

**Extracts from the Erasmus+
Programme Guide,
Specific for the youth field**

Version 1 (2016): 20/10/2015

This document contains extracts from the Erasmus+ Programme Guide. It still includes all general parts relevant for Erasmus+: Youth in Action. It also includes the complete content table for Erasmus+, to keep the full overview of the Programme. It contains all pages that are focusing on the Youth field and its projects that can be applied for at JINT vzw, the Belgium-Flanders National Agency with this responsibility.

The complete Erasmus+ Programme Guide can be consulted at www.youthinaction.be



Erasmus+

Programme Guide

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

Version 1 (2016): 20/10/2015

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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 2014-2020¹. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion.

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

Europe needs more cohesive and inclusive societies which allow citizens to play an active role in democratic life. Education and youth work are key to prevent violent radicalisation by promoting common European values, fostering social integration, enhancing intercultural understanding and a sense of belonging to a community. Erasmus+ is an important instrument to promote the inclusion of people with disadvantaged backgrounds, especially newly arrived migrants, in response to critical events affecting European countries.

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

Well-performing education and training systems and youth policies 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.

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

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

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

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

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

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

BUILDING ON PAST EXPERIENCE, LOOKING TOWARDS THE FUTURE

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

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

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

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

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

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

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

GENERAL OBJECTIVE

- The Erasmus+ Programme shall contribute to the achievement of:
 - the objectives of the Europe 2020 Strategy, including the headline education target²;
 - the objectives of the strategic framework for European cooperation in education and training (ET 2020), including the corresponding benchmarks;
 - the sustainable development of Partner Countries in the field of higher education;
 - the overall objectives of the renewed framework for European cooperation in the youth field (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 Union³.

IMPORTANT FEATURES OF THE ERASMUS+ PROGRAMME

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

RECOGNITION AND VALIDATION OF SKILLS AND QUALIFICATIONS

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

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

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

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

DISSEMINATION AND EXPLOITATION OF PROJECT RESULTS

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

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

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

the individual projects to develop strategies and methods ensuring that others can easily access what has been developed and produced. Specific guidelines in this respect can be found in Annex II to this Programme Guide.

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 field of youth (under Key Action 2) promoting cooperation and mobility activities that have a positive impact on the qualitative development of youth work, youth policies and youth systems as well as on the recognition of non-formal education in Partner Countries, notably in African, Caribbean and Pacific (ACP), Asian and Latin American countries;
- 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 via the Erasmus+ Online Linguistic Support, as e-learning offers advantages for language learning in terms of access and flexibility. The Erasmus+ Online Linguistic Support includes a mandatory assessment of language competences and voluntary language courses. Language assessment is a crucial aspect of the initiative in order to provide the right preparation for each participant and collect evidence on language skills of EU mobility participants. Therefore, a language assessment will be undertaken by participants before mobility and another assessment will be carried out at the end of the mobility period to monitor progress in language competences. The results of the language assessment test carried out by participants before their departure will not preclude them from taking part in the mobility activity, whatever the result is.

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 participants with disadvantaged backgrounds and fewer opportunities compared to their peers whenever disadvantage limits or prevents participation in transnational activities for reasons such as:

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

In the field of youth, an Inclusion and Diversity Strategy has been designed as a common framework to support the participation and inclusion of young people with fewer opportunities in Erasmus+. The Strategy is available on the website⁴ of the European Commission.

PROTECTION AND SAFETY OF PARTICIPANTS

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

⁴ The Erasmus+ Inclusion and Diversity Strategy in the field of youth: http://ec.europa.eu/youth/library/reports/inclusion-diversity-strategy_en.pdf

To this end each organisation participating in the Erasmus+ Programme must have in place effective procedures and arrangements to promote and guarantee the safety and protection of the participants in their activity. With this regard, all students, trainees, apprentices, pupils, adult learners, young people, staff and volunteers, involved in a mobility activity under 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 activities are in possession of a European Health Insurance Card. This is a free card that gives access to medically necessary, state-provided healthcare during a temporary stay in any of the 28 EU countries, Iceland, Liechtenstein and Norway, under the same conditions and at the same cost (free in some countries) as people insured in that country. More information on the card and on how to obtain it is available at <http://ec.europa.eu/social/main.jsp?catId=559>.

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

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

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

This Key Action supports:

- Transnational **Strategic Partnerships** aimed to develop initiatives addressing one or more fields of education training and youth and promote innovation, exchange of experience and know-how between different types of organisations involved in education, training and youth or in other relevant fields. Certain mobility activities are supported in so far as they contribute to the objectives of the project;
- **Knowledge Alliances** between higher education institutions and enterprises which aim to foster innovation, entrepreneurship, creativity, employability, knowledge exchange and/or multidisciplinary teaching and learning;
- **Sector Skills Alliances** supporting the design and delivery of joint vocational training curricula, programmes and teaching and training methodologies, drawing on evidence of trends in a specific economic sector and skills needed in order to perform in one or more professional fields;
- **Capacity-building** projects supporting cooperation with Partner Countries in the fields of higher education and youth. Capacity-building projects aim to support organisations/institutions and systems in their modernisation and internationalisation process. Certain types of capacity-building projects support mobility activities in so far as they contribute to the objectives of the project;
- IT support platforms, such as **eTwinning**, the **European Platform for Adult Learning (EPAL)** 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 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** involving public authorities, providers and stakeholders in the fields of education, training and youth for raising awareness about the European policy agendas, in particular Europe 2020, Education and Training 2020, the European Youth Strategy, as well as the external dimension of European education, training and youth policies. These activities are essential to develop the capacity of stakeholders to actively support the implementation of policies by stimulating the exploitation of the Programme results and generating tangible impact.

JEAN MONNET ACTIVITIES

The Jean Monnet Activities will support:

- **Academic Modules, Chairs, Centres of Excellence** in order to deepen teaching in European integration studies embodied in an official curriculum of a higher education institution, as well as to conduct, monitor and supervise research on EU content, also for other educational levels such as teacher training and compulsory education. These Actions are also intended to provide in-depth teaching on European integration matters for future professionals in fields which are in increasing demand on the labour market, and at the same time aim at encouraging, advising and mentoring the young generation of teachers and researchers in European integration subject areas;
- **Policy debate with academic world**, supported through: a) **Networks** to enhance cooperation between different universities throughout Europe and around the world, foster cooperation and create a high knowledge exchange platform with public actors and the Commission services on highly relevant EU subjects; b) **Projects** for innovation and cross-fertilisation and spread of EU content aimed to promote discussion, reflection on EU issues and to enhance knowledge about the EU and its processes;
- **Support to associations**, to organise and carry out statutory activities of associations dealing with EU studies and EU issues, and to publicize EU facts among a wider public enhancing active European citizenship.

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

SPORT

Actions in the field of sport will support:

- **Collaborative Partnerships**, aimed at promoting the integrity of Sport (anti-doping, fight against match fixing, protection of minors), supporting innovative approaches to implement EU principles on good governance in sport, EU strategies in the area of social inclusion and equal opportunities, encouraging participation in sport and physical activity (supporting the implementation of EU Physical Activity Guidelines, volunteering, employment in sport as well as education and training in sport), and supporting the implementation of the EU guidelines on dual careers of athletes;
- **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 2016⁵ Erasmus+ Annual Work Programme (http://ec.europa.eu/dgs/education_culture/more_info/awp/index_en.htm)

⁵ Actions in the field of higher education targeting mobility and cooperation with Partner Countries are also supported with Heading 4 funds allocated by the 2015 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.

ACP SECRETARIAT

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

NETWORK OF HIGHER EDUCATION REFORM EXPERTS (HEREs)

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

EUROGUIDANCE NETWORK

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

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

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

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

EUROPASS NATIONAL CENTRES

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

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

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

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

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

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

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

NETWORK OF EQAVET NATIONAL REFERENCE POINTS

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

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

NATIONAL ACADEMIC RECOGNITION INFORMATION CENTRES (NARIC)

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 30⁶, 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 are notified of a grant decision which entitles them to receive financial support for the realisation of their project (grant agreements are not signed with individual participants). Some Actions of the Programme are also open to informal groups of young people.

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

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

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

⁶ 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) ⁷			
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	Norway	Turkey
	Liechtenstein		

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.

⁷ 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. This means that individuals and organisations from the OCTs are participating in the programme on a 'Programme country' status, the 'Programme country' being the Member State with which they are connected. The list of OCTs can be found at: https://ec.europa.eu/europeaid/regions/overseas-countries-and-territories-octs/eu-oct-dialogue_en

**PARTNER COUNTRIES NEIGHBOURING THE EU⁸**

Western Balkans (Region 1)	Eastern Partnership countries (Region 2)	South-Mediterranean countries (Region 3)	Russian Federation (Region 4)
Albania Bosnia and Herzegovina Kosovo ⁹ Montenegro Serbia	Armenia Azerbaijan Belarus Georgia Moldova Territory of Ukraine as recognised by international law	Algeria Egypt Israel Jordan Lebanon Libya Morocco Palestine ¹⁰ Syria Tunisia	Territory of Russia as recognised by international law

OTHER PARTNER COUNTRIES

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

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

Region 5	Andorra, Monaco, San Marino, Vatican City State, Switzerland
Region 6¹¹ Asia	Afghanistan, Bangladesh, Bhutan, Cambodia, China, DPR Korea, India, Indonesia, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Vietnam
Region 7¹² Central Asia	Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan
Region 8¹³ Latin America	Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela
Region 9¹⁴	Iran, Iraq, Yemen
Region 10¹⁵	South Africa
Region 11¹⁶ ACP	Angola, Antigua and Barbuda, Bahamas, Barbados, Belize, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Congo - Democratic Republic of the, Cook Islands, Djibouti, Dominica, Dominican Republic, Equatorial Guinea, Eritrea, Ethiopia, Fiji, Gabon, Gambia, Ghana, Grenada, Guinea, Guinea-Bissau, Guyana, Haiti, Ivory Coast, Jamaica, Kenya, Kiribati, Lesotho, Liberia, Madagascar, Malawi, Mali, Marshall Islands, Mauritania, Mauritius, Micronesia- Federated States of, Mozambique, Namibia, Nauru, Niger, Nigeria, Niue, Palau, Papua New Guinea, Rwanda, Saint Kitts And Nevis, Saint Lucia, Saint Vincent And The Grenadines, Samoa, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Solomon Islands, Somalia, South Sudan, Sudan, Suriname, Swaziland, Timor Leste - Democratic Republic of, Tanzania, Togo, Tonga, Trinidad and Tobago, Tuvalu, Uganda, Vanuatu, Zambia, Zimbabwe.
Region 12¹⁷	Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates.

⁸ 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.

⁹ 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.

¹⁰ 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.

¹¹ Classification used in the framework of the Development and Cooperation Instrument (DCI).

¹² As above.

¹³ As above.

¹⁴ As above.

¹⁵ As above.

¹⁶ Indicative only. Subject to the provisions of the revised Cotonou Partnership Agreement and multiannual financial framework 2014-2020.

Industrialised: Gulf Cooperation countries	
Region 13¹⁸ Other Industrialised countries	Australia, Brunei, Canada, Hong Kong, Japan, (Republic of) Korea, Macao, New Zealand, Singapore, Taiwan, United States of America.

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](http://ec.europa.eu/immigration/tab2.do?subSec=11&language=7$en).

¹⁸ Classification used in the framework of the Partnership Instrument (PI).



