HEIs in the Partner Country are eligible (see definition of a HEI in the Glossary section of this Guide). HEIs established in a Programme Country must be able to demonstrate at application stage the accreditation at national level of each degree-awarding Master programme on the basis of which the EMJMD programme is composed.
Who can apply?	A HEI established in a Programme Country. The HEI applies on behalf of the EMJMD consortium. Branches of Partner-Country HEIs established in a Programme Country or branches of Programme-Country HEIs established in a Partner Country are not eligible for applying.
Number and profile of participating organisations	An EMJMD is transnational and involves as full partners HEIs from at least three different Programme Countries. HEIs from Programme Countries muts be in a position to host EMJMD students and deliver at least the minimum number of ECTS credits for the study period spent in their institution. All partner organisations from Programme or Partner Countries must be identified at the time of applying for a grant.
Eligible participants	Students at Master level, staff of the participating organisations, invited scholars (/guest lecturers) from Programme and Partner Countries. Students will apply for a scholarship directly to the EMJMD consortium of their choice and go through a competitive selection process organised by the consortium HEIs. The selection, recruitment and monitoring of individual scholarship holders fall under the responsibility of the EMJMD consortium.
Number of participants	Indicatively, and during the initial period of funding, the EMJMD grant will finance between 13 and 20 student scholarship holders and at least 4 invited scholars/guest lecturers per intake (per EMJMD edition)[63] engaged in the EMJMD activities for at least 8 weeks in total[64]. The scholars/guest lecturers must be selected in accordance with the consotium's specific scholars' selection criteria and bring concrete added value to the delivery of the EMJMD. In addition, EMJMD consortia can receive on average 4 additional scholarships per intake for one or more priority regions/countries of the world.

[63] These indicative figures apply only to newly selected EMJMDs. On-going Erasmus Mundus Master Courses may be offered a reduced number of scholarships.
[64] These indicative figures apply only to newly selected EMJMDs. On-going Erasmus Mundus Master Courses may be offered a reduced number of scholarships.

Venue(s)	The EMJMD study period must take place in at least two of the Programme Countries represented in the consortium (i.e. at least two mobility periods for all students). Additional study (/research /placement /thesis preparation) periods can take place in other participating organisations from Programme or Partner countries, or even in organisations not represented in the consortium (e.g. associated partners) under the condition that the activities concerned are implemented under the direct supervision of one of the consortium partner HEIs.
Duration of project	Depending on the duration of the EMJMD (1 to 2 years) the consortium will receive a 4 or 5 year grant agreement to finance one preparatory year followed by 3 consecutive student intakes.
Duration of activity	Preparatory year: 1 academic year. Implementation of the EMJMD programme: 3 consecutive intakes of 1 to 2 academic years (60/90/120 ECTS credits).
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by **4 March at 12:00 (midday Brussels time)** for projects starting between 1 August and 31 October of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.

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

ADDITIONAL ELIGIBILITY CRITERIA FOR STUDENT SCHOLARSHIPS

Duration of activity	The student scholarship is awarded exclusively for a full-time enrolment in one of the Master courses and will cover the entire duration of the EMJMD study programme.
Eligible participants	Students at Master level who have obtained a first higher education degree[65] or demonstrate a recognised equivalent level of learning according to national legislation and practices in the degree awarding countries. Students who have already obtained a EMJMD scholarship or an Erasmus Mundus Master Course/Joint Doctorate scholarship are not eligible to apply for an additional scholarship under the EMJMD action. EMJMD scholarship holders cannot benefit from another EU funded scholarship scheme to follow the same EMJMD course and this for the entire period of the course. A minimum of 75 % of EMJMD scholarships will be earmarked for candidates from Partner Countries.
Learning outcomes	The successful completion of the EMJMD programme must lead to the award of either a joint degree (i.e. one single degree certificate issued on behalf of at least two higher education institutions from different Programme Countries and fully recognised in these countries) or multiple degrees (i.e. at least two degree certificates issued by two higher education institutions from different Programme Countries and fully recognised in these countries). Students will have to acquire the totality of ECTS credits covered by the EMJMD (60, 90 or 120). Moreover, for each of their mandatory study period in at least two Programme Countries, they will have to acquire at least 20 ECTS credits (for study programmes of 60 ECTS credits) or 30 ECTS credits (for study programmes of 90 or 120 ECTS credits). The mandatory mobility periods cannot be replaced by virtual mobility; neither can they take place in institutions outside the EMJMD consortium (i.e. partners and/or associated partners).

[65] While this condition must necessarily be fulfilled at the time of enrolment, EMJMD consortia may decide to accept scholarship applications from students in the last year of their first higher education degree.

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (maximum 30 points)	▪ The proposal's elements of "jointness"/integration, design and structure (including its consortium composition) are tailored and effective for achieving the EMJMD aims and objectives ▪ If national legislation allows, the award of joint degrees is encouraged ▪ The proposal is relevant with regard to the objectives of the Action ▪ The proposal contributes to increasing the attractiveness of the European Higher Education Area ▪ The proposal contributes to European university excellence, innovation and competitiveness ▪ The proposal encourages cooperation with HEIs from Partner Countries ▪ The proposal defines the academic programme and learning outcomes of the EMJMD and the way in which the course provides relevant competencies and skills that graduates need for employability ▪ The proposal clearly outlines the interaction between the EMJMD and non-educational actors in the course implementation thereby ensuring its sustainability beyond its initial funding period
Quality of the project design and implementation (maximum 25 points)	▪ The proposal describes how it offers excellent academic content in terms of teaching and learning aspects and its innovative character in terms of academic fields/subjects targeted ▪ The proposal clearly describes to what extent the course is based on a jointly developed curriculum, and what is the level of participation and institutional commitment of individual partners to the EMJMD ▪ The proposal outlines in detail the course structure and the main teaching modules, defines how the student mobility is organised and instrumental to the course objectives, and presents a draft strategy/planning for an effective involvement of scholars/guest lecturers ▪ The proposal describes how the EMJMD is integrated within the partners' degrees catalogue, defines its current recognition/accreditation status, and (where applicable) outlines the recognition/accreditation plans towards the award of a joint degree ▪ The proposal explains in detail all relevant information provided to the students/ academic staff prior to course enrolment, and the services offered in terms of support for accommodation, language training, administrative formalities (e.g. visa support), and insurance ▪ The proposal clearly outlines the course rules, students rights and obligations concerning the academic, administrative and financial aspects of EMJMD implementation ▪ The proposal describes the envisaged activities/facilities to ensure the effective integration/networking of the EMJMD students within their socio-cultural and professional environment

Quality of the project team and the cooperation arrangements (maximum 20 points)	▪ The proposal clearly shows the fields of expertise of the involved partners/staff and how they are complementary and of added value for the EMJMD implementation. Where applicable, the proposal describes how existing cooperation agreements have been enhanced to meet the EMJMD's objectives ▪ The proposal describes the role and tasks of each partner in the EMJMD implementation, and the working mechanisms of the governing bodies and management tools in place ▪ The proposal explains how the students' participation costs have been calculated, and provides a description on how the financial resources including complementary funding will be mobilised, allocated and managed within the partnership ▪ The proposal provides a draft Consortium Agreement describing among others the joint criteria, principles and requirements for student application, selection and admission requirements, the teachining/training activities, the quality assurance mechanisms, student examination and performance evaluation, as well as consortium administrative and financial management
Impact and dissemination (maximum 25 points)	▪ The proposal offers a convincing mid/long-term development/sustainability strategy, with realistic projections for the future, including projections of the level of self-funded students and ways to mobilise other funding sources for scholarships. The ambitions of all involved partners in this scenario are defined, and the degree of commitment towards the objectives is clearly underpinned ▪ The proposal explains how it will generate impact at institutional level (faculty/university), and how the EMJMD will support the internationalisation strategy of the consortium partners and facilitate their outreach towards relevant stakeholders at national/European/international level ▪ The proposal describes the types and methods of promotion/dissemination mechanisms, its target groups, and the concrete tasks of the partners in the awareness-raising strategy of the EMJMD. It explains how it plans to attract excellent students worldwide ▪ The proposal describes the set of internal and external evaluation methods of the EMJMD, how they will be put into practice, and how the assessment outcomes will be used to monitor, upgrade and improve the quality of the course ▪ The proposal describes how employers will be involved in the course's implementation, particularly with a view to increasing employability prospects ▪ 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

To be considered for funding, proposals must score at least 70 points out of a total of 100. Furthermore, they must score at least 75% of the maximum allocated points under the award criterion "Relevance of the project" (i.e. minimum 22.5 points) and at least 60% of the maximum allocated points in each of the remaining award criteria (i.e. minimum 15 points for each of the criteria "Quality of the project design and implementation" and "Impact and dissemination" and 12 points for the criterion "Quality of the project team and cooperation arrangements").

Only projects proposed for funding will be considered for the award of additional scholarships for targeted regions of the world.

ADDITIONAL SCHOLARSHIPS FOR STUDENTS FROM TARGETED REGIONS OF THE WORLD

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

- the Development Cooperation Instruments (DCI)[66]
- the European Neighbourhood Instrument (ENI)[67]

[66] REGULATION (EU) No 233/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2014 establishing a financing instrument for development cooperation for the period 2014-2020: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2014:077:0044:0076:EN:PDF

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

- the Partnership instrument (PI)[68]

The applicants may opt not to apply for these additional scholarships.

The applicants may receive an indicative maximum number of 4 additional student scholarships per intake (per EMJMD edition).

For Asia (Region 6), Central Asia (Region 7) and Latin America (Region 8) the following requirements have to be respected across all selected EMJMDs:

- Students from Asia (Region 6) and Central Asia (region 7) will be selected as a priority from less developed countries[69] but can come from other Asian countries as well, except from China and India;

- For Latin America (region 8), at least 25 % of the students must come from Lower Middle Income Countries[70], and a maximum of 35 % of students from Brazil and Mexico together. 40% should come from the rest of the region.

In addition, a budget will be reserved for students from the Gulf Cooperation countries (Region 12) and from South and Eastern Neighbouring countries (Regions 2 and 3), from Iran, Iraq, Yemen (Region 9) and South Africa (Region 10).

ADDITIONAL AWARD CRITERION

Only projects that have passed the first step of the selection process (see Annex I, point 4 - Selection procedure of EMJMD consortia) will be assessed to obtain additional scholarships for targeted regions against the following additional criterion which will be addressed per region.

Relevance of the project in the targeted region (maximum 5 points per region)	• The proposal describes the methods used to attract highly talented students from the targeted region • The proposal encourages cooperation with HEIs and /or other eligible participating organisation from Partner Countries in the targeted region. The added value of such cooperation to the EMJMD is clearly explained.

To be considered for funding for additional scholarship(s) for a targeted region the proposal must score at least 2.5 points per region under this criterion.

WHAT ELSE YOU SHOULD KNOW ABOUT THIS ACTION?

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

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

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

[68] REGULATION (EU) No 234/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2014 establishing a Partnership Instrument for cooperation with third countries: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2014:077:0077:0084:EN:PDF

[69] Afghanistan, Bangladesh, Bhutan, Cambodia, Laos, Mongolia, Myanmar, Nepal, Pakistan, Vietnam

[70] Bolivia, El Salvador, Guatemala, Honduras, Nicaragua and Paraguay

THE ERASMUS MUNDUS JOINT MASTER DEGREE CATALOGUE

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

The EMJMD catalogue will advertise all the joint Master programmes offering Erasmus+ scholarships for the next academic year. This will include newly selected EMJMDs as well as Erasmus Mundus Master Courses (EMMC) with an on-going framework partnership agreement.

The EMJMD catalogue will allow candidate students to select the EMJMDs of their choice and to apply for an Erasmus+ scholarship directly to the consortia concerned.

WHAT ARE THE FUNDING RULES?

Selected EMJMDs will be supported through a grant agreement covering one preparatory year and three consecutive student intakes (4 or 5 year grant agreements depending on the length of the EMJMD study programme).

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

- a grant for the consortium management fees and the academic staff mobility and
- a variable number of student scholarships of 25 000 EUR maximum per year (indicatively between 13 and 20 scholarships per intake), and
- a variable number of additional student scholarships of 25 000 EUR maximum per year for targeted regions of the world.

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

A) Erasmus MundusJoint Master Degree management:

Contribution to the consortium management costs[71] and costs for invited scholars and guest lecturers	20 000 EUR for the preparatory year
	50 000 EUR per intake of the EMJMD

B) Erasmus Mundus Joint Master Degree student scholarships:

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

Contribution to the participation costs	up to 9.000 EUR per year per scholarship holder from a Partner Country[72] up to 4.500 EUR per year per scholarship holder from a Programme Country Any amount in excess of these maximum contributions must be covered by the participating organisations and cannot be charged to the scholarship holder.
Contribution to the travel and installation costs	1.000 EUR per year per scholarship holder resident of a Programme Country for travel costs 2.000 EUR per year for travel costs + 1.000 EUR for installation costs for

[71] Costs incurred by associated partners may be reimbursed by the EMJMD consortium only from the EU "contribution to the consortium's management costs" (lump sum).
[72] Students who are not residents nor have carried out their main activity (studies, training or work) for more than a total of 12 months over the last five years in a Programme Country. The five-year reference period for this 12-month rule is calculated backwards as from the submission deadline defined by the consortia of applying for a EMJMD student scholarship.

	scholarship holder resident of a Partner Country whose location is situated at less than 4.000 KM from the EMJMD coordinating HEI 3.000 EUR per year for travel costs + 1.000 EUR for installation costs PER scholarship holder resident of a Partner Country whose location is situated at 4.000 KM or more from the EMJMD coordinating HEI
Contribution to subsistence costs	1.000 EUR per month for the entire duration of the EMJMD study programme (24 months maximum). Contribution to subsistence costs will neither be given to the scholarship holders for the EMJMD periods (study/research/placement/thesis preparation) spent in their country of residence, nor to scholarship holders from a Partner Country for the EMJMD periods spent in any Partner Country exceeding one trimester (i.e. 3 months or the equivalent of 15 ECTS) in these countries.

The actual amount of the individual scholarships will vary in accordance with a) the EMJMD length (60, 90 or 120 ECTS credits); b) the student country/region of residence: c) the EMJMD participation costs defined by the consortia.

Total grant amount

Based on these parameters, the EMJMD grant for the preparatory year and the three student intakes will indicatively amount to around **3 million EUR**.

ERASMUS+ MASTER DEGREE LOANS

Higher education students at master level who want to complete a full study programme in another Programme Country can apply for a loan to contribute to their costs.

Erasmus+ Master Degree Loans will enable potential master students to gain access to loans to support their studies abroad over the lifetime of the Erasmus+ Programme. The EU budget allocation will leverage a multiple amount in financing from the banking sector for loans to mobile masters students.

Amounts and object of the loans	The loans are up to 12,000 EUR for a 1-year Master programme and up to 18,000 EUR for an up to 2-year Master and can cover both living and tuition costs in any of the 33 Erasmus+ Programme Countries.
Eligibility criteria	To be eligible students must: - Be resident of one of the Erasmus+ Programme Countries. - Have successfully completed first cycle higher education studies (Bachelor or equivalent) and been accepted for a 2nd cycle programme (Master or equivalent) at a higher education institution (HEI) which holds the Erasmus Charter for Higher Education (ECHE). The Master (or equivalent) that they intend to study must: - Be delivered in a different country from their country of residence and from where they obtained their Bachelor degree (or the equivalent degree which giving them access to the Master programme) - Be a full programme that will lead to a degree.
Where to apply?	Directly to participating banks or student loan companies.

More information is available on the website of the European Commission: http://ec.europa.eu/education/opportunities/higher-education/masters-loans_en.htm

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

WHICH ACTIONS ARE SUPPORTED?

This Key Action supports:

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

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

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

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

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

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

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

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

- increased sense of initiative and entrepreneurship;
- increased competence in foreign languages;
- increased level of digital competence;
- greater understanding and responsiveness to social, linguistic and cultural diversity;
- improved levels of skills for employability and new business creation (including social entrepreneurship);
- more active participation in society;
- more positive attitude towards the European project and the EU values;
- better understanding and recognition of skills and qualifications in Europe and beyond;
- improved competences, linked to their professional profiles (teaching, training, youth work, etc.);
- broader understanding of practices, policies and systems in education, training or youth across countries;
- greater 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 their daily work.

At systemic level, they are expected to trigger modernisation and reinforce education, training and youth systems response to the main challenges of today's world (employment, economic stability and growth, as well as active participation in democratic life). Therefore, the impact of this Key Action is intended to be:

- increased quality of education and training and youth work in Europe and beyond: combining higher levels of excellence and attractiveness with increased opportunities for all, including those at disadvantage;
- education, training and youth systems that are better aligned to the needs of and opportunities offered by the labour market, and closer links to business and the community;
- improved provision and assessment of basic and transversal skills, particularly entrepreneurship, language competences and digital skills;
- increased synergies and links and improved transition between the different systems of education, training and youth at national level, with improved use of European reference tools for recognition, validation and transparency of competences and qualifications;
- increased use of learning outcomes when describing and defining qualifications, parts of qualifications and curricula, in support to teaching and learning and in assessment;
- new and increased inter-regional and cross-border cooperation of public authorities in the fields of education, training and youth;
- more strategic and integrated use of ICTs and open educational resources (OER) by 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 in each system.

STRATEGIC PARTNERSHIPS IN THE FIELD OF EDUCATION, TRAINING AND YOUTH

WHAT ARE THE AIMS AND PRIORITIES OF A STRATEGIC PARTNERSHIP?

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

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

To be funded, Strategic Partnerships must address either a) at least one horizontal priority or b) at least one specific priority relevant to the field of education, training and youth that is mostly impacted.

Horizontal priorities

- developing basic and transversal skills (such as entrepreneurship, digital skills and language competences) in all fields of education, training and youth, using innovative and learner-centred pedagogical approaches and developing appropriate assessment and certification methods. In particular, supporting innovative activities that foster the assessment of transversal skills and that promote the use of Content and Language Integrated Learning (CLIL)[73] or reciprocal learning to increase language competences among learners of all ages from various fields of education, training and youth including those with migrant background;

- developing new approaches to strengthen the education and training paths of prospective and practicing educators/youth workers; equipping them with all competences and skills needed to deliver high quality services and address increasingly diverse needs e.g. those posed by multicultural societies. In particular, priority will be given to activities building effective partnerships between providers and educational institutions (e.g. HEI/teacher training colleges and schools/VET institutions); co-ordinating approaches among providers as well as through collaboration and dialogue with key stakeholders and partners and in particular with youth organisations;

- enhancing digital integration in learning, teaching, training and youth work at various levels: promoting access to and learning through Open Educational Resources (OER); supporting ICT-based teaching, training and youth work, as well as ICT-based assessment practices. In particular, supporting teachers, trainers, educational staff and youth workers in acquiring or improving the use of ICT for learnng and related digital competences; supporting organisations active in education, training and youth review their business models; promoting OER in different languages and produced in Europe; supporting digital integration in learning to reach audiences of disadvantaged backgrounds; exploring the potential of learning analytics and crowd-assessment to increase the quality of learning;

- contributing to the development of a European Area of Skills and Qualifications: promoting stronger coherence between different EU and national transparency and recognition tools, supporting projects that facilitate the recognition and validation of non-formal and informal learning and its permeability with formal education pathways as well as permeability between different fields. In particular, promoting the use of learning outcomes in the design, delivery and assessment of curricula, educational programmes and activities in favour of students, trainees, pupils, adult learners and young people;

- supporting innovative projects aimed to reduce disparities in learning outcomes affecting learners from disadvantaged backgrounds/with fewer opportunities –including learners with disabilities. In particular, enhancing access to, participation and performance in (formal/ non formal) education and training, preventing early school leaving, preparing educational staff and youth workers for equity, diversity and inclusion challenges; monitoring the various kinds of disparities, combating segregation and discrimination of marginalised communities, such as migrants and Roma; facilitating transitions from education to the world of work for disadvantaged learners;

[73] Teaching subjects such as science, history or geography through a foreign language.

- stimulating the development and use of innovative approaches and tools to assess and increase the efficiency of public expenditure and the investment in education, training and youth, including through new funding models such as public-private partnerships, cost-sharing, etc.

Field-specific priorities

In higher education:

- supporting higher education institutions to implement the necessary reforms in line with the 2011 EU Modernisation Agenda and its priority areas: increase attainment levels; improve the quality and relevance of higher education; strengthen quality through mobility and cross-border cooperation; make the knowledge triangle work; improve governance and funding. A particular focus will be placed on projects that:
  - support activities that help attune curricula to current and emerging labour market needs and equip the young generation with transversal skills such as entrepreneurship, by developing active cooperation between HEI and partners from outside academia: enterprises, professional organisations, chambers of commerce, social partners, local/regional bodies etc.;
  - support activities to develop innovative strategies to boost mobility or ways to remove obstacles to mobility in higher education providing more opportunities for students to gain additional skills through study or training abroad; projects can also support virtual mobility that are embedded in a global strategy for the effective integration of ICT in the participating HEIs;
  - strengthen the links between education, research and business to promote excellence and regional development;
  - aim at increasing the number of graduates, widening the participation and raising completion rates of underrepresented groups and non-traditional learners, enhancing lifelong learning via the creation of flexible learning paths, developing ways to increase the social responsibility of higher education institutions;

- supporting the implementation of the 2013 Communication on Opening Up Education: promoting the development of new modes of delivery, in particular the integration of a greater variety of study modes (distance, part-time, modular learning) through new forms of personalised learning, strategic use of open educational resources, virtual mobility, blended mobility and virtual learning platforms; as well as stimulating the internationalisation of Europe's higher education systems in Europe and beyond.

In VET:

- supporting the development of high quality VET with a strong work-based learning component (including apprenticeships and dual learning models), involving strong partnerships between education and employment (in particular companies and social partners);

- increasing the labour market relevance of VET provision and reducing skills mismatches and shortages in economic sectors through timely adaptation of curricula and qualifications profiles and establishment of stable partnerships between VET providers and economic actors, including social partners, development agencies, bodies in innovation systems, chamber of commerce. These should be based on data stemming from monitoring systems of VET outcomes (employability rates, placement rates) and systems of forecasting skills needs and a close alignment of VET provision to economic development strategies at regional and local levels. This also may imply development of VET at higher than upper secondary level / higher EQF levels;

- increasing transparency and mutual trust between VET systems through streamlined and coherent implementation at national level of ECVET and EQAVET recommendations;

- fostering the promotion of easily accessible and career oriented continuing VET, including for the least likely to take part in such learning opportunities;

- promoting the development of skills and competences of teachers and trainers, with a particular focus on work-based teaching, partnerships between school teachers and in-company trainers, and training of in-company trainers.

In school education:

strengthening the profile of the teaching professions through attracting the best candidates to the profession and by supporting teachers and leaders to deliver high quality teaching, deal with complex classroom realities and adopt new methods and tools. In particular, improving initial teacher education and supporting new teachers so that they have all necessary competences right from the start including

in dealing with diversified groups of learners (such as migrants); to adopt collaborative and innovative practices to strengthen leadership roles in education, including distributed leadership, for designing necessary changes and improvements at institutional level;

- addressing low achievement in basic skills through more effective teaching methods. In particular, through projects that: foster multidisciplinary and inter-disciplinary approaches; integrate the teaching of basic skills (maths, science and literacy); promote problem-based learning; or foster innovative approaches to teaching technology-rich environment with particular focus on mathematics in technology-rich environment;

- supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students from the lowest to highest end of academic spectrum, in particular by supporting projects that aims to: improve collaboration internally as well as with parents and other external stakeholders; promote networking of schools and holistic collaborative approaches to teaching; develop methods and create conditions for personalised teaching and learning for pupils;

- enhancing the quality of early childhood education and care (ECEC) in order to improve the quality of services for better learning outcomes and ensure a good start in education for all, in particular through projects that aim to: develop a holistic and age appropriate pedagogical framework for ECEC; ensure that the benefits of early childhood education are carried through to other school education levels; and projects that develop new models of implementation, governance and funding for ECEC.

In adult education:

- designing and implementing effective strategies for enhancing basic skills (literacy, numeracy and digital skills) for specific adult target groups, increasing incentives for adult training;

- providing information on access to adult learning services, such as information on the validation of non-formal and informal learning and career and education guidance;

- improving and extending the offer of high quality learning opportunities tailored to individual adult learners, including through innovative ways of outreach and delivery;

- developing adult educators' competences to deal with diversified groups of learners, make use of new technologies for better outreach and teaching outcomes;

- evaluating the effectiveness of adult education policies at national, regional and local levels level.

In youth:

- promoting high-quality of youth work. Priority will be placed on projects that aim to: foster the inclusion and employability of young people with fewer opportunities (including NEETS); internationalise youth work and open it up to cross-sectoral cooperation; professionalise youth workers, building their competences, setting quality standards, ethical and professional codes; reinforce links between policy, research and practice; promote better knowledge, recognition and validation of youth work and non-formal learning at European, national, regional and local level;

- promoting empowerment, participation and the active citizenship of young people, through projects that aim to: broaden and deepen political and social participation of young people at local, regional, national, European or global level; enable young people to connect with, express their opinions to and influence elected policy-makers, public administrations, interest groups, civil society organisations, or individual citizens within any of the political or social processes affecting their lives;

- promoting entrepreneurship education and social entrepreneurship among young people. Priority will be placed on projects that allow groups of young people to put entrepreneurial ideas into practice with a view to tackling challenges and problems identified within their communities.

WHAT ARE THE ACTIVITIES SUPPORTED IN A STRATEGIC PARTNERSHIP?

Over the lifetime of a project, Strategic Partnerships may typically realise a broad range of activities, for example:

- activities that strengthen the cooperation between organisations with a view to establishing **exchanges of practices**;
- activities that promote the development, testing and/or implementation of **innovative practices** in the field of education, training and youth;
- activities that facilitate the **recognition and validation of knowledge, skills and competences** acquired through formal, non-formal and informal learning;
- activities of **cooperation between regional authorities** to promote the development of education, training and youth systems and their integration in actions of local and regional development;

- activities to support learners with **disabilities/special needs** to complete education cycles and facilitate their transition into the labour market, including by combating **segregation and discrimination** in education for marginalised communities;

- activities to better prepare and deploy the education and training professionals for **equity, diversity and inclusion** challenges in the learning environment;

- transnational initiatives fostering entrepreneurial mind-sets and skills, to encourage **active citizenship and entrepreneurship (including social entrepreneurship),** jointly carried out by two or more groups of young people from different countries.

Strategic Partnerships may also organise transnational **training, teaching or learning activities** of individuals, in so far as they bring added value in the achievement of the project's objectives. For a more detailed description of the supported activities, see Annex I.

WHO CAN TAKE PART IN A STRATEGIC PARTNERSHIP?

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

WHAT ARE THE CRITERIA USED TO ASSESS A STRATEGIC PARTNERSHIP?

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

ELIGIBILITY CRITERIA

Eligible participating organisations	A participating organisation can be any public or private organisation, established in a Programme Country or in any Partner Country of the world (see section "Eligible Countries" in Part A of this Guide). For example, such organisation can be: ▪ a higher education institution; ▪ a school/institute/educational centre (at any level, from pre-school to upper secondary education[74], and including vocational education and adult education); ▪ a non-profit organisation, association, NGO; ▪ a public or private, a small, medium or large enterprise (including social enterprises); ▪ a public body at local, regional or national level; ▪ a social partner or other representative of working life, including chambers of commerce, industry, craft/professional associations and trade unions; ▪ a research institute; ▪ a foundation; ▪ an inter-company training centre; ▪ enterprises providing shared training (collaborative training); ▪ a cultural organisation, library, museum; ▪ a body providing career guidance, professional counselling and information services; ▪ a body validating knowledge, skills and competences acquired through non-formal and informal learning; ▪ a European Youth NGO; ▪ a group of young people active in youth work but not necessarily in the context of a youth organisation (i.e. informal group of young people[75]). Higher education institutions (HEIs) established in a Programme Country must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries, but they will have to sign up to its principles.
Who can apply?	Any participating organisation established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.
Number and profile of participating organisations	A Strategic Partnership is transnational and involves minimum three organisations from three different Programme Countries. There is no maximum number of partners. However, the budget for the management costs is capped (and equivalent to 10 partners). All participating organisations must be identified at the time of applying for a grant. However, the following types of projects may involve two organisations from minimum two Programme Countries: ▪ Strategic Partnerships in the school education field which involve only schools. Such partnerships can only include schools from Programme Countries ▪ Strategic Partnerships between local/regional school authorities in the school education field. For each country involved in the project, the partnership must include at least: o one local or regional school authority o one school o one organisation active in the field of education, training and youth or in the labour market. ▪ Strategic Partnerships in the youth field which involve only youth organisations or groups of young people active in youth work but not necessarily in the context of a youth organisation.

[74] Please refer to the list of eligible schools in each country. For more information, contact the National Agency in the country.
[75] In case of an informal group, one of the members of the group assumes the role of representative and takes responsibility on behalf of the group.

Venue(s) of the activities	All the activities of a Strategic Partnership must take place in the countries of the organisations participating in the project.
Duration of project	**Partnerships in the youth field:** between 6 and 36 months. **Other types of Partnerships:** between 24 and 36 months. The duration has to be chosen at application stage, based on the objective of the project and on the type of activities planned over time. In exceptional cases, the duration of a Strategic Partnership may be extended, upon request by the beneficiary and with the agreement of the National Agency, of up to 6 months and provided that the total duration does not exceed 3 years. In such a case, the total grant will not change. In all cases, projects must end not later than 31 August 2018.
Where to apply?	To the National Agency of the country in which the applicant organisation is established[76]. Per deadline, the same consortium of partners can submit only one application and to one National Agency only.
When to apply?	**Partnerships in the fields of Higher Education, VET, School and Adult education:** applicants have to submit their grant application by: **31 March at 12:00 (midday Brussels time)** for projects starting between 1 September and 31 December of the same year. **Partnerships in the youth field:** applicants have to submit their grant application by: ▪ **4 February at 12:00 (midday Brussels time)** for projects starting between 1 June and 30 September of the same year; ▪ **30 April at 12:00 (midday Brussels time)** for projects starting between 1 September and 31 December of the same year; ▪ **1 October at 12:00 (midday Brussels time)** for projects starting between 1 January and 31 May of the following year.
How to apply?	Please see Part C of this Guide for details on how to apply.

If the Strategic Partnership foresees transnational training, teaching or learning activities, the following criteria must be respected, in addition to those listed above:

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

Eligible Activities	▪ Blended mobility of learners combining short-term physical mobility (5 days to 2 months; excluding travel days) with virtual mobility; ▪ Short-term exchanges of groups of pupils (5 days to 2 months; excluding travel days); ▪ Intensive Study Programmes (5 days to 2 months; excluding travel days); ▪ Long-term study mobility of pupils (2 to 12 months); ▪ Long-term teaching or training assignments (2 to 12 months); ▪ Long-term mobility of youth workers (2 to 12 months); ▪ Short-term joint staff training events (5 days to 2 months; excluding travel days). ▪ Some of the listed activities are relevant to some fields of education, training and youth and not to others. For more information, please see section "Strategic Partnerships" of Annex I to this Guide. Activities of learners as well as long-term activities of staff or youth workers from or to Partner Countries are not eligible. The only exception being short-term joint staff training events as well as the staff from Partners Countries teaching in Intensive Study Programmes.
Eligible participants	▪ Students registered in a participating HEI and enrolled in studies leading to a recognised degree or other recognised tertiary level qualification, up to and including the level of doctorate (in Intensive Study Programmes and blended mobility activities); ▪ Apprentices, VET students, adult learners, and young people in blended mobility; ▪ Pupils of any age, accompanied by school staff (in short-term exchanges of groups of pupils); ▪ Pupils aged 14 or older enrolled in full-time education at a school participating in the Strategic Partnership (in long-term study mobility of pupils); ▪ Professors, teachers, trainers, educational and administrative staff[77] working in the participating organisations and youth workers.

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

AWARD CRITERIA

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

Projects will be assessed against the following criteria:

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

Relevance of the project (maximum 30 points)	▪ The relevance of the proposal to: - the objectives and the priorities of the Action (see section "What are the aims and priorities of a Strategic Partnership"). ▪ The extent to which: - the proposal is based on a genuine and adequate needs analysis - the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups - the proposal is suitable of realising synergies between different fields of education, training and youth - the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations - the proposal brings added value at EU level through results that would not be attained by activities carried out in a single country
Quality of the project design and implementation (maximum 20 points)	▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination ▪ The consistency between project objectives and activities proposed ▪ The quality and feasibility of the methodology proposed ▪ The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget ▪ The extent to which the project is cost-effective and allocates appropriate resources to each activity If the project plans training, teaching or learning activities: ▪ The extent to which these activities are appropriate to the project's aims and involve the appropriate number of participants ▪ The quality of arrangements for the recognition and validation of participants' learning outcomes, in line with European transparency and recognition tools and principles
Quality of the project team and the cooperation arrangements (maximum 20 points)	• The extent to which: - the project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project - the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations - if relevant for the project type, the project involves participation of organisations from different fields of education, training, youth and other socio-economic sectors - the project involves newcomers to the Action • The existence of effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders • If applicable, the extent to which the involvement of a participating organisation from a Partner Country brings an essential added value to the project (if this condition is not fulfilled, the project will not be considered for selection)

Impact and dissemination (maximum 30 points)	▪ The quality of measures for evaluating the outcomes of the project ▪ The potential impact of the project: - on participants and participating organisations, during and after the project lifetime - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels ▪ The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations ▪ If relevant, the extent to which the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations ▪ The quality of the plans for ensuring the sustainability of the project: its capacity to continue having an impact and producing results after the EU grant has been used up

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

WHAT ELSE YOU SHOULD KNOW ABOUT THIS ACTION?

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

Linguistic support can be provided when necessary to beneficiaries of Strategic Partnerships who organise long-term training and teaching activities for staff, youth workers and learners. An online linguistic service will be gradually implemented in the course of the Programme for mobility activities of two months and longer (for more details, see Annex I of this Guide).

WHAT ARE THE FUNDING RULES?

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

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

The total project grant is capped at 150 000 EUR for a 1-year project, 300 000 EUR for a 2-year project and 450 000 EUR for a 3-year project.

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

Maximum grant awarded
Strategic Partnerships in the field of youth: a variable amount, defined by multiplying 12 500 EUR by the duration of the project (in months)
Strategic Partnership in the other fields: 300 000 EUR for a 2-year project and 450 000 EUR for a 3-year project.

Eligible costs		Financing mechanism	Amount		Rule of allocation
Project management and implementation	Project management (e.g. planning, finances, coordination and communication between partners, etc.); small scale learning/teaching/training materials, tools, approaches etc. Virtual cooperation and local project activities (e.g. class-room project work with learners, youth work activities, organisation and mentoring of embedded learning/training activities, etc.); information, promotion and dissemination (e.g. brochures, leaflets, web information, etc.). Costs linked to the implementation of transnational youth initiatives.	Unit costs	Contribution to the activities of the coordinating organisation: **500 EUR** per month	Maximum **2750 EUR** per month	Based on the duration of the Strategic Partnership and on the number of participating organisations involved
		Unit costs	Contribution to the activities of the other participating organisations: **250 EUR** per organisation per month		
Transnational project meetings	Participation in meetings between project partners and hosted by one of the participating organisations for implementation and coordination purposes. Contribution to travel and subsistence costs	Unit costs	For travel distances between 100 and 1999KM: **575 EUR** per participant per meeting	Maximum **23 000 EUR** per year	Conditional: applicants must justify the need for the meetings in terms of number of meetings and participants involved. Travel distances must be calculated using the distance calculator supported by the European Commission.
			For travel distances of 2000 KM or more: **760 EUR** per participant per meeting		

Eligible costs		Financing mechanism	Amount		Rule of allocation
Intellectual outputs	Intellectual outputs/tangible deliverables of the project (such as curricula, pedagogical and youth work materials, open educational resources (OER), IT tools, analyses, studies, peer-learning methods, etc.)	Unit costs	**B1.1** per manager per day of work on the project		Conditional: staff costs for managers and administrative staff are expected to be covered already under "Project management and implementation". To prevent potential overlap with such item, applicants will have to justify the type and volume of staff costs applied for in relation to each output proposed. The outputs should be substantial in quality and quantity to qualify for this type of grant support. The outputs should prove their potential for wider use and exploitation, as well as for impact.
			B1.2 per researcher/ teacher /trainer/youth worker per day of work on the project		
			B1.3 per technician per day of work on the project		
			B1.4 per administrative staff per day of work on the project		
Multiplier events	Contribution to the costs linked to national and transnational conferences, seminars, events sharing and disseminating the intellectual outputs realised by the project (excluding costs for travel and subsistence of representatives of participating organisations involved in the event).	Unit costs	**100 EUR** per local participant (i.e. participants from the country where the event is taking place)	Maximum **30 000 EUR** per project	Conditional: support for multiplier events is provided only if in direct relation to the intellectual outputs of the project. A project without grant support for intellectual outputs cannot receive support for organising multiplier events.
			200 EUR per international participant (i.e. participants from other countries)		
Exceptional costs	Contribution to real costs related to subcontracting or purchase of goods and services. Costs for providing a financial guarantee, if the National Agency asks for it.	Real costs	75% of eligible costs Maximum of **50.000 EUR** per project (excluding costs for providing a financial guarantee)		Conditional: subcontracting has to be related to services that cannot be provided directly by the participating organisations for duly justified reasons. Equipment cannot concern normal office equipment or equipment normally used by the participating organisations.
Special needs support	Additional costs directly related to participants with disabilities[78]	Real costs	100% of eligible costs		Conditional: the request for these costs must be motivated in the application form.

Some of the maxima amounts indicated in the tables above are capped per month or per year. However, the beneficiaries can use-up the total EU grant received for the project in the most flexible way, throughout its duration and according to the way the activities need to be implemented chronologically in the work plan.

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

FUNDING RULES FOR TRANSNATIONAL TRAINING, TEACHING AND LEARNING ACTIVITIES CARRIED OUT WITHIN THE STRATEGIC PARTNERSHIP (OPTIONAL FUNDING)

<table>
<tr><th colspan="2">Eligible costs</th><th>Financing mechanism</th><th colspan="2">Amount</th><th>Rule of allocation</th></tr>
<tr><td rowspan="2">Travel</td><td rowspan="2">Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return</td><td rowspan="2">Unit costs</td><td colspan="2">For travel distances between 100 and 1 999KM:
275 EUR per participant</td><td rowspan="5">Conditional:
applicants will have to justify that mobility activities are necessary to achieve the objectives and results of the project.
Travel distances must be calculated using the distance calculator supported by the European Commission[79]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[80]</td></tr>
<tr><td colspan="2">For travel distances of 2 000KM or more:
360 EUR per participant</td></tr>
<tr><td rowspan="4">Individual support</td><td rowspan="4">Unit cost per day covering the subsistence of participants, including accompanying persons, during the activity</td><td rowspan="4">Unit costs</td><td>Long term teaching or training assignments

Long term mobility of youth workers</td><td>up to the 14th day of activity: B1.5 per day per participant
+
between the 15 th and 60 th day of activity: B1.6 per day per participant
+
between the 61th day of activity and up to 12 months: B1.7 per day per participant</td></tr>
<tr><td>Short term joint staff training events, teaching in Intensive Study Programmes and accompanying persons[81]</td><td>up to the 14th day of activity: 100 EUR per day per participant
+
between the 15 th and 60 th day of activity: 70 EUR per day per participant</td></tr>
<tr><td>Long term mobility of pupils</td><td>B1.8 per month per participant</td></tr>
<tr><td>Short term activities for learners
(blended mobility, short term pupils'</td><td>up to the 14th day of activity: 55 EUR per day per participant
+
between the 15 th and 60 th day of activity: 40 EUR per day per participant</td></tr>
</table>

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

[80] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

[81] Accompanying persons are entitled to receive the same rate, independently from the short or long term activitesd they take part in. In exceptional cases, where the accompanying person needs to stay aborad for more than 60 days, extra subsistence costs beyond the 60th date will be supported under the budget heading "Special needs support".

			mobility, intensive study programmes):		
Linguistic support	Costs linked to the support offered to participants in order to improve the knowledge of the language of instruction or work	Unit costs	Only for activities lasting between 2 and 12 months: 150 EUR per participant needing linguistic support		Conditional: the request for financial support must be motivated in the application form and applies for languages not offered by the central online service

TABLE A – INTELLECTUAL OUTPUTS (AMOUNTS IN EURO PER DAY)

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

	Manager	Teacher/Trainer /Researcher/ Youth worker	Technician	Administrative staff
	B1.1	B1.2	B1.3	B1.4
Denmark, Ireland, Luxembourg, Netherlands, Austria, Sweden, Liechtenstein, Norway	294	241	190	157
Belgium, Germany, , France, Italy, Finland, United Kingdom, Iceland	280	214	162	131
Czech Republic, Greece, Spain, Cyprus, Malta, Portugal, Slovenia	164	137	102	78
Bulgaria, Estonia, Croatia, Latvia, Lithuania, Hungary, Poland, Romania, Slovakia former Yugoslav Republic of Macedonia, Turkey	88	74	55	39

TABLE B – INTELLECTUAL OUTPUTS (AMOUNTS IN EURO PER DAY)

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

	Manager	Teacher/Trainer /Researcher/ Youth worker	Technician	Administrative staff
	B1.1	B1.2	B1.3	B1.4
Australia, Canada, Kuwait, Macao, Monaco, Qatar, San Marino, Switzerland, United States of America	294	241	190	157
Andorra, Brunei, Japan, New Zealand, Singapore, United Arab Emirates, Vatican City State	280	214	162	131
Bahamas, Bahrain, Equatorial Guinea, Hong Kong, Israel, Korea (Republic of), Oman, Saudi Arabia, Taiwan	164	137	102	78
Afghanistan, Albania, Algeria, Angola, Antigua and Barbuda, Argentina, Armenia, Azerbaijan, Bangladesh, Barbados, Chile, Belarus, Belize, Benin, Bhutan, Bolivia, Bosnia and Herzegovina, Botswana, Brazil, Burkina Faso, Burundi, Cambodia, Cameroon, Cape Verde, Central African Republic, Chad, China, Colombia, Comoros, Congo (Brazzaville), Congo (Kinshasa), Cook Islands, Costa Rica, Cuba, Djibouti, Dominica, Dominican Republic, East Timor, Ecuador, Egypt, El Salvador, Eritrea, Ethiopia, Fiji, Gabon, Gambia, Georgia, Ghana, Grenada, Guatemala, Guinea (Republic of), Guinea-Bissau, Guyana, Haiti, Honduras, India, Indonesia, Iran, Iraq, Ivory Coast, Jamaica, Jordan, Kazakhstan, Kenya, Kiribati, Korea (DPR), Kosovo, Kyrgyzstan, Laos, Lebanon, Lesotho, Liberia, Libya, Madagascar, Malawi, Malaysia, Maldives, Mali, Marshall Islands, Mauritania, Mauritius, Mexico, Micronesia, Moldova, Mongolia, Montenegro, Morocco, Mozambique, Myanmar, Namibia, Nauru, Nepal, Nicaragua, Niger, Nigeria, Niue, Pakistan, Palau, Palestine, Panama, Papua New Guinea, Paraguay, Peru, Philippines, Rwanda, Samoa, Sao Tome and Principe, Senegal, Serbia, Seychelles, Sierra Leone, Solomon Islands, Somalia, South Africa, South Sudan, Sri Lanka, St. Lucia, St. Vincent and the Grenadines, St. Kitts and Nevis, Sudan, Suriname, Swaziland, Syria, Tajikistan, Tanzania, Territory of Russia as recognised by international law, Territory of Ukraine as recognised by international law, Thailand, Togo, Tonga, Trinidad and Tobago, Tunisia, Turkmenistan, Tuvalu, Uganda, Uruguay, Uzbekistan, Vanuatu, Venezuela, Vietnam, Yemen, Zambia, Zimbabwe	88	74	55	39

TABLE C - SUBSISTENCE OF PARTICIPANTS IN TRANSNATIONAL TRAINING, TEACHING AND LEARNING ACTIVITIES (IN EURO PER DAY/MONTH)

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

	Long-term teaching or training assignments - mobility of youth workers (in euro per day)			Long-term activities of pupils (in euro per month)
	B1.5	B1.6	B1.7	B1.8
Belgium	105	74	53	110
Bulgaria	105	74	53	70
Czech Republic	105	74	53	90
Denmark	120	84	60	145
Germany	90	63	45	110
Estonia	75	53	38	85
Ireland	120	84	60	125
Greece	105	74	53	100
Spain	90	63	45	105
France	105	74	53	115
Croatia	75	53	38	90
Italy	105	74	53	115
Cyprus	105	74	53	110
Latvia	90	63	45	80
Lithuania	75	53	38	80
Luxembourg	105	74	53	110
Hungary	105	74	53	90
Malta	90	63	45	110
Netherlands	120	84	60	110
Austria	105	74	53	115
Poland	105	74	53	85
Portugal	90	63	45	100
Romania	105	74	53	60
Slovenia	75	53	38	85
Slovakia	90	63	45	95
Finland	105	74	53	125
Sweden	120	84	60	115
United Kingdom	120	84	60	140
former Yugoslav Republic of Macedonia	90	63	45	60
Iceland	105	74	53	135
Liechtenstein	105	74	53	120
Norway	105	74	53	135
Turkey	105	74	53	80

KNOWLEDGE ALLIANCES

WHAT ARE THE AIMS AND PRIORITIES OF A KNOWLEDGE ALLIANCE?

Knowledge Alliances aim at strengthening Europe's innovation capacity and at fostering innovation in higher education, business and the broader socio-economic environment. They intend to achieve one or more of the following aims:

- develop new, innovative and multidisciplinary approaches to teaching and learning;
- stimulate entrepreneurship and entrepreneurial skills of higher education teaching staff and enterprise staff;
- facilitate the exchange, flow and co-creation of knowledge.

In addition, in line with the annual Work Programme adopted by the Commission, priority will be given to projects that contribute to the modernisation of Europe's Higher Education Systems as outlined in the 2011 EU Communication on the Modernisation Agenda for Higher Education[82], namely to increase attainment levels; improve the quality and relevance of higher education; strengthen quality through mobility and cross-border cooperation; make the knowledge triangle work; improve governance and funding.

WHAT IS A KNOWLEDGE ALLIANCE?

Knowledge Alliances are transnational, structured and result-driven projects, notably between higher education and business. Knowledge Alliances are open to any discipline, sector and to cross-sectoral cooperation. The partners share common goals and work together towards mutually beneficial results and outcomes.
Knowledge Alliances are meant to have a short and long-term impact on the wide range of stakeholders involved, at individual, organisational and systemic level.

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

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Knowledge Alliances implement a coherent and comprehensive set of interconnected activities which are flexible and adaptable to different current and future contexts and developments across Europe. The following list provides examples of activities:

- **Boosting innovation in higher education, business and in the broader socio-economic environment:**
  - jointly developing and implementing new learning and teaching methods (like new multidisciplinary curricula, learner-centred and real problem-based teaching and learning);
  - organising continuing educational programmes and activities with and within companies;
  - jointly developing solutions for challenging issues, product and process innovation (students, professors and practitioners together).

- **Developing entrepreneurship mind-set and skills:**
  - creating schemes of transversal skills learning and application throughout higher education programmes developed in cooperation with enterprises aiming at strengthening employability, creativity and new professional paths;
  - introducing entrepreneurship education in any discipline to provide students, researchers, staff and educators with the knowledge, skills and motivation to engage in entrepreneurial activities in a variety of settings;
  - opening up new learning opportunities through the practical application of entrepreneurial skills, which can involve and/or lead to the commercialisation of new services, products and prototypes, to the creation of start-ups and spin-offs.

[82] http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF

- **Stimulating the flow and exchange of knowledge between higher education and enterprises**:
  - 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 company staff for a limited period;
  - involvement of company staff teaching and research.

Knowledge Alliances may organise mobility activities of students, researchers and staff in so far as they support/complement the other activities of the Alliance and bring added value in the realisation of the project's objectives. Mobility activities do not constitute the main activities of a Knowledge Alliance; extending and scaling-up these activities would need to be supported via the Key Action 1 of this Programme or other funding instruments.

WHAT ARE THE ESSENTIAL FEATURES OF A KNOWLEDGE ALLIANCE?

The key features of Knowledge Alliances are:

- Innovation in higher education and innovation through higher education in enterprises and their socio-economic environment: innovation is considered as state-of-the-art project-specific and related to the partnerships context and analysed needs.
- Sustainability of university-business cooperation. A strong and committed partnership with a balanced participation from enterprises and higher education institutions are pivotal for the success of Knowledge Alliances. The role and contribution of each participating organisation and associate partner have to be specific and complementary.
- Impact going beyond the project's lifetime and beyond the organisations involved in the Alliance. It is expected that partnership and activities persist. Changes in higher education institutions and enterprises have to be measurable. Results and solutions have to be transferable and accessible to a broader audience.