PART B – INFORMATION ABOUT THE ACTIONS COVERED BY THIS GUIDE

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

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

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

Missing from the extract:

PART B – INFORMATION ABOUT THE ACTIONS COVERED BY THIS GUIDE

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

WHAT ARE THE AIMS OF THESE ACTIONS?

SPECIFIC OBJECTIVES

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

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

Over the 2014-2020 period, 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 learning outcomes (knowledge, skills and competences) with a view to improving their personal development, their involvement as considerate and active citizens in society and their employability in the European labour market and beyond;
- support the professional development of those who work in education, training and youth with a view to innovating and improving the quality of teaching, training and youth work across Europe;
- enhance notably the participants' foreign languages competence;
- raise participants' awareness and understanding of other cultures and countries, offering them the opportunity to build networks of international contacts, to actively participate in society and develop a sense of European citizenship and identity;
- increase the capacities, attractiveness and international dimension of organisations active in the education, training and youth fields so that they are able to offer activities and programmes that better respond to the needs of individuals, within and outside Europe;
- reinforce synergies and transitions between formal, non-formal education, vocational training, employment and entrepreneurship;
- ensure a better recognition of competences gained through the learning periods abroad.

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

- enhance the attractiveness of higher education in Europe and support European higher education institutions in competing on the higher education market worldwide;
- support the priorities identified in the Communications "Increasing the impact of EU Development Policy: an Agenda for Change"¹⁹ and "European Higher Education in the World"²⁰;
- support the internationalisation, attractiveness quality, equity of access and modernisation of higher education institutions outside Europe in view of promoting the development of Partner Countries;
- promote the development and external policy objectives and principles including national ownership, social cohesion, equity, proper geographical balance and diversity. Special attention will be given to the least developed countries as well as to disadvantaged students from poor socio-economic backgrounds and to students with special needs;
- promote non-formal learning and cooperation in the field of youth with Partner Countries.

WHAT IS A MOBILITY PROJECT?

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

- Preparation (including practical arrangements, selection of participants, set up of agreements with partners and participants, linguistic/intercultural/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 improving their

¹⁹ 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.

²⁰ 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.

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, offers space for developing mobility activities that involve partner organisations with different backgrounds and active in different fields or socio-economic sectors (e.g. traineeships of university students or VET learners in enterprises, NGOs, public bodies; teachers in schools following professional development courses in companies or training centres; business experts giving lectures or training in higher education institutions, 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 have the possibility to organise mobility activities within a broader strategic framework and in the medium term. Through a single grant application, covering a period of up to two years, the coordinator of a mobility project will be able to organise several mobility activities, allowing many individuals to go abroad to different countries. As a consequence, under Erasmus+ the applicant organisations will be able to conceive their project in line with the needs of participants, but also according to their internal plans for internationalisation, capacity building and modernisation.

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

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

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

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

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

Missing from the extract:

PART B – INFORMATION ABOUT THE ACTIONS COVERED BY THIS GUIDE

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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 of one or more of the following activities:

Mobility of young people:

▪ **Youth Exchanges:**

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

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

▪ **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. Young people with fewer opportunities can receive additional support to enable their participation and would also be allowed to go on EVS for a shorter duration of time (from 2 weeks and up).

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 Cycle⁴⁸ to be attended by each volunteer and consisting of: a) an on-arrival training for voluntary services lasting 2 months and longer; b) a mid-term evaluation, for voluntary services lasting 6 months and longer.

⁴⁸ Detailed information can be found in the document "EVS Training and Evaluation Cycle Guidelines and minimum quality standards":

http://ec.europa.eu/youth/programme/mobility/documents/evs-training-evaluation-guidelines_en.pdf

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. The participation of youth workers in such activities contributes to capacity building of their organisation. The learning outcomes should be further disseminated.

In 2016, in the selection of projects emphasis will be put on:

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

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

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	<p>A youth mobility project must comprise one or more of the following activities:</p> <ul style="list-style-type: none"> ▪ Youth Exchanges; ▪ European Voluntary Service; ▪ Youth workers' training and networking.
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<p>Eligible participating organisations</p>	<p>A participating organisation can be:</p> <ul style="list-style-type: none"> ▪ a non-profit organisation, association, NGO; ▪ a European Youth NGO; ▪ a social enterprise; ▪ a public body at local level; ▪ a group of young people active in youth work but not necessarily in the context of a youth organisation (i.e. informal group of young people). <p>as well as:</p> <ul style="list-style-type: none"> ▪ a public body at regional or national level⁴⁹; ▪ an association of regions ; ▪ a European Grouping of Territorial Cooperation; ▪ a profit-making body active in Corporate Social Responsibility. <p>established in a Programme Country or in a Partner Country neighbouring the EU (regions 1 to 4; see section "Eligible Countries" in Part A of this Guide).</p>
<p>Who can apply?</p>	<p>Any participating organisation or group⁵⁰ established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.</p> <p>A youth mobility project is funded in a specific way (see the section "funding rules") if the applicant is:</p> <ul style="list-style-type: none"> ▪ a public body at regional or national level⁵¹; ▪ an association of regions; ▪ a European Grouping of Territorial Cooperation; ▪ a profit-making body active in Corporate Social Responsibility.
<p>Number and profile of participating organisations</p>	<p>A mobility activity is transnational and involves at least two participating organisations (sending and receiving organisation) from different countries. If a Youth mobility project foresees only one activity, the coordinator must also act either as sending or receiving organisation except if the activity is a European Voluntary Service. If a youth mobility project foresees more than one activity, the project coordinator can – but not necessarily has to – act as sending organisation or receiving organisation. In all cases, the coordinator cannot be an organisation from a Partner Country neighbouring the EU.</p> <p>Activities within Programme Countries: all participating organisations must be from a Programme Country.</p> <p>Activities with Partner Countries neighbouring the EU: the activity must involve at least one participating organisation from a Programme Country and one participating organisation from a Partner Country neighbouring the EU.</p>
<p>Duration of project</p>	<p>From 3 to 24 months.</p>
<p>Where to apply?</p>	<p>To the National Agency of the country in which the applicant organisation is established.</p>
<p>When to apply?</p>	<p>Applicants have to submit their grant application by the following dates:</p> <ul style="list-style-type: none"> ▪ 2 February at 12:00 (midday Brussels time) for projects starting between 1 May and 30 September of the same year; ▪ 26 April at 12:00 (midday Brussels time) for projects starting between 1 August and 31 December of the same year; ▪ 4 October at 12:00 (midday Brussels time) for projects starting between 1 January and 31 May of the following year.

⁴⁹ 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.

⁵⁰ 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).

⁵¹ See previous note.

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 ⁵² resident in the countries of the sending and receiving organisations. Group leaders ⁵³ involved in the Youth Exchange must be at least 18-years old.
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	<p>Link with the country funding the Youth Exchange:</p> <p>In order to maintain a clear link to the country where the National Agency is based, at least one of the sending organisations or the receiving organisation in each activity must be from the country of the National Agency to which the application is submitted.</p> <p>Advance Planning Visit (APV):</p> <p>If the project foresees an APV, then the following eligibility criteria must be respected:</p> <ul style="list-style-type: none"> ▪ duration of the APV: maximum 2 days (travel days excluded); ▪ number of participants: 1 participant per 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	Long-term EVS: From 2 to 12 months, excluding travel time. Short-term EVS: From 2 weeks to 2 months, excluding travel time. Condition: short-term EVS can be organised for activities involving at least 10 volunteers who are doing their service together (group service) or where there is an equal participation or majority of young people with fewer opportunities in the activity.
Venue(s) of the activity	<p>A volunteer from a Programme Country must carry out her/his activity in another Programme Country or in a Partner Country neighbouring the EU.</p> <p>A volunteer from a Partner Country neighbouring the EU must carry out her/his activity in a Programme Country.</p>
Eligible participants	Young people aged between 17 and 30 ⁵⁴ , resident in the country of their sending organisation. A volunteer can take part in only one European Voluntary Service ⁵⁵ . Exception: volunteers who carried out an EVS activity lasting maximum 2 months, excluding travel time can take part in an additional European Voluntary Service.

⁵² 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.

⁵³ 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.

⁵⁴ See note above on age limits.

⁵⁵ This applies for EVS under Erasmus+ and previous programmes.

Number of participants	Maximum 30 volunteers for the whole project.
Other criteria	<p>In order to maintain a clear link to the country where the National Agency is based, at least one of the sending organisations or the receiving organisation in each activity must be from the country of the National Agency to which the application is submitted.</p> <p>Advance Planning Visit (APV): only for EVS involving young people with fewer opportunities.</p> <p>If the project foresees an APV, then the following eligibility criteria must be respected:</p> <ul style="list-style-type: none"> ▪ duration of the APV: maximum 2 days (travel days excluded); ▪ number of participants: 1 participant per 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 MOBILITY OF YOUTH WORKERS

Duration of activity	<p>From 2 days to 2 months, excluding travel time.</p> <p>The minimum 2 days must be consecutive.</p>
Venue(s) of the activity	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)	<ul style="list-style-type: none"> ▪ The relevance of the proposal to: <ul style="list-style-type: none"> - the objectives of the Action (see section "What are the aims of a mobility project"); - the needs and objectives of the participating organisations and of the individual participants. ▪ The extent to which the proposal is suitable of: <ul style="list-style-type: none"> - reaching out to young people with fewer opportunities including refugees, asylum seekers and migrants; - promoting diversity, intercultural and inter-religious dialogue, common values of freedom, tolerance and respect of human rights as well as on projects enhancing media literacy, critical thinking and sense of initiative of young people; - equipping youth workers with competences and methods needed for transferring the common fundamental values of our society particularly to the hard to reach young people and preventing violent radicalisation of young people. ▪ The extent to which the proposal is suitable of: <ul style="list-style-type: none"> - producing high-quality learning outcomes for participants; - reinforcing the capacities and international scope of the participating organisations.
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<p>Quality of the project design and implementation (maximum 40 points)</p>	<ul style="list-style-type: none"> ▪ The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of mobility activities and follow-up); ▪ The consistency between project objectives and activities proposed; ▪ The quality of the 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; ▪ In case of activities with Partner Countries neighbouring the EU, the balanced representation of organisations from Programme and Partner Countries; • The quality of cooperation and communication between the participating organisations, as well as with other relevant stakeholders.
<p>Impact and dissemination (maximum 30 points)</p>	<ul style="list-style-type: none"> ▪ The quality of measures for evaluating the outcomes of the project. ▪ The potential impact of the project: <ul style="list-style-type: none"> - on participants and participating organisations during and after the project lifetime; - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels. ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations.

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

WHAT ELSE SHOULD YOU KNOW ABOUT THIS ACTION?

PARTICIPANTS FROM OUTERMOST REGIONS AND OVERSEAS COUNTRIES AND TERRITORIES

In line with the Regulation establishing the Erasmus+ Programme, which calls on taking into account the constraints imposed by the remoteness of the outermost regions and the Overseas Countries and Territories (OCTs) of the Union when implementing the Programme, special funding rules are set in order to support expensive travel costs of participants from outermost regions and OCTs insufficiently covered by the the standard funding rules (based on contribution to unit costs per travel distance band).

Applicants of mobility projects will be allowed to claim financial support for travel costs of participants from outermost regions and OCTs under the budget heading "exceptional costs" (up to a maximum of 80% of total eligible costs: see "What are the funding rules?"). This would be allowed provided that applicants can justify that the standard funding rules (based on contribution to unit costs per travel distance band) do not cover at least 70% of the travel costs of participants.

OTHER INFORMATION

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

WHAT ARE THE FUNDING RULES?

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

A) YOUTH EXCHANGES

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return. In addition, if applicable, travel costs for a possible Advance Planning Visit.	Contribution to unit costs	For travel distances between 10 and 99KM: 20 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission ⁵⁶ . 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 ⁵⁷ .
			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	Contribution to unit costs	€5.1 per day of activity per participant ⁵⁸	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).

⁵⁶ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

⁵⁷ 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 (170 EUR).

⁵⁸ Including group leaders and accompanying persons.

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.	Contribution to 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 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.	Contribution to unit costs	EVS lasting less than 2 months: <input type="text" value="A5.2"/> per day per volunteer + EVS lasting from 2 to 12 months: <input type="text" value="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).
Individual support	"Pocket money" to the volunteer for additional personal expenses.	Contribution to unit costs	EVS lasting less than 2 months: <input type="text" value="A5.4"/> per day per volunteer + EVS lasting from 2 to 12 months: <input type="text" value="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	Contribution to 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 Erasmus+ Online Linguistic Support.

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 (275 EUR).

	carry out their volunteering tasks.			
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	<p>Visa and visa-related costs, residence permits, vaccinations.</p> <p>Costs to support the participation of young people with fewer opportunities on equal terms as others, including for specific preparation and reinforced mentorship (excluding costs for travel and organisational support for participants and accompanying persons).</p> <p>Costs connected to lodging of participants during an Advance Planning Visit.</p> <p>Costs for providing a financial guarantee, if the National Agency asks for it.</p> <p>Expensive travel costs of participants from outermost regions and Overseas Countries and Territories (for details, see section "what else you should know about this action").</p>	Real costs	<p>Costs for financial guarantee: 75% of eligible costs Other costs: 100% of eligible costs</p> <p>Expensive travel costs: maximum up to 80% of eligible costs</p>	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
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Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return	Contribution to unit costs	For travel distances between 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 ⁶¹ . 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 ⁶² .
			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	Contribution to unit costs	A5.6 per day of activity per participant. Maximum 1 100 EUR per participant ⁶³	Based on the duration of the stay per participant (if necessary, including also one travel day before the activity and one travel day following the activity).
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

⁶¹ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

⁶² For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return (275 EUR).

⁶³ including trainers, facilitators and accompanying persons.



Exceptional costs	Visa and visa-related costs, residence permits, vaccinations Costs for providing a financial guarantee, if the National Agency asks for it. Expensive travel costs of participants from outermost regions and Overseas Countries and Territories (for details, see section "what else you should know about this action").	Real costs	Costs for financial guarantee: 75% of eligible costs Other costs: 100% of eligible costs Expensive travel costs: maximum up to 80% of eligible costs	
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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, with the help of a mentor for the participants.

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 1 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 to 59 days, 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)	<ul style="list-style-type: none"> ▪ The relevance of the proposal to: <ul style="list-style-type: none"> - the objectives of the Action (see section "What are the aims of a mobility project"). ▪ The extent to which the proposal is suitable of: <ul style="list-style-type: none"> - 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.
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<p>Quality of the project design and implementation (maximum 40 points)</p>	<ul style="list-style-type: none"> ▪ 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.
<p>Impact and dissemination (maximum 30 points)</p>	<ul style="list-style-type: none"> ▪ The quality of measures for evaluating the outcomes of the project; ▪ The potential impact of the project: <ul style="list-style-type: none"> - on participants and participating organisations during and after the project lifetime; - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels. ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations.

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

WHAT 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.	Contribution to unit costs	For travel distances between 100 and 499 KM: 180 EUR per participant ⁶⁴	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission ⁶⁵ . 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 ⁶⁶ .
			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	Contribution to unit costs	A 6.1 per day of activity per volunteer	Based on the duration of the stay per participant

⁶⁴ No contribution to the travel costs is foreseen for travel distances less than 100 KM

⁶⁵ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

⁶⁶ For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return (275 EUR).

Individual support	"Pocket money" to the volunteer for additional personal expenses.	Contribution to unit costs	€6.2 per day of activity per volunteer	Based on the duration of the stay per participant
Special needs support	<p>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".</p> <p>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 "organisational support").</p>	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	<p>Visa and visa-related costs, residence permits, vaccinations</p> <p>Costs to support the participation of young people with fewer opportunities on equal terms as others, including for specific preparation and reinforced mentorship (excluding costs for travel and organisational support for participants and accompanying persons).</p>	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	<p>Costs directly linked to the implementation of the complementary activities of the project, including:</p> <ul style="list-style-type: none"> ▪ 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. <p>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.)</p>	Real costs	Maximum 80% of the total eligible costs.	Conditional: the budget requested is justified in relation to the planned activities.

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

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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 organisations and persons directly or indirectly involved in the organised activities.

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

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

- innovative approaches for addressing their target groups, by providing for example: more attractive education and training programmes, in line with individual needs and expectations; use of participatory approaches and ICT-based methodologies; new or improved processes of recognition and validation of competences; greater effectiveness of activities for the benefit of local communities; new or improved practices to cater for the needs of disadvantaged groups and to deal with differences in learning outcomes linked to the geographical and socio-economic disparities; new approaches to address social, ethnic, linguistic and cultural diversity; new approaches to better support competitiveness and employment in particular at regional and local level; recognition of excellence in language learning or teaching through the European Language Label;
- a more modern, dynamic, committed and professional environment inside the organisation: ready to integrate good practices and new methods into daily activities; open to synergies with organisations active in different fields or in other socio-economic sectors; strategic planning of professional development for staff in line with individual needs and organisational objectives;
- increased capacity and professionalism to work at EU/international level: improved management competences and internationalisation strategies; reinforced cooperation with partners from other countries, other fields of education, training and youth and/or other socio-economic sectors; increased allocation of financial resources (other than EU funds) to organise EU/international projects in the field of education, training and youth; increased quality in the preparation, implementation, monitoring and follow-up of EU/international projects.

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

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

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

Therefore, the impact of this Key Action is intended to be:

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

STRATEGIC PARTNERSHIPS IN THE FIELD OF EDUCATION, TRAINING AND YOUTH

WHAT ARE THE AIMS AND PRIORITIES OF A STRATEGIC PARTNERSHIP?

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

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

- **Strategic Partnerships supporting innovation;**

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

- **Strategic Partnerships supporting exchange of good practices:**

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

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

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

HORIZONTAL PRIORITIES

- Improve achievement in relevant and high-level basic and transversal competences in a lifelong learning perspective, through formal or non-formal education and training, from early childhood education and care, over school education, youth activities, higher education and vocational education and training to adult learning.
- Inclusive education, training and youth: in line with the Paris Declaration, priority will be given to actions addressing diversity in (formal and non-formal) education and training, developing social, civic, intercultural competences and media literacy, combating discrimination and segregation, tackling bullying, reducing disparities in learning outcomes affecting learners with disadvantaged backgrounds in particular through innovative integrated approaches. This should also involve enhancing the access, participation and performance of disadvantaged learners and facilitating their transitions: between different levels and types of education and training; from education/training to the world of work; and/or from one employment to another. Given the critical context, particular attention will also be given to support projects involving refugees, asylum seekers and migrants and/or focussing on the topic of the refugees' crisis in Europe.
- Open and innovative education, training and youth work, embedded in the digital era: priority will be given to actions that contribute to disseminating learning outcomes of formal and non-formal learning activities as well as to mainstreaming and spreading the utilisation of open and innovative education, training and youth pedagogies, participatory education governance, work methods and resources for educators and learners at all levels, in particular those in a disadvantaged situation. This includes supporting synergies between education, research and innovation activities, the digitisation of quality learning content and promoting the use of ICT as a driver for systemic change to increase the quality and relevance of education, training and youth policies at all levels.

- Educators: priority will be given to actions that strengthen the recruitment, selection and induction of the best and most suitable candidates for the teaching profession as well as to actions supporting continuing professional development of educators (such as teachers, professors, tutors, mentors, etc.) and youth workers, especially on dealing with an increasing diversity of learners, early school leaving, learners with disadvantaged backgrounds (including refugees, asylum seekers and migrants), work-based learning, digital competences and innovative pedagogies. This will include building effective partnership between providers and educational institutions as well as the development of programmes, modules and on line courses to strengthen the induction of educators in line with assessment and certification patterns.
- Transparency and recognition of skills and qualifications to facilitate learning, employability and labour mobility: priority will be given to actions promoting permeability across education, training and youth fields as well as the simplification and rationalisation of tools for transparency, validation and recognition of learning outcomes. This includes promoting innovative solutions for the recognition and validation of competences acquired through informal, non-formal, digital and open learning.
- Sustainable investment, performance and efficiency in education and training: priority will be given to actions supporting the effective implementation of the Investment Plan for Europe, including through attractive funding models for private actors and capital; supporting education, training and youth policies and the design of evidence-based reforms that deliver quality in (formal and non-formal) education and training more efficiently namely through work-based learning. Priority will also be given to actions supporting the development of innovative ways to ensure sustainable investment in all forms of learning, including performance-based funding and cost-sharing.

FIELD-SPECIFIC PRIORITIES

In higher education:

- As outlined in the 2011 EU Modernisation Agenda: increasing attainment levels; improving the quality and relevance of higher education; strengthening quality through mobility and cross-border cooperation; making the knowledge triangle work, including by inter-disciplinary cooperation; improving governance and funding.
- As outlined in the 2013 Communication on Opening up Education: promoting the development of new modes of delivery and exploiting and responding to new technologies in learning and teaching.

In vocational education and training:

- Promoting work-based learning in all its forms, with special attention to apprenticeship-type training, by involving social partners, companies and VET providers, as well as stimulating innovation and entrepreneurship.
- Further developing quality assurance mechanisms in VET, in line with EQAVET recommendation, and establishing continuous information and feedback loops to I-VET and C-VET systems, based on learning outcomes as part of quality assurance systems.
- Further strengthening key competences in VET curricula and providing more effective opportunities to acquire or develop those skills through I-VET and C-VET.
- Enhancing access to training and qualifications for all through C-VET, in a life-long learning perspective, notably by increasing the quality, supply and accessibility of C-VET, validation of non-formal and informal learning, promoting work-place learning in companies for the working population, providing for efficient and integrated guidance services and flexible and permeable learning pathways.

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, supporting recruitment and selection methods, improving initial teacher education and induction, supporting teachers in dealing with diversified groups of learners (such as refugees, asylum seekers and migrants) and to adopt collaborative and innovative practices right from the start of their careers; to strengthen leadership roles in education, including distributed leadership, for designing necessary changes and improvements at institutional level.

- Addressing underachievement in the basic skills of maths, science and literacy through more effective, innovative teaching methods. In particular, through projects focused on student-centred and problem-based active learning using multidisciplinary and inter-disciplinary approaches and through fostering critical thinking skills by addressing cultural and/or environmental context in teaching science; developing innovative didactical materials to increase motivation for reading of all pupils; addressing multilingual classrooms through methods building on diverse language skills alongside the main language of instruction.
- Supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students from the lowest to the highest end of the academic spectrum. In particular by supporting projects aiming to improve collaboration internally as well as with parents and other external stakeholders, projects aiming at improving transition between different stages of education, projects supporting networking of schools which promote collaborative and holistic approaches to teaching, projects aiming to develop methods and to create conditions for personalised teaching and learning in order to support each pupil, and projects developing monitoring and assessment suitable for such approaches.
- 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 aiming to develop a holistic and age appropriate pedagogical framework including professionalising the workforce for ECEC as well as ensuring 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:

- Improving and extending the offer of high quality learning opportunities that are tailored to individual adult learners' needs, including through innovative ways of validation, guidance and delivery to groups most in need.
- Extending and developing educators' competences, particularly in the effective use of ICT in adult learning, for better outreach and improved learning outcomes.
- Designing and implementing effective provision for enhancing the basic skills (literacy, numeracy and digital) and key competences of specific adult target groups that are currently not well served.