Knowledge Alliances are a highly competitive part of Erasmus+. Common attributes of successful proposals are:

- reliable relations between higher education institutions and enterprises: Knowledge Alliances have to demonstrate the commitment and added value of all partners, whereby strong and balanced involvement from both the business and higher education sectors is essential. A well designed proposal is the result of close cooperation between the prospective partners;
- their innovative and transnational character, visible across all criteria.

A proper needs-analysis clarifies the rationale, influences the selection of partners, makes the proposal specific, helps to raise the potential for impact and ensures that end-user and target groups are well involved in the project activities.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN A KNOWLEDGE ALLIANCE?

Applicant/coordinator: a participating organisation that submits the project proposal on behalf of all the partners. The coordinator has the full responsibility to ensure that the project is implemented in accordance with the agreement. Its coordinating covers the following duties:

- represents and acts on behalf of the Alliance towards the European Commission;
- bears the financial and legal responsibility for the proper operational, administrative and financial implementation of the entire project;
- coordinates the Alliance in cooperation with project partners.

Full partners are those participating organisations which contribute actively to the achievement of the Knowledge Alliance's objectives. Each full partner must sign a mandate to confer to the coordinating organisation the responsibility of acting as main beneficiary and act in his name during the implementation of the project. If relevant, the same applies for partners from Partner Countries.

Associated partners (optional): Knowledge Alliances can involve associated partners who contribute to the implementation of specific project tasks/activities or support the dissemination and sustainability of the Alliance. For contractual management issues, "associated partners" are not considered as part of the project partners, and they do not receive funding. However their involvement and role in the project and different activities have to be clearly described.

WHAT ARE THE CRITERIA USED TO ASSESS A KNOWLEDGE ALLIANCE PROPOSAL?

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

ELIGIBILITY CRITERIA

Eligible participating organisations	A participating organisation can be any public or private organisation established in a Programme Country or in any Partner Country of the world (see section "Eligible Countries" in Part A of this Guide). For example, such an organisation can be: ▪ a higher education institution; ▪ a public or private, small, medium or large enterprise (including social enterprises); ▪ a research institute; ▪ a public body at local, regional or national level; ▪ an organisation active in the field of education, training and youth; ▪ an intermediary or association which represents education, training or youth organisations; ▪ an intermediary or association which represents enterprises; ▪ an accreditation, certification or qualification body. Higher education institutions established in a Programme Country must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries.
Who can apply?	Any participating organisation established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.
Number of participating organisations	Knowledge Alliances are transnational and involve minimum six independent organisations from at least three Programme Countries, out of which at least two higher education institutions and at least two enterprises.
Duration of project	2 or 3 years. The duration has to be chosen at application stage, based on the objective of the project and on the type of activities planned over time. In exceptional cases, the duration of a Knowledge Alliance may be extended, upon request by the beneficiary and with the agreement of the Executive Agency, of up to 6 months. In such a case, the total grant will not change.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application at the latest by **26 February at 12:00 (midday Brussels time)** for projects starting on 1 November of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.

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 project will be assessed against the following criteria:

Relevance of the proposal **(maximum 25 points)**	▪ Purpose: the proposal is relevant to the objectives of the Action (see section "What are the aims and priorities of a Knowledge Alliance"); ▪ Consistency: the objectives are based on a sound needs analysis; they are clearly defined, realistic and address issues relevant to

	the participating organisations and to the Action; ▪ Innovation: the proposal considers state-of-the-art methods and techniques, and leads to project-specific innovative results and solutions; ▪ European added value: the proposal demonstrates clearly the added value generated through its transnationality and potential transferability;
Quality of the project design and implementation (maximum 30 points)	▪ Coherence: the proposal presents a coherent and comprehensive set of appropriate activities to meet the identified needs and lead to the expected results; ▪ Structure: the work programme is clear and intelligible, and covers all phases; ▪ Management: timelines, organisation, tasks and responsibilities are well defined and realistic. The proposal allocates appropriate resources to each activity; ▪ Quality and financial control: specific measures for evaluation of processes and deliverables ensure that the project implementation is of high quality and cost-efficient.
Quality of the project team and the cooperation arrangements (maximum 25 points)	▪ Configuration: the proposed Knowledge Alliance involves an appropriate mix of higher education and business partners with the necessary profiles, skills, experience, expertise and management support required for its successful realisation; ▪ Commitment: each participating organisation demonstrates full involvement corresponding to its capacities and specific area of expertise; ▪ Partnership: contributions of higher education and business partners are significant, pertinent and complementary; ▪ Collaboration/Team spirit: the proposal includes clear arrangements and responsibilities for transparent and efficient decision-making, conflict resolution, reporting and communication between the participating organisations; ▪ Involvement of Partner Countries: if applicable, the involvement of a participating organisation from a Partner Country brings an essential added value to the project (if this condition is not fulfilled, the project will not be considered for selection).
Impact and dissemination (maximum 20 points)	▪ Exploitation: the proposal demonstrates how the outcomes will be used by the partners and other stakeholders. It provides means to measure exploitation within project lifetime and after; ▪ Dissemination: the proposal provides a clear plan for the dissemination of results, and includes appropriate activities, tools and channels to ensure that the results and benefits will be spread effectively to the stakeholders and non-participating audience within and after the project's lifetime; ▪ Impact: the proposal shows societal and economic relevance and outreach. It provides pertinent measures to monitor progress and assess the expected impact (short and long-term); ▪ Open access: If relevant, the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations; ▪ Sustainability: the proposal includes appropriate measures and resources to ensure that the partnership, 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 minimum 13 points for the categories "relevance of the project" and "quality of the project team and cooperation

arrangements"; 16 points for the category "quality of the project design and implementation", and 11 points for the category "impact and dissemination".

WHAT ELSE YOU SHOULD KNOW ABOUT THIS ACTION?

Quality assurance must be an embedded project component to ensure that Knowledge Alliances successfully deliver the expected results and achieve an impact going far beyond the partner organisations themselves. Knowledge Alliances are required to accomplish targeted dissemination activities which reach out to stakeholders, policy makers, professionals and enterprises. Along the way Knowledge Alliances should deliver publications such as reports, handbooks, guidelines, etc. Where appropriate, results should be made available as open educational resources (OER) as well as on relevant professional, sectorial or competent authorities' platforms. Knowledge Alliances should generate new ways and instruments to facilitate their collaboration and to ensure that the partnership between higher education and business persists.

Knowledge Alliances are a recent and ambitious Action; they are subject to a particular monitoring which requires active participation from all participants and stakeholders. Knowledge Alliances should foresee their participation in thematic clusters to support cross-fertilisation, exchange of good practices and mutual learning. Additionally, Knowledge Alliances should budget for the presentation of their project and the results at the University-Business Forum and/or other relevant events (up to four during the project duration).

WHAT ARE THE FUNDING RULES?

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

Maximum EU contribution awarded for a 2-year Knowledge Alliance: 700 000 EUR
Maximum EU contribution awarded for a 3-year Knowledge Alliance: 1 000 000 EUR

Eligible costs		Financing mechanism	Amount	Rule of allocation
Implementation support	Contribution to any activity directly linked to the implementation of the project (except for possible embedded mobility) including: project management, project meetings, intellectual outputs (such as curricula, pedagogical materials, open educational resources (OER), IT tools, analyses, studies, etc.), dissemination, participation in events, conferences, travel, etc. The number of days and the profile of staff involved by country is the basis for the calculation of the EU contribution.	Unit costs	B2.1 per manager involved per day of work on the project	Conditional: applicants will have to justify the type and volume of resources needed in relation to the implementation of the proposed activities and outputs. The outputs should be substantial in quality and quantity to qualify for this type of grant support.
			B2.2 per researcher/ teacher/trainer involved per day of work on the project	
			B2.3 per technician involved per day of work on the project	
			B2.4 per administrative staff involved per day of work on the project	

ADDITIONAL FUNDING RULES FOR MOBILITY ACTIVITIES REALISED WITHIN A KNOWLEDGE ALLIANCE (OPTIONAL FUNDING)

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, from their place of origin to the venue of the activity and return	Unit costs	For travel distances between 100 and 1999 KM: 275 EUR per participant	Conditional: applicants will have to justify that mobility activities are necessary to achieve the objectives and results of the project. Travel distances must be calculated using the distance calculator supported by the European Commission[83]. The applicant must indicate the distance of a one-way travel to calculate
			For travel distances of 2000 KM or more: 360 EUR per participant	
Subsistence costs	Contribution to subsistence costs of participants during the activity	Unit costs	**Activities targeting staff** up to the 14th day of activity: 100 EUR per day per participant + between the 15 th and 60 th day of activity: 70 EUR per day per participant	

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

			Activities targeting learners: up to the 14th day of activity: 55 EUR per day per participant + between the 15 th and 60 th day of activity: 40 EUR per day per participant	the amount of the EU grant that will support the round trip[84]

[84] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

TABLE A - PROJECT IMPLEMENTATION (AMOUNTS IN EURO PER DAY) PROGRAMME COUNTRIES

The amounts depend on: a) profile of staff involved in the project and b) the country of the participating organisation whose staff is involved.

	Manager	Teacher/Trainer /Researcher/ Youth worker	Technician	Administrative staff
	B2.1	B2.2	B2.3	B2.4
Denmark, Ireland, Luxembourg, Netherlands, Austria, Sweden, Liechtenstein, Norway	353	289	228	189
Belgium, Germany, , France, Italy, Finland, United Kingdom, Iceland	336	257	194	157
Czech Republic, Greece, Spain, Cyprus, Malta, Portugal, Slovenia	197	164	122	93
Bulgaria, Estonia, Croatia, Latvia, Lithuania, Hungary, Poland, Romania, Slovakia former Yugoslav Republic of Macedonia, Turkey	106	88	66	47

TABLE B - PROJECT IMPLEMENTATION (AMOUNTS IN EURO PER DAY) PARTNER COUNTRIES

The amounts depend on: a) profile of staff involved in the project and b) the country of the participating organisation whose staff is involved.

	Manager	Teacher/Trainer /Researcher	Technician	Administrative staff
	B2.1	B2.2	B2.3	B2.4
Australia, Canada, Kuwait, Macao, Monaco, Qatar, San Marino, Switzerland, United States of America	353	289	228	189
Andorra, Brunei, Japan, New Zealand, Singapore, United Arab Emirates, Vatican City State	336	257	194	157
Bahamas, Bahrain, Equatorial Guinea, Hong Kong, Israel, Korea (Republic of), Oman, Saudi Arabia, Taiwan	197	164	122	93
Afghanistan, Albania, Algeria, Angola, Antigua and Barbuda, Argentina, Armenia, Azerbaijan, Bangladesh, Barbados, Chile, Belarus, Belize, Benin, Bhutan, Bolivia, Bosnia and Herzegovina, Botswana, Brazil, Burkina Faso, Burundi, Cambodia, Cameroon, Cape Verde, Central African Republic, Chad, China, Colombia, Comoros, Congo (Brazzaville), Congo (Kinshasa), Cook Islands, Costa Rica, Cuba, Djibouti, Dominica, Dominican Republic, East Timor, Ecuador, Egypt, El Salvador, Eritrea, Ethiopia, Fiji, Gabon, Gambia, Georgia, Ghana, Grenada, Guatemala, Guinea (Republic of), Guinea-Bissau, Guyana, Haiti, Honduras, India, Indonesia, Iran, Iraq, Ivory Coast, Jamaica, Jordan, Kazakhstan, Kenya, Kiribati, Korea (DPR), Kosovo, Kyrgyzstan, Laos, Lebanon, Lesotho, Liberia, Libya, Madagascar, Malawi, Malaysia, Maldives, Mali, Marshall Islands, Mauritania, Mauritius, Mexico, Micronesia, Moldova, Mongolia, Montenegro, Morocco, Mozambique, Myanmar, Namibia, Nauru, Nepal, Nicaragua, Niger, Nigeria, Niue, Pakistan, Palau, Palestine, Panama, Papua New Guinea, Paraguay, Peru, Philippines, Rwanda, Samoa, Sao Tome and Principe, Senegal, Serbia, Seychelles, Sierra Leone, Solomon Islands, Somalia, South Africa, South Sudan, Sri Lanka, St. Lucia, St. Vincent and the Grenadines, St. Kitts and Nevis, Sudan, Suriname, Swaziland, Syria, Tajikistan, Tanzania, Territory of Russia as recognised by international law, Territory of Ukraine as recognised by international law, Thailand, Togo, Tonga, Trinidad and Tobago, Tunisia, Turkmenistan, Tuvalu, Uganda, Uruguay, Uzbekistan, Vanuatu, Venezuela, Vietnam, Yemen, Zambia, Zimbabwe	106	88	66	47

SECTOR SKILLS ALLIANCES

WHAT ARE THE AIMS AND PRIORITIES OF A SECTOR SKILLS ALLIANCE?

Sector Skills Alliances shall aim at **tackling skills gaps**, enhancing the responsiveness of initial and continuing VET systems to **sector-specific labour market needs** and demand for new skills with regard to one or more occupational profiles.

This should be achieved by:

- modernising VET by adapting to skills needs and integrating work based learning and exploiting its potential to drive economic development and innovation, notably at local and regional levels, increasing the competitiveness of the sectors concerned;
- strengthening the exchange of knowledge and practice between vocational education and training institutions and the labour market integrating work-based learning;
- facilitating labour mobility, mutual trust and increased recognition of qualifications at European level within the sectors concerned.

In addition, in line with the annual Work Programme adopted by the Commission, priority will be given to projects that pursue one or more of the relevant priorities described in the introduction chapters on "Education and Training" in Part B of this Guide.

WHAT IS A SECTOR SKILLS ALLIANCE?

Sector Skills Alliances are transnational projects drawing on evidence of trends in a specific economic sector and skills needed in order to perform in one or more professional fields. Sector Skills Alliances will work to design and deliver joint vocational training programmes and teaching and training methodologies. A particular focus is to be put on work-based learning, providing learners with the skills required by the labour market. Sector Skills Alliances also put the EU wide recognition tools into practice.

The sectors that will be eligible under this action are sectors with skills imbalances, to which current Commission policies respond:

- Manufacturing & Engineering[85]
- Commerce
- Information and communication technology
- Environmental technologies (Eco-innovation)
- Cultural and creative sectors
- Health care
- Tourism.

In case two or more proposals receive the same score and the available budget is not sufficient to finance all of them, proposals from sub-/sectors that have constituted a European Sector Skills Council will be given priority.

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

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Each Sector Skills Alliance shall implement a coherent, comprehensive and variable set of interconnected activities which are flexible and adaptable to different current and future labour markets' needs, such as:

[85] including for example Advanced manufacturing, Automotive manufacturing, Aviation manufacturing or Textile, clothing & leather manufacturing.

- **Defining skills and training provision needs in a given specific economic sector:**
  - when needed, gathering and interpreting evidence of skills needs on the labour market in a given economic sector, drawing on the EU Skills Panorama and, where relevant, the work of European Sector Skills Councils;
  - identifying needs in terms of training provision, drawing on, where available, the occupational profiles of the classification of European Skills, Competences, Qualifications and Occupations (ESCO).
- **Designing joint curricula:**
  - designing EU sector-specific curricula, VET programmes and possibly qualification standards related to common skills needs common in the sector and/or to a European occupational profile, drawing, where available, on ESCO;
  - integrating skills or occupational profiles into curriculum design, VET programmes and possibly qualification standards;
  - the activities described above should apply the learning outcomes approach (e.g. using ECVET, etc.) and be underpinned by quality assurance principles (e.g. EQAVET);
  - integrating innovative approaches to teaching and learning, notably through more strategic and integrated use of ICTs and open educational resources (OER), as well as including opportunities to apply knowledge in practical projects/"real life" workplace situations (work based learning) and to develop entrepreneurial mind-sets.
- **Delivering joint curricula:**
  - delivering EU sector-specific curricula that have been adapted or newly created following the analysis and forecasts of labour market needs for a given occupational profile;
  - implementing innovative VET teaching and learning methods to respond to evolving skills and/or specific target public within a given economic sector (e.g. ICT-based content, services and methods, education in the workplace environment, etc.);
  - facilitating recognition and certification of the respective learning outcomes by implementing ECVET principles, the quality assurance framework in VET (EQAVET) and possibly referencing respective qualifications to NQFs or any other relevant European tools in the sector concerned.

Sector Skills Alliances may also organise mobility activities of learners and staff in so far as they support/complement the other activities of the Alliance and bring added value in the realisation of the project's objectives. Mobility activities shall not constitute the main activities of a Sector Skills Alliance; extending and scaling-up these activities would need to be supported via the Key Action 1 of this Programme or other funding instruments.

WHAT ARE THE ESSENTIAL FEATURES OF A SECTOR SKILLS ALLIANCE?

The key features of Sector Skills Alliances are:

- Innovation in vocational education and training, in different economic sectors and related (where available ESCO: https://ec.europa.eu/esco/home) occupational profiles;.
- Impact going beyond the project's lifetime and beyond the organisations involved in the Alliance. It is expected that partnership and activities persist. Changes in VET organisations and in different economic sectors/occupational profiles have to be measurable. Results and solutions have to be transferable and accessible to a broader audience. The results of Sector Skills Alliances should become available for use and publication in the EU Skills Panorama.

Sector Skills Alliances have to demonstrate the commitment and added value of all partners. The partners should combine systemic and sector related information with a solid knowledge of training practices in their economic sector. The distribution of tasks and deliveries should show a right match between the partners' expertise and the activities they are in charge of. The partners should be representative in the sector at least at national level, have a European outreach and expertise or competence in training, skills anticipation or supply, or qualification design.

The definition of future skills needs should be, as appropriate, supported by available research evidence that demonstrates labour market needs in the sector. If research evidence is not yet available it will be necessary to include a research institution competent in the sector in question. Partners will have to interpret this research evidence when implementing training provision or designing qualification standards based on a common European occupational profile (see ESCO). The Alliance should then translate these into innovative, learning

outcome-oriented curricula (applying ECVET) which should be underpinned by quality assurance mechanisms (in line with EQAVET). The Alliance should be in the position to ensure or at least make it highly credible that the new or adapted skills and competences will be recognised in all the countries and the sectors covered by the Alliance. Career guidance respectively professional orientation services together with regional or local authorities should play a "facilitator" role in supporting the process of skills matching with the planning of vocational curricula in order to attract or inform initial VET schools, young learners or their parents to specific professions with high labour market demand. Sector Skills Alliances are supposed to carry out the proposed activities in a way that maximises the impact on a given sector and occupations concerned.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN A SECTOR SKILLS ALLIANCE?

Applicant/coordinator: a participating organisation that submits the project proposal on behalf of all the partners. The coordinator has the full responsibility to ensure that the project is implemented in accordance with the agreement. Its coordinating covers the following duties:

- represents and acts on behalf of the Alliance towards the European Commission;
- bears the financial and legal responsibility for the proper operational, administrative and financial implementation of the entire project;
- coordinates the Alliance in cooperation with project partners.

Full partners: participating organisations which contribute actively to the accomplishment of the Sector Skills Alliance. Each full partner must sign a mandate by which the signatory grants power of attorney to the coordinator to act in his name during the implementation of the project. The same applies for partners from Partner Countries.

Associated partners (optional): Sector Skills Alliances can involve associated partners who contribute to the activities of the Sector Skills Alliance. They are not subject to contractual requirements because they do not receive funding. However their involvement and role in the project and different work packages have to be clearly described.

WHAT ARE THE CRITERIA USED TO ASSESS A SECTOR SKILLS ALLIANCE?

Here below are listed the formal criteria that a Sector Skills Alliance proposal must respect in order to be eligible for an Erasmus+ grant:

ELIGIBILITY CRITERIA

Eligible participating organisations	A participating organisation can be any public or private organisation established in a Programme Country or in any Partner Country of the world (see section "Eligible Countries" in Part A of this Guide). For example, such organisation can be: ▪ a vocational education institute/school; ▪ a VET centre; ▪ an inter-company training centre; ▪ a public or private, small, medium or large enterprise (including social enterprises); ▪ a public VET authority at local, regional or national level; ▪ a higher education institution providing VET; ▪ a social partner or other representative of working life, including chambers of commerce, industry, craft/professional associations and trade unions; ▪ an intermediary or association which represents education, training or youth organisations; ▪ a research institute; ▪ a cultural and/or creative body; ▪ a body providing career guidance, professional counselling and information services; ▪ a body responsible for recognition; ▪ an accreditation, certification or qualification body. An organisation can only be involved – as applicant or **full** partner – **in one** Sector Skills Alliance application **at a time**. This rule does **not** apply to **associated** partners. If an organisation is involved as full partner in two or more proposals, all these proposals will be ineligible. **Exception**: in countries where **only one entity has the regulatory function** for VET (see 3. below), this organisation can participate in more than one Alliance, but evidence has to be provided to show that they are in a monopoly situation.
Who can apply?	Any participating organisation established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.

Number and profile of participating organisations	The composition of a Sector Skills Alliance **must** fulfil **all** of the following requirements: 1. In **each** country covered, a Sector Skills Alliance must have **at least** three full partners, one from each of the categories below[86] 2. Sector Skills Alliances must cover **at least** three Programme Countries. 3. For every country more (than the minimum three) that a sector skills alliance covers it must also have **at least** three full partners from each of the categories below. **Example**: if a Sector Skills Alliance covers 5 countries, it needs 5 public or private entities that provide VET (one per country), 5 public or private entities that have sector-specific expertise and represent or are present in a given sector (one per country), and 5 public or private entities that have a regulatory function for education and training systems (one per country). **Exception:** European umbrella organisations[87] do not need to have further partners in the country where they are established, provided that the minimum number of participating organisations (9) and Programme Countries (3) is already met without counting the umbrella organisation. The following categories of entities must be included in Sector Skills Alliances as stipulated above: **1. Public or private entities that provide VET** (such as: networks of vocational education institutes/schools; VET centres; inter-company training centres; enterprises that have more than 250 employees and with an own training department, in particular those providing apprenticeships or enterprises providing shared training (collaborative training); higher education institutions providing VET) **2. Public or private entities that have sector specific expertise and represent or are present in a given sector (at regional, national or European level)** (such as: social partners; European sectoral or professional associations of employers or employees; chambers of commerce, of industry or of skilled crafts; cultural and creative bodies; skills bodies or councils; economic development agencies; research centres) **3. Public or private entities that have a regulatory function for education and training systems (at local, regional or national level)** (such as: public VET authorities; accreditation, certification or qualification bodies; bodies responsible for recognition)
Duration of project	2 or 3 years. The duration has to be chosen at application stage, based on the objective of the project and on the type of activities planned over time. In exceptional cases, the duration of a Sector Skills Alliance may be extended, upon request by the beneficiary and with the agreement of the Executive Agency, of up to 6 months. In such a case, the total grant will not change.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by **26 February at 12:00 (midday Brussels time)** for projects starting on 1 November of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.

[86] This means that a Sector Skills Alliance must have **at least** nine full partners from at least three Programme Countries. The participation of associated partners does not count for fulfilling this requirement

[87] A European umbrella organisation is an association of (often related, sector-specific) several national member organisations that coordinates their activities, promotes a common purpose and works to protect their shared interests at European level

Other criteria	The proposal must concern only one of the following sectors: ▪ Manufacturing & Engineering[88] ▪ Commerce ▪ Information and communication technology ▪ Environmental technologies (Eco-innovation) ▪ Cultural and creative sectors ▪ Health care ▪ Tourism.

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

[88] including for example Advanced manufacturing, Automotive manufacturing, Aviation manufacturing or Textile, clothing & leather manufacturing

AWARD CRITERIA

The project will be assessed against the following criteria:

Relevance of the project (maximum 25 points)	▪ Link to policy: the proposal contributes to achieving the European objectives and priorities in the field of VET; the proposal draws on the work of a European Sector Skills council where relevant. ▪ Purpose: the proposal is relevant to the objectives of the Action (see section "What are the aims of a Sector Skills Alliance") ▪ Consistency: the objectives are based on a sound needs analysis; they are clearly defined, realistic and address issues relevant to the participating organisations and to the Action ▪ Innovation: the proposal considers state-of-the-art methods and techniques, and leads to innovative results and solutions ▪ European added value: the proposal demonstrates clearly the added value generated through its transnationality
Quality of the project design and implementation (maximum 30 points)	▪ Coherence: the overall project design ensures consistency between project objectives, methodology, activities and budget proposed. The proposal presents a coherent and comprehensive set of appropriate activities to meet the identified needs and lead to the expected results ▪ Structure: the work programme is clear and intelligible, and covers all phases (preparation, implementation, exploitation, monitoring, evaluation and dissemination) ▪ Methodology: the proposal uses the learning outcomes approach, ECVET (units of learning outcomes) and quality assurance principles in line with EQAVET ▪ Management: solid management arrangements are foreseen. Timelines, organisation, tasks and responsibilities are well defined and realistic. The proposal allocates appropriate resources to each activity ▪ Budget: the budget provides for appropriate resources necessary for success, it is neither overestimated nor underestimated ▪ The quality of arrangements for the recognition and validation of participants' learning outcomes, in line with European transparency and recognition tools and principles ▪ 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 ▪ In case of transnational mobility (for testing or piloting only) ▪ Existence and quality of measures for identifying and selecting participants in the mobility activities ▪ the proposal describes the strategy for efficient validation and/or recognition of any training period abroad, notably using ECVET

Quality of the project team and the cooperation arrangements (maximum 25 points)	▪ Configuration: the composition of the partnership is in line with the project objectives, bringing together as relevant the expertise and competences required in training design, skills anticipation or supply, qualification design, and/or training policy. The proposal also involves the right decision-makers and competent bodies (authorities or authorised bodies with regulatory function in VET). The representativeness and expertise of the partners in the sector concerned and at European level is convincingly demonstrated: the spread and representativeness of relevant partners over the Programme Countries involved in the Alliance should be such that the Alliance has high potential for impact in several of the countries covered by the Alliance (e.g. through the participation of a European sector organisation or European social partners) ▪ Commitment: the distribution of responsibilities and tasks is clear, appropriate, and demonstrates the commitment and active contribution of all participating organisations in relation to their specific expertise and capacity ▪ Tasks: the coordinator shows high quality management and coordination of transnational networks and leadership in complex environment. Individual tasks are allocated on the basis of the specific know-how of each partner ▪ Collaboration/Team spirit: an effective mechanism is proposed to ensure a good coordination, decision-making and communication between the participating organisations, participants and any other relevant stakeholder ▪ Involvement of Partner Countries: if applicable, the involvement of a participating organisation from a Partner Country brings an essential added value to the project (if this condition is not fulfilled, the project will not be considered for selection)
Impact and dissemination (maximum 20 points)	▪ Exploitation: the proposal demonstrates how the outcomes of the Alliance will be used by the partners and other stakeholders. It provides means to measure exploitation within project lifetime and after ▪ Dissemination: the proposal provides a clear plan for the dissemination of results, and includes appropriate activities, tools and channels to ensure that the results and benefits will be spread effectively to the stakeholders and non-participating audience within and after the project's lifetime ▪ Impact: the proposal shows societal and economic relevance and outreach. It is likely to significantly increase partners' capacity to implement relevant training in the European context. It also provides pertinent measures to monitor progress and assess the expected impact (short- and long-term) ▪ Open access: If relevant, the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences and does not contain disproportionate limitations ▪ Sustainability: the proposal includes appropriate measures and resources to ensure that the results and benefits achieved by the Alliance will be sustained beyond the project lifetime (i.e. continuation of new courses, up-dating of new tools, etc.). The proposal explains how and with which resources (other than EU funds) this will be done

To be considered for funding, proposals must score at least 70 points. Furthermore, they must score minimum 13 points for the categories "relevance of the project" and "quality of the project team and cooperation arrangements"; 16 points for the category "quality of the project design and implementation", and 11 points for the category "impact and dissemination".

WHAT ELSE YOU SHOULD KNOW ABOUT THIS ACTION?

Quality assurance is vital in order to ensure that Alliances successfully deliver their results and achieve an impact going far beyond the partner organisations themselves. Alliances are expected to achieve results which are widely transferable within the economic sector concerned. Therefore, Alliances need to provide a sound quality management plan.

Alliances should also implement expert review processes as an integral part of the project. The Alliance work programme should therefore include an independent external quality assessment at mid-term and at the end of the project, to be submitted together with the project progress and final report respectively. In its progress report, the participating organisations will have to demonstrate the follow-up actions resulting from the recommendation of the mid-term quality assessment.

All Alliances are required to undertake targeted dissemination activities, notably through organisations/bodies providing professional guidance/orientation. They will have to provide thereto a comprehensive dissemination plan including:

- an active dissemination strategy to reach out to stakeholders, policy makers, guidance professionals, enterprises and young learners in compulsory education concerning occupations with high labour market demand or new business creation potential;
- mainstreaming the results throughout the sector;
- when appropriate, making the results of the Alliance available through open licences.

The dissemination plan should clearly explain how the planned project results will be disseminated, including definition of the targets, the objectives, the means to be used and the relevant timing. Applications should also indicate which partner will be responsible for dissemination and to demonstrate the relevant experience that they have in dissemination activities. Selected projects will have to produce a short publishable summary of the project activities at the end of the project to be published in the Programme dissemination tool. This will be a condition for receiving the final payment when the project ends.

A dissemination support for Alliances - steered by the European Commission/Executive Agency - will be put in place to ensure genuine exploitation of results and impact, beyond the directly participating organisations and across countries.

WHAT ARE THE FUNDING RULES?

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

Maximum EU contribution awarded for a 2-year Sector Skills Alliance: 700 000 EUR
Maximum EU contribution awarded for a 3-year Sector Skills Alliance: 1 000 000 EUR

Eligible costs		Financing mechanism	Amount	Rule of allocation
Implementation support	Contribution to any activity directly linked to the implementation of the project (except for possible embedded mobility) including: project management, project meetings, intellectual outputs (such as curricula, pedagogical materials, open educational resources (OER), IT tools, analyses, studies, etc.), dissemination, participation in events, conferences, travel, etc. The number of days and the profile of staff involved by country is the basis for the calculation of the EU contribution.	Unit costs	B3.1 per manager involved per day of work on the project	Conditional: applicants will have to justify the type and volume of resources needed in relation to the implementation of the proposed activities and outputs. The outputs should be substantial in quality and quantity to qualify for this type of grant support.
			B3.2 per researcher/ teacher/trainer involved per day of work on the project	
			B3.3 per technician involved per day of work on the project	
			B3.4 per administrative staff involved per day of work on the project	

ADDITIONAL FUNDING RULES FOR MOBILITY ACTIVITIES REALISED WITHIN A SECTOR SKILLS ALLIANCE (OPTIONAL FUNDING)

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, from their place of origin to the venue of the activity and return	Unit costs	For travel distances between 100 and 1999 KM: 275 EUR per participant	Conditional: applicants will have to justify that mobility activities are necessary to achieve the objectives and results of the project. Travel distances must be calculated using the distance calculator supported by the European Commission[89]. The applicant must indicate the distance of a one-way travel to calculate
			For travel distances of 2000 KM or more: 360 EUR per participant	
Subsistence costs	Contribution to subsistence costs of participants during the activity	Unit costs	**Activities targeting staff** up to the 14th day of activity: 100 EUR per day per participant + between the 15th and 60th day of activity: 70 EUR per day per participant	

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

			Activities targeting learners: up to the 14th day of activity: 55 EUR per day per participant + between the 15 th and 60 th day of activity: 40 EUR per day per participant	the amount of the EU grant that will support the round trip[90]

[90] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

TABLE A - PROJECT IMPLEMENTATION (AMOUNTS IN EURO PER DAY) PROGRAMME COUNTRIES

The amounts depend on: a) profile of staff involved in the project and b) the country of the participating organisation whose staff is involved.

	Manager	Teacher/Trainer /Researcher/ Youth worker	Technician	Administrative staff
	B3.1	B3.2	B3.3	B3.4
Denmark, Ireland, Luxembourg, Netherlands, Austria, Sweden, Liechtenstein Norway	353	289	228	189
Belgium, Germany, , France, Italy, Finland, United Kingdom, Iceland	336	257	194	157
Czech Republic, Greece, Spain, Cyprus, Malta, Portugal, Slovenia	197	164	122	93
Bulgaria, Estonia, Croatia, Latvia, Lithuania, Hungary, Poland, Romania, Slovakia former Yugoslav Republic of Macedonia, Turkey	106	88	66	47

TABLE B - PROJECT IMPLEMENTATION (AMOUNTS IN EURO PER DAY) PARTNER COUNTRIES

The amounts depend on: a) profile of staff involved in the project and b) the country of the participating organisation whose staff is involved.

	Manager	Teacher/Trainer /Researcher	Technician	Administrative staff
	B3.1	B3.2	B3.3	B3.4
Australia, Canada, Kuwait, Macao, Monaco, Qatar, San Marino, Switzerland, United States of America	353	289	228	189
Andorra, Brunei, Japan, New Zealand, Singapore, United Arab Emirates, Vatican City State	336	257	194	157
Bahamas, Bahrain, Equatorial Guinea, Hong Kong, Israel, Korea (Republic of), Oman, Saudi Arabia, Taiwan	197	164	122	93
Afghanistan, Albania, Algeria, Angola, Antigua and Barbuda, Argentina, Armenia, Azerbaijan, Bangladesh, Barbados, Chile, Belarus, Belize, Benin, Bhutan, Bolivia, Bosnia and Herzegovina, Botswana, Brazil, Burkina Faso, Burundi, Cambodia, Cameroon, Cape Verde, Central African Republic, Chad, China, Colombia, Comoros, Congo (Brazzaville), Congo (Kinshasa), Cook Islands, Costa Rica, Cuba, Djibouti, Dominica, Dominican Republic, East Timor, Ecuador, Egypt, El Salvador, Eritrea, Ethiopia, Fiji, Gabon, Gambia, Georgia, Ghana, Grenada, Guatemala, Guinea (Republic of), Guinea-Bissau, Guyana, Haiti, Honduras, India, Indonesia, Iran, Iraq, Ivory Coast, Jamaica, Jordan, Kazakhstan, Kenya, Kiribati, Korea (DPR), Kosovo, Kyrgyzstan, Laos, Lebanon, Lesotho, Liberia, Libya, Madagascar, Malawi, Malaysia, Maldives, Mali, Marshall Islands, Mauritania, Mauritius, Mexico, Micronesia, Moldova, Mongolia, Montenegro, Morocco, Mozambique, Myanmar, Namibia, Nauru, Nepal, Nicaragua, Niger, Nigeria, Niue, Pakistan, Palau, Palestine, Panama, Papua New Guinea, Paraguay, Peru, Philippines, Rwanda, Samoa, Sao Tome and Principe, Senegal, Serbia, Seychelles, Sierra Leone, Solomon Islands, Somalia, South Africa, South Sudan, Sri Lanka, St. Lucia, St. Vincent and the Grenadines, St. Kitts and Nevis, Sudan, Suriname, Swaziland, Syria, Tajikistan, Tanzania, Territory of Russia as recognised by international law, Territory of Ukraine as recognised by international law, Thailand, Togo, Tonga, Trinidad and Tobago, Tunisia, Turkmenistan, Tuvalu, Uganda, Uruguay, Uzbekistan, Vanuatu, Venezuela, Vietnam, Yemen, Zambia, Zimbabwe	106	88	66	47

CAPACITY BUILDING IN THE FIELD OF HIGHER EDUCATION

This action which aims to support the modernisation, accessibility and internationalisation of higher education in the Partner Countries is to be carried out in the context of the priorities identified in the Communications "Increasing the impact of EU Development Policy: an Agenda for Change"[91] and "European Higher Education in the World"[92].

It is implemented within the framework of the external policies of the EU, defined in the financial instruments of the European Union which support this action, namely the:

- European Neighbourhood Instrument (ENI)[93]
- Development Cooperation Instrument (DCI)[94]
- Instrument for Pre-accession Assistance (IPA)[95]

This action contributes to the development of sustainable and inclusive socio-economic growth in Partner Countries and should ensure development and EU external actions objectives and principles, including national ownership, social cohesion, equity, proper geographical balance and diversity. Special attention will be given to the least developed countries as well as to disadvantaged students from poor socio-economic backgrounds and to students will special needs

WHAT IS A CAPACITY BUILDING PROJECT?

Capacity Building Projects are transnational cooperation projects based on multilateral partnerships primarily between higher education institutions (HEIs) from Programme and eligible Partner Countries financed through the above mentioned instruments. They can also involve non-academic partners to strengthen the links with society and business and to reinforce the systemic impact of the projects. Through structured cooperation, exchange of experience and good practices and individuals' mobility, Capacity Building Projects aim to:

- support the modernisation, accessibility and internationalisation of the higher education field in the eligible Partner Countries;
- support eligible Partner Countries to address the challenges facing their higher education institutions and systems, including those of quality, relevance, equity of access, planning, delivery, management, governance;
- contribute to cooperation between the EU and the eligible Partner Countries (and amongst the eligible Partner Countries);
- promote voluntary convergence with EU developments in higher education;
- promote people to people contacts, intercultural awareness and understanding.

These objectives are pursued in the eligible Partner Countries, through actions that:

- improve the quality of higher education and enhance its relevance for the labour market and society;
- improve the level of competences and skills in HEIs by developing new and innovative education programmes;
- enhance the management, governance and innovation capacities, as well as the internationalisation of HEIs;
- increase the capacities of national authorities to modernise their higher education systems, by supporting to the definition, implementation and monitoring of reform policies
- foster regional integration[96] and cooperation across different regions[97] of the world through joint

[91] *"Increasing the impact of EU Development Policy: an Agenda for Change"*, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Brussels, 13.10.2011, COM(2011) 637 final

[92] "*European Higher Education in the World*", Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Brussels, 11.07.2013 COM(2013) 499 final

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

[94] REGULATION (EU) No 233/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2014 establishing a financing instrument for development cooperation for the period 2014-202
http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2014:077:0044:0076:EN:PDF

[95] REGULATION (EU) No 231/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2014 establishing an Instrument for Pre-accession Assistance (IPA II)
http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2014:077:0011:0026:EN:PDF

[96] In the framework of this action, a region is defined as a grouping of countries belonging to a certain macro-geographic area.

initiatives, sharing of good practices and cooperation.

Two categories of Capacity Building Projects are supported:

Joint Projects: aimed at producing outcomes that benefit principally and directly the organisations from eligible Partner Countries involved in the project. These projects will typically focus on 3 different types of activities:

- curriculum development;
- modernisation of governance, management and functioning of HEIs;
- strengthening of relations between HEIs and the wider economic and social environment.

Structural Projects: aimed at producing an impact on higher education systems and promoting reforms at national and/or regional level in the eligible Partner Countries. These projects will typically focus on 2 different categories of activities:

- modernisation of policies, governance and management of higher education systems;
- strengthening of relations between higher education systems and -the wider economic and social environment.

In the case of Capacity Building Projects targeting the eligible Partner Countries from Regions 1, 2 and 3 (see section "Eligible Countries" in Part A of this Guide), both categories of projects (Joint Projects and Structural Projects) may include, in addition, a **Special Mobility Strand** for staff and students. This Mobility Strand will be evaluated as a separate component.

The Special Mobility Strand must be instrumental to the objectives of the project (integrated mobility) and implemented through inter-institutional agreements. However, it is important to note that this component of the project may be rejected (not funded) even if the project is selected; the non-selection of this component should not hamper the implementation of the other activities foreseen by the project. The Special Mobility Strand should be seen as additional support provided by the EU to reinforce the intervention logic of the project but cannot be a condition for the successful implementation of the core project objectives. The funding of a Special Mobility Strand within a selected project will depend on the results of the specific qualitative evaluation of the proposal and on the budget available. It is expected that no more the 40% of the Joint or Structural projects selected for funding will benefit from such a grant.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Erasmus+ offers a great deal of flexibility in terms of the activities that a Capacity Building Project can implement, as long as the proposal demonstrates that these activities are the most appropriate to reach the objectives defined for the project.

Joint Projects may typically carry out a wide range of activities, such as:

- development, testing and adaptation of:
  - curricula, courses, learning materials and tools;
  - learning and teaching methodologies and pedagogical approaches, especially those delivering key competences and basic skills, language skills, entrepreneurship education and focusing on the use of ICT;
  - new forms of practical training schemes and study of real-life cases in business and industry;
  - university-enterprise cooperation, including the creation of business start-ups;
  - new forms of learning and providing education and training, notably strategic use of open and flexible learning, virtual mobility, open educational resources and better exploitation of the ICT potential;
  - guidance, counselling and coaching methods and tools;
  - tools and methods for professionalization and professional development of academic and administrative staff;
  - quality assurance at programme and institution level;
  - new governance and management systems and structures;
  - modern university services e.g. for financial management, international relations, student counselling and guidance, academic affairs and research;
- strengthening of the internationalisation of HEI and the capacity to network effectively in research, scientific

[97] The classification of regions applied under Erasmus+ is in line with the categorisations made by the different EU external action instruments.

and technological innovation (international openness of curricula, student services, inter-institutional mobility schemes, scientific cooperation and knowledge transfer…);
- upgrading of facilities necessary to the implementation of innovative practices (e.g. for new curriculum and teaching methods, for the development of new services, etc.);
- organisation of staff trainings involving teaching and support staff, technicians as well as university administrators and managers.

Curriculum reform projects, in particular, are 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 must be officially accredited before the end of the project time life. The teaching of new or updated courses must start during the life time 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 during curriculum reform projects can also target administrative personnel such as library staff, laboratory staff and IT staff.

Structural Projects may typically realise a wide range of activities, such as:

- strengthening of internationalisation of higher education systems;
- introduction of Bologna-type reforms (three-level cycle system, quality assurance, evaluation, etc.);
- implementation of transparency tools such as credit systems, accreditation procedures, guidelines for the recognition of prior and non-formal learning etc.;
- establishment of National Qualification Frameworks;
- development and implementation of internal and external quality assurance systems/guidelines;
- development and implementation of new approaches and tools for policy making and monitoring, including the establishment of representative bodies, organisations or associations;
- strengthening the integration of education, research and innovation.

In more concrete terms, these activities can include:
- surveys and studies on specific reform issues;
- policy and expert advice;
- organisation of conferences, seminars, workshops, round tables (which should result in operational conclusions and recommendations);
- organisation of staff trainings on policy issues;
- organisation of staff trainings (which may include the production of training manuals and guidelines) involving teaching and support staff, technicians as well as university administrators and managers;
- organisation of awareness-raising campaigns.

In both categories of projects described above, a **Special Mobility Strand** may be granted comprising one or more of the following activities and concerns exclusively projects with Partner Countries eligible for the Special Mobility Strand:

Student mobility:

- a **study period** abroad at a partner HEI;

To ensure high quality mobility activities with maximum impact on the students, the mobility activity has to respond to the students' degree-related learning and personal development needs. The study period abroad must be part of the student's study programme to complete a degree at a short cycle, first cycle (Bachelor or equivalent), second cycle (Master or equivalent) and third or doctoral cycle.

Student mobility must be in the study area/academic discipline addressed by the project.

Study periods abroad may include traineeship periods as well.

- a **traineeship (work placement)** abroad in an enterprise or any other relevant workplace in one of the consortium countries.

Traineeships abroad at a workplace are also supported during short cycle, first, second, third cycle studies. This includes as well the "assistantships" for student teachers.

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

Staff mobility:

- a **teaching period:** this activity allows HEI teaching staff or staff from any participating organisation to teach at a partner HEI abroad.
- a **training period** in one of the consortium countries**:** this activity supports the professional development of HEI teaching and non-teaching staff in the form of: a) participation in structured courses, including professionally focused language trainings, or training events abroad (conferences excluded); b) job shadowing/observation periods/trainings at a partner HEI, or at another relevant organisation abroad.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN A CAPACITY BUILDING PROJECT?

Depending on their objectives, Capacity Building Projects 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. It will be important to ensure an equitable and active involvement of the different partners based on a suitable distribution of tasks and a clear demonstration of networking capacities and in order to increase impact, to be able to draw on all the different levels of the partnership and not just on individual participation.

According to the scope and objectives of the Action, participating organisations from eligible Partner Countries are intended to be the target of the Capacity Building Project. The activities and outcomes described in the proposal must be geared to benefit the eligible Partner Countries, their higher education institutions and systems.
HEIs from the eligible Partner Countries are encouraged to act as applicants, provided that they have the financial and operational capacity required.

Participating organisations from Programme Countries are bringing their expertise and experience in relation to the objectives of the project. Their role is to contribute towards achieving the objectives of the project and the needs of these institutions should not therefore feature in the project's design. Those organisations are eligible to receive a share of the budget in relation to the costs incurred by their role.

Additionally the Capacity Building in the field of higher education project may also benefit from the involvement of associated partners (optional). These organisations (for instance non-academic partners) contribute indirectly to the implementation of specific tasks/activities and/or support the dissemination and sustainability of the project. Such contribution may for example take the form of knowledge and skills transfer, the provision of complementary courses or backing possibilities for secondment or placement. For contractual management issues, "associated partners" are not considered as part of the consortium and therefore cannot benefit from any financial support from the project.

If the project foresees a Special Mobility Strand:

- the sending and receiving organisations, together with the students/staff, must have agreed on the activities 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 (see below) define the target learning outcomes for the learning period abroad, specify the formal recognition provisions and list the rights and obligations of each party. When the activity is between two higher education institutions (student mobility for studies and staff mobility for teaching assignments), an inter-institutional agreement has to be in place between the sending and the receiving institutions before the exchanges can start.

WHAT ARE THE CRITERIA USED TO ASSESS A CAPACITY BUILDING PROJECT?

Listed below are the formal criteria that a higher education Capacity Building project must respect in order to be eligible for an Erasmus+ grant:

ELIGIBILITY CRITERIA

Eligible Partner Countries	Partner Countries belonging to Regions 1 to 4 and 6 to 10 included (see section "Eligible Countries" in Part A of this Guide).

Eligible participating organisations[98]	A participating organisation can be: ▪ any public or private organisation offering higher education degrees or other recognised tertiary education level qualifications (defined as **higher education institution** and recognised as such by the competent authority*)* or ▪ any public or private organisation active in the labour market or in the fields of education ,training and youth. For example, such organisation can be: – a public, private small medium or large enterprise (including social enterprises); – a public body at local, regional or national level (including ministries); – a social partner or other representative of working life, including chambers of commerce, craft/professional associations and trade unions; – a research institute; – a foundation; – a school/institute (on any level, from pre-school to upper secondary education, including vocational education and adult education); – a non-profit organisation, association, NGO (including national or international associations or networks of higher education institutions, students or teachers associations, etc.); – a cultural organisation, library, museum; – a body providing career guidance, professional counselling and information services. Each participating organisation must be established in a Programme Country or in an eligible Partner Country. Higher education institutions (HEIs) located in a Programme Country must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in eligible Partner Countries; However for the Special Mobility Strand, HEIs established in the eligible Partner Countries will have to have established inter-institutional agreements with all partner HEIs, endorsing the principles of the ECHE. **Faculties/schools/colleges/departments/centres or any other components,** which are parts of higher education institutions but established as autonomous legal entities, are considered ineligible (even if they have a PIC – Participant Identification Code) unless they can provide a specific project related statement signed by the Rector/President of the higher education institution authorising them to commit the whole institution. **Associations or organisations of higher education institutions** dedicated to the promotion, improvement and reform of higher education as well as to co-operation within Europe and between Europe and other parts of the world are eligible. If such associations, organisations or networks also cover other education sectors and training, the main focus of their activities must be on higher education. An association, organisation or network of higher education institutions will count as one legal entity/partner institution and will act on behalf of its members, meaning that it will be treated as one entity from the country where the headquarter is based. Only those members which are established in the Programme or eligible Partner Countries can benefit from the grant. **International governmental organisations** may participate as partners in Capacity Building projects on a self-financing basis.

[98] The following types of organisations are not eligible:
- EU institutions and other EU bodies including specialised agencies (their exhaustive list is available on the website ec.europa.eu/institutions/index_en.htm);
- organisations managing EU programmes such as national agencies in the Programme Countries and National Erasmus+ Offices in the eligible Partner Countries (in order to avoid a possible conflict of interests and/or double funding).

Who can apply?	The following types of participating organisations can apply for a grant: • a higher education institution; • an association or organisation of higher education institutions; • only for Structural Projects: a legally recognized national or international rector, teacher or student organization. established in a Programme or in an eligible Partner Country. This organisation applies on behalf of all participating organisations involved in the project. Exception: participating organisations from Region 4 (Russian Federation) cannot as applicant.
Number and profile of participating organisations	Capacity Building projects must respect the following criteria: • Consortia must include at least as many **Partner Country** HEIs as there are **Programme Country** HEIs; • At least one eligible **Partner Country** must be involved in the project. If the project involves more than one eligible Partner Country, these countries can be from the same region[99] or from different regions covered by the Action; • Projects involving partners from Region 4 (Russian Federation) must involve at least another Partner Country. Projects involving partners from Region 8 (Latin America), must involve at least two Partner Countries from that region in the project. • Minimum two HEIs from each of the eligible **Partner Countries** taking part in the project; • In **Partner Countries** where the number of higher education institutions is lower than 5 or in cases where one single institution represents more than 50% of the overall student population of the country, a derogation to the rule will be applied and applications counting only one HEI for those countries will be accepted; • At least three **Programme Countries** with minimum one HEI from each of the Programme Countries taking part in the project. Where an association, organisation or network of higher education institutions is involved, the requirements for the minimum number of participating organisations indicated above must be fulfilled, counting the association / organisation / network as only one partner from the country where the headquarters is based. Please note that partners must submit mandates signed between the coordinator and each partner, confirming that they grant power of attorney to the coordinator, to act in their name and for their account in signing the possible agreement and its subsequent riders with the Education, Audiovisual and Culture Executive Agency. The mandate duly signed by the legal representative of the partner organisation will be an annex to the Grant Agreement and has therefore legal force. The template provided by the Agency must be used in all cases without any modification or adjustment. Mandates must be provided using the template published with the official documents of the call for proposals. **Only for Structural Projects:** In addition to the requirements above, Structural Projects must also involve, as partners, the Ministries responsible for higher education in each of the eligible Partner Countries targeted by the project.

[99] In the framework of this action, a region is defined as a grouping of countries belonging to a certain macro-geographic area. The classification of regions applied under Erasmus+ is in line with the categorisations made by the different EU external action instruments.

Duration of project	Capacity Building Projects can last 2 or 3 years. The duration must be chosen at application stage, based on the objective of the project and on the type of activities foreseen over time. As a general rule, no extensions to the eligibility period beyond the defined duration will be granted. However, if after the signing of the agreement and the start of the project it becomes impossible for the coordinator, for fully justified reasons, to complete the project within the scheduled period, an extension (maximum 12 additional months) to the eligibility period may be exceptionally granted. Extensions of the eligibility period will only be granted once.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, based in Brussels.
When to apply?	Applicants have to submit their grant application by **10 February at 12:00 (midday Brussels time)** for projects starting on 15 October of the same year.
How to apply?	The application must be introduced in compliance with the modalities described in Part C of this Guide.

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

AWARD CRITERIA

The project will be assessed against the following criteria:

Relevance of the project **(maximum 30 points)**	▪ The proposed project and results foreseen will contribute efficiently to the pursued objectives of the Capacity Building action in the target country/ies ▪ The application clearly addresses the thematic and geographic priorities set by the programme for its target country/ies or region(s) ▪ The proposal explains why the planned activities and expected results meet the needs of the target groups in the best way ▪ The project inscribes itself in the modernisation, development and internationalisation strategy of the targeted higher education institutions and is in line with the development strategies for higher education in the eligible Partner Countries ▪ The objectives of the project are clear, realistic and appropriate, based on a genuine and adequate needs analysis ▪ The project is innovative and /or complementary to other initiatives or projects already carried out under the present or past actions ▪ The application demonstrates that similar results could not be achieved through national, regional or local funding

Quality of the project design and implementation **(maximum 30 points)**	▪ The activities proposed over the lifetime of the project are of high quality, pertinent and appropriate to achieve the objectives and foreseen results ▪ The proposed methodology is innovative, feasible and appropriate to achieve the foreseen results ▪ The project is cost-effective and allocates appropriate resources to each activity ▪ The overall project design ensures consistency between project objectives, methodology, activities and budget proposed ▪ The work plan is clear and realistic, with well-defined activities, realistic time-lines, clear deliverables and milestones. It demonstrates a logical and sound planning capacity and includes appropriate phases for preparation, implementation, evaluation, follow-up and dissemination of results ▪ Challenges/risks of the project are clearly identified and mitigating actions properly addressed. Quality control measures, including indicators and benchmarks, are in place to ensure that the project implementation is of high quality, completed in time and on budget. Reliable sources are given for verification of indicators to measure the outcomes of the action
Quality of the project team and the cooperation arrangements **(maximum 20 points)**	▪ The project involves a strong and complementary partnership of higher education institutions ▪ The project team has the necessary skills, experience, expertise and management support to successfully deliver all aspects of the project ▪ Where relevant, the project also includes the most appropriate and diverse range of non-academic partners, in order to benefit from their different experiences, profiles and specific expertise ▪ 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 ▪ An effective mechanism is proposed to ensure good coordination, decision making and communication between the participating organisations, participants and any other relevant stakeholder ▪ The participating organisations from eligible Partner Countries are satisfactorily involved in the implementation of the action and decision making (including measures for any conflict resolution) ▪ The project involves higher education institutions that have not benefited from support for capacity building in the past
Impact and sustainability **(maximum 20 points)**	▪ The project will have a substantial impact on the capacities of participating organisations (notably higher education institutions) in the eligible Partner Countries, in particular on the development and modernisation of higher education, to assist them in opening themselves up to society at large, the labour market and the wider world and to support their capacity for international cooperation ▪ The project will produce multiplier effects outside the participating organisations at local/regional/national or international level. Measures are in place to assess the effective impact achieved by the project ▪ The dissemination plan during and beyond the project lifetime is clear and efficient, with appropriate resources identified in each of the participating organisations, to ensure high quality dissemination of project experiences and outputs to relevant stakeholders ▪ The project will ensure a real sustainability of the proposed activities and outputs after the project lifetime, in particular through attracting co-funding or other forms of support. It will also ensure the mainstreaming and effective use/implementation of the project results

During the assessment stage, applications may score up to 100 points. To be considered for funding, proposals must score at least 60 points in total and - out of these points - at least 15 points for the category "relevance of the project".

Priorities

Depending on the countries involved in the project, national, regional or cross cutting priorities may be defined for both categories of projects (Joint Projects and Structural Measures). Should this be the case, projects will have to demonstrate how and to which extent they address these priorities.

Proposals not respecting the national and/or regional and cross-cutting priorities will not be considered for funding.

Four categories of national/regional priorities are proposed, covering the following areas:

- Subject areas (for curriculum development);
- Improving quality of education and training;
- Improving management and operation of higher education institutions;
- Developing the higher education sector within society at large.

National projects (i.e. projects involving institutions from only one eligible Partner Country) in the countries where national priorities have been established will have to comply with national priorities. For the other countries, projects will have to comply with the regional priorities.

Multi-country projects, that is, projects involving institutions from at least two eligible Partner Countries, must respect the regional priorities or national priorities (if relevant) of the participating eligible Partner Countries involved. That is, the theme of the project must be listed as regional priority for each of the participating Partner Countries or the theme of the project must be listed as a national priority for each of the participating Partner Countries concerned. Preference will be given to projects focussing on subject areas insufficiently covered by past or existing projects and which include Partner Country higher education institutions not having benefited from or had a limited participation in the Programme and/or former generation of programmes.

The detailed list of priorities applying to Capacity Building projects will be published on the websites of the Executive Agency.

The acceptance of an application does not constitute an undertaking to award funding equal of the amount requested by the applicant. The funding requested may be reduced on the basis of the financial rules applicable to the action and the results of the evaluation.

A maximum of three project proposals per applicant organisation will be recommended for funding.

SPECIAL MOBILITY STRAND

ELIGIBILITY CRITERIA

Eligible destinations

Programme Country to Programme Country	Programme Country- to eligible Partner Country	Eligible Partner Country to Programme Country	Eligible Partner Country to eligible Partner Country
Not eligible	Eligible	Eligible	Eligible

Mobility of student and staff must take place abroad (in a country different from the country of the sending organisation and the country where the student/staff lives) in any of the other partner organisations involved in the project. Traineeships for students may take place abroad (in a country different from the country of the sending organisation and the country where the student has his/her accommodation during his/her studies) in any relevant organisation located in one of the coutnries involved in the project.

Eligible Partner Countries	**Partner Countries belonging to Region 1, 2 and 3** (see section "Eligible Countries" in Part A of this Guide)

Eligible Activities	**Student mobility:** ▪ **a study period** abroad at a partner HEI; or ▪ **a traineeship (work placement)** abroad in an enterprise or any other relevant workplace. Study periods abroad may include a traineeship periods as well. **Staff mobility:** ▪ a **teaching period**: this activity allows HEI teaching staff or staff from enterprises to teach at a partner HEI abroad. ▪ a **training period**: this activity supports the professional development of HEI teaching and non-teaching staff in the form of: a) participation in structured courses, including professionally focused language trainings, or training events abroad (conferences excluded); b) job shadowing/observation periods/trainings at a partner HEI, or at another relevant organisation abroad.
Eligible participants	**Student mobility:** Students registered in a HEI involved in the Capacity Building Project and enrolled in studies leading to a recognised degree or other recognised tertiary level qualification (up to and including the level of doctorate). In case of mobility for studies, the students must be enrolled at least in the second year of higher education studies. For traineeships, this condition does not apply. **Staff mobility:** For teaching periods: staff employed in a HEI or in an enterprise involved in the Capacity Building Project. For training periods: staff employed in a HEI involved in the Capacity Building Project. It is important to note that students and staff cannot apply directly for a grant; the selection criteria for participation in the mobility activities are defined by the partnership.
Duration of Student Mobility	**Study periods**: from 3[100] to 12 months (including a complementary traineeship period, if planned). **Traineeships**: from 2 to 12 months. The same student may participate in mobility periods totalling up to 12 months[101] maximum per each cycle of study[102], independently from the number and type of mobility activities: ▪ during the first study cycle (Bachelor or equivalent) including the short-cycle (EQF levels 5 and 6); ▪ during the second study cycle (Master or equivalent - EQF level 7); and ▪ during the third cycle as doctoral candidate (doctoral level or EQF level 8). Participation with a zero-grant from EU funds counts as well towards this maximum duration.
Duration of Staff Mobility	**Staff Mobility:** from 5 days to 2 months, excluding travel time. In addition, in all cases a teaching activity has to comprise of a minimum 8 hours of teaching per week (or any lower period of stay).

ADDITIONAL AWARD CRITERIA

Project proposals applying for the special mobility strand will have to demonstrate which is the added value and/or innovative character of the course(s) proposed by the mobile teachers and/or to the mobile students. The

100 Minimum duration of a study period is 3 months, or 1 academic term or trimester.
101 Prior experience under LLP-Erasmus Programme counts towards the 12 months per study cycle.
102 In one-cycle study programmes, such as Medicine, students can be mobile for up to 24 months.

relevance of the staff mobility contribution to the receiving higher education and to the sending higher education institutions should be clearly explained. Both sending and receiving higher education institutions must comply with the Erasmus Charter for Higher Education provisions and agree on arrangements for optimal organisation of the mobility activities.

The Special Mobility Actions will be evaluated and scored as a separate component of the Capacity Building Projects. They will be assessed against the following criteria:

Quality of the design and implementation of the Special Mobility Action **(maximum 10 points)**	▪ The mobility component fully contributes to the achievements of the project objectives and is well articulated with them in particular in terms of subject areas / topics addressed by the project. Course(s) to be taught by mobile teachers and/or to the mobile students demonstrate(s) an added value to the project ▪ The proposal includes transparent criteria and an effective procedure for the identification and selection of participants for mobility ▪ Quality measures are put in place both at the sending and the receiving organisation to monitor the mobility activity, and take appropriate measures if the results are not reached as initially envisaged. Quality services are offered to the students in their host institution (induction session, local language/culture courses, tutoring and mentoring, support for accommodation, etc.) ▪ The project demonstrates that mobility actions have a positive impact not only on individuals benefitting from them, but also on the eligible Partner Country institutions and explains how the successful mobility experiences will be recognised and valued at institutional level. Relevance of the contribution of the staff mobility to the host higher education institutions for the targeted students and to the home higher education institutions (valorisation/dissemination of the experience/competences gained within and beyond the higher education area) is clearly proved ▪ The proposal describes the strategy for efficient validation and/or recognition of the participants' learning outcomes and mobility periods, such as the definition of joint recognition and performance evaluation mechanisms (including the elaboration of grades conversion grids); usage of the transferable credits and Diploma Supplement

Mobility Strands components that score 5 points or less will not be considered for funding.

At application stage, the applicants for a Special mobility strand for higher education students and staff will have to provide the following information:

- number of students and staff that are supposed to take part in mobility activities during the life-time of the project;
- average duration per participant of the planned mobility activities;
- receiving and sending institutions

On this basis and depending on the results of the evaluation process, the Executive Agency may award a grant to support a certain number of mobility activities, up to the maximum number requested by the applicant. In any circumstance, this grant will not exceed 80% of the grant awarded for the Joint or Structural project (excluding the mobility strand).

WHAT ELSE SHOULD YOU KNOW ABOUT A CAPACITY BUILDING PROJECT?

Regional cooperation

Regional (countries within a same region) and cross-regional cooperation (cooperation between different regions of the world) should be relevant and justified by a detailed analysis of common needs and objectives. The choice of the countries must be adequate and coherent with the objectives proposed, in particular in cases where countries from different regions are concerned. Cross regional cooperation is possible in multi-country projects provided that the theme of the proposal is listed as a regional priority or national priority (if relevant) for all the eligible Partner Countries concerned.

Impact and dissemination

Capacity Building Projects are expected to have a long term structural impact on the systems, organisations/institutions and individuals in the eligible Partner Countries. Projects will have to demonstrate their innovative character, the impact and sustainability of their results and how they intend to maintain or develop the outcomes after the end of the project. Where applicable, projects should demonstrate that they build upon the results of previous EU funded projects, such as those under the former Alfa, Edulink, Erasmus Mundus and Tempus programmes. Every proposal has to demonstrate how the project results would be disseminated in the relevant target groups. Proposals for Structural Projects which mainly aim at an impact at institutional level without demonstrating that the project will have a nation-wide impact will not be selected.

WHAT ARE THE FUNDING RULES FOR (JOINT AND STRUCTURAL) CAPACITY BUILDING PROJECTS?

The financial support to Erasmus+ Capacity Building projects is based on an estimated budget combining unit costs and real costs.

Capacity Building projects in the field of higher education incur a large variety of costs, including staff costs, travel costs and costs of stay, equipment costs, sub-contracting costs, costs for dissemination of information, publishing, translation, overheads costs, etc.

The word "grant" refers to the amount of financing that may be requested from the programme, representing the European Union financial contribution to the project, and should not be mistaken with the total costs of a project which also includes co-funding from the partner institutions and external stakeholders.

The EU grant to the projects has to be considered as a contribution to cover part of the actual costs incurred by the partner institutions in carrying out the activities foreseen in the application/project. The participation in a Capacity Building project necessarily requires co-funding from the part of the beneficiary institutions. Co-funding has therefore to be estimated by the project partners at the beginning, at the time of the preparation of the application.

The principle of co-funding has been taken into account in the definition of the funding approach and in particular in defining the level of the unit costs used to calculate the budget/grant of the project. As a result, the applicants and beneficiaries will need to indicate the details of the co-funding made available for information and transparency purposes. Proof of expenditure or supporting documents will not be required.

Although the implementation of the project may require other types of expenditures (such as costs for dissemination, publishing, translation if not sub-contracted, overheads costs), these expenditures will not be taken into account for the calculation of the grant proposed. As a result, they will have to be covered by co-funding.

Financial reporting for budget items based on unit costs (contribution to staff costs, travel costs and costs of stay) will be based on the principle of the "triggering event". Beneficiaries will have to prove that the activities have been actually and properly implemented and the output produced but will not have to report on the use of the funds. As a consequence, beneficiaries will have flexibility in the way they manage the funds awarded to cover the expenses necessary for the implementation of the project, once the requirements in terms of activities and achievements are attained.

Financial reporting for budget items based on real costs (equipment and sub-contracting) will be based on the expenses actually incurred which will need to be duly documented (see below).

The grant proposed will never exceed the grant amount requested and will depend on:

- the grant amount requested by the applicant, the eligibility of the activities and the cost-efficiency of the project;
- the total budget available for Capacity Building projects.

The detailed financial implementation modalities of the project must be agreed upon by the partners and formalised in a partnership agreement to be signed at the beginning of the project.

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

Minimum EU grant for Joint and Structural projects: 500 000 EUR
Maximum EU grant for Joint and Structural projects: 1 000 000 EUR

Eligible costs		Financing mechanism	Amount/ Maximum ceiling		Rule of allocation
Staff costs	Contribution to the costs of staff performing tasks which are directly necessary to the achievements of the objectives of the project	Unit costs	B4.1 per manager involved per day of work on the project	Max. 40% of the total grant	Conditional: applicants will have to justify the type and volume of resources needed in relation to the implementation of the proposed activities and outputs. The contribution is provided on the condition that the salary for the same tasks is compensated only once.
			B4.2 per researcher/ teacher/trainer involved per day of work on the project		
			B4.3 per technician involved per day of work on the project		
			B4.4 per administrative staff involved per day of work on the project		
Travel costs	Contribution to the travel costs of students and staff involved in the project, from their place of origin to the venue of the activity and return (including visa fee and related obligatory insurance, travel insurance and cancellation costs if justified). Activities and related travels must be carried out in the countries involved in the project. Any exception to this rule must be authorised by the Agency.For the detailed list of eligible activities, see Annex I of this Guide.	Unit costs	For travel distances between 100 and 499 KM: 180 EUR per participant		Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission[103]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[104]. Financial support will be
			For travel distances between 500 and 1999 KM: 275 EUR per participant		
			For travel distances between 2000 and 2999 KM: 360 EUR per participant		
			For travel distances between 3000 and 3999 KM: 530 EUR per participant		
			For travel distances between 4000 and 7999 KM: 820 EUR per participant		

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

[104] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

			For travel distances of 8000 KM or more: 1100 EUR per participant		provided only for travels that are directly related to the achievement of the objectives of the project.
Costs of stay	Costs for subsistence, accommodation, local and public transport such as bus and taxi, personal or optional health insurance.	Unit costs	Staff	up to the 14th day of activity:120 EUR per day per participant + between the 15 th and 60 th day of activity: 70 EUR per day per participant + between the 61th day of activity and up to 12 months: 50 EUR per day per participant	Based on the duration of the stay of the participants.
			Students	up to the 14th day of activity:55 EUR per day per participant + between the 15 th and 60 th day of activity: 40 EUR per day per participant	
Equipment	Contribution for the purchase of equipment necessary for the implementation of the project. Support is provided only for equipment purchased for the benefit of the HEIs in the Partner Countries	Real costs	100% of eligible costs - Max. 30% of the total grant		Conditional: the request for financial support to cover these costs must be motivated in the application form
Sub-contracting	Support for sub-contracting costs that are necessary to the implementation of the project, including, in particular, costs for the compulsory financial audits (audit certificate) and for any external quality assurance procedure. Sub-contracting for project-management-related tasks is not eligible.	Real costs	100% of eligible costs - Max. 10% of the total grant		Sub-contracting to external bodies should be very occasional. The specific competences and particular expertise needed to reach the project objectives should be found in the consortium and should determine its composition.

TABLE A – STAFF COSTS (AMOUNTS IN EURO PER DAY) PROGRAMME COUNTRIES

The category of staff to be applied will depend on the work to be performed in the project and not on the basis of the status or title of the individual. In other words, staff costs related, for example, to an administrative task that has been carried out by an academic should be charged under the category "Administrative staff". Actual remuneration modalities of staff involved in the project will be defined jointly by the organisations involved in the project, endorsed by the managers responsible for their employment and will be part of the partnership agreement to be signed among the partners at the beginning of the project. Failing to do so, the usual remuneration policy of the organisation concerned will apply.The unit-cost which will be applicable to calculate the grant will be the one of the country in which the staff member is employed, independently of where the tasks will be executed (i.e. a staff member of an organisation of Country A working (partly) in Country B will be considered for the unit-costs under Country A).

	Manager	**Teacher/Trainer /Researcher/ Youth worker**	**Technician**	**Administrative staff**[105]
	B4.1	**B4.2**	**B4.3**	**B4.4**
Denmark, Ireland, Luxembourg, Netherlands, Austria, Sweden, Liechtenstein Norway	294	241	190	157
Belgium, Germany, , France, Italy, Finland, United Kingdom, Iceland	280	214	162	131
Czech Republic, Greece, Spain, Cyprus, Malta, Portugal, Slovenia	164	137	102	78
Bulgaria, Estonia, Croatia, Latvia, Lithuania, Hungary, Poland, Romania, Slovakia former Yugoslav Republic of Macedonia, Turkey	88	74	55	39

[105] Students can work for the project and their salaries can be paid from Staff Costs (administrative staff) provided that they have signed a work contract with a consortium member institution.

TABLE B – STAFF COSTS (AMOUNTS IN EURO PER DAY) PARTNER COUNTRIES

The category of staff to be applied will depend on the work to be performed in the project and not on the basis of the status or title of the individual. In other words, staff costs related, for example, to an administrative task that has been carried out by an academic should be charged under the category "Administrative staff". Actual remuneration modalities of staff involved in the project will be defined jointly by the organisations involved in the project, endorsed by the managers responsible for their employment and will be part of the partnership agreement to be signed among the partners at the beginning of the project. Failing to do so, the usual remuneration policy of the organisation concerned will apply. The unit-cost which will be applicable to calculate the grant will be the one of the country in which the staff member is employed, independently of where the tasks will be executed (i.e. a staff member of an organisation of Country A working (partly) in Country B will be considered for the unit-costs under Country A).

	Manager	**Teacher/Trainer /Researcher**	**Technician**	**Administrative staff**[106]
	B4.1	**B4.2**	**B4.3**	**B4.4**
Israel	166	132	102	92
Albania, Argentina, Bosnia and Herzegovina, Brazil, Chile, Colombia, Kosovo[107], Lebanon, Libya, Mexico, Montenegro, Peru, Serbia, Territory of Ukraine as recognised by international law, Thailand, Uruguay, Venezuela.	108	80	57	45
Afghanistan, Azerbaijan, Bolivia, China, Costa Rica, Ecuador, El Salvador, Georgia, Guatemala, Iran, Iraq, Jordan, Kazakhstan, Morocco, Palestine[108], Panama, Paraguay, South Africa, Territory of Russia as recognised by international law.	77	57	40	32
Algeria, Armenia, Bangladesh, Belarus, Bhutan, Burma/Myanmar, Cambodia, Cuba, (DPR) Korea, Egypt, Honduras, India, Indonesia, Kyrgyzstan, Laos, Malaysia, Maldives, Moldova, Mongolia, Nepal, Nicaragua, Pakistan, Philippines, Sri Lanka, Syria, Tajikistan, Tunisia, Turkmenistan, Uzbekistan, Vietnam, Yemen.	47	33	22	17

[106] 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.
[107] Students can work for the project and their salaries can be paid from Staff Costs (administrative staff) provided that they have signed a work contract with a consortium member institution.
[108] 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

FUNDING RULES FOR THE SPECIAL MOBILITY STRAND

For the Special Mobility Strand in the Partner Countries concerned (Regions 1, 2 and 3), an additional budget dedicated for the mobility of students and staff may be granted in addition to the core budget. The budget of the project must be drafted according to the following funding rules (in euro):

Maximum EU grant for the special mobility strand:
Up to 80% of the total EU grant of the joint or structural project (excluding the mobility strand)

Eligible costs		Financing mechanism	Amount/ Maximum ceiling		Rule of allocation
Travel costs (students and staff)	Contribution to the travel costs of students and staff involved in the project, from their place of origin to the venue of the activity and return (including visa fee and related obligatory insurance, travel insurance and cancellation costs if justified). Activities and related travels must be carried out in the countries involved in the project. Any exception to this rule must be authorised by the Agency.For the detailed list of eligible activities, see Annex I of this Guide.	Unit costs	For travel distances between 100 and 499 KM: 180 EUR per participant		Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission[109]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[110]. Financial support will be provided only for travels that are directly related to the achievement of the objectives of the project.
			For travel distances between 500 and 1999 KM: 275 EUR per participant		
			For travel distances between 2000 and 2999 KM: 360 EUR per participant		
			For travel distances between 3000 and 3999 KM: 530 EUR per participant		
			For travel distances between 4000 and 7999 KM: 820 EUR per participant		
			For travel distances of 8000 KM or more: 1100 EUR per participant		
Subsistence costs	Costs for subsistence, accommodation, local and public transport such as bus and taxi, personal or optional health insurance.	Unit costs	Students	Students from Partner Countries: B5.1 per month per participant Students from Programme Countries: B5.2 per month per participant	Based on the duration of the stay per participant

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

[110] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

			Staff	up to the 14th day of activity: B6.1 or B6.3 per day per participant + between the 15 th and 60 th day of activity: B6.2 or B6.4 per day per participant	

TABLE 1 – SUBISTENCE FOR STUDENTS (AMOUNTS IN EURO PER MONTH)

The amounts depend on the country where the activity takes place.

Receiving country	Students from Partner Countries	Students from Programme Countries
	Amount (per month)	Amount (per month)
	B5.1	B5.2
Denmark, Ireland, France, Italy, Austria, Finland, Sweden, United Kingdom, Liechtenstein, Norway	850	Not eligible
Belgium, Czech Republic, Germany, Greece, Spain, Croatia, Cyprus, Luxembourg, Netherlands, Portugal, Slovenia, Iceland, Turkey	800	Not eligible
Bulgaria, Estonia, Latvia, Lithuania, Hungary, Malta, Poland, Romania, Slovakia, former Yugoslav Republic of Macedonia	750	Not eligible
Albania, Bosnia and Herzegovina, Montenegro, Serbia and Kosovo[111] Armenia, Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraine as recognised by international law, Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine[112], Syria, Tunisia	750	650
All other Partner Countries	Not eligible	Not eligible

[111] 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.
[112] 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.

TABLE 2 – SUBISTENCE FOR STAFF (AMOUNTS IN EURO PER DAY)

The amounts depend on the country where the activity takes place.

Receiving country	Staff from Partner Countries		Staff from Programme Countries	
	Amount (per day)		Amount (per day)	
	B6.1	B6.2	B6.3	B6.4
Denmark, Ireland, Netherlands, Sweden, United Kingdom	160	112	Not eligible	
Belgium, Bulgaria, Czech Republic, Greece, France, Italy, Cyprus, Luxembourg, Hungary, Austria, Poland, Romania, Finland, Iceland, Liechtenstein, Norway, Turkey	140	98	Not eligible	
Germany, Spain, Latvia, Malta, Portugal, Slovakia, former Yugoslav Republic of Macedonia	120	84	Not eligible	
Estonia, Croatia, Lithuania, Slovenia	100	70	Not eligible	
Albania, Bosnia and Herzegovina, Montenegro, Serbia and Kosovo[113] Armenia, Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraine as recognised by international law Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine[114], Syria, Tunisia	100	70	160	112
All other Partner Countries	Not eligible		Not eligible	

[113] 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.

[114] 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.

CAPACITY BUILDING IN THE FIELD OF YOUTH

WHAT ARE THE AIMS OF A CAPACITY BUILDING PROJECT?

Youth Capacity Building projects aim to:

- foster cooperation and exchanges in the field of youth between Programme Countries and Partner Countries from different regions[115] of the world;
- improve the quality and recognition of youth work, non-formal learning and volunteering in Partner Countries and enhance their synergies and complementarities with other education systems, the labour market and society;
- foster the development, testing and launching of schemes and programmes of non-formal learning mobility at regional level (i.e. within and across regions of the world);
- promote transnational non-formal learning mobility between Programme and Partner Countries, notably targeting young people with fewer opportunities, with a view to improving participants' level of competences and fostering their active participation in society.

WHAT IS A CAPACITY BUILDING PROJECT?

Capacity Building projects are transnational cooperation projects based on multilateral partnerships between organisations active in the field of youth in Programme and Partner Countries. They can also involve organisations from the fields of education and training, as well as from other socio-economic sectors.

Based on the geographical coverage, we distinguish two types of Capacity Building projects:

- Capacity Building projects between organisations active in the field of youth in Programme Countries and in the Partner Countries from Regions 5-13, see section "Eligible Countries" in Part A of this Guide:

These projects, submitted by organisations from Programme Countries, aim at increasing the capacity of organisations through the implementation of capacity building activities and may include mobility activities, in so far as they bring added value in the realisation of the project's objectives.

- Capacity Building projects between organisations active in the field of youth in Programme Countries and in the Partner Countries from Region 1 (Western Balkans Youth Window projects), see section "Eligible Countries" in Part A of this Guide:

These projects, submitted by organisations from Western Balkans countries, aim at increasing the capacity of organisations through the implementation of mobility activities, possibly complemented by capacity building activities.
They are funded with additional EU funds allocated to the Erasmus+ Programme to increase cooperation with organisations from Western Balkans and refered to as Western Balkans Youth Window projects.

WHAT ARE THE ACTIVITIES SUPPORTED BY A CAPACITY BUILDING PROJECT?

Capacity Building projects should carry out activities that:

- promote strategic cooperation between youth organisations on the one hand and public authorities in Partner Countries on the other hand;
- promote the cooperation between youth organisations and organisations in the education and training fields as well as with representatives of business and labour market;
- raise the capacities of youth councils, youth platforms and local, regional and national authorities dealing with youth in Partner Countries;
- enhance the management, governance, innovation capacity and internationalisation of youth organisations in Partner Countries;
- launch, test and implement youth work practices, such as:
    - tools and methods for the socio-professional development of youth workers and trainers;
    - non-formal learning methods, especially those promoting the acquisition/improvement of competences, including media literacy skills;
- new forms of practical training schemes and simulation of real life cases in society; new forms of youth work,

[115] In the framework of this Action, a region is defined as a grouping of countries belonging to a certain macro-geographic area.

notably strategic use of open and flexible learning, virtual mobility, open educational resources (OER) and better exploitation of the ICT potential;
- cooperation, networking and peer-learning activities fostering efficient management, internationalisation and leadership of youth work organisations.

The following activities can be implemented within a Capacity Building project:

Capacity Building activities

- activities encouraging policy dialogue, cooperation, networking and exchanges of practices in the field of youth, such as conferences, workshops and meetings;
- large-scale youth events (maximum duration of 2 days);
- information and awareness campaigns;
- development of information, communication and media tools;
- development of youth work methods, tools and materials, as well as youth work curricula, training modules and documentation instruments such as Youthpass;
- creation of new forms of delivering youth work and providing training and support, notably through open and flexible learning materials, virtual cooperation and open educational resources (OER).

Mobility activities

- Youth Exchanges[116] between Programme and eligible Partner Countries;
- European Voluntary Service[117] from/to eligible Partner Countries;
- Mobility of youth workers[118.] between Programme and eligible Partner Countries.

WHAT IS THE ROLE OF THE ORGANISATIONS INVOLVED IN A CAPACITY BUILDING PROJECT?

A Capacity Building project is composed of:

- Applicant/coordinator: organisation that submits the project proposal on behalf of all the partners. If the project is granted, the applicant/coordinator: 1) bears the financial and legal responsibility for the entire project towards the Executive Agency; 2) coordinates the project in cooperation with all other partners involved in the project; 3) receives the EU financial support from the Erasmus+ Programme and is responsible for distributing the funds among partners involved in the project.
- Partners: organisations that contribute actively to the preparation, implementation and evaluation of the Capacity Building project.

If the project foresees the implementation of Youth Exchanges, European Voluntary Service and/or mobility of youth workers, the participating organisations involved in these activities assume the following roles and tasks:

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

116 For a detaileddescription of this activity, see the section "Key Action 1: mobility project for young people and youth workers" in Part B of this Guide.
117 As above.
118 As above.

Furthermore, the participation in a European Voluntary Service activity must be free of charge for volunteers, with the exception of a possible contribution for travel costs (if the Erasmus+ grant does not fully cover these costs) and superfluous expenses not linked to the implementation of the activity. The essential costs for volunteers' participation in the EVS activity are covered by the Erasmus+ grant or through other means afforded by the participating organisations.

WHAT ARE THE CRITERIA USED TO ASSESS A CAPACITY BUILDING PROJECT?

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

ELIGIBILITY CRITERIA

Eligible participating organisations	A participating organisation can be any public or private organisation, established in a Programme Country or in a Partner Country from an eligible Partner Country (see section "What is a Capacity Building project" above). For example, such organisation can be: ▪ a non-profit organisation, association, NGO (including European Youth NGOs); ▪ a national Youth Council; ▪ a public body at local, regional or national level; ▪ a school/institute/educational centre (at any level, from pre-school to upper secondary education, and including vocational education and adult education); ▪ a public or private, a small, medium or large enterprise (including social enterprises); ▪ a social partner or other representative of working life, including chambers of commerce, craft/professional associations and trade unions; ▪ a higher education institution; ▪ a research institute; ▪ a foundation; ▪ an inter-company training centre; ▪ a cultural organisation, library, museum; ▪ a body providing professional counselling and information services. Organisations from eligible Partner Countries can only take part in the project as partners (not as applicants).
Who can apply?	Any: ▪ non-profit organisation, association, NGO (including European Youth NGOs); ▪ national Youth Council; ▪ public body at local, regional or national level; established in a Programme Country can apply on behalf of all organisations involved in the project. Other types of organisations can be involved only as partners. Exception: For Western Balkans Youth Window projects, the applicant must be established in a Western Balkan country. Applicants must – at the specified deadline for submitting their proposals – have been legally registered for at least one year.
Number and profile of participating organisations	Capacity Building projects are transnational and involve minimum 3 participating organisations from 3 different countries, of which at least one is a Programme Country and one is an eligible Partner Country.
Duration of project	From 9 months to 2 years. The duration has to be chosen at application stage, based on the objective of the project and on the type of activities foreseen over time.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by the following dates: ▪ **3 April at 12:00 (midday Brussels time)** for projects starting between 1 October of the same year and 28 February of the following year; ▪ **2 of September at 12:00 (midday Brussels time)** for projects starting 1 March and 31 July of the following year.

How to apply?	Please see Part C of this Guide for details on how to apply.
Other criteria	Only one project proposal per deadline may be submitted by the same applicant. Western Balkan Youth Window projects must include at least one mobility activity. A timetable for each activity planned in the project must be annexed to the application form.

ADDITIONAL ELIGIBILITY CRITERIA FOR YOUTH EXCHANGES

Duration of activity	From 5 to 21 days, excluding travel time.
Venue(s) of the activity	The activity must take place in the country of one of the participating organisations.
Eligible participants	Young people aged between 13 and 30[119] resident in the countries of the sending and receiving organisations.
Number of participants	Minimum 16 and maximum of 60 participants (group leader(s) not included). Minimum 4 participants per group (group leader(s) not included). Each national group must have at least one group leader. A group leader is an adult who accompanies the young people participating in a Youth Exchange in order to ensure their effective learning, protection and safety.

ADDITIONAL ELIGIBILITY CRITERIA FOR EUROPEAN VOLUNTARY SERVICE

Accreditation	All participating organisations established in a Programme Country must hold a valid EVS accreditation (for more information, please consult the EVS section of the Annex I of this Guide).
Duration of activity	From 2 to 12 months.
Venue(s) of the activity	**A volunteer from a Programme Country** must carry out her/his activity in one of the Partner Countries concerned by the project. **A volunteer from an eligible Partner Country** must carry out her/his activity in one of the Programme Countries concerned by the project.
Eligible participants	Young people aged between 17 and 30[120], living in the country of their sending organisation. A volunteer can take part in only one European Voluntary Service. **Exception:** volunteers who carried out an EVS activity under the Key Action 1 of this Programme and lasting maximum 2 months can take part in an additional European Voluntary Service.
Number of participants	Maximum 30 volunteers for the whole Capacity Building project.

ADDITIONAL ELIGIBILITY CRITERIA FOR MOBILITY OF YOUTH WORKERS

Duration of activity	From 5 days to 2 months, excluding travel time.
Venue(s) of the activity	The activity must take place in the country of one of the participating organisations.

[119] Please also consider the following:
lower age limits - participants must have reached the minimum age at the start date of the activity;
upper age limits - participants must not be older than the indicated maximum age at the application deadline.
[120] See note above

Eligible participants	No age limits. Participants must be resident in the country of their sending or receiving organisation.
Number of participants	Up to 50 participants (including, where relevant, trainers and facilitators) for each activity planned by the project.

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 project will be assessed against the following criteria:

Relevance of the project (maximum 20 points)	▪ The relevance of the proposal to the objectives of the Action (see section "What are the aims of a Capacity Building project") ▪ The extent to which: - the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups - the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations - the project involves young people with fewer opportunities
Quality of the project design and implementation (maximum 30 points)	▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination ▪ The consistency between project objectives and activities proposed ▪ The quality of the non-formal learning methods proposed ▪ The quality of arrangements for the recognition and validation of participants' learning outcomes as well as the consistent use of European transparency and recognition tools ▪ The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget ▪ The extent to which the project is cost-effective and allocates appropriate resources to each activity If the project foresees mobility activities: ▪ The appropriateness of measures for selecting and/or involving participants in the mobility activities
Quality of the project team and the cooperation arrangements (maximum 30 points)	▪ The extent to which: - the project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project - the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations ▪ The existence of effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders

Impact and dissemination (maximum 20 points)	▪ The quality of measures for evaluating the outcomes of the project ▪ The potential impact of the project: - on participants and participating organisations, during and after the project lifetime - outside the organisations and individuals directly participating in the project, at local, regional, national and/or international levels ▪ The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations ▪ If relevant, the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations ▪ The quality of the plans for ensuring the sustainability of the project: its capacity to continue having an impact and producing results after the EU grant has been used up

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the categories of award criteria mentioned above (i.e. minimum 10 points for the categories "relevance of the project" and "impact and dissemination"; 15 points for the categories "quality of the project design and implementation" and "quality of the project team and cooperation arrangements").

WHAT ARE THE FUNDING RULES?

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

Maximum grant awarded for a Capacity Building project: 150 000 EUR

Eligible costs		Financing mechanism	Amount	Rule of allocation
Activity costs	Costs directly linked to the implementation of the capacity building activities of the project (excluding mobility activities) including: ▪ Information, Communication and Technology (ICT) costs ▪ Transnational project meetings between project partners for implementation and coordination purposes, conferences and large-scale youth events: o travel costs o board and lodging including local transport o visa and insurance costs o rental of rooms for meetings, conferences, other events o interpretation costs o costs for external speakers ▪ Intellectual outputs and dissemination of project results o Production o Translation o Dissemination and/or information costs ▪ Linguistic, intercultural, task-related preparation of participants in mobility activities. Indirect costs: 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 can be regarded as chargeable to the project (e.g. electricity or internet bills, costs for premises, cost of permanent staff).	Real costs	Maximum 80% of the total eligible costs.	Conditional: the budget requested is justified in relation to the planned activities.

A) FUNDING RULES FOR YOUTH EXCHANGES CARRIED OUT WITHIN THE CAPACITY BUILDING PROJECT (OPTIONAL FUNDING)

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return.	Unit costs	For travel distances between 10 and 99KM: 20 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission[121]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[122]
			For travel distances between 100 and 499 KM: 80 EUR per participant	
			For travel distances between 500 and 1999 KM: 170 EUR per participant	
			For travel distances between 2000 and 2999 KM: 270 EUR per participant	
			For travel distances between 3000 and 3999 KM: 400 EUR per participant	
			For travel distances between 4000 and 7999 KM: 620 EUR per participant	
			For travel distances of 8000 KM or more: 830 EUR per participant	
Organisational Support	Costs directly linked to the implementation of mobility activities within the project.	Unit costs	B4.1 per day of activity per participant[123]	Based on the duration of the stay per participant (if necessary, including also one travel day before the activity and one travel day following the activity.

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

[122] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

[123] Including group leaders and accompanying persons.

Special needs support	Additional costs directly related to participants with disabilities and accompanying persons (including costs related to travel and subsistence, if justified and as long as a grant for these participants is not requested through budget categories "travel" and "organisational support").	Real costs	100% of eligible costs	Conditional: the request for financial support to cover special needs support must be motivated in the application form
Exceptional costs	Costs to support the participation of young people with fewer opportunities (excluding travel costs and subsistence for participants). Visa and visa-related costs, residence permits, vaccinations.	Real costs	100% of eligible costs	Conditional: the request for financial support to cover exceptional costs must be motivated in the application form

B) FUNDING RULES FOR EUROPEAN VOLUNTARY SERVICE CARRIED OUT WITHIN THE CAPACITY BUILDING PROJECT (OPTIONAL FUNDING)

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return	Unit costs	For travel distances between 100 and 499 KM: 180 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission[124]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[125]
			For travel distances between 500 and 1999 KM: 275 EUR per participant	
			For travel distances between 2000 and 2999 KM: 360 EUR per participant	
			For travel distances between 3000 and 3999 KM: 530 EUR per participant	

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

[125] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

			For travel distances between 4000 and 7999 KM: 820 EUR per participant For travel distances of 8000 KM or more: 1100 EUR per participant	
Organisational Support	Costs directly linked to the implementation of mobility activities within the project.	Unit costs	B4.3 per month per volunteer	Based on the duration of the stay per participant
Individuals support	"Pocket money" to the volunteer for additional personal expenses.	Unit costs	B4.4 per month per volunteer	Based on the duration of the stay per participant
Special needs support	Costs for subsistence of accompanying persons and costs related to travel if justified and as long as a grant for these participants is not requested through budget category "travel". Additional costs directly related to participants with disabilities (including costs related to travel and subsistence, if justified and as long a grant for these participants is not requested through budget categories "travel" and "organisational support").	Real costs	100% of eligible costs	Conditional: the request for financial support to cover special needs support must be motivated in the application form
Exceptional costs	Costs in support of reinforced mentorship and specific preparation in the case of participation of young people with fewer opportunities Visa and visa-related costs, residence permits, vaccinations	Real costs	100% of eligible costs	Conditional: the request for financial support to cover exceptional costs must be motivated in the application form

C) FUNDING RULES FOR MOBILITY OF YOUTH WORKERS CARRIED OUT WITHIN THE CAPACITY BUILDING PROJECT (OPTIONAL FUNDING)

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return	Unit costs	For travel distances between 100 and 499 KM: 180 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission[126]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[127]
			For travel distances between 500 and 1999 KM: 275 EUR per participant	
			For travel distances between 2000 and 2999 KM: 360 EUR per participant	
			For travel distances between 3000 and 3999 KM: 530 EUR per participant	
			For travel distances between 4000 and 7999 KM: 820 EUR per participant	
			For travel distances of 8000 KM or more: 1100 EUR per participant[128]	
Organisational Support	Costs directly linked to the implementation of mobility activities within the project.	Unit costs	B4.2 per participant per day of activity. Maximum 1 100 EUR per participant.	Based on the duration of the stay per participant (if necessary, including also one travel day before the activity and one travel day following the activity.

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

[127] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

[128] Including trainers, facilitators and accompanying persons.

Special needs support	Additional costs directly related to participants with disabilities and accompanying persons (including costs related to travel and subsistence, if justified and as long as a grant for these participants is not requested through budget categories "travel" and "organisational support").	Real costs	100% of eligible costs	Conditional: the request for financial support to cover special needs support must be motivated in the application form
Exceptional costs	Visa and visa-related costs, residence permits, vaccinations	Real costs	100% of eligible costs	Conditional: the request for financial support to cover exceptional costs must be motivated in the application form

D) ORGANISATIONAL AND INDIVIDUAL SUPPORT (AMOUNTS IN EURO PER DAY/MONTH)

The amounts depend on the country where the mobility activity takes place.

	Organisational support			Individual support
	Youth Exchanges (euro per day)	Mobility of youth workers (euro per day)	EVS (euro per month)	
	B4.1	B4.2	B4.3	B4.4
Belgium	37	65	590	110
Bulgaria	32	53	500	70
Czech Republic	32	54	490	90
Denmark	40	72	630	145
Germany	33	58	520	110
Estonia	33	56	520	85
Ireland	39	74	610	125
Greece	38	71	610	100
Spain	34	61	530	105
France	37	66	570	115
Croatia	35	62	570	90
Italy	39	66	610	115
Cyprus	32	58	610	110
Latvia	34	59	550	80
Lithuania	34	58	540	80
Luxembourg	36	66	610	110
Hungary	33	55	510	90
Malta	37	65	600	110
Netherlands	39	69	620	110
Austria	39	61	540	115
Poland	34	59	540	85
Portugal	37	65	600	100
Romania	32	54	500	60
Slovenia	34	60	580	85
Slovakia	35	60	550	95
Finland	39	71	630	125
Sweden	39	70	630	115
United Kingdom	40	76	630	140
former Yugoslav Republic of Macedonia	28	45	440	60
Iceland	39	71	610	135
Liechtenstein	39	74	610	120
Norway	40	74	630	135
Turkey	32	54	500	80
Partner Country	29	48	440	55

KEY ACTION 3: SUPPORT FOR POLICY REFORM

The activities in support for policy reform are targeted at the achievement of the goals of the Europe 2020 Strategy, of the Strategic framework for European cooperation in education and training (ET 2020) and of the European Youth Strategy.

WHICH ACTIONS ARE SUPPORTED?

The following Action is implemented through this Programme Guide:

- Structured Dialogue: meetings between young people and decision-makers in the field of youth.

This Part B of the Guide provides detailed information on the criteria and funding rules applying to this Action.

In addition, Key Action 3 covers many other Actions in support for policy reform in the education, training and youth fields. These Actions are implemented directly by the European Commission or through specific calls for proposals managed by the Executive Agency. A concise description of these Actions is provided below. More information is available on the websites of the European Commission, Executive Agency and National Agencies. These other Actions are:

Knowledge in the fields of education, training and youth, involving evidence gathering, analysis and peer learning. In particular:

- thematic and country-specific expertise, studies on policy issues and reforms, including the activities carried out by the Eurydice network;
- support to the participation of countries in European/international surveys aimed at monitoring specific trends and developments, including the evolution of language competences development in Europe;
- EU Presidency events, conferences and high-level meetings;
- exchanges of experience and good practice and peer reviews;
- support to the implementation of the Open Methods of Coordination.

Initiatives for policy innovation aimed to develop new policies or prepare their implementation. They include specific calls for proposals managed by the Executive Agency on: a) forward-looking cooperation projects on policy development; b) European policy experimentations, led by high-level public authorities and involving field trials in several countries based on sound evaluation methods.

Support to European policy tools, in particular:

- Transparency tools (skills and qualifications), to facilitate transparency and recognition of skills and qualifications, as well as the transfer of credits, foster quality assurance, support skills management and guidance. This Action will also include networks providing support for the implementation of those tools;
- Skills intelligence for the development and support of European tools such as the EU Skills Panorama –online platform;
- Networks supporting specific policy areas such as literacy and adult learning, as well as youth work and youth information (SALTO and Eurodesk);
- Dedicated higher education tools – development and support to tools such as U-Multirank, support to the Bologna Process or to the external dimension of higher education; the national teams of Higher Education Reform Experts in neighbourhood and enlargement, as well as Russia and Central Asia;
- Dedicated VET tools for the implementation of the VET Mobility Charter, to increase the quality level of organised mobility, and to support the National Authorities on apprenticeships in increasing the quality and supply of apprenticeships throughout Europe.

Cooperation with international organisations, such as the OECD and the Council of Europe. This Action will also foster policy dialogue with Partner Countries as well as the promotion of the international attractiveness of European higher education in the world. It will also support the network of Higher Education Reform Experts in Partner Countries neighbouring the EU and the international alumni associations.

Stakeholder dialogue, policy and Programme promotion, including:

- Civil Society Cooperation supporting European NGOs and EU-wide networks in the fields of education, training and youth though a specific call for proposals managed by the Executive Agency;
- public events, meetings, debates and consultations with policy makers and stakeholders on relevant policy issues (such as the Education, Training and Youth Forum or the European Youth Week);

- Structured Dialogue in the youth field, including the support to National Working Groups as well as meetings promoting dialogue between young people and decision-makers (see section below);
- awareness-raising, information and dissemination activities on policy outcomes and priorities, on the Erasmus+ Programme, its results and its potential synergies with other EU programmes, in particular the European Structural and Investment Funds.

The Actions implemented through this Key Action are aimed to:

- improve the quality, efficiency and equity of education, training and youth systems through Open Methods of Coordination. Support the implementation of the general and Country-Specific Recommendations resulting from the European Semesters;
- promote transnational cooperation and mutual learning between competent authorities at the highest political level in order to test and improve systems, structures and processes;
- develop knowledge – in particular through peer learning - and analytical capacity to support evidence-based policy under the Strategic framework for cooperation in education and training (ET2020), the European Youth Strategy and specific policy agendas such as the Bologna and Copenhagen processes;
- make available sound comparative international data and appropriate secondary analyses for European and national policy making, facilitating the collection and analysis of substantive evidence to assess and monitor the implementation of innovative policies and to encourage transferability and scalability;
- support European networks and implement tools fostering transparency and recognition of skills and qualifications acquired through formal, non-formal and informal learning, paving the way to a European Area for Skills and Qualifications;
- support the active involvement of civil society networks and non-governmental organisations in policy implementation;
- support the Structured Dialogue with young people and encourage their active participation in democratic life
- support exchanges of good practices, dialogue, mutual learning and cooperation among policy makers, practitioners and stakeholders from Programme and Partner Countries;
- raise awareness of the results of European policies and of the Erasmus+ Programme and encourage their exploitation at local, regional or national level. Raise the profile and attractiveness of European higher education worldwide;
- foster synergies with other EU programmes, such as the European Structural and Investment Funds, as well as with funding schemes at national or regional level.