In youth:

- Promoting high-quality youth work. Priority will be placed on projects that:
 - foster the inclusion and employability of young people with fewer opportunities (including NEETs);
 - promote intercultural dialogue and strengthen knowledge and acceptance of diversity in society;
 - support youth workers in developing and sharing effective methods in reaching out to marginalised young people, refugees, asylum seekers and migrants, and in preventing racism and intolerance among youth;
 - internationalise youth work and open it up to cross-sectorial cooperation allowing greater permeability across all fields of actions concerning young people;
 - professionalise youth workers, developing 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 levels.
- Promoting empowerment, open it to cross-sectorial cooperation allowing greater permeability across all fields of actions concerning young people, with a special focus on access to rights, autonomy, participation - including e-participation - and the active citizenship of young people notably those at risk of social exclusion, through projects that:
 - broaden and deepen political and social participation of young people at local, regional, national, European or global level;
 - promote diversity, intercultural and inter-religious dialogue, common values of freedom, tolerance and respect of human rights; enhance critical thinking and media literacy of young people; strengthen their sense of initiative notably in the social field;
 - enable young people to connect with, express their opinions to and influence elected policy-makers, public administrations, interest groups, civil society organisations, or individual citizens within any of the political or social processes affecting their lives.
- Promoting entrepreneurship education and social entrepreneurship among young people. Priority will be placed on projects in the form of transnational youth initiative that allow groups of young people to put ideas into

practice, including through social enterprises, tackling challenges and problems identified within their communities.

WHAT ARE THE ACTIVITIES SUPPORTED IN A STRATEGIC PARTNERSHIP?

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

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

Strategic Partnerships may also organise transnational **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, as stated in the table below. For a more detailed description of the supported activities, see Annex I.

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

WHO CAN TAKE PART IN A STRATEGIC PARTNERSHIP?

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

In addition to the organisations formally participating in the project and receiving EU funds, Strategic Partnerships may also benefit from the involvement of other organisations that can bring added value to the planned activities by investing their own resources and know-how. If relevant, the applicants should explain in their project proposal how these organisations contribute to the achievement of the project objectives.

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

<p>Eligible participating organisations</p>	<p>A participating organisation can be any public or private organisation, established in a Programme Country or in any Partner Country of the world (see section "Eligible Countries" in Part A of this Guide).</p> <p>For example, such organisation can be:</p> <ul style="list-style-type: none"> ▪ a higher education institution; ▪ a school/institute/educational centre (at any level, from pre-school to upper secondary education, and including vocational education and adult education); ▪ a non-profit organisation, association, NGO; ▪ a public or private, a small, medium or large enterprise (including social enterprises); ▪ a public body at local, regional or national level; ▪ a social partner or other representative of working life, including chambers of commerce, industry, craft/professional associations and trade unions; ▪ a research institute; ▪ a foundation; ▪ an inter-company training centre; ▪ enterprises providing shared training (collaborative training); ▪ a cultural organisation, library, museum; ▪ a body providing career guidance, professional counselling and information services; ▪ a body validating knowledge, skills and competences acquired through non-formal and informal learning; ▪ a European Youth NGO; ▪ a group of young people active in youth work but not necessarily in the context of a youth organisation (i.e. informal group of young people⁷⁸). <p>Higher education institutions (HEIs) established in a Programme Country must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries, but they will have to sign up to its principles.</p>
<p>Who can apply?</p>	<p>Any participating organisation established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.</p>
<p>Number and profile of participating organisations</p>	<p>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 project management and implementation is capped (and equivalent to 10 partners). All participating organisations must be identified at the time of applying for a grant.</p> <p>Exceptionally, the following types of projects may involve minimum two organisations from two different Programme Countries:</p> <ul style="list-style-type: none"> ▪ Strategic Partnerships in the youth field; ▪ Within Strategic Partnerships in the school education field promoting exchange of good practices between organisations from Programme Countries⁷⁹, the following: <ul style="list-style-type: none"> - Strategic Partnerships for schools only; - Strategic Partnerships for regional cooperation led by at least two local/regional authorities from two different countries.
<p>Venue(s) of the activities</p>	<p>All the activities of a Strategic Partnership must take place in the countries of the organisations participating in the project. Activities can also takes place at the seat of an Institution of the European Union, even if in the project there are no participating organisations from the country that hosts the Institution.⁸⁰</p>

⁷⁸ 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.

⁷⁹ Please refer to the list of eligible schools and eligible authorities published on the website of each National Agency. Note that, as an exception, the contracting model for Strategic Partnerships for schools only is based on monobeneficiary Grant Agreements. For more details, please refer to Part C of this Guide.

⁸⁰ Seats of the Institutions of the European Union are Brussels, Frankfurt, Luxembourg, Strasbourg, and The Hague.

Duration of project	<ul style="list-style-type: none"> ▪ Partnerships in the field of higher education: between 24 and 36 months; ▪ Partnerships in the field of VET, school education and adult education: between 12 and 36 months; ▪ Partnerships in the youth field: between 6 and 36 months. <p>The duration has to be chosen at application stage, based on the objective of the project and on the type of activities planned over time.</p> <p>In exceptional cases, the duration of a Strategic Partnership may be extended, upon request by the beneficiary and with the agreement of the National Agency, of up to 6 months and provided that the total duration does not exceed 3 years. In such a case, the total grant will not change. In all cases, projects must end not later than 31 August 2019.</p>
Where to apply?	<p>To the National Agency of the country in which the applicant organisation is established⁸¹.</p> <p>Per deadline, the same consortium of partners can submit only one application and to one National Agency only.</p>
When to apply?	<ul style="list-style-type: none"> ▪ Partnerships in the fields of Higher Education, VET, School and Adult education: <ul style="list-style-type: none"> ▪ applicants have to submit their grant application by 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: <p>applicants have to submit their grant application by:</p> <ul style="list-style-type: none"> ▪ 2 February at 12:00 (midday Brussels time) for projects starting between 1 June and 30 September of the same year; ▪ 26 April at 12:00 (midday Brussels time) for projects starting between 1 September of the same year and 31 January of the following year; ▪ 4 October at 12:00 (midday Brussels time) for projects starting between 1 February and 31 May of the following year. <p>For Strategic Partnerships in the youth field: for each of the three deadlines, National Agencies may open the deadline to both types of Strategic Partnerships (i.e. supporting innovation and supporting exchanges of good practices) or only to one type of projects. Applicants are invited to check the website of their National Agency for more precise information.</p>
How to apply?	<p>Please see Part C of this Guide for details on how to apply.</p>

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

⁸¹ 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.

<p>Eligible Activities</p>	<ul style="list-style-type: none"> ▪ Blended mobility of pupils and 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 for HE students (5 days to 2 months; excluding travel days), with invited HE teaching staff and other relevant HE experts ; ▪ 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). <p>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.</p> <p>Activities of learners as well as long-term activities of staff or youth workers from or to Partner Countries are not eligible. Short-term joint staff training events as well as the staff from Partners Countries teaching in Intensive Study Programmes are eligible activities.</p>
<p>Eligible participants</p>	<ul style="list-style-type: none"> ▪ 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, pupils, 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 staff⁸² working in the participating organisations and youth workers.
<p>Number of participants</p>	<ul style="list-style-type: none"> ▪ For Strategic Partnerships promoting exchange of good practices only: maximum 100 participants per project will be funded (including accompanying persons).

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:

⁸² In the school education field, this includes educational staff intervening in schools such as school inspectors, school counsellors, pedagogical advisors, psychologists, etc.

<p>Relevance of the project (maximum 30 points)</p>	<ul style="list-style-type: none"> ▪ The relevance of the proposal to: <ul style="list-style-type: none"> - the objectives and the priorities of the Action (see section "What are the aims and priorities of a Strategic Partnership"). ▪ The extent to which: <ul style="list-style-type: none"> - 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.
<p>Quality of the project design and implementation (maximum 20 points)</p>	<ul style="list-style-type: none"> ▪ 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. <p>If the project plans training, teaching or learning activities:</p> <ul style="list-style-type: none"> ▪ 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.
<p>Quality of the project team and the cooperation arrangements (maximum 20 points)</p>	<ul style="list-style-type: none"> • The extent to which: <ul style="list-style-type: none"> - 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).

<p>Impact and dissemination (maximum 30 points)</p>	<ul style="list-style-type: none"> ▪ The quality of measures for evaluating the outcomes of the project ▪ The potential impact of the project: <ul style="list-style-type: none"> - on participants and participating organisations, during and after the project lifetime; - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels. ▪ The 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.
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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 SHOULD YOU KNOW ABOUT THIS ACTION?

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

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

Among the great variety of activities and project formats, the following Strategic Partnerships have specific characteristics:

"SCHOOLS-ONLY" STRATEGIC PARTNERSHIPS

These Strategic Partnerships in the field of school education aim at supporting exchanges of good practices between schools from different Programme Countries. In many cases, cooperation activities are also combined with class exchanges and/or long term mobility of pupils from the schools participating in the project. The distinctive feature of this format of Strategic Partnerships is the modality of contractualisation with beneficiaries. Although one of the schools involved in the project takes the lead and applies on behalf of all the participating schools, once a Schools-only Strategic Partnership is selected each participating school signs a single grant agreement with the National Agency established in its country.

TRANSNATIONAL YOUTH INITIATIVES

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

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

The distinctive feature of this format of Strategic Partnerships is that a Youth Initiative is initiated, set up and carried out by young people themselves. Project proposals are submitted and implemented by informal groups of young people.

PARTICIPANTS FROM OUTERMOST REGIONS AND OVERSEAS COUNTRIES AND TERRITORIES TAKING PART IN TRANSNATIONAL TRAINING, TEACHING AND LEARNING ACTIVITIES

In line with the Regulation establishing the Erasmus+ Programme, which calls on taking into account the constraints imposed by the remoteness of the outermost regions and the Overseas Countries and Territories (OCTs) of the Union when implementing the Programme, special funding rules are set in order to support expensive travel costs of participants from outermost regions and OCTs insufficiently covered by the the standard funding rules (based on contribution to unit costs per travel distance band).

Applicants of mobility projects will be allowed to claim financial support for travel costs of participants from outermost regions and OCTs under the budget heading "exceptional costs" (up to a maximum of 80% of total eligible costs: see "What are the funding rules?"). This would be allowed provided that applicants can justify that the standard funding rules (based on contribution to unit costs per travel distance band) do not cover at least 70% of the travel costs of participants.

OTHER INFORMATION

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

WHAT ARE THE FUNDING RULES?

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

By consequence, the proposed funding model consists of a menu of cost items from which applicants will choose according to the activities they want to undertake and the results they want to achieve. The first 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 a variable amount, defined by multiplying 12 500 EUR by the duration of the project (in months), and capped at 450 000 EUR for projects with duration of 36 months.

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

Maximum grant awarded:
a variable amount, defined by multiplying 12 500 EUR by the duration of the project (in months) and up to 450 000 EUR for projects with duration of 36 months

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

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.	Contribution to 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
		Contribution to 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	Contribution to unit costs	For travel distances between 100 and 1999KM: 575 EUR per participant per meeting		Conditional: applicants must justify the need for the meetings in terms of number of meetings and participants involved. Travel distances must be calculated using the distance calculator supported by the European Commission.
			For travel distances of 2000 KM or more: 760 EUR per participant per meeting		

Eligible costs		Financing mechanism	Amount	Rule of allocation
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 ⁸³	Real costs	100% of eligible costs	Conditional: the request for these costs must be motivated in the application form.
ADDITIONAL FUNDING FOR STRATEGIC PARTNERSHIPS SUPPORTING INNOVATION IN THE FIELD OF EDUCATION, TRAINING AND YOUTH				
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.)	Contribution to 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 project).	Contribution to unit costs	100 EUR per local participant (i.e. participants from the country where the event is taking place)	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)	
			Maximum 30 000 EUR per project	

⁸³ 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)

Eligible costs		Financing mechanism	Amount		Rule of allocation
Travel	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return	Contribution to unit costs	For travel distances between 100 and 1 999KM: 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 ⁸⁴ . 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 ⁸⁵
			For travel distances of 2 000KM or more: 360 EUR per participant		
Individual support	Unit cost per day covering the subsistence of participants, including accompanying persons, during the activity	Contribution to unit costs	Long term teaching or training assignments	up to the 14 th day of activity: B1.5 per day per participant	
			Long term mobility of youth workers	+ between the 15 th and 60 th day of activity: B1.6 per day per participant	
			Short term joint staff training events,	+ between the 61 th day of activity and up to 12 months: B1.7 per day per participant	
			Teaching or providing expertise in Intensive Study Programmes	up to the 14 th day of activity: 100 EUR per day per participant	
			accompanying persons in all activities ⁸⁶	+ between the 15 th and 60 th day of activity: 70 EUR per day per participant	

⁸⁴ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

⁸⁵ For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return (275 EUR).

⁸⁶ Accompanying persons are entitled to receive the same rate, independently from the short or long term activities they take part in. In exceptional cases, where the accompanying person needs to stay abroad for more than 60 days, extra subsistence costs beyond the 60th day will be supported under the budget heading "Special needs support".

			Long term mobility of pupils	B1.8 per month per participant	
			Short term activities for learners (blended mobility, short term pupils' mobility, intensive study programmes):	up to the 14 th 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	
Linguistic support	Costs linked to the support offered to participants in order to improve the knowledge of the language of instruction or work	Contribution to 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.
Exceptional Costs	Expensive travel costs of participants from outermost regions and Overseas Countries and Territories (for details, see section "what else you should know about this action").	Real Costs	Expensive travel costs: maximum up to 80% of eligible costs		Conditional: the request for financial support to cover exceptional costs must be motivated in the application form

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, Belarus, Belize, Benin, Bhutan, Bolivia, Bosnia and Herzegovina, Botswana, Brazil, Burkina Faso, Burundi, Cambodia, Cameroon, Cape Verde, Central African Republic, Chad, Chile, China, Colombia, Comoros, Congo, Congo – Democratic Republic of the, Cook Islands, Costa Rica, Cuba, Djibouti, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador, Equatorial Guinea, Eritrea, Ethiopia, Fiji, Gabon, Gambia, Georgia, Ghana, Grenada, Guatemala, Guinea, 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 – Federated States of, Moldova, Mongolia, Montenegro, Morocco, Mozambique, Myanmar, Namibia, Nauru, Nepal, Nicaragua, Niger, Nigeria, Niue, Pakistan, Palau, Palestine, Panama, Papua New Guinea, Paraguay, Peru, Philippines, Rwanda, Saint Kitts And Nevis, Saint Lucia, Saint Vincent And The Grenadines, Samoa, Sao Tome and Principe, Senegal, Serbia, Seychelles, Sierra Leone, Solomon Islands, Somalia, South Africa, South Sudan, Sri Lanka, Sudan, Suriname, Swaziland, Syria, Tajikistan, Tanzania, Territory of Russia as recognised by international law, Territory of Ukraine as recognised by international law, Thailand, Timor Lest – Democratic Republic of 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 contribution to 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

Missing from the extract:

PART B – INFORMATION ABOUT THE ACTIONS COVERED BY THIS GUIDE

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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 regions¹²⁰ 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, especially 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 to 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 referred to as Western Balkans Youth Window projects¹²¹.

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;

¹²⁰ In the framework of this Action, a region is defined as a grouping of countries belonging to a certain macro-geographic area.

¹²¹ Mobility activities implemented in cooperation with Western Balkan countries but having been submitted by a partner organisation in a Programme Country can also be supported through Key Action 1: Mobility project for young people and youth workers. Western Balkan countries are also eligible as partners under Key Action 3 Meetings between young people and decision makers in the field of youth.

- 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, 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;
- 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 Exchanges¹²² between Programme and eligible Partner Countries;
- European Voluntary Service¹²³ from/to eligible Partner Countries;
- Mobility of youth workers¹²⁴ 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.

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.

¹²² For a detailed description of this activity, see the section "Key Action 1: mobility project for young people and youth workers" in Part B of this Guide.

¹²³ As above.

¹²⁴ As above.

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

<p>Eligible participating organisations</p>	<p>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).</p> <p>For example, such organisation can be:</p> <ul style="list-style-type: none"> ▪ 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. <p>Organisations from eligible Partner Countries can only take part in the project as partners (not as applicants).</p>
<p>Who can apply?</p>	<p>Any:</p> <ul style="list-style-type: none"> ▪ non-profit organisation, association, NGO (including European Youth NGOs); ▪ national Youth Council; ▪ public body at local, regional or national level; <p>established in a Programme Country can apply on behalf of all organisations involved in the project. Other types of organisations can be involved as partners, not as applicants.</p> <p>Exception: For Western Balkans Youth Window projects, the applicant must be established in a Western Balkan country.</p> <p>Applicants must – at the specified deadline for submitting their proposals – have been legally registered for at least one year.</p>
<p>Number and profile of participating organisations</p>	<p>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.</p>
<p>Duration of project</p>	<p>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.</p>
<p>Where to apply?</p>	<p>To the Education, Audiovisual and Culture Executive Agency, located in Brussels.</p>
<p>When to apply?</p>	<p>Applicants have to submit their grant application by the following dates:</p> <ul style="list-style-type: none"> ▪ 2 February at 12:00 (midday Brussels time) for projects starting between 1 August and 31 December of the same year; ▪ 1 July at 12:00 (midday Brussels time) for projects starting 1 January and 31 May of the following year.
<p>How to apply?</p>	<p>Please see Part C of this Guide for details on how to apply.</p>

Other criteria	<p>Only one project proposal per deadline may be submitted by the same applicant.</p> <p>Western Balkan Youth Window projects must include at least one mobility activity.</p> <p>A timetable for each activity planned in the project must be annexed to the application form.</p>
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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 30 ¹²⁵ resident in the countries of the sending and receiving organisations.
Number of participants	<p>Minimum 16 and maximum of 60 participants (group leader(s) not included).</p> <p>Minimum 4 participants per group (group leader(s) not included).</p> <p>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.</p>

ADDITIONAL ELIGIBILITY CRITERIA FOR EUROPEAN VOLUNTARY SERVICE

Accreditation	All participating organisations established in a Programme Country and in Western Balkan countries 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	<p>A volunteer from a Programme Country must carry out her/his activity in one of the Partner Countries concerned by the project.</p> <p>A volunteer from an eligible Partner Country must carry out her/his activity in one of the Programme Countries concerned by the project.</p>
Eligible participants	<p>Young people aged between 17 and 30¹²⁶, resident in the country of their sending organisation.</p> <p>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 59 days, excluding travel time can take part in an additional European Voluntary Service.</p>
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.
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.

¹²⁵Please 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.

¹²⁶ See note above.

AWARD CRITERIA

The project will be assessed against the following criteria:

Relevance of the project (maximum 20 points)	<ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> ▪ 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. <p>If the project foresees mobility activities:</p> <ul style="list-style-type: none"> ▪ 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)	<ul style="list-style-type: none"> ▪ The extent to which: <ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> ▪ The quality of measures for evaluating the outcomes of the project; ▪ The potential impact of the project: <ul style="list-style-type: none"> - on participants and participating organisations, during and after the project lifetime; - outside the organisations and individuals directly participating in the project, at local, regional, national and/or 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	<p>Costs directly linked to the implementation of the capacity-building activities of the project (excluding mobility activities) including:</p> <ul style="list-style-type: none"> ▪ Information, Communication and Technology (ICT) costs ▪ Transnational project meetings between project partners for implementation and coordination purposes, conferences and large-scale youth events (excluding travel costs): <ul style="list-style-type: none"> ○ board and lodging including local transport ○ visa and insurance costs ○ rental of rooms for meetings, conferences, other events ○ interpretation costs ○ costs for external speakers ▪ Intellectual outputs and dissemination of project results <ul style="list-style-type: none"> ○ Production ○ Translation ○ Dissemination and/or information costs ▪ Linguistic, intercultural, task-related preparation of participants in mobility activities. ▪ Costs for the financial audit of the project <p>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).</p>	Real costs	Maximum 80% of the total eligible costs.	Conditional: the budget requested is justified in relation to the planned activities. Staff costs are not considered as eligible costs.



Travel costs	Travel costs for Transnational project meetings between project partners for implementation and coordination purposes, conferences and large-scale youth events:	Contribution to 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 . 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
			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 ¹²⁷	

¹²⁷ Including trainers, facilitators and accompanying persons.

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.	Contribution to unit costs	For travel distances between 10 and 99KM: 20 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission ¹²⁸ . 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 ¹²⁹
			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 (including costs for preparation activities, food, accommodation, local transport, premises, insurance, equipment and materials, evaluation, dissemination and exploitation of results and follow-up activities).	Contribution to unit costs	B4.1 per day of activity per participant ¹³⁰	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).

¹²⁸ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

¹²⁹ 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 (170 EUR).

¹³⁰ 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 on equal terms as others (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	Contribution to 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 ¹³¹ . 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 ¹³²
			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	

¹³¹ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

¹³² 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. (including costs for preparation activities, food, accommodation, local transport, premises, insurance, equipment and materials, evaluation, dissemination and exploitation of results and follow-up activities).	Contribution to 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.	Contribution to 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 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 on equal terms as others, including for specific preparation and reinforced mentorship (excluding costs for travel and organisational support for participants and accompanying persons). 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	Contribution to 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 ¹³³ . 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 ¹³⁴
			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 ¹³⁵	
Organisational Support	Costs directly linked to the implementation of mobility activities within the project. (including costs for preparation activities, food, accommodation, local transport, premises, insurance, equipment and materials, evaluation, dissemination and exploitation of results and follow-up activities).	Contribution to 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).

¹³³ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

¹³⁴ For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return (275 EUR).

¹³⁵ 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 European policy agendas, in particular 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 of policy reform in the education, training and youth fields that are implemented directly by the European Commission or through specific calls for proposals managed by the Executive Agency. More information is available on the websites of the European Commission, the Executive Agency and National Agencies. A concise description of these Actions is provided below:

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 Erasmus+ 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) European policy experimentations, led by high-level public authorities and involving field trials on policy measures in several countries, based on sound evaluation methods ; b) forward-looking cooperation projects for innovative policy development.