STRUCTURED DIALOGUE: MEETINGS BETWEEN YOUNG PEOPLE AND DECISION-MAKERS IN THE FIELD OF YOUTH

WHAT IS THE AIM OF STRUCTURED DIALOGUE MEETINGS?

This Action promotes the active participation of young people in democratic life and fosters debate around topics centred on the themes and priorities set by the Structured Dialogue and the renewed political framework in the youth field. Structured Dialogue is the name used for discussions between young people and youth policy-makers in order to obtain results which are useful for policy-making. The debate is structured around priorities and timing and foresees events where young people discuss the agreed themes among themselves and with policy-makers, youth experts and representatives of public authorities in charge of youth. More information about Structured Dialogue is available on the European Commission's website.

In addition, in line with the annual Work Programme adopted by the Commission, priority will be given to projects that pursue one or more of the relevant priorities described in the introduction chapters on "Youth" in Part B of this Guide.

WHAT ARE STRUCTURED DIALOGUE MEETINGS?

Structured Dialogue projects can take the form of meetings, conferences, consultations and events. These events promote the active participation of young people in democratic life in Europe and their interaction with decision-makers. As a concrete result of these events, young people are able to make their voice heard (through the formulation of positions, proposals and recommendations) on how youth policies should be shaped and implemented in Europe.

A Structured Dialogue project has three phases:

- planning and preparation;
- implementation of the activities;
- evaluation (including reflection on a possible follow-up).

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Under this Action, a project can comprise one or more of the following activities:

- national meetings and transnational/international seminars that offer space for information, debate and active participation of young people – in dialogue with youth decision-makers - on issues which are relevant to Structured Dialogue or to the EU Youth Strategy;
- national meetings and transnational seminars that prepare the ground for the official Youth Conferences organised during each semester by the Member State holding the turn of Presidency of the European Union;
- events that promote debates and information on youth policy themes linked to the activities organised during the European Youth Week;
- consultations of young people, with a view to find out their needs on matters relating to participation in democratic life (online consultations, opinion polls, etc.);
- meetings and seminars, information events or debates between young people and decision-makers/youth experts around the theme of participation in democratic life;
- events simulating the functioning of the democratic institutions and the roles of decision-makers within these institutions.

The activities are led by young people; the young participants must be actively involved in all the stages of the project, from preparation to follow-up. Non-formal learning principles and practices are reflected throughout the implementation project.

The following activities are not eligible for grants under Structure Dialogue: statutory meetings of organisations or networks of organisations; politically influenced events.

WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?

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

ELIGIBILITY CRITERIA

Eligible participating organisations	A participating organisation can be: ▪ a non-profit organisation, association, NGO; ▪ a European Youth NGO; ▪ a public body at local or regional level; established in a Programme Country or in a Partner Country neighbouring the EU (regions 1 to 4; see section "Eligible Countries" in Part A of this Guide). Organisations from eligible Partner Countries can only take part in the project as partners (not as applicants).
Who can apply?	Any participating organisation established in a Programme Country can be the applicant. In case of projects realised by two or more participating organisations, one of the organisations applies on behalf of all participating organisations involved in the project.
Number of participating organisations	Transnational/International meetings: the activity must involve at least two participating organisations from at least two different countries, of which at least one is a Programme Country. National meetings: the activity involves one organisation from a Programme Country.
Eligible participants	Young participants: young people aged between 13 and 30 resident in the countries involved in the project. Decision-makers: if the project foresees the participation of decision-makers or experts in the youth policy field, these participants can be involved regardless of their age and geographical provenance.
Number of participants	Minimum 30 young participants must be involved in the project.
Venue(s)	National meetings: the project must take place in the country of the applicant organisation. **Transnational/international meetings:** the activities may take place in any of the Programme Countries involved in the project.
Duration of project	From 3 to 24 months.
Where to apply?	To the National Agency of the country in which the applicant organisation is established.
When to apply?	Applicants have to submit their grant application by the following dates: ▪ **4 February at 12:00 (midday Brussels time)** for projects starting between 1 May and 30 September of the same year; ▪ **30 April at 12:00 (midday Brussels time)** for projects starting between 1 August and 31 December of the same year; ▪ **1 October at 12:00 (midday Brussels time)** for projects starting between 1 January and 31 May of the following year.
How to apply?	Please see Part C of this Guide for details on how to apply.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (maximum 30 points)	▪ The relevance of the proposal to: - the objectives and priorities of the Action (Please see section "What are the aims of structured dialogue meetings?" above) - the needs and objectives of the participating organisations and of the individual participants ▪ The extent to which the proposal is suitable of: - producing high-quality outcomes for participants - reinforcing the capacities of the participating organisations ▪ The extent to which the project involves: ▪ young people with fewer opportunities ▪ decision-makers, youth experts, representatives of public authorities in charge of youth
Quality of the project design and implementation (maximum 40 points)	▪ The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of mobility activities, and follow-up) ▪ The consistency between project objectives and activities proposed ▪ The quality of the practical arrangements, management and support modalities ▪ The quality of the non-formal learning participative methods proposed and the active involvement of young people during all the stages of the project ▪ The appropriateness of measures for selecting and/or involving participants in the activities ▪ The extent to which the project proposal involves relevant decision makers (policy-makers, youth experts, representatives of public authorities in charge of youth, etc.). ▪ If appropriate, the quality of cooperation and communication between the participating organisations, as well as with other relevant stakeholders
Impact and dissemination (maximum 30 points)	▪ The quality of measures for evaluating the outcomes of the project ▪ The potential impact of the project: - on participants and participating organisations during and after the project lifetime - outside the organisations and individuals directly participating in the project at local, regional, national and/or European levels ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations ▪ 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

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

WHAT ARE THE FUNDING RULES?

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

Maximum grant awarded for a Structured Dialogue meeting: 50 000 euro

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return	Unit costs	For travel distances between 10 and 99KM: 20 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission[129]. The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[130]
			For travel distances between 100 and 499 KM: 80 EUR per participant	
			For travel distances between 500 and 1999 KM: 170 EUR per participant	
			For travel distances between 2000 and 2999 KM: 270 EUR per participant	
			For travel distances between 3000 and 3999 KM: 400 EUR per participant	
			For travel distances between 4000 and 7999 KM: 620 EUR per participant	
			For travel distances of 8000 KM or more: 830 EUR per participant	
Organisational support	Grant contribution to all other costs directly linked to the preparation, implementation and follow-up of the activity	Unit costs	C1.1 per day of activity per participant[131]	Based on the duration of the stay per participant (if necessary, including also one travel day before the activity and one travel day following the activity.

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

[130] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return.

[131] Including accompanying persons.

Special needs support	Additional costs directly related to participants with disabilities and accompanying persons (including costs related to travel and subsistence, if justified and as long as a grant for these participants is not requested through budget categories "travel" and "organisational support").	Real costs	100% of eligible costs	Conditional: the request for financial support to cover special needs support and exceptional costs must be motivated in the application form
Exceptional costs	Costs connected to (online) consultations and opinion polls of young people in so far as necessary for the participation in this Action. Costs connected to dissemination and exploitation of results Additional costs directly related to participants with fewer opportunities. Visa and visa-related costs, residence permits, vaccinations Costs for providing a financial guarantee, if the National Agency asks for it.	Real costs	Costs connected to (online) consultations and opinion polls of young people, for financial guarantee and dissemination activities: 75% of eligible costs Other costs: 100% of eligible costs	

TABLE A - ORGANISATIONAL SUPPORT (AMOUNTS IN EURO PER DAY)

The amounts depend on the country where the activity takes place.

	Organisational Support
	C1.1
Belgium	37
Bulgaria	32
Czech Republic	32
Denmark	40
Germany	33
Estonia	33
Ireland	39
Greece	38
Spain	34
France	37
Croatia	35
Italy	39
Cyprus	32
Latvia	34
Lithuania	34
Luxembourg	36
Hungary	33
Malta	37
Netherlands	39
Austria	39
Poland	34
Portugal	37
Romania	32
Slovenia	34
Slovakia	35
Finland	39
Sweden	39
United Kingdom	40
former Yugoslav Republic of Macedonia	28
Iceland	39
Liechtenstein	39
Norway	40
Turkey	32
Partner Country neighbouring the EU	29

JEAN MONNET ACTIVITIES

WHICH ACTIONS ARE SUPPORTED?

Jean Monnet Activities support the following Actions:

- Jean Monnet Modules (teaching and research);
- Jean Monnet Chairs (teaching and research);
- Jean Monnet Centres of Excellence (teaching and research);
- Jean Monnet Support to Institutions and Associations;
- Jean Monnet Networks (policy debate with the academic world);
- Jean Monnet Projects (policy debate with the academic world).

The following sections of this Guide provide detailed information on the criteria and funding rules applying to the Jean Monnet Actions.

WHAT ARE THE AIMS OF JEAN MONNET?

The Jean Monnet Actions aim at promoting excellence in teaching and research in the field of European Union studies worldwide. These Actions also aim at fostering the dialogue between the academic world and policy-makers, in particular with the aim of enhancing governance of EU policies.
European Union studies comprise the study of Europe in its entirety with particular emphasis on the European integration process in both its internal and external aspects. The discipline also covers the role of the EU in a globalised world and in promoting an active European citizenship and dialogue between people and cultures.
The core subject areas are the following:

- EU and Comparative Regionalism Studies;
- EU Communication and Information Studies;
- EU Economic Studies;
- EU Historical Studies;
- EU Intercultural Dialogue Studies;
- EU Interdisciplinary Studies;
- EU International Relations and Diplomacy Studies;
- EU Legal Studies;
- EU Political and Administrative Studies.

However, different subject areas (such as sociology, philosophy, religion, geography, literature, art, sciences, environmental studies, global studies, etc.) may also be associated with this field of study when they include an element of teaching, research or reflection on the EU and contribute, in general, to the Europeanization of the curricula.
Comparative studies will only be considered where they relate to the different integration processes throughout the world.
In relation to the general objectives of the Erasmus+ Programme, Jean Monnet aims to:

- promote excellence in teaching and research in EU studies;
- equip students and young professionals with knowledge of European Union subjects relevant for their academic and professional lives and enhance their civic skills;
- foster the dialogue between the academic world and policy-makers, in particular to enhance governance of EU policies;
- promote innovation in teaching and research (e.g. cross-sectoral and/or multi-disciplinary studies, open education, networking with other institutions);
- mainstream and diversify EU-related subjects throughout the curricula proposed by higher education institutions to their students;
- improve the quality of professional training on EU subjects (with modules that deal with EU subjects more in-depth or extend to new subjects);
- foster the engagement of young academics in teaching and research on European subjects.

Jean Monnet is expected to bring positive and long-lasting effects to the participants involved, to the promoting organisations, as well as to the policy systems within which they are framed.

As regards the participants directly or indirectly involved in the Actions, Jean Monnet aims to produce the following outcomes:

- enhanced employability and improved career prospects for young graduates, by including or reinforcing a European dimension in their studies;
- increased interest in understanding and participating in the European Union, leading to a more active citizenship;
- support for young researchers (i.e. who have obtained a PhD degree in the last five years) and professors who want to carry out research and teaching on EU subjects;
- increased opportunities for academic staff in terms of professional and career development.

Activities supported under Jean Monnet are also expected to produce the following outcomes on participating organisations:

- increased capacity to teach and research on EU matters: improved or innovative curricula; increased capacity to attract excellent students; reinforced cooperation with partners from other countries; increased allocation of financial resources to teaching and research on EU subjects within the institution;
- more modern, dynamic, committed and professional environment inside the organisation: promoting the professional development of young researchers and professors; ready to integrate good practices and new EU subjects into didactic programmes and initiatives; open to synergies with other organisations.

Jean Monnet is expected in the long run to encourage the promotion and diversification of EU studies worldwide as well as to enhance and extend the participation of staff from more faculties and departments in European Union teaching and research.

JEAN MONNET MODULES

WHAT IS A JEAN MONNET MODULE?

A Jean Monnet Module is a short teaching programme (or course) in the field of European Union studies at a higher education institution. Each Module has a minimum duration of 40 teaching hours per academic year. Teaching hours are taken to include direct contact hours in the context of group lectures, seminars, tutorials and may include any of the aforementioned in a distance learning format but do not include individual instruction. 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.

Erasmus+ supports Jean Monnet Modules with the aim to:

- promote research and first teaching experience for young researchers and scholars and practitioners in European Union issues;
- foster the publication and dissemination of the results of academic research;
- create interest in the EU and constitute the basis for future poles of European knowledge, particularly in Partner Countries;
- foster the introduction of a European Union angle into mainly non EU related studies;
- deliver tailor-made courses on specific EU issues relevant for graduates in their professional life.

The Jean Monnet Module anchors and mainstreams teaching on EU matters in curricula which so far have included EU-related content only to a limited extent. They also bring facts and knowledge on the European Union to a broad spectrum of learners and interested citizens.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Jean Monnet Modules must take one of the following forms:

- general or introductory courses on European Union issues (in particular at institutions and faculties that do not yet have a highly developed course offering in the field);
- specialised teaching on European Union developments (in particular at institutions and faculties that do already have a highly developed course offering in the field);
- summer and intensive courses that are fully recognised.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN A JEAN MONNET MODULE?

Higher education institutions have the role of supporting and promoting the Module coordinators by ensuring that the largest possible public benefits from their activities both inside and outside the institution.

Higher education institutions support Module coordinators in their teaching, research and reflection activities: they recognise the teaching activities developed; they monitor the activities, give visibility and valorise the results obtained by their staff involved in Jean Monnet.

Higher education institutions are required to maintain the activities of a Jean Monnet Module during the entire duration of the project, including replacing the academic coordinator if the need arises. If the institution is obliged to replace Module coordinators, a written request for approval has to be sent to the Executive Agency. Moreover, the new proposed coordinator must have the same level of specialisation in European Union studies.

WHAT ARE THE CRITERIA USED TO ASSESS A JEAN MONNET MODULE?

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

ELIGIBILITY CRITERIA

Who can apply?	A higher education institution (HEI) established in any country of the world. HEIs established in Programme Countries must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries. Individuals cannot apply directly for a grant.

Duration of project	Three years. Holders of three-year term contracts for Jean Monnet Centres, Chairs and Modules (awarded since 2011) must wait until one academic year has elapsed following the end of the previous contractual period before submitting a new application for the same Action type. This obligatory pause does not apply if the new proposal is for a different Action type e.g. a former Chair holder applying for a Module. Furthermore, the holder of an on-going Module may apply for a new Module if the content is different.
Duration of activity	A Jean Monnet Module must be taught for a minimum of 40 hours per academic year (for three consecutive years) in the field of European Union studies at the applicant higher education institution.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by **26 February at 12:00 (midday Brussels time)** for projects starting on 1 September of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (Maximum 25 points)	▪ The relevance of the proposal to: - the objectives and priorities of the Action (see sections "What are the aims of Jean Monnet " and "What is a Jean Monnet Module") - the needs and objectives of the participating organisations and of the academics involved ▪ The extent to which the proposal: - is suitable for fostering the development of new teaching, research or debating activities - includes the use of new methodologies, tools and technologies - demonstrates evidence of academic added value - promotes European studies at the institution hosting the Jean Monnet activities - gives greater visibility to this field of study both within the institution hosting the Jean Monnet Action and at a national level ▪ The relevance of the proposal to priority target groups of the Action: - institutions established in countries not covered by the Jean Monnet Action - institutions or academics not yet in receipt of Jean Monnet funding - specific EU related subjects in studies which have had limited exposure to but are increasingly affected by European aspects - students who do not automatically come into contact with European studies (in such fields as science, engineering, medicine, education, arts and languages, etc.)
Quality of the project design and implementation (Maximum 25 points)	▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, evaluation, follow-up and dissemination ▪ The consistency between project objectives, activities and the budget proposed ▪ The quality and feasibility of the methodology proposed
Quality of the project team (Maximum 25 points)	▪ The extent to which the proposal involves key academic staff demonstrating an excellent profile and qualifications in specific fields of European Union studies, documented by evidence of high-level activities ▪ The pertinence of the profile and expertise of key academic staff involved with the activities carried out in the project

Impact and dissemination (Maximum 25 points)	▪ The quality of measures for evaluating the outcomes of the teaching activities ▪ The potential impact of the project: - on the institution hosting the Jean Monnet Action - on the students and learners benefiting from the Jean Monnet Action - on other organisations and individuals involved at local, regional, national and/or European levels ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Activities ▪ 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 any disproportionate limitations.

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least 13 points in each of the categories of award criteria mentioned above.

WHAT ELSE SHOULD YOU KNOW ABOUT A JEAN MONNET MODULE?

BUDGET ALLOCATION

Up to 20% of the budget allocated to support Modules will be granted to Jean Monnet Modules for which the coordinators are researchers who have obtained a PhD degree in the last five years. This measure will support young researchers starting their academic careers.

DISSEMINATION AND IMPACT

Jean Monnet Modules are required to disseminate and exploit the results of the organised teaching and research activities beyond the scope of the stakeholders directly involved. This will considerably increase the impact and contribute to a systemic change.

To increase their impact they should include in their dissemination activities the creation and offer of open educational resources (OER) and involve open education activities to respond to technological progress. This will foster more flexible and creative ways of learning and reach out to an increasing number of students, professionals, policy makers and other interested groups.

All coordinators of Jean Monnet Modules will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet Activities will be hosted. They will be encouraged strongly to use the relevant existing platforms and tools (i.e. the Jean Monnet directory, the Jean Monnet virtual community). These sections, which are part of the general IT tool for Erasmus+, will keep the wider public informed about the institutions and their Jean Monnet courses. Grant holders will be asked to regularly update the tool with the results of their work.

Coordinators of Jean Monnet Modules are encouraged to:
- publish at least one peer reviewed article during the grant period. The grant will cover part of the publication and, if need be, of the translation costs;
- participate in dissemination and information events at national and European level;
- organise events (lectures, seminars, workshops, etc.) with policy makers at local, regional and national level as well as with organised civil society and schools;
- disseminate the results of their activities via the organisation of seminars or lectures geared and adapted to the general public and civil society representatives;
- network with other coordinators of Modules, Centres of Excellence, Jean Monnet Chairs and supported Institutions;
- apply open educational resources (OER), publish the summaries, content and schedule of their activities as well as the expected outcomes.

WHAT ARE THE FUNDING RULES?

The maximum grant that can be awarded is 30 000 EUR that can represent the maximum of 75% of the total cost of the Jean Monnet Module.

A system based on a combination of scales of unit costs and flat-rate financing for the awarding of grants under the Jean Monnet Activities applies. This system is determined on the basis of a calculated national teaching cost per hour. The following method is used:

- **Teaching Costs** (scale of unit cost): the calculated national teaching cost per hour D.1 is multiplied by the (minimum) number of hours required (120 hours);

- **Additional Costs** (flat-rate financing): a 'top-up' percentage of 40% for a Jean Monnet Module is added to the above mentioned costs basis. This top-up percentage takes account of the additional academic activities included in a Module such as staff costs, travel and subsistence costs, dissemination costs, costs for teaching materials and indirect costs, etc.

The final grant is then obtained by applying the maximum 75% EU funding of total calculated grant and by respecting the maximum grant ceiling for a Jean Monnet Module (30 000 EUR).

The specific amounts applying to Jean Monnet Modules can be found in the section "Jean Monnet unit costs" at the end of the Jean Monnet chapter in this Part of the Guide.

JEAN MONNET CHAIRS

WHAT IS A JEAN MONNET CHAIR?

A Jean Monnet Chair is a teaching post with a specialisation in European Union studies for university professors. A Jean Monnet Chair must be hold by only one professor, who must provide the minimum of 90 teaching hours per academic year. Teaching hours are taken to include direct contact hours in the context of group lectures, seminars, tutorials and may include any of the aforementioned in a distance learning format but do not include individual instruction and/or supervision. If the higher education institution has established a Jean Monnet Centre of Excellence, the Jean Monnet Chair must assume the academic responsibility of the Centre.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

A Jean Monnet Chair can carry out one or more of the following activities:

- deepen teaching in European Union studies embodied in an official curriculum of a higher education institution;
- conduct, monitor and supervise research on EU subjects, also for other educational levels such as teacher training and compulsory education;
- provide in-depth teaching on European Union matters for future professionals in fields which are in increasing demand on the labour market ;
- encourage, advise and mentor the young generation of teachers and researchers in European Union studies subject areas.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN A JEAN MONNET CHAIR?

Jean Monnet Chairs are an integral part of the higher education institution that concludes the grant agreement/decision.

Jean Monnet Chairs are inscribed in their institution's official academic activities. The higher education institutions are requested to support Jean Monnet Chair holders in their teaching, research and reflection activities, allowing the widest possible range of curricula to benefit from the courses; they should recognise the teaching activities developed.

Higher education institutions have the final responsibility for their applications. They are obliged to maintain the activities of a Jean Monnet Chair during the entire duration of the project. If the institution is obliged to replace Chair holder, a written request for approval has to be sent to the Executive Agency. Moreover the new proposed chair holder must have the same level of specialisation in European Union studies.

Exceptionally, higher education institutions may file applications for outstanding professionals and/or renowned personalities to be integrated in official curricula.

WHAT ARE THE CRITERIA USED TO ASSESS A JEAN MONNET CHAIR?

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

ELIGIBILITY CRITERIA

Who can apply?	A Higher Education Institution (HEI) established in any country of the world. HEIs established in Programme Countries must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries. Individuals cannot apply directly for a grant.
Profile of Jean Monnet Chairs	Jean Monnet Chair holders must be permanent staff members at the applicant institution and have the rank of professor. They may not be a "visiting professor" at the HEI applying for the grant.

Duration of project	Three years. Holders of three-year term contracts for Jean Monnet Centres, Chairs and Modules (awarded since 2011) must wait until one academic year has elapsed following the end of the previous contractual period before submitting a new application for the same Action type. This obligatory pause does not apply if the new proposal is for a different Action type e.g. a former Chair holder applying for a Module. Furthermore, the holder of an on-going Module may apply for a new Module if the content is different.
Duration of activity	Jean Monnet Chair holders must teach a minimum of 90 hours per academic year (for three consecutive years) in the field of European Union studies at the applicant higher education institution.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by **26 February at 12:00 (midday Brussels time)** for projects starting on 1 September of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (Maximum 25 points)	▪ The relevance of the proposal to: - the objectives and priorities of the Action (see sections "What are the aims of Jean Monnet Actions") - the needs and objectives of the participating organisations and of the academics involved ▪ The extent to which the proposal: - is submitted in favour of an academic with an excellent profile in a specific field of European Union studies - is suitable for fostering the development of new teaching, research or debating activities - includes the use of new methodologies, tools and technologies - demonstrates evidence of academic added value - promotes European studies at the institution hosting the Jean Monnet Action - gives greater visibility to this field of study both within the institution hosting the Jean Monnet Action and at a national level ▪ The relevance of the proposal to priority target groups of the Action: - institutions established in countries not covered by the Jean Monnet Action - institutions or academics not yet in receipt of Jean Monnet funding - specific EU related subjects in studies which have had limited exposure to but are increasingly affected by European aspects
Quality of the project design and implementation (Maximum 25 points)	▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, evaluation, follow-up and dissemination ▪ The consistency between project objectives, activities and the budget proposed ▪ The quality and feasibility of the methodology proposed

Quality of the project team (Maximum 25 points)	▪ The extent to which the proposal involves key academic staff demonstrating an excellent profile and qualifications in specific fields of European Union studies, documented by evidence of high-level activities ▪ The pertinence of the profile and expertise of key academic staff involved with the activities carried out in the project
Impact and dissemination (Maximum 25 points)	▪ The quality of measures for evaluating the outcomes of the teaching activities ▪ The potential impact of the project: - on the institution hosting the Jean Monnet Action - on the students and learners benefiting from the Jean Monnet Action - on other organisations and individuals involved at local, regional, national and/or European levels ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action ▪ 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.

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least 13 points in each of the categories of award criteria mentioned above.

WHAT ELSE SHOULD YOU KNOW ABOUT A JEAN MONNET CHAIR?

DISSEMINATION AND IMPACT

Jean Monnet Chairs are required to disseminate and exploit the results of the organised teaching and research activities beyond the stakeholders directly involved. This will considerably increase the impact and contribute to a systemic change.

To increase their impact the Chair holders should include in their dissemination activities the creation and offer of open educational resources (OER) and involve open education activities to respond to technological progress. This will foster more flexible and creative ways of learning and reach out to a considerably increasing number of students, professionals, policy makers and other interested groups.

Jean Monnet Chairs will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet Activities will be hosted. They will be strongly encouraged to use the relevant existing platforms and tools (i.e. the Jean Monnet directory, the Jean Monnet virtual community). These functions, as part of the general IT tool for Erasmus+, will ensure that the wider public is informed about the institutions and their Jean Monnet courses. Grant holders will be asked to regularly update the tool with the results of their work.

Jean Monnet Chairs are encouraged to:

- publish at least one book within the University Press during the grant period. The grant will cover part of the publication and, if need be, part of the translation costs;
- participate in dissemination and information events at national and European level;
- organise events (lectures, seminars, workshops, etc.) with policy makers at local, regional and national level as well as with organised civil society and schools;
- disseminate the results of their activities via the organisation of seminars or lectures geared and adapted to the general public and civil society representatives;
- network with other Jean Monnet Chairs, coordinators of Modules, Centres of Excellence and supported Institutions;
- apply open educational resources (OER), publish the summaries, content and schedule of their activities as well as the expected outcomes.

WHAT ARE THE FUNDING RULES?

The maximum grant that can be awarded is 50 000 EUR that can represent the maximum of 75% of the total cost of the Jean Monnet Chair.

A system based on a combination of scales of unit costs and flat-rate financing for the awarding of grants under the Jean Monnet Activities applies. This system is determined on the basis of a calculated national teaching cost per hour. The following method is used:

- **Teaching Costs** (scale of unit cost): the calculated national teaching cost per hour D.1 is multiplied by the (minimum) number of hours required for a Jean Monnet Chair (270 hours);

- **Additional Costs** (flat-rate financing): a 'top-up' percentage of 10% for a Jean Monnet Chair is added to the above mentioned costs basis. This top-up percentage takes account of the additional academic activities included in a Chair such as staff costs, travel and subsistence costs, dissemination costs, costs for teaching materials and indirect costs, etc.

The final grant is then obtained by applying the maximum 75% EU funding of total calculated grant and by respecting the maximum grant ceiling for a Jean Monnet Chair (50 000 EUR).

The specific amounts applying to Jean Monnet Chairs can be found in the section "Jean Monnet unit costs" at the end of the Jean Monnet chapter in this Part of the Guide.

JEAN MONNET CENTRES OF EXCELLENCE

WHAT IS A JEAN MONNET CENTRE OF EXCELLENCE?

A Jean Monnet Centre of Excellence is a focal point of competence and knowledge on European Union subjects.

The academic responsibility of a Centre must be assumed by a Jean Monnet Chair holder. A Jean Monnet Centre of Excellence gathers the expertise and competences of high-level experts (including Jean Monnet Chairs and/or Jean Monnet Module coordinators) and aims at developing synergies between the various disciplines and resources in European studies, as well as at creating joint transnational activities and structural links with academic institutions in other countries. It also ensures 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.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

A Jean Monnet Centre of Excellence can carry out one or more of the following activities:

- organising and coordinating human and documentary resources related to European Union studies;
- leading research activities in specific European Union subjects (research function);
- developing content and tools on EU subjects to update and complement the current courses and curricula (teaching function);
- enhancing the debate and exchange of experiences about the EU (think-tank function);
- systematic publication of the results of research activities.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN A JEAN MONNET CENTRE OF EXCELLENCE?

Higher education institutions planning to establish a Jean Monnet Centre of Excellence are expected to reflect on its strategic development. They should provide guidance and a vision for the best experts available among the teaching and research staff for creating synergies allowing high-level collaborative work on specific EU subjects. They should support and promote the initiatives of the Centre and assist their development.

Higher education institutions are obliged to maintain the activities of a Jean Monnet Centre of Excellence during the entire duration of the project including replacing the academic coordinator if the need arises. If the institution is obliged to replace the original academic coordinator, a written request for approval has to be sent to the Executive Agency. Moreover, the new academic coordinator must also hold a Jean Monnet Chair.

A Centre of Excellence may involve the co-operation of several institutions/organisations established in the same city or region. In any case, it must be a clearly labelled institute or structure specialised in European Union studies and must be hosted by a higher education institution.

WHAT ARE THE CRITERIA USED TO ASSESS A JEAN MONNET CENTRE OF EXCELLENCE?

Here below are listed the formal criteria that a Jean Monnet Centre of Excellence must respect in order to be eligible for an Erasmus+ grant:

ELIGIBILITY CRITERIA

Who can apply?	A higher education institution (HEI) established in any country of the world. HEIs established in Programme Countries must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries. Individuals cannot apply directly for a grant.
Duration of project	Three years. Holders of three-year term contracts for Jean Monnet Centres, Chairs and Modules (awarded since 2011) must wait until one academic year has elapsed following the end of the previous contractual period before submitting a new application for the same type of project. This obligatory pause does not apply if the new proposal is for a different project type e.g. a former Chair holder applying for a Module. Furthermore, the holder of an on-going Module may apply for a new Module if the content is different.
Duration of activity	Three years.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by **26 February at 12:00 (midday Brussels time)** for projects starting on 1 September of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.
Other criteria	The HEI applying to set up a Centre of Excellence must designate a Jean Monnet Chair holder to assume the academic responsibility of the Centre. Therefore, only HEIs that have already been granted a Jean Monnet Chair under a previous call for proposals can apply for a Jean Monnet Centre of Excellence. Only one Jean Monnet Centre of Excellence can be supported in any given higher education institution.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (Maximum 25 points)	▪ The relevance of the proposal to: - the objectives and priorities of the Action (see sections "What are the aims of Jean Monnet" and "What is a Jean Monnet Centre of Excellence") - the needs and objectives of the participating organisations and of the academics involved ▪ The extent to which the proposal: - is suitable for fostering the development of new teaching, research or debating activities - demonstrates evidence of academic added value - promotes European studies at the institution hosting the Jean Monnet Action - gives greater visibility to this field of study both within the institution hosting the Jean Monnet activities and at a national level ▪ The relevance of the proposal to priority target groups of the Action: - institutions established in countries not covered by the Jean Monnet Action - institutions or academics not yet in receipt of Jean Monnet funding

Quality of the project design and implementation (Maximum 25 points)	▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, evaluation, follow-up and dissemination ▪ The consistency between project objectives, activities and budget proposed ▪ The quality and feasibility of the methodology proposed
Quality of the project team (Maximum 25 points)	▪ The extent to which the proposal involves key academic staff demonstrating an excellent profile and qualifications in specific fields of European Union studies, documented by evidence of high-level activities ▪ The pertinence of the profile and expertise of key academic staff involved with the activities carried out in the project
Impact and dissemination (Maximum 25 points)	▪ The quality of measures for evaluating the outcomes of the teaching activities ▪ The potential impact of the project: - on the institution hosting the Jean Monnet Action - on the students and learners benefiting from the Jean Monnet Action - on other organisations and individuals involved at local, regional, national and/or European levels ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action ▪ 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

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least 13 points in each of the categories of award criteria mentioned above.

WHAT ELSE SHOULD YOU KNOW ABOUT A JEAN MONNET CENTRE OF EXCELLENCE?

DISSEMINATION AND IMPACT

Jean Monnet Centres of Excellence are required to disseminate and exploit the results of the organised teaching and research activities beyond the stakeholders directly involved. This will considerably increase the impact and contribute to a systemic change.

To increase their impact they should include in their dissemination activities the creation and offer of open educational resources (OER) and involve open education activities to respond to technological progress. This will foster more flexible and creative ways of learning and reach out to a considerably increasing number of students, professionals, policy makers and other interested groups.

Jean Monnet Centres of Excellence will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet Activities will be hosted. They will be strongly encouraged to use the relevant existing platforms and tools (i.e. the Jean Monnet directory, the Jean Monnet virtual community). These functions, as part of the general IT tool for Erasmus+, will ensure that the wider public is informed about the institutions and their Jean Monnet courses. Grant holders will be asked to regularly update the tool with the results of their work.

Centres of Excellence are encouraged to:
- participate in dissemination and information events at European and national level;
- organise events (lectures, seminars, workshops, etc.) with policy makers at local, regional and national level as well as with organised civil society and schools;
- disseminate the results of their activities via the organisation of seminars or lectures geared and adapted to the general public and civil society representatives;
- network with other Centres of Excellence, Jean Monnet Chairs, coordinators of Modules and supported Institutions;
- apply open educational resources (OER), publish the summaries, content and schedule of their activities as well as the expected outcomes.

WHAT ARE THE FUNDING RULES?

If the project is selected, the following funding rules will apply to the grant:

Eligible costs		Financing mechanism	Amount	Rule of allocation
Activity costs	Eligible direct costs ▪ Staff costs ▪ Travel and subsistence costs ▪ Subcontracting costs (maximum 30% of eligible direct costs) ▪ Equipment costs (maximum 10% of eligible direct costs) ▪ Teaching costs ▪ Other costs Eligible indirect costs 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 can be regarded as chargeable to the project (e.g. electricity or internet bills, costs for premises, cost of permanent staff, etc.)	Real costs	80% of the total eligible costs (unless a lower % of grant is requested by the applicant) Maximum € 100 000	Conditional: objectives and work programme must be clearly outlined in the application form

JEAN MONNET SUPPORT TO INSTITUTIONS AND ASSOCIATIONS

A. JEAN MONNET SUPPORT TO INSTITUTIONS

Jean Monnet supports institutions that enhance teacher and training activities on European Union subjects at the postgraduate level and/or for other relevant stakeholders. It also fosters activities aimed at elaborating, analysing and popularizing European Union subjects and their teaching.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Over the lifetime of the grant, institutions may typically realise a broad range of activities, such as for example:

collect, elaborate, analyse and disseminate European Union facts and knowledge
organise Master level courses on European Union issues or professional advanced training for practitioners, civil servants of local and regional authorities.

WHAT IS THE ROLE OF INSTITUTIONS?

Jean Monnet Institutions should become reference points in the European Union subject areas they cover.

They will assume the role of multipliers and they will disseminate knowledge; they will also contribute to collecting and capitalizing information as well as providing analysis and visions on specific subjects.

Institutions are ultimately responsible for their proposals. They are obliged to implement the activities described in their work programme during the entire duration of the grant.

WHAT ARE THE CRITERIA USED TO ASSESS A JEAN MONNET SUPPORT TO INSTITUTIONS?

Here below are listed the formal criteria that a Jean Monnet support to institutions must respect in order to be eligible for an Erasmus+ grant:

ELIGIBILITY CRITERIA

Who can apply?	Institutions active in the field of European integration studies, established in any country of the world are eligible, excluding the Jean Monnet designated institutions identified in the legal basis of the Erasmus+ Programme and the higher education institutions recognised as such by their national authorities. Individuals cannot apply directly for a grant.
Duration of project	Three years.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by the **26 February 12:00 (midday Brussels time)** for projects starting on 1 September of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project **(Maximum 25 points)**	▪ The relevance of the proposal to: - the objectives and priorities of the Action (Please see sections "What is the aim of Jean Monnet " and "What is Jean Monnet support to institutions") - the needs and objectives of the participating organisations and of the academics involved ▪ The extent to which the proposal: - is suitable for fostering the development of new teaching, research or debating activities - demonstrates evidence of academic added value - promotes European Union studies at the institution hosting the Jean Monnet Action - gives greater visibility to this field of study both within the institution hosting the Jean Monnet Action and at a national level ▪ The relevance of the proposal to priority target groups of the Action: - institutions established in countries not covered by the Jean Monnet Action - institutions not yet in receipt of Jean Monnet funding
Quality of the project design and implementation **(Maximum 25 points)**	▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, evaluation, follow-up and dissemination ▪ The consistency between project objectives, activities and budget proposed ▪ The quality and feasibility of the methodology proposed
Quality of the project team **(Maximum 25 points)**	▪ The extent to which the proposal involves key academic staff demonstrating an excellent profile and qualifications in specific fields of European Union studies, documented by evidence of high-level activities ▪ The pertinence of the profile and expertise of key academic staff involved with the activities carried out in the project

Impact and dissemination **(Maximum 25 points)**	▪ The quality of measures for evaluating the outcomes of the teaching activities ▪ The potential impact of the project: - on the institution hosting the Jean Monnet Action - on the students and learners benefiting from the Jean Monnet Action - on other organisations and individuals involved at local, regional, national and/or European levels ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action ▪ 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

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least 13 points in each of the categories of award criteria mentioned above.

WHAT ELSE SHOULD YOU KNOW ABOUT A JEAN MONNET SUPPORT TO INSTITUTIONS?

DISSEMINATION AND IMPACT

Institutions selected under this Action are required to disseminate and exploit the results of their teaching and research activities beyond the stakeholders directly involved. This will considerably increase the impact and contribute to a systemic change.

To increase their impact they should include in their dissemination activities the creation and offer of open educational resources (OER) and involve open education activities to respond to technological progress. This will foster more flexible and creative ways of learning and reach out to a considerably increasing number of students, professionals, policy makers and other interested groups.

All Institutions, awarded a Jean Monnet grant, will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet Activities will be hosted. They will be strongly encouraged to use the relevant existing platforms and tools (i.e. the Jean Monnet directory, the Jean Monnet virtual community). These functions, as part of the general IT tool for Erasmus+, will ensure that the wider public is informed about the institutions and their Jean Monnet courses. Grant holders will be asked to regularly update the tool with the results of their work.

WHAT ARE THE FUNDING RULES?

If the project is selected, the following funding rules will apply to the grant:

JEAN MONNET SUPPORT TO INSTITUTIONS

Eligible costs		Financing mechanism	Amount	Rule of allocation
Activity costs	Eligible direct costs ▪ Staff costs ▪ Travel and subsistence costs ▪ Subcontracting costs (maximum 30% of eligible direct costs) ▪ Equipment costs (maximum 10% of eligible direct costs) ▪ Teaching costs ▪ Other costs Eligible indirect costs 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 can be regarded as chargeable to the project (e.g. electricity or internet bills, costs for premises, cost of permanent staff, etc.)	Real costs	No maximum ceiling. 80% of the total eligible costs (unless a lower % of grant is requested by the applicant).	Conditional: objectives and work programme must be clearly outlined in the application form

B. JEAN MONNET SUPPORT TO ASSOCIATIONS

Jean Monnet supports associations that have as their explicit purpose to contribute to the study of the European integration process. Such associations should be interdisciplinary and open to all interested professors, teachers and researchers specialising in European Union issues in the relevant country or region. They should be representative of the academic community in European Union studies at regional, national or supranational level. Support will be given only to associations that are officially registered and have independent legal status.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Over the lifetime of the grant, associations may typically realise a broad range of activities, such as for example:

- organise and carry out statutory activities of associations dealing with European Union studies and European Union issues (e.g. the publication of a newsletter, the setting up of a dedicated website, the organisation of the annual board meeting, the organisation of specific promotional events aimed at providing greater visibility to European Union subjects, etc.);
- publicize European Union facts among a wider public enhancing active citizenship.

WHAT IS THE ROLE OF ASSOCIATIONS?

Jean Monnet Associations should become reference points in the European Union subject areas they cover.

They will assume the role of multipliers and they will disseminate knowledge; they will also contribute to collecting and capitalizing information as well as providing analysis and visions on specific subjects.

Associations are ultimately responsible for their proposals. They are obliged to implement the activities described in their work programme during the entire duration of the grant.

WHAT ARE THE CRITERIA USED TO ASSESS A JEAN MONNET SUPPORT TO ASSOCIATIONS?

Here below are listed the formal criteria that a Jean Monnet support to associations must respect in order to be eligible for an Erasmus+ grant:

ELIGIBILITY CRITERIA

Who can apply?	Any association of professors and researchers specialising in European Union Studies, established in any country of the world. The explicit purpose of the association must be to contribute to the study of the European integration process at national or transnational level. The association must have an interdisciplinary character. Individuals cannot apply directly for a grant.
Duration of project	Three years.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by the **26 February at 12:00 (midday Brussels time)** for projects starting on 1 September of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project **(Maximum 25 points)**	▪ The relevance of the proposal to: - the objectives and priorities of the Action (Please see sections "What is the aim of Jean Monnet " and "What is Jean Monnet support to associations") - the needs and objectives of the participating organisations and of the academics involved ▪ The extent to which the proposal: - is suitable for supporting the statutory activities of the association and for fostering the promotion of European Union facts among a wider public - demonstrates evidence of academic added value - promotes European Union studies at the association hosting the Jean Monnet Action - gives greater visibility to this field of study both within the association hosting the Jean Monnet Action and at a national level ▪ The relevance of the proposal to priority target groups of the Action: - associations established in countries not covered by the Jean Monnet Action - associations not yet in receipt of Jean Monnet funding
Quality of the project design and implementation **(Maximum 25 points)**	▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, evaluation, follow-up and dissemination ▪ The consistency between project objectives, activities and budget proposed ▪ The quality and feasibility of the methodology proposed
Quality of the project team **(Maximum 25 points)**	▪ The extent to which the proposal involves key academic staff demonstrating an excellent profile and qualifications in specific fields of European Union studies, documented by evidence of high-level activities ▪ The pertinence of the profile and expertise of key academic staff involved with the activities carried out in the project

Impact and dissemination **(Maximum 25 points)**	▪ The quality of measures for evaluating the outcomes of the activities ▪ The potential impact of the project: - on the association hosting the Jean Monnet Action - on the students and learners benefiting from the Jean Monnet Action - on other organisations and individuals involved at local, regional, national and/or European levels ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the association hosting the Jean Monnet Action ▪ 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

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least 13 points in each of the categories of award criteria mentioned above.

WHAT ELSE SHOULD YOU KNOW ABOUT A JEAN MONNET SUPPORT TO ASSOCIATIONS?

DISSEMINATION AND IMPACT

Associations selected under this Action are required to disseminate and exploit the results of their promotional activities beyond the stakeholders directly involved. This will considerably increase the impact and contribute to a systemic change.

To increase their impact they should include in their dissemination activities the creation and offer of open educational resources (OER) and involve open education activities to respond to technological progress. This will foster more flexible and creative ways of learning and reach out to a considerably increasing number of students, professionals, policy makers and other interested groups.

All Associations, awarded a Jean Monnet grant, will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet Activities will be hosted. They will be strongly encouraged to use the relevant existing platforms and tools (i.e. the Jean Monnet directory, the Jean Monnet virtual community). These functions, as part of the general IT tool for Erasmus+, will ensure that the wider public is informed about the associations and their Jean Monnet activities. Grant holders will be asked to regularly update the tool with the results of their work.

If the project is selected, the following funding rules will apply to the grant:

JEAN MONNET SUPPORT TO ASSOCIATIONS

Eligible costs		Financing mechanism	Amount	Rule of allocation
Activity costs	Eligible direct costs ▪ Staff costs ▪ Travel and subsistence costs ▪ Subcontracting costs (maximum 30% of eligible direct costs) ▪ Equipment costs (maximum 10% of eligible direct costs) ▪ Other costs Eligible indirect costs 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 can be regarded as chargeable to the project (e.g. electricity or internet bills, costs for premises, cost of permanent staff, etc.)	Real costs	Maximum € 50 000 80% of the total eligible costs (unless a lower % of grant is requested by the applicant).	Conditional: objectives and work programme must be clearly outlined in the application form

JEAN MONNET NETWORKS (POLICY DEBATE WITH THE ACADEMIC WORLD)

WHAT IS A JEAN MONNET NETWORK?

Jean Monnet Networks foster the creation and development of consortia of international players (HEIs, Centres of Excellence, departments, teams, individual experts, etc.) in the area of European Union studies.

They contribute to gathering information, exchanging practices, building knowledge and promoting the European integration process across the world. This Action can also support the enhancement of existing networks supporting specific activities, notably fostering the participation of young researchers in EU-related themes.

These projects will be based on unilateral proposals, focused on activities that cannot be achieved successfully at a national level and require the involvement of a minimum of five partner institutions (including the applicant institution) from five different countries. Their aim is to undertake projects that have a multinational rather than a national dimension.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Over the lifetime of a project, networks may typically realise a broad range of activities, such as for example:

- gathering and promoting information and results on methodologies applied to high-level research and teaching on EU studies;
- enhancing cooperation between different higher education institutions and other relevant bodies throughout Europe and around the world;
- exchanging knowledge and expertise with a view to mutually enhancing good practices;
- fostering cooperation and creating a high knowledge exchange platform with public actors and the European Commission services on highly relevant EU subjects.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN A JEAN MONNET NETWORKS?

Jean Monnet Networks should become reference points in the European Union subject areas they cover. They will take the role of multipliers and disseminate knowledge; they will also contribute to collect and capitalize information as well as provide analysis and visions on specific subjects.

Higher education institutions coordinating Jean Monnet Networks have the final responsibility for their proposals. They are obliged to implement the activities described in their work programme during the entire duration of the grant.

WHAT ARE THE CRITERIA USED TO ASSESS A JEAN MONNET SUPPORT TO NETWORKS?

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

ELIGIBILITY CRITERIA

Who can apply?	A higher education institution (HEI) or other organisation active in the European integration area, established in any country of the world. HEIs located in Erasmus+ Programme Countries must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries. The applicant must be the coordinator of the network that comprises a minimum of five participating institutions from five different countries. The designated European institutions (identified in the legal basis of the Erasmus+ Programme) pursuing an aim of European interest are not eligible to apply under this Action.
Duration of project	Three years.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by **26 February at 12:00 (midday Brussels time)** For projects starting on 1 September of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (Maximum 25 points)	▪ The relevance of the proposal to: - the objectives and priorities of the Action (see sections "What are the aims of Jean Monnet" and "What is a Jean Monnet Network") - the needs and objectives of the participating organisations and of the academics involved ▪ The extent to which the proposal: - is suitable for fostering the development of new teaching, research or debating activities - demonstrates evidence of academic added value - promotes European studies at the institution hosting the Jean Monnet Action as well as the member institutions of the Network - gives greater visibility to this field of study within the institution hosting the Jean Monnet Action, at the member institutions of the Network as well as at national and transnational level ▪ The relevance of the proposal to priority target groups of the Action: - institutions established in countries not covered by the Jean Monnet Action - institutions or academics not yet in receipt of Jean Monnet funding
Quality of the project design and implementation (Maximum 25 points)	▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, evaluation, follow-up and dissemination ▪ The consistency between project objectives, activities and budget proposed ▪ The quality and feasibility of the methodology proposed ▪ The design and management of Network activities including communication channels between the members
Quality of the project team (Maximum 25 points)	▪ The extent to which the proposal involves key academic staff demonstrating an excellent profile and qualifications in specific fields of European Union studies, documented by evidence of high-level activities ▪ The pertinence of the profile and expertise of key academic staff involved with the activities carried out in the project ▪ The composition of the Network in terms of geographical coverage and complementarity of competencies

Impact and dissemination (Maximum 25 points)	▪ The quality of measures for evaluating the outcomes of the teaching activities ▪ The potential impact and multiplier effect of the project: - on the institution hosting the Jean Monnet Action and on the member institutions of the Network - on the students and learners benefiting from the Jean Monnet Action - on other organisations and individuals involved at local, regional, national, transnational and/or European levels ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action ▪ 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.

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least 13 points in each of the categories of award criteria mentioned above.

WHAT ELSE SHOULD YOU KNOW ABOUT A JEAN MONNET SUPPORT TO NETWORKS?

DISSEMINATION AND IMPACT

Networks selected under this Action are required to disseminate and exploit the results of their activities beyond the participants directly involved. This will considerably increase the impact and contribute to a systemic change.

To increase their impact they should include in their dissemination activities the creation of tools and events adapted to their objectives.

All Jean Monnet Networks will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet Activities will be hosted. They will be strongly encouraged to use the relevant existing platforms and tools (i.e. the Jean Monnet directory, the Jean Monnet virtual community). These functions, as part of the general IT tool for Erasmus+ ensures that the wider public is informed about the Jean Monnet Network activities. Grant holders will be asked to regularly update the tool with the results of their work.

WHAT ARE THE FUNDING RULES?

If the project is selected, the following funding rules will apply to the grant:

Eligible costs		Financing mechanism	Amount	Rule of allocation
Activity costs	Eligible direct costs ▪ Staff costs ▪ Travel and subsistence costs ▪ Subcontracting costs (maximum 30% of eligible direct costs) ▪ Equipment costs (maximum 10% of eligible direct costs) ▪ Teaching costs ▪ Other costs Eligible indirect costs 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 can be regarded as chargeable to the project (e.g. electricity or internet bills, costs for premises, cost of permanent staff, etc.)	Real costs	Maximum € 300 000 80% of the total eligible costs (unless a lower % of grant is requested by the applicant).	Conditional: objectives and work programme must be clearly outlined in the application form

JEAN MONNET PROJECTS (POLICY DEBATE WITH THE ACADEMIC WORLD)

WHAT IS A JEAN MONNET PROJECT?