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 through 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 and training systems and youth policies through the 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 improve systems, structures and processes;
- develop knowledge 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 the transparency and recognition of skills and qualifications acquired through formal, non-formal and informal learning,
- 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 facilitate 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	<p>A participating organisation can be:</p> <ul style="list-style-type: none"> ▪ a non-profit organisation, association, NGO; ▪ a European Youth NGO; ▪ a public body at local or regional level; <p>established in a Programme Country or in a Partner Country neighbouring the EU (regions 1 to 4; see section "Eligible Countries" in Part A of this Guide). Organisations from eligible Partner Countries can only take part in the project as partners (not as applicants).</p>
Who can apply?	<p>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.</p>
Number of participating organisations	<p>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.</p> <p>National meetings: the activity involves at least one organisation from a Programme Country.</p>
Eligible participants	<p>Young participants: young people aged between 13 and 30 resident in the countries involved in the project.</p> <p>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.</p>
Number of participants	<p>Minimum 30 young participants must be involved in the project.</p>
Venue(s)	<p>National meetings: the project must take place in the country of the applicant organisation.</p> <p>Transnational/international meetings: the activities may take place in any of the Programme Countries involved in the project.</p> <p><u>Exception:</u> Only in duly justified cases and if the main activity includes elements of dialogue with decision-makers at European level, an activity can take place at the seat of an Institution of the European Union¹³⁶.</p>
Duration of project	<p>From 3 to 24 months.</p>
Where to apply?	<p>To the National Agency of the country in which the applicant organisation is established.</p>
When to apply?	<p>Applicants have to submit their grant application by the following dates:</p> <ul style="list-style-type: none"> ▪ 2 February at 12:00 (midday Brussels time) for projects starting between 1 May and 30 September of the same year; ▪ 26 April at 12:00 (midday Brussels time) for projects starting between 1 August and 31 December of the same year; ▪ 4 October at 12:00 (midday Brussels time) for projects starting between 1 January and 31 May of the following year.
How to apply?	<p>Please see Part C of this Guide for details on how to apply.</p>

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

¹³⁶ Seats of the Institutions of the European Union are Brussels, Frankfurt, Luxembourg, Strasbourg and The Hague.

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (maximum 30 points)	<ul style="list-style-type: none"> ▪ The relevance of the proposal to: <ul style="list-style-type: none"> - the objectives 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: <ul style="list-style-type: none"> - 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.
Quality of the project design and implementation (maximum 40 points)	<ul style="list-style-type: none"> ▪ The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of mobility activities, and follow-up); ▪ The consistency between project objectives and activities proposed; ▪ The quality of the 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)	<ul style="list-style-type: none"> ▪ The quality of measures for evaluating the outcomes of the project; ▪ The potential impact of the project: <ul style="list-style-type: none"> - on participants and participating organisations during and after the project lifetime ; - outside the organisations and individuals directly participating in the project at local, regional, national and/or European levels. ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations; ▪ 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 ELSE YOU SHOULD KNOW ABOUT THIS ACTION?

PARTICIPANTS FROM OUTERMOST REGIONS AND OVERSEAS COUNTRIES AND TERRITORIES

In line with the Regulation establishing the Erasmus+ Programme, which calls on taking into account the constraints imposed by the remoteness of the outermost regions and the Overseas Countries and Territories (OCTs) of the Union when implementing the Programme, special funding rules are set in order to support expensive travel costs of participants from outermost regions and OCTs insufficiently covered by the the standard funding rules (based on contribution to unit costs per travel distance band).

Applicants of mobility projects will be allowed to claim financial support for travel costs of participants from outermost regions and OCTs under the budget heading "exceptional costs" (up to a maximum of 80% of total eligible costs: see "What are the funding rules?"). This would be allowed provided that applicants can justify that the standard funding rules (based on contribution to unit costs per travel distance band) do not cover at least 70% of the travel costs of participants.

WHAT ARE THE FUNDING RULES?

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

Maximum grant awarded per project 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	Contribution to unit costs	For travel distances between 10 and 99KM: 20 EUR per participant	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission ¹³⁷ . 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 ¹³⁸
			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	Contribution to unit costs	C1.1 per day of activity per participant ¹³⁹	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).

¹³⁷ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

¹³⁸ 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.

¹³⁹ Including accompanying persons.

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
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Missing from the extract:

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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 Regulation¹⁴³ 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 person 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);

¹⁴³ 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>

- the Financial Identification form. Please fill in the form relating to the country in which the bank is located, even if the applicant organisation is officially registered in another country (this form can be downloaded at: http://ec.europa.eu/budget/contracts_grants/info_contracts/financial_id/financial_id_en.cfm).

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 procedure¹⁴⁴.

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).

SELECTION CRITERIA

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

¹⁴⁴ Except for actions implemented by National Agencies

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 bodies¹⁴⁵;
- 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 guarantee¹⁴⁶;
- offer a grant agreement or grant decision without pre-financing or with a reduced pre-financing;
- offer a grant agreement or grant decision with pre-financing based on several instalments;
- reject the application.

OPERATIONAL CAPACITY

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

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

¹⁴⁵ 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.

¹⁴⁶ 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.

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 types¹⁴⁷:

- 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 contribution to unit costs: e.g. the amount awarded for the individual support in the framework of mobility projects in the field of education, training and youth;
- lump sums: e.g. the amount awarded to contribute to the implementation of complementary activities under Jean Monnet Projects;
- flat-rate financing: e.g. the amount awarded to cover indirect costs for profit sport events;
- a combination of the above.

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

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

PRINCIPLES APPLYING TO EU GRANTS

NON RETROACTIVITY

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

An EU grant may be awarded for a project which has already begun only where the applicant can demonstrate 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 which are submitted twice or more times by the same applicant or consortium, either to the same Agency or to different Agencies will all be rejected.

¹⁴⁷ 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)

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 balance¹⁴⁸. 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 contribution to unit costs, lump sums, or flat-rate financing is without prejudice to the right of access to the beneficiaries' statutory records. Where a check or audit reveals that the generating event has not occurred (e.g. project activities not realised as approved at application stage, participants not taking part in the activities, etc.) and an undue payment has been made to the beneficiary on a grant based on the reimbursement on the basis of contribution to unit costs, lump sums, or flat-rate financing, the National or Executive Agency shall be entitled to recover up to the amount of the grant. Similarly, if the activities undertaken or the outputs produced are of insufficient quality, the grant may be reduced partly or in full even if the activities have taken place and are eligible.

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

SPECIFIC PROVISIONS APPLYING TO GRANTS PAID ON THE BASIS OF REIMBURSEMENT OF A SPECIFIED PORTION OF ELIGIBLE COSTS

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

ELIGIBLE COSTS

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

- they are incurred during the lifetime of the project, with the exception of costs relating to final reports and audit certificates;
- they are indicated in the estimated overall budget of the project;
- they are necessary for the implementation of the project which is the subject of the grant;
- they are identifiable and verifiable, in particular being recorded in the accounting records of the beneficiary and determined according to the applicable accounting standards of the country where the beneficiary is established and according to the usual cost accounting practices of the beneficiary;
- they comply with the requirements of applicable tax and social legislation;

¹⁴⁸ 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 reasonable, justified, and comply with the principle of sound financial management, in particular regarding economy and efficiency.
- They are not covered through EU grants in the form of contribution to unit costs, lump sums or flat-rate financing.

The following categories of costs are also considered eligible:

- costs relating to a pre-financing guarantee lodged by the beneficiary of the grant, where that guarantee is required by the National or Executive Agency;
- costs relating to 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 legislation¹⁴⁹. The only exception relates to activities or transactions in which states, regional and local government authorities and other public bodies engage as public authorities¹⁵⁰. 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;
- 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).

¹⁴⁹ In the Member States the VAT national legislation translates the VAT Directive 2006/112/EC.

¹⁵⁰ See article 13(1) of the Directive.

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 project¹⁵¹;
- 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 project¹⁵².

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, in Strategic Partnerships for schools only, each participating organisation involved in a selected project will sign a separate (monobeneficiary) grant agreement – specific for its share of the grant - with the National Agency established in its own country.

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

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

GRANT AMOUNT

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

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

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

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

¹⁵¹ For exceptions to this rule, see the section "non-retroactivity" in this part of the Guide.

¹⁵² See footnote above.

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.: 70% Balance: 30%
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.: 70% Balance: 30%
SPORT – SMALL COLLABORATIVE PARTNERSHIPS	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.: 70% BALANCE: 30%
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.: 70% Balance: 30%
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.: 70% Balance: 30%

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 be removed two years after the end of the financial year in which the funds were awarded.

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

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

PUBLICITY

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

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

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

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

CHECKS AND AUDITS

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

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

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

DATA PROTECTION

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

- Regulation (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 Financial Irregularities Panel or to the European Anti-Fraud Office and between

authorising officers of the Commission and the executive agencies. The applicant shall have the right of access to his/her personal data and the right to rectify any such data. Should the applicant have any queries concerning the processing of his/her personal data, he/she shall address them to the Agency that has selected the project. In case of conflicts; the applicant also has the right of recourse at any time to the European Data Protection Supervisor. More information regarding the processing of personal data is included in the grant agreement or decision.

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

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 13.11.2014 on the Early Warning System (EWS) for the use of authorising officers of the Commission and the executive agencies¹⁵³, or
- the Commission Regulation of 17.12.2008 on the Central Exclusion Database¹⁵⁴ (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 EU¹⁵⁵.

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 EU¹⁵⁶.

¹⁵³ (OJ 2014 L 329 of 14 November 2014, p.68).

¹⁵⁴ (OJ L 344, 20.12.2008, p. 12).

¹⁵⁵ (OJ, L 298, 26.10.2012, p. 1).

¹⁵⁶ (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:

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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 website¹⁵⁸ of the European Commission.

Any organisation from a Programme Country, a Western Balkan country, a Southern Mediterranean country, an Eastern Partnership country 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). If the organisation has more than one role in a project application, it must have a valid accreditation for all those roles.

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 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 profiles of all accredited organisations are published in a database of European Voluntary Service organisations (Volunteering Database)¹⁵⁹. Accredited organisations are invited to use the Volunteering Database to advertise when they are looking for volunteers for EVS projects. The database can be consulted on the European Youth Portal.

¹⁵⁸ http://ec.europa.eu/youth/programme/mobility/european-voluntary-service_en.htm

¹⁵⁹ Available at: http://europa.eu/youth/eu/article/46/19795_en

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 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 coordinating organisation. This agreement defines the tasks s/he will carry out during the EVS, the intended learning outcomes, etc. As part of the agreement, the coordinating organisation will provide the volunteer with 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. The Volunteering Agreement remains an internal document among partners and volunteers; however it may 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 Mobility Tool+ as soon as possible. Mobility Tool+ will support the beneficiary in the management of the Erasmus+ mobility activities. The beneficiary organisation is also responsible for updating Mobility Tool+ with any change occurred to participants or activities during the lifetime of the mobility project. Beneficiaries will be able to generate prefilled reports from Mobility Tool based on the information they have provided. Mobility Tool+ will also generate reports to be filled in by the participants in mobility activities.

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

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.

For languages that are available through the Online Linguistic Support:

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 support is 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 and in duly justified cases) benefiting from the online service must 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 that are not available through the Online Linguistic Support:

For languages not covered by the online service, 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, a one-day pre-departure training aimed at establishing contacts with the outgoing volunteers may be organised.

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.

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 Partner Countries neighbouring the EU (region 1-4): the training/evaluation is organised respectively by SALTO SEE, SALTO EECA and SALTO Euromed Resource Centres¹⁶⁰ in the countries covered by each of the centres respectively;
- 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 contract is signed by both parties, the coordinating organisations should immediately fill out the information about the volunteer(s) in Mobility Tool+ and 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.

¹⁶⁰ <https://www.salto-youth.net/>

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ANNEX I

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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 CLIL¹⁶⁴ or reciprocal learning to increase language competences among learners of all ages from various fields of education, training and youth including those with migrant background;
- Cooperation and exchange of practice between staff responsible for support services at different educational levels (such as guidance counselling, coaching methods and tools, development of systems that help track student

¹⁶⁴ Content and language integrated learning.

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, good practices, validation instruments etc.);
- new forms of delivering youth work and providing training and support, notably strategic use of open and flexible learning, virtual mobility, open educational resources and better exploitation of the ICT potential;
- youth work programmes and tools aimed at combating social exclusion and early school leaving
- strategic networking and cooperation among youth organisations and/or with organisations in education and training fields as well as in the job market;
- strategic cooperation with local/regional public authorities;
- Recognition and certification of skills and competences at national level by referencing them to European and national Qualification Frameworks and using EU validation instruments.
- Trans-national youth initiatives: cooperation activities, fostering social commitment and entrepreneurial spirit, jointly carried out by two or more groups of young people from different countries (see below).

FOCUS ON:

- creativity, innovation and modernisation;
- strategic use of Information and Communication Technologies (ICTs) methodologies and virtual collaboration;
- open educational resources (OER);
- quality of education, training and youth work;
- entrepreneurship education (including social entrepreneurship);
- equity and inclusion;
- basic skills and transversal skills (language skills, digital skills and entrepreneurship);
- recognition and validation of learning outcomes across formal, non-formal and informal learning;
- promotion of flexible learning pathways;
- professionalisation and professional development in education, training and youth work;
- management and leadership skills;
- active participation of young people in society;
- inter-institutional cooperation;
- inter-regional cooperation;
- synergies between policy and practice.

TARGETS AND PARTICIPANTS:

- practitioners;
- staff active in education and training;
- youth workers;
- experts, specialists, professionals;
- students, trainees, apprentices, school pupils, adult learners, young people, volunteers;
- NEETs (people not in employment, education or training);
- young people with fewer opportunities;
- early school leavers;
- decision-makers;
- researchers.

PARTNERS THAT MAY BE INVOLVED IN THE SAME PROJECT

- education, training and youth organisations;
- organisations that work across a range of fields and sectors (e.g. skills centres or chambers of commerce, etc.) public sector bodies;
- enterprises, companies, representatives of business and labour market;
- community organisations;
- research and innovation bodies;
- civil society organisations;
- social partners.

2. TRAINING, TEACHING AND LEARNING EMBEDDED IN STRATEGIC PARTNERSHIPS

Strategic Partnerships may also organise training, teaching and learning activities of individuals, in so far as they bring added value in the achievement of the project's objectives. Some of these activities are particularly relevant in one or more fields of education training and youth, and notably

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, SCHOOL PUPILS, YOUNG PEOPLE (5 DAYS TO 2 MONTHS OF PHYSICAL MOBILITY)

Activities that combine one or more short periods of physical mobility (up to 2 months in total) with virtual mobility (i.e. the use of information and communication technologies such as collaborative workspaces, live streaming, videoconferencing, social media, etc. to complement or prolong the learning outcomes of physical mobility). It can be used to prepare, support and follow up physical mobility. It can also be organised to address people with special needs or with fewer opportunities to help them overcome the barriers to long-term physical mobility.

SHORT-TERM EXCHANGES OF GROUPS OF PUPILS (5 DAYS TO 2 MONTHS)

Short-term exchanges 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 can be hosted in each others' families. Joint project work during the visits should be linked to the aims of the Strategic Partnership. Please note that the cooperation between schools in a partnership should not be limited to such events but also include common online and local activities. Schools are encouraged to use eTwinning in order to work together on the project before and after the mobility events.

Pupils undertaking short-term exchanges should always be accompanied by adults to ensure their protection and safety, as well as their effective learning during the mobility experience.

Joint project work events during the visits should give pupils and teachers in different countries an opportunity to work together on one or more topics of mutual interest. They help pupils and teachers to acquire and improve skills not only in the topic or subject area on which the project is focused, but also in terms of teamwork, intercultural learning, social relations, planning and undertaking project activities and using information and communication technologies (ICT). Participating in joint project work with groups of pupils from partner schools from different countries also gives pupils and teachers the opportunity to practice foreign languages and increases their motivation towards language learning.

Project activities should ideally be integrated into the regular activities of the schools and be included in the curriculum of participating pupils. Pupils should be able to be involved in all phases of the project, including the planning, organisation and evaluation of activities.

LONG-TERM STUDY MOBILITY OF PUPILS (2 TO 12 MONTHS)

The aim of the activity is to strengthen the cooperation between the schools involved in the same Strategic Partnership. The mobility activities should be linked to the aims of the Strategic Partnership and need to be embedded in the project design. Schools are encouraged to use eTwinning in order to work together on the project before, during and after the mobility activities of pupils. These measures should help in maximising the impact on participating schools. The activity also allows pupils to develop their understanding of the diversity of European cultures and languages, and helps them acquire competences necessary for their personal development. The schools involved in the partnership should work together on developing learning agreements, recognising the studies undertaken at the partner school abroad and strengthening the European dimension in school education. This activity should also be a valuable international pedagogical experience for the teachers involved in the organisation and implementation of the mobility.

Participants are selected by the schools. They need to be pupils aged at least 14 and be enrolled full-time in a school participating in the Strategic Partnership. Selected pupils can spend between 2 and 12 months in a receiving school and a host family abroad.

A reciprocal exchange of pupils between schools/host families is encouraged but is not compulsory.

All actors involved in the study mobility – schools, pupils, their parents and host families – should consult the specific Guide to Study Mobility of Pupils which aims to help them in implementing the activity and ensure the safety and well-being of the pupils involved. The Guide specifies roles and responsibilities, gives guidance and provides the necessary templates and forms for participants. The Guide is available in English at the Europa website and in translation at the website of the relevant National Agency.

ONLINE LINGUISTIC SUPPORT

Participants in long-term mobility activities (2 to 12 months) within a Strategic Partnership can benefit from linguistic preparation. In this regard, an online linguistic support will be gradually implemented in the course of the Programme. Such online support is made available by the European Commission to selected pupils, with a view to assess their competence in the language they will use to study abroad. This tool also offers them, where necessary, the possibility to improve the knowledge of the language before and/or during the mobility period.

When implemented for schools, the online linguistic support will be provided as follows:

- National Agencies allocate online licences to schools according to general criteria specified by the European Commission.
- Once selected all pupils (except native speakers) benefiting from the online service will carry out an online test to assess their competences in the language they will use for studying. The results of this test will be communicated to the pupil and the school.
- Based on the number of online licences available for language courses, schools will distribute licences according to needs.
- At the end of the mobility period, pupils will carry out a second assessment to measure the progress made in the foreign language.

Further details on the online linguistic support are made available on the websites of the European Commission and National Agencies.

For languages not covered by the Commission's service, a specific grant for "linguistic support" may be provided for that purpose.

STAFF IN EDUCATION AND TRAINING AND YOUTH WORKERS

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.

3. EXAMPLES OF STRATEGIC PARTNERSHIPS

PROMOTION OF FLEXIBLE LEARNING PATHWAYS

Integrating practical and theoretical knowledge in higher education institutions' curricula can provide opportunities for students to gain the skills needed now and in the future on the labour market, and thus improve their future employability. A Strategic Partnership will support a project-based collaboration between enterprises and students and staff at HEIs, to develop, test and adapt a joint curriculum between participating HEIs, based on an exhaustive needs analysis and focusing on a "real-life" transnational approach. This will also imply teaching/learning activities, including exchange of personnel between HEIs and enterprises, and integrated ("embedded") mobility, in which students follow a joint programme, the components of which are taught by different partners and on different locations. The final result is the delivering of the joint curriculum and the dissemination to organisations beyond the partnership. The partnership consists of HEIs and enterprises, including SMEs and social enterprises, to ensure the necessary competence as well as the adequacy of the skills developed within the joint curriculum.

INTEGRATED LOCAL/REGIONAL DEVELOPMENT

The elaboration of integrated local/regional development plans can hugely benefit from the involvement of all the relevant stakeholders. A Strategic Partnership will develop, test and implement innovative course packages enriching each curriculum of the partner HEIs in view of delivering double certificates or double degrees. The project will involve key stakeholders and rely on their continuous supervision in particular via a specific Steering Group to ensure that the needs of local/regional actors are conveniently met. The project will also imply teaching/learning activities, including exchange of personnel between HEIs and student "blended" mobility. The final result is the integration of these course packages into the curriculum and the delivery of a double certificate/degree. The partnership includes higher education institutions, as well as local actors and local level public authorities.

The involvement of less experienced partners in the activities carried out can be gradual, ensuring that, at the latest in the last year of the project, all partners are integrated into the whole package of activities.

CREATIVITY AND INNOVATION

Small and medium-sized enterprises face the challenges of skill development and innovation without necessarily having adequate resources or the strategic vision to cope with fierce market competition. A Strategic Partnership supports the spread of a creative and innovative culture inside small businesses by transferring and implementing methodologies, tools and concepts that facilitate organisational development and product creation. Partners from the creative sectors and higher education institutions help the other partners to learn how to apply creative thinking successfully in their organisations and to develop the capacity for innovation and change.

One tangible outcome is the production of tailor-made action plans for creativity and innovation development based on previous analyses of success cases and methodologies. The partnership includes creative sectors, small-and medium-sized enterprises, employers' associations, chambers of commerce, industry or craft.

QUALITY OF EDUCATION

Local school authorities in Sweden, Denmark and UK partner up to propose a Strategic Partnership. The local authorities have identified a need to improve the quality of education in science, maths and technology, and have designed a project aiming to develop a joint framework for supporting pupils' involvement in learning. The objectives of the project are to improve the quality of education in maths and the natural sciences, and to increase the take-up of these subjects in upper secondary and higher education. The project is led by the two local authorities, and involves all primary and lower secondary schools in the respective areas. In addition, the local authorities have involved other partners from their local communities: universities, a media centre as well as several enterprises and business associations in the fields of technology, science and the environment. The project activities involve staff exchange between the participating organisations, with the aim of exchanging experiences and good practice. The partners share materials and resources, and develop units of cross-curricular work in maths, science and technology that are tested/implemented in primary and secondary schools. The business partners invite school classes for study visits to give pupils insight into the various practical applications of the topics they are working on. University students contribute as "study buddies" for pupils, providing additional one-on-one help with the subjects as well as serving as role models, motivating pupils to study science and technology. The project results in university cooperation on initial teacher education as well as further pedagogical cooperation and new projects between the schools involved.