Jean Monnet Projects support innovation, cross-fertilisation and the spread of European Union content. These projects will be based on unilateral proposals - although the proposed activities may involve other partners - and may last between 12 and 24 months.

- **"Innovation"** projects will explore new angles and different methodologies in view of making European Union subjects more attractive and adapted to various kinds of target populations (e.g. projects on Learning EU @ School);
- **"Cross-fertilisation"** projects will promote discussion and reflection on European Union issues and enhance knowledge about the Union and its processes. These projects will aim at boosting EU knowledge in specific contexts;
- "**Spread content**" projects will mainly concern information and dissemination activities.

WHICH ACTIVITIES ARE SUPPORTED UNDER JEAN MONNET PROJECTS?

Over their lifetime, Jean Monnet Projects may typically realise a broad range of activities, such as for example:

- development and testing newly designed methodologies, content and tools on specific European Union topics;
- development of academic content and tools specifically designed for students of faculties/schools not normally dealing with EU issues (e.g. EU consumer protection policy for students in veterinary/health care/medicine);
- creation of virtual classrooms on specific subject areas and testing them in different contexts;
- design, production and implementation of self-training tools promoting active citizenship in the EU;
- developing and delivering appropriate pedagogical content and new/adapted didactic material for the teaching of European Union issues at the level of primary and secondary education (Learning EU @ School);
- design and implementation of teacher training and continuing education for teachers, providing them with the appropriate knowledge and skills to teach European Union subjects;
- provision of specifically designed activities on the European Union to pupils at the level of primary and secondary schools and in vocational education and training institutions;
- boosting the level of knowledge and/or enhance the dynamic of a "department/chair/research team" in a given faculty/school which has expressed a specific interest/need via joint academic activities;
- Joint development of content and co-teaching for students involving several institutions. Participating institutions may organise common activities, preparation of tools supporting courses, delivery of courses on EU issues particularly in those disciplines not traditionally associated with this field of study;
- supporting information and dissemination activities for staff of the public administration, for experts in specific subjects and for civil society as a whole;
- organisation of conferences, seminars and/or roundtables in relevant European Union issues.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN A JEAN MONNET PROJECT?

The institution proposing the project is required to prepare a clear and sustainable strategy with a detailed work programme including information about the expected results. It should justify the need of the activities proposed, the direct and indirect beneficiaries, it should guarantee the active role of all the participating organisations.

Proposals are signed by the legal representative of the higher education institutions (or other eligible organisations) and provide information about the legal status, objectives and activities of the applicant institution. Higher education institutions (or other eligible organisations) have the final responsibility for their proposals. They are obliged to implement the activities described in their projects during the entire duration of the project.

WHAT ARE THE CRITERIA USED TO ASSESS A JEAN MONNET PROJECT?

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

ELIGIBILITY CRITERIA

Who can apply?	Higher education institutions or other organisations active in the European Union subject area, established in any country of the world. HEIs located in Erasmus+ Programme Countries must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries. The designated institutions (identified in the legal basis of the Erasmus+ Programme) pursuing an aim of European interest are not eligible to apply under this Action. Primary and secondary education establishments are not eligible to apply, although they may actively contribute to the realisation of the activities.
Number of participating organisations	The number of organisations in the application form is one (the applicant) The project may involve other organisations at a later stage.
Duration of project	From 12 to 24 months.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by **26 February at 12:00 (midday Brussels time)** for projects starting onf 1 September of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (Maximum 25 points)	▪ The relevance of the proposal to: - the objectives and priorities of the Action (see sections "What are the aims of the Jean Monnet" and "What is a Jean Monnet Project") - the specific objectives of the "Jean Monnet Projects" ("Innovation", "Cross-fertilisation", "Spread content" - the needs and objectives of the participating organisations and of the academics involved ▪ The extent to which the proposal: - is suitable for fostering the development of new teaching, research or debating activities - demonstrates evidence of academic added value - promotes European studies at the institution hosting the Jean Monnet Action - gives greater visibility to this field of study both within the institution hosting the Jean Monnet activities and at a national level ▪ The relevance of the proposal to priority target groups of the Action: - institutions established in countries not covered by the Jean Monnet Action - institutions or academics not yet in receipt of Jean Monnet funding
Quality of the project design and implementation (Maximum 25 points)	▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, evaluation, follow-up and dissemination ▪ The consistency between project objectives, activities and budget proposed ▪ The quality and feasibility of the methodology proposed

Quality of the project team (Maximum 25 points)	▪ The extent to which the proposal involves key academic staff demonstrating an excellent profile and qualifications in specific fields of European Union studies, documented by evidence of high-level activities ▪ The pertinence of the profile and expertise of key academic staff involved with the activities carried out in the project ▪ For projects targeting primary and secondary school students: the involvement of project staff with relevant pedagogical skills
Impact and dissemination (Maximum 25 points)	▪ The quality of measures for evaluating the outcomes of the teaching activities ▪ The potential impact of the project: - on the institution hosting the Jean Monnet Action - on the students and learners benefiting from the Jean Monnet Action - on other organisations and individuals involved at local, regional, national and/or European levels ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action ▪ 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

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least 13 points in each of the categories of award criteria mentioned above.

WHAT ELSE SHOULD YOU KNOW ABOUT A JEAN MONNET PROJECT?

DISSEMINATION AND IMPACT

Jean Monnet Projects are required to disseminate and exploit the results of the activities beyond the stakeholders directly involved. This will considerably increase the impact and contribute to a systemic change.

Jean Monnet Projects will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet Activities will be hosted. They will be strongly encouraged to use the relevant existing platforms and tools (i.e. the Jean Monnet directory, the Jean Monnet virtual community). These functions, as part of the general IT tool for Erasmus+, will ensure that the wider public is informed about the results. Grant holders will be asked to regularly update the tool with the results of their work.

Jean Monnet Projects are encouraged to:
- participate in dissemination and information events at national and European level;
- organise events (lectures, seminars, workshops, etc.) with policy makers at local, regional and national level as well as with organised civil society and schools;
- disseminate the results of their activities via the organisation of seminars or lectures geared and adapted to general public and civil society representatives;
- network with Centres of Excellence, Jean Monnet Chairs, coordinators of Modules and supported Institutions and Associations;
- apply open educational resources (OER), publish the summaries, content and schedule of their activities as well as the expected outcomes.

WHAT ARE THE FUNDING RULES?

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

Maximum grant awarded for a Jean Monnet Project: 60 000 EUR (representing maximum of 75% of the total costs)

Eligible costs		Financing mechanism	Amount
Participation in conferences	Contribution to costs linked to the organisation of conferences, seminars, workshops, etc., excluding costs linked to the participation of non-local speakers	Unit costs	D.2 per day per participant
Travel (non-local speakers)	Contribution to the travel costs of non-local speakers attending the conferences, based on the travel distance. Travel distances must be calculated using the distance calculator supported by the European Commission[132], indicating the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip[133]	Unit costs	For travel distances between 100 and 499 KM: 180 EUR per participant
			For travel distances between 500 and 1999 KM: 275 EUR per participant
			For travel distances between 2000 and 2999 KM: 360 EUR per participant
			For travel distances between 3000 and 3999 KM: 530 EUR per participant
			For travel distances between 4000 and 7999 KM: 820 EUR per participant
			For travel distances of 8000 KM or more: 1100 EUR per participant
Subsistence (non-local speakers)	Contribution to the subsistence costs of non-local speakers attending the conferences	Unit costs	D.3 per day per participant

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

[133] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the non-local speaker from Madrid to Rome and return.

Complementary activities	Contribution to any additional peripheral cost related to complementary activities developed in this Action: e.g. academic follow-up of the event, creation and maintenance of a website, design, printing and dissemination of publications; interpretation costs; production costs	Lump sum	25.000 EUR

The specific amounts applying to Jean Monnet Projects can be found in the section "Jean Monnet unit costs" at the end of the Jean Monnet chapter in this Part of the Guide.

JEAN MONNET UNIT COSTS

D.1 – NATIONAL TEACHING COSTS (IN EURO PER TEACHING HOUR)

The amounts depend on the country where the teaching activity takes place.

Programme Countries	
Belgium	200
Bulgaria	80
Czech Republic	107
Denmark	200
Germany	200
Estonia	107
Ireland	172
Greece	129
Spain	161
France	184
Croatia	96
Italy	166
Cyprus	151
Latvia	98
Lithuania	106
Luxembourg	200
Hungary	104
Malta	138
Netherlands	200
Austria	200
Poland	104
Portugal	126
Romania	81
Slovenia	136
Slovakia	114
Finland	193
Sweden	200
United Kingdom	184
former Yugoslav Republic of Macedonia	80
Iceland	159
Liechtenstein	80
Norway	200
Turkey	87
Partner Countries	
Antigua and Barbuda	92
Australia	200
Bahrain	110
Barbados	94
Brunei	200
Canada	200
Chile	83
Equatorial Guinea	131
Hong Kong	200
Israel	144
Japan	178
Korea, Republic of	153
Kuwait	200
Libya	90
Mexico	86
New-Zealand	153
Oman	131
Qatar	200
Saint Kitts and Nevis	84
Saudi Arabia	126
Seychelles	126
Singapore	200
Switzerland	200
Territory of Russia as recognised by international law	109
Trinidad and Tobago	115
United Arab Emirates	200
United States of America	200
Other	80

D.2 – NATIONAL CONFERENCE COSTS (IN EURO PER DAY)

The amounts depend on the country where the activity takes place.

Programme Countries	
Belgium	88
Bulgaria	40
Czech Republic	55
Denmark	94
Germany	90
Estonia	47
Ireland	75
Greece	56
Spain	70
France	80
Croatia	42
Italy	73
Cyprus	66
Latvia	43
Lithuania	47
Luxembourg	144
Hungary	46
Malta	60
Netherlands	97
Austria	94
Poland	45
Portugal	55
Romania	40
Slovenia	59
Slovakia	50
Finland	84
Sweden	95
United Kingdom	81
former Yugoslav Republic of Macedonia	40
Iceland	69
Liechtenstein	40
Norway	138
Turkey	40

Partner Countries	
Argentina	44
Australia	90
Bahrain	43
Barbados	41
Brunei	115
Canada	89
Equatorial Guinea	57
Hong Kong	117
Israel	63
Japan	78
Korea, Republic of	67
Kuwait	110
Macao	154
New-Zealand	67
Oman	57
Qatar	194
Saudi Arabia	55
Seychelles	55
Singapore	133
Switzerland	118
Territory of Russia as recognised by international law	48
Trinidad and Tobago	50
United Arab Emirates	107
United States of America	109
Other	40

D.3 - SUBSISTENCE: NON-LOCAL SPEAKERS (IN EURO PER DAY)

The amounts depend on the country where the activity takes place.

Programme Countries	
Belgium	232
Bulgaria	227
Czech Republic	230
Denmark	270
Germany	208
Estonia	181
Ireland	254
Greece	222
Spain	212
France	245
Croatia	180
Italy	230
Cyprus	238
Latvia	211
Lithuania	183
Luxembourg	237
Hungary	222
Malta	205
Netherlands	263
Austria	225
Poland	217
Portugal	204
Romania	222
Slovenia	180
Slovakia	205
Finland	244
Sweden	257
United Kingdom	276
former Yugoslav Republic of Macedonia	210
Iceland	245
Liechtenstein	175
Norway	220
Turkey	220

Partner Countries	
Afghanistan	125
Albania	210
Algeria	170
Andorra	195
Angola	280
Antigua and Barbuda	225
Argentina	285
Armenia	280
Australia	210
Azerbaijan	270
Bahamas	190
Bahrain	275
Bangladesh	190
Barbados	215
Belarus	225
Belize	185
Benin	150
Bhutan	180
Bolivia	150
Bosnia and Herzegovina	200
Botswana	185
Brazil	245
Brunei	225
Burkina Faso	145
Burundi	165
Cambodia	165
Cameroon	160
Canada	230
Cape Verde	125
Central African Republic	140
Chad	210
Chile	245
China	210
Colombia	170
Comoros	135
Congo (Democratic Republic of the)	245
Congo (Republic of)	185
Cook Islands	185
Costa Rica	190
Cuba	225
Djibouti	235
Dominica	215
Dominican Republic	230
East Timor	160
Ecuador	190
Egypt	205
El Salvador	180
Equatorial Guinea	145
Eritrea	130
Ethiopia	195
Fiji	170
Gabon	190
Gambia	170
Georgia	295
Ghana	210
Grenada	215
Guatemala	175
Guinea, Republic of	185
Guinea-Bissau	140
Guyana	210
Haiti	190
Honduras	175
Hong Kong	265
India	245
Indonesia	195
Iran	200
Iraq	145
Israel	315
Ivory Coast	190
Jamaica	230
Japan	405
Jordan	195
Kazakhstan	245
Kenya	225
Kiribati	205
Korea, DPR	230

Korea, Republic of	300
Kosovo, under UNSC 1244/1999	220
Kuwait	280
Kyrgyzstan	255
Laos	195
Lebanon	260
Lesotho	150
Liberia	235
Libya	225
Macao	150
Madagascar	155
Malawi	215
Malaysia	250
Maldives	185
Mali	155
Marshall Islands	185
Mauritania	125
Mauritius	200
Mexico	255
Micronesia	190
Moldova	250
Monaco	170
Mongolia	160
Montenegro	220
Morocco	205
Mozambique	200
Myanmar	125
Namibia	135
Nauru	185
Nepal	185
New-Zealand	185
Nicaragua	185
Niger	125
Nigeria	235
Niue	185
Oman	205
Pakistan	180
Palau	185
Palestine	170
Panama	210
Papua New Guinea	190
Paraguay	190
Peru	210

Philippines	210
Qatar	200
Rwanda	225
Saint Kitts and Nevis	270
Sainte-Lucia	215
Saint-Vincent and the Grenadines	265
Samoa	185
San Marino	175
Sao Tome and Principe	155
Saudi Arabia	280
Senegal	200
Serbia	220
Seychelles	225
Sierra Leone	190
Singapore	225
Solomon Islands	170
Somalia	175
South Africa	195
Sri Lanka	155
Sudan	270
Suriname	180
Swaziland	140
Switzerland	220
Syria	225
Tajikistan	185
Taiwan	255
Tanzania	250
Territory of Russia as recognised by international law	365
Territory of Ukraine as recognised by international law	270
Thailand	205
Togo	155
Tonga	155
Trinidad and Tobago	175
Tunisia	145
Turkmenistan	230
Tuvalu	185
Uganda	235
United Arab Emirates	265
United States of America	280
Uruguay	215
Uzbekistan	230

Vanuatu	170
Vatican City State	175
Venezuela	210
Vietnam	255
Yemen	225
Zambia	185
Zimbabwe	165
Other	205

SPORT

WHICH ACTIONS ARE SUPPORTED?

The following Actions in the field of sport are implemented through this Programme Guide:

- Collaborative Partnerships;
- Not-for-profit European sport events.

In addition, Erasmus+ also supports Actions to strengthen the evidence base for policy making (studies, data gathering, surveys, etc.), to promote the dialogue with relevant European stakeholders (the EU Sport Forum, EU Presidency events, conferences, meetings, seminars, etc.). These Actions will be implemented by the European Commission either directly or through the Executive Agency.

The specific objectives pursued by the Erasmus+ Programme in the field of sport are 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;
- promote and support good governance in sport and dual careers of athletes;
- promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity, through increased participation in, and equal access to sport for all.

As provided by the Erasmus+ Regulation, focus is to be given to grassroots sport.

The Actions in the field of sport are expected to result in the development of the European dimension in sport by generating, sharing and spreading experiences and knowledge about different issues affecting sport at the European level.

Ultimately, sport projects supported through Erasmus+ should lead to increased levels of participation in sport, physical activity and voluntary activity.

More specifically,

- Increased knowledge and awareness regarding sport and physical activity in Programme Countries
- Increased awareness of as regards the role of sport in promoting social inclusion, equal opportunities and health-enhancing physical activity
- Strengthened cooperation between institutions and organisations active in the field of sport and physical activity
- Better participation of sport organisations and other relevant organisations from various Programme Countries in enhanced networks
- Improved sharing of good practices

The Actions in the field of sport are expected to contribute to the implementation of the European Week of Sport, which is an initiative launched by the Commission to promote sport and physical activity in the European Union, in the light of declining participation levels.

The European Week of Sport will evolve over the years. Ultimately, it is intended to be organised following a fixed calendar (2nd week of September) with an official opening, a flagship event, and 3 to 5 focus days, each day with a different focus theme (examples: sport & schools, sport & enterprises, sport & handicap, etc.) Among other activities, the European Week of Sport will encourage the organisation of cross-border awareness raising activities.

The first edition of the European Week of Sport will be organised in September 2015. At EU level, the European Week of Sport will take place from 7 to 13 September 2015. National events in the context of the European Week of Sport can take place between 7 and 30 September 2015.

Further information as regards the 2015 European Week of Sport, including the focus themes, can be found on http://ec.europa.eu/sport/events/2015/sport-week_en.htm

COLLABORATIVE PARTNERSHIPS

WHAT ARE THE AIMS OF A COLLABORATIVE PARTNERSHIP?

Collaborative Partnerships offer the opportunity to develop, transfer and/or implement innovative practices in different areas relating to sport and physical activity between various organisations and actors in and outside sport, including in particular public authorities at local, regional, national and European levels, sport organisations, sport-related organisations and educational bodies. Collaborative Partnerships are, in particular, innovative projects aimed to:

- Encourage participation in sport and physical activity, especially by supporting the implementation of the European Week of Sport
- Encourage participation in sport and physical activity, especially by supporting the implementation of the EU Physical Activity Guidelines
- Promote the Dual Careers of Athletes, especially by supporting the implementation of the EU Guidelines on Dual Careers of Athletes
- Combat doping, notably in recreational environments
- Combat match-fixing, especially through the support to prevention, awareness-raising and cooperation among stakeholders
- Promote voluntary activity in sport
- Support innovative and educational approaches to contain violence and tackle racism, discrimination and intolerance in sport
- Improve good governance in sport
- Encourage social inclusion and equal opportunities in sport, especially by supporting the implementation of EU strategies, notably the EU Gender Equality Strategy and the EU Disability Strategy.

Collaborative Partnerships should promote the creation and development of European networks in the field of sport. The EU can thereby provide opportunities for strengthened cooperation among stakeholders, which would not have existed without EU action. Collaborative Partnerships should also foster synergy with, and between, local, regional, national and international policies to promote sport and physical activity and to address sport-related challenges.

Within the framework of Collaborative Partnerships, Erasmus+ intends to support the testing and development of new project formats and new forms of transnational cooperation in the field of sport that are likely to inspire the development, on a larger scale of initiatives supported with national funding schemes or other European funds, such as the European Structural and Investment Funds.

The Commission, through its Executive Agency, will carry out two selection rounds over the year, as follows:

- first round of the year: Collaborative Partnerships that carry out initiatives and activities during the 2015 European Week of Sport and/or have a thematic link with it;

- second round of the year: any type of Collaborative Partnership, not related to the 2015 European Week of Sport.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Erasmus+ offers a large flexibility in terms of activities that Collaborative Partnerships can implement, as long as a proposal demonstrates that these activities are the most appropriate to reach the objectives defined for the project. Collaborative Partnerships may typically cover a broad range of activities, such as for example:

- networking among key stakeholders;
- promotion, identification and sharing of good practices;
- preparation, development and implementation of educational and training modules and tools;
- activities to increase the competences of multipliers in the field of sport and to develop monitoring and benchmarking of indicators, notably as regards the promotion of ethical behaviours and codes of conduct among sportspeople;
- awareness-raising activities on the added value of sport and physical activity in relation to the personal, social and professional development of individuals;
- activities to promote innovative synergies between the field of sport and the fields of health, education, training and youth;
- activities to improve the evidence-base of sport to tackle societal and economic challenges (collection of data

underpinning the aforementioned activities, surveys, consultations, etc.);
- conferences, seminars, meetings, events and awareness-raising actions underpinning the aforementioned activities.

WHO CAN TAKE PART IN A COLLABORATIVE PARTNERSHIP?

Collaborative Partnerships are open to any type of public institutions or non-profit organisations active in the field of sport and physical activity. Depending on the objective of the project, Collaborative Partnerships should involve an appropriate and diverse range of partners in order to benefit from different experiences, profiles and expertise and to produce relevant and high quality project results.

Collaborative Partnerships target the cooperation between organisations established in Programme Countries.

A Collaborative Partnership should be composed of:

- applicant/coordinator: organisation that submits the project proposal on behalf of all the partners. When the project is granted, the applicant/coordinator will become the main EU grant beneficiary and will sign a multi-beneficiary grant agreement on behalf of all the participating organisations. Its coordinating role stands for the following duties:
  - represents and acts on behalf of the participating organisations vis-à-vis the European Commission,
  - bears the financial and legal responsibility for the proper operational, administrative and financial implementation of the entire project,
  - coordinates the Collaborative Partnership in cooperation with all other project partners.

- partners: organisations that contribute actively to the preparation, implementation and evaluation of the Collaborative Partnership. Each partner must sign a mandate by which the signatory grants power of attorney to the coordinator to act in his name and for his account during the implementation of the project.

WHAT ARE THE CRITERIA USED TO ASSESS A COLLABORATIVE PARTNERSHIP?

The list hereafter includes the formal criteria that a Collaborative Project must respect in order to be eligible for an Erasmus+ grant:

ELIGIBILITY CRITERIA

Eligible participating organisations	Any non-profit organisation or public body, established in a Programme Country or in any Partner Country of the world (see section "Eligible Countries" in Part A of this Guide). For example, such organisation can be (non-exhaustive list): ▪ a public body in charge of sport at local, regional or national level; ▪ a National Olympic Committee or National Sport confederation; ▪ a sport organisation at local, regional, national, European or international level; ▪ a national sports league; ▪ a sport club; ▪ an organisation or union representing athletes; ▪ an organisation or unions representing professionals and volunteers in sport (such as coaches, managers, etc); ▪ an organisation representing the 'sport for all' movement; ▪ an organisation active in the field of physical activity promotion; ▪ an organisation representing the active leisure sector; ▪ an organisation active in the field of education, training or youth.
Who can apply?	Any participating organisation established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.

Number and profile of participating organisations	A Collaborative Partnership is transnational and involves at least five organisations from five different Programme Countries. All participating organisations must be identified at the time of applying for a grant.
Duration of project	Collaborative Partnerships submitted under the first round of the year (related to the 2015 European Week of Sport): maximum 18 months. Collaborative Partnerships submitted under the second round of the year (not related to the 2015 European Week of Sport): from 12 to 36 months. The duration must be chosen at application stage (12, 18, 24, 30 or 36 months), based on the objective of the project and on the type of activities foreseen over time.
Venue(s) of the activity	Activities must take place in the countries (one or more) of the organisations involved in the Collaborative Partnership.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	For projects related to the 2015 European Week of Sport, applicants have to submit their grant application by **22 January at 12:00 (midday Brussels time)** for projects starting between1 April and 1 September of the same year. For projects not related to the 2015 European Week of Sport, applicants have to submit their grant application by **14 May at 12:00 (midday Brussels time**) for projects starting on 1 January of the following year.
How to apply?	Please see Part C of this Guide for more details on how to apply.

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

AWARD CRITERIA

Indicatively 50 % of the budget will be dedicated to projects addressing the following objectives:

- support the implementation of the EU Guidelines on Dual Careers of Athletes;
- support the implementation of the EU Physical Activity Guidelines, including projects supporting the implementation of the European Week of Sport.

Indicatively 50% of the budget will be dedicated to other objectives mentioned in the above section "What is a Collaborative Partnership".

Within these categories, projects will be assessed against the following criteria:

Relevance of the project (maximum 30 points)	▪ The relevance of the proposal to: - the objectives of European policies in the field of sport - the objectives and the priorities of this Action (see section "What are the aims of a Collaborative Partnership") ▪ The extent to which: - the proposal is based on a genuine and adequate needs analysis - the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups - the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations - the proposal brings added value at EU level through results that would not be attained by activities carried out solely in a single country

Quality of the project design and implementation (max 20 points)	▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination ▪ The consistency between project objectives, methodology, activities and budget proposed ▪ The quality and feasibility of the methodology proposed ▪ The existence and quality of management arrangements (timelines, organisation, tasks and responsibilities are well defined and realistic) ▪ The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget ▪ The extent to which the project is cost-effective and allocates appropriate resources to each activity
Quality of the project team and the cooperation arrangements (maximum 20 points)	• The extent to which: - where appropriate, the project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project - the projects includes people with expertise in appropriate fields such as sports policy and practice (training, competitions, coaching, etc.), academic expertise as well as the ability to reach out wider audiences - the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations ▪ If applicable, the extent to which the involvement of a participating organisation from a Partner Country brings an essential added value to the project (if this condition is not fulfilled, the project will not be considered for selection)
Impact and dissemination (maximum 30 points)	▪ The quality of measures for evaluating the outcomes of the project ▪ The potential impact of the project: - on participants and participating organisations, during and after the project lifetime - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels ▪ The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations ▪ If relevant, the extent to which the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations ▪ The quality of the plans for ensuring the sustainability of the project: its capacity to continue having an impact and producing results after the EU grant has been used up

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the categories of award criteria mentioned above (i.e. minimum 15 points for the categories "relevance of the project" and "impact and dissemination"; 10 points for the categories "quality of the project design and implementation" and "quality of the project team and the cooperation arrangements").

WHAT ARE THE FUNDING RULES?

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

Eligible costs		Financing mechanism	Amount	Rule of allocation
Activity costs	Costs directly linked to the implementation of the complementary activities of the project, including: Eligible direct costs: ▪ Personnel ▪ Travel and subsistence ▪ Equipment ▪ Consumables and supplies ▪ Subcontracting ▪ Duties, taxes and charges ▪ Other costs Indirect costs: 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 can be regarded as chargeable to the project (e.g. electricity or internet bills, costs for premises, cost of permanent staff, etc.)	Real costs	Maximum grant awarded: **500 000 EUR** Maximum 80% of the total eligible costs.	Conditional: the budget requested is justified in relation to the planned activities.

NOT-FOR-PROFIT EUROPEAN SPORT EVENTS

WHAT ARE THE AIMS OF A NOT-FOR-PROFIT EUROPEAN SPORT EVENT?

This Action is aimed to:

- support the implementation, in the field of sport, of EU strategies in the areas of social inclusion and equal opportunities, notably the EU Gender Equality Strategy and the EU Disability Strategy and the Racial Equality directive;
- encourage participation in sport and physical activity, building in, inter alia, on the implementation of the EU Physical Activity Guidelines;
- support the implementation of the European Week of Sport.

The Commission, through its Executive Agency, will carry out two selection rounds over the year, as follows:

- first round of the year: events organised during the 2015 European Week of Sport;
- second round of the year: other events, not related to the 2015 European Week of Sport.

WHAT IS A NOT-FOR-PROFIT EUROPEAN SPORT EVENT?

This Action provides financial support for:

- the organisation of European-wide sport events organised in one Programme Country.
- national events - organised simultaneously in several Programme Countries by not-for-profit organisations or public bodies active in the field of sport.

The expected results of these events are:

- increased awareness as regards the role of sport in promoting social inclusion, equal opportunities and health-enhancing physical activity;
- increased participation in sport, physical activity and voluntary activity.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Support for events will imply assigning EU grants to individual organisations in charge of the preparation, organisation and follow-up to a given event. The following standard activities will be supported under this Action (non-exhaustive list):

- organisation of educational activities for athletes, coaches, organisers and volunteers in the run-up to the event;
- organisation of the event;
- organisation of side-activities to the sporting event (conferences, seminars);
- implementation of legacy activities (evaluations, drafting of future plans);
- communication activities linked to the topic of the event.

WHICH ACTIVITIES ARE NOT ELIGIBLE UNDER THIS ACTION?

- Sport competitions organised by international, European or national sport federations/leagues on a regular basis;
- Professional sport competitions.

WHAT ARE THE CRITERIA USED TO ASSESS A NOT-FOR-PROFIT EUROPEAN SPORT EVENT?

The list hereafter includes the formal criteria that a not-for-profit European sport event must respect in order to be eligible for an Erasmus+ grant:

ELIGIBILITY CRITERIA

Who can apply?	Any public body or non-profit organisation active in the field of sport, established in a Programme Country. For example, such organisation can be (non-exhaustive list): ▪ a public body in charge of sport at local, regional or national level; ▪ a sport organisation at local, regional, national, European or international level; ▪ the coordinator of a national event organised in the framework of a European event in the field of sport.
Profile of participants	For not-for-profit European sport events related to the 2015 European Week of Sport: European-wide sport events organised in one country must involve participants to the event from at least 3 different Programme Countries. OR events must be organised simultaneously in at least 3 Programme Countries. For not-for-profit European sport events not related to the 2015 European Week of Sport: European-wide sport events organised in one country must involve participants to the event from at least 12 different Programme Countries. OR Sport events organised simultaneously in several Programme Countries must involve participants to the events from at least 12 different Programme Countries. This condition is fulfilled as long as these participants are involved in the sum of events in total.
Duration of project	Up to 1 year (from preparation of the event to its follow-up).
Dates of the event	For not-for-profit European sport events related to the 2015 European Week of Sport: the event must take place between 7 and 30 September 2015; For not-for-profit European sport events not related to the 2015 European Week of Sport: the event must take place in 2016 (any date).
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by the following dates: ▪ For not-for-profit European sport events organised during the 2015 European Week of Sport: **22 January 2015, at 12:00 (midday Brussels time)** for projects starting on 1 May of the same year. ▪ For not-for-profit European sport events organised outside the 2015 European Week of Sport: **14 May 2015 May, at 12:00 (midday Brussels time)** for projects starting on 1 November of the same year.
How to apply?	Please see Part C of this Guide for more details on how to apply.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (maximum 30 points)	▪ The relevance of the proposal to: - the objectives of European policies in the field of sport - the objectives and the priorities of this Action (see section "What are the aims of a not-for-profit European Sport event?") ▪ The extent to which: - the proposal is based on a genuine and adequate needs analysis - the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups - the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations - the proposal brings added value at EU level through results that would not be attained by activities carried out solely in a single country
Quality of the project design and implementation (maximum 40 points)	▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination ▪ The consistency between project objectives, methodology, activities and budget proposed ▪ The quality and feasibility of the methodology proposed ▪ The extent to which the project includes people with expertise in different areas such as sports practice (training, competitions, coaching, etc.) ▪ The existence and quality of management arrangements (timelines, organisation, tasks and responsibilities are well defined and realistic) ▪ The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget ▪ The extent to which the project is cost-effective and allocates appropriate resources to each activity
Impact and dissemination (maximum 30 points)	▪ The quality of measures for evaluating the outcomes of the project ▪ The potential impact of the project: - on participants and participating organisations, during and after the project lifetime - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels ▪ The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations ▪ The quality of measures to ensure visibility and media coverage of the event and of the EU support

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

WHAT ARE THE FUNDING RULES?

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

Eligible costs		Financing mechanism	Amount	Rule of allocation
Activity costs	Costs directly linked to the implementation of the complementary activities of the project, including: Eligible direct costs: ▪ Personnel ▪ Travel and subsistence ▪ Equipment ▪ Consumables and supplies ▪ Subcontracting ▪ Duties, taxes and charges ▪ Other costs Indirect costs: 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 can be regarded as chargeable to the project (e.g. electricity or internet bills, costs for premises, cost of permanent staff, etc.)	Real costs	Maximum grant awarded: • For not-for-profit European sport events organised during the 2015 European Week of Sport: **250.000 EUR** • For not-for-profit European sport events not related to the 2015 European Week of Sport: **500. 000 EUR** Maximum 80% of the total eligible costs.	Conditional: the budget requested is justified in relation to the planned activities.

PART C - INFORMATION FOR APPLICANTS

All those organisations (including informal groups) who intend to submit a project proposal in order to receive financial support from the EU under the Erasmus+ Programme are invited to read carefully this section which is drafted in accordance with the provisions of the Title VI of the Financial Regulation[134] applicable to the general budget of the European Union (hereafter defined "EU Financial Regulation") and with its rules of application.

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

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

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

- Each organisation involved in the application must register in the Participant Portal and receive a Participant Identification Code (PIC). Organisations/groups that have already obtained a PIC through their participation in other EU programmes do not need to register again. The PIC obtained from this previous registration is valid also for applying under Erasmus+.
- check the compliance with the Programme criteria for the relevant Action/field;
- check the financial conditions;
- fill in and submit the application form.

STEP 1: REGISTER IN THE PARTICIPANT PORTAL

All organisations involved in the application must be registered and provide their basic legal and financial data in the Education, Audiovisual, Culture, Citizenship and Volunteering Participant Portal, if not already done.

To register in the Participant Portal, the person representing an organisation (or an informal group of young people) must carry out the following steps:

- Create an ECAS account (unless the preson representing the organisation/group already has an account). New ECAS accounts can be created via the following website: https://webgate.ec.europa.eu/cas/eim/external/register.cgi

- Access the Participant Portal at http://ec.europa.eu/education/participants/portal/desktop/en/organisations/register.html and register on behalf of the organisation/group. Guidance and Frequently Asked Questions are available on the Participant Portal..

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

PROOF OF LEGAL STATUS AND FINANCIAL CAPACITY

At the time of the registration, organisations must also upload the following documents in the Participant Portal:

- the Legal Entity form (this form can be downloaded from the European Commission's website at: http://ec.europa.eu/budget/contracts_grants/info_contracts/legal_entities/legal_entities_en.cfm);

- the Financial Identification form. Please fill in the form relating to the country in which the bank is located, even if the applicant organisation is officially registered in another country (this form can be downloaded at:

[134] The EU Financial Regulation can be found at:
http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2012:298:0001:0096:EN:PDF

http://ec.europa.eu/budget/contracts_grants/info_contracts/financial_id/financial_id_en.cfm).

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

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

STEP 2: CHECK THE COMPLIANCE WITH THE PROGRAMME CRITERIA

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

ELIGIBILITY CRITERIA

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

To be eligible, the project must meet all the eligibility criteria relating to the Action under which the proposal is submitted. If the project does not meet these criteria at application stage, it will be rejected without being further evaluated. As an exception, in case of mobility activities and EMJMD Scholarships supported under Key Action 1 or Key Action 2, some eligibility criteria (e.g. duration, profile of participants, etc.) may only be verified during the stage of project implementation or at final report stage (not at application stage). At application stage, the applicants will be asked to declare that these criteria will be met by the project. However, if it appears at implementation or final report stage that these criteria have not been fulfilled, the participants or the activity may be considered ineligible with a consequent reduction/recovery of the EU grant initially awarded to the project.

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

EXCLUSION CRITERIA

In accordance with articles 106 and 107 of the EU Financial Regulation, applicants will be excluded from participating in the Erasmus+ Programme if they are in any of the following situations:

- they are bankrupt or being wound up, are having their affairs administered by the courts, have entered into an arrangement with creditors, have suspended business activities, are the subject of proceedings concerning those matters, or are in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- they or persons having powers of representation, decision-making or control over them have been convicted of an offence concerning their professional conduct by a judgment of a competent authority of a Member State which has the force of *res judicata*;
- they have been guilty of grave professional misconduct proven by any means which the contracting National or Executive Agency can justify including by decisions of the EIB and international organisations;
- they are not in compliance with their obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which they are established or with those of the country of the contracting National or Executive Agency or those of the country where the contract is to be performed;
- they or persons having powers of representation, decision-making or control over them have been the subject of a judgment which has the force of *res judicata* for fraud, corruption, involvement in a criminal organisation, money laundering or any other illegal activity, where such illegal activity is detrimental to the EU's financial interests;
- they are subject to an administrative penalty referred to in Article 109(1) of the Financial Regulation.

Applicants will not be granted financial assistance if, on the date of the grant award procedure, they:

- are subject to a conflict of interests;
- are guilty of misrepresenting the information required by the contracting National or Executive Agency as a condition of participation in the grant award procedure or fail to supply that information;
- find themselves in one of the situations described above.

These exclusion criteria apply to applicants under all Actions of the Erasmus+ Programme. To certify that they are not in one of the situations mentioned above, applicants for an EU grant exceeding 60 000 EUR must provide a

declaration on their honour certifying that they are not in any of the situations referred to in Articles 106(1) and 107 of the Financial Regulation. This declaration on honour constitutes a specific section or an annex of the application form.

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

In accordance with Articles from 106 to 109 of the EU Financial Regulation, administrative and financial penalties may be imposed on applicants who are guilty of misrepresentation or are found to have seriously failed to meet their contractual obligations under a previous grant award procedure[135].

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

- National Authorities in charge of supervising National Agencies and the implementation of the Erasmus+ Programme in their country cannot apply or participate in any Action managed by National Agencies in any country, but may apply for participation (as applicants or partners) in Actions managed by the Executive Agency or by DG EAC unless that is explicitly excluded for the Action concerned (as indicated in Part B of the Guide);

- National Agencies (sole activity of their legal entity) or National Agencies departments of legal entities dealing with activities outside the remit of National Agencies cannot apply or participate in any Action implemented through this Guide;

- Structures and networks identified or designated in the Erasmus+ Programme or in any Annual Commission Work programme adopted for the implementation of the Erasmus+ Programme for specifically receiving a financial contribution from the Commission under the implementation of the Erasmus + Programme, which are hosted by the legal entity that also hosts the National Agency, cannot apply or participate in any Action managed by Erasmus + National Agencies in any country, but may apply for participation (as applicants or partners) in Actions managed by the Executive Agency or by DG EAC unless that is explicitly excluded for the Action concerned (as indicated in Part B of the Guide); they should be able to demonstrate, before being awarded a grant or a contract, that they are not in a conflict of interest either because precautionary measures are taken by them or because their internal organisation is such that there is a clear separation of interests. Furthermore, costs and revenues of each action or activity for which the EU funds are awarded must be identified. The decision for admitting there is sufficient assurance they are not in an actual conflict of interest is taken by the Executive Agency or by DG EAC, under their own responsibility and accountability, to which they apply;

- Legal entities hosting the Erasmus+ National Agencies but dealing with other activities inside or outside the remit of the Erasmus + Programme, as well as entities affiliated to these legal entities, cannot apply or participate in any Action managed by National Agencies in any country, but may in principle apply for participation in Actions managed by the Executive Agency or DG EAC unless that is explicitly excluded for the Action concerned (as indicated in Part B of the Guide). However, they have to demonstrate, before being awarded a grant or a contract, they are not in a conflict of interest either because precautionary measures are taken by them or because their internal organisation is such that there is a clear separation of interests.(e.g. a minimum separation of accounts, separation of reporting and decision making lines, measures to prevent access to privileged information). Furthermore, costs and revenues of each action or activity for which the EU funds are awarded must be identified. The decision for admitting there is sufficient assurance they are not in an actual conflict of interest is taken by the Institution, under their own responsibility and accountability, to which they apply.

Finally, as detailed in the grant agreement of grant decision, applicants and beneficiaries who have made false declarations, have made substantial errors or committed irregularities or fraud, or have been found in serious breach of their contractual obligations may be subject to financial penalties and/or be excluded from all grants financed by the European Union budget for a maximum of five years from the date on which the infringement is established as confirmed following a contradictory procedure. That period may be extended to 10 years in the event of a repeated offence within five years of the date referred to above (see also the section "financial penalties" of this Guide.

[135] Except for actions implemented by National Agencies

SELECTION CRITERIA

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

FINANCIAL CAPACITY

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

The verification of the financial capacity does not apply to:

- public bodies[136];
- international organisations.

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

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

- For Actions managed by the National Agencies: the applicant's profit and loss account and the balance sheet for the last financial year for which accounts were closed.
- For Actions managed by the Executive Agency: a Financial Capacity Form, including the applicant's profit and loss account and the balance sheet for the last two financial years for which accounts were closed.
- For entities which cannot provide the above documents because they are newly created, a financial declaration or an insurance declaration stating the applicant's professional risks may replace the above documents.

Organisations must upload these documents in the Participants Portal either at the time of their registration in the Portal (see section "Step1: Register in the Participants Portal" above) or by the deadline stipulated by the specific Erasmus+ action.

In case of doubt on the financial capacity of any of the participating organisations involved in a project if the proposal is submitted on behalf of a consortium of partners, the same documents may be requested from the participating organisations by the National Agency or the Executive Agency.

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

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

- ask for further information;
- offer a grant agreement or decision with a pre-financing covered by a financial guarantee[137];
- offer a grant agreement or grant decision without pre-financing or with a reduced pre-financing;
- offer a grant agreement or grant decision with pre-financing based on several instalments;
- reject the application.

OPERATIONAL CAPACITY

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

[136] 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.
[137] 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.

demonstrate their relevant professional experience.

AWARD CRITERIA

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

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

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

STEP 3: CHECK THE FINANCIAL CONDITIONS

TYPES OF GRANT

The grant may be any of the following types[138]:

- reimbursement of a specified proportion of the eligible costs: e.g. the amount awarded under the framework of Strategic Partnerships to cover additional costs linked to the participation of persons with special needs;
- reimbursement on the basis of unit costs: e.g. the amount awarded for the individual support in the framework of mobility projects in the field of education, training and youth;
- lump sums: e.g. the amount awarded to contribute to the implementation of complementary activities under Jean Monnet Projects;
- flat-rate financing: e.g. the amount awarded to cover indirect costs for profit sport events;
- a combination of the above.

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

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

PRINCIPLES APPLYING TO EU GRANTS

NON RETROACTIVITY

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

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

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

NON-CUMULATIVE AWARD

Each project financed by the EU is entitled to receive only one grant from the EU budget to any one beneficiary. In no circumstances shall the same costs be financed twice by the European Union budget.
To avoid the risk of double-funding, the applicant must indicate in the relevant section of the application form, the sources and the amounts of any other funding received or applied for in the year, whether for the same project or for any other project, including operating grants.

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

[138] COMMISSION DECISION C(2013)8550 of 04 December 2013 on "The use of lump sums, the reimbursement on the basis of unit costs and the flat-rate financing under the "Erasmus+" Programme", (http://ec.europa.eu/dgs/education_culture/more_info/awp/docs/c_2013_8550.pdf)

which are submitted twice or more times by the same applicant or consortium, either to the same Agency or to different Agencies will be all rejected. Where the same or very similar applications are submitted by other applicants or consortia, they will be carefully checked and may also all be rejected on the same grounds.

NO-PROFIT AND CO-FINANCING

A grant from the European Union 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 of the receipts over the eligible costs incurred by the beneficiary, when the request is made for payment of the balance[139]. The no-profit principle does not apply to grants provided in the form of a unit cost, a lump sum or a flat-rate financing, including scholarships, neither to grant requests that do not exceed 60 000 EUR. For the purpose of calculating the profit generated by the grant, co-financing in the form of contributions in kind will not be taken into account.

Furthermore, an EU grant is an incentive to carry out a project which would not be feasible without the EU financial support, and is based on the principle of co-financing. Co-financing implies that the EU grant may not finance the entire costs of the project; the project must be funded by sources of co-financing other than the EU grant.

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

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

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

SPECIFIC PROVISIONS APPLYING TO GRANTS PAID ON THE BASIS OF REIMBURSEMENT OF A SPECIFIED PORTION OF ELIGIBLE COSTS

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

ELIGIBLE COSTS

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

- they are incurred during the lifetime of the project, with the exception of costs relating to final reports and audit certificates;
- they are indicated in the estimated overall budget of the project;
- they are necessary for the implementation of the project which is the subject of the grant;

[139] 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, the income generated by the action and the financial contributions specifically assigned by donors to the financing of eligible costs, 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.

- they are identifiable and verifiable, in particular being recorded in the accounting records of the beneficiary and determined according to the applicable accounting standards of the country where the beneficiary is established and according to the usual cost accounting practices of the beneficiary;
- they comply with the requirements of applicable tax and social legislation;
- they are reasonable, justified, and comply with the principle of sound financial management, in particular regarding economy and efficiency.
- They are not covered through EU grants in the form of unit costs, lump sums or flat-rate financing.

The following categories of costs are also considered eligible:

- costs relating to a pre-financing guarantee lodged by the beneficiary of the grant, where that guarantee is required by the National or Executive Agency;
- costs relating to external audits where such audits are required in support of the requests for payments by the National or Executive Agency;
- depreciation costs, provided they are actually incurred by the beneficiary.

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

Value Added Tax (VAT)

Value added tax will be considered as an eligible cost only if it is not recoverable under the applicable national VAT legislation[140]. The only exception relates to activities or transactions in which states, regional and local government authorities and other public bodies engage as public authorities[141]. In addition:

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

Eligible indirect costs

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

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

INELIGIBLE COSTS

The following costs shall not be considered eligible:

- return on capital;
- debt and debt service charges;
- provisions for losses or debts;
- interest owed;
- doubtful debts;
- exchange losses;
- VAT, when it is considered as recoverable under the applicable national VAT legislation (see above paragraph on Value Added Tax);
- costs declared by the beneficiary and covered by another project or work programme receiving an EU grant (see also above paragraph on eligible indirect costs);
- excessive or reckless expenditure;
- 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;

[140] In the Member State,s the VAT national legislation translates the VAT Directive 2006/112/EC
[141] See article 13(1) of the Directive

- costs of opening and operating bank accounts (including costs of transfers from/to the National or Executive Agency charged by the bank of the beneficiary).

INCOME

The applicant must indicate in the application form the contribution from sources other than the EU grant. External co-financing may take the form of the beneficiary's own resources, financial contributions from third parties or income generated by the project. If, at the time of the final report and request of payment of the balance, there is evidence that there is a surplus of the income over the eligible costs incurred by the project, the National Agency or Executive Agency is entitled to recover the percentage of the profit corresponding to the Union contribution to the eligible costs actually incurred by the beneficiary to carry out the project. This provision does not apply to projects requesting a grant that does not exceed 60 000 EUR.

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

STEP 4: FILL IN AND SUBMIT THE APPLICATION FORM

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

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

APPLICATION PROCEDURE

ONLINE E-FORMS

For most Actions of the Programme, applicants are required to submit their application online to the appropriate National or Executive Agency using the correct electronic form and including all requested annexes.

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

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

In case of multiple submissions of the same application IN the same selection round to the same National Agency or the Executive Agency, the National or Executive Agency will always consider valid the last version submitted before the deadline has expired. Applications sent by post, courier service, fax or email will not be accepted. In case of multiple submissions of the same or very similar applications of the same applicant organisation or consortium to different Agencies, all applications will be automatically rejected (see section on non-cumulative award).

APPLICATION FORMS ON PAPER

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

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

RESPECT THE DEADLINE

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

N.B.: irrespective of the day of the deadline, the deadline for submission of electronic forms is

always set at 12:00 (midday Brussels time). Applicants established in countries that have a different time zone should carefully consider the time differences to avoid rejections.

WHAT HAPPENS ONCE THE APPLICATION IS SUBMITTED?

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

THE EVALUATION PROCEDURE

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

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

The National or Executive Agency will appoint an evaluation committee to oversee the management of the whole selection process. On the basis of the assessment carried out by experts, the evaluation committee will establish a list of projects proposed for selection. In the cases of Capacity Building in the field of higher education the Executive Agency establishes a ranking of eligible proposals per region of the eligible Partner Countries of the world (see section "Eligible countries" in Part A of this Guide). From the proposals ranked with the highest scores, the evaluation committee will short-list the projects on which different stakeholders in the eligible Partner Countries (such as EU Delegations, Ministries of Higher Education, National Erasmus+ Offices, national or regional organisations and bodies) will be consulted on the relevance and feasibility of the project in the local context, namely:

- relevance of the project objectives to the reform and modernisation of higher education systems in the partner country;
- relevance of the project proposal to the particular needs and feasibility constraints of the partner country/countries or region(s) (including synergy with any other initiatives and avoidance of duplication);
- the extent to which the project addresses the beneficiary's particular needs for capacity building.

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

FINAL DECISION

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

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

and in addition, for Capacity Building in higher education the decision is also made on the basis of:

- the results from the consultation process (see above);
- the budget available for any given region of the world, as defined in the financial instruments of the EU external action;
- the need to achieve a geographical balance within a region in terms of number of projects per country, within the limits of the available budget and provided that sufficient quality is guaranteed;
- the need to ensure that the overall results of the selection guarantees a sufficient coverage of the priorities of the Action.

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

NOTIFICATION OF GRANT AWARD DECISIONS

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

WHAT HAPPENS WHEN THE APPLICATION IS APPROVED?

GRANT AGREEMENT/DECISION

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

- a grant decision - taken by the Executive Agency - is notified to the applicant of a selected project. Upon receipt/notification of the decision, the applicant becomes the beneficiary of an EU grant and can start the project[142];

- a grant agreement is signed between the National or Executive Agency selecting the project and the applicant. The applicant will receive the grant agreement, to be signed by its legal representative and returned to the National or Executive Agency; the National or Executive Agency is the last party to sign. When the grant is signed by both parties, the applicant becomes beneficiary of an EU grant and can start the project[143].

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

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

As an exception, for Strategic Partnerships supported under Key Action 2 and involving only schools, each participating organisation involved in a selected project will sign a grant agreement – specific for its share of the grant - with the National Agency established in its own country.

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

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

GRANT AMOUNT

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

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

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

[142] For exceptions to this rule, see the section "non -retroactivity " in this part of the Guide.
[143] See footnote above.

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

PAYMENT PROCEDURES

Depending on the type of Action, duration of the grant agreement/decision and the assessment of financial risk, projects supported under the Erasmus+ Programme are subject to different payment procedures.
Except for the first pre-financing payment, other payments or recoveries will be made on the basis of the analysis of reports or payment requests submitted by the beneficiary (the templates of these documents will be made available in the course of the year on the websites of National Agencies and Executive Agency).
The payment procedures applied under Erasmus+ are described below.

PRE-FINANCING PAYMENT

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

FURTHER PRE-FINANCING PAYMENTS

Under some Actions, a second – and in some cases a third - pre-financing payment will be transferred to the beneficiary within 30 calendar days of the receipt, by the National or Executive Agency, of the further pre-financing payment requests advanced by the beneficiary or within 60 calendar days if the further pre-financing payment request is accompanied by a progress 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 may be reduced by the difference between the 70% threshold and the amount used, depending on the action concerned.

INTERIM (OR PROGRESS) REPORT

Under some Actions, beneficiaries will be asked to submit an interim/progress report informing on the state of implementation of the project and - in some cases - accompanying the request for a further pre-financing payment. The interim/progress report must be submitted by the deadline indicated in the grant agreement or grant decision.

PAYMENT OR RECOVERY OF THE BALANCE

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

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

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

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

FINANCIAL PENALTIES

Beneficiaries of centralised actions who have been found in serious breach of their contractual obligations may be subject to financial penalties representing 2% to 10% of the total value of the grant awarded. That rate may be increased to 4% to 20% in the event of a repeat infringement within five years of the date on which the infringement is established, as confirmed following a contradictory procedure with the beneficiary.

PROJECT LIFE-CYCLE DEADLINES AND PAYMENT MODALITIES

	project life-cycle deadlines			payment modalities		
	Indicative date of notification of award decision	**Indicative date for signing grant agreement**	**Date of final payment/request for reimbursement of the balance**	**N. of pre-financings**	**Interim (technical) report**	**% of grant provided at different stages**
KA1 - Mobility of higher education students and staff	4 months from the submission deadline	4 months from the submission deadline	Within 60 calendar days from the receipt of the final report by NA	2	No	Prefin.: 80%-20% Balance: 0%
KA1 - Other types of mobility (VET, school education, adult education and youth)	4 months from the submission deadline	4 months from the submission deadline	Within 60 calendar days from the receipt of the final report by NA	1	No	Prefin.: 80% Balance: 20%
KA1 - Large scale European Voluntary Service Events	5 months from the submission deadline	6 months from the submission deadline	Within 60 days from the receipt of the final report by EACEA	1	No	Prefin.: 80% Balance: 20%
KA1 - Erasmus Mundus Joint Master Degrees	5 months from the submission deadline	6 months from the submission deadline	No balance payment foreseen	3	No	Prefin.: 25%-50%-25% Balance: 0%
KA2 – Strategic Partnerships lasting up to 2 years	4 months from the submission deadline	5 months from the submission deadline	Within 60 calendar days from the receipt of the final report by NA	1	Yes	Prefin.: 80% Balance: 20%
KA2 – Strategic Partnerships lasting between 2 and 3 years	4 months from the submission deadline	5 months from the submission deadline	Within 60 calendar days from the receipt of the final report by NA	2	Yes	Prefin.: 40%-40% Balance: 20%
KA2 Knowledge and Sector Skills Alliances	5 months from the submission deadline	7 months from the submission deadline	Within 60 days from the receipt of the final report by EACEA	2	Yes	Prefin.: 40%-40% Balance: 20%
KA2 – Capacity Building for Higher Education	6 months from the submission deadline	7 months from the submission deadline	Within 60 days from the receipt of the final report by EACEA	2	Yes	Prefin.: 50%-40% Balance: 10%
KA2 – Capacity Building in the youth field	5 months from the submission deadline	6 months from the submission deadline	Within 60 days from the receipt of the final report by EACEA	1	Yes	Prefin.: 80% Balance: 20%
KA3 – Structured Dialogue Meetings	4 months from the submission deadline	4 months from the submission deadline	Within 60 calendar days from the receipt of the final report by NA	1	No	Prefin.: 80% Balance: 20%

	project life-cycle deadlines			payment modalities		
	Indicative date of notification of award decision	**Indicative date for signing grant agreement**	**Date of final payment/request for reimbursement of the balance**	**N. of pre-financings**	**Interim (technical) report**	**% of grant provided at different stages**
Jean Monnet activities	5 months from the submission deadline	6 months from the submission deadline	Within 60 days from the receipt of the final report by EACEA	1	Yes	Prefin.: 70% Balance: 30%
Sport - Collaborative Partnerships (projects related to the European week of sport)	3 months from the submission deadline	4 months from the submission deadline	Within 60 days from the receipt of the final report by EACEA	1	No	Prefin.: 60% Balance: 40%
Sport - Collaborative Partnerships (projects not necessarily related to the European week of sport)	5 months from the submission deadline	6 months from the submission deadline	Within 60 days from the receipt of the final report by EACEA	1	No	Prefin.: 60% Balance: 40%
Sport – Not-for-profit sport European events (Events organised during the European week of sport)	3 months from the submission deadline	4 months from the submission deadline	Within 60 days from the receipt of the final report by EACEA	1	No	Prefin.: 60% Balance: 40%
Sport – Not-for-profit European sport events (Events not necessarily organised during the European week of sport)	5 months from the submission deadline	6 months from the submission deadline	Within 60 days from the receipt of the final report by EACEA	1	No	Prefin.: 60% Balance: 40%

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

OTHER IMPORTANT CONTRACTUAL PROVISIONS

FINANCIAL GUARANTEE

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

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

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

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

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

SUB-CONTRACTING AND AWARD OF PROCUREMENT CONTRACT

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

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

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

INFORMATION ON THE GRANTS AWARDED

Grants awarded in the course of a financial year 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 dissemination and exploitation of its results (which are award criteria), there is an obligation of minimal publicity for each granted project.

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

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

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

CHECKS AND AUDITS

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

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

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

DATA PROTECTION

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

- Regulation (EC) No 45/2001 of the European Parliament and of the Council on the protection of individuals with regard to the processing of personal data by the European Union institutions and bodies and on the free movement of such data;
- where applicable, the national legislation on personal data protection of the country where the application has been selected.

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. 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 Finacial Irregularities

Panel or to the European Anti-Fraud Office and between authorising officers of the Commission and the executive agencies. The applicant shall have the right of access to his/her personal data and the right to rectify any such data. Should the applicant have any queries concerning the processing of his/her personal data, he/she shall address them to the Agency that has selected the project. In case of conflicts; the applicant also has the right of recourse at any time to the European Data Protection Supervisor. More information regarding the processing of personal data is included in the grant agreement or decision.

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

Applicants and, if they are legal entities, persons who have powers of representation, decision-making or control over them, are informed that, should they be in one of the situations mentioned in:

- the Commission Decision of 16.12.2008 on the Early Warning System (EWS) for the use of authorising officers of the Commission and the executive agencies[144], or
- the Commission Regulation of 17.12.2008 on the Central Exclusion Database[145] (CED),

their personal details (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 EWS only or both in the EWS and CED, and communicated to the persons and entities listed in the above-mentioned Decision and Regulation, in relation to the award or the execution of a procurement contract or a grant agreement or decision.

OPEN LICENCE AND INTELLECTUAL PROPERTY RIGHTS

An open licence is a way by which the owner of a work grants permission to everyone to use the resource. There are different open licences according to the extent of the permissions granted or the limitations imposed and the beneficiaries are free to choose the specific license to apply to their work. An open licence must be associated to each resource produced.

An open licence is not a transfer of copyrights or Intellectual Property Rights (IPR). Beneficiaries will remain the copyright holders of the materials they produce and are allowed to use them as they wish. The only requirement for grant beneficiaries is to make educational resources (or other documents and media produced by the project) freely accessible through open licences. To fulfil this requirement, licenses need at least to grant use and, ideally, sharing and, adaptation rights. Beneficiaries can also commercialise their project outcomes and experience shows that open access brings visibility and may encourage interested users to buy the printed version or physical material, document or media.

RULES APPLICABLE

Regulation (EU, Euratom) N° 966/2012 of the European Parliament and of the Council of 25 October 2012 on the financial rules applicable to the general budget of the EU[146]..

Commission Delegated Regulation (EU) N° 1268/2012 of 29 October 2012 on the rules of application of Regulation (EU, Euratom) N° 966/2012 of the European Parliament and of the Council on the financial rules applicable to the general budget of the EU[147].

[144] (OJ, L 344, 20.12.2008, p. 125)
[145] (OJ L 344, 20.12.2008, P. 12)
[146] (OJ, L 298, 26.10.2012, p. 1)
[147] (OJ, L 362, 31.12.2012, p. 1)

ANNEX I

SPECIFIC RULES AND INFORMATION RELATING TO MOBILITY ACTIVITIES, STRATEGIC PARTNERSHIPS AND CAPACITY BUILDING IN HIGHER EDUCATION

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

MOBILITY PROJECT FOR HIGHER EDUCATION STUDENTS AND STAFF 250

MOBILITY PROJECT FOR VET LEARNERS AND STAFF..... 255

MOBILITY PROJECT FOR SCHOOL EDUCATION STAFF..... 260

MOBILITY PROJECT FOR ADULT EDUCATION STAFF..... 263

MOBILITY PROJECT FOR YOUNG PEOPLE AND YOUTH WORKERS..... 265

ERASMUS MUNDUS JOINT MASTER DEGREES..... 271

STRATEGIC PARTNERSHIPS..... 274

CAPACITY BUILDING IN THE FIELD OF HIGHER EDUCATION..... 287

MOBILITY PROJECT FOR HIGHER EDUCATION STUDENTS AND STAFF

1. BEFORE MOBILITY

a. ACCREDITATION OF PARTICIPATING ORGANISATIONS

ERASMUS CHARTER FOR HIGHER EDUCATION

The Erasmus Charter for Higher Education (ECHE) provides the general quality framework for European and international cooperation activities a higher education institution (HEI) may carry out within the Programme. The award of an Erasmus Charter for Higher Education is a pre-requisite for all HEIs located in a Programme Country and willing to participate in learning mobility of individuals and/or cooperation for innovation and good practices under the Programme. For HEIs located in Partner Countries, the ECHE is not required, and the quality framework will be established through inter-institutional agreements (see below) between HEIs.

A call for proposals for the award of the ECHE is launched by the Executive Agency in Brussels on an annual basis. If awarded, the Charter is valid for the entire duration of the Programme. The conditions for applying to receive an ECHE are described in the website of the Executive Agency at:https://eacea.ec.europa.eu/erasmus-plus/funding/erasmus-charter-for-higher-education-2014-2020_en.

HEIs must respect all the provisions of the ECHE during the implementation of the project. Their compliance will be monitored by the National Agency. Violation of any of its principles and commitments may lead to its withdrawal by the European Commission.

MOBILITY CONSORTIUM CERTIFICATE

A higher education national mobility consortium can support any of the four eligible mobility activities within a higher education mobility project.

The purpose of mobility consortia is to facilitate the organisation of mobility activities and to offer added value in terms of quality of activities compared to what each individual sending higher education institutions would be able to deliver alone. The member organisations of a national mobility consortium may pool or share services related to the organisation of mobility. Joint activities may include joint administrative, contractual and financial management of mobility, joint selection and/or preparation and mentoring of participants as well as, where relevant, a centralised point for finding enterprises and for matchmaking enterprises and participants. The national mobility consortium can also act as a facilitator for incoming student and staff trainees. This includes finding a receiving organisation in the region where the mobility consortium partners are located and providing assistance in case of need.

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

Each sending HEI remains responsible for the quality, the contents and the recognition of the mobility periods. Each member of the consortium is required to sign an agreement with the consortium coordinator to specify the roles and responsibilities and the administrative and financial arrangements; the modalities of cooperation shall specify matters like the mechanisms for preparation, quality assurance and follow-up of mobility periods. Furthermore, each sending HEI is responsible for signing inter-institutional agreements (see following section) with HEIs that receive their students and staff.

The national mobility consortium can only get funding if it was awarded a Mobility Consortium Certificate. If the assessment of the national mobility consortium is not successful, the consortium will have to reapply for the certificate and for funding in the following year.

Compliance with the Mobility Consortium Certificate shall be subject to the monitoring by the National Agency. Any major problems (e.g. misuse of funds, non-respect of obligations and weaknesses in the financial capacity) or any violation by the consortium of its commitments may lead to the withdrawal of the Certificate by the National Agency. The National Agency shall require the consortium coordinator to notify the National Agency without delay of any change in the composition, situation or status of the consortium which might necessitate changes to or withdrawal of the Certificate.

A HEI may apply for grants via two different channels: a) directly to the NA as an individual HEI, b) via a consortium of which it is a member. Both channels may be used simultaneously for mobility by an individual department or faculty. However, the HEI/department remains responsible to prevent double funding of a participant when the two channels are used in the same academic year.

b. INTER-INSTITUTIONAL AGREEMENT

Student mobility for studies and staff mobility for teaching between HEIs shall take place as part of an inter-institutional agreement between HEIs. The templates are available at http://ec.europa.eu/education/opportunities/higher-education/quality-framework_en.htm. Inter-institutional agreements can be signed by two or more HEIs.

This inter-institutional agreement, in the case of mobility between Programme Countries and Partner Countries, lays out the general principles that are adhered to in an ECHE and ensures that both or all sides will commit to implementing them.

The inter-institutional agreement may also be extended to cover student mobility for traineeships and/or staff mobility for training, relying on their partner institutions' knowledge of enterprises to identify receiving enterprises/organisations abroad.

c. MOBILITY TOOL

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

d. CONDITIONS OF PARTICIPATION OF STUDENTS

SELECTION

Students apply to their HEI who carries out the selection of participants in the mobility action. The selection of students - as well as the procedure for awarding them a grant - must be fair, transparent, coherent and documented and shall be made available to all parties involved in the selection process.

The HEI shall take the necessary measures to prevent any conflict of interest with regard to persons who may be invited to take part in the selection bodies or process of students' selection.

The selection criteria - such as for example: the academic performance of the candidate, the previous mobility experiences, the motivation, the previous experience in the receiving country (i.e. return to country of origin) etc. - shall be made public.

Lower priority will be given to those who have already participated in mobility actions in the same study cycle under the LLP-Erasmus Programme, Erasmus Mundus Programme or Erasmus+ Programme.

Once students are selected, they should receive from their sending institution the Erasmus+ Student Charter, setting out the student's rights and obligations with respect to her/his period of study or traineeship abroad, and explaining the different steps to be undertaken before, during and after mobility.

AGREEMENT WITH THE STUDENT

Prior to their departure, each selected student must sign an agreement which includes also a "learning agreement" setting out the programme of studies and/or traineeship to be followed, as agreed by the student, the sending and the receiving organisation. The template is available at http://ec.europa.eu/education/opportunities/higher-education/quality-framework_en.htm. This learning agreement defines the target learning outcomes for the learning period abroad and specifies the formal recognition provisions. The agreement also specifies the location of the study period and/or traineeship. In this learning agreement, the sending institution and the student should also agree on the language level (main language of instruction or workplace) to be reached by the student by the start of the study/traineeships period, in line with the recommended level specified in the inter-institutional agreement between sending and receiving

institutions (or in line with the enterprise expectations in case of traineeships). Where applicable, the sending institution and the student will agree on the best suited linguistic support to be provided, so that the student can reach the agreed level (see next paragraph on online service for linguistic support).

GRANT FOR STUDENTS

Students may receive a "student grant" to contribute to the increased costs that the mobility period abroad generates. Such grant may consist of one or both of the following:

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

Students with a zero-grant from EU funds are allowed (both for study and traineeship mobility), i.e. students who fulfil all Erasmus student eligibility criteria and benefit from all advantages of being an Erasmus student without receiving an EU mobility grant. The rules stated in this Programme Guide, except those relating to the allocation of grants, also apply to such students with a zero-grant from EU funds. The number of of students with a zero-grant from EU funds for the entire mobility period counts in the statistics for the performance indicator used to allocate the EU budget between the countries.

Students taking part in a higher education mobility project supported by the Erasmus+ Programme - whether or not they receive an Erasmus+ EU grant for their participation - are exempted from paying fees for tuition, registration, examinations and access to laboratory and library facilities at the receiving institution. However, small fees may be charged for costs such as insurance, student unions and the use of miscellaneous material such as photocopies, laboratory products, on the same basis as these are charged to local students. Outbound students shall not be liable to any additional fees or charges in connection with the organisation or administration of their mobility period.

In addition, the entitlement to any grant or loan awarded to students to study in their sending institution must be maintained during the period abroad.

In the case of traineeships, if the receiving enterprise/organisation grants the student an allowance or any kind of remuneration, it is compatible with the Erasmus+ EU grant.

A mobility period is compatible with a part-time job and, if the student receives an Erasmus+ EU grant, it is compatible as well with the revenue that the student would receive as long as he or she carries the activities foreseen in the agreed mobility programme.

Students taking part in a higher education mobility project (either studying or doing a traineeship abroad) cannot be at the same time beneficiaries of an Erasmus Mundus Joint Master Degree scholarship, and vice versa.

Students that receive an Erasmus+ EU grant will fully or partially reimburse the EU grant if they do not comply with the terms of the grant agreement (unless they were prevented from completing their planned activities abroad due to a case of force majeure). They may be asked to partially or fully reimburse the EU grant received if they fail to complete and submit the final online report.

ONLINE LINGUISTIC SUPPORT

By signing the Erasmus Charter for Higher Education, HEIs commit to provide all the necessary support to participants in mobility activities in terms of linguistic preparation. In this regard, an online linguistic support will be gradually implemented in the course of the Programme for all mobility activities lasting two months and longer. Such online support is made available by the European Commission to selected students, with a view to assess their competence in the language they will use to study or carry out their traineeships abroad. This tool will also offer them, where necessary, the possibility to improve the knowledge of the language before and/or during the mobility period.

The online linguistic support will be provided as follows:

- National Agencies allocate online licences to higher education institutions according to general criteria specified by the European Commission;
- once selected by their higher education institution - and before signing their learning agreement - all students (except native speakers) benefiting from the online service will carry out an online test to assess their competences in the main language they will use for studying or doing the traineeship abroad. The results of this test will be communicated to the student and to the sending HEI. This will allow the sending HEI to quantify the number of students that will potentially need an online language course;

- based on the number of online licences available for language courses, HEIs will distribute licences according to student needs. The students will assume the responsibility of following the online course, as described and agreed in the grant agreement;
- at the end of the mobility period, the student will carry out a second assessment to measure the progress made in the main foreign language. The results will be communicated to the student and to the sending HEI.

Further details are made available on the websites of the European Commission and National Agencies.

For all other types of mobility, or if the Commission's online service is not available for a given language, higher education institutions may provide other types of linguistic support to students, to be funded under the "organisational support" grant.

e. CONDITIONS OF PARTICIPATION OF STAFF

SELECTION

Staff taking part in a higher education mobility project must be selected by their sending HEI in a fair and transparent way. Prior to their departure, they must have agreed on a mobility programme with the sending and receiving institutions/enterprise.

The selection of teachers and HEI staff shall be carried out by the HEI. The selection and grant award procedure must be fair, transparent, coherent and documented and shall be made available to all parties involved in the selection process. The selection criteria (for example priority given to staff going abroad for the first time, limitation on the possible number of mobility activities per staff member during a given time period, etc.) shall be made public.

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

In the case of a mobility of staff from an enterprise to an HEI, it shall be arranged by an invitation of the institution to the staff member of the enterprise; the grant is managed by the receiving HEI.

MOBILITY AGREEMENT

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

Both the sending institution/enterprise and receiving institution/enterprise shall be responsible for the quality of the mobility period abroad.

GRANT FOR STAFF

The financial rules for the two types of staff mobility are the same. The grant is a contribution to the travel and subsistence costs for a period of teaching or training abroad (see the "funding rules" section in Part B of this Guide).

Mobility with a zero-grant from EU funds is allowed for higher education staff.

2. DURING MOBILITY

INTERRUPTION OF STUDENTS' MOBILITY

When a mobility period of a student is interrupted, for example because there is a gap between the end of a language course and the start of the actual study/traineeship, the number of days of interruption shall be encoded in the Mobility Tool and the grant amount adapted accordingly.

For traineeships, the period of mobility abroad may be interrupted by the enterprise holidays if the enterprise is closed during this period. The grant is maintained during this period. The closure period does not count towards the minimum duration of a traineeship period but it will count towards the maximum of 12 months per each cycle of study for which the same student may receive grants for mobility periods.

PROLONGATION OF STUDENTS' MOBILITY

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

- the request for prolongation of the mobility period must be introduced at the latest one month before the end of the mobility period initially planned.
- if the request is accepted by all parties, the grant agreement must be amended and all the arrangements related to the prolongation of the duration must be completed.
- if the student receives an Erasmus+ grant, the sending institution may either amend the grant amount to take into account the longer duration, or reach an agreement with the student that the additional days are considered "zero-grant from EU funds" period
- the actual start and end dates of the mobility period shall be included in the receiving institution's Transcript of Records or in the student's Traineeship Certificate according to the following definitions:
    - the start date should be the first day that the student needs to be present at the receiving organisation (for example, this could be the start date of the first course/first day at work, a welcoming event organised by the receiving institution, or language and intercultural courses);
    - the end date should be the last day the student needs to be present at the receiving organisation (for example, this could be the last day of the exam period/course/work/mandatory sitting period).
- the actual duration defined as indicated above is the period to be indicated by the HEIs in their final reports and is the maximum number of months to be covered through the EU grant. When the prolongation of the student's mobility is considered as "zero-grant from EU funds" days, these days shall be deducted from the total duration of the mobility period to calculate the final grant amount.
- the additional period must follow immediately after the on-going mobility period. There can be no gaps (holidays and university/enterprise closures are not considered "gaps") unless duly justified and approved by the National Agency.

3. AFTER MOBILITY

a. RECOGNITION OF LEARNING OUTCOMES

At the end of the period abroad, the receiving institution/enterprise must provide the student and his HEI with a transcript of records or traineeship certificate ('transcript of work') confirming the results of the agreed programme.

The follow-up to the mobility period includes formal recognition, by the sending institution, of the credits awarded abroad for formal learning of newly acquired competences (using ECTS credits or an equivalent system) including for traineeships, where applicable, and the documentation of outcomes resulting from non-formal and informal learning outside the classroom or workplace (using the Diploma Supplement). However this does not apply for traineeships carried out by recent graduate students.

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

As regards staff mobility, the sending institutions should ensure that the learning outcomes of participating staff are properly recognised, disseminated and widely used within the institution.

b. REPORTING

At the end of the period abroad, all students and staff who have undertaken a mobility activity are required to complete and submit a final report. For mobility activities lasting two months or more, the report also includes a qualitative evaluation of the linguistic support received during the mobility period.
Those students and staff who fail to submit the report may be required by their sending HEI to partially or fully reimburse the EU grant received. Reimbursement shall not be requested when a student or staff member has been prevented from completing her/his planned activities abroad due to a case of force majeure. Such cases shall be reported by the sending institution and be subject to the written acceptance by the NA.

MOBILITY PROJECT FOR VET LEARNERS AND STAFF

1. ORGANISATIONAL SUPPORT

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

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

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

2. BEFORE MOBILITY

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

In 2014 the European Commission will launch a call for proposals to award the Erasmus + VET Mobility Charter. The Erasmus+ VET Mobility Charter is intended to encourage organisations that have track records of proven quality in organising VET mobility for learners and staff to further develop their European strategies. The Charter aims to simplify the procedures through which sending organisations apply for funding, organise mobility for learners and staff and report on their activities, whilst at the same time rewarding, promoting and further developing quality in mobility.

Charter holders will be selected as of 2015 and will be given the possibility to apply in a simplified way under the Key Action 1 mobility for VET learners and staff as of 2016. The Charter will be awarded for the entire period of the Erasmus+ Programme, although it may be withdrawn if Charter holders do not maintain the quality standards that allowed them to obtain the Charter.

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

b. EUROPEAN QUALITY CHARTER FOR MOBILITY

VET organisations that plan to organise mobility activities for VET learners and staff must organise their activities in line with the principles and criteria set out in the European Quality Charter for Mobility[148].

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

148 Recommendation (EC) No 2006/961 of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility (Official Journal L 394 of 30.12.2006).

c. ECVET - MEMORANDA OF UNDERSTANDING

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

The partnership for ECVET mobility activities can be formalised through a Memorandum of Understanding (MoU). A MoU is an agreement between competent organisations which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent organisations and institutions involved. It also establishes partnerships' procedures for cooperation.
MoUs can be developed by networks of competent organisation/institutions from several countries/systems, but they can also be bilateral, depending on the partnership needs and ambitions. For more information and guidance on the establishment of a MoU please refer to the ECVET User's Guide available on the website of the European Commission or refer to the following links: http://ec.europa.eu/education/policy/vocational-policy/ecvet_en.htm and http://www.ecvet-team.eu/

d. MOBILITY CONSORTIUM

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

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

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

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

e. MOBILITY TOOL

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

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

f. CONDITIONS OF PARTICIPATION OF VET LEARNERS

SELECTION

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

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

ACCOMPANYING PERSONS

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

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

AGREEMENT WITH THE LEARNER

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

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

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

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

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

ONLINE LINGUISTIC SUPPORT

VET learners undertaking a mobility activity lasting one month or longer are eligible to receive linguistic support prior to departure or during the mobility activity. In this regard, the Commission makes available an online service for selected VET learners, with a view to assess their competence in the language they will use to carry out their traineeships abroad. This service also offers them, where necessary, the possibility to improve the knowledge of the language before and/or during the mobility period. Such an online service will be gradually implemented in the course of the Programme. The linguistic support is provided as follows:

- at the time of applying for a VET mobility project, the applicant organisation will estimate the need for linguistic support - in the main language of instruction or work - of the learners undertaking a traineeship in the framework of the mobility project;
- National Agencies allocate online licences to beneficiary organisations according to general criteria specified by the Commission;
- once selected by their sending organisation - and before signing their learning agreement - all learners (except native speakers) benefiting from the online service will carry out an online test to assess their competences in the language they will use for their traineeship. The results of this test will be communicated to the learner and, upon request, to the sending organisation. These results will not have any influence on the possibility for the learner to go abroad;
- based on the number of online licences available for language courses, those participants who need linguistic support may be offered the possibility to follow an online language course;

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

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

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

g. CONDITIONS OF PARTICIPATION OF STAFF

SELECTION

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

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

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

MOBILITY AGREEMENT

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

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

3. DURING MOBILITY

INTERRUPTION OF LEANERS' MOBILITY

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

PROLONGATION OF LEARNERS' MOBILITY

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

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

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

4. AFTER MOBILITY

a. RECOGNITION OF LEARNING OUTCOMES

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

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

ECVET

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

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

b. REPORTING

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

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

MOBILITY PROJECT FOR SCHOOL EDUCATION STAFF

Mobility projects allow schools to give their teachers and other educational staff opportunities and incentives to acquire new competences linked to the needs of the school. School management should play an active role in planning, supporting and following up the mobility project.

In order to ensure and maximise the impact of these activities on professional development of all staff, schools should make sure that after the mobility the competences acquired by their staff are well disseminated across the school and integrated into the school teaching practice.

Before applying, schools should carefully think about how many of staff can realistically participate within the duration of the project (i.e. 1 or 2 years), what kind of activities they would engage in and how these activities could be effectively followed-up at home. At application stage, applicant organisations will need to provide indicative numbers, types and destination countries of planned mobility activities.

If the National Agency selects the mobility project and confirms the budget requested, the beneficiary can start the selection of participants and the detailed organisation of the activities.

1. ORGANISATIONAL SUPPORT

The organisational support grant is a contribution to costs incurred by the institutions in relation to activities in support of staff mobility. For example:

- preparation and follow-up of the European Development Plan;
- organisational arrangements with partner institutions (mainly in case of job-shadowing and teaching assignments);
- providing information and assistance to staff;
- selection of staff for mobility activities;
- preparation of mobility agreements to ensure the quality and recognition of mobility activities;
- linguistic and intercultural preparation for mobile staff;
- facilitating the integration of incoming mobile staff in the school;
- ensuring efficient mentoring and supervision arrangements of mobile participants;
- supporting the reintegration of mobile participants and building on their acquired new competences for the benefit of the school, teaching staff and pupils.

2. BEFORE MOBILITY

a. EUROPEAN DEVELOPMENT PLAN

Before applying, a school or a national mobility consortium coordinator must develop a European Development Plan; this plan is part of the application form. This section indicates how the planned mobility activities are inscribed in a wider and long-term strategy of development and modernisation of the school(s) involved in the project.

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

- the needs of the school(s) in terms of quality development and internationalisation (e.g. as regards management competences, staff competences, new teaching methods or tools, European dimension, language competences, curriculum, organisation of teaching, training and learning, reinforcing links with partner institutions) and how the planned activities will contribute to meeting these needs;
- the impact expected on pupils, teachers and other staff, and on the school overall;
- the way schools will integrate the competences and experiences acquired by their staff into their curriculum and/or the school development plan;
- the way eTwinning is going to be used in connection with the planned mobility activities, if relevant (see the section below).

b. ETWINNING

eTwinning promotes school collaboration and school networking in Europe through the use of Information and Communication Technologies (ICT). It provides advice, ideas and tools to make it easy for schools to set up partnerships and start collaborative projects in any subject area.

In connection with a mobility project, eTwinning allows to:

- find potential partners/receiving organisations abroad and work together with them before applying for funding, in order to improve the quality and impact of the planned projects;
- use the available project tools to implement more strategic projects and better exploit the inputs from partners;
- prepare the outgoing staff, for instance through communication with the receiving organisation (learning more about the receiving country and receiving organisation, discussing and agreeing on activities to carry out), participate in online learning events related to their mobility;
- cooperate intensively among all schools involved during and after the staff mobility project.

No formal application is required to use eTwinning, all schools need to do is register in the eTwinning portal: http://www.etwinning.net.The European eTwinning portal is a fully multilingual website offering collaboration tools and services through which teachers register, find partners and work together with them. It also serves as a meeting point where all interested teachers can share resources, discuss and find partner schools.

eTwinning assists schools both at European level, through the Central Support Service, and at national level, through the National Support Services. All teachers can benefit from the services, training, recognition and tools provided by the eTwinning national and European Support Services. For more information about these Services, see the section "What other bodies are involved in the implementation of the Programme?" in Part A of this Guide.

C. CONDITIONS OF PARTICIPATION OF STAFF

SELECTION

The sending school is responsible for selecting the staff undertaking mobility activities. The selection process must be fair, transparent, coherent and documented and shall be made available to all parties involved. The profile of participants must correspond to the eligibility criteria set out in part B of this guide. The sending school should define the selection procedure, i.e. how staff will be invited to apply, the documentation that the applicants need to submit and how it will be treated.

The school should define the criteria to be considered in the selection process. General criteria might be: motivation, clear goals for the mobility, willingness to share the experience upon return. It is strongly recommended to form a selection committee, which could also involve external people, rather than letting one staff member take the decision alone.

In addition to these general criteria, there may be specific criteria linked to the nature or purpose of the mobility project (i.e. relevance of the activities planned by an individual staff member to the needs of the school and other criteria defined by the school).

Both the general and the specific criteria must be agreed and shared by all those involved in the selection process and should be clearly communicated to the applicants. Sharing or discussing selection criteria and their rationale with the receiving organisation may facilitate preparation of the activities.There should be a written record of the selection process in case of possible internal complaints.

MOBILITY AGREEMENT

When the participant is selected, s/he should, with the help of the sending school (and the partner organisation if the mobility is a teaching assignment or a job-shadowing) formally agree on the type of training to be undertaken and its content, clarify how s/he will prepare for this training, how the knowledge/competences acquired will be disseminated across the school and outside, and what will be the benefits of participation at institutional and individual level. They should also agree how the training will be evaluated and recognised by the sending school. This agreement should be established before the start of a mobility activity. Its main aim is that the sending school, the receiving organisation and the participant clarify expectations and ensure that the stay abroad is meaningful.

MOBILITY TOOL

At the earliest when the participants are selected, the beneficiary organisation must encode general information regarding the participant and the type of mobility activity s/he will carry out (e.g. participant name, destination, duration of the mobility, etc.) into the Mobility Tool. The Mobility Tool will support the beneficiary in the management of the Erasmus+ mobility activities. The beneficiary organisation is also responsible for updating the Mobility Tool with any change occurred to participants or activities during the lifetime of the mobility project.

Beneficiaries will be able to generate prefilled reports from Mobility Tool based on the information they have provided. The Mobility Tool will also generate reports to be filled in by the participants in mobility activities. More information about the Mobility Tool and how to access it will be provided in the grant agreement between the National Agency and the beneficiary.

3. AFTER MOBILITY

a. RECOGNITION OF LEARNING OUTCOMES

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

b. REPORTING

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

MOBILITY PROJECT FOR ADULT EDUCATION STAFF

Learning mobility for adult education staff aims at raising the key competences and skills of staff in adult education in order to increase the quality of teaching and learning in all forms and to make them relevant to the needs of the labour market and society at large. It is expected that adult education organisations use learning mobility of their staff strategically and in terms of internationalising their organisation and of raising the capacity of it.

1. ORGANISATIONAL SUPPORT

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

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

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

2. BEFORE MOBILITY

a. EUROPEAN DEVELOPMENT PLAN

Before applying, an adult education organisation must develop a European Development Plan; this plan is part of the application form. This section indicates how the planned mobility activities are inscribed in a wider and long-term strategy of development and modernisation of the organisation.
This European Development Plan will be an important part of the evaluation of grant applications and should provide information on:

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

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

b. MOBILITY TOOL

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

c. CONDITIONS OF PARTICIPATION OF STAFF

SELECTION

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

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

MOBILITY AGREEMENT

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

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

3. AFTER MOBILITY

a. RECOGNITION OF LEARNING OUTCOMES

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

b. REPORTING

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

MOBILITY PROJECT FOR YOUNG PEOPLE AND YOUTH WORKERS

The Actions supported by the Erasmus+ Programme in the field of youth provide many opportunities for young people to acquire competences and grow as individuals, through non-formal and informal learning.

Non-formal learning refers to the learning which takes place outside formal educational curriculum. It has a participative and learner-centred approach; it is carried out by learners on a voluntary basis and therefore is closely linked to young people's needs, aspirations and interests. By providing an additional source and new forms of learning, such activities are also important means to improve the attainment in formal education and training as well as to address young NEETs (i.e. young people not in employment, education or training) or young people with fewer opportunities and combat social exclusion.

Informal learning refers to the learning in daily life activities, in work, with peers, etc. It is mainly learning by doing. In the youth sector, informal learning can take place in youth initiatives, in peer group discussions, through voluntary activities and in a variety of other situations.

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. 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.

A high-quality non-formal and informal learning dimension is a key aspect of all youth projects supported under the Erasmus+ Programme. Youth projects funded by the Erasmus+ Programme must adhere to the following non-formal and informal learning principles:

- learning in non-formal contexts is intended and voluntary;
- young people and youth workers are actively participating in the planning, preparation, implementation and evaluation of the project;
- learning activities take place in a diverse range of environments and situations;
- the activities are carried out with the support of professional facilitators (such as trainers, youth workers, experts in the youth field) or volunteers (such as youth leaders, youth trainers, etc.);
- the activities usually document learning in a specific, field-oriented way.

The activities must also be planned in advance and be based on participatory methods that:

- offer space for interaction of participants, sharing of ideas, avoiding passive listening;
- allow participants to contribute to the activities with their own knowledge and skills, reversing the traditional roles of outside "experts" (a reversal of learning, from extracting to empowering);
- allow participants to undertake their own analyses, including reflections on competences acquired during the activity (i.e. their own learning outcomes);
- ensure that participants have influence over project decisions, not simply involvement.

Finally, the activities should have an intercultural/European dimension and:

- encourage participants to reflect on European topics and to involve them in the construction of Europe;
- offer participants the opportunity to identify common values with persons from different countries in spite of their cultural differences;
- challenge viewpoints that perpetuate inequality, discrimination;
- promote the respect of cultural diversity and fight against racism or xenophobia.

1. BEFORE MOBILITY

a. AGREEMENT BETWEEN PROJECT PARTNERS

All participating organisations involved in a youth mobility project are strongly recommended to sign an internal agreement between them. Such an agreement has the purpose of clearly defining responsibilities, tasks and financial contribution for all parties involved in the project. It is up to the participating organisations to jointly decide on how the EU grant will be distributed and which costs it will cover.

An internal agreement constitutes a key instrument for ensuring a solid and smooth cooperation among partners in a youth mobility project as well as to avoid or manage potential conflicts. Indicatively, it should contain at least the following information:

- project title and reference of the grant agreement between the applicant participating organisation and the granting Agency;
- names and contacts of all the participating organisations involved in the project;
- role and responsibilities of each participating organisation; division of the EU grant (according to the above responsibilities);
- modalities of payments and budget transfers among participating organisations.

Although this practice is strongly recommended to safeguard the interests of each partner in a project, such an agreement remains an internal document among partners; it will not be requested by the granting National Agency.

b. ACCREDITATION OF ORGANISATIONS PARTICIPATING IN EUROPEAN VOLUNTARY SERVICE

Accreditation serves to gain access to European Voluntary Service and to ensure that the principles and minimum quality standards of EVS are met. These standards are set in the EVS Charter and in the EVS Accreditation Guidelines that are published on the website of the European Commission.

Any organisation from a Programme Country, a Western Balkans country, a Southern Mediterranean country, an Eastern Partnership countrie or from the Territory of Russia as recognised by international law wishing to send or receive EVS volunteers or to coordinate an EVS project must be accredited. Organisations taking part in large-scale EVS events or organisations from other Partner Countries of the world involved in Capacity Building projects can participate in EVS activities without accreditation.

To be accredited, an organisation must submit an application for accreditation. This form must be submitted to the relevant bodies responsible for accreditation (see below). The same organisation may request to be accredited for one or more purposes (as sending, as receiving and/or as coordinating organisation).

The applications for accreditation can be submitted at any time (no deadline). However, these requests must be submitted within reasonable time before the submission of the project application including EVS activities (at least 6 weeks before the submission) in order to avoid that the EVS activity is rejected due to the fact that some of the organisations involved are not yet accredited.

The accreditation of EVS organisations is carried out by:

- the National Agency of the country where the organisation is located, for organisations located in Programme Countries;
- SALTO SEE for organisations located in Western Balkans countries;
- SALTO EECA for organisations located in Eastern Partnership countries and the Territory of Russia as recognised by international law;
- SALTO Euromed (not compulsory in 2014) for organisations located in Southern Mediterranean countries.

The accreditation can be valid for the entire duration of the Erasmus+ Programme, or for a shorter period. The applicant enters the requested validity period in the accreditation form. The bodies in charge of accreditation may carry out regular or punctual controls to verify that the accredited organisations still meet the EVS quality standards. Following these controls, the accreditation may be temporarily suspended or withdrawn.

In order to facilitate partner-finding, project descriptions and profiles of all accredited organisations are published in a database of European Voluntary Service organisations. The database can be consulted on the European Youth Portal.

c. SAFETY AND PROTECTION OF PARTICIPANTS

EUROPEAN HEALTH INSURANCE CARD

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

YOUTH EXCHANGES

All participants in a Youth Exchange must be insured against the risks linked to their participation in these activities. The Erasmus+ Programme does not define a unique format of insurance, nor does it recommend specific insurance companies. The Programme leaves it up to participating organisations to seek the most suitable insurance policy according to the type of activity carried out and to the insurance formats available at national level. Furthermore, it is not necessary to stipulate a project-specific insurance, if the participants are already covered by insurance policies previously stipulated by themselves or the participating organisations. In any circumstances, the following areas must be covered: third party liability for youth leaders (including, wherever appropriate, professional indemnity or insurance for responsibility); accident and serious illness (including permanent or temporary incapacity); death (including repatriation in case of activities carried out abroad); wherever relevant, medical assistance, including after care and special insurance for particular circumstances such as outdoor activities.

EUROPEAN VOLUNTARY SERVICE

Every EVS volunteer must be enrolled in the EVS Insurance foreseen by the Erasmus+ Programme, which complements the coverage by the European Health Insurance Card and/or national social security systems.

Those volunteers who are not be eligible for the European Health Insurance Card shall be entitled to receive a full coverage through the EVS Insurance provided by the European Commission.

The coordinating organisation, in cooperation with the sending and receiving organisations, is responsible for the enrolment of the volunteer(s). This enrolment must be done before the departure of the volunteer(s) and cover the duration of the EVS activity.

Information about the coverage and support available through the insurance for EVS volunteers, as well as instructions for enrolment, is available on the website of the Executive Agency.

d. VISA REQUIREMENTS

Young people and youth workers taking part in youth mobility projects may need to obtain a visa for staying abroad in the Programme or Partner Country hosting the activity.

It is a collective responsibility of all the participating organisations to ensure that the authorisations required (short/long 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.

e. CONDITIONS OF PARTICIPATION OF EVS VOLUNTEERS

SELECTION

The selection of volunteers can be carried out by any of the organisations involved in the project (usually this task is carried out by the sending or coordinating organisation).

The European Voluntary Service is open to all young people, including people with fewer opportunities. Volunteers are to be selected in a fair, transparent and objective way, regardless of their ethnic group, religion, sexual orientation, political opinion, etc. No previous qualifications, educational level, specific experience or language knowledge should be required. A more specific profile of the volunteer might be drawn up if justified by the nature of the tasks of the EVS activity or by the project context.

AGREEMENT WITH THE VOLUNTEER

Prior to their departure, each EVS volunteer must sign a volunteering agreement with the sending and the receiving organisation. This agreement defines the tasks s/he will carry out during the EVS, the intended learning outcomes. As part of the agreement, s/he will receive the EVS Info-kit, which contains information about what to expect from EVS and on how to use Youthpass and receive a certificate at the end of the activity. Such an agreement remains an internal document among partners and volunteers; it will not be requested by the granting National Agency.

MOBILITY TOOL

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

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

LINGUISTIC SUPPORT

Young volunteers undertaking an EVS lasting two months or longer are eligible to receive linguistic support prior to departure or during the activity. In this regard, the Commission makes available an online tool for EVS volunteers with a view to assess their competence in the language they will use to carry out their volunteering abroad. This tool offers them, where necessary, the possibility to improve the knowledge of the language before and/or during the EVS. Such an online service will be gradually implemented in the course of the Programme. The linguistic supportis provided as follows:

- at the time of applying for EVS, the applicant organisation will estimate the need for linguistic support for their participants - in the main language that volunteers will use to carry out their tasks;
- National Agencies allocate online licences to beneficiary organisations according to general criteria specified by the European Commission;
- once selected, all volunteers (except native speakers) benefiting from the online service will carry out an online language test to assess their competences in the foreign language they will use during their EVS. The results of this assessment will be communicated to the volunteers and will not have any influence on their possibility to go abroad;
- based on the number of online licences available for language courses, the volunteers who need linguistic support may be offered the possibility to follow an online language course;
- at the end of their EVS, volunteers will carry out a second online language assessment to measure the progress made in the language used for volunteering. The results will be communicated to the volunteer, to the coordinating organisation upon request, and could thereafter be integrated in the Youthpass certificate.

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

For languages not covered by the online service and before the online service is available support for language learning must be arranged by the participating organisations in the youth mobility project. A specific grant for "linguistic support" may be provided for that purpose. Beneficiaries of this grant should encourage participants to start learning the language before their EVS. Furthermore, organisations involved in a youth mobility project can use the "organisational support" grant to address the needs of participants in terms of pedagogical, task-related, intercultural or specific linguistic preparation (see the "funding rules" section in Part B of this Guide).

PRE-DEPARTURE TRAINING

Pre-departure training is the responsibility of the EVS organisations (usually the sending organisation or the coordinating organisation) and gives volunteers an opportunity to talk about their expectations, develop their motivation and learning objectives, and obtain information on their host country and on the Erasmus+ Programme. In addition, the National Agencies (or SALTO SEE and EECA) may organise a one-day pre-departure training aimed at establishing contacts with the outgoing volunteers.

2. DURING MOBILITY

EVS TRAINING AND EVALUATION CYCLE

EVS volunteers have the right and obligation to participate in the following EVS training and evaluation sessions, organised in line with the document "EVS Volunteer Training and Evaluation Cycle: Guidelines and Minimum Quality Standards of the European Commission", available on the website. Trainings foreseen in the EVS Training and Evaluation Cycle are the following:

ON-ARRIVAL TRAINING (ONLY FOR EVS ACTIVITIES LASTING 2 MONTHS OR MORE)

On-arrival training takes place upon arrival in the host country. It introduces volunteers to their host country and their host environment, helps them to get to know each other and supports them to create an environment that support learning and realising own project ideas. The duration is on average seven days.

MID-TERM EVALUATION (ONLY FOR EVS ACTIVITIES LASTING 6 MONTHS OR MORE)

Mid-term evaluation provides volunteers with an opportunity to evaluate and reflect on their experience so far, as well as to meet other volunteers from different projects throughout the host country. Duration is on average two and a half days.

ANNUAL EVS EVENT

In addition, former EVS volunteers may be invited to take part in the annual EVS event organised by the National Agencies in the sending country (or SALTO SEE and EECA in the respective regions). This event serves as an evaluation meeting, "alumni" meeting and promotion event. Duration is 1-2 days.

WHO ORGANISES THE EVS TRAINING AND EVALUATION CYCLE?

The responsibility for organising the EVS Training and Evaluation Cycle depends on where the events are to take place:

- in Programme Countries: the training/evaluation is organised by the National Agencies;
- in Western Balkans countries, Eastern Partnership countries and the Territory of Russia as recognised by international law: the training/evaluation is organised respectively by SALTO SEE and SALTO EECA Resource Centres;
- in other Partner Countries: training and evaluation sessions are not organised by National Agencies or SALTOs. It is responsibility of the participating organisations to ensure that the volunteers receive an on-arrival training and that they are provided a space for carrying out a mid-term evaluation of their EVS experience. In this regard, for EVS activities organised within the framework of Capacity Building in the youth field, the costs linked to such preparation can be covered under the item "activity costs".

As soon as the acceptance of the projects selected by National Agency has been notified, the coordinating organisations should immediately contact the relevant National Agency or the SALTO Resource Centre in order to allow those structures to organise the Training and Evaluation sessions for the volunteers involved in their project.

In any case, beneficiaries are always encouraged to provide additional training and evaluation opportunities to the volunteers, even if no specific funds are allocated for that purpose within the project grant. All relevant providers of training and evaluation activities in EVS should provide information about Youthpass.

For projects lasting less than 2 months, participating organisations have the responsibility to organise preparation sessions that are adapted to the needs of the volunteers and/or to the type of EVS activity. Within the framework of mobility projects, the costs linked to such preparation can be covered under the item "exceptional costs" (see "funding rules" section in Part B of this Guide). Within the framework of large scale EVS, events the costs linked to such preparation can be covered under the item "activity costs".

3. AFTER MOBILITY

RECOGNITION OF LEARNING OUTCOMES

YOUTHPASS

Every young person, volunteer or youth worker taking part in a youth mobility project is entitled to receive a Youthpass certificate. Youthpass describes and validates the non-formal and informal learning experience acquired during the project (learning outcomes). Youthpass can also be used during the project activities as a tool to help participants to become more aware of their learning process. For support and more information on Youthpass, please consult the Youthpass guide and other relevant material at www.youthpass.eu.

4. MOBILITY OF YOUNG PEOPLE AND YOUTH WORKERS OUTSIDE MOBILITY PROJECTS

Beyond the mobility projects under Key Action 1, the Erasmus+ Programme supports mobility of young people and youth workers also under Large-scale EVS projects, Strategic Partnerships and Capacity Building in the field of youth. In these cases, if applicable, the participating organisations must follow the same principles and quality standards set for the activities funded within the framework of mobility projects.

ERASMUS MUNDUS JOINT MASTER DEGREES

1. CONDITIONS RELATING TO THE DESIGN OF THE ERASMUS MUNDUS JOINT MASTER DEGREES

An EMJMD must be fully developed at the time of the application and be ready to run for three consecutive editions as from the second academic year following the application. In order to comply with the minimum requirements set in the Programme Guide (Part B), higher education institutions established in a Programme Country must be able to demonstrate the accreditation of each degree-awarding Master programme on the basis of which the JMD programme is composed. Besides accreditation, these national degree-awarding programmes must be mutually recognised by the consortium HEI partners from Programme Countries.