INCREASING EDUCATION ATTAINMENT

Increasing the level of tertiary attainment, widening access and facilitating completion of higher education studies are major challenges in many countries. A Strategic Partnership will support the development of better progression routes into higher education and to graduation, with a specific focus on non-traditional learners, such as students from under-represented groups or with disadvantaged backgrounds, by transferring and testing innovative approaches. The Partnership will test how upper secondary students with specific backgrounds are prepared and guided before entering into higher education via collaboration between HEIs, schools and institutions active in the field of VET. Monitoring and support of this student population will also be tested, in particular via tailor-made services (guidance, counselling, coaching etc.) that aim at preventing drop-out and encouraging graduation within the expected time. The project will involve HEIs as well as upper secondary general and vocational education schools, ensuring that the services offered are adequate and match the identified needs. The project will also imply teaching/learning activities, including "blended" student mobility. The final result is the adaptation of the model, its implementation by participating HEIs and the dissemination to organisations beyond the partnership, aiming in particular at other education providers and key policy-makers.

INNOVATION

A Strategic Partnership will support the development of new pedagogical approaches and in particular e-learning tools and on-line collaborative platforms where pupils, students and teachers will be able to learn, teach and co-create content of courses. The Partnership composed of universities, schools, research organisations and/or enterprises will develop together the tools that schools and higher education institutions will use to teach and learn specific disciplines at different levels. Research organisations and/or enterprises will have a key role either to develop the tools or to make the content more relevant and concrete. In addition, intensive study programmes will be organised to test the tools developed by the partnership with students and teachers. Joint staff training events will also allow training the teachers in using the tools.

LANGUAGE SKILLS

A cross-sectoral Strategic Partnership aiming to support those families where more than one language is spoken, by developing language 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 at 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 good practices and ideas, with the final aim of publishing a book once the project is concluded and disseminating it among practitioners in the field.

CAPACITY BUILDING IN THE FIELD OF 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, obligation and bank holidays. For the sake of estimating the budget, working days per individual will not exceed 20 days per month or 240 days per year. The estimation of the budget results from applying Erasmus+ contribution to unit costs for staff. It is independent from the actual remuneration modalities that will be defined in the partnership agreement and implemented by the beneficiaries.

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 and 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.

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.

The duration of such travels must not exceed a maximum of three months.

TRAVEL COSTS – STUDENTS

Students (at short cycle, first cycle (Bachelor or equivalent), second cycle (Master or equivalent) and third or doctoral cycle) registered in one of the beneficiary institutions may benefit from financial support for travel and subsistence provided it supports the achievement of the project's 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
<ul style="list-style-type: none"> ▪ 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; ▪ Practical placements, internships in companies, industries or institutions in a Partner Country; ▪ Practical placements, internships in companies, industries or institutions in a Programme Country (only for students from Partner Countries). 	Min. 2 weeks – Max. 3 months
<ul style="list-style-type: none"> ▪ 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 not later than four 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 purchasing equipment over €25.000, and less than €134.000, the beneficiaries must obtain competitive tenders from at least three suppliers and retain the one offering the best value for money, observing the principles of transparency and equal treatment of the potential contractors and taking care to avoid conflicts of interests. For purchase of equipment over €134.000 national legislations will be applicable. 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, and lower than €134.000, 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. For purchase of equipment over €134.000 national legislations will be applicable. 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 subcontracting budget heading and be justified and documented.

2. FINANCIAL REPORTING AND FINAL CALCULATION OF THE GRANT

For each project, the budget foreseen is laid down 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 exceeds the maximum ceilings for staff, equipment and sub-contracting.

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 :

- the existence of a formal contractual relationship between the employee and the employer.
- 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 verify the eligibility of the activities implemented on the basis of the report sent by the co-ordinator (see Annex of the Grant Agreement- "Final Report"). If there are doubts about any particular point, the Agency may request that all the supporting documents be forwarded.

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:

- 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 requested 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 verify the eligibility of the activities implemented on the basis of the report sent by the co-ordinator (see Annex of the Grant Agreement - "Final Report"). If there are doubts about any particular point, the Agency may request that all the supporting documents be forwarded.

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 staff costs 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 have been 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 procedures. In such cases, the beneficiaries may not split the purchase of equipment into smaller contracts with lower individual amounts.

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 :

- 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 procedures. In such cases, the beneficiaries may not split the purchase of equipment into smaller contracts with lower individual amounts.

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 (SPECIAL MOBILITY STRAND)

BEFORE MOBILITY

a. 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: "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". Advantage 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 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 down 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 the type of insurance available at national level. Furthermore, it is not necessary to subscribe to a project-specific insurance, if the participants are already covered by the 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).

b. MOBILITY TOOL

When the participants are selected, and at the latest when they start their mobility, 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 changes which have taken place 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.

c. CONDITIONS UNDER WHICH STUDENTS CAN PARTICIPATE

- 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 also includes 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 the 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 a regional, a 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 pay 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.

d. CONDITIONS UNDER WHICH STAFF CAN PARTICIPATE

- 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 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

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 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.

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 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 six 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

In addition to the ineligible costs list under Part C, the following costs shall not be considered eligible for Capacity-building projects:

- 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 is a planned process of providing information on the results of programmes and initiatives to key actors. It occurs as and when the result of programmes and initiatives become available. In terms of the Erasmus+ Programme this involves spreading the word about the project successes and outcomes as far as possible. Making others aware of the project will impact on other organisations in the future and will contribute to raising the profile of the organisation carrying out the project. To effectively disseminate results, an appropriate process at the beginning of the project needs to be designed. This should cover why, what, how, when, to whom and where disseminating results will take place, both during and after the funding period.

Exploitation 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 good practices.

Communication is a broader concept. It includes information and promotion activities to raise awareness and enhance the visibility of the project's activities in addition to the dissemination and exploitation of the project results. However, very often it is difficult to make a clear distinction between these areas. For this reason 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 project plans should be flexible enough to allow target groups and other stakeholders to become involved during the different stages of the project. This will help to ensure that the project remains on track in terms of their needs. Their participation will also highlight the potential value of your project as well as help to spread the news to other interested parties throughout Europe.

HOW TO DISSEMINATE AND EXPLOIT RESULTS?

In order to reach as many people as possible, it is advisable to translate as many communication materials and project outputs in as many languages as possible. It is recommended to cover all languages of the partnership and English; the cost of these translations could be included in the grant request if necessary.

There are many different ways to disseminate and exploit results. Being creative and thinking of fresh ideas so that the Erasmus+ project and results really stand out will be appreciated. Beneficiaries could use:

- the Erasmus+ Project Results Platform (see below);
- project or organisational websites;
- meetings and visits to key stakeholders;
- dedicated discussion opportunities such as information sessions, workshops, 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

- 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.
- AT FINAL REPORT STAGE
- uploading the final project results and an update of the project description on the Erasmus+ Project Results Platform.

AFTER the project

- continuing further dissemination (as described above);
- developing ideas for future cooperation;
- evaluating achievements and impact;
- contacting relevant media;
- contacting policy-makers if relevant.

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 EUROPEAN UNION AND OF THE ERASMUS+ PROGRAMME

Beneficiaries shall always use the European emblem (the 'EU flag') and the name of the European Union spelled out in full in all communication and promotional material. The preferred option to communicate about EU funding through the Erasmus+ Programme is to write 'Co-funded by the Erasmus+ Programme of the European Union' next to the EU emblem.

Examples of acknowledgement of EU funding and translations of the text are available at http://eacea.ec.europa.eu/about-eacea/visual-identity_en

The brand name of 'Erasmus+' shall not be translated.

Guidelines for beneficiaries on the use of the EU emblem in the context of EU programmes are available at http://ec.europa.eu/dgs/communication/services/visual_identity/pdf/use-emblem_en.pdf

USE OF THE ERASMUS+ PROJECT RESULTS PLATFORM

A new platform was established for Erasmus+ to offer a comprehensive overview of projects funded under the Programme and to highlight good practice examples and success stories. The platform also makes available products/deliverables/intellectual outputs which are the result of the projects funded.

Good practices will be the object of an annual selection by each National Agency and by the Executive Agency. Success stories will be further selected at central level by DG EAC services.

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 good practices and success stories among Erasmus+ beneficiaries that will be selected every year at national and European level.

For most Erasmus+ projects, beneficiaries will be required to provide a summary describing their project in English at application stage.

The project summary is of particular importance as it provides a description for the general public. It should therefore be drafted in 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+ Project Results Platform can be consulted at: <http://ec.europa.eu/programmes/erasmus-plus/projects/>

ANNEX III – GLOSSARY OF TERMS

Accompanying person	<p>as a general definition applying to all fields of education training and youth, an accompanying person is the one who accompanies participants – whether learners or staff/youth workers - with special needs (i.e. with disabilities) in a mobility activity, in order to ensure protection, provide support and extra assistance.</p> <p>Additionally, in the case of VET learners' mobility under Key Action 1 and short or long term pupils' mobility under Key Action 2, an accompanying person may also be the adult that accompanies one or several VET learners or school pupils (especially minors or youngsters with little experience outside their own country) abroad, to ensure their protection and safety as well as their effective learning during the mobility experience.</p>
Accreditation	<p>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.</p>
Action	<p>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.</p>
Activity	<p>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).</p>
Adult education	<p>all forms of non-vocational adult education, whether of a formal, non-formal or informal nature (for continuous vocational training see "VET").</p>
Adult education organisation	<p>any public or private organisation active in the field of adult learning.</p>
Adult learner	<p>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).</p>
Advance Planning Visit (APV)	<p>planning visit ahead of youth mobility activities. The purpose of the APV is to build trust, understanding and a solid partnership between organisations in the project. Young participants can be involved in the visit to integrate them fully in the project design.</p>
Applicant	<p>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.</p>
(Application) deadline	<p>final date by when the application form must be submitted to the National or Executive Agency to be considered eligible.</p>
Apprenticeship (Apprentice)	<p>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.</p>
Beneficiary	<p>if the project is selected, the applicant becomes beneficiary of an Erasmus+ grant. The beneficiary signs a grant agreement with – or is notified of a grant decision by – the National or Executive Agency that has selected the project. If the application was made on behalf of other participating organisations, the partners may become co-beneficiaries of the grant.</p>

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	a minor mistake or inadvertence unintentionally made in a document that changes its meaning, such as a typographical error or the unintentional addition or omission of a word, phrase, or figure.
Co-financing	the 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 Transfer and Accumulation System)	a learner-centred system for credit accumulation and transfer, based on the transparency of learning, teaching and assessment processes. Its objective is to facilitate planning, delivery and evaluation of study programmes and learner mobility through the recognition of qualifications and periods of learning. a system that helps to design, describe and deliver study programmes and award higher education qualifications. The use of ECTS, in conjunction with outcomes-based qualifications frameworks, makes study programmes and qualifications more transparent and facilitates the recognition of qualifications.
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 VET, schools and adult education organisations, a document outlining the needs of the institution/organisation in terms of quality development and internationalisation, and how the planned European activities will meet those needs. The European Development Plan is part of the application form for schools and adult education organisations applying for learning mobility of staff under Key Action 1.

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 (Youthpass), 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). In exceptional cases and if all young people are minors, the group could be represented by an adult. This would allow a group of young people (were all are minors) with a help of a youth worker/coach to submit an application.
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 EUR, and/or an annual balance sheet total not exceeding 43 million EUR.
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.
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
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.
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_quality/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	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+ Project Results Platform	http://ec.europa.eu/programmes/erasmus-plus/projects/
ESCO	https://ec.europa.eu/esco
EU Skills Panorama	http://euskills Panorama.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=LLFgTfdd6mZf3Wt4YNhTjyP8vnMcg4RnTT1rQHP2bfT8dWYrdNQC11965766013?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
Standardization initiative - A strategic vision for European standards: Moving forward to enhance and accelerate the sustainable growth of the European economy by 2020	http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0311: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>