In addition, applicants should note that the process of accreditation of a EMJMD course and the recognition of diplomas within the consortium can be a long-lasting process and must have been completed before the first EMJMD student intake starts. Programme-Country HEIs acting as full partners in the consortium must be degree-awarding institutions with the capacity to issue either a joint or a multiple degree (at least a double degree) for EMJMD graduates. Consortia must also ensure that all graduated students are provided with a joint Diploma Supplement at the end of their study period, covering the entire content of the Master programme.

The first year will be a preparatory and promotion (/awareness-raising) year when the programme will be advertised and the first intake of students selected. EMJMDs must dispose of fully joint (/common) procedures for students admission requirements[149], the teaching/training activities, the quality assurance mechanisms,students examination and performance evaluation, consortium administrative and financial management, the nature/scope of services offered to the students (e.g. language courses, visa support), etc. All students must be covered by a health and insurance scheme chosen by the consortium. This scheme must respect the minimum EMJMD requirements as defined in the respective guidelines available on the Executive Agency website.

These elements are crucial in demonstrating genuine joint integration of a EMJMD course and its implementing consortium. It is therefore expected that the applicant provides a draft Consortium Agreement at application stage which covers these and other important items in a clear and transparent manner. The existence of an up-to-date, comprehensive, and robust draft Consortium Agreement is a sign of readiness of the partners and maturity of the application in view of a successful EMJMD implementation phase.

The EMJMD study programme must be designed in a way that all students are in a position to carry out part of their study/training/research activities in two different Programme countries. Each of these periods must correspond to at least 20 ECTS credits for 60 ECTS credits Master programmes and 30 ECTS credits for 90 or 120 ECTS credits Master programmes.

The EMJMD consortium will need to design joint promotion and awareness-raising activities in order to ensure the worldwide visibility of the joint study programme as well as of the Erasmus+ scholarship scheme. These promotion and awareness-raising activities will necessarily include the development of an integrated and comprehensive course website (in English, as well as in the main teaching language if different) prior to their first scholarship application round, providing all the necessary information on the EMJMD for students and future employers. The student application procedure and submission deadline should be designed in such a way that it provides the students with all the necessary information well in advance and with enough time to prepare and submit his/her application (i.e. in principle 4 months before the deadline). The consortium is also encouraged to foresee the organisation of language courses in the language of the country of the host institutions and offer courses in other widely spoken languages. Visibility will be supported through the Commission and Executive Agency websites, via National Agencies and EU Delegations. Guidelines on EMJMD websites can be found on the Executive Agency website

2. CONDITIONS RELATING TO MASTER STUDENTS

Master students wishing to enrol in a EMJMD must have previously obtained a first higher education degree[150] or demonstrate a recognised equivalent level of learning according to national legislation and practices. Each EMJMD consortium will be responsible for defining its specific students' application procedure and selection criteria in accordance with the requirements and guidelines available on the Executive Agency website.

[149] The selection procedure must be organised in a way to ensure that the best students worldwide are selected.
[150] While this condition must necessarily be fulfilled at the time of enrolment, EMJMD consortia may decide to accept scholarship applications from students in the last year of their first higher education degree

Erasmus+ EMJMD student scholarships can be offered to students from any region of the world taking geographical balance into account – i.e. no more than 3 candidates from the same country (/with the same nationality) should be awarded a EMJMD scholarship during the same intake. Students with a double nationality must specify the nationality under which they submit their scholarship application. However, particular rules may apply in case of additional funding for specific regions of the world. EMJMD consortia will also be encouraged to enrol self-funded students[151] representing approximately 25% of the Erasmus + scholarship holders.

EMJMD student scholarships are awarded for a student's participation in the complete EMJMD programme. Scholarship holders cannot transfer university credits from course taken prior to their enrolment in their EMJMD for the purpose of reducing their mandatory activities in the joint programme. Furthermore, EMJMD scholarship holders cannot at the same time be beneficiaries of a grant for student or staff mobility in the framework of other higher education programmes funded by the EU budget, and vice versa.
In order to guarantee full transparency in the EMJMD implementation rules, as well as to define the rights and responsibilities of enrolled students towards the EMJMD consortia, both parties (i.e. accepted students and EMJMD consortia) will have to sign a Student Agreement (see model on the Executive Agency website) prior to the student's enrolment in the EMJMD. This Student Agreement will cover all the academic, financial, administrative, behavioural, etc. aspects related to the EMJMD implementation and, for the scholarship holders, the scholarship management. It should include performance indicators for the successful acquisition of minimum ECTS credits (and the consequences in case of failure to acquire them), information about the services provided to the student, as well as details related to health/social security, mobility requirements, and thesis/exam/graduation rules, etc. For transparency reasons, the Student Agreement template must be published on the EMJMD website of the consortium (all EMJMDs must have a specific webpage)..

3. MONITORING AND QUALITY ASSURANCE

In order to effectively monitor the implementation of EMJMD courses, the beneficiary consortia will need to apply a number of monitoring and Quality Assurance (QA) mechanisms:

- definition of a joint QA plan with common evaluation methods and criteria, agreed implementation timetable/milestones and follow-up actions. These QA mechanisms will need to be embedded in the EMJMD project design at application submission stage, notably internal and external evaluation exercises; feedback on indicators, etc. QA findings and conclusions drawn will need to be reported by the consortium in their regular reporting to the Executive Agency;
- submission of regular progress reports (some of which will condition the payment of the next grant instalments);
- quantitative and qualitative monitoring of the student mobility and performance (in terms of activities implemented, ECTS credits acquired and degree awarded) through the Executive Agency online Mobility Tool (EMT);
- liaison and cooperation (where applicable and expected) with the EM Alumni Association (EMA website: www.em-a.eu);
- joint meetings of the participating HEIs, students' representatives, Executive Agency Programme Officer(s), staff of the National Agencies concerned and, when needed, external experts; at least two of these meetings will have to be organised by the EMJMD consortium during the period covered by the grant agreement;
- appraisal reports by the enrolled students through the Executive Agency online Mobility Tool (EMT);
- participation in thematic cluster meetings organised by the Commission, the National Agencies of the Executive Agency to support exchange of good practice and mutual learning.

SELECTION PROCEDURE OF EMJMD CONSORTIA

The main objective of the EMJMD programme is to attract, select, and fund excellence; this should be understood both in terms of academic quality of the main actors (participating organisations and EMJMD Master students), as well as in terms of the implementation capacity of the consortia which are expected to carry out an integrated international study programme with students from Programme and Partner Countries. The main aim of the selection procedure for EMJMD projects will therefore focus on selecting excellent projects offering enhanced employment prospects to graduates. In order to be able to identify and concentrate on the best proposals in a highly competitive selection, a two-step quality review will be applied.

Step 1: In this first step, independent academic experts will assess the answers provided by the applicant consortium to the first award criterion "Relevance of the project" (see Part B of this Guide) focusing on the pertinence of the proposal in its different aspects. Only those proposals that passed the minimum threshold under this criterion as defined in part B will go through the next step of the selection.

[151] Self-funded students are either self-paying students or students who have been awarded a scholarship from a another scheme,

Step 2: Under step 2 the independent academic experts will analyse and evaluate the answers provided to the remaining award criteria, i.e. Quality of the project design and implementation, Quality of the project team and the cooperation arrangements, Impact and dissemination. This will result in establishing a ranking list of all proposals. Only proposals which have scored at least 70 points in total and have passed the minimum thresholds as defined for each of the four award criteria as defined in Part B of this Guide, will be considered for funding.

The applicants have the option to apply for additional scholarships for targeted regions of Partner Countries of the world, as defined in Part B under the "Additional scholarships for students from targeted regions of the world" section. In order to assess this additional part of the proposal, under step 2, the independent academic experts will analyse and evaluate the answers given under the additional award criterion: "Relevance of the project in the targeted region(s)". Only proposals which have scored at least 2.5 points (50%) in a given region under this criterion will be considered for receiving additional scholarship(s) in that region.

The assessment of the additional criterion will not influence the original ranking list as resulted from the evaluation of the 4 award criteria described in Part B (Relevance of the project, Quality of the project design and implementation, Quality of the project team and the cooperation arrangements, Impact and dissemination), but only the award of additional scholarships to the proposals considered for funding.

STRATEGIC PARTNERSHIPS

1. PROJECT FORMATS

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

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

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

ACTIVITIES:

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

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

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

Cross-sectoral cooperation

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

- Strategic cooperation between different educational sectors and local/regional businesses, for example to investigate employability or ease of transition into the workforce or between educational levels;
- Joint research projects carried out through partnerships between higher education institutions and other educational levels, for example on assessment or learning outcomes related to transversal competences;
- Strategic cooperation between formal and non-formal/informal educational providers, for example related to ICT-based teaching or the enhancement of digital integration in learning;
- The investigation and analysis of coherent pedagogical approaches and methodologies especially those delivering transversal competences (such as entrepreneurship) which are developed across educational sectors;
- Project-based transnational cooperation between partners from different education sectors (for example, early years paired with upper secondary) investigating the use of CLIL[152] or reciprocal learning to increase language competences among learners of all ages from various fields of education, training and

[152] Content and language integrated learning

youth including those with migrant background;
- Cooperation and exchange of practice between staff responsible for support services at different educational levels (such as guidance counselling, coaching methods and tools, development of systems that help track student progress); or those involved in student support services, to increase quality and coherence across educational sectors;
- Partnerships across educational levels which promote access to and learning through Open Educational Resources (OER) through the sharing of best practice and through development of OER at different levels;
- Joint research projects involving partnerships across education and youth sectors exploring the potential of learning analytics and crowd-assessment to increase the quality of learning;
- Cooperation between schools, VET providers and higher education institutions to investigate activities aimed at promoting stronger coherence between different EU and national transparency and recognition tools;
- Cooperation between youth sector and higher education institutions in order to facilitate the recognition and validation of non-formal and informal learning and its permeability with formal education pathways as well as permeability with different fields.

HIGHER EDUCATION:

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

VOCATIONAL EDUCATION AND TRAINING:

- Develop, test, adapt and adopt/implement innovative practices relating to:
  - re-/definition of competence standards according to learning outcomes; adaptation or development of VET curricula and courses accordingly, also of accompanying learning material and tools;
  - VET learning and teaching methodologies and pedagogical approaches especially those delivering key competences and basic skills; language skills; focusing on the use of ICT;
  - new forms of practical training schemes and study of real life cases in business and industry; development and implementation of project-based transnational collaboration between enterprises and students/staff at VET institutions;
  - development and delivery of new VET teaching and training materials and methods, including work based learning, virtual mobility, open educational resources and better exploitation of the ICT potential, e.g. setting up virtual laboratories/workplaces adapted to labour market needs;
  - professional guidance and counselling and coaching methods and tools;

  - tools and methods for professionalization and professional development of VET teachers, trainers and staff; particular focus on improved initial education and in-service training for VET teachers and trainers;
  - management and leadership of VET organisations;
  - strategic cooperation between VET providers and local / regional business communities, including economic development agencies;
  - cooperation for developing creativity and innovation between VET providers, HEIs and design, art, research and innovation centres;
- Facilitate recognition and certification of skills and competences at national level by referencing them to European and national Qualification Frameworks and using EU instruments; develop flexible pathways for VET students and graduates, including validation of their prior learning;
- Implement credit transfer (ECVET) and quality assurance (EQAVET) by VET providers.

SCHOOL EDUCATION:

- Develop, test, adapt and adopt/implement innovative practices relating to:
  - new curricula, courses, learning materials and tools;
  - learning and teaching methodologies and pedagogical approaches, especially those delivering key competences and basic skills, language skills, and focusing on the use of ICT;
  - new forms of practical training schemes and study of real life cases in business and industry;
  - new forms of learning and providing education and training, notably strategic use of open and flexible learning, virtual mobility, open educational resources and better exploitation of the ICT potential;
  - guidance, counselling and coaching methods and tools;
  - tools and methods for professionalization and professional development of teachers, trainers, and other staff, with particular focus on improved initial education and in-service training for teachers;
  - management and leadership of education and training institutions;
  - outreach activities between organisations in different education, training and youth sectors;
  - strategic cooperation between learning providers on the one hand and local/regional authorities on the other hand;
- Exchange experiences and good practice, carry out peer learning activities and workshops;
- Carry out joint research, surveys, studies and analyses;
- Facilitate recognition and certification of skills and competences at national level by referencing them to European and national Qualification Frameworks and using EU validation instruments.

ADULT EDUCATION:

- Develop, test, adapt and adopt/implement innovative practices relating to:
  - new curricula, courses, and accompanying learning materials and tools for adult learners;
  - learning and teaching methodologies and pedagogical approaches for adult learners, especially those delivering key competences and basic skills; language skills; focusing on the use of ICT;
  - new forms of adult learning and providing adult education, notably strategic use of open and flexible learning, virtual mobility, open educational resources and better exploitation of the ICT potential;
  - guidance, counselling and coaching methods and tools for adult learners;
  - tools and methods for professionalization and professional development of adult education teachers and staff; particular focus on improved initial education and in-service training for adult education teachers;
  - management and leadership of adult education organisations;
  - outreach activities between organisations in different education, training and youth sectors;
  - strategic cooperation between adult learning providers on the one hand and local/regional authorities on the other hand;
- Providing flexible pathways for adult learners including validation of their prior learning:
  - comparative analysis of management or implementation models and approaches
  - practical application and testing of methods for valuing knowledge and competencies acquired through informal and non-formal learning
- Improving the accessibility of learning opportunities for adults:
  - promoting the development of multi-purpose learning centres and regional networks of learning providers
  - measures to develop the learning dimension of organisations not primarily concerned with education (e.g. cultural organisations)
  - development of training courses to improve the availability and quality of European training courses

available to adult education teachers, managers or other adult education staff

- Facilitate recognition and certification of skills and competences at national level by referencing them to European and national Qualification Frameworks and using EU instruments.

YOUTH:

- Youth work cooperation activities for the development, testing, adaptation and/or implementation of innovative youth work practices. These activities may concern:
  - methods, tools and materials aimed at fostering young people's key-competences and basic skills as well as language and ICT skills;
  - methods, tools and materials for the professionalization and professional development of youth workers (e.g. curricula, training modules, resource materials, best practices, validation instruments etc.);
  - new forms of delivering youth work and providing training and support, notably strategic use of open and flexible learning, virtual mobility, open educational resources and better exploitation of the ICT potential;
  - youth work programmes and tools aimed at combating social exclusion and early school leaving
  - strategic networking and cooperation among youth organisations and/or with organisations in education and training fields as well as in the job market;
  - strategic cooperation with local/regional public authorities;
- Recognition and certification of skills and competences at national level by referencing them to European and national Qualification Frameworks and using EU validation instruments.
- Trans-national youth initiatives: cooperation activities, fostering social commitment and entrepreneurial spirit, jointly carried out by two or more groups of young people from different countries (see below).

FOCUS ON:

- creativity, innovation and modernisation;
- strategic use of Information and Communication Technologies (ICTs) methodologies and virtual collaboration;
- open educational resources (OER);
- quality of education, training and youth work;
- entrepreneurship education (including social entrepreneurship);
- equity and inclusion;
- basic skills and transversal skills (language skills, digital skills and enterpreneurship);
- recognition and validation of learning outcomes across formal, non-formal and informal learning;
- promotion of flexible learning pathways;
- professionalisation and professional development in education, training and youth work;

- management and leadership skills;
- active participation of young people in society;
- inter-institutional cooperation;
- inter-regional cooperation;
- synergies between policy and practice.

TARGETS AND PARTICIPANTS:

- practitioners;
- staff active in education and training;
- youth workers;
- experts, specialists, professionals;
- students, trainees, apprentices, school pupils, adult learners, young people, volunteers;
- NEETs (people not in employment, education or training);
- young people with fewer opportunities;
- early school leavers;
- decision-makers;
- researchers.

PARTNERS THAT MAY BE INVOLVED IN THE SAME PROJECT

- education, training and youth organisations;
- organisations that work across a range of fields and sectors (e.g. skills centres or chambers of commerce, etc.) public sector bodies;
- enterprises, companies, representatives of business and labour market;
- community organisations;
- research and innovation bodies;

- civil society organisations;
- social partners.

TRAINING, TEACHING AND LEARNING EMBEDDED IN STRATEGIC PARTNERSHIPS

Strategic Partnerships may also organise training, teaching and learning activities of individuals, in so far as they bring added value in the achievement of the project's objectives. Some of these activities are particularly relevant in one or more fields of education training and youth, and notably

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

The sections below, provide additional descriptions of the activities listed above.

LEARNERS

INTENSIVE STUDY PROGRAMMES (5 DAYS TO 2 MONTHS)

An Intensive Study Programme (ISP) is a short programme of study which brings together students and teaching staff from participating higher education institutions as well as other relevant experts/specialist/professionals in order to:

- encourage efficient and multinational teaching of specialist topics;
- enable students and teachers to work together in multinational and multidisciplinary groups and so benefit from special learning and teaching conditions not available in a single institution, and to gain new perspectives on the topic being studied;
- allow members of the teaching staff to exchange views on teaching content, new curricula approaches, to test innovative teaching methods that could eventually become part of a newly devised joint course or curriculum in an international classroom environment.

Desirable features of an ISP are the following:

- ISPs should provide significantly new learning opportunities, skills development, access to information and to state-of-the art research results and other knowledge, etc. for the participating teachers and students;
- the workload of participating students should be recognised through ECTS credits (or equivalent system);
- ISPs are expected to use ICT tools and services to support the preparation and follow-up of the ISP, thereby contributing to the creation of a sustainable learning community in the subject area concerned;
- the ratio of staff to students should guarantee active classroom participation;
- a balance should be kept between the participation of transnational and national students and staff;
- the ISP should present a strong multidisciplinary approach, fostering the interaction of students from different academic disciplines;
- in addition to the learning outcomes on subject-related competences, ISPs should favour the transfer of transversal competences.

The selection of ISP participants (teaching staff and students) is carried out by the Strategic Partnership consortium.

The number of teaching and training hours must ensure that the majority of time spent abroad is related to education and training and not to research or any other activity.

BLENDED MOBILITY OF STUDENTS, TRAINEES, ADULT LEARNERS, YOUNG PEOPLE (5 DAYS TO 2 MONTHS OF PHYSICAL MOBILITY)

Activities that combine one or more short periods of physical mobility (up to 2 months in total) with virtual mobility (i.e. the use of information and communication technologies such as collaborative workspaces, live streaming, videoconferencing, social media, etc. to complement or prolong the learning outcomes of physical mobility). It can be used to prepare, support and follow up physical mobility. It can also be organised to address people with special needs or with fewer opportunities to help them overcome the barriers to long-term physical mobility.

JOINT PROJECT WORK OF GROUPS OF SCHOOL PUPILS (5 DAYS TO 2 MONTHS)

Joint project work of groups of pupils can be organised between schools from different countries participating in the same Strategic Partnership. During such events, pupils work together in one of the partner schools and are as a rule hosted in each others' families. Joint project work should be linked to the aims of the Strategic Partnership. Please note: the cooperation between schools in a partnership should not be limited to such events but also include common online and local activities. Schools are encouraged to use eTwinning in order to work together on the project before and after the mobility events.

Joint project work events should give pupils and teachers in different countries an opportunity to work together on one or more topics of mutual interest. They help pupils and teachers to acquire and improve skills not only in the topic or subject area on which the project is focused, but also in terms of teamwork, intercultural learning, social relations, planning and undertaking project activities and using information and communication technologies (ICT). Participating in joint project work with groups of pupils from partner schools from different countries also gives pupils and teachers the opportunity to practice foreign languages and increases their motivation towards language learning.

Project activities should ideally be integrated into the regular activities of the schools and be included in the curriculum of participating pupils. Pupils should be able to be involved in all phases of the project, including the planning, organisation and evaluation of activities.

LONG-TERM STUDY MOBILITY OF PUPILS (2 TO 12 MONTHS)

The aim of the activity is to strengthen the cooperation between the schools involved in the same Strategic Partnership. The mobility activities should be linked to the aims of the Strategic Partnership and need to be embedded in the project design. Schools are encouraged to use eTwinning in order to work together on the project before, during and after the mobility activities of pupils. These measures should help in maximising the impact on participating schools. The activity also allows pupils to develop their understanding of the diversity of European cultures and languages, and helps them acquire competences necessary for their personal development. The schools involved in the partnership work together on developing learning agreements, recognising the studies undertaken at the partner school abroad and strengthening the European dimension in school education. This activity should also be a valuable international pedagogical experience for the teachers involved in the organisation and implementation of the mobility.

Participants are selected by the schools. They need to be pupils aged at least 14 and be enrolled full-time in a school participating in the Strategic Partnership. Selected pupils can spend between 2 and 12 months in a receiving school and a host family abroad.

A reciprocal exchange of pupils between schools/host families is encouraged but is not compulsory.

All actors involved in the study mobility – schools, pupils, their parents and host families – should consult the specific Guide to Study Mobility of Pupils which aims to help them in implementing the activity and ensure the safety and well-being of the pupils involved. The Guide specifies roles and responsibilities, gives guidance and provides the necessary templates and forms for participants. The Guide is available in English at the Europa website and in translation at the website of the relevant National Agency.

ONLINE LINGUISTIC SUPPORT

Participants in long-term mobility activities (2 to 12 months) within a Strategic Partnership can benefit from linguistic preparation. In this regard, an online linguistic support will be gradually implemented in the course of the Programme. Such online support is made available by the European Commission to selected pupils, with a view to assess their competence in the language they will use to study abroad. This tool also offers them, where necessary, the possibility to improve the knowledge of the language before and/or during the mobility period.

When implemented for schools, the online linguistic support will be provided as follows:

- National Agencies allocate online licences to schools according to general criteria specified by the European Commission.
- Once selected all pupils (except native speakers) benefiting from the online service will carry out an online test to assess their competences in the language they will use for studying. The results of this test will be communicated to the pupil and the school.
- Based on the number of online licences available for language courses, schools will distribute licences according to needs.
- At the end of the mobility period, pupils will carry out a second assessment to measure the progress made in the foreign language.

Further details on the online linguistic support are made available on the websites of the European Commission and National Agencies.

For languages not covered by the Commission's service, a specific grant for "linguistic support" may be provided for that purpose.

STAFF IN EDUCATION AND TRAINING AND YOUTH WORKERS

JOINT STAFF TRAINING EVENTS (5 DAYS TO 2 MONTHS)

Joint staff training events allow the participating organisations in the Strategic Partnership to organise short training events for education and training staff or youth workers linked to the topic or scope of the Strategic Partnership. These should be organised for small groups of staff from different countries in order to maximise the impact on each participating organisation.

They can have various formats, i.e. study visits combining on-site visits to relevant organisations, presentations, discussion workshops, training courses, etc. A balance should be kept between the participation of transnational and national participants.

TEACHING AND TRAINING ASSIGNMENTS (2 TO 12 MONTHS)

The aim of the activity is to strengthen the cooperation between the organisations involved in the same Strategic Partnership. The activity allows staff to develop their knowledge and understanding of European education and training systems, and helps them share and acquire professional competences, methods and practices.

This activity allows teachers/professors and other educational staff in general school education, higher education, VET or adult education working in an educational institution participating in a Strategic Partnership to undertake an assignment of 2 to 12 months abroad, teaching in a partner institution or engaging in professional activities in another partner organisation related to the field of their expertise. The activity may consist of work in an educational institution/centre or other relevant organisation (e.g. enterprises, NGOs, school authorities, etc.), participation in structured courses or seminars (e.g. in teacher training colleges or research organisations), placements or observation periods in a company or organisation in the field of education, training or youth.
The sending institution has to ensure a fair, transparent and open selection process, to develop the content of the activity with the participant and to ensure an internal and as far as possible external recognition of this long-term mobility abroad.

As regards teaching and training assignments in higher education, the following types of sending and receiving organisations are eligible:

- For long-term staff mobility for teaching, the sending organisation can be any participating organisation while the receiving organisation must be a participating HEI.
- For long-term staff mobility for receiving training, the sending organisation must be a participating HEI while the receiving organisation can be any participating organisation.
- The sending and receiving organisations must be located in different countries and the receiving country must be different from the country of residence of the participant.

The organisations involved in the Strategic Partnership work together on developing mobility agreements, recognising the work undertaken at the partner organisation abroad and strengthening the European dimension in education and training. This activity should also be a valuable international experience for those involved in the organisation and implementation of the mobility activity at both the sending and the receiving organisation.

MOBILITY OF YOUTH WORKERS (2 TO 12 MONTHS)

This activity allows youth workers to experience a different working reality than the one in their home countries, increasing their professional, personal and intercultural competences. Youth workers have the possibility to work abroad for a period from 2 to 12 months actively contributing to the daily work of the receiving organisation, at the same time enriching their profile as professionals in the field. These activities also aim at strengthening the capacities of the organisations involved, benefiting from new perspectives and experiences. Mobility activities can be carried out either as individual activities (i.e. one youth worker being sent to a receiving organisation) or in pairs, as a mutual exchange of youth workers (simultaneously or not) between the two partner organisations.

ONLINE LINGUISTIC SUPPORT

Participants in long-term mobility activities within a Strategic Partnership can benefit from linguistic preparation. In this regard, an online linguistic support will be gradually implemented in the course of the Programme. Such online support is made available by the European Commission to selected staff and youth workers, with a view to assess their competence in the language they will use to study abroad. This tool also offers them, where necessary, the possibility to improve the knowledge of the language before and/or during the mobility period.

When implemented for staff and youth workers, the online linguistic support will be provided as follows:

- National Agencies allocate online licences to organisations according to general criteria specified by the European Commission.
- Once selected all participants (except native speakers) benefiting from the online service will carry out an online test to assess their competences in the language they will use for studying. The results of this test will be communicated to the participant.
- Based on the number of online licences available for language courses, organisations will distribute licences according to needs.
- At the end of the mobility period, participants will carry out a second assessment to measure the progress made in the foreign language.

Further details on the online linguistic support are made available on the websites of the European Commission and National Agencies.

For languages not covered by the Commission's service, a specific grant for "linguistic support" may be provided for that purpose.

TRANSNATIONAL YOUTH INITIATIVES

Strategic Partnerships in the field of youth also support the development of transnational youth initiatives fostering social commitment and entrepreneurial spirit, jointly carried out by two or more groups of young people from different countries.

For example, these initiatives may concern:

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

A Youth Initiative is a project initiated, set up and carried out by young people themselves. It gives young people the chance to try out ideas through initiatives, which give them an opportunity to be directly and actively involved in planning and carrying out a project. Participation in a Youth Initiative is an important non-formal learning experience. While implementing a Youth Initiative, young people have the opportunity to address specific challenges or problems encountered in their communities. They have the opportunity to discuss and reflect their chosen topic in a European context, to contribute to the construction of Europe.

A Youth Initiative must be transnational: a networking of local activities jointly carried out by two or more groups from different countries. Cooperation with international partners in transnational Youth Initiatives is based on similar needs or interests, in order to share practices and learn from peers.

Youth initiatives enable a large number of young people to become inventive and creative in their daily life and to speak out on their local needs and interests but also on the challenges faced by the communities they live in.

Young people can try out ideas by initiating, setting up and carrying out a project affecting various areas of life. Youth Initiatives can also lead to the self-employment or setting up of associations, NGOs or other bodies active in the area of social economy, no-profit and youth fields.

Young people carrying out transnational Youth Initiatives may be supported by a coach. A coach is a resource person who has youth work and/or Youth Initiatives experience to accompany groups of young people, facilitate the learning process and support their participation. S/he plays different roles depending on the needs of a given group of young people.
The coach remains outside the Youth Initiative but supports the group of young people in the preparation, implementation and evaluation of their project based on the needs of the group. Coaches support the quality of the learning process and they provide an on-going partnership designed to help a group or individuals produce fulfilling results in their projects. A coach is not: a project leader; a consultant/adviser; a member of the group carrying out the project; a professional trainer/expert providing only a technical support in a specific field; the legal representative of the project. If the Youth Initiative is carried out by minors, the support of a coach is compulsory.

2. EXAMPLES OF STRATEGIC PARTNERSHIPS

PROMOTION OF FLEXIBLE LEARNING PATHWAYS

Integrating practical and theoretical knowledge in higher education institutions' curricula can provide opportunities for students to gain the skills needed now and in the future on the labour market, and thus improve their future employability. A Strategic Partnership will support a project-based collaboration between enterprises and students and staff at HEIs, to develop, test and adapt a joint curriculum between participating HEIs, based on an exhaustive needs analysis and focusing on a "real-life" transnational approach. This will also imply teaching/learning activities, including exchange of personnel between HEIs and enterprises, and integrated ("embedded") mobility, in which students follow a joint programme, the components of which are taught by different partners and on different locations. The final result is the delivering of the joint curriculum and the dissemination to organisations beyond the partnership. The partnership consists of HEIs and enterprises, including SMEs and social enterprises, to ensure the necessary competence as well as the adequacy of the skills developed within the joint curriculum.

INTEGRATED LOCAL/REGIONAL DEVELOPMENT

The elaboration of integrated local/regional development plans can hugely benefit from the involvement of all the relevant stakeholders. A Strategic Partnership will develop, test and implement innovative course packages enriching each curriculum of the partner HEIs in view of delivering double certificates or double degrees. The project will involve key stakeholders and rely on their continuous supervision in particular via a specific Steering Group to ensure that the needs of local/regional actors are conveniently met. The project will also imply teaching/learning activities, including exchange of personnel between HEIs and student "blended" mobility. The final result is the integration of these course packages into the curriculum and the delivery of a double certificate/degree. The partnership includes higher education institutions, as well as local actors and local level public authorities.

The involvement of less experienced partners in the activities carried out can be gradual, ensuring that, at the latest in the last year of the project, all partners are integrated into the whole package of activities.

CREATIVITY AND INNOVATION

Small and medium-sized enterprises face the challenges of skill development and innovation without necessarily having adequate resources or the strategic vision to cope with fierce market competition. A Strategic Partnership supports the spread of a creative and innovative culture inside small businesses by transferring and implementing methodologies, tools and concepts that facilitate organisational development and product creation. Partners from the creative sectors and higher education institutions help the other partners to learn how to apply creative thinking successfully in their organisations and to develop the capacity for innovation and change.

One tangible outcome is the production of tailor-made action plans for creativity and innovation development based on previous analyses of success cases and methodologies. The partnership includes creative sectors, small- and medium-sized enterprises, employers' associations, chambers of commerce, industry or craft.

QUALITY OF EDUCATION

Local school authorities in Sweden, Denmark and UK partner up to propose a Strategic Partnership. The local authorities have identified a need to improve the quality of education in science, maths and technology, and have designed a project aiming to develop a joint framework for supporting pupils' involvement in learning. The objectives of the project are to improve the quality of education in maths and the natural sciences, and to increase the take-up of these subjects in upper secondary and higher education. The project is led by the two local authorities, and involves all primary and lower secondary schools in the respective areas. In addition, the local authorities have involved other partners from their local communities: universities, a media centre as well as several enterprises and business associations in the fields of technology, science and the environment. The project activities involve staff exchange between the participating organisations, with the aim of exchanging experiences and good practice. The partners share materials and resources, and develop units of cross-curricular work in maths, science and technology that are tested/implemented in primary and secondary schools. The business partners invite school classes for study visits to give pupils insight into the various practical applications of the topics they are working on. University students contribute as "study buddies" for pupils, providing additional one-on-one help with the subjects as well as serving as role models, motivating pupils to study science and technology. The project results in university cooperation on initial teacher education as well as further pedagogical cooperation and new projects between the schools involved.

INCREASING EDUCATION ATTAINMENT

Increasing the level of tertiary attainment, widening access and facilitating completion of higher education studies are major challenges in many countries. A Strategic Partnership will support the development of better progression routes into higher education and to graduation, with a specific focus on non-traditional learners, such as students from under-represented groups or with disadvantaged backgrounds, by transferring and testing innovative approaches. The Partnership will test how upper secondary students with specific backgrounds are prepared and guided before entering into higher education via collaboration between HEIs, schools and institutions active in the field of VET. Monitoring and support of this student population will also be tested, in particular via tailor-made services (guidance, counselling, coaching etc.) that aim at preventing drop-out and encouraging graduation within the expected time. The project will involve HEIs as well as upper secondary general and vocational education schools, ensuring that the services offered are adequate and match the identified needs. The project will also imply teaching/learning activities, including "blended" student mobility. The final result is the adaptation of the model, its implementation by participating HEIs and the dissemination to organisations beyond the partnership, aiming in particular at other education providers and key policy-makers.

INNOVATION

A Strategic Partnership will support the development of new pedagogical approaches and in particular e-learning tools and on-line collaborative platforms where pupils, students and teachers will be able to learn, teach and co-create content of courses. The Partnership composed of universities, schools, research organisations and/or enterprises will develop together the tools that schools and higher education institutions will use to teach and learn specific disciplines at different levels. Research organisations and/or enterprises will have a key role either to develop the tools or to make the content more relevant and concrete. In addition, intensive study programmes will be organised to test the tools developed by the partnership with students and teachers. Joint staff training events will also allow training the teachers in using the tools.

LANGUAGE SKILLS

A cross-sectoral Strategic Partnership aiming to support those families where more than one language is spoken, by developing languages resources for children to show them the benefits of having two or more languages, both in terms of its intrinsic value and in view of concrete use they can make of it. This project addresses all stakeholders that work with bilingual families so that they can disseminate the project resources to them. Research is carried out to test the efficiency of the pedagogical approaches used to strengthen the language competences of multilingual children, both in the classroom and through informal learning. Partners include a university, several schools, a small and medium-sized enterprise (SME), an NGO and an association of adult learning institutions.

INFORMATION AND COMMUNICATION TECHNOLOGIES

A cross-sectoral project aiming to develop a shared vision on how ICTs can help making lifelong learning a reality for all based on real-life scenarios and insights. The use of ICT for learning in Europe is gaining ground, but to unleash its potential as a driver of change for our economies and societies, there is a need to move from fragmentation and piloting to articulation and system adoption. Partners include a range of higher education institutions, skills organisations that work across a number of different educational fields.

COOPERATION BETWEEN REGIONS

A Spanish, a Portuguese, an Italian and a Czech local authority partner up to explore the causes of early school leaving in their regions, and to develop new solutions to address it. They involve the secondary schools in their respective regions, as well as two teacher education institutions. Looking at the problem of early school leaving in a wider perspective, they want to address several aspects of young people's lives. Therefore, local youth organisations and parent associations are also invited to join the Strategic Partnership. The local authorities themselves are involved on a broad, cross-sectoral basis, including education departments, youth and social services.
The aim is to establish a permanent network in each region, bringing different actors and services together to create an effective support mechanism for young people.
The partner institutions work together through regular project meetings as well as an online community. First, they want to establish the extent of early school leaving in their area and explore its causes. Then they aim to find and implement effective ways of supporting young people at risk of exclusion. As part of the project activities they conduct surveys for pupils, teachers and families to investigate the reasons for early school leaving in their local context. They also organise workshops and seminars exploring a range of topics, for example the impact of informal learning opportunities.
As a result, they develop a common methodology which is implemented in the two regions. A guide for teachers, trainers and local authorities is published to support this. All results and materials are shared on the project

website, through paper publications, and through a conference in each of the regions. In this way, the methodology and resources developed by the project are introduced to other schools and local authorities.

EQUITY AND INCLUSION

Youth organisations, institutions, schools, VET providers and authorities in the youth field working with NEETs ("Not in Education, Employment, or Training") and drop-outs, come together with the aim of improving a methodology to have more young people back to education or work. In the frame of their Strategic Partnership they organise transnational meetings of staff to exchange practices and design the project, as well as carry out job shadowing and professional development activities of youth workers. At the same time, a research compilation in the field is conducted, and discussed during a transnational meeting where a final handbook is developed and plans the testing and evaluation of the improved methodology. To ensure sustainability and dissemination of project results, the Strategic Partnership foresees conferences al local, national and European level, as well as designs jointly a follow-up strategy.

OPEN EDUCATIONAL RESOURCES (OER)

Fire fighters can be killed or injured when responding to fires inside burning buildings. Practical training tailored to address critical situations inside burning buildings could prevent lethal accidents. A Strategic Partnership creates a learning package based on state-of-the-art methodology and technology. The final result is a blended e-learning programme that provides supplementary training in firefighting strategy and tactics to address the initial phase of an intervention to create capability for early, efficient emergency response. The e-learning is combined with practical exercises. The Strategic Partnership includes fire and rescue services, public authorities responsible for public safety and of course VET providers.

ACTIVE PARTICIPATION OF YOUNG PEOPLE IN SOCIETY

Three upper secondary schools from Finland, Germany and the Netherlands find each other on the eTwinning platform because they are all interested in developing a project on democracy in school. The three schools decide to apply for funding for a Strategic Partnership. The aim of the project is to develop school leadership by involving teachers, pupils and also parents in the school decision-making. The project lasts three years and each year the participating schools look at how each of these groups is currently involved in the school decision-making and how their participation could realistically be improved on the basis of what they learn from their partners. The project is supported by and actively involves the school management, teachers and parents. Participating pupils develop their autonomy and critical thinking skills, as well as their understanding of concepts such as freedom, rights and obligations. They also reflect on how they can contribute to make their school more relevant for them. Throughout the project activities, pupils are given the opportunity to express their opinions, to listen to the opinions of others, to discuss using relevant arguments, and to explain decisions using valid reasons. The project activities take place both through the project TwinSpace on the eTwinning site and face to face in two meetings where a group of pupils from each school participate with their teachers. School management and representatives of parents also participate in the meetings. In between project meetings, the partners also use the eTwinning site to collaborate on developing the project activities, discuss and share resources. Pupils write a collaborative blog where they post pictures and updates on project activities, as well as opinions and reflections on the topics they are working on. The blog, the teaching plans and learning materials developed in the project, as well as some of the pupils' work, are published through eTwinning and made available as a resource for others who want to conduct a similar project.

TRANSVERSAL SKILLS / BASIC SKILLS

With an aim of improving numeracy and financial literacy competences of disadvantaged adult groups (migrants, low-skilled, socio-economically disadvantaged, etc.), adult education organisations, in cooperation with local/regional authorities and social partners develop up-to-date training provisions by using new and adequate training methodologies and resources. Outputs, such as curricula, handbooks for trainers, kits/toolboxes for adult learners are tested by the partner organisations and validated by the relevant stakeholders. A targeted dissemination activity is a prerequisite for an impact not only on adult learners' competencies but at local/regional level as the project may offer tailored learning opportunities to disadvantaged groups leading to their integration into local society.

RECOGNITION AND VALIDATION OF LEARNING OUTCOMES

Partner organisations may give significant input to the process of validation of non-formal and informal learning. Considering the different situation in the partners, the exchange of ideas and experiences the Strategic Partnership may analyse the current state and propose recommendations for validation in their countries.

PROFESSIONAL DEVELOPMENT AND PROFESSIONALISATION IN YOUTH WORK

Inspired by the priorities of the EU Youth Strategy, a group of experienced youth workers establish a Strategic Partnership with people responsible for youth work at institutional level, youth think tanks, educational institutions specialised in youth work, and researchers, in order to come up with a set of reference documents supporting youth workers in their activities dealing with mental health of young people. In the frame of the project, all partners come together to map and analyse key concepts as base for their research. They organise seminars with experts, meetings and study visits to document their work, as well as bring together young people and youth workers with experiences in the area of mental health in order to exchange best practices and ideas, with the final aim of publishing a book once the project is concluded and disseminating it among practitioners in the field.

CAPACITY BUILDING IN HIGHER EDUCATION

1. CLARIFICATIONS ON THE SCOPE OF THE EU GRANT

STAFF COSTS

The applicant will estimate the staff workload required on the basis of the category of staff concerned and the number of days to be worked on the project, in relation to the activities, the work plan and the outputs and results foreseen. Working days might include week-end, holydays of obligation and bank holidays. For the sake of estimating the budget, working days will not exceed 20 days per month or 240 days per year. The estimation results from applying Erasmus+ unit costs for staff. It is independent from the actual remuneration modalities that will be defined in the partnership agreement and implemented by the beneficiairies.

The profile of staff involved in capacity building projects is regrouped in four categories:

- **Managers (staff category 1)** (including legislators, senior officials and managers) carry out top managerial activities related to the administration and coordination of project activities.
- **Researchers, teachers and trainers (RTT) (staff category 2)** typically carry out academic activities related to curriculum/training programme development, development and adaptation of teaching/training materials, preparation and teaching of courses or trainings.
- **Technical staff (staff category 3)** (including technicians and associate professionals) carries out technical tasks such as book-keeping, accountancy, translation activities. External translation services and external language courses provided by sub-contracted non-consortium members should be classified as "Sub-contracting costs".
- **Administrative staff (staff category 4)** (including office and customer service clerks) carries out administrative tasks such as secretarial duties.

Actual remuneration modalities of staff involved in the project will be defined jointly by the participating organisations, endorsed by the managers responsible for their employment and will be part of the partnership agreement to be signed among the partners at the beginning of the project. Failing to do so, the usual remuneration policy of the organisation concerned will apply.

TRAVEL COSTS – STAFF

Any category of staff (e.g. managers, RTT, technical and administrative staff) under official contract in the beneficiary institutions and involved in the project may benefit from financial support for travel and subsistence provided it is directly necessary to the achievement of the objectives of the project.

Travels are intended for the following activities:

- Teaching/training assignments;
- Training and retraining purposes (only eligible for staff from Partner Countries);
- Updating programmes and courses;
- Practical placements in companies, industries and institutions (only eligible for staff from Partner Countries);
- Project management related meetings (e.g. for management, coordination, planning, monitoring and quality control activities purposes);
- Workshops and visits for result dissemination purposes.

Except in the case of the existence of a national law which is to the contrary, beneficiary institutions should not suspend payment of normal salaries to their staff during time spent travelling within the framework of the project. The duration of such travels must not exceed a maximum of three months.

TRAVEL COSTS – STUDENTS

Students (at undergraduate, graduate, post graduate and doctoral level) registered in one of the beneficiary institutions may benefit from a financial support for travel and subsistence provided it supports the achievement of the project objectives. Travels for students must take place in a participating organisation or in another organisation under the supervision of a participating organisation.

They must be targeted mainly at Partner Country students and intended for the following activities:

Activity	Duration
▪ Study periods in a Partner Country institution; ▪ Study periods in a Programme Country institution (only for students from Partner Countries); ▪ Participation in intensive courses organised in a Programme or Partner Country institution; ▪ Pratical placements, internships in companies, industries or institutions in a Partner Country; ▪ Pratical placements, internships in companies, industries or institutions in a Programme Country (only for students from Partner Countries).	Min 2 weeks - Max 2 months
▪ Participation in short-term activities linked to the management of the project (steering committees, coordination meetings, quality control activities, etc.).	Max 1 week

Prior authorisation from the Executive Agency is required if the student concerned intends to carry out activities not described above.

EQUIPMENT

The EU grant may be used to support the purchase of equipment. Only the purchase of equipment which is directly relevant to the objectives of the project can be considered as eligible expenditure. This could include, for example, (e-)books and periodicals, fax machines, photocopying machines, computers and peripherals (including notebooks/laptops and tablettes), software, machines and equipment for teaching purposes, laboratory supplies (teaching purposes), video-projectors (hardware) and video-presentations (software), television sets, installing/setting up of communication lines for internet connection, access to databases (libraries and electronic libraries outside the partnership) and clouds, equipment maintenance, insurance, transport and installation costs. Equipment is intended exclusively for the Partner Country Higher Education Institutions which are included in the partnership where it must be installed as soon as practically possible. The equipment must be recorded in the inventory of the institution where it is installed. This institution is the sole owner of the equipment.

- Equipment should be instrumental to the objectives of the project and should therefore be purchased at the beginning of the project implementation period and preferably 4 months before the end of the project.

- Under no circumstances may equipment be purchased for any Programme Country institution/organisation or for non-higher education institutions in the Partner Countries.

- Hiring of equipment may be considered eligible, but only in exceptional and duly justified circumstances and provided it does not continue beyond the duration of the Grant Agreement.

- Considering the particular nature of the Capacity Building action under the Erasmus+ programme, the total purchase cost of the equipment will be taken into account and not the equipment's depreciation.

In the event of purchase of equipment over €25.000, the beneficiaries must obtain competitive tenders from at least three suppliers and retain the one offering best value for money, observing the principles of transparency and equal treatment of potential contractors and taking care to avoid conflicts of interests. The beneficiaries may not split the purchase of equipment into smaller contracts below the threshold.

Applicants should be aware of the fact that the procurement and delivery of equipment to Partner Country institutions is often a rather complex procedure and this should be taken into consideration at the planning stage.

SUB-CONTRACTING

Subcontracting is intended for specific, time-bound, project-related tasks which cannot be performed by the Consortium members themselves. It includes self-employed / free-lance experts. Sub-contracting to external bodies should be very occasional. The specific competences and particular expertise needed to reach the project objectives should be found in the consortium and should determine its composition. Sub-contracting for project-management related tasks is therefore not allowed.

Typical activities which may be sub-contracted are (provided they are not carried out by beneficiaries' staff):

- Evaluation activities and auditing
- IT courses
- Language courses
- Printing, publishing and dissemination activities
- Translation services
- Web design and maintenance

In all cases, tasks to be subcontracted have to be identified in the proposal (based on relevant supporting information, along with clear reasons as to why the task cannot be carried out by the beneficiaries) and the estimated amount entered in the budget. Sub-contracting initially not foreseen in the budget will need prior written approval from the Agency during project implementation.

In the event of subcontracting over €25.000, the beneficiaries must obtain competitive tenders from at least three suppliers and retain the one offering best value for money, observing the principles of transparency and equal treatment of potential contractors and taking care to avoid conflicts of interests. The beneficiaries may not split the purchase of services into smaller contracts below the threshold.

Subcontracting must be done on the basis of a contract, which should describe the specific task being carried out and its duration. It must include a date, project number and the signature of both parties.

Staff members of co-beneficiaries are not allowed to operate in a subcontracting capacity for the project.

The actual travel costs and costs of stay related to subcontracted service providers have to be declared under the sub-contracting budget heading and be justified and documented.

2. FINANCIAL REPORTING AND FINAL CALCULATION OF THE GRANT

For each project, the budget foreseen is laid out in the Grant Agreement and has to be used according to the provisions included therein. Projects may increase budget headings, by means of transfer from another budget heading, up to a maximum of 10% without prior authorisation, even if the increased amount takes above the reference ceilings.

Requests to increase budget headings by more than 10% must be presented in writing to the Agency and will lead to an amendment. If, as a consequence of the increase, the maximum ceilings for staff, equipment and sub-contracting costs are exceeded, the request will not be accepted.

At reporting stage, the Executive Agency will request the partners to provide information about the co-funding provided for statistical purpose.

STAFF COSTS

For the purposes of any financial evaluation and/or audit, beneficiaries will have to be able to justify / prove the following elements:

- the existence of a formal employment relationship between the employee and the employer. A formal employment contract is required.
- the declared workloads are identifiable and verifiable. Evidence is required of work completed and time spent on the project (e.g. attendance lists, tangible outputs / products, compulsory time sheets);
- no justification will be asked to prove the level of expenses.

At financial reporting stage, a duly filled in staff convention for each person employed by the project must be attached to the project accounts and retained by the co-ordinator as supporting documents. The conventions must be signed by the person concerned, then signed and stamped by the person responsible (e.g. the dean) in the institution where this person is normally employed. For staff performing different categories of tasks a separate convention must be signed for each type of activity.

In addition, time-sheets have to be attached to each staff convention. They must indicate:
- the date of the service provided
- the number of days worked on these dates
- the tasks performed (short description) in relation to the activity plan.

The time-sheets must be signed by the person concerned and countersigned by the person responsible in the institution where this person is normally employed. Supporting documents should not be sent with the financial report at the end of the project**.** The staff conventions (with supporting time-sheets) should, however, be retained with the project accounts.

At this stage, the Executive Agency will take note of the expenses on the basis of financial statements (lists of expenses) sent by the co-ordinator (see Annex of the Grant Agreement- "Final Report"). Executive Agency staff will examine these lists in detail to verify the eligibility of expenses. If there are doubts on any particular point, the Agency may request that all the supporting documents be forwarded.

At this stage, the actual contribution of the EU will be re-calculated globally for the overall project, using the unit cost approach, on the basis of the actual human resources mobilised. The EU contribution to the staff costs cannot exceed 110% of the absolute amount indicated in the grant agreement or its amendments.

TRAVEL COSTS AND COSTS OF STAY

For the purposes of any financial evaluation and/or audit, beneficiaries will have to be able to justify / prove the following elements:
- the journeys are directly connected to specific and clearly identifiable project-related activities.
- the journeys actually took place (boarding pass, hotel invoices, attendance list, etc.). No justification will be asked as regards the actual costs of travels and costs of stay.

At financial reporting stage, for each journey, an Individual Mobility Report must be attached to the project accounts and retained by the co-ordinator as supporting documents. Supporting documentation will have to be attached to each mobility report in order to demonstrate the fact that the trip actually took place (e.g. travel tickets, boarding passes, invoices, receipts, attendance list). It will not be necessary to prove the actual cost of the travel.

Supporting documents should not be sent with the financial report at the end of the project. The Individual Mobility Reports should, however, be retained with the project accounts.

At this stage, the Executive Agency will take note of the expenses on the basis of financial statements (lists of expenses) sent by the co-ordinator (see Annex of the Grant Agreement- "Final Report"). Executive Agency staff will examine these lists in detail to verify the eligibility of expenses. If there are doubts on any particular point, the Agency may request that all the supporting documents be forwarded.

At this stage, the actual contribution of the EU will be re-calculated globally for the overall project, using the unit cost approach, on the basis of the actual journeys carried out. The EU contribution to the travels and costs of stay cannot exceed 110% of the absolute amount indicated in the grant agreement or its amendments.

EQUIPMENT

For the purposes of any financial evaluation and/or audit, beneficiaries will have to be able to justify / prove the following elements:
- the declared costs are identifiable and verifiable, in particular being recorded in the accounting system of the beneficiary.
- the equipment is properly registered in the inventory of the institution concerned.

Supporting documents should not be sent with the financial statement. The following should, however, be retained with the project accounts:

- Invoice(s) for all purchased equipment (please note that order forms, pro-forma invoices, quotations or estimates are not considered as proof of expenditure).
- When the threshold of EUR 25 000 is exceeded, documentation on the tendering procedure and three quotations. In such cases, the beneficiaries may not split the purchase of equipment into smaller contracts with individual amounts lower than the EUR 25 000 threshold.

At financial reporting stage, the Executive Agency will take note of the expenses on the basis of financial statements (lists of expenses) sent by the co-ordinator (see Annex of the Grant Agreement- "Final

Report"). Executive Agency staff will examine these lists in detail to verify the eligibility of expenses. If there are doubts on any particular point, the Agency may request that all the supporting documents be forwarded.
Please note however, that when the total value of the invoice amounts to more than EUR 25 000, the copies (not originals) of the invoice and the comparable offers must be sent as supporting documents with the financial statement. At this stage, eligible equipment costs cannot exceed 110% of the absolute amount indicated for equipment in the grant agreement or its amendments.

SUB-CONTRACTING

For the purposes of any financial evaluation and/or audit, beneficiaries will have to be able to justify / prove the following elements:

- the existence of a formal contract.
- the declared costs are identifiable and verifiable, in particular being recorded in the accounting system of the beneficiary.

Supporting documents should not be sent with the financial statement. The following should, however, be retained with the project accounts:

- Invoices, subcontracts and bank statements.
- In the case of travel activities of subcontracted service provider, individual mobility reports (Annex) together with all copies of travel tickets, boarding passes, invoices and receipts, or for car travel a copy of the internal regulations on the reimbursement rate per km. The aim of the supporting documentation is to demonstrate the actual cost of the travel and the fact that the trip actually took place.
- When the threshold of EUR 25 000 is exceeded, documentation on the tendering procedure and three quotations. In such cases, the beneficiaries may not split the purchase of equipment into smaller contracts with individual amounts lower than the EUR 25 000 threshold.

At financial reporting stage, the Executive Agency will take note of the expenses on the basis of financial statements (lists of expenses) sent by the co-ordinator. The Executive Agency will examine these lists in detail to verify the eligibility of expenses. If there are doubts on any particular point, the Agency may request that all the supporting documents be forwarded.
Please note however, that when the total value of the subcontract amounts to more than EUR 25 000, the copies (not originals) of the subcontract, the invoice and the comparable offers must be sent as supporting documents with the financial statement. At this stage, eligible sub-contracting costs cannot exceed 110% of the absolute amount indicated for sub-contracting in the grant agreement or its amendments.

FINAL CALCULATION OF THE GRANT

At reporting stage, at the end of the project, the actual contribution of the EU will be re-calculated globally for the overall project, using the unit cost (for salaries, travels and costs of stay) and real cost (for equipment and sub-contracting) approaches, on the basis of the actual activities carried out. The EU contribution to the different budget headings cannot exceed 110% of the absolute amount indicated in the grant agreement or its amendments.

3. OTHER RULES FOR THE MOBILITY OF STUDENTS AND STAFF

BEFORE MOBILITY

f. INTER-INSTITUTIONAL AGREEMENT

Higher education institutions commit themselves to comply with all the principles of the Erasmus Charter for Higher Education to ensure mobility of high quality, including these ones: "ensure that outgoing mobile participants are well prepared for the mobility, including having attained the necessary level of linguistic proficiency" and "provide appropriate linguistic support to incoming mobile participants". Advantages can be taken of existing facilities within the institutions for language training.

In all cases, beneficiaries will be contractually obliged to deliver such high quality services and their performance will be monitored as part of the general monitoring of the Capacity Building projects taking into account also the feedback provided by students and staff via the Mobility Tool (see below).

As a result, student and staff mobility shall take place as part of an inter-institutional agreement between HEIs. This inter-institutional agreement, in the case of mobility between Programme Countries and eligible Partner Countries (and between eligible Partner Countries) will lay out the general principles that are adhered to in the ECHE and both sides will commit to implementing them.

The inter-institutional agreement may also be extended to cover student mobility for traineeships and/or staff mobility for training, relying on their partner institutions' knowledge of enterprises to identify receiving enterprises/organisations in their country.

It is important to note that institutions must have in place effective procedures and arrangements to promote and guarantee the safety and protection of the participants in their project. In this regard, all students and staff, involved in a mobility activity must be insured against the risks linked to their participation in these activities. It is up to the 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).

g. Mobility Tool

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

h. Conditions of participation of students

- Selection

Students apply to the partnership who carries out the selection of participants in the mobility action. The selection of students - as well as the procedure for awarding them a grant - must be fair, transparent, coherent and documented and shall be made available to all parties involved in the selection process.

The HEI shall take the necessary measures to prevent any conflict of interest with regard to persons who may be invited to take part in the selection bodies or process of students' selection.

The selection criteria - such as for example: the academic performance of the candidate, the previous mobility experiences, the motivation, the previous experience in the receiving country (i.e. return to country of origin) etc. - shall be made public.

Once students are selected, they should receive from their sending institution the Erasmus+ Student Charter, setting out the student's rights and obligations with respect to her/his period of study or traineeship abroad, and explaining the different steps to be undertaken before, during and after mobility.

- Agreement with the student

Prior to their departure, each selected student must sign an agreement which includes also a "learning agreement" setting out the programme of studies and/or traineeship to be followed, as agreed by the student, the sending and the receiving organisation. This learning agreement defines the target learning outcomes for the learning period abroad and specifies the formal recognition provisions. The agreement also specifies the location of the study period and/or traineeship. In this learning agreement, the sending institution and the student should also agree on the language level (main language of instruction or workplace) to be reached by the student by the start of the study/traineeships period, in line with the recommended level specified in the inter-institutional agreement between sending and receiving institutions (or in line with the enterprise expectations in case of traineeships). Where applicable, the sending institution and the student will agree on the best suited linguistic support to be provided, so that the student can reach the agreed level.

- GRANT FOR STUDENTS

When signing the learning agreement, students are entitled to receive an EU grant to support them during the period of study or traineeship abroad. In addition, on top of the EU grant, they may receive regional, national or any other type of grant, managed by another organisation (e.g. Ministry or regional authorities).

Students taking part in a Capacity Building special mobility strand are exempted from paying fees for tuition, registration, examinations and access to laboratory and library facilities at the receiving institution. However, small fees may be charged for costs such as insurance, student unions and the use of miscellaneous material such as photocopies, laboratory products, on the same basis as these are charged to local students. Outbound students shall not be liable to any additional fees or charges in connection with the organisation or administration of their mobility period.

In addition, the entitlement to any grant or loan awarded to students to study in their home institution must be maintained during the period abroad.

Students taking part in a Capacity Building special mobility strand cannot at the same time be beneficiaries of Key Action 1 learning mobility grants and vice versa.

i. CONDITIONS OF PARTICIPATION OF STAFF

- SELECTION

Staff taking part in a Capacity Building special mobility strand must be selected by their sending organisation in a fair and transparent way. Prior to their departure, they must have agreed on a mobility programme with the sending and receiving institutions/enterprise.

The selection of teachers and organisation staff shall be carried out by the partnership. The selection and grant award procedure must be fair, transparent, coherent and documented and shall be made available to all parties involved in the selection process. The selection criteria (for example priority given to staff going abroad for the first time, limitation on the possible number of mobility activities per staff member during a given time period, etc.) shall be made public.

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

In the case of a mobility of staff from an enterprise to an HEI, it shall be arranged by an invitation of the institution to the staff member of the enterprise.

- MOBILITY AGREEMENT

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

Both the sending institution/enterprise and receiving institution/enterprise shall be responsible for the quality of the mobility period abroad.

After Mobility

c. RECOGNITION OF LEARNING OUTCOMES

At the end of the period abroad, the receiving institution/enterprise must provide the student and his HEI with a transcript of records or traineeship certificate ('transcript of work') confirming the results of the agreed programme.

The follow-up to the mobility period includes formal recognition, by the sending institution, of the credits awarded abroad for formal learning of newly acquired competences (using ECTS or an equivalent system) including for traineeships, where applicable, and the documentation of outcomes resulting from non-formal and informal learning outside the classroom or workplace (using the Diploma Supplement).

As regards staff mobility, the sending institutions should ensure that the learning outcomes of participating staff are properly recognised, disseminated and widely used within the institution.

d. REPORTING

At the end of the period abroad, all students and staff who have undertaken a mobility activity are required to complete and submit a final report. For mobility activities lasting two months or more, the report also includes a qualitative evaluation of the linguistic support received during the mobility period.
Those students and staff who fail to submit the report may be required by the partnership to partially or fully reimburse the EU grant received. Reimbursement shall not be requested when a student or staff member has been prevented from completing her/his planned activities abroad due to a case of force majeure. Such cases shall be reported by the partnership and by EACEA.

4. OTHER IMPORTANT RULES AND RECOMMENDATIONS

PARTNERSHIP AGREEMENT

Detailed implementation modalities of the project must be agreed upon by the partners and formalised in a partnership agreement to be signed at the beginning of the project.

A copy of the partnership agreement will have to be provided to the Executive Agency within 6 months of the signature of the grant agreement.

This partnership agreement will have to cover the various financial, technical and legal aspects related to the implementation of the project, including:

- partners role and responsibilities;
- budget matters (co-funding, breakdown of budget per activity and partner, modalities of transfer of funds, etc.);
- remuneration policy for staff;
- reimbursement modalities for travels and costs of stay;
- reporting mechanisms;
- conflict management mechanisms, etc.

COMPOSITION AND MODIFICATION OF THE PARTICIPATING ORGANISATIONS

Any proposed modification to the project beneficiaries must be signalled and requires prior approval by the Executive Agency. The following requirements are necessary for the different modifications to the project partnership:

- Addition of a co-beneficiary requires a mandate signed between the co-ordinator and the new co-beneficiary and acceptance letters from all other co-beneficiaries signed by the legal representative. These should be forwarded by the co-ordinator with the request.

- Withdrawal of a co-beneficiary requires written explanation from the co-ordinator and a withdrawal letter from the withdrawing co-beneficiary, signed by the legal representative. Where the minimum partnership requirements are no longer fulfilled, the Education, Audiovisual & Culture Executive Agency reserves the right to decide on the continuation of the agreement.

- Changes of contact person for the co-ordinator require written confirmation signed by the new contact person, the legal representative and the former contact person of the co-ordinator.

INELIGIBLE COSTS

The following costs shall not be considered eligible:

- expenses for activities and related travel that are not carried out at the project beneficiaries, unless explicit prior authorisation is granted by the Agency;
- equipment such as: furniture, motor vehicles of any kind, equipment for research and development purposes, telephones, mobile phones, alarm systems and anti-theft Systems;
- costs of premises (purchase, heating, maintenance, repairs etc.).
- costs linked to the purchase of real estate;
- depreciation costs.

COMPULSORY EXTERNAL AUDIT (AUDIT CERTIFICATE)

An external audit report (audit type II) on the action's financial statement and underlying accounts must be sent with the Final report and the required supporting documents.
The purpose of the audit is to provide Executive Agency with a reasonable assurance that the costs as well as the receipts have been declared in the Final Financial Report in accordance with the relevant legal and financial provisions of the Grant Agreement.

Each beneficiary is free to choose a qualified external auditor, including its statutory external auditor, provided that the following cumulative requirements are met:

- the external auditor must be independent from the beneficiary;
- the external auditor must be qualified to carry out statutory audits of accounting documents in accordance with national legislation implementing the Directive on statutory audits of annual accounts and consolidated accounts or any European Union legislation replacing this Directive.

A beneficiary established in a third country must comply with equivalent national regulations in the audit field.

SUPPORTING DOCUMENTS

When required, readable copies (not originals) of the supporting documents must be sent.. If there are doubts on any particular point, the Agency may request that all the supporting documents be forwarded.
Submitting the required supporting documents is an integral part of the agreement obligations and failure to submit one or more documents may lead to a request for reimbursement of the corresponding expenses.
Copies of subcontracts and invoices exceeding EUR 25 000 must be sent with the final report.
Quotations from at least three suppliers must be obtained for all purchases of equipment and services in excess of EUR 25 000 irrespective of the budget heading.

ANNEX II – DISSEMINATION AND EXPLOITATION OF RESULTS

A PRACTICAL GUIDE FOR BENEFICIARIES

INTRODUCTION

Activities serving the dissemination and exploitation of results are a way to showcase the work that has been done as part of the Erasmus+ project. Sharing results, lessons learned and outcomes and findings beyond the participating organisations will enable a wider community to benefit from a work that has received EU funding, as well as to promote the organisation's efforts towards the objectives of Erasmus+, which attaches fundamental importance to the link between Programme and policies. Therefore each of the projects supported by the Programme is a step towards achieving the general objectives defined by the Programme to improve and modernise education, training and youth systems.

Dissemination activities will vary between projects, and it is important to consider what kinds of dissemination activities are fitted to each participating organisations. Partners in smaller projects should undertake dissemination and exploitation appropriate to the level of their activity. Dissemination activities for a mobility project will trigger different requirements than those for a partnership project. The extent of dissemination and exploitation activities will increase with the size and strategic importance of the project. When applying, applicants will be asked to explain their intentions/plans for dissemination and exploitation activities, and if successful, required to carry them out.

Section 1 defines some key terms and explains what can be achieved with dissemination and exploitation of results and how these activities will contribute to the overall objectives of the project.

Section 2 outlines the requirements for Erasmus+ beneficiaries in terms of dissemination and exploitation of results.

1. DISSEMINATION AND EXPLOITATION OF PROJECT RESULTS: WHAT, WHY, WHO, WHEN, WHERE AND HOW

WHAT DO DISSEMINATION AND EXPLOITATION MEAN?

Dissemination means to spread widely. In terms of the Erasmus+ Programme this involves spreading the word about the project successes and outcomes as far as possible. Making others aware of the project will impact on other organisations in the future and will contribute to raising the profile of the organisation carrying out the project. To effectively disseminate results, an appropriate process at the beginning of the project needs to be designed. This should cover why, what, how, when, to whom and where disseminating results will take place, both during and after the funding period.

Exploitation means to use and benefit from something. For Erasmus+ this means maximising the potential of the funded activities, so that the results are used beyond the lifetime of the project. It should be noted that the project is being carried out as part of an international programme working towards lifelong learning and supporting European policies in the field of education, training, youth and sport. Results should be developed in such a way that they can be tailored to the needs of others; transferred to new areas; sustained after the funding period has finished; or used to influence future policy and practice.

WHAT IS INTENDED BY "RESULTS OF THE ACTIVITY"?

Results are the outputs of the European activity or project funded. The type of result will vary depending on the type of project. Results can be accessible products like curricula, studies, reports, materials, events, or websites; results can also mean the knowledge and experience gained by participants, partners or other stakeholders involved in the project.

WHAT DO IMPACT AND SUSTAINABILITY MEAN?

Impact is the effect that the activity carried out and its results have on people, practices, organisations and systems. Dissemination and exploitation of results plans can help to maximize the effect of the activities being developed so that they will impact on the immediate participants and partners for years to come. Benefits to other stakeholders should also be considered in order to make a bigger difference and get the most from the project.

Sustainability is the capacity of the project to continue and use its results beyond the end of the funding period. The project results can then be used and exploited in the longer-term, perhaps via commercialisation, accreditation or mainstreaming. Not all parts of the project or results may be sustainable and it is important to view dissemination and exploitation as a progression that extends beyond the duration of the project, and into the future.

WHAT ARE THE AIMS AND OBJECTIVES OF DISSEMINATION AND EXPLOITATION?

The first goal of dissemination and exploitation is to spread and embed the project's results. The second goal is to contribute to the implementation and shaping of national and European policies and systems. Beneficiaries should develop their own way of achieving this aim. To develop ideas for dissemination and exploitation is important for every project funded by the Erasmus+ Programme. However, the type and intensity of dissemination and exploitation activities should be proportional and tailored to particular needs and type of project developed. This includes whether the project is process-oriented or aimed to produce tangible deliverables; if it is stand alone or part of a larger initiative; whether is developed by large or small-scale participating organisations, etc. Participating organisations should discuss the aims and objectives of the activities/plan and decide on the best activities and approaches as well as share the tasks among partners taking into account the particular specifics of the project.

For structured cooperation projects such as Strategic Partnerships, Knowledge Alliances, Sector Skills Alliances, Sport, Collaborative Partnerships and Capacity Building projects, a good quality dissemination and exploitation plan should include measurable and realistic objectives, adhere to a timetable and provide a resource planning for the activities to be undertaken. Involving target groups in activities will also help to maximise the use of the project's results. It is important to get the strategy right as this is the main way that will help communicating with the target audiences. Such a requirement is not foreseen for mobility projects. However, project organisers are invited to communicate the learning outcomes reached by participants in such activities. They should also encourage participants to share with others what they have gained from taking part in the mobility activity. Another aim is to raise the quality of the Programme by stimulating innovative projects and sharing best practices.

Communication is a broader concept. It includes information and promotion activities to raise awareness and enhance the visibility of the project's activities in addition to the dissemination and exploitation of the project results. However, very often it is difficult to make a clear distinction between these areas. For this reason it can be more efficient to plan an overall strategy framework covering both fields so as to make the most of the available resources. Dissemination and exploitation of results should form a crucial part of any communication activities taking place during the project's lifetime.

WHY IS IT IMPORTANT TO SHARE PROJECT RESULTS? WHAT ARE THE WIDER BENEFITS?

Taking the time to develop a comprehensive dissemination and exploitation plan will be advantageous for both the beneficiary and its partners. As well as raising the profile of the organisation, dissemination and exploitation activities can often create new opportunities to extend the project and its results or develop new partnerships for the future. Successful dissemination and exploitation may also lead to external recognition of the work carried out adding further credit to it. Sharing the results will enable others to benefit from the activities and experiences of the Erasmus+ Programme. Project results can serve as examples and inspire others by showing what is possible to achieve under the Programme.

Dissemination and exploitation of project results can help to inform future policy and practice. Dissemination and exploitation of results activities carried out by beneficiaries will support the wider aim of improving the European Union's systems. The impact of the Erasmus+ Programme is measured not only by the quality of project results but also by the extent to which these results are known and used outside the project partnership. By reaching out to as many potential users as possible through effective dissemination, this will help to achieve a return on investment.

The dissemination and exploitation of project results also increases awareness of the opportunities offered by the Programme and highlights the European added value of activities supported by Erasmus+. This can contribute to a positive public perception and encourage wider participation in this new EU Programme. It is fundamental to consider the aims and objectives of the dissemination and exploitation plan. These should link to the project aims to ensure that the methods and approaches used are appropriate for the Erasmus+ project and its results, as well as for the identified target audiences. Dissemination and exploitation goals may be to:

- raise awareness;
- extend the impact;
- engage stakeholders and target groups;
- share a solution and a know how;
- influence policy and practice;
- develop new partnerships.

WHAT CAN BE DISSEMINATED AND EXPLOITED?

The next step is to identify **what** to disseminate and exploit. The results of the project may be of diverse nature and consist of both concrete (tangible) results as well as of skills and personal experiences that both project organisers and participants to the activities have acquired (intangible results).

Tangible results may include for example:

- an approach or a model to solve a problem;
- a practical tool or product, such as handbooks, curricula, e-learning tools;
- research reports or studies;
- good practice guides or case studies;
- evaluation reports;
- recognition certificates;
- newsletters or information leaflets.

In order to disseminate more widely experiences, strategies, processes, etc, it is recommended to document them.

Intangible results may include for example:

- knowledge and experience gained by participants, learners or staff
- increased skills or achievements;
- improved cultural awareness;
- better language skills.

Intangible results are often more difficult to measure. The use of interviews, questionnaires, tests, observations or self-assessment mechanisms may help to record this type of result.

WHO ARE THE TARGET AUDIENCES?

Identifying target groups, both at different geographical levels (local, regional, national, European) and in the own field of the beneficiary (colleagues, peers, local authorities, other organisations leading the same type of activity, networks, etc.) is essential. Activities and messages have to be tailored appropriately taking into account audiences and target groups, for example:

- end-users of the project activities and deliverables;
- stakeholders, experts or practitioners in the field and other interested parties;
- decision-makers at local, regional, national and European level;
- press and media;
- general public.

The poject plans should be flexible enough to allow target groups and other stakeholders to become involved during the different stages of the project. This will help to ensure that the project remains on track in terms of their needs. Their participation will also highlight the potential value of your project as well as help to spread the news to other interested parties throughout Europe.

HOW TO DISSEMINATE AND EXPLOIT RESULTS?

In order to reach as many people as possible, it is advisable to translate as many communication materials and project outputs in as many languages as possible. It is recommended to cover all languages of the partnership and English; the cost of these translations could be included in the grant request if necessary.

There are many different ways to disseminate and exploit results. Being creative and thinking of fresh ideas so that the Erasmus+ project and results really stand out will be appreciated. Beneficiaries could use:

- the EU Dissemination Platform (see below);
- project or organisational websites;
- meetings and visits to key stakeholders;
- dedicated discussion opportunities such as information sessions, workshops, seminars, training courses, exhibitions, demonstrations, or peer reviews;
- targeted written material such as reports, articles in specialised press, newsletters, press releases, leaflets or brochures;
- audiovisual media and products such as radio, TV, YouTube, Flickr, video clips, podcasts or apps;
- social media;
- public events;
- project branding and logos;
- existing contacts and networks.

In terms of exploitation it is important to think about how results can make a difference to the project, end- users, peers or to policy makers. Exploitation mechanisms include:

- positive reputational effects for the participating organisations;
- increased awareness on a theme, target or area of work;
- increased financial support by other supporters or donors;
- increased influencing on policy and practice.

WHEN SHOULD DISSEMINATION AND EXPLOITATION ACTIVITIES BE CARRIED OUT?

Dissemination and exploitation of results are an integral part of the Erasmus+ project throughout its lifetime: from the beneficiary's initial idea, during the project and even after European funding has ended.
Setting up a timetable of activities together with the partners involved and allocating appropriate budget and resources will be necessary. The plan will also have to:

- agree realistic targets and deadlines with partners to monitor progress;
- align dissemination and exploitation activities with key stages of the project;
- offer sufficient flexibility to respond to the needs of the target group as well as wider developments in policy and practice.

Examples of activities at different stages of the project cycle are:

- **BEFORE** the project starts
  - drafting the dissemination and exploitation plan;
  - definition of the expected impact and deliverables;
  - consideration of how and to whom dissemination and exploitation outcomes will be disseminated.

- **DURING** the project
  - updating the dissemination platform with recent information on the project and with project results;
  - contacting relevant media e.g. at local or regional level;
  - conducting regular activities such as information sessions, training, demonstrations, peer reviews;
  - assessing the impact on target groups;
  - involving other stakeholders in view of transferring results to end users/ new areas/policies.

- **AFTER** the project
  - continuing further dissemination (as described above);
  - developing ideas for future cooperation;
  - evaluating achievements and impact;
  - contacting relevant media;
  - contacting policy-makers if relevant.

HOW TO ASSESS SUCCESS?

The impact assessment is an essential part of the process. It evaluates achievements and generates recommendations for future improvements. Indicators could be used to measure progress towards goals. These are signs that help to measure performance. Indicators can be both quantitative relating to numbers and percentages as well as qualitative relating to the quality of the participation and experience. Questionnaires, interviews, observations and assessments could also be used to measure the impact. Defining indicators relating to the different project activities should be foreseen at the start of the project and part of the overall dissemination plan.

Some examples:

- Facts and figures related to the website of project organisers (updates, visits, consultation, cross referencing);
- Numbers of meetings with key stakeholders;
- Numbers of participants involved in discussions and information sessions (workshops, seminars, peer reviews); follow-up measures;
- Production and circulation of products;
- Media coverage (articles in specialised press newsletters, press releases, interviews, etc.);
- Visibility in the social media and attractiveness of website;
- Participation in public events;
- Links with existing networks and transnational partners; transfer of information and know-how;
- Impact on regional, national, EU policy measures;
- Feedback from end-users, other stakeholders, peers, policy-makers

2. REQUIREMENTS IN TERMS OF DISSEMINATION AND EXPLOITATION

GENERAL QUALITATIVE REQUIREMENTS

Depending on the action, applicants for funding under Erasmus+ are required to consider dissemination and exploitation activities at the application stage, during their activity and after the activity has finished. This section gives an overview of the basic requirements laid down in the official documentation of the Erasmus+ Programme.

Dissemination and exploitation is one of the award criteria on which the application will be assessed. Depending on the project type, it will be given a different weight in the assessment of the application.

- For mobility projects, listing planned dissemination activities and identifying potential target groups will be requested in the application form.
- For cooperation projects, a detailed and comprehensive plan, describing targets, tools and outcomes will be requested and further assessed. Although generally one partner will take the responsibility for dissemination and exploitation coordination for the whole project, the responsibility for implementation should be shared among all partners. Each partner will be involved in these activities according to the needs and roles in the project.

For all project types, reporting on the activities carried out to share the results inside and outside participating organisation will be requested at final stage.

VISIBILITY OF THE ERASMUS+ PROGRAMME

THE PROGRAMME LOGO

For any publication, poster, gadget, etc produced with Erasmus+ support, beneficiaries have the obligation to use the official logo and graphic identity related to the Erasmus+ Programme. In case of non-compliance, the final grant may be reduced.

All necessary information can be found on the following website:
http://ec.europa.eu/dgs/education_culture/publ/graphics/identity_en.htm

THE WRITTEN MENTION

Beneficiaries have an obligation to publicly acknowledge the support received from the European Union.
The preferred option to communicate about EU funding is to write "Co-funded by the European Union" as appropriate next to the EU emblem on the communication material where the EU emblem is used. The positioning of the text in relation to the EU emblem is not prescribed in any particular way but the text should not interfere with the emblem in any way.

For further requirements and examples, please refer to:
http://ec.europa.eu/dgs/communication/services/visual_identity/pdf/use-emblem_en.pdf

USE OF THE ERASMUS+ DISSEMINATION PLATFORM

A new platform established for Erasmus+ offers a comprehensive overview of projects funded under the Programme and will highlight best practices. The platform will also make available products/deliverables/intellectual outputs which are the result of the projects funded.

Good practices will be the object of an annual selection by each National Agency and at European level by the Executive Agency.

The new platform serves different purposes:

- project database (including project summaries, URL links, etc.);
- database of project results giving access to end-users and practitioners to main outcomes;
- showcasing of best practices among Erasmus+ beneficiaries that will be selected every year at national and European level.

Most Erasmus+ projects, at application stage, beneficiaries will be required to provide a summary describing their project in English.

The project summary is of particular importance as it provides a description for the general public. It should therefore be drafted in a plain language and clear style so that the actual content of the project can be quickly understood, also by outsiders.
The following elements are to be part of the summary: context/background of project; objectives of project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits.

The Erasmus+ Dissemination Platform can be consulted at: http://ec.europa.eu/programmes/erasmus-plus/projects/

ANNEX III – GLOSSARY OF KEY TERMS

Accompanying person	As ageneral definition applying to all fields of education training and youth, an accompanying person is the one who accompains participants – whether learners or staff/youth workers - with special needs (i.e. with disabilities) in a mobility activity, in order to ensure protection, provide support and extra assistance. In the case of VET learners' mobility under Key Action 1 and short term pupils' mobility under Key Action 2, an accompanying person may also be the adult that accompains one or serveral VET learners (especially if minors or youngsters with little experience outside their own country) or school pupils abroad, to ensure their protection and safety as well as their effective learning during the mobility experience.
Accreditation	process that ensures that the organisations wishing to receive funding under an Action of the Erasmus+ Programme respect a set of qualitative standards or pre-requisites defined by the European Commission for that given Action. Depending on the type of Action or on the country where the requesting organisation is located, the accreditation is carried out by the Executive Agency, a National Agency or a SALTO Resource Centre. The accreditation process is in place for organisations wishing to participate in higher education projects (including mobility) or in mobility activities in the field of youth.
Action	a strand or measure of the Erasmus+ Programme. Examples of Actions are: Strategic Partnerships in the field of education, training and youth, Erasmus Mundus Joint Master Degrees, Sectors Skills Alliances, etc.
Activity	a set of tasks carried out as part of a project. An activity can be of different types (mobility activities, cooperation activities, etc.). In the framework of Jean Monnet, an Activity is equivalent to an Action (see definition above).
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 education organisation	any public or private organisation active in the field of adult learning.
Adult learner	any person who, having completed or is no longer involved in initial education or training, returns to some forms of continuing learning (formal, non-formal or informal).
Applicant	participating organisation or informal group that submits grant application. Applicants may apply either individually or on behalf of a other organisations involved in the project. In the latter case, the applicant is also defined as coordinator.
(Application) deadline	final date by when the application form must be submitted to the National or Executive Agency to be considered eligible.
Apprenticeship (Apprentice)	Apprenticeship-type schemes are understood as those forms of Initial Vocational Education and Training (IVET) that formally combine and alternate company based training (periods of practical work experience at a workplace) with school based education (periods of theoretical/practical education followed in a school or training centre), and whose successful completion leads to nationally recognised initial VET qualifications.
Beneficiary	if the project is selected, the applicant becomes beneficiary of an Erasmus+ grant. The beneficiary sings a grant agreement with – or is notified of a grant decision by – the National or Executive Agency that has selected the project. If the application was made on behalf of other participating organisations, the partners may become co-beneficiaries of the grant.
Blended learning	Study type that involves learning in a combination of modes. Often used more specifically to refer to courses which use a combination of traditional

	face-to-face teaching work-shops or seminars, and distance learning techniques on-line (such as internet, television, conference calls)
Call for proposals	Invitation published by or on behalf of the Commission to present, within a given deadline, a proposal for action that corresponds to the objectives pursued and fulfils the required conditions. Calls for proposals are published in the Official Journal of the European Union (C series) and/or at relevant websites of the Commission, National or Executive Agency.
Certificate	in the context of Erasmus+, a document issued to a person having completed a learning activity in the field of education, training and youth, where relevant. Such document certifies the attendance and, where applicable, the learning outcomes of the participant in the activity.
Clerical Error	
Co-financing	the co-financing principle implies that part of the costs of a project supported by the EU must be borne by the beneficiary, or covered through external contributions other than the EU grant.
Company	legal persons established under civil or commercial law, including cooperative societies, and other legal persons governed by public or private law, except those which are non-profit-making.
Consortium	two or more participating organisations teaming up to prepare, implement and follow up a project or an activity within a project. A consortium can 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.
Credit mobility	a limited period of study or traineeship abroad - in the framework of 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.
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
Degree mobility	period of study abroad aimed at the acquisition of a whole 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. The Diploma Supplement is part of Europass (see below). 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	a study programme offered by at least two (double) or more (multiple) higher education institutions whereby the student receives, upon completion of the study programme, a separate degree certificate from each of the participating institutions.
Dual career	the combination of high-level sports training with general education or work.
ECHE (Erasmus Charter for Higher Education)	An accreditation granted by the European Commission giving the possibility to higher education institutions from Programme Countries to be eligible to apply and participate in learning and cooperation activities under Erasmus+. The Charter outlines the fundamental principles an institution should adhere to in organising and implementing high quality mobility and cooperation and states the requisites it agrees to comply with in order to ensure high quality services and procedures as well as the provision of reliable and transparent information.
ECTS (European Credit	A learner-centred system for credit accumulation and transfer, based on the

Transfer and Accumulation System)	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.
ECVET (European Credit System for Vocational Education and Training)	a system that aims to facilitate the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations. ECVET aims for better compatibility between the different vocational education and training systems in place across Europe and their qualifications. It should create a technical framework to describe qualifications in terms of units of learning outcomes, and it includes assessment, transfer, accumulation and recognition procedures.
Enterprise	any undertaking engaged in an economic activity regardless of its size, legal form or of the economic sector in which it operates.
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.
EQF (European Qualifications Framework)	a common European reference tool that serves as a translation device between different education and training systems and their levels. It aims to improve the transparency, comparability and portability of qualifications across Europe, promoting workers' and learners' mobility and facilitating their lifelong learning, as defined in the 2008/C 111/01 Recommendation of the European Parliament and the Council.

ESCO (multilingual classification of European Skills, Competences, Qualifications and Occupations)	identifies and categorises skills and competences, qualifications and occupations relevant for the EU labour market and education and training, in 25 European languages. The system provides occupational profiles showing the relationships between occupations, skills, competences and qualifications. ESCO has been developed in an open IT format and is available for everyone to use free of charge.
Established	relates to an organisation or body fulfilling certain national conditions (registration, statement, publication, etc.) that allow such organisation or body to be formally recognized by its national authority. In case of an informal group of young people, the legal residence of its legal representative is considered as having the equivalent effects for the purposes of eligibility to an Erasmus+ grant.
Europass	Europass is a portfolio of five different documents and an electronic folder aiming to contain descriptions of the entire holder's learning achievements, official qualifications, work experience, skills and competences, acquired over time. These documents are: the Europass CV, the Diploma Supplement, the Certificate Supplement, the Europass Mobility and the Language Passport. Europass also includes the European Skills Passport, a user-friendly electronic folder that helps the holder to build up a personal, modular inventory of his/her skills and qualifications. The aim of Europass is to facilitate mobility and improve job and lifelong learning prospects in Europe.
European Development Plan	for schools and adult education organisations, a document outlining the needs of the institution/organisation in terms of quality development and internationalisation, and how the planned European activities will meet those needs. The European Development Plan is part of the application form for schools and adult education organisations applying for learning mobility of staff under Key Action 1.
European Youth NGO	NGO that: operates through a formally recognised structure, composed of a) European body/secretariat (the applicant) legally established for at least one year in a Programme Country on the date of submission of the application and b) national organisations/branches in at least twelve Programme Countries having a statutory link with the European body/secretariat; 2) is active in the field of youth and runs activities that support the implementation of the fields of action of the EU Youth Strategy; 3) involves young people in the management and governance of the organisation.
Force majeure	an unforeseeable exceptional situation or event beyond the participant's control and not attributable to error or negligence on his/her part.
Grassroots sport	organised sport practised at local level by amateur sportspeople, and sport for all.
Group Leader	in youth mobility projects, a group leader is an adult who joins the young people participating in a Youth Exchange in order to ensure their effective learning, protection and safety.
Groups of young people active in youth work but not necessarily in the context of a youth organisation (also informal groups of young people)	group of at least four young people which does not have legal personality under the applicable national law, provided that their representatives have the capacity to undertake legal obligations on their behalf. These groups of young people can be applicants and partners in some Actions of Erasmus+. For the purpose of simplification, they are assimilated to legal persons (organisations, institutions, etc.) in this Guide and fit within the notion of Erasmus+ participating organisations for the Action in which they can take part. The group must be composed of at least four young persons and their age should be according with the overall age of the young people in the programme (13-30).
Higher education institution	any type of higher education institution which, in accordance with national law or practice, offers recognised degrees or other recognised tertiary level qualifications, whatever such establishment may be called, or any institution which, in accordance with national law or practice, offers vocational education or training at tertiary level.

Higher education modernisation agenda	Strategy of the European Commission aimed to support Member States' reforms and contribute to the goals of Europe 2020 in the field of higher education. The main areas for reform identified in the new agenda are: to increase the number of higher education graduates; to improve the quality and relevance of teaching and researcher training, to equip graduates with the knowledge and core transferable competences they need to succeed in high-skill occupations; to provide more opportunities for students to gain additional skills through study or training abroad, and to encourage cross-border co-operation to boost higher education performance; to strengthen the "knowledge triangle", linking education, research and business and to create effective governance and funding mechanisms in support of excellence.
Informal groups of young people	see the definition of "groups of young people active in youth work but not necessarily in the context of a youth organisation" above.
Informal learning	learning resulting from daily activities related to work, family or leisure which is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective.
International	In the context of Erasmus+, relates to any action involving at least one Programme Country and at least one Partner Country.
Job Shadowing (practical learning experience)	a short stay at a partner organisation in another country with the aim of receiving training by following practitioners in their daily work in the receiving organisation, exchanging good practices, acquiring skills and knowledge and/or building long-term partnerships through participative observation.
Joint degree	single degree certificate awarded to a student upon completion of a joint programme. The joint degree must be signed by the competent authorities of two or more of the participating institutions jointly and recognised officially in the countries where those participating institutions are located.
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 level, i.e. bachelor, master or doctorate. Joint programmes can be national (i.e. when all universities involved are from the same country) or transnational/international (i.e. when at least two different countries are represented among the higher education institutions involved).
Key competences	the basic set of knowledge, skills and attitudes which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment, as described in Recommendation 2006/962/EC of the European Parliament and of the Council.
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; it may take the form of traineeships, apprenticeships, youth exchanges, volunteering, teaching or participation in a professional development activity, and may include preparatory activities, such as training in the host language, as well as sending, receiving and follow-up activities.
Learning outcomes	statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence .
Lifelong learning	all general education, vocational education and training, non-formal learning and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences or participation in society within a personal, civic, cultural, social and/or employment-related perspective, including the provision of counselling and guidance services.
Mobility/Learning agreement	an agreement between the sending and receiving organisation, as well as the participating individuals, defining the aims and the content of the mobility period in order to ensure its relevance and quality. It can also be used as a basis for the recognition of the period abroad by the receiving organisation.

Month	in the context of the Erasmus+ Programme and for the purpose of calculating the grants, a month is equal to 30 days.
Non-formal learning	learning which takes place through planned activities (in terms of learning objectives and learning time) where some form of learning support is present, but which is not part of the formal education and training system.
Occupational profile	the set of skills, competences, knowledge and qualifications that is usually relevant for a specific occupation .
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.
Open licence	a way by which the owner of a work grants permission to everyone to use share and adapt the resource. A licence is associated to each resource. An open licence is not a transfer of copyrights or Intellectual Property Rights (IPR) and the benefit.
Open Method of Coordination	an intergovernmental method providing a framework for cooperation between the EU Member States, whose national policies can thus be directed towards certain common objectives. Within the scope of the Programme, the OMC applies to education, training and youth.
Participants	in the context of Erasmus+ participants are considered those individuals fully involved in a project and, in some cases, receiving part of the European Union grant intended to cover their costs of participation (notably travel and subsistence). Under certain Actions of the Programme (i.e. Strategic Partnerships) a distinction is hence to be made between this category of participants (direct participants) and other individuals indirectly involved in the project (e.g. target groups).
Participating organisation	any organisation or informal group of young people involved in the implementation of an Erasmus+ project. Depending on their role in the project, participating organisations can be applicants or partners (also defined as co-applicants, if they are identified at time of submission of the grant application). If the project is granted, applicants become beneficiaries and partners may become co-beneficiaries if the project is financed through a multi-beneficiary grant.
Partner (organisation)	participating organisation involved in the project but not taking the role of applicant.
Partner Countries	countries which do not participate fully in the Erasmus+ Programme, but which may take part (as partners or applicants) in certain Actions of the Programme. The list of Erasmus+ Partner Countries is described in Part A of this Guide, section "Who can participate in the Erasmus+ Programme".
Partnership	an agreement between a group of participating organisations in different Programme Countries to carry out joint European activities in the fields of education, training, youth and sport or establishing a formal or informal network in a relevant field such as joint learning projects for pupils and their teachers in the form of class exchanges and individual long-term mobility, intensive programmes in higher education and cooperation between local and regional authorities to foster inter-regional, including cross-border, cooperation; it may be extended to institutions and/or organisations from Partner Countries with a view to strengthening the quality of the partnership.
People with fewer opportunities	persons facing some obstacles that prevent them from having effective access to education, training and youth work opportunities. A more detailed definition of people with fewer opportunities can be found in Part A of this Guide - section "Equity and inclusion".
People with special needs	a person with special needs is a potential participant whose individual physical, mental or health-related situation is such that his/her participation in the project or mobility activity would not be possible without extra

	financial support.
Programme Countries	EU and non EU countries that have established a National Agency which participate fully in the Erasmus+ Programme. The list of Erasmus+ Programme Countries is described in Part A of this Guide, section "Who can participate in the Erasmus+ Programme".
Project	a coherent set of activities which are organised in order to achieve defined objectives and results.
Qualification	a formal outcomes of an assessment and validation process which is obtained when a competent body determines that an individual achieved learning outcomes to given standards.
Receiving organisation	under some Actions of Erasmus+ (notably mobility Actions) the receiving organisation is the participating organisation receiving one or more participants and organising one or more activities of an Erasmus+ project.
School	an institution providing general, vocation or technical education, on any level from pre-school to upper secondary education. Please consult the list of types of institutions defined as schools in each country; for more information contact the National Agency in the country.
Sending organisation	under some Actions of Erasmus+ (notably mobility Actions) the sending organisation is the participating organisation sending one or more participants to an activity of an Erasmus+ project.
Short cycle (or short-cycles higher education - SCHE) qualifications	in most countries it is within the first cycle in the Qualifications Framework for the European Higher Education Area (ISCED Level 5). They are typically represented by approximately 120 ECTS credits within national contexts, leading to a qualification that is recognised at a lower level than a degree at the end of the first cycle. Some programmes are longer than three years but typically will not give more than 180 ECTS credits. In the majority of countries students can use most of the credits earned in SCHE to progress to degree courses. The descriptors of the short cycle correspond to the learning outcomes of EQF level 5.
SMEs (Small and medium-sized enterprises)	enterprises (see definition above) which employ fewer than 250 persons and which have an annual turnover not exceeding 50 million euro, and/or an annual balance sheet total not exceeding 43 million euro.
Social enterprise	an undertaking, regardless of its legal form, which is not listed on a regulated market within the meaning of point (14) of Article 4(1) of Directive 2004/39/EC, and which: 1) in accordance with its articles of association, statutes or any other statutory document establishing the business, has as its primary objective the achievement of measurable, positive social impacts rather than generating profit for its owners, members and stakeholders, where the undertaking: a) provides innovative services or goods which generate a social return and/or b) employs an innovative method of production of goods or services and that method of production embodies its social objective; 2) reinvests its profits first and foremost to achieve its primary objective and has in place predefined procedures and rules for any circumstances in which profits are distributed to shareholders and owners, in order to ensure that any distribution of profits does not undermine the primary objective; 3) is managed in an entrepreneurial, accountable and transparent way, in particular by involving workers, customers and/or stakeholders affected by its business activities.
Staff	persons who, on either a professional or a voluntary basis, are involved in education, training or youth non-formal learning, and may include professors, teachers, trainers, school leaders, youth workers and non-educational staff.
Structured dialogue	dialogue with young people and youth organisations which serves as a forum for continuous joint reflection on the priorities, implementation and follow-up of European cooperation in the youth field.
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.
Traineeship (work placement)	spending a period of time in an enterprise or organisation in another country, with a view to acquire specific competences that are required by the labour market, carry out work experience and improve the understanding of the economic and social culture of that country.
Transnational	relates, unless otherwise indicated, to any action involving at least two Programme Countries.
Union transparency and recognition tools	instruments that help stakeholders to understand, appreciate and, as appropriate, recognise learning outcomes and qualifications throughout the Union.
Vocational education and training (VET)	education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market. For the purpose of Erasmus+ projects focusing on initial or continuing vocational education and training are eligible under VET actions.

Validation of non-formal and informal learning	a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and consists of the following four distinct phases: 1.Identification through dialogue of particular experiences of an individual; 2. Documentation to make visible the individual's experiences; 3. A formal assessment of these experiences; and 4.Certification of the results of the assessment which may lead to a partial or full qualification
Virtual mobility	a set of activities supported by Information and Communication Technologies, including e-learning, that realise or facilitate international, collaborative experiences in a context of teaching, training or learning.
Workplace learning	Study type which involves the acquisition of knowledge, skills and competences through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a vocational education and training institution
Young people	In the context of the Erasmus+ Programme, individuals aged between 13 and 30.
Youth activity	an out-of-school activity (such as youth exchange, volunteering or youth training) carried out by a young person, either individually or in a group, in particular through youth organisations, and characterised by a non-formal learning approach.
Youth worker	a professional or a volunteer involved in non-formal learning who supports young people in their personal socio-educational and professional development.
Youthpass	the European tool to improve the recognition of the learning outcomes of young people and youth workers from their participation in projects supported by the Erasmus+ Programme. Youthpass consists of: a) certificates that can be obtained by participants in several Actions of the Programme; and b) a defined process which supports young people, youth workers and youth organisations to reflect about the learning outcomes from an Erasmus+ project in the field of youth and non-formal learning. Youthpass is also part of a broader European Commission strategy which aims to enhance the recognition of non-formal and informal learning and of youth work in Europe and beyond.

ANNEX IV - USEFUL REFERENCES AND CONTACT DETAILS

USEFUL REFERENCES

Title	Link
Europe 2020 and ET 2020 benchmarks and indicators	http://epp.eurostat.ec.europa.eu/portal/page/portal/europe_2020_indicators/headline_indicators http://epp.eurostat.ec.europa.eu/portal/page/portal/employment_social_policy_equality/education_training
Analysis of education (covering ECEC, schools, youth and higher education as well as many specific educational domains	http://eacea.ec.europa.eu/education/eurydice/
Analysis of education and training; covering all areas	http://www.oecd.org/education/
Analysis of education and training; covering all areas	https://en.unesco.org/ http://www.uis.unesco.org/Pages/default.aspx
Diploma Supplement model:	http://ec.europa.eu/education/tools/diploma-supplement_en.htm
ECTS Users' Guide	http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf
ECVET	http://ec.europa.eu/education/policy/vocational-policy/ecvet_en.htm http://www.ecvet-team.eu/
Entrepreneurship Education: A Guide for Educators	h http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/files/education/entredu-manual-fv_en.pdf
EQAVET	http://ec.europa.eu/education/policy/vocational-policy/eqavet_en.htm
Erasmus+ Dissemination Platform	http://ec.europa.eu/programmes/erasmus-plus/projects/
ESCO	https://ec.europa.eu/esco
EU Skills Panorama	http://euskillspanorama.cedefop.europa.eu
Europass homepage	https://europass.cedefop.europa.eu/en/home

European Agenda for adult learning and recent policy developments	http://ec.europa.eu/education/policy/adult-learning/index_en.htm
Indicators and benchmarks - Education monitor	http://ec.europa.eu/education/tools/et-monitor_en.htm
Indicators and benchmarks – Official documentation	http://ec.europa.eu/education/policy/strategic-framework/indicators-benchmarks_en.htm
Library of key documents on Sport	http://ec.europa.eu/sport/library/index_en.htm
Main European youth policy documents (including the renewed framework for European cooperation in the youth field)	http://ec.europa.eu/youth/library/index_en.htm
Main policy initiatives and outputs in education and training since the year 2000 - Developing school education policies	http://ec.europa.eu/education/policy/school/index_en.htm
Main policy initiatives and outputs in education and training since the year 2000- Higher Education Reform	http://ec.europa.eu/education/policy/higher-education/index_en.htm
Opening up Education – Innovative teaching and learning for all through new technologies and open educational resources Comm(2013)654	http://ec.europa.eu/education/newtech/
Rethinking Education - investing in skills for better socio-economic outcomes	http://eur-lex.europa.eu/legal-content/EN/ALL/;jsessionid=LLFgTfdd6mZf3Wt4YNhTjyP8vnMcg4RnTT1rQHP2bfT8dWYrdNQC!1965766013?uri=CELEX:52012DC0669 http://ec.europa.eu/education/policy/strategic-framework/index_en.htm
Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems	http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF
The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020	http://ec.europa.eu/education/brugecomm/
Towards Greater Cooperation and Coherence in Entrepreneurship Education	http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/reflection-panels/files/entr_education_panel_en.pdf
Youth on the Move Flagship initiative	http://europa.eu/youthonthemove/index_en.htm
Youthpass homepage	https://www.youthpass.eu

CONTACT DETAILS

European Commission - Directorate General Education & Culture (DG EAC)
http://ec.europa.eu/erasmus-plus

European Commission - Education, Audiovisual and Culture Executive Agency (EACEA)
http://eacea.ec.europa.eu/index_en.php

National Agencies
http://ec.europa.eu/erasmus-plus/na